



Christ Church Grammar School

Academic Handbook Year 7, 2019

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 differs from Week A to Week B.

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 through Nexus.

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 7 students being involved in a sports program for Periods 5 and 6.

Academic administration

The Director of Studies is responsible for curriculum implementation and curriculum policy from P to 12. The Director of Studies and the Assistant Director of Studies organise the day-to-day and long-term academic program. 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 Assistant Director of Studies.

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 program.

While 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 program of homework time to meet the specific demands of the following day. Students are required to use the electronic diary on their iPads 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 success.

More information can be found in the School's 'Guidelines for study and homework' available from CCGS World under Governance.

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 and reports

Specific details about subject assessments can be found in the programs issued by teachers. The information gathered from the in-class assessment program is provided in reports to parents four times a year.

At the beginning of the academic year, parents will be given information about access to the CCGS Parent Portal. This portal enables parents to access boys' assessment results as they are entered by teachers over the course of year. Our recommendation is that parents can best utilise this facility by checking the marks summary once per fortnight with their son and aiming to be supportive and encouraging of his endeavours.

The reports provided for Terms 1, 2, 3 and 4 provide a broad overview of progress, including information about current grade, percentage and rating of a number of work practices. Academic grades are provided on an A - E scale. Each report represents the current status of the student in that subject.

Separate reports are issued for Semester One subjects early in Term 2. This ensures that teachers are able to utilise the whole semester period for teaching and assessment.

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 iPad's electronic diary

The iPad's electronic diary is a key link in the communication between school and home and 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 school 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 specialist staff are available on some of these afternoons, while organisational support is provided for work in other subjects. A number of current and former students also volunteer their assistance. 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. Tutors can provide 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 huge 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 7 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 available on each boy's iPad.

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

All textbooks are made available to Years 7-10 students through their iPads. In Years 11 and 12, both hard copy and electronic textbooks may be utilised, depending on the subject.

Curriculum Policy

The School's Curriculum Policy is available through the 'Policies' section of CCGS World (Governance). It gives further information about the way in which the curriculum is delivered.

Reporting and Assessment Policy

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Year 7 Curriculum

The Year 7 curriculum is made up of core subjects and a choice of Chinese, French or Japanese Language courses.

All boys will study:

- Art (for one semester)
- Design & Technology (for one semester)
- Digital Thinking (for one semester)
- Drama (for one semester)
- English or EALD (all year)
- Humanities (all year)
- Language (all year)
- Mathematics (all year)
- Music or Music Extension (for one semester)
- Personal and Spiritual Development (for one semester)
- Physical Education and Health (all year)
- Science (all year)

Art

The Year 7 Art Course is designed to provide students with opportunities to explore Art Making and Art Responding with an emphasis on creative problem solving. Participation and enjoyment in the creation of resolved artworks are priorities at Year 7 level.

Art Making: Projects will be selected from Printmaking and Sculpture. 2D and 3D projects are linked to form a body of work that encourages a personal response and an understanding of compositional structure. Drawing is an integral part of the course. Students are made aware of the need for safe visual arts practices, and present their artworks for display.

Art Responding: Students are introduced to an awareness of cultural, social, historical and /or global contexts that are embodied in artworks/art style which, in turn, allows them to link their own production to a given context. The application of a critical analysis framework is used to analyse artworks using art terminology. One of the following art styles will be explored: Aboriginal and Torres Strait Islander art, contemporary Australian and international art.

Assessment

The course will be assessed with an emphasis on:

- Art Making – body of work through inquiry, art practice and presentation
- Art Responding – analysis, interpretative reflection and personal response

Contact

Ms Pam Yordanoff

Head of Art

Design & Technology

Design and Technology is a subject area within the Technology and Enterprise learning area that provides students with the opportunity to develop skills in the use of technology in a practical setting. The Year 7 course in Design and Technology is one semester in duration and aims to develop 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 takes the following forms:

- Design – development of design folios using Information Technology and including freehand and Computer Aided Drawing
- Production – manufacture of practical projects in resistant materials using hand tools, power tools and machinery
- Response – completion of research, production plan and product evaluation, in addition to written testing of understanding.

Contact

Mr Alec Barbour

Head of Design & Technology

Digital Thinking

This course is designed to equip students with the skills necessary to take advantage of modern technology, enabling them to use computers to solve problems and automate tasks. Students will learn to analyse problems and break them down into smaller tasks that can be more easily solved. There is a strong focus on practical activities and assessment will be based on a number of hands-on projects throughout the semester.

In the first unit, Game Development, students will use the Scratch programming environment to analyse a problem and break it down into a number of smaller tasks. Students will learn to use and manipulate variables, control the flow of a program using selection and repetition, repeat code using functions and use events to initiate actions.

In the second unit, Website Creation, students will use HTML to design and build their own websites. They will learn how to structure a page using a variety of HTML tags and manipulate the layout using Cascading Style Sheets. Students will also learn the importance of organising their files in folders and how to perform basic image manipulation to make their images ready for their websites.

Contact

Mr Chris Anderson

Head of Computer Science

Drama

Drama is a collaborative performing art where participants agree to imagine and actively construct a world, which is known as the dramatic context. It is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges.

Students are assessed through the key activities of creation and cooperation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. They reflect, respond and evaluate drama and become critical, informed audiences.

In Year 7 they engage in drama processes such as improvisation, playbuilding, role-playing, playwriting and designing, which allow them to create original drama and experience a range of texts written or devised by others.

Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills.

The Year 7 course explores:

- Communication and collaboration
- Acting skills (voice and body) and drama conventions
- Ritual
- Improvisation
- Greek theatre and storytelling
- Playwriting
- Radio plays and use of sound effects

Contact

Mr Gregory Jones

Acting Head of Drama

English

Year 7 English is taught by subject specialist teachers who enjoy sharing their passion for language with their students. The course follows the requirements of the West Australian Curriculum, using a variety of resources. We explore a number of themes, an approach that is familiar from primary school, with the aim of easing the boys' transition. They begin with consideration of their own experiences and reading of extracts of autobiography and biography, then move on to learning about the evolution of the English language itself and orientation for the NAPLAN tests. Students undertake a study of ancient and modern myths from a range of cultures. A "Murders and Mystery" unit gives them exposure to an intriguing range of written and viewed texts, followed by the study of a full-length novel. The Year 7s also complete a research project on "Inspirational People".

All boys are expected to work hard to build and refine their spelling, vocabulary and grammar throughout the year, with teachers using a range of strategies to assist them. Reading fluency and

comprehension are a further consistent focus. The stages in the writing process are reinforced in Year 7, with students being encouraged to plan, draft, and edit their work before submitting it for assessment. When possible, there are excursions to museums, 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 writing published in the annual anthology of students' work, *Impressions*.

Boys spend one period per fortnight in the Senior Library, where the Teacher Librarians run a range of activities to complement the classroom program. These include research assignments, with structured note-taking and summary writing; use of Inspiration software to analyse characters and conflict; small-group reading of picture books; and interactive reviews of novels. Each boy is also involved in a Reading Program that is designed to foster reading as a pleasure pursuit, develop good habits and introduce different authors and genres.

The formal assessment program 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 to assist grading comparability.

Assessment schedule includes tasks such as:

SEMESTER ONE

Comprehension of autobiographical story

Personal account

Spelling and grammar

NAPLAN

Writing of a formal business letter

Oral Presentation of research on a myth

SEMESTER TWO

Analysis of murder mystery story

Group oral presentation

Novel study

Viewing comprehension

Research project

In addition, there will be a number of informal opportunities to assess levels of understanding and competency over the course of the year.

English as an Additional Language/Dialect (EALD)

Students recommended for, or eligible to study EALD, will be placed in an EALD set. Where numbers permit, students will be taught by a specialist who will cover the genres, processes and strategies studied in other English classes, using resources geared to EALD students and at a pace to cater for the needs of these students.

Contact

Mr Neil Walker

Head of English

Health and Wellbeing

The Health and Wellbeing course aims to develop students' knowledge, skills, values, and processes to care for themselves and others, and to take an active role in the learning of life skills, make healthy choices and develop a deeper understanding of themselves. Each student in Year 7 is exposed to one semester encompassing health, religion, positive psychology and personal wellbeing development.

At Christ Church the underlying focus in the Health and Wellbeing area is Personal Spiritual Development Maximisation. The course covers three major standards:

- Identify strategies to promote their own and others' health, safety and wellbeing in different situations and across different environments.
- Identify the health and social benefits of physical activity and associate the importance of physical activity as a preventive health strategy.
- Apply appropriate protocols in face-to-face and online interactions and understand the importance of positive relationships on health and wellbeing.

It also covers the following content areas:

- Being sun smart
- Resilience
- Cyber sense
- Bullying
- Active lifestyle
- Basic nutrition
- Changing and growing
- Protective behaviours
- Positive self
- Positive body
- Positive emotions

Positive Education

Positive Education brings together the science of Positive Psychology with best practice teaching to encourage individuals within their communities to flourish. (Geelong Grammar School, 2011)

Positive Psychology is an umbrella term for work that investigates happiness, wellbeing, human strength, and flourishing. (Gable & Haidt, 2005)

The program of work is derived from a 'Well-Being Curriculum' based on the principles and findings of positive psychology. The emphasis is on positive interventions, targeting areas that have a substantial evidence base such as happiness, positive emotions, flow, resilience, achievement, positive relationships and meaning.

Religious Education

As an Anglican school, Christ Church is committed to Religious Education in its curriculum. At the same time it is sensitive to the varied backgrounds of its students, who are drawn from every major Christian

denomination and every major world faith. In addition to attending Chapel services, each boy in the school will participate in the Religious Education unit, which provides an introduction to the origins, history, beliefs and practices, diversity and relevance of the Christian faith. Whilst boys are encouraged to develop their own personal faith, the School acknowledges that the boy's parents and his place of worship will also play a central role in his religious education.

Contacts

Mr Liam Casson
Director for the Centre of Boys' Health and Well-being

Reverend Nick Russell
School Chaplain

Humanities

The course in Year 7 endeavours to ensure all boys are equipped with the skills and understandings to make the most of a wide variety of investigations into issues at a local, national and international scale. There will be regular practical opportunities to explore our political, legal and natural environments, history and the role of money in our lives.

Through the contexts of Civics and Citizenship, Economics and Business, Geography and History, students will have the opportunity to develop 21st Century Global Skills. These are essential to prepare students for an increasingly globalised economy and include questioning and research, analysing, evaluating, communicating and reflecting.

Civics and Citizenship

Students will examine the design of the Australian political and legal systems. Their study will be a mixture of classroom and experiential learning as they undertake tasks such as participating in a mock trial.

Economics and Business

Students will start to look at how producers and consumers interact in a market. They engage with interactive online learning using a program that was developed by the Bank of Queensland. This module will also enable to explore the world of work and start looking at different types of jobs and how people can earn an income from different sources.

Geography

The key area of this context is examining water as a natural resource. Students will consider how water is used and the issues such as water scarcity. In addition, students will examine factors that contribute to a place's liveability. Students will develop mapping skills that will be built upon in future years.

History

Students will begin this unit by examining what is history. Through examination of an ancient civilisation, they will use a range of primary and secondary information sources to develop skills in critical thinking. All students will be encouraged to develop sound research skills, as well as excellent organisational skills in terms of note-taking and file management.

Assessment

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

- Research and Investigation projects
- Fieldwork
- Document and data analyses
- In class written work
- Content and skills tests
- Oral presentations
- The use of Information Technology

Contact

Mr Patrick Parker

Head of Humanities

Languages

In recognition of the need for a broad range of skills for Australian students in a competitive global environment, the study of French, Japanese or Chinese is compulsory at the Year 7 and Year 8 level. In Language Courses, boys will gain a foundation level of competency in Speaking, Reading, Listening and Writing in a Language other than English. Through a range of learning activities and 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.

These courses are intended for second language learners. Background speakers are required to choose a new language.

All Languages students will have the opportunity to participate in various competitions.

In Term 2, all Languages students are invited to participate in the global competition, The Language Perfect International Championship. In 2018 Christ Church Students won an Elite award, five Emerald awards and seven gold awards.

In Term 3 it is possible to enter The West Australian competition called Side by Side where a pair of students film a conversation in their language for 90 seconds.

French

Boys are assessed in Listening, Speaking, Reading, Writing, Grammar and culture each term, as well as in an end of year test in Term 4. There are regular vocabulary tests and/or pronunciation tests every week to consolidate material learned in class. Year 7 French students participate in the Alliance Française poetry recital competition. The top 20 students in the state are invited to perform in the WA finals. In 2018 four of the top twenty students for Year 7 in WA came from Christ Church.

Chinese

In Chinese boys are assessed in Speaking, Listening, Reading and Writing each term, as well as in an end of year test. Where possible, students who have had considerable exposure to learning Chinese in primary school, will be given extension work.

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

In Term 3, Year 7 students may participate in a State Chinese Language Speaking competition.

Japanese

In Japanese, students will study the Japanese writing scripts of Hiragana, Katakana and Kanji as well as the four basic sentence patterns. Students will be expected to have mastered the Hiragana script 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.

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 to the acquisition of a language and forms an integral part of the course. In Year 7, 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

Ms Yang Zhang
Co-Head of Languages

Ms Elisabeth Rosinel
Co-Head of Languages

Mathematics

The Year 7 Mathematics Course is fully aligned with the West Australian Curriculum. It thus covers the three content areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability while developing mathematical understanding, fluency, reasoning and problem solving skills.

The following units are studied during the year:

1. Number and Place Value
2. Fractions
3. Decimals and Percentages
4. Money and Financial Mathematics
5. Patterns in Algebra
6. Linear and Non-Linear Relationships
7. Measurement
8. Geometry
9. Chance
10. Statistics

The course will provide each boy 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; Year 7 students will be taught specific problem solving skills.

Class work and formal testing will be used to assess learning. The boys will be assessed through Unit Tests, Applications, Investigations and an End of Year Test.

Contact

Ms Megan West
Head of Mathematics

Music

In Year 7 there are two different music courses, Music General and Music Extension. Students who are enrolled in Music Extension are also members of the CCGS Senior Choir in both Terms 1 and 4 to gain musicianship and performance experience in a large performance ensemble. Parents are requested to be in contact with the Music Department if they are unsure of which course is most appropriate for their sons. It is not always possible to make a change from one course to the other once the year has begun.

Both music courses are separated into the following learning areas;

1. Performance
2. Aural and Theory
3. Music Appreciation
4. Composition

Music General

This course is designed as an introduction to Music and assumes no or little prior knowledge or experience in music theory, aural or instrumental playing. Students are taught the rudiments of music note reading (rhythm/pitch), and then apply this knowledge to a variety of practical and composition activities throughout the semester.

The study of music history (music appreciation) is thoroughly incorporated, including the exploration of different styles and genres of music throughout history to the modern day. Students are taught to compose original compositions on GarageBand and Sibelius computer software programs, often representing a specific and studied style or genre of music. Students are welcome to utilise the Music Department facilities at any time for any performance practise homework, such as keyboard/piano repertoire for classroom activities or end of term assessments.

Music Extension

This course is designed for students with a more extensive knowledge and background in music studies, particularly for those students currently studying an instrument (either within CCGS or external).

Due to their instrumental experience, students are placed in mixed instrumental ensembles and/or duets/trios, depending upon skill level within lessons. Each group rehearses chosen repertoire for class performances. Students are also assessed in individual (solo) performance on their specialist instrument/s at the conclusion of each term.

Aural skills such as melody writing, interval recognition, rhythmic perception, aural recognition of instruments and compositional techniques and sight singing are explored and refined. Students are taught the rudiments of music theory (key signatures/clef recognition etc) and assisted in completing an individual and personalised theory gradebook that is level appropriate to their skill and knowledge. Aspects of the history of music include instrument recognition, score analysis and listening examples of style, genre and ensemble.

Utilising both GarageBand and Sibelius software, students are taught to compose original repertoire for instrumental performance, often composing for themselves on their own specialist instrument/s, or learn more advanced skills for writing trios and quartets to perform with peers in class concerts.

Contact

Mr Kevin Gillam

Director of Music

Physical Education

The Physical Education program in Year 7 focuses on the acquisition of skill in a variety of activities with a particular emphasis on the students developing an understanding of their own health and fitness. There is a strong focus on gaining the necessary skills and attitudes to allow them to continue to improve and develop their fitness. It is also a time where students are introduced to the large array of sports that are available in the PSA system.

Individual activities include athletics, fitness assessment, swimming and rowing. Team activities include cricket, football, soccer, softball and basketball. Aspects such as skill, game performance, fitness, attitude and behaviour, dress and punctuality will be assessed.

Health Education

Health education is taught as a part of the Health and Wellbeing program, (see p 8).

Contact

Mr Luke Farmer

Head of Health & Physical Education

Science

The Year 7 Science course has a strong emphasis on learning through practical work. Students will develop a scientific view and recognition of how science understanding can be applied to their lives and the lives of others. The course aims to stimulate curiosity and promote logical and analytical thinking. Students will build on their understanding through the science inquiry process, which involves making observations, constructing and testing hypotheses and evaluating data. During Year 7, students study Biology, Chemistry and Physics with the same Science teacher. Assessment for each subject is via two tests, which will assess students' science understanding and inquiry skills, and an investigation report.

Science Inquiry Skills

Skills involved in working as a scientist are learnt in the context of the three main subject areas of Physics, Biology and Chemistry. Students will develop the skills to carry out investigations that require them to plan experiments, collect, process and interpret data and to draw conclusions, evaluate and communicate their findings. Students will learn how to work safely within laboratory settings and with a variety of equipment such as microscopes and Bunsen burners.

Biology

Biology is the study of Living Things and in this course, students have the opportunity to learn about different organisms and how life on Earth varies amongst them. What makes us classify something as living? What makes an organism belong to the Plant Kingdom as opposed to the Animal Kingdom? How do humans affect the ecosystems in which we live? These questions are looked at through topics such as Classification, Cells, Microscope work and Ecosystems. Incorporated into this unit is practical work to support each of these units and a visit to Herdsman Lake to look at concepts surrounding ecosystems and the environment.

Chemistry

Students will be introduced to the concept that matter is made up of smaller particles. This concept will be used to explain the properties of solids, liquids and gases, as well as the meaning of the terms element, compound, pure substance and mixture. Through a variety of practical activities, students will develop their laboratory skills and investigate the difference between physical and chemical changes and the ways that properties such as solubility and boiling point can be used to separate the components of mixtures.

Physics

The study of Physics is concerned with understanding the nature of forces and motion, and matter and energy. In the Year 7 Physics course, students will focus on developing an understanding of forces they encounter in everyday life. They will investigate how these forces affect the behaviour of objects and apply this knowledge to explain the function of simple machines. Students will also investigate how the relative positions of the Sun, Earth and Moon cause familiar phenomena on Earth, including tides, seasons and eclipses. 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 extreme sports and simple machines in the home.

Contact

Mr Edward Hogg

Head of Science

Studies Office Contacts

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