Overview

The Timetable

The Senior School operates on a 10-day timetable cycle with six 50-minute periods a day. The 10 days are organised within a Week A/Week B structure. The timetable is not the same in Week B as it is in Week A.

Students are provided with a hard copy of their timetable at the beginning of the year as well as an electronic copy that they can access from their iPads.

Where a day or days are missed for long weekends or public holidays, these are skipped in the timetable. A boy’s timetable therefore completes a cycle every two weeks.

With the exception of Thursday, each day begins at 8.30am with a 20-minute tutorial prior to the first period of the day. On Thursdays, the period from 8.30am until 9.45am includes Chapel, Assembly, House meetings, etc. There are therefore only five periods on a Thursday.

The academic timetable on Friday concludes after Period 4 with Year 8 students being involved in a formal sports programme for Periods 5 and 6.

Academic Administration

The Director of Studies is responsible for curriculum implementation and curriculum policy from K to 12. The Director of Studies and the Assistant Director of Studies organise the day-to-day and long-term academic programme. In particular, the Assistant Director of Studies is responsible for the timetable.

Questions relating to a course of study should be directed initially to a boy’s tutor or Head of House. However, where a boy is new to the School, such queries may be directed to the Director of Studies.

If there are any concerns about the electives chosen by a boy, the matter should be discussed with the tutor or Head of House. The issue may then be referred to one of the School Counsellors or to the Studies Office. If there are good reasons for a change of course, the School will do everything possible to accommodate this, though it may not always be possible to solve every problem.

Homework Policy

The School supports the view that homework is an integral part of a student’s education. Homework encourages the skills and study habits that are essential for intellectual growth and academic achievement. It is developmental and therefore increases in amount and complexity as the student progresses through the Senior School. The nature of homework can vary from simple reading of text or reference material, formal written work and preparation for a test or classroom exercise, to involved research assignments that may take many weeks to complete. It is also expected that the student will take some responsibility for the allocation of time for revision and review of subjects in the absence of homework that is specifically set. The School
encourages the development of independence in determining the type and amount of homework necessary to sustain the day to day academic programme.

Whilst homework is set in all subjects, not all homework is due to be submitted in the following lesson. Teachers will give advice on the timing of homework. As such, there will be some days when more homework is required than others. It is therefore up to the student, teacher, tutor and parents to manage an organised programme of homework time to meet the specific demands of the following day. Students are encouraged to use the School Diary as an organiser and planner for homework and similar activities. For many students, the development and management of such skills will be critical for future academic endeavour.

Students are often required to attach a bibliography to assignments and incorporate in-text referencing. The School uses the American Psychological Association (APA) Referencing System.

Assessments & Reports

Specific details about subject assessments can be found in the subject descriptions later in this booklet. The information gathered from the in-class assessment programme is provided in reports to parents four times a year. The first report at the end of Term 1 provides a broad overview of progress. Since different classes may be involved in different assessment programmes at this stage, the information relates to the class group, not the year group.

Reports at the end of Terms 2, 3 and 4 include information about current grade, percentage and effort. Academic grades are provided on an A - E scale. Each report represents the current status of the student in that subject.

Individual report comments for each subject are provided at the end of each semester.

Together with these formal reports, there is ongoing communication between the student’s classroom teacher and tutor. Thus tutors and the Head of House can provide parents with early warning of any problems or difficulties. Parents should direct any specific concerns or questions about classwork to the tutor in the first instance. Tutors will then arrange interviews between parents and teachers, if such a request is made.

Use of the School Diary

The School Diary is a key link in the communication between school and home. It provides essential information about the School’s activities and its rules and routines. It also lists staff names and responsibilities as well as study hints and space for recording results from tests and assignments. The use of the Diary encourages the development of sound organisational and planning skills. If used to record daily obligations, activities, homework and/or work requirements it will instil sound working habits for Years 11 & 12 and beyond. Parents and tutors are expected to monitor the diary each week.

Study Lab

After-school academic support is available for all students. Study Lab is held in the CLC on Mondays, Tuesdays, Wednesdays and Thursdays, from 3.05pm to 4.45pm. English and Mathematics specialists are available on some of these afternoons, whilst organisational support is provided for work in other subjects. A number of current and former students volunteer their assistance, too. Some boys attend these sessions simply to complete homework, knowing that help is available if they encounter difficulties. For other students these sessions provide a time to go over work that may have been missed in class. Contact your son’s tutor for further details.

Information Technology

The School actively encourages teachers and departments to integrate the use of information technologies into the curriculum. Students are exposed to a large range of information technology experiences by applying the computing resources to subject-based tasks. Extensive use is made of the internet as a research tool with the Library staff running sessions for students on Information Literacy and the proper use of the World Wide Web. The library also has a wireless network of iBooks for students to use.
Year 8 students are expected to bring their iPad to all their classes (except Physical Education). It will be utilised by teachers as a tool for connected learning in their classrooms. Students are provided with their own email account. Many students use email as a means of transferring files between home and school and for working on collaborative projects. The use of both the internet and email is governed by the School’s Internet Acceptable Use Policy, which is published in the School Handbook and the School Diary.

Students develop word processing skills by producing reports in a variety of subject areas as well as producing reports on investigations using a variety of media.

Various subjects also require students to present some of their work as a slide show. Most activities necessitate the student’s use of a wide variety of applications and the development of a range of skills. A newspaper, for example, involves the creation of text and graphics. To create and edit these graphics students will need to use a scanner and a digital camera as well as image manipulation software, such as PhotoShop. A multi-media presentation involves the creation of graphics, sounds, and movies as well as text.

All activities require students to engage in the Technology Process and plan their project carefully and to ensure that they manage their time efficiently as well as promoting group work and cooperation.

**Textbooks**

A Subject Outline may occasionally refer to the use of course textbooks. Christ Church operates a book-hire scheme with a charge being made each term. Textbooks are provided for students at the beginning of the year and are to be returned at the end of the year. Unless otherwise stated, there is no necessity to purchase texts mentioned in the following pages.
The Year 8 curriculum is made up of core subjects and a choice of Chinese, French, German or Japanese Language courses. All units are offered over the whole year and are listed in this document.

Boys will study the core subjects of English or ESL, Humanities, Mathematics, Science, Physical Education & Health, Design & Technology, Art, Music and Drama. Students also undertake the Personal and Spiritual Development Programme, details of which can be found as a separate document on the School’s website.

Boys may apply to take the Elective Music course in Year 8. These students will not take the general Music course.

Core subjects

**English**

The Year 8 English course, which is guided by the Australian Curriculum, gives boys the opportunity to build their written and spoken English competence through a wide variety of high-interest, genre-based activities that keep them curious and engaged in this subject. At the beginning of the year, the boys explore the importance of contextual knowledge and how to adopt a persona in creative writing. They then read a range of short narratives before going on to study animated film, a variety of poetic forms, print advertising and drama. In addition, the boys read a class novel each term, selected from a range of contemporary texts by Australian and other writers, and learn about the ways in which authors employ narrative conventions to convey their comments on society. The boys are taught to read inferentially as well as literally, and encouraged to read widely beyond the classroom to hone these comprehension skills.

Both creative and analytical writing are a focus, with a particular emphasis on the use of frameworks to assist students with the structure of paragraphs and their first essays. All boys work to refine their vocabulary, spelling and grammar throughout the year, with teachers using a range of strategies to assist them. The stages in the writing process are reinforced in Year 8, with students being encouraged to plan, draft, and edit their work before submitting it for assessment. When possible, there are excursions to appropriate plays and films, and from time to time, visiting speakers. The boys are encouraged to enter a range of internal and external creative writing competitions and a number will see their work published in the annual anthology of students’ writing, *Impressions*.

Boys spend one period per fortnight in the Senior Library, where the Teacher Librarians run a range of activities to complement the classroom programme. These activities include research tasks, literature circles and a study of extracts from graphic novels, as well as reading for pleasure. Each boy receives a list of suggested reading and a log to chart his progress.

The formal assessment programme is reviewed on an annual basis but is likely to approximate the following schedule. Common Assessment Tasks, which require the whole cohort to sit the same in-class assessment on the same day, are set three times a year and cross-marked by Year 8 teachers to assist grading comparability.

**Assessment schedule**

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing through an adopted persona</td>
<td>Comprehension of poetry</td>
</tr>
<tr>
<td>Oral personal recount</td>
<td>Oral presentation of poetry</td>
</tr>
<tr>
<td>Comprehension of short story/ies</td>
<td>Analysis of print advertising</td>
</tr>
<tr>
<td>Analysis of characters in a novel</td>
<td>Comprehension of drama</td>
</tr>
<tr>
<td>Essay/s</td>
<td>Essay/s</td>
</tr>
</tbody>
</table>

In addition there will be a number of less formal opportunities to assess levels of understanding and competency over the course of the year.
English as a Second Language (ESL)
Students recommended for, or eligible to study ESL, will be placed in an English set. Where numbers permit, students will be taught by an ESL specialist who will cover the genres, processes and strategies studied in other English classes, using resources geared to ESL students and at a pace to cater for the needs of these students.

Literacy Support
Students identified as requiring support will be placed in an English set with a smaller student-teacher ratio than other English sets, allowing for more intensive support. These students will cover the genres, processes and strategies studied in other English classes but use resources suited to their stage of development and at a suitable pace for their needs.

Contact
Mr Neil Walker
HEAD OF ENGLISH

Humanities
The course in Year 8 endeavours to harness the natural curiosity of boys to learn and experiment by providing a significant number of practical opportunities to explore content, contexts and technologies. Whilst the focus is mainly local, global perspectives are incorporated through specific themes and the analysis of current affairs.

- **Investigation, Communication and Participation**
  Students are given the opportunity to use a range of primary and secondary information sources in their research and investigation and are encouraged to make decisions on the forms employed to present their work. All students are encouraged to develop sound research and investigative skills and are expected to use a range of presentation styles during the year.

- **Place and Space**
  Students are provided with the opportunity to develop a grounding in basic skills in geography which they are then encouraged to use in investigating their local community and a contrasting community outside Australia.

- **Resources**
  In examining Australian and Asian landscapes, students consider the utilisation of natural resources.

- **Culture**
  Students consider the beliefs, ideas, customs and values of communities in both Australia and Asia; how and why they change and the impact that they may have on contemporary attitudes.

- **Time Continuity and Change**
  Students investigate the role of the past in determining aspects of the present. Change in the local community is incorporated into a study of the local area and an examination of a period of history within its cultural and chronological context is used to identify links and contributions from the past to the present. Throughout, the boys are helped to develop the basic skills of historical investigation and analysis.

- **Natural and Social Systems**
  Students focus on the impact of development on the local natural environment as well as developing an appreciation of the broad patterns of global systems. Social systems in the local community are examined along with aspects of the school as a community.

- **Active Citizenship**
  Students reflect on the role of the individual in influencing rules at the school and local community level.
Geography
This course will build on the practical skills and foundation knowledge covered in Year 7 by studying fundamentals of Physical Geography and then examining the influence of the physical environment on human activity in selected global locations and in the local area. Students will investigate the influence of tectonic activity and extreme weather on the lifestyles of communities and will then examine the way in which life in the Claremont district has been affected by the geography of the area. Practical skills and Geographical Investigation are emphasised throughout.

History
This course will build on the foundation knowledge covered in Year 7 by moving to a study of the period 650 – 1750. Students will examine aspects of the Middle Ages including the purpose and design of castles and the social and political systems of Medieval England. The crucial period of the European Renaissance is then covered where the importance of this linking period between the old world and the new is examined. Finally, the impact of European exploration on the rest of the world is investigated with particular reference to the Americas. Source analysis and interpretation skills are stressed throughout the unit of study.

Contexts
The following topics are studies in Year 8 and the Learning Outcomes identified above are covered in several of them. □

<table>
<thead>
<tr>
<th>Mediaeval History</th>
<th>Skills in Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Middle Ages</td>
<td>• Physical and Human Geography</td>
</tr>
<tr>
<td>• The Renaissance</td>
<td>• The Local Area</td>
</tr>
<tr>
<td>• The Age of Exploration</td>
<td>• Global Patterns</td>
</tr>
</tbody>
</table>

All boys are expected to complete a range of assessments that incorporate the following elements:

- Research and Investigation
- Fieldwork
- Cognitive tests
- Atlas mapping skills assessment
- Oral presentation
- The use of Information Technology

Commerce & Enterprise
The Year 8 course is designed to provide an introduction to economics, managing resources, self-sufficiency and specialisation, division of production, money, credit and financial literacy. The learning process concentrates on issues rather than pure theory and allows students to apply their understanding to problem solving situations. The course focuses on providing students with the opportunity to develop enterprising behaviour, whilst simultaneously developing their technology skills. Central to their class work, students will be required to apply the elements of a ‘technology process’ to their learning. The emphasis of the process requires the student to undertake investigation and research, develop and devise options, select and produce a solution and evaluate their actions.

Instruction is divided between computer-based and classroom activities. Students will be supplied with a textbook required for their classroom work and an electronic and an e-mail account file for their computing work.

The content assessment includes:
- Electronic filing
- Inspiration modelling
- Business co-ordination using e-mail
- Business letters
- Finance Advertising.

Contact
Mr David Proudlove
HEAD OF HUMANITIES
Mathematics

The Year 8 Mathematics Course is fully aligned with the Australian Curriculum: Mathematics. It thus covers the three content areas **Number and Algebra**, **Measurement and Geometry**, and **Statistics and Probability** while developing mathematical understanding, fluency, reasoning and problem solving skills.

The textbook in use will be *Oxford Big Ideas Mathematics 8: Australian Curriculum Textbook*.

**Units:**
1. Whole numbers
2. Fractions and ratios
3. Decimals and percentages
4. Integers and the Cartesian plane
5. Algebra and equations
6. Lines, angles and location
7. Shapes and objects
8. Time, mass and temperature
9. Length, area and volume
10. Statistics and probability

The course, in line with the pedagogical philosophy of the above-mentioned textbook, will provide each student with a wide range of activities that will allow him to discover and explore new concepts and then connect key ideas to achieve deeper understanding.

Problem solving is a most important part of this course and Year 8 students will be taught specific problem solving skills and participate in the Australasian Problem Solving Mathematical Olympiads and the Australian Mathematics Competition.

Class work and formal testing will be used to assess learning. There will be seven Unit Tests, three extended pieces of work and a final examination.

**Contact**

Mr Jan Honnens  
**HEAD OF MATHEMATICS**

Science

The Year 8 Science courses have a strong emphasis on practical work as the preferred learning style of many boys. Students build on their understanding through observation, hypothesis construction and testing and evaluation of data. The Science courses aim to stimulate curiosity and promote logical and analytical thinking. During Year 8, boys study Biology, Chemistry and Physics with the same Science teacher.

**Working Scientifically**

Skills involved in working as a scientist are learnt in the context of the three main subject areas of Physics, Biology and Chemistry. Students learn to carry out investigations that require them to plan experiments, collect, process and interpret data and to draw conclusions and evaluate their findings. They start to understand that there are many ethical considerations involved in scientific research and realise that science is a human activity.

**Biology**

What's in a cell? The boys will use microscopes to find out and be able to distinguish between plant and animal cells. The digestive system of humans will be looked at in detail and the comparison will be made to how plants get food when they can’t eat. Some diseases of the digestive system will be discussed, with particular reference to the work of our Nobel Prize winners, Robin Warren and Barry Marshall. The course focuses on the main areas of cells, microscopy and the digestive system of living organisms and will incorporate as much practical work as is possible.

**Chemistry**

Students will be introduced to the periodic table in more detail and use it to identify metals and non-metals, their chemical and physical properties and their reactivity. Students will also study the reactions of acids and bases and learn the basics of equation writing through a variety of practical activities. Students will develop
their laboratory skills through the study of a variety of reaction types such as combustion, decomposition and synthesis reactions.

**Physics**
The study of Physics is concerned with understanding the nature of forces and motion, and matter and energy. In the Year 8 Physics course, students will focus on developing an understanding of the forms of energy they encounter in everyday life and how these forms of energy can cause change within systems. In particular, students will investigate electricity and how an electric current is used as a means of transferring energy from a source to a load. They will also examine how some of the Earth’s resources are renewable, but others are not and how we may need to adjust our patterns of electricity use to make the best use of our resources accordingly. There will be a strong emphasis on discovery through practical work and investigation and students will use both qualitative and quantitative techniques. Contexts covered may include, energy efficient design and electricity in the home.

**Contact**
Mr Michael Masterton
HEAD OF SCIENCE

**Languages**
In recognition of the need for a broad range of skills for Australian students in a global environment, the study of French, Japanese or Chinese is compulsory at the Year 8 Level. In Language Courses, boys will acquire basic competency in Speaking, Reading, Listening and Writing in a Language other than English. Through topics of particular interest to boys, students will improve their competency in their own language and how it functions, gain a deeper understanding of linguistic conventions, and critically reflect on their own and other cultures and values.

**French/German**
Boys are assessed in Speaking, Reading, Listening and Writing each term, as well as in an end of year test in Term 4.

Language in Action (grammar) tests are set at least twice a term.

**Chinese/Japanese**
In Chinese boys are assessed in Speaking, Listening, Reading and Writing each term, as well as in an end of year test.

Chapter tests of new grammar, characters and vocabulary are set at least twice a term.

In Japanese, students will be introduced to the 1A Course of Study. They will study the unit of Teenagers in a variety of contexts, covering the three nationally required themes of The Individual, The Japanese-speaking Communities, and The Changing World. Students will be expected to have mastered the Hiragana, and Katakana scripts, a selected number of Kanji characters and a prescribed set of grammatical structures by the end of the course. Students will be assessed in Speaking, Reading, Listening and Writing each term, as well as in an end of year test in Term 4.

To allow for differentiation, less formal, continuous assessment will be carried out during the year.

**Homework**
Regular practice, reviewing words and grammatical concepts learned, is fundamental in the acquisition of a Language other than English and as such, forms an integral part of the course. In Year 8, we expect boys to spend 10-15 minutes each evening reviewing words and grammatical concepts covered in class in addition to any specific homework set by the teacher.

**Contact**
Mr Henning Holzheuer
ACTING HEAD OF LANGUAGES
Physical Education & Health

The Health and Physical Education programme in Year 8 is based on the five outcomes in the Health and Physical Education learning area, which are all interrelated and contribute to the development of healthy, active lifestyles for students. They are:

- **Knowledge and Understandings**
  Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle.

- **Attitudes and Values**
  Students exhibit attitudes and values that promote personal, family and community health, and participation in physical activity.

- **Skills for Physical Activity**
  Students demonstrate the movement skills and strategies for confident participation in physical activity.

- **Self-Management Skills**
  Students demonstrate self-management skills that enable them to make informed decisions for healthy, active lifestyles.

- **Interpersonal Skills**
  Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

The Physical Education programme in Year 8 focuses on the acquisition of skill in a variety of activities that include throwing, catching, hitting, kicking, running and swimming, in addition to developing each component of fitness and the basics of team play and tactics.

Individual activities include athletics, gymnastics, fitness assessment, swimming and lifesaving. Team activities include cricket, football, soccer, rugby, softball and basketball. The course operates over the whole year for 4 periods per 10-day cycle. Aspects such as skill, game performance, fitness, attitude and behaviour, dress and punctuality will be commented on in each semester’s report.

The Health Education course aims to develop each student’s knowledge, skills, values, and processes for caring for themselves and others, and to take an active role in making responsible life decisions. The main topics covered throughout the year include units on Physical Fitness, Drugs and Smoking, Nutrition and Sexuality. The course operates over the whole year and students attend 1 class in a 2-week cycle.

**Assessment**

Various assessment opportunities are provided for boys to achieve the outcomes of the course. These include:

- Observation of Skill Development- performance in a controlled environment
- Projects- on health related topics, incorporating the use of ICT
- Oral Presentations- allowing the use of ICT and digital media
- Homework- minor health related pieces set once per cycle.

**Contact**

Luke Farmer
HEAD OF HEALTH AND PHYSICAL EDUCATION

Design & Technology

Design and Technology is a subject area that provides students with the opportunity to develop skills in the use of technology in a practical setting. The Year 8 course in Design and Technology is one semester in duration and aims to build upon the knowledge and skills taught in Year 7, by developing in students an understanding of the *materials, information* and *systems* that are appropriate to the design and manufacture of products to meet human needs. The underlying focus is the *technology process*, of which the
elements of investigating, devising, producing and evaluating are fundamental components. Particular consideration is given to occupational health and safety in the workshop.

Assessment of achievement of the outcomes (shown in bold type) takes the following forms:

- **Design (20%)** – development of design folios using IT and including freehand and computer aided drawing
- **Production (70%)** – manufacture of practical projects in resistant materials using hand tools, power tools and machinery
- **Response (10%)** – completion of theoretical assignment and written testing of understanding.

**Contact**

Mr Geoffrey McGillivray  
**HEAD OF DESIGN & TECHNOLOGY**

**The Arts**

**Art**

The Year 8 Art Course is designed to provide students with a more complex approach to a variety of media, skills and processes, emphasising the creative problem-solving process.

Participation and enjoyment in the creation of finished artworks are priorities at Year 8 level.

Projects will be selected from: Painting, Printmaking, Textiles, Ceramics, Graphic Design, Sculpture and Drawing, which is an integral part of each project.

The course operates for a semester for six periods in each 10-day cycle.

**Assessment**

Each project will be assessed according to the Arts Outcomes with the emphasis on:

- Communicating art ideas
- Using art skills, techniques & processes
- Responding to the Arts
- The role of Arts in society.

**Contact**

Ms Pam Yordanoff  
**HEAD OF ART**

**Drama**

The Drama Course is designed to stimulate a boy's ability to communicate creatively in the spoken word and in movement, as he explores cultural values and develops creative problem-solving skills in a collaborative context.

Tasks undertaken will involve activities derived from the following areas:

- Creating – recognising and using the elements of drama to create roles and action within given frameworks (movement, ritual and theatre-in-education)
- Interpreting – retelling familiar and traditional narratives and texts
- Exploring
- Developing
- Presenting
- Evaluating.

Assessment will be through task-based activities in which creating, performing and responding to drama are considered.
Those boys who have a keen interest in drama should audition for roles in school plays with Midnite Youth Theatre Company. Midnite is the school’s co-curricular theatre company.

**Contact**
Mr Drew Stocker
HEAD OF DRAMA

**Music**
This course is built around furthering the skills gathered in Year 7 Music, with more involved keyboard pieces and composition tasks on Garage Band.

Students are required to perform three pieces of varying styles using both right-hand melody and left-hand accompaniment figures. The style and mood of each piece is discussed and analysed in class, and as a research assignment, students are required to investigate and report the history of the piece (e.g. composer, when written, first performed etc).

On Garage Band, students work towards completing the music for a given advertisement. The music is integral to the impact of the commercial, and is to be constructed to heighten the mood and message.

All completed work is performed for all class members to listen to and appraise.

**Music Extension**
This course is designed to further the skills and musical understanding of students who have learnt an instrument (vocal and piano included) for at least one year. The course is broken into four areas as follows:

1. **Ensemble Music/Solo Performance**
   Students form a class ensemble and repertoire is chosen, dependent upon individual skills and experience. Pieces are rehearsed and performed, and a variety of styles and genres are played over the course. There is a focus on improvisation, with class members learning the basics of freely extemporizing over a set chord pattern. At the conclusion of each term, students are assessed on the instrument in a solo performance of two contrasting pieces.

2. **Aural**
   Students are asked to practise and complete a variety of ear-training exercises, built around melodic and rhythmic concepts. These include intervals inside one octave, tonality (major/minor), basic rhythmic groupings from simple and compound times, and bar line and phrasing placement. There is an additional emphasis on aural samples from a classical, jazz and pop/contemporary background.

3. **Theory/Musicianship**
   In this part of the course, students complete AMEB and related theory exercises, including interval recognition, key signatures, four-part harmony writing and meanings of musical terms. Aspects of score-reading are also covered including following a full orchestral score with music, and looking at details within.

4. **Composition**
   Using Sibelius computer software, students compose pieces for both the class ensemble (up to four parts) and solo performance. The concepts of transposition (for clarinet/trumpet/saxophone) are introduced and students examine the concepts of effective voice writing within an instrumental ensemble. Students are assessed on their completed folio of compositions.

**Contact**
Mr Kevin Gillam
DIRECTOR OF MUSIC

**Personal & Spiritual Development**

**Religious Education**
In Year 8, boys are taught for 2 periods per 10-day cycle over the course of a term. The Year 8 Religious Education course seeks to introduce boys to central tenets of the Christian faith. Boys are encouraged to learn about, and from this influential religious tradition in an open, respectful and objective manner.

The course focuses on four key questions:
• What was Jesus?
• What did He claim?
• What do Christians believe about him?
• How did the Church develop?

**Reading for Pleasure Programme**
The Year 8 programme is designed:

• To strengthen the reading habits and culture amongst Year 8 boys;
• To promote wide reading rather than the safety of familiar territory; and
• To encourage boys to share their knowledge and love of reading with others.

The programme therefore is assisting the school to improve standards of literacy amongst the boys, which is one of the major “General Capabilities” of the Australian Curriculum, and a vital determining factor in their academic success. The programme also assists English and Humanities in the achievement of some of their curriculum outcomes.

**Contact**
Mr Greg Lindorff
Head of Department
Studies Office Contacts

Ms Margaret Brophy
DIRECTOR OF STUDIES
Telephone: 9442 1543
Email: mbrophy@ccgs.wa.edu.au

Mr Matthew Kameron
ASSISTANT DIRECTOR OF STUDIES
Telephone: 9442 1738
Email: mkameron@ccgs.wa.edu.au