

GEORGIANA MOLLOY ANGLICAN SCHOOL

2024



Est. 2003



Journey into Middle School



Middle School is a pivotal time that bridges a young person's journey between childhood and adulthood. As educators it is our role to help guide and nurture the Middle School student to become responsible, caring and kind, lifelong learners. We are committed to providing students with strong foundations of knowledge, skills and strategies required for Secondary School and into their adulthood.

GMAS provides a stimulating, safe and supportive environment that enriches the learning experiences and recognises the unique developmental needs, interests and abilities of our students. It is a layered approach with the student in the centre, surrounded by the support of family, friends, staff and the whole school community working together, allowing each individual to maximise their potential, thrive and be ready to face the next stage of their life journey.

Mr Conor Martin
Head of Middle School



MIDDLE SCHOOL

KEY CONCEPTS

Change

Physically, emotionally and socially

Transition

Between childhood and adulthood

Thinking

Capable of moving between concrete and abstract thinking

Analysis

Cultivating higher order thinking and analysis

Ethics

Growing interest and understanding of ethical and moral issues

Digital natives

Technology as a way of life

Acceptance

Intense need for acceptance

Curriculum

Diverse curriculum opportunities

Explore your Potential

1

Exceptional Staff

Our teaching staff are some of the best in the country. They go 'above and beyond' to ensure that each student is fully supported. They aren't just traditional teachers, they are role models, counsellors, cheerleaders and mentors who are deeply committed to seeing every student thrive. Students requiring additional support can access free after-school tutoring for most courses.

2

Student Wellbeing

Our pastoral care program is woven throughout our daily operations and curriculum, ensuring each student's academic, emotional, social, physical and spiritual needs are being supported. Students have direct access to the School Psychology, counselling, chaplaincy and learning support. They have the opportunity to participate in over 50 co-curricular sporting, academic and recreational pursuits, designed to instil a sense of positive wellbeing through a healthy life balance.

3

Learning Environment

Set amid beautiful open planned and landscaped grounds comprising over 15 hectares, the School offers modern, technology-rich facilities which create an environment conducive to learning and social engagement. The entire school's infrastructure is in place to support and enhance the educational curriculum and co-curricular programs on offer.

4

Diverse Curriculum

Our Middle School curriculum caters for a wide range of interests, challenging our students to discover their passions and make the most of their capabilities.

5

Individual Learning Plans

GMAS provides an inclusive environment for students' individual learning needs, including our talented and gifted students and those requiring learning support. Students of all abilities are nurtured and encouraged to develop their own unique skill sets and strengths.

6

Leadership Opportunities

GMAS offers a diverse range of leadership opportunities. Student leaders are role models for other students and are in a position to effect positive change on campus. Students are supported in becoming effective leaders with enhanced public speaking, teamwork, problem-solving and organisational skills.

7

Personal Accomplishment

GMAS is a school that strives to promote accomplishment in all things, challenging the students to go beyond mediocrity and achieve their full potential. Our students are encouraged to become independent, critical thinkers with an ongoing love of learning. Each term, we recognise and reward students who have achieved personal excellence in arts, service, academia or sport.



Wellbeing

A Holistic Approach

We believe in encouraging the of the whole person and we promote a safe and caring learning community where every student is supported in having a strong sense of wellbeing and identity.

We aspire to be inclusive, open and responsive to the diverse needs and abilities of all students. Taking the time to learn each student's unique personality, interests and culture, we can create a responsive environment where diversity is celebrated and a love of learning unfolds.

Some of the ways we nurture the wellbeing of our students include:

- mindfulness, fitness, time spent outdoors
- supporting a growth mindset through positive education and resilience building
- instilling an early sense of safe and responsible online behaviours and digital etiquette

- identifying students with specific needs and providing learning support or extension programs
- identifying and fostering character strengths
- encouraging social, environmental and ethical responsibility
- access to our School Psychologist, School Counsellor, Chaplain and Learning Support team

Pastoral Care

Students at GMAS primarily belong to both a Home Room class and a House group. The Home Room class consists of the same year level students, whilst the House group consists of students from Years 7 to 12.

The **Home Room teacher** is central to this care and is always the first person to approach for help or advice on most matters.

Heads of Year work closely with each cohort and Home Room teachers throughout the year and ensure ongoing support and encouragement for all students.

The **Head of Middle School** is also available to help with any concerns if not resolved by the Home Room teacher or relevant Head of Year.

Curriculum

GMAS is committed to providing an educational program that stimulates natural curiosity whilst also engaging and encouraging students to develop a thirst for learning, providing them with a strong foundation of knowledge, skills and strategies required for Senior School and beyond. Our Middle School curriculum is deliberately broad and diverse. Year 7 and 8 students study a common course which is made up of **compulsory courses** which are studied for the entire year and of **elective courses** which are studied on a rotation basis. This allows students the opportunity to have a wide variety of experiences. Students in Year 9 study a mix of core and elective courses to spark their interests and desired pathways.

Streaming & Learning Support

Academic streaming of students will commence in Year 8 for most of the core courses, using information and academic results gathered throughout Year 7. This allows the teachers to work closely with their students and tailor the learning experiences more closely to the ability levels of the class. These groupings are flexible and students will move between them periodically. English and Mathematics also have an Enrichment class facilitated by our Learning Support team, that allows for students to receive additional support as required.





Academic Information

Assessment

Teaching and learning is undertaken in accordance with the guiding principles for teaching, learning and assessment as noted in the Western Australian Curriculum and Assessment outline. Teachers will match learning and assessment by constructing an appropriate range of tasks. All courses use a variety of assessment types such as class work, assignments, oral presentations, tests, folio work and group activities, with the emphasis varying from course to course.

When a student is absent for a formal test the class teacher, in consultation with the Head of Department, determines whether it is necessary for the test to be completed on the student's return. This decision will be dependent on the significance of the test results to the evidence of performance available.

A full copy of the assessment policy is on the School website.

Gifted & Talented Program

Prometheus is our Gifted and Talented program for students from Year 5 through to Year 10. The program has two key aims:

- to develop critical, creative and collaborative thinking skills and support students to become innovative and resourceful global citizens
- to improve student wellbeing, so that students can engage confidently and meaningfully in their education and lives beyond

YEARS 7 & 8 - COMPULSORY COURSES

LEARNING AREA	COURSE	PERIODS (PER WEEK)
English	English	4
Mathematics	Mathematics	4
Science	Science	3
Humanities & Social Sciences (HASS)	Humanities & Social Sciences	3
Health & Physical Education	Health Education	1
	Physical Education	2
Languages	Japanese	2
Christian Religious Studies	Christian Religious Studies	1
Digital Literacy	Digital Literacy	1

YEARS 7 & 8 - ELECTIVE COURSES

LEARNING AREA	COURSE	PERIODS (PER WEEK)
Technology	Digital Technology	All electives are studied for 2 periods per week for a 13 week rotation.
	Food Technology	
	Materials Technology	
The Arts	Drama	
	Media Studies	
	Music	
	Visual Art	

YEAR 9 - COMPULSORY COURSES

LEARNING AREA	COURSE	PERIODS (PER WEEK)
English	English	4
Mathematics	Mathematics	4
Science	Science	4
Humanities & Social Sciences (HASS)	Humanities & Social Sciences	4
Health & Physical Education	Health Education	1
	Physical Education	2
Vocational Education Training (VET)	Year 9 Pathways Program/Future Ready	1
Christian Religious Studies	Christian Religious Studies	1

YEAR 9 - ELECTIVE COURSES

LEARNING AREA	COURSE	PERIODS (PER WEEK)
Technology	Engineering	Students select 4 electives to be studied for 1 period each week for the whole year. * Indicates a course levy applies for materials and resources
	Food Technology	
	Building and Construction	
	Materials Technology	
	Textiles and Design	
	Children, Family and Community	
The Arts	Drama	
	Media	
	Photography	
	Music	
	Visual Arts	
Science	Sustainable Living	
Health & Physical Education	Sports Science *	
	Outdoor Education *	
Languages	Japanese	

Academic Course Information



ENGLISH

Contact: Ms Paisley Walker

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs will balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Middle School, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the School curriculum, local community, regional and global contexts.



MATHEMATICS

Contact: Dr Amanda Draper

The proficiency strands of understanding, fluency, problem-solving and reasoning are an integral part of the mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.



SCIENCE

Contact: Miss Leah Stone

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world.

Throughout Middle School, students develop their understanding of

- microscopic and atomic structures
- how systems at a range of scales are shaped by flows of energy and matter
- interactions due to forces
- the ability to quantify changes and relative amounts

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge of science's contribution to our culture and society, and its applications to our lives.



HUMANITIES & SOCIAL SCIENCES

Contact: Mrs Fiona Forrest

Humanities & Social Sciences (HASS) consists of civics and citizenship, economics and business, geography and history. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Endless
opportunities to
discover strengths,
pursue passions
and develop a love
of learning.



Academic Course Information



HEALTH EDUCATION

Contact: Mrs Robyn Vogel

Health Education is a discussion-based course which provides the students with an understanding of current issues that relate to their development both physically, mentally, and socially. In Health Education students develop the knowledge, understanding and skills, including health literacy competencies, to support them to be resilient, to strengthen their sense of self, to build and maintain satisfying relationships, and to make decisions to enhance their health and physical activity participation. As students mature, they learn about key issues affecting the health and wellbeing of young people and the communities to which they belong and learn how to apply problem-solving techniques to these issues. This is critical to maintaining and promoting healthy, active living.



JAPANESE

Contact: Ms Paisley Walker

(Compulsory course for Year 7 and 8, elective course for Year 9).

Students will focus primarily on learning to read and write the first of three script-based alphabets (with mnemonic aids and actions to help them), basic introductions of themselves and their friends and how to count. Students look at events of cultural and historical significance related to the time of year they are studying Japanese. Students who study Japanese will benefit from learning new problem-solving skills, different study techniques and a better understanding of grammar.



PHYSICAL EDUCATION

Contact: Mrs Robyn Vogel

Physical Education at GMAS is a developmental program which provides students with an understanding of the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and enables them to promote their own and others' health and wellbeing. The focus is on participating competently and confidently in physical activities such as play, games, sports, dance, adventure pursuits and other active recreation. Some sports studied include cricket, cross country, Australian rules football, athletics, basketball, touch rugby, softball, volleyball and handball.



FUTURE READY

Contact: Mrs Megan Grosse

(Compulsory course for Year 9).

This course is organised into two main interrelated strands: skills for learning and work, and a future pathway program. Students focus on familiarising themselves with skills, knowledge and capacities required to build foundations for learning and working in the 21st century. Within this context, students explore their preferences as learners and engage in a range of activities to develop an understanding of work, career pathways and post-school destinations. Students will also develop their character strengths and learn to use these to maximise their learning, relationships and wellbeing.

Towards the end of Year 9, each student will have the opportunity to complete an individual pathway planner, meet with the Head of Year 10 and the Head of VET/Careers and discuss their pathway plans for Senior Schooling.

Elective Courses

TECHNOLOGY

Contact: Mr Steven Riddell

"Technology is everywhere - entwined in almost every part of our culture. It affects how we live, work, play, and most importantly learn." Danny Mareco

Technologies enrich and impact on the lives of people and societies globally. This dynamic learning area, provides opportunities for students to work independently and collaboratively.

Students
create innovative
solutions to meet
their current and
future needs.



Year 7 and 8 Digital Technology

Within Digital Technologies, students have practical opportunities to incorporate design thinking as they develop innovative digital solutions. Students become effective users of digital systems and explore how information and data is conveyed and displayed in the digital world. They are encouraged to use a range of software and hardware for their projects, including embedded systems and robotics.



Year 7 and 8 Food Technology

Food plays an essential part in our lives. Food Technology allows for the exploration of what we need to eat, what influences the food we eat, and how to creatively meet the food needs of individuals. The sequential program encourages students to explore food-related issues in a range of practical experiences. Using a variety of technologies, students will apply aspects of the technology process to given design briefs.

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns.



Year 7 and 8 Materials Technology

Within Materials Technology, students engage in the use of resistant materials to meet a given design brief. Students will consider; correct workshop safety, proper and safe hand and small power tool use, knowledge of materials and acceptable finishing techniques in the production of their designs. Upon completion of the course, students will have gained experience in design and will have applied this to several small projects made from a variety of timber, metal and plastic materials.



Year 9 Technology – Food Technology

Teenagers love to eat! So, let's teach you how to cook great tasting food that's quick to prepare and even (just secretly) better for you than bought food and fast food. Students will learn about what influences choices in what they eat, how to get value for their money in buying food and some great recipes along the way. Students will make many tasty recipes, and explore the richness, pleasure and variety food adds to life.



Year 9 Systems Engineering

In Year 9, students have the option to continue to develop knowledge and practical applications of digital technology skills, through the creation of computer games. With exposure to a range of software, students will be enabled to develop an understanding in the areas of emerging technologies, programming, design, teamwork, creativity, and critical thinking. The course has a strong focus on computational reasoning and problem-solving and will allow students to create digital games, with a potential to enter these into National competitions.



Year 9 Technology - Materials

This course introduces students to a variety of materials commonly used in an outdoor setting and is primarily a hands-on course. They will have the opportunity to produce a range of challenging and innovative projects. The course introduces students to the manipulation of these materials using a wide range of tools and processes for wood and metal. Through the overarching emphasis on working safely in a workshop setting, students will also apply the technology process to investigate suitable materials for the projects, design parts of the plans, and then produce and evaluate their designed solutions.



Year 9 Building and Construction

This course introduces students to a variety of potential DIY situations around the home. Students will utilise a set of basic hand tools to solve common problems and create small projects which endeavour to make their house more functional and appealing. An understanding of the building laws and OH&S implications and considerations, which limit home development, will be addressed as well as the knowledge and understanding of tool skills over a range of materials to create suitable solutions.



Year 9 Technology – Children, Family and Community

This course provides opportunities to develop in each student an understanding of the development, health and wellbeing of infants and children. Through emphasis on practical activities, students will explore the stages of child development from conception to school age that are of value for future working with children and parenting roles. It is a very rewarding and engaging course that has a broad appeal to students who have a future interest in working with children.



Year 9 Technology – Textiles

Students will explore how technology influences the textiles world, learn how to design, create, and evaluate textile items and enjoy hands-on experience. They will investigate fibres, fabrics, patterns, and construction techniques. Students will carry out design projects that allow students to broaden their knowledge of textiles, investigating the principles of design and apply these to the production of design projects using textile-related technologies.

Elective Courses

ARTS

Contact: Mr Phil Watts



Drama

Drama focuses on group work, improvisation, role-plays, voice, movement, role, audience and characterisation. Students are encouraged to critically reflect and evaluate dramatic practice in responding to the drama of others as well as recording, reflecting and evaluating their own drama processes and products. The Year 9 elective Drama course takes students back through the history of drama, exploring the evolution of theatre art. The course starts where it all began in Ancient Greek Theatre, where students work together to become a unified Greek Chorus in a performance. The course then moves onto Shakespearean Theatre, analysing how different directors can interpret the same script by the great bard. A left turn is then taken as the course moves through postmodernism, where anything goes with the goal of creating effective presentational minimalism. This is an enjoyable course where students are given the opportunity to develop individual acting skills, with the aim to improve their vocal and physical performance while building team skills through collaborative performance activities.



Media

Media focuses on developing specific production skills, which include photography, film production, audio, and design. Students develop, create and present media works using video, DSLR cameras, audio equipment, and software including Final Cut Pro, iMovie, Garageband, Adobe Photoshop and basic animation software. Students develop media language by responding, reflecting and evaluating their own work and that of others using the appropriate media terminology. The Year 9 course introduces students to contemporary concepts and skills associated with the study and practice of the media. The focus of the course is to develop an understanding of how narrative is constructed in various forms. A wide range of tasks expose students to the use of digital DLSR cameras and professional editing programmes like Final Cut Pro, Adobe Lightroom, Photoshop and After Effects. The course also enables students the enjoyable experience of planning and producing their own short films and other texts. Media is a versatile learning area and suits a variety of course choices and career paths.



Music

The Middle School Music program begins with short, interactive taster courses in Years 7 and 8 before branching out into a more thorough learning experience in the Year 9 elective. In Year 7, students begin with the basic elements of music, including note names, duration and musical terms through the context of the orchestra before following into practical keyboard skills. The Year 8 course builds on these elements by taking a more contemporary approach, looking at the history of the Blues and focusing on guitar and rock band instrument techniques. The Year 9 elective course works through various contemporary genres. As part of this course, students complete a Grade 1 Theory textbook as well as composition, listening and performing assessments. Tasks range from a folk music composition to remixing projects.

The Year 9 elective Music course winds its way through various contemporary music genres, exploring the popular music we hear around us in everyday life. Students are given the opportunity to build on their GarageBand sequencing skills as well as practical instrumental skills they previously experienced in Years 7 and 8 on the keyboard, ukulele, guitar, bass, and drums. Complementing this practical skill development, students progress through a Grade 1 Theory textbook, or other appropriate level depending on prior experience. Opportunities for both individual and collaborative group work, and to incorporate other instruments learnt outside of the classroom, are provided in tasks that range from folk and rap compositions to remixing projects.



Photography

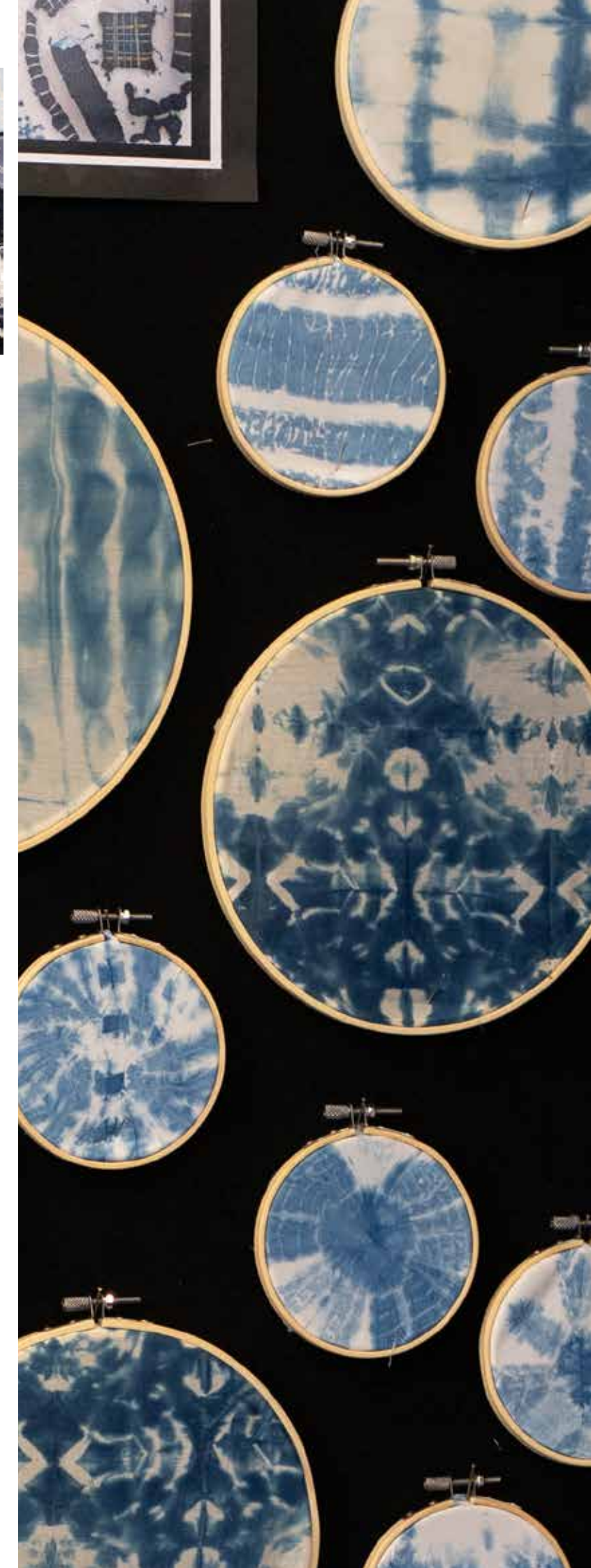
This Year 9 elective course introduces students to a wide range of concepts and skills associated with the study and practice of digital photography. The focus of the course is to develop practical skills using the manual settings of a digital DSLR camera, such as shutter speed, ISO, and aperture. Students study a variety of topics including studio lighting, portraiture, landscapes, event photography, and digital manipulation using effects in Adobe Photoshop and Lightroom. They will learn techniques in improving their photographs by applying art elements, design principles and composition. This course is also aimed at students wishing to study Media, Photography or Design in Senior School.

“Art has the power to transform, illuminate, educate, inspire and motivate”.



Visual Arts

The elements and principles of art and design are explored through visual inquiry, design development, studio practice and are developed through the years. The focus is on developing drawing skills using a range of media, artwork in the form of painting, collage, printmaking, textiles, ceramics or sculpture and may be figurative, imaginative, decorative, abstract or expressive in style. Students develop visual literacy by responding, reflecting and evaluating their own artwork and that of others using appropriate art terminology and recommended frameworks. The aim is to make students aware of art in their own community and in other communities. Artwork is displayed in the classroom, within the School environment and exhibited in the annual Arts Spectacular exhibition. The Year 9 Visual Arts course is split into two separate semester projects. The first project focuses on drawing, painting and colour theory and the second project explores drawing and printmaking. Drawing is foundational across all disciplines, as is design development, exploring approaches to idea generation, problem-solving and experimenting with media and skills. Influences from other artists, art styles and cultures are explored and applied. Students complete three written tasks which assess visual analysis, investigation and evaluation or response.



Elective Courses

SCIENCE

Contact: Miss Leah Stone

Sustainable Living (Year 9 only)

There are many cycles in nature including; water, carbon, nitrogen, life and reproductive.

Human activities and natural influences have the potential to disrupt these cycles which can lead to short and long term environmental issues.

This course will explore some of these issues and how we can plan for a more sustainable future focusing on a number of sustainable practices on site at GMAS including; aquaponics, bee keeping, solar power, organic gardening and Cows Create Careers. Initiatives in the local community will also be explored.

Aspects such as environmental management and other careers in sustainability will also be covered as well as; entrepreneurship, cottage industries and lifestyle practices that all fit in with the ideal of “thinking globally, acting locally” (for a sustainable future).

The course will involve both theory, field work and excursions/incursions and may also lead to short or longer courses in Years 11 and 12, or post-secondary schooling, on; bee keeping, Environmental Management and other related content.



Elective Courses

HEALTH AND PHYSICAL EDUCATION

Contact: Mrs Robyn Vogel

Sport Science (Year 9 only)

Advanced Physical Education provides opportunities for students to further develop skills and knowledge related to fitness, physical competence, cognitive understanding, and positive attitudes about physical activity that promote a healthy and physically active lifestyle. Students will acquire knowledge and skills in recreational, athletic and lifetime activities. The emphasis is on active participation, sportsmanship, teamwork, developing organisation skills and supporting reading and writing across the curriculum.

A course levy of \$85.00 applies to this course.

Outdoor Education (Year 9 only)

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others, and ourselves. This course provides students the knowledge and skills for outdoor activities and experiences. Students will be introduced to the basic concepts of outdoor education, safety, and environmental awareness. There will be a focus on a variety of outdoor activities such as canoeing, bushwalking, orienteering, bike riding and aquatics, providing students with an opportunity to develop essential life skills and physical activity skills. It also helps develop self-awareness by engaging in a range of challenging outdoor activities. It enhances personal and group skills, builds confidence, empathy, and self-understanding.

A course levy of \$280 applies to this course.



Curriculum diversity
encourages
student growth
through adventures
and exciting
experiences.



Other Information

Homework Expectations

Students at GMAS are supported in achieving a sustainable homework schedule that offers a balanced approach to school and home life.

Approximate homework times per night for Middle School students are as follows:

- Year 7 - 30 minutes to 1 hour
- Years 8 and 9 - 1 hour to 90 minutes

Homework expectations include:

- daily revision of lessons which can be done by writing three key points about concepts learnt in classes each day into a revision notebook
- ongoing revision and study for assessments such as tests
- work set by teachers to be done overnight or by a set date
- assignments to be completed and handed in by the set date
- independent reading

1:1 Device

Every student in Secondary School has access to their own device throughout their learning journey. We believe in the importance of empowering our students for a digital future by educating them to become safe and responsible online users. The ICT Helpdesk is located in the Library and our staff are on hand to offer students technical support during school hours.

Communication

We value open communication between our students, staff and families and use a variety of channels to ensure that you are kept informed. You are always welcome to contact your child's teachers to discuss any concerns or queries you may have. We communicate via:

- parent information evenings
- parent/teacher interviews and school reports

- email, SMS or direct message with our online platform 'SEQTA'
- fortnightly school newsletter 'What's On'
- social media
- digital screens around the campus
- The Fairlawn magazine (twice a year)
- The Settler yearbook (annually)

In Middle School, SEQTA is the primary communication channel. This platform is a collaborative communication tool that enables parents and students to engage in the education process. It provides the ability to view timetables, homework, pastoral notes, attendance history, details of upcoming assessments, results, feedback, reports, and communication.

Leadership

At the completion of Year 8, Middle School Leaders are elected by both the teachers and the student body, through an application and interview process. Being elected as a Middle School Leader entails a number of duties including being a role model for other students, acting as school ambassadors, encouraging involvement in school events, assisting staff, public speaking and student liaison. Similarly, at the beginning of each year, one student per Home Room is elected by students in that class to represent their peers and work democratically with the SRC (Student Representative Council) in school decision-making and also to assist in organising ways for students to participate in and enjoy school life.

Student Services

Student Services is the primary service point for students and parents regarding attendance, late arrivals, medical assistance, lost property and messages. Student Services is located opposite the Café.



Outside the Classroom



Co-curricular Opportunities

GMAS offers over 50 different co-curricular activities, as well as many after school academic support tutorials. All students in the Middle School are encouraged to participate in the immensely diverse co-curricular program, with activities being held before and after school, and on weekends. Activities are supervised by our staff and volunteers from our school community. As part of our commitment to the physical and emotional wellbeing of every child, the majority of activities come at no additional cost to families.

Ignite Program

GMAS runs a school wide 'Ignite' program ensuring students across all year levels are offered real-life experiences in a variety of contexts throughout their schooling life. Exposure to meaningful encounters on school camps, enables students to develop a mindset that looks beyond their experiences to the broader community. Students strengthen their skill set in the areas of leadership, communication and resilience.

In Middle School, each year level participates in a multi-day camp where students are presented with the opportunity to grow individually by broadening their survival knowledge by taking risks in a safe environment. At Year 7 level, this is achieved through a range of activities that challenge individuals, whilst also encouraging positive relationships with peers and staff.

At Year 8 level, the emphasis is on leadership and team building skills through learning about the biodiversity of local flora and fauna. When students reach Year 9, they are able to utilise this prior learnt skill set, using Australian historical landmarks and attractions as a focus to experience a range of diverse learning opportunities.

Café

The Café is open from 8.30am to 1.00pm and provides a range of wholesome, healthy food. Daily specials are updated once a term and with most products made on site, limiting the use of pre-made and/or highly processed foods. To view the current menu or to order online, visit our website.

Bus Services

Bus services are available for students residing in areas outside of Busselton, from Bunbury, Capel, Donnybrook, Nannup, Margaret River and Dunsborough. For more specific information regarding bus services please contact the School.

Parents and Friends (P&F)

The P&F is an essential branch of our GMAS community. The P&F provides assistance in areas such as co-curricular activities, working bees, outdoor education and social activities. All parents are welcome and encouraged to be actively involved in the P&F.

Further Information



Choosing a Secondary School is among one of the most important decisions a parent will make for their child. Prospective families are welcome to visit the School for a tour of the grounds, where they can meet with our staff and discuss their requirements. Please contact our Registrar, Mrs Victoria Kearns on (08) 9752 5252 or vke@gmas.wa.edu.au to arrange.





Opportunities now...benefits for life

2 Hawker Approach, Busselton WA 6280
PO BOX 920, Busselton WA 6280

 (08) 9752 5252  enquiries@gmas.wa.edu.au

 gmas.wa.edu.au  [gmaswa](https://www.facebook.com/gmaswa)

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