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Welcome to the Year 7 Programme - a year that combines the excitement, creativity and individualised care associated with the Junior School with the specialised facilities, academic rigour and extra-curricular opportunities for which the Senior School is renowned.

This Handbook has been written to help keep you in touch with your daughter's formal education. Within, you will find a description of courses, information on homework, the Code of Conduct, correct uniform, some administrative procedures and other general information.

Year 7 involves a number of changes for students, some of which may be the subjects studied, the organisation of the daily routine, the form of contact with teachers, testing procedures, homework, revision, forms of assessment and reporting, expensive text books, responsibility for personal belongings, interschool sport, interhouse activities and the opportunity to become involved in many and various extra-curricular activities.

It is important for parents to be genuinely interested in the activities of their children, in the activities of the school and in local and world issues. An interest in all of these things, at the family level, encourages loyalty, the formation of a value system, wider reading, discussion, articulation and thinking on a higher level. All these, plus the knowledge gained, contribute to a healthy class atmosphere, a vital school and greater stimulation for everyone.

Showing a genuine interest in your daughter is also important. Emphasis on the positive is essential. Praise and encouragement from both father and mother do a great deal for self esteem. Try to place many opportunities in your daughter's way which will enable her to succeed and gain confidence. Follow and encourage her interests. Do not try to make your daughter what you are or what you might have been. Believe in her, value her opinion and her interests, and encourage her to try new things in a safe environment. Remember that success is wonderful, that failure is only a temporary setback and that fear of failure is far more damaging than failure itself, for if nothing is attempted, and no challenge is taken up, nothing can be gained.

THE TIMETABLE

Classes at St Mary's are organised around a rotating timetable. In Senior School there are six days in the cycle: three days have six teaching periods and a short time before lunch which is used variously for Assemblies, House Meetings and Year Meetings; the other three days have seven teaching periods. One period during each cycle for each year group is devoted to a Chapel service.

The first bell rings at 8.55am for girls to move to their classroom. The first 15 minutes of the day are spent with the class teacher for general administration and the reading of daily notices. The first teaching period begins at 9.10am. School ends each day at 3.35pm.

SUBJECTS

The Year 7 classroom teachers will continue to teach the core subjects of English, Society and Environment, Science and Mathematics. Senior school specialist Mathematics and Science teachers will provide extra support in these subjects so that class sizes may possibly be reduced and their professional expertise can be utilised. Other subjects such as Art, Physical Education, Music, Religious Studies and Languages will be taught by specialist teachers.

Please read through the description of subjects according to your interest. Reading the whole list at once is unnecessary. Selected subjects should be referred to from time to time as your daughter progresses and as you feel the need. The section on Music is important for students wishing to enrol in private lessons.
FORMS WHICH REQUIRE COMPLETION AND RETURN

A package containing Orientation information and forms for completion will be forwarded to you towards the end of September. Throughout your daughter’s years at St Mary’s she will receive numerous forms for completion and return. Please remember that deadlines for forms are there for a reason. If complied with, they keep processing schedules efficient and productive. If not, countless hours are wasted. We really look forward to your co-operation in this area and thank you in anticipation.

CODE OF CONDUCT - SENIOR SCHOOL

FIDELITER: The motto of the school means “faithfully”.

PERSONAL CONDUCT

St Mary’s is a school that values commitment to the principles of truth, honesty and honour in personal conduct. This means that St Mary’s students show care, consideration and respect for others and uphold the standards of the school in personal demeanour, that they are respectful of the beliefs and opinions of others, and have the courage to uphold their own.

Students should take pride in their uniform and general appearance and are expected to conduct themselves with dignity and self-respect. Appropriate manners and speech are an expectation and include common courtesies such as please and thank you, addressing people by name, anticipating the needs of others and assisting them where practicable.

An appreciation of the immediate surroundings and the environment at large means that students would treat all resources with care, take responsibility for preventing waste, loss, damage, deterioration or destruction and that any area would be left clean and in good condition for all who follow.

SCHOOL REGULATIONS

- **A homework diary** is to be kept by all girls and should be taken to all classes and be ready for inspection at any time. This diary is to be kept exclusively for school work and must be kept free of decoration and graffiti.
- **Sickness**: If a student needs some medical assistance she should leave class with a note of explanation from her teacher and go straight to the Medical Centre, with an escort.
- **Accidents** or injury should be reported to a staff member.
- **Visitors** may only be received at school with school permission.
- **Chewing gum** within the school is forbidden.
- **Cigarettes and illegal drugs** are prohibited in the school at all times.
- **Medication** brought to school must be done so under the supervision of parents or Medical Centre staff.
- Students are not permitted to consume, nor have in their possession, any **alcoholic beverages**.

PERSONAL PROPERTY

- **Names** on all personal property are essential. They should be clearly written in an obvious position. Books should have the owner's name on the front cover, musical instrument cases should be clearly named and calculators engraved.
- To help ensure the security of property the school provides a locker for all students and a combination lock which should be retained from year to year. Only padlocks issued from the school set can be used. The cost of the lock is charged to the family account.
- **Access to lockers** is permitted before school, at recess, at lunchtime and after school. Girls should not go to lockers between other lessons. All personal items must be stored in lockers or bags.
**Bags** must be kept in lockers. Bags placed in an inappropriate area may be confiscated.

**Money or valuables** should not be brought to school and certainly not left in blazers, bags or change rooms. If girls need valuables or money for some reason, they should be left in Administration.

**iPods** or similar equipment should not be brought to school. If iPods are brought to school, they must be kept locked in lockers throughout the day. Girls are not permitted to listen to them before school, at recess or at lunchtime.

**STUDENTS’ USE OF MOBILE PHONES**

- While we recognise that it is sometimes necessary for a student to contact her parents during a school day we strongly advise against girls bringing mobile phones to school. As with any personal property, the school cannot take responsibility for their loss.
- Should it be necessary for a student to bring a mobile phone to school in order to contact parents at recess, lunchtime or after school, it should be kept turned off in her locked locker throughout the day. Under no circumstances should mobile phones be taken into class, chapel, assemblies or any other meeting. Should a staff member become aware that a student has a phone at any of these times, the phone will be confiscated and handed to the Dean of Students.

**STUDENTS APPLYING TO GO ON OVERSEAS, INTERSTATE OR OTHER TRIPS**

All trips organised by the school – overseas, interstate or within the state – have an educational purpose and are subject to a selection process. There is an application procedure and students are selected on the basis of their citizenship within the school. The opportunity to be part of this travel is a privilege; it is not a right, nor is it allocated in order of application.

**SCHOOL PROPERTY**

Girls should move around the school as quickly and quietly as possible. Running is not permitted for safety reasons. To avoid congestion and prevent accidents, girls should keep to the left in corridors and on stairs.

- **Classrooms** should be vacant wherever possible outside lesson times in order to air them properly. Exceptions are made for students working quietly in the Library or other specified work rooms. There should be no eating in classrooms, behaviour should be appropriate for a working environment and correct use of and respect for all equipment is required.
- During recess and lunch breaks classroom doors should remain open.
- Classrooms are not to be used for changing clothes.
- Science laboratories and Home Economics rooms are out of bounds unless a teacher is present.
- Girls should make every effort to keep classrooms and the school grounds tidy and take pride in the appearance of the school.
- **School equipment**, television sets, heaters, etc should not be used without staff supervision.
- **Breakage or damage** to furniture or equipment must be reported immediately to a member of staff.
- **Verandahs** on the upper level are out of bounds for the major part of lunchtime. After collecting lunchtime requirements at the beginning of lunch, girls should not return to lockers upstairs until five minutes before the bell (1.45pm). No food is to be eaten in classrooms.
- **Anne Symington House** may only be used by day girls for specified lessons and students must wait outside the boarding house for their teacher. Symington House is otherwise out of bounds for all girls at all times during the school day.
- **The Lady Wardle Performing Arts Centre** is out of bounds unless students are there for a class, rehearsal or performance, under the supervision of staff members. No food or drink is to be taken into the Centre. If supper, drinks or sweets are sold during the
interval of a performance, they must be consumed in the foyer area only. Doors are clearly marked. Under no circumstances are students to enter areas marked ‘Authorised Personnel Only’, unless they are supervised by a staff member.

TRANSPORT

- **Cars** should enter and exit through the main entrance or enter by the South Road and exit via Millington Reserve. There is no entry via the South Road between 3.20 and 4.00pm, as this area is reserved for buses. Girls being collected by parents must wait at the front of Administration, except immediately after school when they may also be collected on Millington Reserve adjacent to the South Road or from Elliott Road at the marked bays. Drivers should proceed slowly and with care.
- **Cyclists** are asked to enter school by the South Road and exit via Millington Reserve. Students may ride without a blazer if it restricts freedom of movement. Protective helmets must be worn. Students must leave bicycles locked in specified bicycle racks.
- **Bicycle racks** and car parks are out of bounds to all students during school hours.

ATTENDANCE AND ABSENCES

Arrival at school in the morning should be after 8.30am unless girls are attending an extra-curricular activity. In the event of an earlier arrival girls should proceed to the Library or Canteen. No girls should remain after school except under staff supervision or with special permission. If girls need to be at school earlier than 8.30am on a regular basis, or remain late, Day Boarding arrangements can be made through the boarding house.

- **Late arrival** at school or return to school from an appointment needs to be reported to Student Reception in upstairs Administration. The Absence Book should be signed before proceeding to class. A note from parent/guardian is also required.
- **Permission to leave the school grounds** during the normal school day requires a note of explanation from parents or guardians. This note should be signed by the class teacher at the time of exit then handed in at Student Reception. Prior to leaving the school the Absence Book should be signed.
- **Absence from school** requires a telephone call from parents before 10.00am on the day of the absence. If no explanation is received, parents will receive an SMS message indicating that their daughter was absent from class. A note of explanation from a parent or guardian should be directed to the Dean of Students and handed in on the day of return. Requests for exemption from physical education must be accompanied by a letter of explanation.

UNIFORM - SENIOR SCHOOL

Formal uniform is required on special occasions throughout the year, (for special performances, representing the school, Speech Night etc). It consists of skirt, winter shirt, tie, blazer, (hat where appropriate), socks or pantihose (as specified), brown lace-up shoes. Other items of uniform are worn as follows:

<table>
<thead>
<tr>
<th>Summer: Terms I and IV</th>
<th>Winter: Terms II and III</th>
</tr>
</thead>
<tbody>
<tr>
<td>School dress</td>
<td>Winter shirt</td>
</tr>
<tr>
<td>Maroon jumper (optional)</td>
<td>Winter skirt</td>
</tr>
<tr>
<td>Maroon cardigan (optional)</td>
<td>Tie</td>
</tr>
<tr>
<td>Plain white turnover, ankle socks</td>
<td>Maroon jumper (optional)</td>
</tr>
<tr>
<td>Brown lace-up shoes</td>
<td>Blazer (compulsory in winter)</td>
</tr>
<tr>
<td>Hat</td>
<td>Beige pantihose</td>
</tr>
<tr>
<td>Blazer (as needed in summer)</td>
<td>Brown lace-up shoes</td>
</tr>
</tbody>
</table>
Length of Uniform

The dress and skirt should be a suitable length for wearing with a blazer and should be no shorter than mid-kneecap. To ensure that the pleats hang correctly, skirts should not be rolled up at the waistband.

Travelling in uniform

When travelling to and from school on school days, the correct school uniform must always be worn. This applies if students are travelling by car, public transport, walking or cycling and even if they are accompanied by parents. The only exception made here is explained under Times to Change for sports lessons overleaf. In the winter terms the blazer must be worn; in the summer terms, the blazer need not be worn apart from formal occasions or excursions as directed.

Jumpers and cardigans should not be worn outside the school grounds as an outer garment in any season and are not to be worn with the sports uniform. Windcheaters and tracksuit tops should not be worn with normal uniform.

All items of uniform are to be worn in the correct manner - shirts tucked in, zips fastened etc.

Hats must be worn in the summer terms and may be worn for sun protection in winter terms.

Brown, flat, leather lace up shoes must be worn with both summer and winter uniform. Shoes should be kept clean and in good repair. Regulation styles include Clarks, Bata or Airflex college shoes.

Plain white turnover socks are worn in summer. Very short socks, decorative socks or long socks rolled over many times are not acceptable.

Pantihose are worn with the winter uniform: Kolotex Opaque tights, Kolotex woollen tights or similar.

St Mary’s back packs or school bags and maroon regulation sports bag must be used. No other type of bag is permitted.

SPORTS UNIFORM

<table>
<thead>
<tr>
<th>Terms I and IV</th>
<th>Terms II and III</th>
</tr>
</thead>
<tbody>
<tr>
<td>White and maroon sports shirt</td>
<td>White and maroon sports shirt</td>
</tr>
<tr>
<td>Maroon shorts</td>
<td>Maroon shorts</td>
</tr>
<tr>
<td>Maroon sports skort*</td>
<td>Maroon sports skort*</td>
</tr>
<tr>
<td>White ankle cover sports socks</td>
<td>White ankle cover sports socks</td>
</tr>
<tr>
<td>White sports shoes</td>
<td>White sports shoes</td>
</tr>
<tr>
<td>School sports cap</td>
<td>School sports cap</td>
</tr>
<tr>
<td>School bathers</td>
<td>School tracksuit</td>
</tr>
<tr>
<td>Swimming cap (house colours)</td>
<td>House T-Shirt</td>
</tr>
<tr>
<td>White rubber thongs or sandals</td>
<td>School windcheater (optional)</td>
</tr>
<tr>
<td>School towel</td>
<td>School towel</td>
</tr>
<tr>
<td>School tracksuit</td>
<td></td>
</tr>
<tr>
<td>House T-Shirt</td>
<td></td>
</tr>
<tr>
<td>School windcheater (optional)</td>
<td></td>
</tr>
</tbody>
</table>

*(optional but compulsory for certain sports)*
**One piece regulation bathers** are to be worn to swimming classes, all school swimming functions and for any recreational swimming in the pool. All students require a bathing cap in house colours.

Non marking or **white soled sports shoes** are preferable for all PE activities and sports. Uppers must be predominantly white. Ankle support shoes are permitted provided they comply with the colour regulation. Gym boots and sneakers are not permitted. Approved sports shoes are available from the Uniform Shop.

**The school jumper** is not to be worn with sports uniform.

**Maroon skorts** are an optional item for PE lessons and are worn by volleyball, basketball and softball team members.

**Sports socks** are available with a single maroon and blue stripe. Other coloured markings or lettering are not permitted. Plain white sports socks are equally acceptable.

If for health reasons school uniform requirements cannot be complied with, a note to the Dean of Students is required to ascertain an appropriate alternative.

**GENERAL GUIDELINES REGARDING CORRECT UNIFORM AND GROOMING**

- All items of school uniform and personal property including shoes must be clearly marked.

- All items of uniform should be kept clean, well pressed and in good condition.

- Shoes should be well polished and in good repair. They must be worn with laces tied in a bow.

- The top button of the winter shirt must be done up and the tie pushed up fully into the collar.

- When the dress is worn with the blazer, the dress collar should be uppermost.

- Make-up and coloured nail polish are not permitted.

- The only items of jewellery permitted are:
  - A plain metal watch or a single colour Swatch-type watch in brown, black, maroon or white.
  - One pair of small plain sleepers or studs, without gemstones, worn symmetrically in the lower ear lobe.
  - Badges awarded by the school.

- Hairstyles should be appropriate for school activities and not follow extremes of fashion.
  - Hair should be a natural colour, neat, tidy and tied back if it hangs below the collar.
  - Ribbons, narrow towelling hair bands, or plastic hair bands should be maroon.
  - Dress material, lace or pieces of fabric are not permitted as substitutes for ribbons.
  - Scrunchies and hair bands of an acceptable size and fabric are available from the Canteen and Uniform Shop.
  - Hair elastic should be covered by appropriate ribbons or bands.
  - Brown, maroon or clear combs may be worn.
  - Hair clips should be natural colour, hair slides other than plain maroon are not permitted.
  - Large butterfly clips are not appropriate.

All of St Mary’s uniform is sold at the Uniform Shop including brown shoes. New uniforms and a range of second hand uniforms are available.
TIMES TO CHANGE FOR SPORTS LESSONS OR PRACTICES

All girls must wear their normal uniform to and from school unless they are involved in early morning sports training, in which case they may wear their tracksuit or sports uniform to school, but must change into their normal uniform for classes.

<table>
<thead>
<tr>
<th>Time</th>
<th>Change Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons before recess</td>
<td>change at school before Period 1</td>
</tr>
<tr>
<td>Lessons between recess and lunch</td>
<td>change at recess time</td>
</tr>
<tr>
<td>Lessons after lunch</td>
<td>change at lunch time</td>
</tr>
<tr>
<td>At home games</td>
<td>change after school</td>
</tr>
<tr>
<td>Away games</td>
<td>change at lunch time</td>
</tr>
<tr>
<td>Practices after school</td>
<td>change after school</td>
</tr>
</tbody>
</table>

Girls must change into school uniform immediately following PE or morning sports practices.

Following late training and games, girls may wear sports uniform/tracksuit home, providing they go directly home in private transport. Sports uniforms and tracksuits must not be worn in shopping centres or any other public place, including public transport.

HOUSES

Each girl is allocated to a House. The Houses are named after people associated with the school in its early years at West Perth, or more recent benefactors at the Karrinyup campus.

They are as follows:

<table>
<thead>
<tr>
<th>HOUSE</th>
<th>COLOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRAIG</td>
<td>PURPLE</td>
</tr>
<tr>
<td>HACKETT</td>
<td>GOLD</td>
</tr>
<tr>
<td>LEFROY</td>
<td>PALE BLUE</td>
</tr>
<tr>
<td>RILEY</td>
<td>ROYAL BLUE</td>
</tr>
<tr>
<td>WARDLE</td>
<td>GREEN</td>
</tr>
<tr>
<td>WITTENOOM</td>
<td>RED</td>
</tr>
</tbody>
</table>

Mrs Craig was a member of the Board from 1954 - 58. The Craig family home in Ord Street was next to the St Mary’s school grounds and eventually became one of the school’s boarding houses. Mrs Craig worked for the country women of Australia and gained international recognition for her involvement. She was a woman of high principle and community involvement.

Sir J Winthrop Hackett was a well known Western Australian benefactor. In the early years of St Mary’s an annual bequest from his estate for the maintenance of Church of England Schools, greatly aided its development.

Sir Anthony Langlois Bruce Lefroy was noted for his public service and was involved in many and varied public activities including the Pastoralists Association, Wool Board, CSIRO and Red Cross. He also loved the pastoral life of the north and the bush and horses associated with it. He was a close friend of C L Riley; founder of St Mary’s and was interested in the school’s progress from the beginning.

Charles Lawrence Riley was the founder of St Mary’s. He was a graduate of Cambridge University in Law and Arts and later awarded a Doctorate of Theology. The school began during the first year Rev Riley was rector at St Mary’s in West Perth and although he was the Principal he also served as carpenter and odd jobs man where necessary. Although he was Bishop of Bendigo for a time, after retirement he lived at Waterman’s Bay, not far from the new site of the school.
Sir Thomas Wardle came from the Albany, Katanning area and was educated in Perth. Between 1946 and 1965 he developed an extensive chain of grocery stores, was a prominent businessman in Perth and in 1967, the Lord Mayor. Sir Thomas's generosity provided the pool facilities on the Karrinyup site and contributed to the building of the Lady Wardle Performing Arts Centre.

Frank Wittenoom was educated at the Bishop's School in Perth. He accompanied John and Alexander Forrest on various explorations and later pursued pastoral interests in the Murchison and Kimberley and commercial interests in the goldfields during difficult times. A generous donation to the school in 1926 enabled the building of Wittenoom Hall, used initially as the kindergarten room.

HOMEWORK

Students in Year 7 are expected on average to have one hour of homework per night (5 nights) plus half an hour of reading. This blanket figure will vary according to individual work rates and to the fluctuating workloads. Homework may consist of:

- finishing or continuing what was started in class
- research assignments
- revision for tests
- learning vocabulary for languages other than English
- creative writing
- general revision of work etc
- reading of an English text, or novel from the library

It is obvious that each of these needs to be handled differently.

Finishing off work started in class means that there will be more homework for the slower worker and therefore the one hour may have to stretch, or the teacher may have to be asked to make some adjustments.

Research assignments and art work require extra resources and space and are often more appropriately done at weekends. Additional time should be set aside for this when needed.

Revision for tests should be done over a number of nights and the revision should be repeated on a number of occasions to reinforce facts or methods.

Assignments from text books are usually straightforward and should fit into the normal homework timetable provided they are planned ahead and not left until the last minute.

Learning ‘vocabulary’ should become a routine affair, with a short time allocated to it each night, and revision carried out on a regular basis.

Creative writing needs inspiration and considerable thought. Several drafts are often necessary and should not be left until the night before the piece is due.

General revision of work is the most often neglected, because there is no due date and it can be easily put off. It requires a great deal of self discipline but pays dividends in the end. This is the area in which you, as a parent, can possibly be most helpful. Sometimes empathy and company are needed with homework, for it can be a very lonely affair if everyone else appears to be doing more interesting things, watching television or relaxing. After all - what would you rather be doing?

If you feel your daughter is unable to keep up with the homework being set, please contact her classroom teacher. The Counsellors are also available to assist with personal organisation advice.
SUBJECT LISTING

ENGLISH

SOCIETY AND ENVIRONMENT

MATHEMATICS

SCIENCE

LANGUAGES OTHER THAN ENGLISH

FRENCH

ITALIAN

JAPANESE

RELIGION, ETHICS AND VALUES

ART

DEBATING

DRAMA

HEALTH EDUCATION

INFORMATION TECHNOLOGY

LEARNING SUPPORT

MUSIC

PHYSICAL EDUCATION
OUTLINE OF YEAR 7 SUBJECTS

**ENGLISH** – (6 periods per cycle)

The English programme is designed to develop each of the strands of language – reading, writing, viewing and oral language – in an integrated and meaningful way.

**Reading**
Our aim is to develop confident, fluent readers. Many of the activities are literature-based and students are encouraged to share their ideas both through set tasks and by informal discussions. In-depth novel studies allow students to explore themes and characterisation. The students will also develop fluency through silent, guided, modelled and shared reading. Students are expected to read every night.

The integrated nature of our programme requires students to read a variety of content area texts. For example, our War and Conflict theme results in the students reading diaries, letters, autobiographies, web sites and historical reference books as well as a range of historical fiction novels related to this theme.

One of our focuses is on poetry. Students are explicitly taught about some common poetic forms, as well as techniques such as simile, metaphor and personification. Students are also encouraged to read various forms of poetry for pleasure.

**Writing**
Our programme is designed to instruct students on different writing forms and on language conventions such as punctuation, grammar and spelling.

Students will extend their development in various text types e.g. narratives, expositions, autobiographies, reports and a selection of forms of poetry. They will produce a variety of texts in print and electronic forms for different purposes. Drafting and editing are vital phases in the writing process and published work is expected to reflect due effort in these phases. Explicit teaching in grammar, vocabulary and spelling is a regular part of the programme.

**Speaking and Listening**
It is our aim that the students become confident and competent speakers. Throughout the year, the students will have the opportunity to present their work, participate in debates, enjoy poems and express their thoughts, ideas and feelings. This takes place formally and informally. The development of the students’ speaking and listening skills is an integral part of all subjects. The debating programme in the first semester involves the students in planning and rehearsing their presentations to sustain a point of view. These skills are put to further use in the second term when they are required to present a 4 minute speech. In the lead up to this speech the students learn to vary their tone, volume and pace of speech.

Drama is a popular component of our second semester oral language programme. It provides opportunities for the students to work with their peers to respond and communicate through movement and language.

**Viewing**
Throughout the year various forms of visual texts are used to explore the ways in which audiences are positioned. Narrative texts such as feature films, as well as a variety of news broadcasts are studied to identify the codes and conventions used to shape meaning. In Term II, the students study a variety of picture books and learn about the complex process of writing and illustrating.
SOCIETY AND ENVIRONMENT – (4 periods per cycle)

The Year 7 Society and Environment programme aims to develop students’ understanding of how individuals and groups live together, interact with their environment and respect cultural heritage. We study a combination of Geography, History and Civics and Citizenship topics throughout the year;

Geography
Melbourne to Mukinbudin, Canberra to Kulin - Australian geography is our starting point for the year. We learn about the wonders of our country whilst becoming familiar with the geographer's greatest tool, the atlas. Once we have familiarised ourselves with the natural and man-made features of Australia, we turn our sights to a local geographic features. This study gives us an opportunity to learn all about field sketches and maps and to experiment with obtaining soil samples with augers.

History
China is the focus of our in depth study of ancient cultures. Through exciting interactive activities and excursions we explore the wonders of this ancient civilisation.
A highlight of Term II is our “Evening of Eminence,” which involves the girls working in a group to research the life and times of an eminent person from history. They complete their research and various tasks throughout the term leading up to the “Evening of Eminence.” On this special night they will dress up as their eminent person, prepare a favourite food dish and answer questions about “themselves” from the visiting guests.
Our integrated English programme in Term III has a modern history aspect, when we look at the wars and conflicts in which Australia has taken part in the 20th Century.

Civics and Citizenship
Voting, representative government and the ways in which laws are passed are all brought to life in our class parliaments. Local and school issues are hotly debated as class laws are read.

Canberra / Sydney Tour
These fascinating units of work all culminate in our annual trip to Canberra and Sydney. Amongst many exciting highlights, we visit Parliament House to see where the real laws are made and the Australian War Memorial to reflect on the sacrifices we have learnt about during the year.
In Sydney we enjoy a walking tour of China Town and the Chinese Gardens which is made even more fascinating because of our understanding of the culture and symbolism.

MATHEMATICS – (6 periods per cycle)

Mathematics in Year 7 allows students to consolidate their learning of number and measurement but at the same time starts to introduce to the students some of the foundations required for secondary school. The links between patterns and algebra are explored and the topic of space is taught more formally with the students starting to construct logical geometrical arguments about properties of triangles and quadrilaterals. The foundations built in the previous years will hopefully provide a solid basis for preparing for this next step in the students’ development.

The content is divided into three specific areas: Number and Algebra, Statistics and Probability and Measurement and Geometry. Topics such as fractions, decimals and percentages will be continually reinforced but working with index notation and integers will expand the students' repertoire of the way numbers can be represented. The introduction of variables to represent real-life situations and the ability to generalise will form an important component of the framework for their future studies.
Other topics studied will include probability, data, properties of parallel lines, perimeter, area and volume of prisms, transformations including translations, reflections and rotations and graphing coordinates in all four quadrants. Problem-solving lessons will be intertwined throughout the year so that the students are exposed to non-routine examples of Mathematics on a regular basis and are taught various strategies of how to solve the problems posed.

The students will be tested on their knowledge and understanding of content from every topic and the progress of every student monitored carefully. Students who find Mathematics challenging will study the same programme but will be given extra support throughout the year and will sit modified assessments. Year 7 is a very important year where consolidation of the basics underpins the beginnings of this vital stage in each student’s mathematical career path. We aim to ensure that as a consequence of this, every student has every opportunity to reach her full potential in Mathematics.

SCIENCE- (5 periods per cycle)

The Year 7 Science programme is designed to focus on the development of core science skills and understandings. These skills will assist students with further studies in science as well as help them to understand science in the world around them. The Science programme is divided into three strands; Science Inquiry Skills, Science as Human Endeavour and Science Understanding.

For the majority of the girls this will be the first time that their science studies take place in a traditional science laboratory and hence, they will need to become familiar with how to use specialised equipment such as electric balances, microscopes and Bunsen burners. Safe laboratory procedures will also be a priority. The science skill development will also include graphing, measurement and the design of experiments to answer questions about the world around them. By the end of Year 7, students will be able to plan, conduct and evaluate scientific investigations.

In addition to the skills component of the course, the girls will study concepts from the four conceptual strands that run through school science – Biological Sciences, Earth and Space Sciences, Chemical Sciences and Physical Sciences. Scientific literacy and learning the language of science will be important when studying these concepts. There will be a number of construction tasks that occur during the year and these will vary based on the choices of teachers and their students. In general, these construction tasks will be integrated with the conceptual work in science. For example, in the topic of forces, the girls might construct solar-powered cars.

Students will be encouraged to think critically about information that is presented to them in various forms of the media. There will be opportunities for participation in science enrichment activities such as SPECTRA, CREST and the Science Talent Search.

Assessment will include assignments, investigations, tests and practical tasks.
LANGUAGES OTHER THAN ENGLISH

A language other than English is compulsory for all Year 7s and 8s. French, Italian and Japanese are currently offered. Students will complete two years of study in their chosen language. In Year 8 2013, students may choose to pick up French or Italian as a second foreign language.

SUMMARY OF LANGUAGE CHOICE OPTIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>At St Mary’s you can:</th>
<th>JAPANESE</th>
<th>FRENCH</th>
<th>ITALIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Choose your first foreign language in Year 7 – which you will continue in Year 8. (NO pre-requisites needed)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>8</td>
<td>Continue with your language from Year 7 and you may choose an additional (second) foreign language. (* only if studied in Year 7, i.e. continuing)</td>
<td>Y*</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Newcomers – choose one or two languages – (* This is available only if studied in primary school.)</td>
<td>Y*</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>9</td>
<td>Continue studying your first, second, both or no foreign languages. (Regardless of whether you’ve studied it for one or two years)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>10</td>
<td>Continue studying either your first, second, both or no foreign languages. All courses may be continued up to WACE Stage 3 level.</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After the completion of Year 8, students can drop any of their languages at the end of every academic year.

NOTES:

1. Entry into Japanese can only occur at Year 7.
2. Entry into French and Italian can occur at Year 7 or Year 8.
3. The language selected in Year 7 MUST be continued to the end of Year 8 and CAN be studied to Year 12.
4. If a second language is selected in Year 8, it CAN be studied to Year 12.
5. For Japanese to be selected in Year 8, a student MUST have studied it for at least one year in Year 7 or during primary school.
FRENCH - (3 periods per cycle)

Courses in lower school French have the following aims:

- To introduce students to the language on an everyday communicative level, while preparing those who wish to continue French for the demands of upper school courses.
- To develop an appreciation of the psychological and intellectual demands of second language learning.
- To develop an awareness and tolerance of a culture different from that of the student.
- To promote in the student a feeling of achievement and enjoyment from their study of French.
- To encourage confidence in the student through communication and interaction.

In accordance with the Curriculum Framework, the following outcomes will be addressed:

- Listening, responding and speaking
- Cultural understanding
- The system of the target language
- Viewing, reading and responding
- Writing
- Language learning strategies

The emphasis in Year 7 is on enjoyment and the learning of material relevant to the everyday life of the students. Topics covered include a selection from the following:

- Greetings
- Talking about one's family and where one lives
- Telling the time
- Numbers
- Pets
- Cultural/background studies about France and French speaking countries
- School and daily routine
- Food and drink
- Birthdays and festivals

Much of the work is oral and emphasis is placed on the development of listening skills. Written work is also done with written tests being administered every term.

Although prior knowledge of French at primary level can be advantageous in the early weeks of first term, it must be stressed that this is by no means a prerequisite and beginner students will not be disadvantaged. The course assumes no prior knowledge.

Assessment
Assessment is continuous and is made up of chapter tests, homework, assignments and vocabulary tests. A semester grade will be given based on these activities.

ITALIAN - (3 periods per cycle)

The Year 7 course in Italian aims to develop students’ ability to communicate in both spoken and written Italian on a variety of topics. Some background study of geography and culture is also undertaken.

Initially emphasis is given to the development of speaking and listening skills, whilst reading and writing feature more prominently in the second semester.
Classroom activities are varied and include role-playing, songs and games in Italian.

In accordance with the Curriculum Framework, the following outcomes will be addressed:

- Listening, responding and speaking
- Cultural understanding
- The system of the target language
- Viewing, reading and responding
- Writing
- Language learning strategies

The students use the textbook and workbook *Formula Italiano 1* and topics covered will include a selection from the following:

- Introducing themselves and greeting one another
- Ask where someone is from and discuss nationality
- Describe themselves and others
- Talk about which sports they play
- Buy clothing
- Talk about family and pets
- Describe their home
- Say what they eat for breakfast
- Numbers
- Cultural background studies on various cities in Italy

Although prior knowledge of Italian at primary level can be advantageous in the early weeks of first term, it must be stressed that this is by no means a prerequisite and beginner students will not be disadvantaged.

**Assessment**

Assessment is continuous and is made up of chapter tests, homework and vocabulary tests. A semester grade and a year grade are given based on these activities.

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**JAPANESE - (3 periods per cycle)**

The Year 7 Japanese course aims to develop the students’ ability to strengthen their communication in writing and speaking of Japanese.

Learning the Hiragana scripts and building up the confidence in reading and writing are emphasised in every lesson.

In accordance with the Curriculum Framework, the following outcomes will be addressed:

- Listening, responding and speaking
- Cultural understanding
- The system of the target language
- Viewing, reading and responding
- Writing
- Language learning strategies

On completion of the Year 7 course, students should be able to use Japanese to meet the following general objectives:

- Introduce themselves
- Greet people in a variety of everyday situations
- Use numbers for counting, talking about age, place of living, and year level at school
- Talk about their family and friends – age, school level, school subjects
- Talk about going to places and means of transport
- Discuss days, dates, months, birthdays, Japanese festivals
- Read and write simple messages and letters to friends
- Talk about leisure activities
Students are encouraged to learn about Japanese culture through books, videos, photographs, information on the Internet and language study.

Oral and listening skills are developed through games and role play activities using *Mirai 1*.

**Assessment**
Assessment tasks are administered as each unit of work is completed. A composite grade will appear on each semester report.

**RELIGIOUS STUDIES** – (1 period per cycle)

In Year 7, Religious Studies continues to be taught by specialist teachers in our own subject rooms and builds on the foundations laid down in the Junior School.

In Semester I, students will answer the question ‘Why do we study religion?’ through ‘The Island’ unit. Here they are transported to an imaginary desert island and through a range of sensory stimuli determine how we, as humans, need to have a structure of the spiritual, combined with ritual and tradition in our lives. ‘An Island Diary’ will be written and assessed with a group task of creating a time capsule, concluding the unit.

In Semester II, we study the Christian faith through the origins of the religion, Old Testament ‘celebrities’, the Anglican denomination and our use of symbols to aid understanding and teaching. Students will have the opportunity to create their own ‘stained glass windows’ utilising the knowledge of symbolism and the Christian story they have gained throughout the unit.

*In all Religious Studies programmes students are encouraged to commence the life-long search for understanding, meaning and spirituality. They are asked to participate fully in class activities, to respect other students’ ideas and beliefs, and to think critically and independently.*

**ART** – (2 periods per cycle)

Year 7 Art focuses upon discovery through experiencing a range of media and processes in the art making process. Students will use the creative process to research, develop and communicate art ideas. Participating in a range of art processes and conventions will provide opportunities for creativity and problem-solving. The production of two and three-dimensional self-expressive artworks that are suitable for display is valued. Exposure to visual language will enable students to express ideas and articulate their responses to artworks. The study of artworks from different cultures and times will assist students’ awareness of different purposes of art.

Students use creative skills, techniques, processes, technologies and conventions to:
- Produce resolved artworks.
- Respond to the qualities of artworks, using a visual analysis frameworks.
- Understand that the visual arts are used for a range of different purposes in society.
HEALTH EDUCATION - (1 period per cycle)

The Year 7 Health Education programme encompasses a wide range of health issues, which are pertinent to the student's needs and lifestyle.

It is an interactive subject where students are encouraged to examine their own and other people’s values through a variety of activities. The emphasis is on applying the acquired knowledge, attitudes and skills to real life situations so that healthy, considered decisions and behaviour become part of their lifestyle.

Areas of focus include the development of effective communication skills examining the students’ individual sense of belonging and how they relate with others. We discuss personal hygiene and look at the common concerns about the changing body. An introduction to the use of easily available drugs such as analgesics is also incorporated into the programme. In light of the incidence of societal health problems and lifestyle diseases, we discuss the issues of skin cancer and general health and fitness, concentrating on basic nutrition, while encompassing all the physical, mental and social aspects of fitness.

LEARNING SUPPORT (LSU) - (3 periods per cycle - option)

Learning Support in Year 7 is offered for three periods per cycle in place of a language. This programme is only available to students who may be experiencing difficulty in some aspects of learning, and require educational support.

Alternatively, if during the course of the year a student is thought by her teachers to be experiencing difficulty, she may drop a subject and move into Learning Support to receive individual help, depending on her needs and the constraints of the timetable.

The programme caters for the individual needs of the student. A number of students may have difficulty coping with the increased workload in secondary school. Often their difficulties are transient and respond well to intervention and therefore they stay on the programme only for a short time. Other students will require more sustained support.

Learning Support sessions focus on assisting students to develop a positive attitude towards school work, and on teaching specific skills in language and modified elementary mathematics. Where there is a perceived need, consideration can be given for students to receive individual help with assignments and regular class work.

MUSIC – (1 period per cycle)

The Year 7 Music course is an enjoyable and interesting way to study music in the classroom, accommodating both students with a comprehensive background in music and also those girls who are new to the study of music. It will also provide a strong basis for those students wishing to study extended music in Year 8 and beyond.

Cultural and Historical Appreciation

Through the study of instruments of the orchestra and significant orchestral works, students will gain an understanding of the role music plays in society. Musical forms, compositional techniques and score reading skills are learnt through studying a selection of works.

Theory and Composition

Students will learn the basic elements of music theory, using this knowledge in a practical way through the use of keyboards and class singing. Using music software Sibelius on the music
classroom computers, students will compose their own music and with the Garage Band software, gain an understanding of sequencing and sampling to create music.

Aural
Aural music or Perception, as it is often called, involves the aural recognition of music. An area of the subject which becomes quite complex in later years, perception is introduced at a basic level. Sight singing skills are also developed.

PHYSICAL EDUCATION - (3 periods per cycle)

The Year 7 Physical Education programme is designed to form a basis of wide-ranging skills which will enable students to perform a variety of activities competently and with enjoyment. The importance of physical fitness and improving personal performance is emphasised through individual and team sports.

Swimming, athletics, movement based activities and traditional team sports such as hockey, basketball, volleyball and softball, are taught over the year and help complement the interhouse and interschool competitions. All students are expected to participate in interhouse sport and involvement in interschool sport is strongly encouraged.

EXTRA CURRICULAR ACTIVITIES

There is a wide selection of extra activities at St Mary's. Some of them are mentioned below, but it is not an exhaustive list. Interschool sport and musical activities are outlined first.

INTER SCHOOL SPORT (IGSSA)

St Mary's is affiliated with the Independent Girls' Schools Sports Association and the State Schoolgirls Association, which provide a full programme of sporting competition throughout the school year, comprising most of the major sports.

<table>
<thead>
<tr>
<th>Term</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term I</td>
<td>Swimming, volleyball and tennis</td>
</tr>
<tr>
<td>Term II</td>
<td>Netball, hockey, gymnastics and cross country</td>
</tr>
<tr>
<td>Term III</td>
<td>Athletics, soccer and basketball</td>
</tr>
<tr>
<td>Term IV</td>
<td>Softball and water polo</td>
</tr>
</tbody>
</table>

Involvement in interschool sport is not compulsory, but strongly encouraged. Involvement in interhouse sport is compulsory.

IGSSA matches are held on school days immediately after school finishes. Training is on a Monday, either before or after school (usually after.) State schoolgirls' competitions are normally on Fridays or weekends.

Whilst most Year 7s are very keen to play for a St Mary's team, it is important to realise that there is a big difference between the non-competitive Junior Sport programmes and senior interschool sport. At this stage students and parents must accept that their daughters are trialled, graded and selected on merit since the IGSSA competition is very competitive and of a high standard. Playing in a Junior School A grade team does not automatically assure girls of a place in the Senior School A team. Fortunately for the school, St Mary's teams are oversubscribed and we are always able to field a full complement of teams. This means that the standards are high even in lower grades and sadly there may not always be a place for every girl who would like to play.

We strongly encourage you to get your daughter involved in local sports clubs where she is able to learn and extend her skills, interact with people outside the school environment and establish
links that will provide the opportunity to continue with sport when she has left school. The students who excel in school sport are, generally, those who have come through the club systems and the majority find that the two complement each other. Boarders are also encouraged to join local clubs and the boarding house staff will organise transport for this. If you would like advice or information about local clubs we will be happy to help you.

Trial procedures vary from sport to sport. For swimming, cross country, athletics and gymnastics, teams are selected on the results of the interhouse competition. For all the other sports, girls attend trials. The swimming trials for the interhouse competition will be held on the first day of Term 1 (Monday 4 February). Girls will need school bathers and a house swimming cap.

Non-competitive activities that run before and after school are programmed at various times throughout the year. These currently include fitness circuits, aerobics and badminton. They are open to any students who would like to participate.

INTERHOUSE SPORT

All students are expected to participate in interhouse sport. Major interhouse carnivals are held for swimming, diving, cross-country, gymnastics and athletics. Interhouse competitions for team sports are held during the lower school exam week in Terms II and IV. Students are able to select to play a variety of sports including netball, basketball, soccer, volleyball, tennis and softball.

MUSICAL ACTIVITIES AND PRIVATE MUSIC LESSONS

Choir
Year 7 students who are interested in singing in a choir will be invited to join the St Mary's Chorale under the direction of the school's choral specialist, Mrs Lynette Taylor. The Chorale has weekly rehearsals and regularly participates in school-based and community performances. There will also be an opportunity for those girls with a more serious interest in singing to audition for a chamber choir.

Instrumental Musicians
Students who play a band or string instrument will be invited to audition for one or more of the various concert bands, jazz bands and string ensembles in the Senior School.

Instrument and Vocal Tuition
Lessons for musical instruments and singing are given privately by specialist music teachers who visit the school each week. Lessons are 40 minutes in duration and are scheduled throughout the school day. Music lessons are usually at a fixed time each week and as the school timetable operates on a six-day cycle, students will miss a different subject each week. It is the student's responsibility to make up any class work missed. Music lessons outside school hours are reserved for Year 11 and 12 students. Students who learn two instruments usually have one of these lessons scheduled outside school hours. Students must have an instrument in their home for practice; some instruments are available for hire through the Music Department.

The onus is on students to attend music lessons punctually and regularly. If prevented from attending for any reason (e.g. sickness, class test, excursions), a student must inform her teacher in advance. If adequate notice is not given (i.e. 24 hours in all cases except sickness) and the lesson cannot be changed, it will be charged. For lessons throughout the day the St Mary's telephone line is open from 8.00am for advance notification of absence. Students who have early morning lessons should contact their teacher privately regarding an unforeseen absence.

Fees are currently $42.00 per lesson and are charged to the family account. A music diary is required for each instrument learned; these will be supplied to the student through the Music Department at a cost of $4.00. Students enrol for a full year of music tuition. If lessons are to
discontinue, four weeks notice in writing must be given. If notice is not given, four weeks payment in lieu of notice will be required.

**Theory Lessons**

Theory of Music is not compulsory but is a valuable additional area of music study for instrumental and class music students. Classes in Music Theory from Preliminary to AMEB Grade 5 are held each week, beginning in the second week of Term I. These are conducted by school music staff and will be charged to the family account. The fees are $80.00 per term. The teacher will decide when the student is ready to do an exam and enter the student at the appropriate time.

**Instrument Hire**

The Music Department has a number of instruments for hire at a cost of $120.00 per semester. If you wish to avail yourself of this service, please indicate on the enrolment form which instrument you wish to hire. Hiring fees for instruments will be included on the family account.

**Enrolment Procedure**

Forms for instrument, vocal and theory lessons will be included in the Orientation Pack which will be sent to you towards the end of September.

**Students who are currently enrolled in music must complete and return a form if they wish to continue with music lessons in 2013.** If you have any further enquiries, please do not hesitate to contact Mrs Margaret Tolley in the Music Department on 9341 9189.

**CHESS**

A Chess Club whose members participate in an interschool competition has been formed. Players are welcome. Information is usually transmitted through the daily newsletter. The staff member to contact is Mr Reid.

**CREATIVE WRITING**

The Creative Writing Club is now in its second year as an extra-curricular offering. The group developed in a bid to encourage interested writers to form alliances with like-minded peers, and provide opportunities to work with mentors who could help them with and inspire in them, the confidence to write. Regular meetings provide informal forums where students are encouraged to share their writing with others or seek advice with a view to entering some of the competitions that arise. Every term students are sent a Creative Writing Bulletin to keep them up-to-date with goings on such as competitions, news of workshops or professional writers’ visits. The only criteria to join is a love for writing!

**DEBATING**

Interhouse and Interschool Debating attracts girls from Years 7-12 in competitions throughout the school year. St Mary’s enters teams in the West Australian Debating League and AHISA competitions. Interhouse debates are conducted at Years 7 and 8, Junior and Senior levels with experienced debaters adjudicating Year 8 and Junior debates. Girls may be awarded debating badges and colours. Staff members to contact are Mrs Jeffery and Ms Grzyb.

**DRESSMAKING**

Group lessons are available. Enrolment information will follow with the Orientation Day package.
FUTURE PROBLEM SOLVING

Future Problem Solving is an international education programme for students that focuses on the development of creative, critical, thinking skills. It is ideally suited to academically able students with an interest in scientific, social and ethical issues on a global scale. The programme prepares students for participation in the national FPS competition with the opportunity to participate in national and international finals.

OAKTREE FOUNDATION

Founded in 2003, the Oaktree Foundation is an entirely youth - run international aid and development organisation. The St Mary’s Oaktree Group meets weekly with their Oaktree mentor to learn about the issues facing their peers living in poverty so that they can take action to break the poverty cycle. They organise fundraising activities to help support the GOLD Peer Education Programme combating HIV/AIDS and other issues of poverty in programmes being run at Sidelile High School in South Africa. The girls can develop their leadership skills as members of this group.

HOPE - HELP OUR PLANET EARTH

HOPE is a student - run organisation within the school which concentrates on looking after the planet. It is concerned with global and local issues such as re-cycling, endangered species, economic use of resources and raising awareness of these and other related issues amongst all staff and students within the Senior School.

SAILING

St Mary's has a training programme for sailing as follows: In Term 1 after-school sailing training takes place on Fridays in Puffin Pacers on the Swan River with qualified instructors, experienced in Teams Racing. During the first term holidays a selected team of seven competes in the Schools Teams Racing Championship. Students can also participate in the WA Schools Sailing Championship.

SURFING

The school participates in various interschool and state competitions. Before-school surfing lessons run in Term 2. Special courses are organised as needed. Surfers or prospective surfers are welcome.

TENNIS

Private or group lessons are available. Enrolment information will follow with the Orientation Day package.

TOURNAMENT OF MINDS

Tournament of Minds (TOM) is a problem solving programme for teams of students from both primary and secondary years. Students are required to solve demanding, open-ended challenges from one of the following disciplines:

- Applied Technology
- Language Literature
- Maths Engineering
- Social Sciences

Tournament of Minds is for students with a passion for learning and problem-solving to demonstrate their skills and talents in an exciting, vibrant, and public way.
The competition that runs for six weeks requiring teams of seven students to work together and solve a long-term challenge, without the help of their peers, parents, teachers or friends. Teams consist of participants from two or more year groups and range between the ages of 12 to 16. The six week challenge occurs in the beginning of the third school term and the final competition day takes place at the University of Western Australia, where teams across the Perth Metropolitan area perform in front of a panel of judges.

VISION GENERATION

This group of students works to raise awareness of the plight of children in other countries. They hold regular meetings, join in with a statewide group of school students, address the school through assemblies and often arrange functions to raise money for the students they are financing through World Vision.
SOME INFORMATION THAT MAY BE HELPFUL

The following staff members have their offices in the Administration Building or boarding house. Frequently they are needed by parents and students for various reasons. Some areas of responsibility as far as routine student contact is concerned are listed below. Other members of staff having special responsibilities with Year 7s follow.

Ms Joan Karmelita: Deputy Principal/Dean of Students
- Pastoral Care
- School rules, code of conduct and uniform
- Permission to be absent from class for appointments etc - absence notes
- Bus passes and information
- Appointments with staff members
- General problems needing discussion or attention
- Inappropriate behaviour
- Lost Property

Ms Karmelita is in the boarding house for dinner several times each term. Boarders may use this time for additional contact if desired.

Mrs Cheryl Haak: Dean of Curriculum
- Questions of a general nature about school and the curriculum
- Questions about subject and subject choices
- Appointments with staff members
- Students with special needs
- School Curriculum and Standards Authority (previously Curriculum Council) matters

Ms Erica Herron: Dean of Administration
- Queries regarding the timetable
- Questions about subjects and subject choices
- Questions about academic progress
- Parent/Teacher meetings
- Appointments with staff members

Mrs Kelly Dalton: Coordinator of Curriculum Services
- Assistant to Ms Karmelita, Mrs Haak and Ms Herron

Ms Kate Dover: Administrative Assistant to the Deans
- Upstairs Reception and Assistant to Ms Karmelita, Mrs Haak and Ms Herron

Mrs Tina Campbell: Head of Boarding
- Orientation programme for new boarders
- Any matters concerning Anne Symington House (boarding house)

Rev’d Gerry Nixon: Chaplain
- Talking over any problems being experienced at school or personally
- Matters concerning the pastoral care of students and parents
- Admission to communion and confirmation classes for students

The School Chaplain takes Chapel Services for boarders and for the whole school in year groups.

Mrs Elize De Rooster, Ms Gloria Ross, Ms Mairead Healy: School Counsellors
- Provide information about careers, subjects needed for courses, aptitude, interest etc
- Provide an opportunity to talk over problems of any kind

Mrs Linda Gracias: Assistant to the Principal
- First point of contact for any matters which concern Mrs Thomson
Other staff members who play an important role in areas which concern some or all Year 7s

Mrs Judy Lague: Head of Year 7
- Orientation programme
- Care of Year 7s as they settle in to the school
- Year 7 night for parents
- Year 7 camp programme and Canberra/Sydney tour
- Informal contact with parents

Ms Gloria Ross: International Student Co-ordinator
- Orientation for international students
- Care of international students as they settle in to the school and the new culture
- Liaison programme for overseas students and St Mary's families
- Counselling overseas students and assisting with official documents
- Social activities to assist girls to get to know other students better

Ms Jennifer Tyson: Head of Physical Education
- Introduction to the interschool sporting programme
- Health Education
- Interhouse sporting activities

Mrs Amanda Hoyle: Head of Learning Support
- Organisation of study programmes for students needing extra help because of learning difficulties

Mrs Jan Nicholls: Librarian
- Introduces students to the library system, research and learning skills, the electronic catalogue and interactive media of various kinds.
SCHOOL BUS SERVICES

ALL SCHOOL SPECIALS SERVICING ST MARY’S WILL DISPLAY NUMBER 927

TRANSPORT TO SCHOOL

7.55am No 927, will depart from the bus stop in Cambridge St near Kimberley St, proceed via Cambridge St, right at Harbourne, left at Grantham, left at The Boulevard, and proceed via The Boulevard, right at Howtree Place, right at Oceanic Dve, right at Marapana Ave, right at Templetonia Ave, left at The Boulevard, right at Slip Rd to Chipping Rd, right at Empire Ave, left at Weaponess Rd, left at Hale Rd, right at Slip Rd to left at Yaltara Rd, right at Wayeela Way, left at Weelara Way, left at Tarongo Way, right at Peasholm St, left at Drabble Rd, left at Brighton Rd, right at Stanley St, left at Scarborough Bch Rd, right at West Coast H'way and right at Elliott Rd to St Mary’s.

8.00am The public service bus Route 400 from Wellington St Bus Station via Scarborough Beach Road will continue on after Scarborough Terminus at Observation City, left at West Coast Highway, right at Elliott Road to St Mary’s.

8.34am The public service bus Route 423 departs from Stand 6 at Stirling Station, right at Cedric St, left at Karrinyup Rd, right into Karrinyup Bus Station, right at Karrinyup Rd, left at West Coast Hwy, left at Elliott Rd to St Mary’s.

TRANSPORT FROM SCHOOL

The bus stands are located on the South Road, outside Rooms 1 - 4.

Stand 1 Depart 3.45pm
Display 1 departs at Elliott Rd, left at Jeanes Rd, right at Duke St, left at Brighton Rd, right at Weaponess Rd, left at Empire Ave, left at Valencia Ave, right at Hale Rd, left at Pearson St, left at Rosewood Ave, right at Huntriss Rd, left at Ewen St to Ewen St near Weaponess Rd.

Stand 2 Depart 3.45pm
Display 2 via Elliott Rd, left at Jeanes Rd, right at Karrinyup Rd, becomes a public service (423) at Karrinyup Bus Station, right at Cedric St to Stirling Interchange. ETA: 3.58pm.

Stand 3 Depart 3.45pm
Display 3 via Elliott Rd, left at Pearl Pde, left at West Coast H'way, left at Ventnor Ave, right at Hastings St, left at Peasholm St, right at Tarongo Way, right at Weelara Way, right at Wayeela Way, left at Yaltara St, right at Slip Street to left at Hale Rd, right at Brompton Rd, right at Empire Ave, left at Chipping Rd, right at Slip Road to left at The Boulevard, right at Templetonia Ave, left at Marapana Ave, left at Oceanic Dve, left at Brookdale St, left at The Boulevard, right at Grantham, right at Harbourne, left at Cambridge St, right at Lofton St, left at Railway Pde, right at Sutherland St, left at Wellington St, left into Wellington Street Bus Station. ETA: 4.20pm.

Stand 4 Depart 3.45pm
Display 4 via Elliott Rd, left at Jeanes Rd, left at Karrinyup Rd, right at Milverton Ave, left at North Beach Rd, right at Reid Highway, left at Okely Rd, right at Beach Rd, terminating at Warwick Interchange. ETA: 4.00pm.

Stand 5 Depart 3.45pm
Display 5 via Elliott Rd, left at Jeanes Rd, left at Karrinyup Rd, right at Marmion Ave, right at Beach Rd to Warwick Interchange. ETA: 4.00pm.
ALL ENQUIRIES SHOULD BE DIRECTED TO SWAN TRANSIT

KARRINYUP DEPOT  9247 7500

TRANSPERTH INFOLINE  13 62 13

Afternoon Buses from School

Stand 1  3.45 pm to Scarborough/Wembley Downs/Woodlands/Doubleview
Stand 2  3.45 pm to Stirling Interchange
Stand 3  3.45 pm to City Beach/Floreat/Perth
Stand 4  3.45 pm to Warwick Interchange via North Beach Rd/Okely Rd
Stand 5  3.45 pm to Warwick Interchange via Marmion Ave/Beach Rd
ST MARY’S SCHOOL UNIFORM SHOP

ARRANGEMENTS FOR 2012/2013

LOCATION  Next to swimming pool - parking available
            Telephone: 9341 9143
            E-mail addresses: cshurman@stmarys.wa.edu.au

ORIENTATION DAY  Friday 26 October 2012. Years 3-8.
                 Shop will be open 8.30am - 4.00pm.

SALES TERM TIME  Open each Monday, Wednesday and Friday 8.30am - 4.00pm
                 First day of each term 8.00 am – 4.00pm

SCHOOL HOLIDAY SALES 2013

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>January 21</td>
<td>9.00am to 4.00pm</td>
</tr>
<tr>
<td>Tuesday</td>
<td>January 22</td>
<td>9.00am to 4.00pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>January 23</td>
<td>9.00am to 4.00pm</td>
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<tr>
<td>Thursday</td>
<td>January 24</td>
<td>1.00pm to 6.00pm</td>
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<td>Friday</td>
<td>January 25</td>
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<td>Monday</td>
<td>January 28</td>
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<tr>
<td>Tuesday</td>
<td>January 29</td>
<td>9.00am to 4.00pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>January 30</td>
<td>9.00am to 4.00pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>January 31</td>
<td>1.00pm – 6.00pm</td>
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<tr>
<td>Friday</td>
<td>February 1</td>
<td>9.00pm to 4.00pm</td>
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<tr>
<td>Sunday</td>
<td>February 3</td>
<td><strong>1.00pm to 4.00pm - Boarders ONLY</strong></td>
</tr>
<tr>
<td>Monday</td>
<td>February 4</td>
<td>8.00am to 4.00pm - Year 7 First day</td>
</tr>
</tbody>
</table>

UNIFORM
All of St Mary's uniform is sold at the Uniform Shop including brown shoes. New uniforms and a range of second hand uniforms are available.

CLOTHES BROUGHT IN FOR SALE
- Must be in good condition and dry cleaned.
- The shop reserves the right to dispose of anything considered unsaleable.
- When the clothes are sold the amount, less a 25% handling fee, is credited to the girls' accounts. If the girl has left the school a cheque is sent.

PAYMENT
Cash, cheque, credit card or Eftpos.

ACCOUNTS
A docket must be signed for all purchases and will be charged at the end of each term onto the family account.

If you purchase second-hand uniforms or books, please delete name of previous owner and clearly mark them with your daughter's name.

Your co-operation in this regard would be very much appreciated.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods per Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
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<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
</tr>
<tr>
<td>Society and Environment</td>
<td>4</td>
</tr>
<tr>
<td>Languages</td>
<td>3</td>
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<tr>
<td>Religious Studies</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Health Education</td>
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<tr>
<td>Art</td>
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<tr>
<td>Music</td>
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<tr>
<td>Debating and Drama (one semester each)</td>
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<tr>
<td>Chapel</td>
<td>1</td>
</tr>
<tr>
<td>Supporting Programmes (including Library, Information Technology, Friendly Schools)</td>
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</tr>
<tr>
<td><strong>Total Periods</strong></td>
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</tbody>
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