



WHITSUNDAY CHRISTIAN COLLEGE

26 Paluma Road, Cannonvale



2023 Middle School Information Guide

Middle Phase Year 7 – Year 9

At Whitsunday Christian College, we count it a privilege to be involved in educating children and young people. In Middle School (Years 7 – 9) 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 Year 9, 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
<i>English</i>	<i>English</i>
<i>Mathematics</i>	<i>Mathematics</i>
<i>Accelerate</i>	<i>Accelerate</i>
<i>Science</i>	<i>Science</i>
<i>Social Studies</i>	<i>Social Studies</i>
<i>HPE – Health & Physical Education</i>	<i>HPE – Health & Physical Education</i>
<i>Biblical Studies</i>	<i>Biblical Studies</i>
<i>Languages– Japanese</i>	

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.

Accelerate

Accelerate is a subject that allows time to provide targeted support and extension across literacy and numeracy. This subject aims to accelerate students in areas of need and strength, facilitating personalised support and learning.

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.

Social Studies

Through a study of Social Studies, 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 Social Studies 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

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.

Additional Subjects – Year 7 & 8

Year 7 is an important transition year 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
<i>Dance</i>	<i>Digital Technologies</i>
<i>Drama</i>	<i>Home Economics</i>
<i>Media Arts</i>	<i>STEM</i>
<i>Music</i>	<i>Woodwork</i>
<i>Visual Arts</i>	<i>Business – Project Based Learning</i>

Additional Subjects – Electives Year 9

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
<i>Dance</i>	<i>Digital Technologies</i>
<i>Drama</i>	<i>Home Economics</i>
<i>Media Arts</i>	<i>STEM</i>
<i>Music</i>	<i>Woodwork</i>
<i>Visual Arts</i>	<i>Metalwork</i>
	<i>Graphics</i>
Other	
<i>Japanese</i>	
<i>Sports Performance</i>	

Students also participate in:

- Home Class: Christian Living, Life Skills Education, Team Building, Character Education
- Sport: Sport & Recreation, After School Sports, Swimming Carnival, Athletics Carnival, Cross Country Carnival, District Sport and Interschool Sport, House Competitions.
- Chapel
- Camp Program
- Subject specific excursions

Elective Descriptions

Design and Technology – 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 Technology – 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 Technology – 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 Technology – 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 Technology – Woodwork/Metalwork

Discover the exciting and creative world of working with timber and metal. Students learn how to use hand tools and selected electric tools. The course begins with wood and metal theory and joining methods before students undertake individual projects. They use AutoCAD (a commercial software application for 2D and 3D computer-aided design) to create their designs and produce actual models using 3D printing. The subject provides a solid foundation to careers in industrial design, architecture, drafting and web design.



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.

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.

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.

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.



Visual Arts

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.

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.

Sports Performance

In Sports Performance, students learn to apply more specialised and complex movement strategies and concepts in different movement environments. Students examine the role of physical activity, outdoor recreation and sport in the lives of Australians and investigate how this has changed over time.

Business (Year 7/8 Elective and part of Year 9 Social Studies)

The study of Business is an important one in this day and age. This course allows students to become familiar with the world of business in consumer choice, personal finance, promoting and selling, the law and running a small business. Students engage in both theoretical and practical learning experiences to assist them in developing an awareness of business.

