Whitsunday
Christian College

2025 MIDDLE SCHOOL INFORMATION GUIDE

Middle School Year 7 – Year 10

At Whitsunday Christian College, we count it a privilege to be involved in educating children and young people. In Middle School (Years 7 – 10) we implement the Australian Curriculum, ensuring it is taught from a biblical, Christian worldview. We seek to educate the whole person. That is, we focus on the head, the hands and the heart. In this way, we encourage students to have strong minds, develop practical skills and cultivate character, instilling Christian values. We believe God has a special plan and purpose for every student and that each one can achieve success. We are a learning community where every student can shine - spiritually, intellectually, physically, socially and emotionally.

At Whitsunday Christian College, we believe Middle School is an important phase of learning and development for our young people. It is a time when they discover more about how God has made them, what they enjoy and what they are good at. In Years 7 and 8, students study core subjects and explore a range of additional subjects. In Years 9 and 10, while continuing study in core subjects, students select electives to study. In doing so, they commence their learning pathway which will ultimately lead into Senior Secondary and beyond. As students commence and continue their educational journey through Middle School at Whitsunday Christian College, I pray this phase of learning and development is a significant and successful one as they discover more about God, the world He has made and their place in it.

Kylie Langshore
Principal

Core Subjects

Years 7 & 8	Years 9 & 10
English	*English*
Mathematics	*Mathematics*
Science	*Science*
Humanities & Social Sciences	*Humanities & Social Sciences*
Health & Physical Education	*Health & Physical Education*
Biblical Studies	*Biblical Studies (Year 9 only)*
Languages– Japanese	*Religion & Ethics (QCAA Applied subject – Year 10 only)*

English

We value that the study of English helps create confident communicators, imaginative thinkers and informed citizens. Students learn to analyse, understand and communicate with others and with the world around them. Students engage imaginatively and critically with literature to expand the scope of their experiences. The teaching of English is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Mathematics

Our Mathematics lessons provide students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Our programs aim to develop the numeracy capabilities that all students need in their personal, work and civic life. We provide students with carefully paced in-depth study of critical skills and concepts. We encourage and help students become self- motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

Science

Our Science program 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 in our lives. We support students in developing scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

Humanities & Social Sciences

Through a study of Humanities & Social Sciences, students develop a greater awareness of the world around them, especially in terms of the physical and social aspects of human experience. The four main strands in the Humanities & Social Sciences courses are History, Geography, Civics and Citizenship and Economics and Business.

Health and Physical Education

Health and Physical Education promotes the development of student knowledge, processes, skills and attitudes necessary to make informed decisions, take action and advocate in order to enhance:

- personal and community health, especially as it relates to food and nutrition, and to personal safety
- movement skills
- physical performance and fitness
- personal development, in particular identity, interpersonal relationships and resilience.

Japanese

Japanese language is used in classroom interactions, for creating and maintaining classroom relationships and for explaining and practicing language forms. Students work both collaboratively and independently in Japanese, exploring a variety of texts, including songs/raps and role-plays, with particular reference to their social, cultural and communicative interests. They use modelled and rehearsed language in familiar and unfamiliar contexts and begin to use vocabulary and grammar with increasing accuracy and confidence. Learners also learn to use the katakana alphabet and develop their understanding of the relationship between hiragana, katakana and Kanji alphabets.

Biblical Studies (Year 9)

The Biblical Studies program allows students to become aware of the structure and different types of scripture recorded in the Bible. The different genres (types of writing) need to be addressed in different ways when read, because the intent of each author is different. Students become aware of the narratives of the Jewish people found in the Old (First) Testament and how these narratives lead to the coming of Jesus as the messianic hope that the Jewish people were seeking. A study of the books of the New (Second) Testament reveals more fully the Gospel (Good News) that Jesus fulfils in reuniting people to God by His saving actions on the cross.

Religion & Ethics QCAA Applied Subject (Year 10)

All students will study Units 1 and 2 of the QCAA Applied subject Religion and Ethics. This subject will enhance students' understanding of how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues. It allows for flexible courses of study that recognise the varied needs and interests of students through investigating topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice. The course also explores how these topics are dealt

with in various religious, spiritual and ethical traditions. As the students explore these topics, they will also develop a deeper understanding of Christianity and how to view the world from a Biblical perspective. In addition to this being an integral part of our Biblical Studies program, the completion of this course will give students 2 credit points towards their Queensland Certificate of Education (QCE) at the end of Year 10. Students will then continue the full course into Year 11 and complete Units 3 & 4, acquiring a total of 4 credit points.

Additional Subjects – Years 7 & 8

Years 7 & 8 are important transition years to Secondary education, and it is important students are able to experience a wide variety of additional subjects that will foster and deepen their personal interests. Students will rotate through the following subjects over a two-year period:

The Arts	Design & Technologies
Drama	*Digital Technologies*
Media Arts	*Home Economics*
Visual Art	*STEM*
Music	*Woodwork*
Dance	*Textiles*
	Metalwork

Elective Subjects - Years 9 & 10

Given the opportunity to try a wide variety of subjects in Years 7 and 8, ensures students are well placed to elect subjects of interest and skill in Years 9 and 10. Students are able to choose four elective subjects to study each year.

The Arts	Design & Technologies
Drama	*Digital Technologies*
Media Arts	*Home Economics*
Music	*STEM*
Visual Art	*Woodwork*
	Metalwork
	Graphics
Additional Subjects	
Languages - Japanese	*VET - Certificate II in Engineering Pathways (Yr 10 Only)*
Humanities - Business	

Subject Descriptions

Digital Technologies

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities. Students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.

Design and Technologies – Graphics

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

Design and Technologies – Home Economics

Home Economics encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, human development and relationships and living environments. Students will learn a variety of food preparation skills across various forms of cooking methods and cuisines.

Design and Technologies – STEM

STEM is a subject that connects four areas of study; Science, Technology, Engineering and Mathematics. This subject has been designed to include the practical elements of the design process with the use of mathematics and science to solve real-world challenges and problems.

Design and Technologies – Woodwork

Discover the exciting and creative world of working with timber. Students learn how to use hand tools and selected power tools. The course begins with the fundamentals of woodwork, such as cutting, measuring, and joining methods. Students will use Sketch up (a commercial software application for 2D designs) to create their designs and produce an independent project. The subject provides solid foundation for careers in industrial design and construction, drafting and architecture.

Design and Technologies – Metalwork

Explore the tactile world of working with metal. Students learn how to use hand tools and selected power tools. The course begins with the fundamentals of metal work, such as cutting, measuring, joining and welding methods as well has how to bend and form metal. Students will use Sketch up (a commercial software application for 2D designs) to create their designs and produce an independent project. The subject provides a solid foundation for careers in industrial design and construction, boiler making, drafting and architecture.

The Arts - Dance

In Dance, students identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through dance. Students choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent. They choreograph and learn dances, and perform them with confidence and clarity, and with technical and expressive skills appropriate to the dance style.

The Arts - Drama

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them. Students learn to think, move, speak and act with confidence.

The Arts - Media Arts

Students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage in their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

The Arts - Music

Students study and analyse the musical elements to develop an understanding of how music is made. They have opportunities to create their own music in a variety of styles. Practically, students will enjoy making music through singing and playing instruments in both small groups and individually.

The Arts - Visual Art

Visual Arts is divided up into three sections: design work, research and practical work. Students learn about the elements and principles of design and how they are applied. They develop their own designs and document all work. They are encouraged to think creatively and evaluate their achievements.

Languages - Japanese

Japanese language is used to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences. Students sequence and describe events using a range of cohesive devices, and complete communicative tasks that involve planning, performance, collaborative and independent work. They use language more fluently and are able to read and write using hiragana, katakana and an increasing number of kanji in texts.

Humanities - Business

Business Education gives students the opportunities to gain a degree of independence in accumulating and managing finances, making decisions about goods and services, and acquiring legal rights and responsibilities as citizens. Students studying business will integrate effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters with their Christian faith. In addition, students will also learn how to follow their passion, look for opportunities, and apply their innovative thinking by investigating and learning from some of the world's most successful entrepreneurs. Equipped with these skills, students will work in small groups to create their own businesses at Market Day, a lunchtime event where they set up stalls and sell their products to students. Developing and operating their business will foster foundational skills in market research and marketing, developing brand recognition, budgeting and finance. This course will ultimately help shape our future generation into God-focused and financially savvy entrepreneurs.

VET - Certificate II in Engineering Pathways (Year 10 only)

The MEM20413 qualification first lays the groundwork, introducing students to the foundations of engineering and manufacturing – including the correct use of hand and power tools, appropriate understanding of PPE and proper welding techniques. Students then apply this foundational knowledge in a variety of engaging and practical projects.

The qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment. The completion of this certificate course will provide students with 4 credits towards their QCE. In addition, the pathway will be open for students to study the Certificate III in Aviation in Years 11 and 12.

Co-curricular Activities

All students participate in a range of co-curricular activities that complement the curriculum and personal development.

- Personal Development Education: Christian Living, Life Skills Education, Team Building, Character Education
- Sporting Endeavors: Sport & Recreation, House Competitions, After School Sports, Sports Carnivals – Swimming, Cross Country & Athletics, Interschool Sport, District & Regional Sport, Gala Sports Days
- The Arts Endeavors: Musicals, choir, and band
- Spiritual Development: Chapel
- Yearly Camp Program
- Subject specific Excursions & Incursions
- Culture Building: College Community Events