



**2022**



**ST JOHN BOSCO  
COLLEGE**  
JOY IN LEARNING

**Parent Information Booklet**

**Year 7 - Year 9**



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■ **Welcome**



“JOY IN LEARNING

The community feel at St John Bosco College is truly unique. In seven short years our creative staff, talented students and committed parents have combined their talents to create a truly unique learning community.

- Principal, Kevin Sheehy

# WELCOME



## from the Principal

The staff and I would like to extend a very special welcome to you and your family to St John Bosco College. We very much look forward to working with you collaboratively in 2022 and the years ahead.

I feel very privileged and honoured to be the Principal of this new exciting twenty first century Pre-Kindegarten to Year 12 Catholic College in Piara Waters. The vision at the College is creating a flourishing environment in which every student can thrive in a Catholic learning community; where development of the whole person is of utmost importance. Opportunities are created to promote inquiry, reflection and feedback, continuous learning and growth, and best educational teacher practices. The mission of staff is to nurture students so that they can become successful learners, confident, creative, and active informed citizens, who are able to contribute positively to society.

We commenced on February 2, 2015 with classes from Kindergarten to Year 2. In 2022, we have over 830 students from Pre-Kindergarten to Year 9, as well as an Aboriginal Families as First Educators (AFaFE) Playgroup, a family playgroup and an Outside School Hours Care Service for students.

There is no doubt that our new facilities in Secondary are magnificent, but what really sets St John Bosco College apart cannot be measured in bricks and mortar. What makes our College truly unique is the feeling of community that exists at St John Bosco College. Our dedicated staff, talented students and committed parents have combined their talents to create a truly unique learning community. I invite you and your family to visit us and experience what “Joy in Learning” looks like for yourself, at St John Bosco College.

I look forward to the journey ahead and your active involvement in this exciting learning community at St John Bosco College.

Yours in Christ

Kevin Sheehy  
Principal



# WELCOME



from the Dean of Students

(Year 7 - Year 9)

A warm welcome to all the students beginning their secondary education journey at St John Bosco College in 2022. Thank you to the parents and guardians who have entrusted the College to nurture and challenge their children and to provide many opportunities for growth over the coming years.

St John Bosco College is committed to holistically developing each student; leading them to achieve their own personal excellence and to be respectful and effective contributors to society.

Through the College's diverse curriculum and extra-curricular activities, students will grow in resilience and confidence, develop an understanding of their learning styles and interests, and experience "Joy in Learning".

I am honoured to be working with your family as your children navigate their educational journey through St John Bosco College and look forward to getting to know you all.

Michelle O'Neill

Dean of Students (Year 7 - Year 9)

“At the heart of our educational process is the individual student. We have developed strong Pastoral Care within our College to set a culture of confidence and purpose.

- Dean of Students (Year 7 - Year 9),  
Michelle O'Neill

## About Us

St John Bosco College is a Pre-Kindergarten to Year 12 Catholic Co-educational College located approximately 22km south of the Perth CBD, in the suburb of Piara Waters.

Our innovative building design has a focus on shared, flexible learning spaces which support best practice, 21st century teaching and learning methods. Our outstanding facilities include an Early Learning Centre, Junior Primary and Upper Primary Studios, grass play areas, junior oval and multi-purpose hard court play areas, enclosed Assembly Area, library, dedicated Administration and ample parking. Our stage 3 building program has delivered the MacKillop Science Learning Centre, Savio Arts and Technology Learning Centre, a senior oval and multi-purpose hard court play areas and more parking. Our stage 4a/b includes a middle learning centre with six classroom studios, a grotto to St John Bosco, a carpark, multi-purpose courts and a soccer/hockey pitch. Stage 4c has commenced and when complete in October 2022 will consist of a K-12 Library Resource Centre and Administration.





# Student Code of Conduct

**Our Code of Conduct** prohibits bullying, harassment and other forms of peer-to-peer abuse and we require respect for the privacy and human dignity of other students.

## SAFE

**In order to feel SAFE, we will**

- ▶ Step in and help anyone who requires assistance.
- ▶ Treat them how we would want to be treated.
- ▶ Surround ourselves with people who support and encourage others.
- ▶ Demonstrate self-control and common sense.
- ▶ Use social media appropriately and respectfully.

## ACCEPTED

**In order to feel ACCEPTED, we will**

- ▶ Make sure that everyone's voice is heard through supporting differences and diversity.
- ▶ Embrace being your true self and not what is trendy.
- ▶ Understand that everyone has their own background and personality, and you have one too.
- ▶ Have resilience against daily challenges.

## RESPECTED

**In order to feel RESPECTED, we will**

- ▶ Treat others the way we want to be treated.
- ▶ Use respectful language towards teachers, peers and visitors.
- ▶ Use care when handling property that belongs to the College, our peers and ourselves.

## JOYFUL

**In order to feel JOYFUL, we will**

- ▶ Be kind to others and ask them how they feel.
- ▶ Approach all situations with optimism and a positive mindset.
- ▶ Celebrate all achievements.
- ▶ Encourage others to succeed and include them.
- ▶ Participate in events when you have the opportunity to.

## MOTIVATED

**In order to feel MOTIVATED, we will**

- ▶ Encourage people to strive for their best.
- ▶ Celebrate small achievements and successes.
- ▶ Be positive about other peoples' ideas.
- ▶ Use positive language when interacting with other people.

# JAN.31 SAINT

FATHER  
TEACHER  
FRIEND



## College Patron

The College patron, St John Bosco, was an inspirational educator who dedicated his life to educating and assisting disadvantaged youth. His approach to teaching was focused on joy and love and is captured in our College Motto - "JOY IN LEARNING".

A follower of the spirituality and philosophy of St Francis de Sales, St John Bosco dedicated his works to him when he founded the Salesians of Don Bosco.

Together with Maria Domenica Mazzarello, he also founded the Institute of the Daughters of Mary Help of Christians, a religious congregation of nuns dedicated to the care and education of poor girls.

*"his approach to teaching was focused on  
joy and love"*

Following his beatification in 1929, he was canonised as a saint in the Catholic Church by Pope Pius XI in 1934.

The life of John Bosco offers a compelling role model for the students and staff of St John Bosco College and is a powerful reminder of the importance of education that is as relevant in the 21st century as it was in the 1900s.

## TO JESUS

IN THE BLESSED SACRAMENT

## AND TO MARY,

HELP OF CHRISTIANS,

## AND YOU WILL SEE

WHAT *miracles* ARE.





# House Patrons

## Joy in Loving

de Sales



St Francis de Sales  
(1567-1622)

Feast Day January 24

St John Bosco was a follower of the spirituality and philosophy of Saint Francis de Sales. St John Bosco developed teaching methods based on love rather than punishment, a method that became known as the Salesian Preventive System. St John Bosco dedicated his works to St Francis when he founded the Salesians of Don Bosco. St Francis became noted for his deep faith and his gentle approach to the religious divisions in his land. He is known also for his writings on the topic of spiritual direction and spiritual formation.

Love Hope

## Joy in Christ

Savio



St Dominic Savio  
(1842-1857)

Feast Day May 6

St Dominic Savio is one of the few teenage saints in the history of the Church. He attended the school of St John Bosco, who personally guided Dominic's human and Christian development. Dominic's life is a great example for all members of the College community. He was a young man whose short life was dedicated to loving and serving God by actively fulfilling his responsibilities as a Christian, a friend and a student. His dedication to his studies, his loyalty as a friend, the generosity of his service to others and his love of God have inspired generations of young people throughout the world to love with an attitude of excellence and service, men and women for others. Young Dominic Savio is the first fruit of the Preventive System.

Faith Courage

## Joy in Serving

Mazzarello



St Maria Domenica Mazzarello  
(1837-1881)

Feast Day May 14

With the assistance of St Maria Domenica Mazzarello, St John Bosco founded the Institute of the Daughters of Mary Help of Christians, a religious congregation of nuns dedicated to the care and education of poor girls. The Daughters of Mary Help of Christians have spread throughout the entire world in the service of young people, of the poor and suffering, with schools of every type and level, technical and professional institutes, hospitals, dispensaries, oratories and parishes.

Service Community

## Joy in Caring

MacKillop



St Mary MacKillop  
(1842-1909)

Feast Day August 8

St Mary MacKillop is Australia's first saint. She came from a poor family and early in her life, worked as a shopkeeper and teacher to support her family. Later she moved to South Australia and founded the Sisters of St Joseph, a religious order devoted to education, nursing and welfare in impoverished areas in large cities and the outback. Mary MacKillop's life is a great example for all members of the community. She was a woman who dedicated herself to serving God and others and a woman who lived the Gospel through her service of the poor and those in need, especially through education.

Reconciliation Justice



Dear Lord,

We ask you to bless the St John Bosco College Community.

Thank you for the life and teachings of St John Bosco.

Fill us with his joy so we too may use our gifts for the service of others.

We pray that you guide us to discover the goodness that is within us.

May we learn from his example and teachings and grow in our love of God and others.

Mary Help of Christians  
St John Bosco

Pray for us  
Pray for us

Amen.

### College Motto

**“JOY IN LEARNING”**  
The College motto “JOY IN LEARNING” is strongly exemplified in the person, life and teachings of our patron, St John Bosco.

### College Mission

Our College mission is nurturing our students to become successful learners who can contribute positively to society.

### College Vision

Our College vision for this new Pre-Kindergarten to Year 12 College is to create a flourishing environment in which every student can experience the joy in learning and thrive in a Catholic learning community; where development of the whole person is of utmost importance.



## College Logo



ST JOHN BOSCO  
COLLEGE  
JOY IN LEARNING

The St John Bosco College logo was developed in consultation with the interim Board, the Parish Priest and the Foundation Principal. It is a modern re-working of a traditional 'coat of arms' – with the four quadrants coming together to create a contemporary 'shield'.

Within each quadrant is an icon that relates directly to St John Bosco and his philosophy of education.

- The heart at the top left embodies Bosco's teaching approach which was based on love.
- The cross at the top right is the most obvious symbol of the College's Catholic identity which is at heart of what the College stands for. It will be the College's catholicity that sets it apart from other schools in the area.
- The book icon represents the bible but also the concepts of learning and education.
- The symbol of the tree is intended to represent Bosco whose literal translation means woods. The tree also refers to the location of the new College close to the bush of Piara Waters.
- The white space between the four quadrants also creates a symbolic cross, tying the four elements together.



# Fruits of Holy Spirit



Galatians  
5:22-23



## Philosophy

### *Image of the child*

We believe that each student is a unique individual who needs to develop emotionally, intellectually, physically and socially.

We believe in building a respectful and nurturing relationship with each individual student so they feel valued and heard.

We believe our actions, attitude and teaching nurtures students to apply Gospel teachings and values in all they do.

### *The Learning Process*

We believe in engaging students in authentic inquiry based learning and open-ended tasks so they can reach their full potential. This enhances their ability to think and research, and to manage and be responsible for their own learning.

We value the knowledge and understanding students bring to the classroom, resulting in higher levels of engagement, motivation and productivity.

We recognise there is the need for a well-balanced program including explicit teaching, with a strong emphasis on literacy and numeracy.

We believe that all students can be curious, creative, critical, reflective and independent thinkers.

### *Environment*

We believe that the innovative learning spaces we create will inspire deep, purposeful and authentic experiences and develop a strong foundation and passion for life-long learning.

We believe in creating a safe, contemporary, collaborative and technologically rich learning environment that focuses on a student-centered approach to learning.

The College environment encourages collaboration and focuses on the students developing real-world skills as they discover the 'Joy in Learning'.

### *Partnership*

We believe that partnerships with students, families, staff and the parish are built on trust, respect and honesty.

We strive to build relationships with families and other agencies, based on co-operation and a mutual respect for the reciprocal roles that each play in the lives of the student, recognising that families are the student's first and most influential educators.

We believe that partnerships with families provide us with invaluable information relating to each student and their interests, needs and cultural backgrounds.

### *Community*

We believe that all members of our College community are equal contributors in creating a happy, safe and innovative learning environment that promotes continual growth and change.

We believe in the importance of an inclusive community that embraces diversity.

We acknowledge that all members of our College community are equal contributors in creating a happy, safe and innovative learning environment that promotes continual growth and change.





# DIGITAL CITIZEN AGREEMENT

## Secondary

### I AM RESPECTFUL

-  I will show respect and kindness to everyone that I am communicating with online.
-  I will make sure that my Digital Footprint does not harm others in any way.
-  I will get permission from my teacher before sending or uploading photos online, even to OneNote and Teams.

### I AM RESPONSIBLE

-  I will keep all personal information private including my home address, College name, College email, Mobile phone number and passwords.
-  I will only talk to people online who I know and have met in person.
-  I will always ask permission before I download files online.
-  I will always ask permission before making a purchase or signing up for anything online.
-  I will always ask permission before printing documents.

### I AM ENGAGED

-  I will make sure that I am safe and appropriate when doing anything online.
-  I will only visit sites that my parent/guardian or teacher have asked me to use.
-  I will be responsible and proactive towards my education and will check my College email, Teams and SEQTA each morning.

### I AM EMPOWERED

-  I will tell an adult if I feel uncomfortable about anything I have seen or heard online.
-  I will tell an adult if I receive frightening or bullying messages.

### I AM DRIVEN

-  I will use devices appropriately to help me with my learning.





# College Day



## COLLEGE TIMES

Period	Time	Minutes
Community Hub	8.45 - 9.00 am	15 minutes
Period 1	9.00 - 9.50 am	50 minutes
Period 2	9.50 - 10.40 am	50 minutes
Recess	10.40 - 11.00 am	20 minutes
Period 3	11.00 - 11.50 am	50 minutes
Period 4	11.50 - 12.40 pm	50 minutes
Lunch	12.40 - 1.20 pm	40 minutes
Period 5	1.20 - 2.10 pm	50 minutes
Period 6	2.10 - 3.00 pm	50 minutes

## PASTORAL CARE

Pastoral care is the heart of St John Bosco College. It is neither a program nor a strategy, but a belief that nourishes everything we do. Every child is visible to us; we are prepared to speak and listen, to ask and to understand. At St John Bosco College we are proud of our reputation as a College that is caring and supportive of our families. Understanding and meeting the individual needs of each child is a vital aspect of the St John Bosco pastoral care philosophy.

## STUDENT WELLBEING

A key element of our educational philosophy at St John Bosco College is the development of the whole person. We believe that developing strong, supportive relationships creates an inclusive environment for students to engage in their learning. Therefore, 'student wellbeing' is embedded in our teachings and relationships with students. It is based around each student building resilience, respect, self-regulation and confidence as a strong

foundation to support them as they become life-long learners. Students learn a strength-based approach for interacting with each other, responding to adversity, and growing themselves as human beings.

## COMMUNITY HUB

Each student is allocated a Community Hub, where they begin their day. Their Community Hub teacher is an important source of support and care for the students at the College. If a student or parent needs to discuss any concerns the Community Hub teacher should be the first point of contact.

At 8.45am each day, Studio doors will open and Community Hub will begin. This is an opportunity for students to settle into their day at the College. Before arriving at the Community Hub students must unpack their College bag and organise their lockers, making sure they are prepared for the first two periods of the day. After a welcome and prayer, students will be required to check their Teams, Direct messages, timetable and notices for the day.

## SAMPLE TIMETABLE

Period	Monday	Tuesday	Wednesday	Thursday	Friday
Community Hub					
Period 1	STEAM	Italian	Mathematics	Elective 1	English
Period 2	Digital Technology	Religious Education	HASS	Mathematics	HASS
Recess					
Period 3	Elective 1	Science	Religious Education	English	Elective 2
Period 4	Mathematics	Health Education	English	Physical Education	Science
Lunch					
Period 5	Religious Education	Elective 2	Physical Education	Science	Mathematics
Period 6	English	HASS	Science	HASS	Italian



The morning is a very important part of the students' day, and we ask that you make every effort for them to be at the College on time. Any student who arrives to the College later than 8.50am must sign in at Administration. They will be given a 'Late slip' to pass on to their teacher to show that they have been signed in.

## COMMUNICATION

Communication is a vital part of education. It is important that parents and teachers maintain regular and open dialogue about the educational and social needs of the students. We encourage you to always speak with your child's teachers first to discuss progress or any concerns regarding your child throughout the year. Any issues or confidential information should not be discussed in front of the child or other families. A respectful demeanour is encouraged at all times.

Parent interviews will be held throughout the year. We will make time to meet with each parent regularly. Email is usually the most effective way of contacting your child's teachers. Staff email addresses will be provided at the beginning of 2022.

## BOOKLIST

The Year 7 to Year 9 Booklist will be sent to every parent/guardian during Term 4. This outlines the resources that will be required including books, stationery and digital subscriptions.

## CRUNCH&SIP®

St John Bosco College is a certified Crunch&Sip® College. It is a set time for students to eat fruit or vegetables and drink water in their studio. Research has shown that drinking water and eating fruit and vegetables is essential for good health and can help concentration throughout the day. Crunch&Sip® provides an opportunity for our students to re-fuel and assist with their physical and mental performance. Students are asked to bring whole or cut up fruit and vegetables that are simple enough for them to eat whilst working and sitting at a desk. Crunch&Sip® does not replace the student's food at recess time, but instead is an additional snack within the morning periods.

## ATTENDANCE

If a student is absent from the College for any reason, a parent/ guardian needs to email the Administration on

[absentee@stjohnbosco.wa.edu.au](mailto:absentee@stjohnbosco.wa.edu.au)

before **9.00am** on the day of absence.

If it is not possible to email, a telephone call to Administration is required before 9.00am but must be followed with an email. An SMS message to parents/guardians will be generated for all absences unexplained by 9.30am. If your child is ill, please keep them at home to recover. If your child becomes ill at the College, we will contact you or other emergency contacts that you have nominated for your child.

Please ensure that all College records and the Administration staff are kept up to date with any changes in contact details. We do require a written note or email either on return or prior to the day of absence.

## DEVICES

In Year 7 to Year 9, students at St John Bosco College are required to bring their own MacBook to class each day.

The MacBook needs to meet the minimum requirements:

- MacBook Air 13-inch / Apple M1 Chip / 8GB / 256GB

Students need to ensure their MacBook is fully charged each day ready for learning. The use of technology is transforming the way teachers teach and has changed the learning landscape. At St John Bosco College, teachers are maximising the opportunities provided by the digital technologies available to them.

Please note that students will not be able to access other programs that may be on their MacBook whilst at the College.

Students and parents will be required to sign an ICT agreement at the beginning of the College year.

You may purchase the device yourselves or the College has a relationship with JB HiFi and have a range of options available to families. To see these options, please scan the QR code.



## MOBILE PHONES

The increased ownership of mobile phones requires the College to have expectations to ensure that mobile phones are used responsibly by students. The College understands that parents allow their children to have mobile phones to protect them from everyday risks involving personal safety. However, students are reminded that they must go to Administration to make contact with parents when they are unwell and need approval to leave the College. On arrival at the College devices must be turned off and placed into the student's

locker and not accessed until they have left the College grounds. The College accepts no responsibility for replacing lost, stolen or damaged mobile phones.

## CLASSROOM MANAGEMENT

All students will be encouraged to participate and contribute to all aspects of their learning. The staff at St John Bosco College continually model the skills, behaviours and attitudes we expect of the students, with reference to the nine Fruits of the Holy Spirit. With support and involvement from parents and the College community, we reinforce these as being reflective of the ideals and expectations of the wider society. We actively applaud and reward positive efforts and encourage reflection on undesirable behaviour. All students will be treated with fairness in a timely manner. Ongoing problems or issues of concern will be discussed confidentially with parents.

## LOCKERS

Students at St John Bosco College will all have access to their own locker. It is their responsibility and becomes part of their daily routine. It is important the students are organised and get into good habits early. Students will be provided with a lock on their first day at the College which has a unique combination code. Lockers must remain locked at all times throughout the College day. Students should only visit their locker four times during their day; before Community Hub, at recess, at lunch and at the end of the College day. Each time they visit their lockers they will need to be organised for two periods.





# TRANSPERTH PUBLIC BUS SERVICE

The College is serviced by Transperth public bus routes:

- 519 Deviation - From Armadale Station to the College.
- 519 Deviation - From Murdoch Station to the College.
- 233 Deviation - From Cockburn Station to the College.
- 233 Deviation - From Gosnells Station to the College.

Transperth have many links along this route, to plan your child's journey, please visit the Transperth website

(<http://www.transperth.wa.gov.au/>) where you will find the Transperth Journey Planner.

## MEDICAL

No medication (prescription or non-prescription, including analgesics) will be supplied by the College. Where possible, student medication should be administered by the parent/guardian at home in times other than College hours. Should any medication (prescription or non-prescription, including analgesics) be required during College hours, medication will need to be stored in Administration and parents/guardians will need to ensure they have filled out the appropriate paper work. Any prescription or non-prescription medication which students bring to the College must be in its original packaging.

The College accepts it is not possible in all instances for students to self-administer medication. Before College staff administer medication to students, the following requirements must be met.

- The medical doctor prescribing the medication is to be aware that College

staff will administer or supervise the administration of medication to students.

- The medical doctor has completed the Health Care / Action Plan.
- A medical form needs to be completed by parent/guardian (forms are located in Administration) before any medication is administered.

If medication is to be administered during College hours for any student, the medication is to remain in Administration and the student is to go there to receive the medication.

## PRIVATE BUS SERVICE

The College has a relationship with Affordable Bus Charters who can provide a door to door service for your child to and from the College. Please contact Tammy Pollard at [info@affordablebuscharters.net](mailto:info@affordablebuscharters.net) or 0422 014 560.



# UNIFORMS

Uniforms are compulsory for every student from Kindergarten to Year 9 at St John Bosco College. Students need to wear the College uniform with pride. Personal presentation needs to be impeccable and reflect the self-respect of each person.

It is important that parents and students actively support St John Bosco College with personal presentation and the correct wearing of the uniform.

## Uniform

### SUMMER UNIFORM

In Terms 1 and 4, students in Year 7 to Year 9 wear the Summer Uniform which consists of:

- Boys: Grey shorts, white shirt, and grey College socks with black polished formal leather lace up dress shoes, with a low heel.
- Girls: Purple skirt, white blouse, and white College socks with black polished formal leather lace up dress shoes, with a low heel. Optional: Year 7 to Year 9 students may wear formal College grey shorts.

### WINTER UNIFORM

- In Terms 2 and 3, students add the College knit jumper. Boys wear formal long grey trousers and girls wear grey tights. Optional: Girls (Year 7 to Year 9) will have the option to wear formal College grey trousers.
- For Secondary students, the College blazer is compulsory during Terms 2 and 3.
- Formal Winter Uniform should be worn during College events, including special event and when representing the College.
- Winter Uniform for Secondary students includes the College tie.

### SPORT UNIFORM

- On Sports days, students in Year 7 to Year 9 are required to wear the College Sports Uniform which consists of shorts, polo shirt, track top, track pants (optional), College white sports socks and sports shoes that are predominantly white.
- Students from Year 7 to Year 9 are to wear their House Shirts every Wednesday.
- Sports Uniform and Formal Uniform should be worn separately and not mixed. E.g. Sport track top cannot be worn with Formal Uniform.
- College hats: Year 7 to Year 9 students have the option to wear a College cap or a wide-brimmed College hat throughout the year.
- Students have the option of wearing the College scarf with their uniform.
- It is required that all items of the College Uniform be clearly labelled with the student's full name.
- All accessories need to be College accessories and can be purchased from the Uniform Shop.
- The College bag is compulsory for all students from Year 7 to Year 9

### **Hair**

- Hair should always be neat, clean and tidy.
- Extreme hairstyles, as determined by the College, are unacceptable. This includes but are not limited to fashionable styles, dreadlocks, razor designs, mohawks, mullets or any other extreme hairstyles.
- Hair must be of a naturally occurring colour.
- Hair should not be cut shorter than the equivalent of a No. 2 clipper cut.
- Hair that sits on the collar or longer must be tied back.

- Hair accessories are to be in College colours only.
- Students are to be clean-shaven.

### **Jewellery**

The only jewellery permitted are the following:

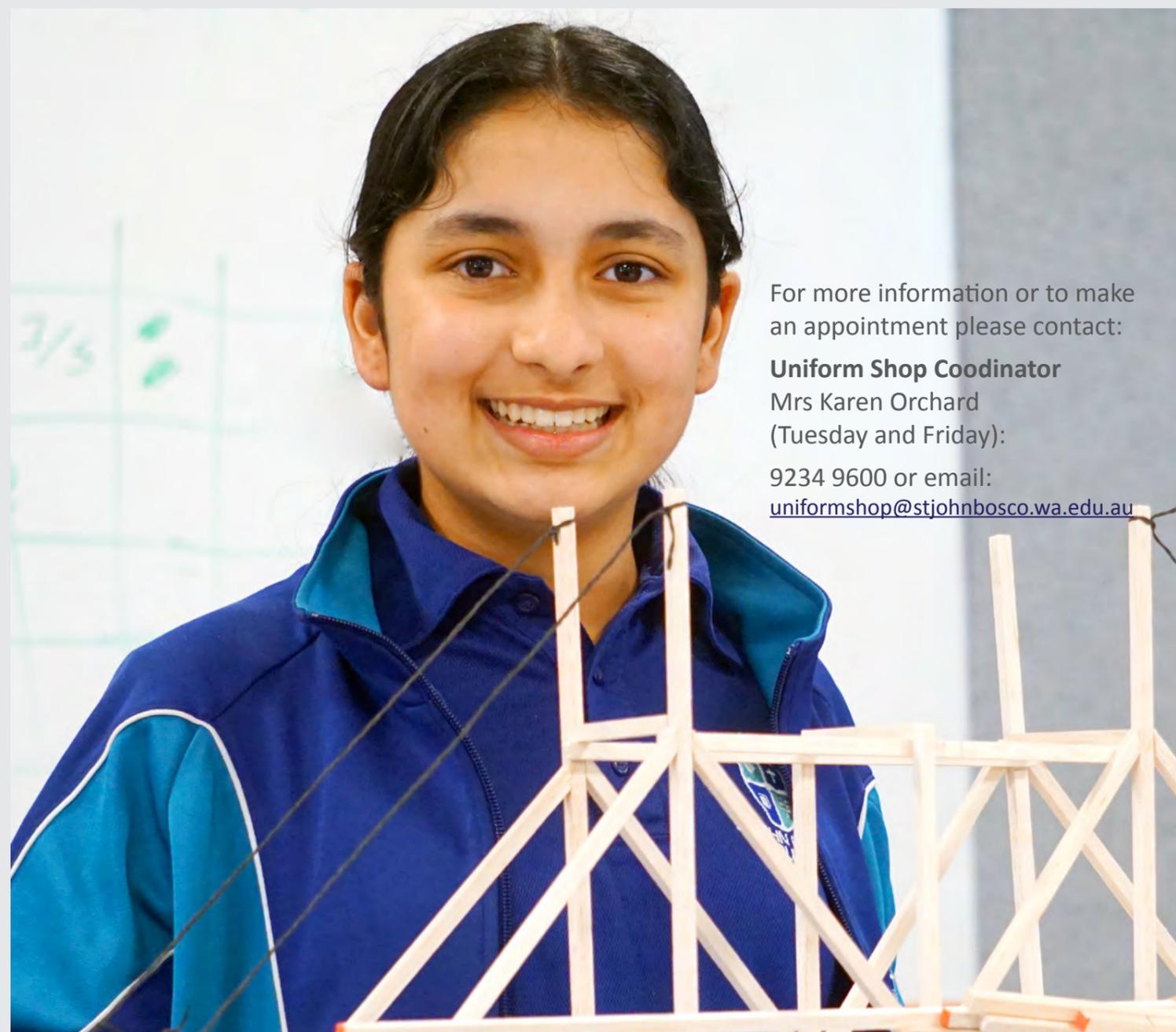
- A gold or silver fine chain with a small religious symbol worn under the shirt collar.
- One small pair of matching sleeper earrings or studs worn in the lower lobe of each ear. An earring in one ear only is not to be worn.
- No other body piercings are permitted.

- Expensive and valuable jewellery is not to be worn due to loss or damage, as it is the student's responsibility.

- Nail polish and makeup is not permitted.
- For safety reasons, bracelets and rings are not to be worn. Recognised medi-alert bracelets are acceptable.
- Skin and nails should be clean and free of drawings, writing, etc.

### **TATTOOS**

- Visible tattoos are not permitted at the College or during College events.



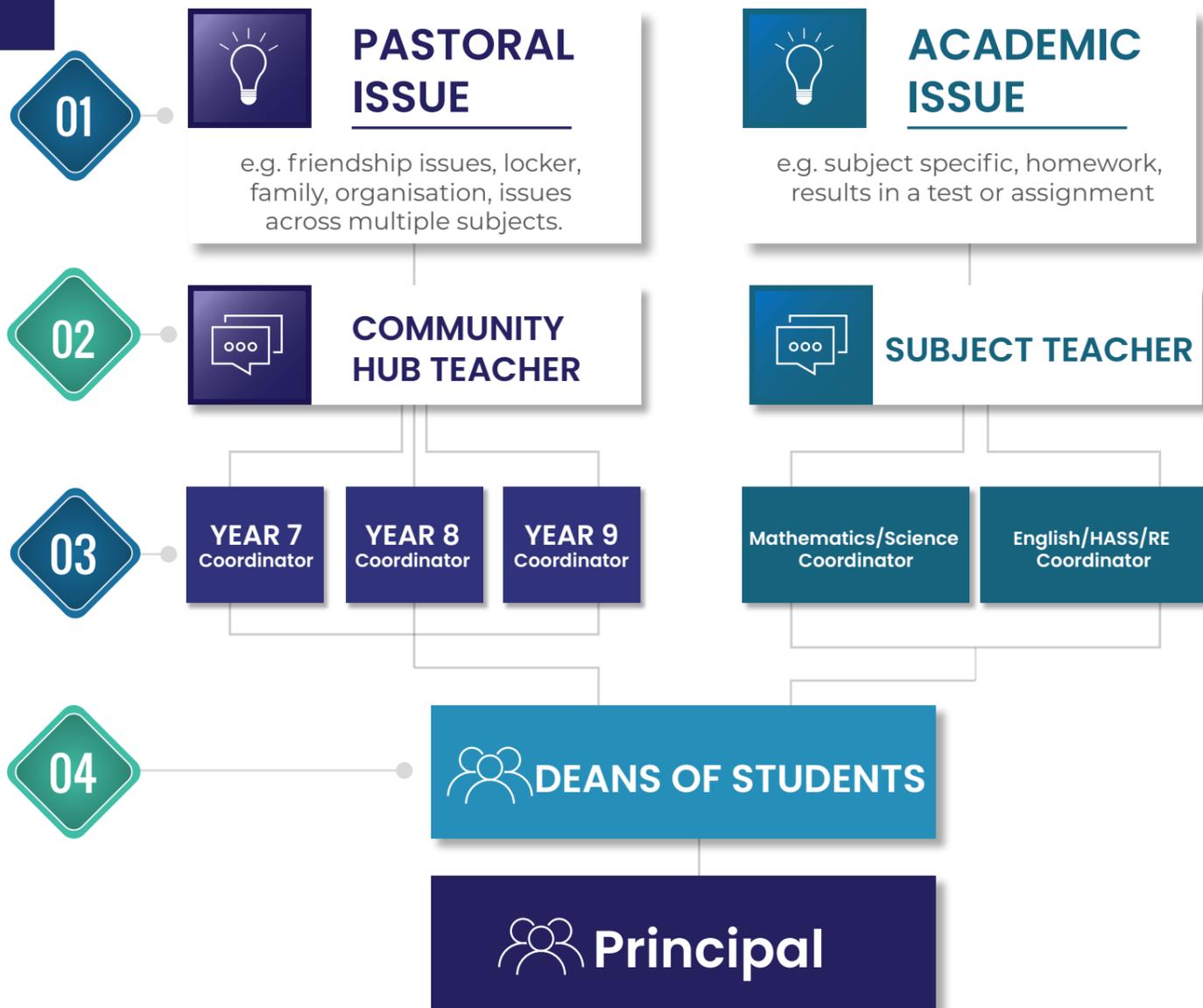
For more information or to make an appointment please contact:

#### **Uniform Shop Coordinator**

Mrs Karen Orchard  
(Tuesday and Friday):

9234 9600 or email:  
[uniformshop@stjohnbosco.wa.edu.au](mailto:uniformshop@stjohnbosco.wa.edu.au)

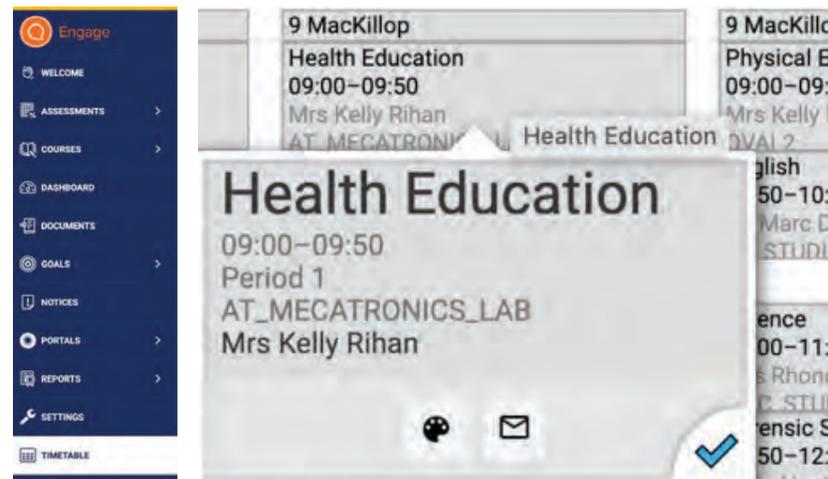
# Communication Flow Chart



## Subject Teachers

**Step 1**  
SEQTA Engage, Click on Timetable on the side bar, select a period where your child has the teacher you wish to contact.

**Step 2**  
Click the period, and then the envelope icon. This will open an email automatically populated with the teacher's email address.



## Contact Email

# College Staff

Absentees and Student Services - [absentees@stjohnbosco.wa.edu.au](mailto:absentees@stjohnbosco.wa.edu.au)  
 College Fees - [collegefees@stjohnbosco.wa.edu.au](mailto:collegefees@stjohnbosco.wa.edu.au)  
 Uniform Shop (Tuesday and Friday) - [uniformshop@stjohnbosco.wa.edu.au](mailto:uniformshop@stjohnbosco.wa.edu.au)

Position	Name	Email
<b>Community Hub Teacher</b>		
Year 7.1 Community Hub Teacher	Mr Kieran Broadbent	kieran.broadbent@cewa.edu.au
Year 7.2 Community Hub Teacher	Mrs Rhonda Nicholson	rhonda.nicholson@cewa.edu.au
Year 7.3 Community Hub Teacher	Mrs Daniela Ciarello	daniela.pruitiaciarel@cewa.edu.au
Year 7.4 Community Hub Teacher	Mr James Elder	james.elder@cewa.edu.au
Year 7.5 Community Hub Teacher	Miss Kalinda Knight	kalinda.knight@cewa.edu.au
Year 7.6 Community Hub Teacher	Mr Damien McDaid	damien.mcdaid@cewa.edu.au
Year 8 de Sales Community Hub Teacher	Mrs Heather Brocklehurst	heather.brocklehurst@cewa.edu.au
Year 8 Savio Community Hub Teacher	Miss Louise Di Giacomo	louise.digiacom@cewa.edu.au
Year 8 MacKillop Community Hub Teacher	Mr Toby Millar	toby.millar@cewa.edu.au
Year 8 Mazzarello Community Hub Teacher	Mr Felicity Chandler	felicity.chandler@cewa.edu.au
Year 9 de Sales Community Hub Teacher	Mrs Kim Lewis	kim.lewis@cewa.edu.au
Year 9 Savio Community Hub Teacher	Mr Marc de Lima	marc.delima@cewa.edu.au
Year 9 MacKillop Community Hub Teacher	Mr Zachary Gomes	zac.gomes@cewa.edu.au
Year 9 Mazzarello Community Hub Teacher	Miss Justine Callaghan	justine.callaghan@cewa.edu.au
<b>Coordinators</b>		
Year 7 Coordinator	Mrs Denise Meyrick	denise.meyrick@cewa.edu.au
Year 8 Coordinator	Mr Brett Hill	brett.hill@cewa.edu.au
Year 9 Coordinator	Mrs Kelly Rihan	kelly.rihan@cewa.edu.au
Curriculum (Mathematics/Science)	Mrs Heather Brocklehurst	heather.brocklehurst@cewa.edu.au
Curriculum (English/HASS/RE)	Mr Marc de Lima	marc.delima@cewa.edu.au
Enrichment (Year 7 to Year 9)	Mr James Elder	james.elder@cewa.edu.au
Performing Arts	Miss Kat Woodward	kat.woodward@cewa.edu.au
<b>Administration</b>		
College Fees Officer	Mrs Anne Murphy	collegefees@stjohnbosco.wa.edu.au
Receptionist / Administration	Mrs Meg Hutchinson	admin@stjohnbosco.wa.edu.au
Student Services & Pastoral Care Officer	Mrs Cassie Green	absentees@stjohnbosco.wa.edu.au
Uniform Shop Coordinator	Mrs Karen Orchard	uniformshop@stjohnbosco.wa.edu.au
<b>Leadership Team</b>		
Dean of Students (Pre-Kindy - Year 2)	Mrs Renee Lea	renee.lea@cewa.edu.au
Dean of Students (Year 3 - Year 6)	Miss Chrystal Leavers	chrystal.leavers@cewa.edu.au
Dean of Students (Year 7 - Year 9)	Mrs Michelle O'Neill	michelle.oneill@cewa.edu.au
Dean of Students (Year 10 - Year 12)	Miss Miranda Dempsey	miranda.dempsey@cewa.edu.au
College Development Coordinator	Mrs Maggie Burton	maggie.burton@cewa.edu.au
Principal	Mr Kevin Sheehy	kevin.sheehy@cewa.edu.au



# ■ Rights and Responsibilities

Every member of St John Bosco College has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. We have developed statements of rights and responsibilities for all members of our College community:

## STUDENTS

Right	Responsibilities
<ul style="list-style-type: none"> <li>To learn without disruption</li> <li>To feel safe and secure</li> <li>To openly communicate any issues or concerns and be heard by teachers and parents</li> <li>To be treated with respect, honesty and courtesy</li> </ul>	<ul style="list-style-type: none"> <li>Treat other students in a friendly and respectful way by including others, playing fairly, avoiding rough play and not using 'put downs'</li> <li>Treat all staff, parents, guests and members of our community with respect</li> <li>Support the teacher by listening, helping, cooperating and behaving responsibly</li> <li>Treat the environment with respect, and keep the studios and outdoor areas clean and tidy</li> <li>Be a supportive peer and report inappropriate behaviour to a teacher</li> </ul>

## PARENTS/GUARDIANS

Right	Responsibilities
<ul style="list-style-type: none"> <li>To know your child is safe and protected</li> <li>To know your child is treated in an equitable and fair way</li> <li>To know that inappropriate behaviour is dealt with in a consistent and appropriate manner</li> <li>To be able to approach appropriate staff without prejudice if concerned about any situation</li> </ul>	<ul style="list-style-type: none"> <li>Understand, accept and respect the Behaviour Management Plan</li> <li>Model appropriate behaviour on College grounds, and at all College occasions and events</li> <li>To not become personally involved in issues that do not directly impact on your child</li> <li>Take an active interest in your child's educational progress</li> <li>Support the College in maintaining a safe and respectful learning environment for all students</li> <li>Contact the class teacher first, to communicate any concerns, questions or seek clarification</li> <li>Regularly communicate any information that may affect your child's behaviour or performance at the College</li> <li>Respect the privacy of all students and families, especially when participating as a parent helper.</li> </ul>



## STAFF

Right	Responsibilities
<ul style="list-style-type: none"> <li>To be able to teach without disruption</li> <li>To be able to work in a safe and supportive environment</li> <li>To be treated with respect, courtesy and honesty</li> <li>To be supported by the whole College community</li> </ul>	<ul style="list-style-type: none"> <li>Support the College ethos, policies and procedures</li> <li>Treat all students, parents and other staff with respect, courtesy and honesty</li> <li>Be well organised, and provide relevant and challenging educational programs</li> <li>Share responsibility for making sure the College environment is safe, clean and tidy</li> <li>Communicate effectively and respectfully with other staff, students and parents</li> <li>Deal effectively with students whose behaviour disrupts the learning of others</li> </ul>

## PRINCIPAL AND DEAN OF STUDENTS

Right	Responsibilities
<ul style="list-style-type: none"> <li>To be treated with respect, courtesy and honesty</li> <li>To be able to work in a safe and supportive environment</li> <li>To be supported by staff in the implementation of the Behaviour Management Plan</li> <li>To be supported by the whole College community</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement the Behaviour Management Plan within the College</li> <li>Promote the policy through communication and on the College website</li> <li>Be aware of the legislative requirements relating to bullying and harassment (refer to CECWA policy 'Harassment in Schools')</li> <li>Ensure that all students, staff and College community members are familiar with the College policies</li> <li>Support staff in the investigation and resolution of all incidents and allegations of bullying and behavioural issues</li> <li>Ensure that the College plans to counter behaviour management are monitored; including documentation, intervention, follow up, initiating reviews of approaches at regular intervals</li> </ul>



photo credit to Mr Dainton



# Learning Spaces and Learning Areas

## STUDENT LIFE & LEARNING

Year 7 to Year 9 students at St John Bosco College study Religious Education, English, Mathematics, Science, Humanities & Social Sciences, Health & Physical Education. Italian is a compulsory subject in Year 7 to Year 8. The College's aim is to provide a transition structure enabling students to quickly adapt to a Secondary environment. As well as studying the 7 compulsory subjects for a significant part of the week, students will experience elective subjects on a rotational basis, that will assist them to make informed subject choices in later years.



## Core Subjects

### Religious Education

Religious Education at St John Bosco Colleges aims for the holistic development of its students. The foundation of this subject is the life and teaching of Jesus Christ, as well as the Bible itself. Using these sources, students will investigate their own core values, their sources and how they manifest themselves in the modern context. Inspiration comes in many forms, and Religious Education seeks to provide students with the drive to act on their studies of theory and conscience, and, because of this, strive for social justice in their community.

### English

At the heart of English at St John Bosco College is the empowerment of students. This subject strives to develop critical thinking skills, as well as the ability to apply them to real world situations. Contextually, a range of different mediums will be used, both visual and print, and the responses to these modes will be analytical or creative in nature. Skills build upon each other, a

process designed to improve both student confidence and competence. Success in this subject area will be measured not only via academic prowess, but also through the recognition and appreciation of language and its power.

### Mathematics

Mathematics at St John Bosco College encourages students to develop a range of skills in three main areas: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Our aim at the College is to encourage students to use a variety of technologies to enable them to apply their mathematical problem-solving skills to real world scenarios. The ability to work mathematically is an important skill for students to develop and we aim to provide meaningful opportunities for students to explore their Mathematics journey.

## Science

Science gives students the opportunity to learn about how the world works in our state of the art MacKillop Science Learning Centre. Our students will learn the fundamentals of Chemistry, Physics, Biology and Earth Science using a combination of scientific investigations, experiments, and technologies like virtual reality and augmented reality. Students experience incursions and excursions, compete in state and national science competitions and learn how to apply scientific concepts to real world applications and future careers.

## Humanities and Social Sciences

The Humanities and Social Sciences Learning Area provides an opportunity to study past and present human behaviour in various political, economic, environmental as well as cultural conditions. We encourage our students to examine how human societies have managed problems in the past and present so that they can develop the broadest possible understanding of human civilisation. The underlying aim of this subject is to prepare young people for the future by encouraging them to learn from past events and apply this knowledge to modern situations.

## Health & Physical Education

Physical Education aims to include and engage all students, teaching them about healthy behaviours and encouraging them to be active for life. Students are given the opportunity to experience a wide range of individual and team sports. In these sports students work on key movement skills and sequences, strategic and tactical skills, the link between physical activities, health and fitness, teamwork, cooperation and

ethical behaviour. The structure of Physical Education lessons largely mirror our three main sporting carnivals of Swimming, Cross Country and Athletics. Students also have the option to participate in team Lightning Carnivals and the ACC Carnivals.

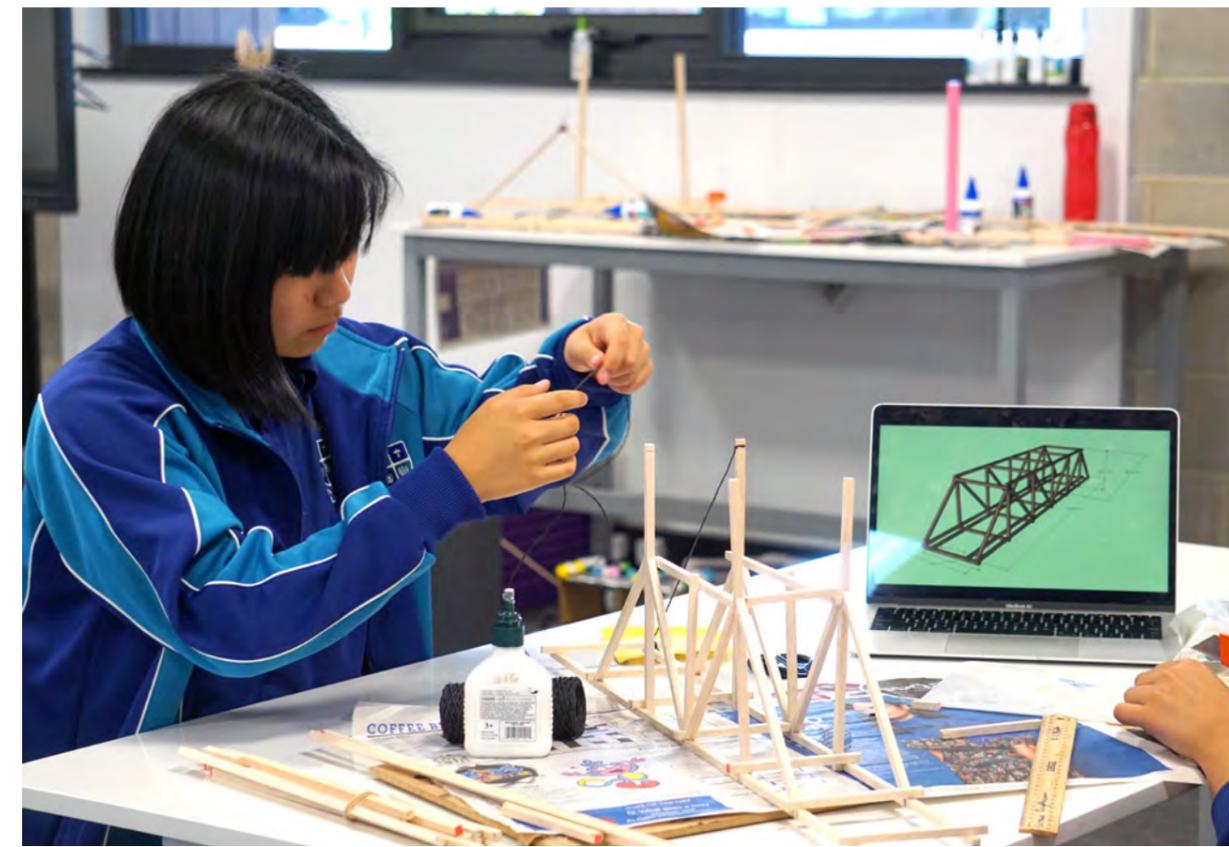
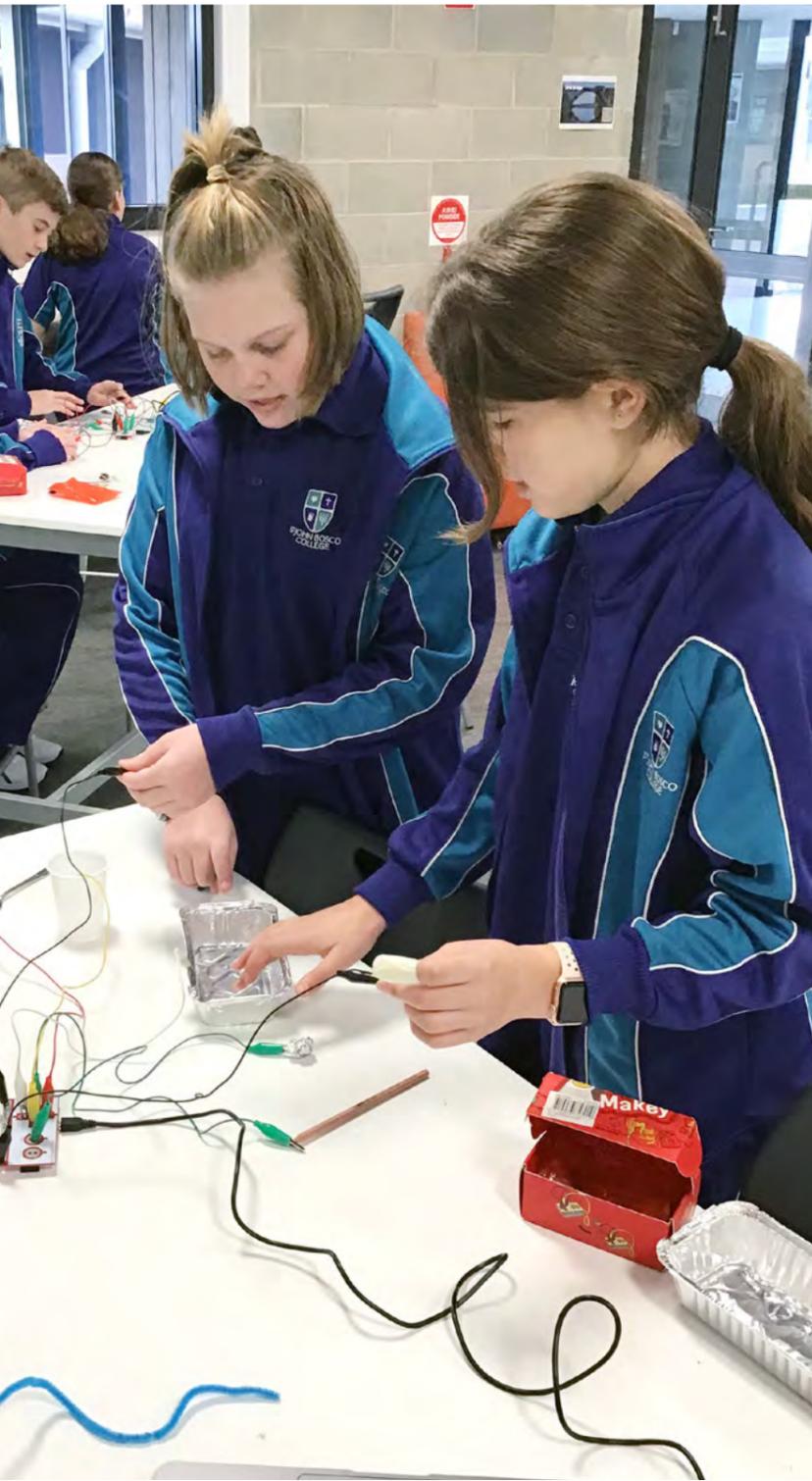
## Italian

Language plays an essential role in communication between people, especially in a multicultural society like ours. Australia is now a culturally and linguistically diverse community, and we need to equip our students with the necessary skills to function in an increasingly globalised society. At St John Bosco College, we believe that learning a second language expands students' horizons as both national and global citizens. Moreover, the knowledge of second languages has a high value as enrichment for life and careers where a sound knowledge of languages is advantageous. The course is a year-long in which students are engaged in innovative programs that provide a number of unique prospects in a challenging learning environment that follows the guidelines of the Western Australian Languages Curriculum. Through the study of Italian, students not only learn the language itself but also will discover and experience Italian culture, cuisine, arts and entertainment, including the most beautiful Italian landmarks.



# JOY IN LEARNING





## Enrichment

The Enrichment program at St John Bosco College seeks to identify students with high academic potential and intellectual curiosity. The course is aimed at developing 21<sup>st</sup> Century skills in order to foster a joy or love of learning, as well as enhance performance in future study. Part of the course will involve creating an individual plan for each student, with specific developmental targets outlined. Participants will then design projects according to these goals and produce tangible products to meet them. One further means of excelling for these students will be competing in state, national and even online international competitions where they will get the opportunity to challenge themselves and interact with people of similar ability. The overall purpose of the course is the cultivation of a student who is well equipped for tertiary education, confident in his or her own abilities and possesses capabilities necessary for success in the 21<sup>st</sup> century.



## Clubs

At St John Bosco College Year 7 to Year 9 students will have an opportunity to participate in a variety of clubs before, during and after College times. These clubs are based around student needs in the areas of Homework, Sport, Technology, Performing Arts and Visual Arts. The clubs run for a variety of times throughout the year depending on their nature and student numbers. The clubs allow for teaching outside of the normal curriculum and a chance for students to engage with others in a friendly environment.



# GG Electives

## Year 7

### Digital Technology

In Year 7 Digital Technology, students learn how to build their own website in which they will document their learning. This creates an online portfolio that will be used throughout their time at the College. One of the webpages made for their website features what they learn about how data is sent from one device to another using the internet. Students also learn about various programming languages such as block, with the Edison Robots, and Swift with Swift Playgrounds. The major project for this course involves students working in groups to design, develop and make an obstacle course for the Edison to complete. The students will then swap their course with another group and will code an Edison Robot to complete the new course. The project is finalised with a peer evaluation of the course and a self-evaluation of their coding progress.

### Fine Arts

In Fine Arts students will create artwork through projects which encourage a personal response and an understanding of compositional structure. They will have the opportunity to use visual art techniques and language in their design and the production process. Students are introduced to an awareness of cultural, social, and historical contexts that are embodied in art, which in turn allows them to link their own production to a given context. They will consider how to present art to an audience. Students will explore the techniques used in observational drawing, watercolour painting and print making, always ensuring that they are following safe work practices.

Students will conduct research and look at the elements and principals utilised by artists at work.

### Home Sciences

There are two focus points to Home Science in Year 7: Food awareness and Introduction to Textiles.

In Food Awareness, students will be given opportunities to design, produce and evaluate. They will have opportunities to select from a range of technologies, tools, and equipment. Students will consider ways in which the characteristics of properties can be combined in a sustainable way. They will identify nutritional values and physical properties of food to determine preparation techniques and presentation. They will develop strategies that enable them to consider society and ethics: social, ethical and sustainability factors. Students use of creativity, innovation and enterprise skills is encouraged to increase independence and collaboration. Examples of the meals they will prepare are: Fruit Kebabs, Fruit Berry smoothie, French toast, and Okonomiyaki.

Introduction to Textiles will see students learn the lifelong skill of hand stitching. Students will consider the suitability of fabrics for a variety of purposes based on the structure of the fabric. Students are provided with the opportunity to design and produce products taking into consideration ways to minimise waste and the impact on the environment. They are asked to identify the increasingly complex sequences and steps needed in the design and production of products. Students will develop a plan to manage a design task, including safe and responsible use of materials

and tools to enable the successful completion of their design task. Examples of the products students will produce include a Home Décor Felt Cactus and an Ugly Doll.

In Home Science students are given opportunities to respond to feedback from others and to evaluate their techniques. Students will work independently and collaboratively to plan, develop, and communicate ideas and information.

### Materials (Metalwork)

In Year 7 Metalwork, students learn how to use the design process to design and develop their own Bosco backpack name tag out of aluminium. Students will learn to research existing ideas and analyse them against a given design brief. They will then learn hand sketching and rendering skills to visually communicate their designs before producing annotations to critically analyse their work. Students will learn the importance of safe work practices and will look at the hazards and risks associated with working in a workshop. Students then learn how to use hand tools and machinery to produce their work and will evaluate their designs against their success criteria.

### Musical Theatre

The Musical Theatre course for Year 7 students comprises of the practical components of the three Performing Arts, Drama, Dance and Music. The semester-long course allows for students to experience these three disciplines inclusive of individual and group work, application and development of the creative process and immersion in group and solo performance.

Drama is the first learning area to be studied where students investigate and discuss body language, vocal techniques, and facial expression. These three dramatic elements are then implemented into Melodramatic Theatre and students experiment with the four stock characters and create their own Melodrama

performance at the conclusion of the six-week course.

Dance quickly takes over in week seven and students are immersed into the world of Michael Jackson's Thriller from 1982. Students study linear movement in dance and stylistically appropriate body movement in-keeping with the theme of 'the zombie'. Students are guided through the Thriller routine and are assessed on their ability to accurately portray the zombie character through their own performance of the Thriller dance.

The concluding seven weeks is dedicated to the study of Music where students are guided through the experience of learning the basics of playing the soprano or concert ukulele. Students grasp the basic mechanics of the instrument inclusive of chord positioning, posture and strumming patterns. Students also investigate how music 'moves' and how sound is structured in order to invoke emotion from the listener. Students are assessed on their ability to accurately perform a 12-Bar Blues progression and a chosen pop song based on the 'four-chord' progression with a group of their peers.

### STEAM

STEAM is an elective where students develop their Science, Technology, Engineering, Arts and Mathematics skills while solving real world problems. Students use a device called a maKey to build musical instruments, create pieces of interactive art and produce inclusive video game controllers. They then choose any problem and use research, problem solving, innovation and creativity to design and build a solution. The best projects are entered in the STAWA Science Talent Search competition.

# Year 8

## Digital Technology

In Year 8 Digital Technology, students will learn about safe online practices and how to keep their data stored safely and securely. Students also learn how to translate between binary, decimal, and ASCII (text in English that is represented by a decimal number). Students in Year 8 will work at a more complex level with Swift Playgrounds to further develop their skill and understanding of the programming language. The final project for this course involves collaboration within the class to design, develop and deliver a drone race in which they participate in around the Savio Arts and Technology building.

## Engineering

In Engineering, students extend on the skills they developed in STEAM to learn about bridge design and building. They work collaboratively to investigate how forces like tension, compression and torsion act upon bridges, and test different materials for their properties. The students use digital technology to design a bridge using a program called SketchUp, before working collaboratively to safely build a bridge out of balsa wood and string. These bridges are tested to see how much mass they can hold before they collapse. The best bridge designs and builds are entered in the Aurecon Bridge Building competition.

## Home Sciences

There are two focus points to Home Science in Year 8: Everyday Foods and Textiles.

Everyday Foods students will be given opportunities to design, produce, evaluate, and investigate every day food items. They will have opportunities to select from a range of technologies, materials, tools, and equipment to plan and produce their meals. Students

will explore and identify sensory properties of foods used in creating healthy eating solutions. They will develop strategies that enable them to consider social, ethical and sustainability factors. Students use of creativity, innovation and enterprise skills is encouraged to increase independence and collaboration.

Textiles will see students develop the skills needed in the use of the sewing machine, whilst developing knowledge and interest in this area. Students are provided with the opportunity to design and produce a variety of products using an assortment of stitching techniques. They will identify the sequences and steps involved in the design task whilst also establishing safety procedures that minimise risk. Sewing skills will be practised in the production of cutlery holders, chicken bean bags and an iPad cushion.

Students will apply safe and appropriate techniques to meet the design brief. They are expected to use correct terminology and to identify the appropriate materials for the given task. Students are given opportunities to respond to feedback from others and to evaluate their design processes and techniques. Students will work independently and collaboratively to plan, develop, and communicate ideas and information.

## Media/ Dance

Students will explore photography composition techniques in Media and apply this skill to taking their own photographs. With their peers, students plan and produce a short movie trailer, using a camera safely to film a variety of shots. In Dance, students develop their Hip Hop technique skills such as coordination and musicality, and through learning whole class sequences. Students explore and compare the differences between Hip Hop and Contemporary Dance to understand the history of dance around the world.

## Drama

In Year 8 Drama, the students are exposed

to the basics of stage production. We look at simple stage direction, with a focus on voice and movement, and simple blocking. Theoretical study of the elements of drama is culminated in the students presenting a simple prepared group performance in front of a small audience.

## Materials (Woodwork)

In Year 8 Woodwork, students will use the design process to design and develop their own shadow box project. Students learn how composite materials such as plywood are made and will demonstrate their understanding of the life cycle of the material in small groups. Students will research existing ideas and analyse them against the provided design brief. Students use hand sketching skills to design and develop their ideas towards a solution and will then use Adobe Illustrator to produce a digital drawing ready to be cut out on the laser cutter. Students will assemble the frame of their shadow box with their acrylic cut outs, LED backlit lights and a magnetic back plate and will finish the project with a natural polish.

# Year 9

## Academic Extension

The Academic Extension elective is a unique course that seeks to develop the skill set necessary for future success in ATAR programs in Years 11 and 12. The curriculum will prepare students for this by focusing on independent learning, creativity and critical thinking processes and skills. This is a graded course that follows the SCSA guidelines for gifted and talented education.

Students will select topics for investigation, tasks for production and goals for action. Marking keys for these tasks will be co-generated, with a final grade being attributed based on chosen aspects of performance.

## Contemporary Dance

Students will explore techniques and skills of the contemporary dance genre. Students will be given more opportunities to choreograph using the elements of dance and choreographic devices to reflect their choreographic intent.

Students will be required to perform to an external audience, both whole class and small group dances focusing on retention and clarity of movement, projection, focus, expression and musicality.

## Digital and Design Technology

Students will use the design process to make their own everyday products out of acrylic, sheet form timber products and 3D printing filament. Students will develop sketching skills that are in line with product design and engineering drawing skills. These skills include manual and digital drawing techniques.

Students will utilise the laser cutter and 3D printing equipment in the manufacture of their products.

The skills learned in this course form the foundational skills for a variety of careers in the construction and creative design industries.

## Drama

Drama contains practical and theoretical elements and is highly engaging for students interested in performance or aiming to improve their confidence, public speaking and presentation skills. It provides students with the opportunity to develop reading, writing, listening, speaking and performance skills, as well as foundations for interpreting, reflecting and analysing creative modes of expression.

The Drama program is a unique course that allows students to explore drama elements and conventions. It provides students the opportunity to learn about human experience and how we can interact and share stories

through performance.

Students will broaden their knowledge and appreciation of drama as an art form, profession and life skill. Students will be given the opportunity to develop and express who they are. The skills in drama will aid in their academic endeavours by building confidence, collaborating, public speaking and performance.

### Film and Photography

Students will explore the theory and practical elements of film and photography styles in different contexts. Students will have the opportunity to learn about the creation of music videos and cover art for music artists. Through the creation of media projects, students will develop a range of production skills, including storyboarding, photography, camera work and digital editing.

### Fine Art (Painting and Print)

In Fine Art, students will engage in inquiry, emphasising creative critical thinking and problem-solving skills, whilst making and responding to discipline areas such as drawing, Photoshop designs, painting, printmaking and mixed media.

Students will use visual art language and artistic conventions of greater complexity during their design and production process. Students document their ideas, applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter.

### Contemporary Dance

Students will explore techniques and skills of the Contemporary Dance genre. Students will be given more opportunities to choreograph using the elements of dance and choreographic devices to reflect their choreographic intent.

### Forensic Science

Students will use their STEAM skills to solve a “murder”. Students will learn how to do fingerprinting, blood typing, hair and fibre analysis, DNA studies and other forensic techniques. Students will be presented with a fake crime scene and collect evidence before interviewing staff who are “suspects”. Students then use their new skills to analyse their evidence and solve the crime.

### Functional Form (Sculptures and Ceramics)

In Functional Form, students will engage in inquiry emphasising creative critical thinking and problem-solving skills, whilst making and responding to discipline areas such as functional ceramics, functional glass technology, textiles, paper crafts, wearable art and mixed media.

Students will use visual art language and artistic conventions of greater complexity during their design and production process. Students document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter.

### Italian

This course is designed to continue providing a solid structure and a well-paced approach for beginning students of Italian. It features contemporary language and culture with ample opportunities for intercultural investigations and reflections on how languages work and relate to each other.

The course aims at further developing the listening, speaking, reading and writing skills. By the end of the year, students should be familiar with:

- Concept of home
- Different types of dwellings in Italy
- Family life
- How cultural traditions shape the way in which families behave

- Describing different types of families
- Talking about routines at home
- Activities in Italy
- Shopping as part of daily routine
- Italian markets and other food shops
- Spending time with friends
- Free-time activities among Italian teens
- Holiday activities in Italy
- Italian Music
- Italian Film.

### Mechatronics Engineering

Mechatronics Engineering builds on the Digital Technology, STEAM and Engineering electives in Year 7 and Year 8 and focuses on equipping students with the necessary skills to work in the field of Engineering.

Students will be required to design and construct various devices which combines both mechanical and electrical components into an autonomous project as defined in a design brief.

Emphasis will be on taking a project from a concept through the design process to completion and then evaluating the results against that brief.

### Metalwork

Students will use the design process to make their own sheet metal toolbox that will fit within a set of manufacture specifications. Students will develop sketching skills that are in line with product design and engineering drawing skills and will learn how to safely use a variety of hand tools, machinery and equipment in the manufacture of the product.

Students will make the handle of the toolbox out of timber to learn how to combine materials.

Fabrication industries use CAD software and CNC technology. To recreate this in the College setting students will use the laser cutter to cut divisions that interlock for the inside of the toolbox.

The skills learned in this course form the

foundational skills for a variety of careers in the construction and creative design industries.

### Music Technology

The Music Technology course caters for students aiming for vocational studies and a potential career in the creation, performance, recording, promotion and management of the music business.

Students selecting music technology should have a strong aptitude for music and technology as well as some musical prior knowledge or skillset on an instrument or voice.

Students will be exposed to music software such as Garageband and SoundCloud initially. However, throughout the progression of the learning area, students will cover such programs as Audacity, Ableton Live and Logic Pro. Students in Music Technology will experience the fundamentals of music and sound recording, including experimenting with microphone hardware, performance using either an electrical instrument or voice and sound editing, laying pathways for Equalisation (EQ), mastering and music production.

Extracurricular components of the course may include workshops, rehearsals and concerts. Incursions/excursions throughout the course may include interviews and workshops with successful recording artists, musicians, songwriters and industry professionals.

### Musical Theatre

Students will be immersed in a range of theoretical and practical areas including music theory and knowledge, aural perception, history and analysis of Musical Theatre. Students will explore movement, character and theoretical performance.

Students will be required to perform two public performances throughout the course as a solo, duet or ensemble Musical Theatre number.

## Sports Education

Sports Education is a student-centred approach to Physical Education which takes the best parts of community sport to enhance student learning.

The philosophy behind this unit is for students to experience a program, which mirrors “real life” sport. Students will become responsible for many aspects of community sport such as organising teams, warm ups, rules, fixtures and results. There is also a greater opportunity to develop game based skills, decision-making and tactics.

## Sports Science

Sports Science will provide students with an opportunity to understand and improve their performance in health, through integration of theoretical concepts and practical activities. The course will prepare students for ATAR Physical Education Studies and cover the six content areas including:

- Developing physical skills and tactics
- Motor learning and coaching
- Functional anatomy
- Biomechanics
- Exercise physiology
- Sport psychology

## Stirring the Pot (Australian Foods, Past Present and Future)

Students will cook classic Australian dishes from all eras of Australia’s past, present and future. Dishes will be an assortment of Indigenous, colonial, modern times and a prediction of what food will look like in the future. Students will explore the age-old techniques of making jams and preserves. Students will examine ways in which classic desserts can be altered to be a healthier option without compromising on taste.

## Street Dance

Students will explore a range of Street Dance

styles including urban, hip-hop, popping, locking and breaking. Students will be given more opportunities to choreograph using the elements of dance and choreographic devices to reflect their choreographic intent.

Students will be required to perform to an external audience, both whole class and small group dances, focusing on retention and clarity of movement, projection, focus, expression and musicality.

## Woodwork

Students will use the design process to make their own CO2 Dragster that will fit within a set of competition specifications. Students will develop sketching skills that are in line with product design and engineering drawing skills and will learn how to safely use a variety of hand tools, machinery and equipment in the manufacture of the product.

Students will test their cars for weight, drag and performance where they learn about aerodynamics, data analysis and speed calculations.

Successful race cars can be entered into the Western Australian CO2 Dragster competition and possibly Australian and International competitions.

The skills learned in this course form the foundational skills for a variety of careers in the construction and creative design industries.

	ELECTIVE NAME	LEARNING AREA	ATAR	GENERAL	VET
1	ACADEMIC EXTENSION	All Learning Areas	✓		
2	CONTEMPORARY DANCE	The Arts	✓	✓	
3	DIGITAL AND DESIGN TECHNOLOGY	Design and Technology		✓	✓
4	DRAMA	The Arts	✓	✓	
5	FILM AND PHOTOGRAPHY	The Arts	✓	✓	
6	FINE ART	The Arts	✓	✓	
7	FORENSIC SCIENCE	Science, Design and Technology	✓	✓	✓
8	FUNCTIONAL FORM	The Arts	✓	✓	
9	ITALIAN	Languages	✓	✓	
10	MECHATRONICS ENGINEERING	Design and Technology	✓	✓	
11	METALWORK	Design and Technology		✓	✓
12	MUSIC TECHNOLOGY	The Arts, Design and Technology		✓	✓
13	MUSICAL THEATRE	The Arts	✓	✓	
14	SPORTS EDUCATION	Health & Physical Education		✓	✓
15	SPORTS SCIENCE	Health & Physical Education	✓		
16	STIRRING THE POT - AUSTRALIAN FOODS PAST, PRESENT AND FUTURE	Design and Technology	✓	✓	✓
17	STREET DANCE	The Arts	✓	✓	
18	WOODWORK	Design and Technology		✓	✓

## DESCRIPTION OF THE PATHWAYS IN YEAR 11 AND YEAR 12

### ATAR COURSES

ATAR Courses are intended for students aiming to enrol in a University course directly from the College. These courses will be examined by SCSA and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR). Students aspiring to enter University need to complete a minimum of eight ATAR Courses over Year 11 and Year 12 (four per year).

### GENERAL COURSES

General Courses do not include examinations and are primarily intended for students aiming to enter further training or the workforce directly from the College. These courses are also intended for students who wish to access University through an alternative pathway from the exclusive use of ATAR as a basis for entry. Students selecting this pathway are expected to study General Courses and complete at least one Vocational Education and Training (VET) certificate.

### VOCATIONAL EDUCATION AND TRAINING (VET) INDUSTRY SPECIFIC COURSES

Vocational Education and Training (VET) industry specific courses are for students who are aiming to enter further training or the workforce directly from the College. VET programs contribute to the achievement of the Western Australian Certificate of Education (WACE). VET courses have been developed in close consultation with WA Industry Training Councils and include a full, nationally recognised qualification and mandatory industry-related workplace learning.



## BUILDINGS FOR 2022

### MacKillop Science Learning Centre:

- 2x Chemistry Labs
- 2x Physics Labs
- 2x Biology Labs with Aquariums and a Living Laboratory
- Project Lab
- Science Courtyard
- Locker Area
- Outdoor Amphitheatre with a Sacred Space

### The Arts and Technology Learning Centre:

- 6 Studios (General Learning Area)
- Drama Studio
- Dance Studio
- Art Studio (including Kiln, Sculptures Storerooms, Silkscreen Washdown and Printmaking Storeroom)
- Music Ensemble Studio
- Textiles Workshop
- Mechatronics Lab (robotics and engineering)
- Domestic Kitchen
- Commercial Kitchen
- Woodwork Workshop
- Metalwork Workshop
- Bike Enclosure

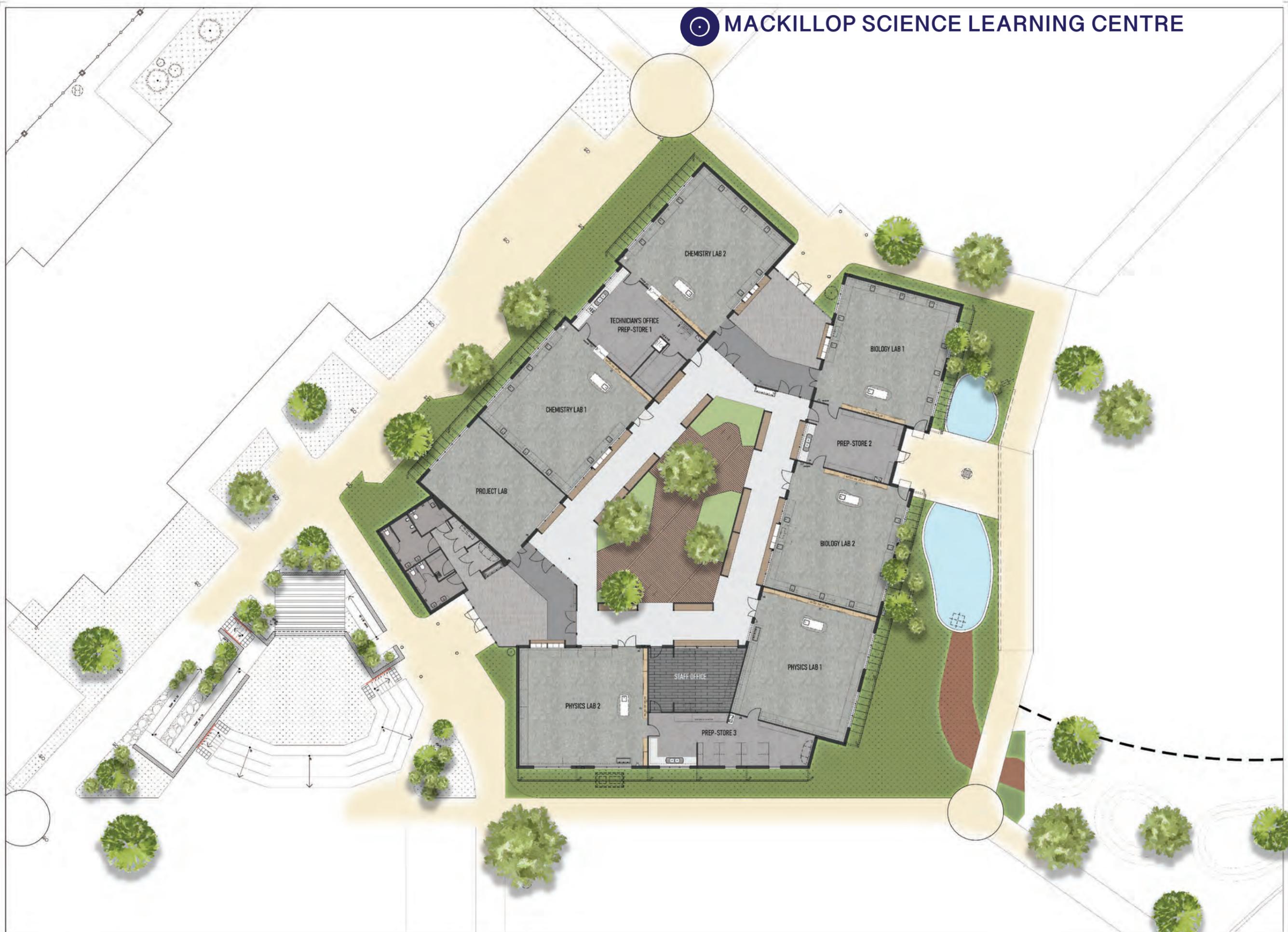
### Middle Learning Centre

- 6 Studios (General Learning Areas)

### Other areas:

- Bosco Secondary Oval
- 6 x Multi-Purpose Courts
- Soccer / Hockey Pitch
- Grotto (Reflection Space)

 MACKILLOP SCIENCE LEARNING CENTRE



# SAVIO ARTS AND TECHNOLOGY LEARNING CENTRE (GROUND FLOOR PLAN)



 SAVIO ARTS AND TECHNOLOGY LEARNING CENTRE (FIRST FLOOR PLAN)







# Enrolment & College Fees

# ENROLMENTS

## Enrolment Process

An Application for Enrolment Form is available from the College Development Coordinator Mrs Maggie Burton via telephone 08 9234 9600 or email

[enrolment@stjohnbosco.wa.edu.au](mailto:enrolment@stjohnbosco.wa.edu.au)

The completed Application for Enrolment Form with supporting documents should be submitted to

The College Principal, St John Bosco College, PO Box 4110, Harrisdale WA 6112 with the required non-refundable application fee of \$35.

Parents should understand that the College's acceptance of an Application for Enrolment

does not guarantee a place, but simply includes the student's name on a waiting list with other candidates in that year of entry. An interview is part of the process for enrolment.

## Enrolment Deposit

Where an offer of a place is made, parents/guardians will be required to sign a Letter of Acceptance and Enrolment Agreement Forms and to pay a \$200 deposit to secure the place. The place will not be held until the deposit has been received by the College. This amount will be deducted from the family fee account in the year the student commences at the College.

Please note this is a non-refundable deposit should the application be withdrawn.



## Enrolment Priority

- Catholic students from the Parish with a Parish Priest Reference
- Catholic students from outside the Parish with a Parish Priest Reference
- Other Catholic students
- Siblings of non-Catholic students
- Non-Catholic students from other Christian denominations
- Other non-Catholic students

## College Advisory Council Payment Schedule for College Fees

Fee accounts are issued once a year in February. Fees are payable in three equal instalments.

Please be advised that if you intend leaving St John Bosco College, the College Principal **MUST** be notified in writing as soon as possible. Payment of one term's fees is required when less than one term's written notification of withdrawal from the College is not given. Any outstanding fees must be paid in full prior to departure.

## Health Care & Pensioner Concession Card Holders

Please contact Administration within two weeks of commencement of Term 1 to check your eligibility for the Catholic Education Office's HCC/PCC Discount Scheme. This scheme assists all families that hold a current Family Health Care Card or selected Pensioner.

## CONTACT US

### PRINCIPAL

Mr Kevin Sheehy  
kevin.sheehy@cewa.edu.au

### DEAN OF STUDENTS (YEAR 10 - YEAR 12)

Miss Miranda Dempsey  
miranda.dempsey@cewa.edu.au

### DEAN OF STUDENTS (YEAR 7 - YEAR 9)

Mrs Michelle O'Neill  
michelle.oneill@cewa.edu.au

### DEAN OF STUDENTS (YEAR 3 - YEAR 6)

Miss Chrystal Leavers  
chrystal.leavers@cewa.edu.au

### DEAN OF STUDENTS (PRE-KINDERGARTEN - YEAR 2)

Mrs Renee Lea  
renee.lea@cewa.edu.au

### DEAN OF BUSINESS

Mr Tommy Ting  
tommy.ting@cewa.edu.au

### DEAN OF FINANCE

Mrs Trish Daniels  
patricia.daniels@cewa.edu.au

### COLLEGE DEVELOPMENT COORDINATOR

Mrs Maggie Burton  
maggie.burton@cewa.edu.au

### YEAR 7 COORDINATOR

Mrs Denise Meyrick  
denise.meyrick@cewa.edu.au

### YEAR 8 COORDINATOR

Mr Brett Hill  
brett.hill@cewa.edu.au

### YEAR 9 COORDINATOR

Mrs Kelly Rihan  
kelly.rihan@cewa.edu.au

### CURRICULUM COORDINATOR (MATHEMATICS/SCIENCE)

Mrs Heather Brocklehurst  
heather.brocklehurst@cewa.edu.au

### CURRICULUM COORDINATOR (ENGLISH/HASS/RE)

Mr Marc de Lima  
marc.delima@cewa.edu.au

### ENRICHMENT COORDINATOR (YEAR 7 - YEAR 9)

Mr James Elder  
james.elder@cewa.edu.au

### PERFORMING ARTS COORDINATOR

Miss Kat Woodward  
kat.woodward@cewa.edu.au

# JOY IN LEARNING

ST JOHN BOSCO COLLEGE  
170 MONTICELLO PARKWAY  
PIARA WATERS WA 6112

Telephone: (08) 9234 9600

Email: [admin@stjohnbosco.wa.edu.au](mailto:admin@stjohnbosco.wa.edu.au)

[web.stjohnbosco.wa.edu.au](http://web.stjohnbosco.wa.edu.au)



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