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OUR COLLEGE

To serve with

WISDOM & COURAGE

OUR MISSION

All Saints’ College, in partnership with its families, community and the Anglican Church, empowers boys and girls to develop their potential, becoming confident, compassionate and committed to worthwhile service to society.

OUR VISION

Making a positive difference in our world

OUR VALUES

Respect: for self and others, for community and environment

Integrity: acting with moral strength and grace, guided by humility and compassion

Courage: to be our best selves
**COLLEGE LEADERSHIP TEAM**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Ms Belinda Provis</td>
</tr>
<tr>
<td>Vice-Principal</td>
<td>Ms Helen Aguiar</td>
</tr>
<tr>
<td>Dean of Teaching and Learning</td>
<td>Ms Esther Hill</td>
</tr>
<tr>
<td>Dean of Student Wellbeing</td>
<td>Mr Steven Davies</td>
</tr>
<tr>
<td>Dean of Junior School</td>
<td>Ms Penny Crane</td>
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<tr>
<td>Director of Business and Administration</td>
<td>Mr David Kerr</td>
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<tr>
<td>Director of Marketing and Community Relations</td>
<td>Mrs Jo Mulligan</td>
</tr>
<tr>
<td>Director of Personnel and Policy</td>
<td>Mr Tony Bilson</td>
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**OTHER KEY STAFF**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>Head of Transition Program (Acting)</td>
<td>Ms Mona Lingensjo</td>
</tr>
<tr>
<td>Chaplain</td>
<td>The Revd. Patrick Duckworth (Father Patrick)</td>
</tr>
<tr>
<td>Senior School College Counsellors</td>
<td>Mrs Ainsley Harmsen</td>
</tr>
<tr>
<td></td>
<td>Mrs Sue Wilson</td>
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</tbody>
</table>

**YEAR 7 CLASS TEACHERS**

Names to be announced

**YEAR 8 TUTORS**

Names to be announced

If you have any questions prior to the start of the 2016 school year, please contact the College Registrar, Janice.Hewett@allsaints.wa.edu.au or phone (08) 9313 9342.
THE TRANSITION PROGRAM

Our Philosophy

To the student

We welcome you to the Transition Program at All Saints’ College. We hope this handbook will answer some of the questions you may have as you prepare for your first day as a Year 7 or Year 8 student in the Senior School.

The Transition Program is designed to assist you with the transition from the self-contained environment of a primary school classroom (with the same teacher) to a department-based environment and specialist teachers. We aim to help you develop as an independent learner and to ensure that you have a greater degree of preparedness and confidence in your secondary schooling.

The Transition Program offers many academic and cocurricular opportunities for you in the College at an age-appropriate level. At the same time, you will become immersed in the culture of the College and you will build relationships with your peer group and many of the older students in a supportive and positive environment. We look forward to working with you to help with your learning and development in the coming year.

The Transition Program for Years 7 and 8

As students move into the Senior School, we provide a number of steps to support their journey.

Year 7

1. “Transition 7” Evening – This is held in the middle of the year preceding Year 7 so that students and parents begin to get to know others in their year group.
2. “Welcome Email” – This is distributed in the middle of Term 3 to welcome students to the College and contains information about the Orientation Morning held in late November, the College uniform, selecting a Language, and an introduction to the Music Program.
3. “Orientation Email” – Sent to parents at the beginning of November, this pack has details regarding the student’s class, House and Language allocation, and also provides further information about the Orientation morning.
4. Orientation Morning – This is held in late November. Students take part in a variety of activities until lunchtime. Parents attend an information session followed by morning tea. Additional information about the various activities and opportunities available in our College community, including the booklist and House Day (which occurs prior to the start of the new academic year) is provided.
5. Computer pickup and padlock and locker allocation – This takes place in the week prior to the start of Term 1. Students come to the College to collect their computer and receive their padlock and allocated locker.
6. **Start of Year Preparation and House Day** – This occurs on the day before Term 1 commences.

7. **Year 7 Parent Information Evening** – This is held early in Term 1. Parents meet with the Head of Transition and then with their child’s classroom teacher.

8. **Year 7 Overnight Team-Building Camps** – These take place in Week 4 of Term 1. Each Year 7 class in turn goes away for one night for a wonderful opportunity to get to know other class members and their teacher.

### Moving from Year 7 to Year 8

1. **Locker management training** – During the year, Year 7 students learn to manage their lockers effectively in preparation for Year 8.

2. **Year 7 Social** – this follows the conclusion of Dancing classes and is held late in Term 4.

3. **Information to Parents** – Late in Term 4, parents are provided with information about their child’s Year 8 class, an electronic Transition Handbook, details regarding the Year 8 Preparation Morning at the start of next year, and further details about a number of College activities.

4. **Peer Support and “meet the Year 8 Tutor” sessions** – Year 7 students in the last weeks of the College year meet these people who will be very important when they start Year 8 the following year.

### Year 8

1. **Start of Year Preparation** – This takes place on the morning before Term 1 commences. Year 8 students are able to place their books in their lockers and organise themselves and their computers before the term commences. Year 8s who are new to the College collect their computers on this day.

2. **Year 8 Parent Information Evening** – This is held early in Term 1.

3. **Peer Support** – This takes place during Terms 1 and 2. Year 11 students work with Year 8 students in their House.

### Movement of Year 8 to House Tutor Groups.

In the middle of Term 4, Year 8s move into their House Tutor Groups so they are ready for the start of Year 9 the following year. Small groups of students in Years 9 - 12 within the same House make up each Tutor Group. They continue in these vertical Tutor Groups with the same Tutor for the rest of their journey through the Senior School. The Heads of House assume full pastoral care of the students from the start of Year 9.
Important Dates in the Transition Journey

Thursday 26 November 2015 – Orientation Morning
All Year 7 students and their parents are invited to All Saints' College for the morning. Students will be introduced to a number of people, with whom they will have contact during the school year, including their classroom teacher, the Head of Transition Program, their Head of House, and student leaders. Parents are provided with details about the Transition Program and its activities.

The morning is planned so that parents and students can familiarise themselves with the Senior School of the College, and they will be given information which will help with a smooth transition from Year 6 to Year 7.

Details of the program are in the invitation to the Orientation Morning.
Parents: 8.45am – 10.30am
Students: 8.45am – 12.55pm

<table>
<thead>
<tr>
<th>Term Dates 2016</th>
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<tbody>
<tr>
<td>Term 1</td>
</tr>
<tr>
<td>Term 2</td>
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<tr>
<td>Term 3</td>
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<td>Term 4</td>
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Thursday 28 January 2016 – Padlock and locker allocation / computer rollout
Years 7 and 8 have their lockers allocated to them before the start of the school year. This allows students the opportunity to bring in their books and materials needed for the year and to organise them in their lockers before school commences. This is very successful in removing some of the pressure on the first day. It also means that students are less burdened with full school bags on this day.

The padlock demonstrations and locker distributions take place in Classroom C5 at the following times: (Please refer to the map on the inside rear cover):

- **7V** – 9.00am, **7W** – 9.30am, **7X** – 10.00am, **7Y** – 10.30am, **7Z** – 10.45am.

Following the padlock demonstration, parents and students move to Classroom D7 to collect the student’s computer. The 7V computer collection and training sessions will start at approximately 9.30am. Training sessions run through the morning so that as soon as a session fills up it can begin.

Monday 1 February 2016 – Start-of-year preparation and House Day
This is a rewarding day and a fun experience for all Year 7 and 8 students. It is a great way to start the school year together and it helps to alleviate any concerns before the first day of term.

Students meet first with their Tutor / Classroom Teacher in their class groups and are given their Student Diary and timetable. Following this:
**Year 7 students** go on to participate in House activities with their Head of House.
The day’s activities provide an opportunity to meet others in their class and House and to start to develop House and College spirit.

**What to wear:** Summer PR Uniform (with House shirt)
**What to bring:** A hat, College bathers, towel and sunscreen. Morning tea, lunch and a water bottle. Writing equipment.

8.30am – 10.00am: Year 7 start of year preparations – in C Block
10.00am – 2.00pm: House Day

**Year 8 students** are given time to organise their computer and set up electronic textbooks and programs.

**What to wear:** Summer PE Uniform (with House shirt)
**What to bring:** Morning tea and a water bottle. Computer, library card, writing equipment and textbooks.

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**Tuesday 2 February 2016 – first day of the new school year**

- Students wear summer uniform.
- Students meet with their Class Teacher / Tutor in their classroom by 8.25am.
- From there students go with their Class Teacher / Tutor to the Indoor Sports Centre for a celebration of the Eucharist.
- Parents are welcome at this worship service celebrating the start of the new school year. Parents and students who receive Holy Communion in their own church are welcome to receive Holy Communion. Others who wish to come forward and receive a blessing at the time of Communion are invited to do so. Directions for this will be given at the service.
- **What to bring on the first day:** Computer and pencil case. Students should have already organised their books in their lockers prior to the commencement of Term 1.
**STUDENT WELLBEING**

The socio-emotional and spiritual wellbeing of students has a high priority in the College. The Tutor Group and Tutor are important elements of stability and support for students. The relationship with the Tutor is central to this care. In the Transition Program, students are in their classroom groups so that the issues of early adolescence can be dealt with within a secure environment.

**Year 7**

The central person for students in Year 7 is the **Class Teacher** who has the pastoral responsibility for the students in his or her class. The Class Teacher is the first person to approach for help or advice on most matters concerning your child.

**Year 8**

In Year 8, the **Tutor** is the first person to approach for help or advice. Tutors establish a close relationship with the students as they teach them in up to two academic classes and see them every morning in Tutor Group.

**Head of Transition Program**

The Head of Transition is available for help with any problems or concerns and can be contacted by students or parents.

**Other staff**

The College Counsellors, Deans and the Chaplain are also all available to help with problems of a personal or general nature if these are not appropriate to be discussed with the Tutors or Class Teachers and Head of Transition Program.

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**Student Diary**

A cornerstone of our Pastoral Care system within the Transition Program is the Student Diary. It is an important form of communication between the College, student and parents, as well as being a record of homework for the student. The Diary contains a wealth of information on frequently asked student questions, expected student behaviour in different areas of College life, the Library, homework, College policies and more.

Using the Diary effectively is a good opportunity for students to develop organisational skills and have more control of their learning. It is a student’s responsibility to write homework and important dates in the Diary. Many College Calendar dates are already printed in it.

The Diary will be issued to students on House Day. It must be taken to every lesson. If the Diary is left at home on a particular day, a student must obtain a Diary Replacement Sheet from the Class Teacher/Tutor or Head of Transition.

In Year 7, towards the end of each week the students are required to write a comment in their Diaries, directed to their Class Teacher, reflecting on their week at school. The Class Teacher will read this comment and then sign the Diaries before they are taken home for parents to add their comment and sign. In Year 8, The Tutor will check and sign the Diary each week.

**It is the student's responsibility to have the Diary signed each week by a parent or guardian.** This enables parents/guardians to be aware of the workload of their child, whether or not all homework and other expectations are being met, and also ensures that any messages sent through the Diary to parents are noted.
Senior School Houses

The six Houses are named after people who have made a significant contribution in the history of Western Australia.

**Cowan House** – purple. Named after Edith Cowan, the first female parliamentarian in Western Australia. Cowan House prides itself on its community spirit. The House works together to create an environment that is inclusive and supportive, with a strong emphasis on valuing each student's unique contribution to Cowan's achievements.

Head of House: Mr Matt Lanigan  
email: matt.lanigan@allsaints.wa.edu.au

**Durack House** – white. Named after Elizabeth and Mary Durack, artist and author respectively, whose family were pioneers in the Kimberley region of Western Australia. Durack House has as one of its strengths “commitment and participation” in a wide variety of activities available to all students, which creates a positive House spirit. All students in the House support and encourage fellow House members to achieve their best.

Head of House: Mr Greg Hill  
email: greg.hill@allsaints.wa.edu.au

**Forrest House** – green. Named after Lord John Forrest, WA’s first Premier. Forrest House members are charged with giving of their individual best in all that they do, while also supporting other students, staff and the College.

Head of House: Ms Brooke Haendel  
email: brooke.haendel@allsaints.wa.edu.au

**Murdoch House** – red. Named after Sir Walter Murdoch, academic and essayist. Murdoch is a spirited House that enjoys the focus of participation. All students are encouraged to try a range of activities and to compete to the best of their ability.

Head of House: Mrs Christine Kroeger  
email: christine.kroeger@allsaints.wa.edu.au

**O’Connor House** – yellow. Named after C. Y. O’Connor, engineer. O’Connor aims to provide a caring and supportive environment between staff and students. Although competition between the Houses is important, the goals of participation and achieving to potential are fostered. In other words, all students should become involved in what the College has to offer and to always give their best. If it’s worth doing, it’s worth doing well.

Head of House: Mr Steve Young  
email: steve.young@allsaints.wa.edu.au

**Stirling House** – blue. Named after Captain James Stirling, first Governor of WA. Stirling House prides itself on the contribution that all students make to the overall team effort in a variety of capacities. Commitment to the team is valued and students in the House receive support and encouragement from their fellow House members to do their best.

Head of House: Mrs Debra White  
email: debra.white@allsaints.wa.edu.au
Pastoral Management

Blue, Black and Red Marks
Pastoral care for each student is supported through the Student Diary as follows:

Year 7
♦ Blue marks are given to reinforce good behaviour or good work.
♦ Black marks may be written in black pen to inform parents of homework not completed or as a first warning for minor issues.
♦ Red marks may be entered for more serious breaches of behaviour. Parents are sometimes requested to sign and/or comment on these marks.

Year 8
♦ Blue marks are given to reinforce good behaviour or good work.
♦ Red marks may be given if a student does not meet College expectations, for example, breaches of behaviour or non-completion of work. Parents should monitor these and discuss them with their child. A number of red marks may indicate a problem is developing.

Impositions
These are normally given for more serious misbehaviour or for repeated red marks. An imposition needs to be signed by a parent and the Tutor so that the incident can be discussed with the student.

Lunchtime or Friday Detentions
A series of impositions or a serious incident may result in a detention.

Wellbeing programs

The Leader in Me (TLIM)
Year 7s work within the framework of The Leader in Me which is based around Franklin Covey’s The 7 Habits of Highly Effective People. TLIM teaches 21st century leadership and life skills to students and creates a culture and language to help empower students. It works on the paradigm that every child is capable and every child is a leader who can take charge of his or her own life. Students develop their understanding of this process through explicit lessons and in their everyday classroom activities.

Year 8 Peer Support
This is a program where selected and trained Year 11 students meet regularly during Terms 1 and 2 with small groups of Year 8 students in their House. The primary purpose of the program is to further assist Year 8 students in adjusting to the culture of the Senior School and to develop a support network in their early adolescence. When the Year 8s move into their House Tutor Groups during Term 4 of Year 8, they already know many of the older students in the Tutor Group.

Student Leadership Opportunities
Students in all Year 7 and 8 classes have the opportunity to function as Service Representatives and Class Representatives. The leaders hold the positions for a semester, which means that many students can develop their leadership skills. Details of this will be provided to the students in Term 1 after they have had time to get to know each other.
CURRICULUM

Times of the day
Each day begins at 8.30am with Tutor Group where attendance is noted, messages are given and students are reminded of things happening during the day and week. The school day concludes at 3.25pm. There are 6 x 55 minute periods in a day.

If a student arrives at school after Tutor Group or leaves before 3.25pm, they are required to check in or out through Student Services.

The Learning Program
Students follow a program that exposes them to the different Learning Areas using the Western Australian Curriculum. It provides them with a strong foundation in the knowledge, skills and strategies required in later studies. Our aim is for students to have a wide variety of experiences in Years 7 and 8, which will help them to make more informed decisions about pathways they will take in subsequent years. In Years 9 and 10, students can choose from exciting elective possibilities ranging from Photography to Theatre Arts, from Languages to Outdoor Education.

Students are encouraged to develop independence in and responsibility for their learning during Years 7 and 8. The delivery of the curriculum is supported through dynamic practices of peer collaboration, integration and direct teaching. The computer is an important tool in this process.

Support and Extension
Classes in Years 7 and 8 are usually heterogeneous, which allows for happy social interaction while providing a robust academic program. Our special support and extension programs withdraw some students from certain lessons to provide extra opportunities to further meet the learning needs of these students. Any student with a diagnosed additional or alternative learning need may be referred to the Learning Support Coordinator.

Year 7
Below is a sample showing how the 30 periods in the timetable may be shared amongst the Learning Areas during the week. More detailed information explaining class timetables and the curriculum is available from the classroom teachers at the Parent Information Sessions at the start of each year. The academic program embraces all Learning Areas and students are able to access a number of the specialist areas and teachers in the Senior School.

Numeracy and literacy are given special focus, and support and extension teachers help to cater for ability levels in these areas. Homework help is available from a Year 7 teacher one afternoon per week.

Feedback on student progress is directed through SEQTA and formal reporting. SEQTA provides an ongoing reflection of a student’s development and progress in the curriculum Learning Areas. Formal reports are sent out at the end of Semesters 1 and 2. Early in Term 2 there is a three-way transition interview (parent, class teacher and student) with an emphasis on the child’s working habits and social development. Three-way Parent/Student/Teacher Interviews in Term 3 provide an opportunity for communication with Learning Area teachers.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods per week</th>
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<tbody>
<tr>
<td>English</td>
<td>5</td>
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<tr>
<td>Maths</td>
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<tr>
<td>Humanities and Social Sciences</td>
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</tr>
<tr>
<td>Science</td>
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<tr>
<td>Health and Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Languages</td>
<td>2</td>
</tr>
<tr>
<td>Art</td>
<td>2</td>
</tr>
<tr>
<td>Digital ICT</td>
<td>1</td>
</tr>
<tr>
<td>Library - Reading and Research</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td>Dance / BIRGIR</td>
<td>1</td>
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<tr>
<td>Religion and Philosophy (R&amp;P)</td>
<td>1</td>
</tr>
<tr>
<td>Debating</td>
<td>1</td>
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<tr>
<td>Assembly/House Meeting (AMP)</td>
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**English**

Year 7 English covers the three English strands – Language, Literature and Literacy. There is a strong emphasis on literacy, with a focus on language conventions such as grammar, punctuation, word skills, and sentence and paragraph construction, and also reading comprehension and spelling rules. Each term, work centres on a theme that captures the students’ imagination and allows them opportunities to explore their own interests using different text types and literary styles.

The BIRGIR (Boys/Girls in Reading) program and the library sessions work to encourage students to continue to enjoy reading for pleasure. BIRGIR focuses on presenting reading material and discussion that appeals to each of the genders at this age.

Students are also taught debating skills and use these in classroom, Interhouse and Interschool debates. Extension opportunities are available in English, both in the classroom due to the nature of a number of the more open-ended tasks, and also through withdrawal of students to extend their interests and abilities. Small-group help for students focusing on literacy development is also available.

**Humanities and Social Sciences (HASS)**

There are four key areas in Humanities and Social Sciences (HASS):

- Civics and Citizenship
- Economics and Business
- Geography
- History

These units of study are based upon the National Curriculum, but they have recently been further refined in Western Australia. These units may be subject to further modification in 2016.

History examines the ancient world with a focus on Ancient Greece and Ancient China. Areas covered will include the importance and role of archaeology, the use of historical sources and the importance of conserving the ancient past. The examination of ancient societies will focus on aspects such as how physical features influence the
development of ancient civilisations, key groups, influence of law and religion, beliefs and practices, and the role of a significant individual in the ancient society’s history.

Geography focuses on ‘Water in the world’ and ‘Place and liveability’. ‘Water in the world’ looks at renewable and non-renewable resources, Australia’s water resources, water scarcity and its causes, overcoming water scarcity, and water issues from either Asia or Africa. ‘Place and liveability’ examines factors influencing where people live, influence of accessibility of services and facilities, the influence of environmental quality, and strategies to enhance the liveability of places.

Economics and Business examines ‘Producing and consuming’. Aspects covered include how needs and wants are met, how businesses respond to the demands of consumers, why businesses set a certain price, how price adjusts to demand, characteristics of entrepreneurs, why individuals work, different types of work, how people derive and income, and how retired people earn an income.

Civics and Citizenship focuses on ‘Designing our political and legal system’. It includes the Australian Constitution, the separation of powers (legislature, executive and judiciary), division of powers (Federal, State and Local Governments), roles of the House of Representatives and the Senate, process for changing the Constitution, features of the legal system (e.g. presumption of innocence) and the participation of citizens in the legal process (witnesses, jurors).

**Mathematics**

The Year 7 Mathematics program aims to develop a strong understanding of the essential basic concepts. It then expands on these in applicable real-life situations. Lessons are dynamic and are based around a combination of concrete examples, bookwork, discussions and interactive programs on the computer. They generally involve whole-class explanations, group work and individual discovery. Each term, the work covered seeks to build on the students’ existing experience and to challenge them to think further.

There are extension and support opportunities available in Mathematics. At the beginning of the year, all Year 7 students are tested on their general Mathematics knowledge and problem solving. A select number of students are chosen to participate in a small group extension program. This program is very challenging and these students complete more complex problem-solving work. Similarly, a small number of students are chosen for the support group, which offers help in key Number concepts, so that the students feel more confident moving into Year 8 the following year. The support and extension groups operate twice a week.

The Mathematics Program for Year 7 students includes work from the strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
Science

The Year 7 course is designed to include the Science Understanding concepts outlined in the West Australian Curriculum:

- Chemical Sciences – differences between pure substances and mixtures; parts of a solution; physical separation techniques
- Biological Sciences – principles of classification; biological classification; using classification keys
- Physical Sciences – effects of forces; balanced and unbalanced forces; gravity as a force
- Earth and Space Sciences – phenomena caused by the positions of the Earth, Moon and sun; renewable and non-renewable resources; water cycle

Throughout the year, students are also introduced to the Science laboratory and its equipment, safety procedures, and Science Inquiry skills.

Languages

The College offers three languages: French, Italian and Japanese. Prior experience in a language is not necessary. Every Year 7 is asked to choose their Language before they commence at the College. They receive notification of their language allocation when they are given their House and class allocation before Orientation. Students continue with the same Language in Year 8.

Art

The Year 7 course will build upon the knowledge, understanding and skills gained in primary school. Students will have the opportunity to develop their appreciation of the basic elements and principles of Art and Design. Through the media of Drawing, Painting, Printmaking, Sculpture and Textiles, students will develop a greater understanding of the use of different Art materials and techniques in order to express individual ideas.

Dance

Students participate in boys-only and girls-only Dance classes for two terms during the year. In their first term the classes focus on creative skill development and students are encouraged to explore new ways of moving and dancing. The second term focus is on choreography, and students collaborate with the teacher to create their own Dance work to be performed in the last week of the term. There are opportunities for both girls and boys to participate in cocurricular Dance groups.

Music

A diverse Music program is offered in Year 7 to accommodate various levels of musical development. The program is based on the Orff and Kodaly approaches to Music Education, and is practical with a strong focus on creative work.
Instrumental and vocal tuition at the College can be arranged through the Music Department. At Orientation, each student will receive a note introducing this program. Further information can be obtained from the Director of Music, Mrs Anette Kerkovius.

(anette.kerkovius@allsaints.wa.edu.au)

Physical Education

Physical Education at All Saints’ College provides students with the opportunity to achieve many different positive experiences. These include enhancing lifelong attitudes to health and fitness, developing relevant sporting skills, identifying values and attitudes towards physical activity and expanding leadership, communication and teamwork skills. Students will complete units in some of the following sports: Basketball, Water Polo, Soccer, Speedball, Athletics, Touch Football, Tennis, Modcrosse and Fitness Testing.

Health

In Semester 1, the focus is on developing greater awareness of the functioning of some of their physical body systems such as the skeletal and digestive systems. Students also learn how to deal with various emergency procedures and the administration of first aid if they are the first person on the scene of an accident.

In Semester 2, the focus is on drug awareness, with an emphasis on anti-smoking education. This covers the impact on people and on community health. The short- and long-term effects are investigated, as is the influence of peers. Students also learn about the functioning of the male and female reproductive systems and investigate the growth and development of the unborn child. They investigate and discuss issues surrounding the physical and emotional changes during puberty to assist them to cope with this stage of development.

Religion and Philosophy (R&P)

As Year 7 students transition into Senior School, the time in R&P is used to consider what it might mean to be made in the image of God and what responsibility comes with this understanding. The issues of choice, purpose and meaning are explored, along with the concept of what or who the Christian God is. The books of Genesis and Exodus are central to this thinking, each showing different glimpses of good and evil, compassion and understanding, purpose and meaning. The Prince of Egypt and Evan Almighty are viewed to help develop the students’ understanding. During the year, students are challenged to formulate their own position on a number of subjects and are encouraged to present sound arguments for their opinions. In response to some of these ideas the Bible is examined, looking at when, where and why it was written, while learning how to use its referencing system. A short period of each lesson is also devoted to Stillness and Silence. This is a time when students learn that they move through Senior School, their R&P classes will prepare them for more challenging religious and philosophical thought where they formulate their own life-long ethical and spiritual stances.
Digital Information Communication Technology

Students are introduced to software that will enhance their ability to collaborate digitally. Digital ICT introduces students to the skills that they require to be competent in ICT covering some of the Microsoft Office Suite of programs, including Access, Excel and OneNote. Students will be introduced to Programming concepts and coding through Scratch. The more creative aspects of ICT are also covered, including learning how to use graphic editing software. Students demonstrate competence in the various areas through project assessment tasks.

Reading and Research (RIBIT)

This program provides students with the basic structure for using a library effectively, accessing online databases, and creating an effective research process, as well as fostering a love for reading of both print and digital books. The aim is to provide students with the skills they need to support their learning in future years. Students are expected to be reading at home for a minimum of three nights each week, increasing as the year progresses.

Year 8

Below is a sample showing how the 30 periods in the timetable may be shared amongst the Learning Areas during the week.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Maths</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Design Technology</td>
<td>3</td>
</tr>
<tr>
<td>Languages</td>
<td>2</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>2</td>
</tr>
<tr>
<td>Religion and Philosophy (R&amp;P)</td>
<td>1</td>
</tr>
<tr>
<td>Life Skills</td>
<td>1</td>
</tr>
<tr>
<td>Library – Reading and Research</td>
<td>1</td>
</tr>
<tr>
<td>Assembly/House Meeting (AMP)</td>
<td>1</td>
</tr>
</tbody>
</table>

English

Year 8 English covers the three English strands – Language, Literature and Literacy. The focus is on narrative texts such as myths, legends, poetry, drama, novels and feature films. Students learn about the conventions used in these text types and they apply this knowledge to create their own written and spoken texts. Students also have a separate Reading and Research lesson with a Teacher Librarian to continue their interest and enjoyment in reading and to learn research skills. Wide reading is an important part of their development as students of English.

Support for students who experience some difficulty with their literacy skills will be provided through a specialist Literacy teacher present for some lessons within their English classes. Identified students will also have the opportunity to improve their skills.
by joining the separate Focus class. This class takes the place of their Language class and runs for two periods a week. Students with very strong skills will be offered places in the Extension class, which replaces one English lesson.

**Humanities and Social Sciences (HASS)**

There are four key areas in Humanities and Social Sciences (HASS):

- Civics and Citizenship
- Economics and Business
- Geography
- History

These units of study are based on the National Curriculum, but they have recently been further refined in Western Australia. They may be subject to further modification in 2016.

Civics and Citizenship focuses on the topic ‘Democracy and Law in Action’. Areas covered include democratic freedoms (free speech, association), participation in democracy (elections), how laws are made in parliament (statute law), how courts make law (common law), types of law (criminal, civil and customary), and Australia’s identity.

Economics and Business examines ‘Participation and Influences in the Marketplace’. Areas covered include how markets operate (buyers, sellers, price, allocation of resources), how governments are involved in the market (e.g. healthcare), the rights and responsibilities of consumers and businesses, types of businesses, and influences on the way people work.

Geography focuses on two key aspects: ‘Landforms and Landscapes’ and ‘Changing Nations’. Areas include different types of landscapes in Australia, the spiritual, cultural and aesthetic value of landscapes and landforms, geographical processes, causes of geomorphic hazards, effects of geomorphic hazards, and how effects of geomorphic hazards are minimised. In ‘Changing nations’, causes and consequences of urbanisation, reasons for and effects of internal migration, and reasons for and effects of international migration are studied.

History looks at ‘The Ancient to the Modern World’ and covers two depth studies. Depth Study 1 ‘Investigating Medieval Europe’ examines the way of life in medieval Europe, significant developments/achievements and changing relations between Islam and the West, continuity and change in society, and the role of a significant individual in the medieval period. Depth Study 2 ‘Investigating the Black Death’ covers living conditions and religious beliefs, the role of trade in spreading the disease, causes and symptoms of the Black Death, and the effect of the Black Death on population.
Mathematics

A fundamental goal of the Mathematics curriculum is to educate students to be active, thinking citizens, interpreting the world mathematically, and using mathematics to make predictions and decisions about personal and financial priorities. The Mathematics Program for Year 8 students includes work from the strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The program begins with consolidation of fundamental number skills. This is essential to ensure all students possess the skills required to succeed across all strands. In Year 8 they are exposed to a wide range of mathematical concepts, situations and problems in a variety of learning pedagogies. The program includes the use of their computer to enhance their learning, which includes, but is not restricted to, the online programs Mathletics and NelsonNet.

All six Year 8 mathematics classes take place at the same time and are streamed according to ability. This provides great flexibility in movement of students between classes based on their performance. Students who perform very well can be moved to a class being taught at a more accelerated level, while students who are struggling can be moved to a class more suited to their pace of learning. Support is provided in the smaller Group 6 class to enable students to progress in line with their ability, with students in all classes learning the same content but to a different depth.

Students are placed in one of the six classes in Year 8 based on their performance throughout Year 7 and their level of achievement in the entry test administered during the first two weeks of Year 8. Year 8 Students are selected for extension on the basis of testing done early in the school year and teacher input. The extension program is rigorous and involves participation in a number of external competitions. It is the responsibility of the student to keep up with classroom work.

Science

The Year 8 course is designed to cover the Science Understanding concepts outlined in the Australian Curriculum:

- Chemical Sciences – differences between the states of matter in terms of the particle model; differences in elements, compounds and mixtures at the particle level; chemical change forms new substances
- Biological Sciences – cell biology and microscopes; systems of multicellular organisms that carry out specialised functions for survival and reproduction
- Physical Sciences – kinetic and potential energy; types of energy and the effects they cause; energy change/transfer flow diagrams
- Earth and Space Sciences – formation and recognition of igneous, sedimentary and metamorphic rocks; rock cycles; minerals, ores and resources

Throughout the year, students continue to develop their Science Inquiry skills and examine examples of Science and Technology in their lives.
Languages

Every Year 7 and 8 student studies a Language chosen prior to commencement at the College. The College offers three languages: French, Italian and Japanese. Year 8 students continue with the Language studied in Year 7. New Year 8 students will receive notification of their language allocation when they are given their House and class allocation.

Performing Arts

Year 8 students engage in a program that allows access to and experience in the different Performing Arts areas. They rotate through Dance, Drama, Media and Music over the year. The classes are designed to give students access to the disciplines through theoretical and practical experiences. The classes also provide a springboard for further extracurricular programs that are accessible throughout the year. The College has a very active Music program. Instrumental and vocal tuition at the College can be arranged through the Music Department. There is also a wide range of music extracurricular activities on offer. Further information can be obtained from the Music Office or the Director of Music.

Design Technologies and Visual Arts

All students rotate through a range of experiences in Design Technologies and Visual Arts including some of the following areas: Art, Textiles, Digital Technologies, Woodwork, Food and Nutrition. The design process is fundamental to this Learning Area and an integral component of the achievement of all outcomes. Through this process students are encouraged to investigate and research, develop ideas to devise a range of solutions, select and produce a solution, and evaluate both the results of their endeavours and the process they adopted. Problem-solving skills, critical thinking and individual expression are central to the delivery of the curriculum in this Learning Area.

Physical Education

Physical Education at All Saints’ College provides students with the opportunity to achieve many different positive experiences. These include enhancing lifelong attitudes to health and fitness, developing relevant sporting skills, identifying values and attitudes towards physical activity, and expanding leadership, communication and team skills. Students will complete units in some of the following sports: Softball, Badminton, Australian Rules Football, Cricket, Athletics, Modern, Volleyball and Fitness Testing.

Health Education

The Year 8 Health Education program aims to provide students with practical and relevant information on healthy lifestyle practices. The outcomes in the Health and Physical Education Learning Area are interconnected and relate to the development of healthy, active lifestyles.
The learning and teaching program helps students to learn and achieve essential knowledge, and develop attitudes, values and skills in an integrated manner. The Year 8 program is interactive in its delivery, allowing students to be active, engaged and practical in their approach towards the subject. The topics covered include Asthma, Human Sexuality (Conception, Pregnancy and Birth), Assertiveness and Skin Safety.

Religion and Philosophy (R&P)

Using Dr Seuss’s *Horton hears a Who*, Year 8s explore the possibility of existence beyond our immediate physical world and understanding. They are encouraged to develop ‘ultimate questions’ and discuss brain-stretching concepts of reality and belief.

The concept of religion is explored and they begin their journey into comparative religions by examining the monotheistic tradition of the Jews, both ancient and modern. Focusing on the Gospel stories, they examine the life of Jesus and his teachings within this Jewish background. This is supported with a series of documentaries from ABC’s Compass, which uses Archaeology, History and Science to explore some of the mysteries of this biography. Some basic history and fundamental beliefs of the Christian church will then be studied. An excursion to St George’s Cathedral helps the students to reflect on traditional worship, Christian symbolism and the sense of holy spaces. A part of each lesson is devoted to Stillness and Silence, which helps develop skills in relaxation and self-consciousness. Students are encouraged to question, develop philosophical reasoning, and explore the concept of belief with an open mind.

Life Skills

Life Skills is one period each week dedicated to exploring the social and emotional issues students face, independent of other curriculum expectations. Activities are designed to help students develop skills for life and learning. Early in the year lessons parallel the topics covered in the Peer Support Program which is led by selected Year 11 students. Issues including making friends, seeking help, trust etc are explored with a variety of games, activities and discussions. As the students become more comfortable with one another, the topics will include values and relationships. They are challenged to look at who they are and identify likenesses and differences they share with their peers. The program incorporates Friendly Schools material on bullying and cyberbullying. It also explores Stephen Covey’s “7 Habits”, supporting “The Leader in Me” program, along with other essential Thinking Skills. The aim of this program is to equip students with relevant skills and empathy so that they are able to develop into more socially and emotionally intelligent members of society.
Reading and Research (RIC)

This subject introduces the students to the concept of visual literacy through analysis of illustrated books, furthers their development of research skills concentrating on note-taking, plagiarism and referencing as well as promoting literature for recreational reading purposes through a variety of student-centred tasks.

Students are expected to continue reading at home, building on the progress they have made in Year 7. Four nights each week for at least 30 minutes is be a minimum expectation.
COLLEGE SERVICES

Senior School Reception Hours
Monday to Friday 8.00am - 5.00pm

Text Books and Booklist
In Years 7, 8, 9 and 10 some textbooks are provided to students under a book-hire scheme. These are distributed at the start of the school year through the Library. The Booklist outlines the books and other materials that need to be purchased by the parent before the start of the next year. The Booklist is available on the College Website and Portal. Parents are sent an email with a link to the relevant page.

Student Computer Program
The implementation of the Student Computer Program at the Year 7 level has the aim of enhancing the teaching and learning process in order to empower students by increasing self-directed learning, collaboration and problem-solving skills.

Student Computer Rollout
College-owned computers will be distributed to all Year 7 students on Thursday, 28 January 2016. A two-hour time slot during this day will be communicated to parents prior to this date by email or on the Portal. During this session, students will collect their computer and training will be given in its use and care.

Responsible Use Policy
The College has a Responsible Use Policy for computers on campus. A copy of this can be found on the Portal and an overview is found in the Student Diary. Students will need to read this overview, sign it, and have it signed by a parent/guardian before full access will be granted to the College network.

Day-to-day use and maintenance of student computers
Students are required to have their computer with them each day. It is also expected that a computers will be taken home each afternoon for homework and follow-up tasks. During the day, students’ computers should either be in their hands, secured in their locker, or in the Technical Support Centre (TSC).

We emphasise two important items:
- A student’s computer should be brought to College fully charged every day.
- It must always be carried in the bag provided with the Computer. This is an insurance-approved bag. The computer in its bag fits into the locker and the approved College backpack available from the Uniform Store. There is also an airport style trolley bag available for carriage if desired.

Technology Support Centre (TSC)
The Technology Support Centre is located at the western end of C block. It is the place to take a computer when it is failing to operate as it should. There is limited space in the TSC for students who wish to leave their computer for safe storage if the need arises. When a student computer is lodged for service, a note will be put in the Student Diary. As the computer was purchased through the College’s supplier, a replacement computer will be issued to any student whose computer cannot be repaired within 48 hours.
Further Information
If you have any additional queries, please contact Donna Hatton at the College on 9313 9363 or by email at: donna.hatton@allsaints.wa.edu.au

Library
The Library is a friendly place where students can always find help with their research and reading needs. The resource collections include print and digital material and are continuously being upgraded to provide the most up-to-date sources. Students can access the Library catalogue from the classroom and from home using NetOPAC via the Portal. In addition, reading for enjoyment is encouraged through the RIBIT and RIC reading programs as well as various literature promotion activities. Students are welcome to use the Library for recreational reading at any time. Students are encouraged to use the Senior Library Portal page for all their research and reading requirements in particular the online databases and the referencing tool Citemaker, most of which they can access from home.

The Library is open from 8.00am to 5.00pm Monday to Thursday, and from 8.00am to 4.00pm on Fridays.

The Library welcomes parents to join our Volunteer Helpers’ program to assist with small tasks in the Senior Library.

Should you have any queries regarding the Reading and Research Programs or the Senior Library, please contact the Head of Library Services on (08) 9313 9333.

Homework Cafe
This is held in the Library and operates on Mondays, Tuesdays, Wednesdays and Thursdays from 3.30pm-5.00pm for students who wish to do some homework at school. A light afternoon tea is provided. Throughout the course of the year, students who need assistance with their organisational skills or homework may be encouraged to attend. Parents can choose to register their children for attendance on certain days and times by emailing senior.library@allsaints.wa.edu.au. This ensures that attendance can be monitored.

Lockers
Each student in the Senior School is issued with their own locker and padlock. It is the responsibility of the student to keep the locker neat and clean, to ensure that it is kept locked, and to maintain security of the padlock code.

The lockers are specifically designed to accommodate the school bag and computer as well as books and files. It is expected that students will store school bags and all personal items in their locker.

Canteen
The College Canteen is open from 7.45am each morning. Those who wish to buy lunch should order it before 8.30am or at Recess.

There are two options for ordering lunch:
1. Online (preferred)
   ✦ To register for online ordering, go to the canteen button on the Portal and follow the links.
   ✦ Online orders can be made up to two weeks ahead.
   ✦ Money does not need to be carried at school, except for Recess items.
   ✦ Parents can advise of any allergies.
   ✦ A handout on the online ordering process is available from the Canteen.

2. Over the counter
   ✦ Before 8.30am or at Recess, go to the counter after checking the "specials" on the canteen whiteboard.
   ✦ After lunch has been ordered and paid for, a numbered paper ticket will be issued.

For the first fifteen minutes of Lunch, the Canteen is open only for the collection of pre-ordered lunches by the students either giving their name and food ordered (online orders) or by presenting a lunch ticket. The Canteen is then open for extra purchases.

The Canteen menu can be accessed on the Portal. The Canteen follows the College Nutrition Policy. Parents are welcome to volunteer for Canteen duty. The Canteen phone number is (08) 9310 1470.

Each Year 7 class will visit the Canteen at the start of the year to familiarise students with the services available.

**Uniform Store**
All Year 7 and 8 students are required to wear College hats or caps during Physical Education lessons in Terms 1 and 4 and are encouraged to wear them at recess and lunch breaks in these terms. The College asks parents to ensure students wear the appropriate uniform at all times. A full list of the uniform requirements is available on the College Portal and website. In Terms 1 and 4 the Summer Uniform is worn, and in Terms 2 and 3 students wear Winter Uniform.

<table>
<thead>
<tr>
<th>Uniform Shop Opening Hours for 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 7.30am to 11.30am</td>
</tr>
<tr>
<td>Wednesday 12.30pm to 5.30pm</td>
</tr>
<tr>
<td>Thursday 12.30pm to 5.30pm</td>
</tr>
<tr>
<td>Friday 7.30am to 2.00pm</td>
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</tbody>
</table>

Telephone: (08) 9313 9301

**Student Notices**
Student notices are posted on the Portal and some information may also be emailed separately to selected students. It is the responsibility of the student to regularly check their email and the Portal for these.

Noticeboards are located around the campus for promoting events and activities. Students are encouraged to check these boards on a regular basis.
LIFE BEYOND THE CLASSROOM

Chapel
The ability to reflect on and question what is happening in the world is one of humanity’s great strengths. Time spent together in Chapel each week allows consideration of topical questions ranging from the refugee crisis, care of each other and the environment to the idea of one’s own mortality. Students are encouraged to remain ever mindful of their actions and how they impact on others. Chapel gives a time to come together in a sacred space to give thanks, seek perspective, and reiterate the importance of each person’s place in the All Saints’ College Community. During this time everyone is encouraged to wonder about the possibilities of God and the hope that faith offers.

Combined with the Religion and Philosophy classes and the Life Skills Program, Chapel adds a spiritual dimension to the educational process through which students are given the opportunity to confirm their faith stance before a bishop of the Church. This will occur only if the student and their family wish to formalise their relationship within the Anglican Church of Australia’s faith community.

Outdoor Learning Program (OLP)
The Outdoor Learning Program aims to provide opportunities in the outdoor environment for students to develop confidence, to learn to deal with problems in a responsible and cooperative way, and to acquire new skills. The OLP is an important way for students to get to know staff and each other in a more relaxed setting. The social skills and learning that occur during this time can have a profound, lasting and positive effect on students. The OLP is important in our student wellbeing program as well as having elements of the curriculum embedded within it.

Year 7
Early in Term 1, each Year 7 class group spends two days and one night at their Team Building Camp at the Manjedal Scout Camp at Byford. This program is designed to help the classroom teacher and students in the class get to know each other.

In 2016 the Year 7s’ extended OLP is in the last week of Term 3 from Tuesday to Friday inclusive, and is based at Forest Edge Camp at Waroona. Students build on skills learnt from the Team Building experience and enjoy a range of social and physical activities which are designed to challenge them and help them meet others in the year group.

Year 8
Year 8 OLP will be held at Mornington Adventure Camp, Harvey. While working in their House groups with their Head of House, students participate in interactive and adventure activities and do a short overnight expedition. The Year 8 OLP is an exciting, challenging and worthwhile experience for all involved. It is held over four nights and five days in Term 2 from Monday 30 May to Friday 3 June inclusive.
Service Learning
Service Learning at All Saints’ College is a journey in which students explore the ideals of service and find ways in which they can engage their heads, hearts and hands in connecting to the world in ways which make a positive difference. As students make the transition from primary to secondary schooling, we focus on connecting their learning with their growing ability to empathise, and their natural areas of interest more directly with the needs that exist in the community, whether local, national or international. As they become more aware of the many issues with which they are able to engage, whether as advocates or through direct care, we seek to provide avenues through which they can actively support community needs and develop a personal connection.

Involvement in existing College initiatives is possible, as are opportunities for leadership through planning and running new activities; an example of this was the “Mountains of Warmth” drive in 2015. As students move through the Transition years, they are encouraged to develop a broader view of the world and to develop their own voice, becoming confident and compassionate members of the community who are committed to worthwhile service to society.

Sport
All Saints’ College has a sporting program designed to cater for a broad range of interests and abilities. The main objectives are to foster participation, team spirit and a sense of fair play. Students gain many physical and social benefits from involvement in the program.

As a member school of the Associated and Catholic Colleges (ACC) competition, students compete at an interschool level in Swimming (Term 1) Cross-country (Term 2) and Athletics (Term 3). Training is scheduled for these Carnivals in the weeks leading up to the event and it is open for all students, irrespective of their ability level.

Year 11 and 12 students take part in Interschool Sporting competitions during Periods 5 and 6 on a Tuesday afternoon. Students are able to play a range of sport including Cricket, AFL, Basketball, Tennis, Netball, Touch Football, Ultimate Frisbee, European Handball, Volleyball and Beach Volleyball.

Lower School (Years 7-10) Interhouse Sport is played on Thursdays after school (3.30pm - 4.30pm) in Terms 1, 2 and 4. A variety of sports is offered during the Interhouse fixtures and these are chosen to suit the age of the students and to allow maximum participation. Staff facilitate the matches and Year 11 and 12 students act as coaches and umpires.

There are numerous additional sporting activities that become available throughout the year and students should seek them out when they are advertised on the Portal or via email. Some of these include:

♦ Sports Lightning Carnivals (Term 2)
♦ Other Interschool events which may include Australian Football, Cricket, Basketball, Squash, Tennis, Touch, Netball, Water Polo, Rugby Union, and Badminton.

The College Sports Program is supported by the Friends of Sport who are a vibrant and active group of staff and parents. Currently 25 basketball teams play in the Willetton Basketball Competition and 15 netball teams play in the Fremantle Netball Association; both competitions play on a Saturday. There are also plans for Soccer,
Cricket, Touch and Volleyball Clubs in the near future. If you are interested in helping, please contact the Friends of Sport on fos@allsaints.wa.edu.au.

Students are urged to speak with their Physical Education teacher and/or the Senior School Sports Coordinator regarding their involvement in all activities. We encourage all students to participate in the Interhouse sporting program and other team sports as they provide a wonderful opportunity for a student to meet others, as well as a chance for staff to meet and get to know them.

**Cocurricular Activities**
A wide range of cocurricular activities is available for students. Details of these are published on the Portal and will vary from year to year, depending on staff expertise. Additional academic help is available after school throughout the week in some Learning Areas. Extra academic help for Year 7s is available after school once a week. Again, the dates and times for these will be published on the Portal.

As well as Interhouse Sport, a range of other Interhouse competitions, such as Chess and Debating, specifically tailored for Year 7 and 8 students is available. Heads of House will ask at House Meetings for volunteers for these teams.

The Performing Arts offer many opportunities in Music, Dance and Drama. Each year the Performing Arts Department produces a Transition Drama Performance. This usually takes place in Term 4. Its aim is to immerse students in many aspects of performance and to develop their appreciation of Drama and build their skills while working under the direction of students in later years. Music has both instrumental and choral ensembles which specifically cater for Transition students. Older students take responsibility for choreographing and organising many of the co-curricular Dance groups. The annual Music and Dance Concerts showcase the work of these groups, and Music recitals provide performance opportunities for soloists and ensembles at all the different levels.

We encourage students to participate in a number of cocurricular activities, as it is our experience that this greatly enhances their transition into the Senior School. They can help to widen friendship groups and can provide support and extension where needed, enabling students to develop their confidence in group settings.

**Music Lessons**
The Music noticeboard is in the Music Department corridor (G Block). Here music students will find their lesson times and any changes to these.

*It is the responsibility of the student to arrive at individual music lessons on time.* They must get a permission slip from Student Services to excuse themselves from class and to return to class.

If the student has a test or other activity that prevents them from going to the lesson, they must organise a swap well before the day of the lesson. They can seek the assistance of their Music Tutor or the Music Secretary to do this.
PARENT COMMUNICATION

Formal Reporting and Parent Interviews
- Ongoing feedback of assessment marks through SEQTA.
- Two formal reports per year (Term 2 and Term 4)
- Three-way Parent/Student/Teacher Transition Interviews for Year 7s early in Term 2 with the class teacher
- Three-way Parent/Student/Teacher Interviews for Year 7 and 8 students in Term 3, giving parents the opportunity to speak with their child's Learning Area teachers
- Year 7 Parent Open Classroom afternoon in Term 3

Avenues of Communication
We value open communication between parents and the College. The first line of communication is through the Student Diary or informally by telephone or email. In addition to this, there are the following opportunities:

- An Orientation session in the year prior to starting in Senior School for parents of Year 7 students
  - This involves a general introduction to the College and what is required at the start of the year.

- Years 7 and 8 Parent Information Evenings are held early in the school year.
  - Year 7 – This provides specific information for the year and gives parents an opportunity to meet the classroom teachers in their classrooms.
  - Year 8 – This evening provides information to parents regarding the special nature of the Year 8 program and allows parents an opportunity to meet some of the Year 8 teaching staff.

- The College Courier is the College newsletter and it is published each fortnight during term. It can be accessed through the College Portal.

- The Dove is a colourful record of some of the rich variety of activities happening during the course of the year and is provided to all College families twice a year.

- Columba is the College Yearbook, providing a detailed record of each year of College life. It is published at the end of the year.

- The College Calendar is a valuable reference for diary dates. An electronic version is available on the front page of the Portal and should be checked regularly for updates.

- College Website and Portal – [www.allsaints.wa.edu.au](http://www.allsaints.wa.edu.au)
  The College Portal is an important source of information for activities and curriculum. All students are expected to access the Portal regularly. Parents should have their own username and password. The Portal can be accessed through its direct link or through the College website.
COLLEGE COMMUNITY

Parent Involvement
There are many opportunities for parents to be involved with the College, allowing you to stay in touch with what your children are doing and to meet other parents. At College events students enjoy the opportunity to showcase their accomplishments.

There are many ways in which parents can be involved in College activities including:
- Attending functions such as College Eucharists, sporting, music and drama events – details are in the Calendar of Events and the College Courier
- Joining one of the active groups such as the Parents and Friends’ Society, Friends of Music, and Friends of Sport;
- Volunteering in the Library, at the Literature Festival, the Uniform Shop, our community café Wanju, or in the Canteen
- Assisting with student activities when volunteers are required.

Djaaliny (Community Learning Program)

Djaaliny is a Noongar word which means “the flame”. It is also the name of our community learning program, as we hope that our community learning program is like a flame that sparks learning, and that sparks a sense of community and partnership, as we come together in our important roles as the parents and educators of the young people in our care.

The ASC community is committed to the goals of lifelong learning, community, partnership between school and home, and doing the very best can to care for our young people.

Established in 2014, Djaaliny aims to help us meet these needs by providing an interesting and thought-provoking program of speakers. Details of our guest speakers are advertised in the Courier and on the College Portal.

IN CONCLUSION

The Transition Program aims to help your child move successfully into the next phase of their schooling. We look forward to busy and productive times ahead. We extend an invitation to all parents to contact us throughout the year if you have any questions.

We look forward to meeting you.

Ms Mona Lingensjo
Head of Transition Program (Acting)
Mona.Lingensjo@allsaints.wa.edu.au