

# Curriculum Guide 2012

## Elsternwick Campus

Middle Years 7, 8 & 9



**WESLEY COLLEGE**

MELBOURNE AUSTRALIA

SINCE 1866

*A True Education*





This curriculum guide provides students and parents with details of the courses on offer in the Middle Years at the Elsternwick campus of Wesley College, Melbourne in 2012.

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# Vision Statement



**WESLEY COLLEGE MELBOURNE**

**UNITING CHURCH IN AUSTRALIA**

A world class coeducational independent school

developing the whole person

through

timeless principles of learning –

to know

to do

to live with

to be

with innovation and wisdom.

**adapted from UNESCO**

# Core Values Statement



**WESLEY COLLEGE MELBOURNE**

**UNITING CHURCH IN AUSTRALIA**

A world class coeducational independent school

whose distinctive ethos

values

- The individual talents and worth of each in its community
- An open entry policy and achievement of personal best in all areas
- A diverse, balanced curriculum, enabling students to excel academically
- Openness and creativity
- Care for the emotional and social well-being of everyone in its community
- A broad understanding of human and cultural diversity, nurturing commitment to social justice
- Spirituality, embracing Christianity and other faiths
- Its history and traditions

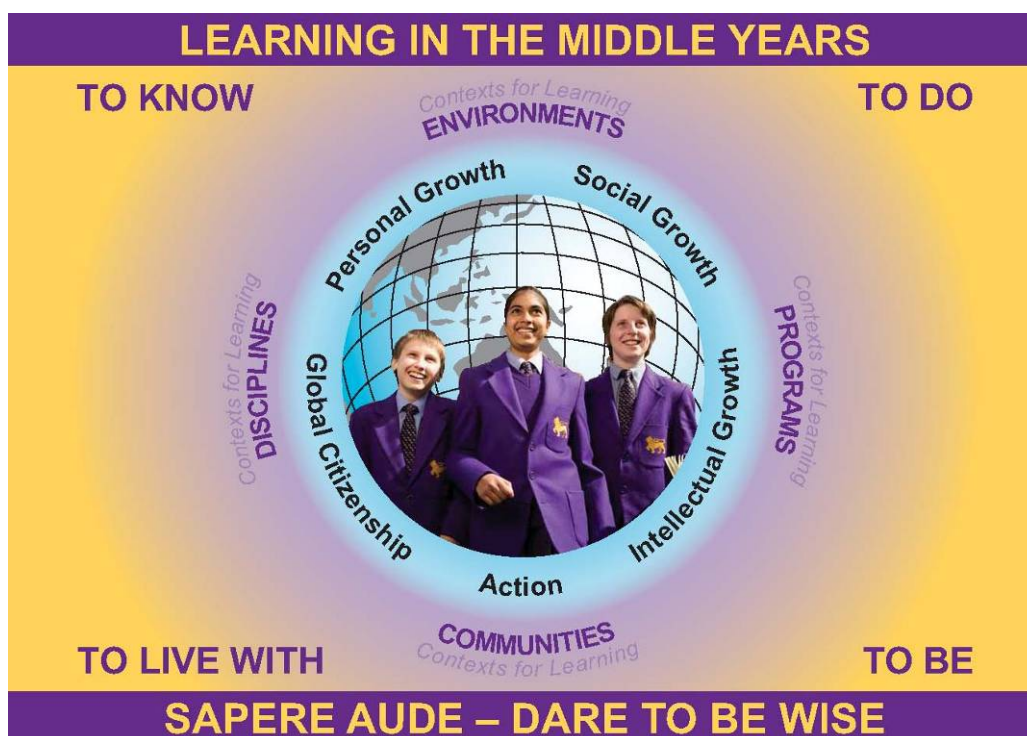
## Learning In The Middle Years

The middle years can be a significant phase of personal, social and intellectual growth. It is a time when students shape and develop understanding of their identities, build relationships in the immediate community of their peers and find their place in the wider world. Along with an increasing sense of independence as learners and as young people, they are beginning to develop an awareness of their responsibility towards others.

Relationships with peers and with teachers become increasingly important for learning during these years. These attributes of the adolescent years are best engaged by pedagogical strategies that emphasise individual exploration, collaboration and group work. At the same time, increasing independence means that students also learn to take on individual challenges and delight in extending their skills and their thinking.

The Wesley College middle years curriculum provides opportunities for adolescents to learn and grow in ways that acknowledge and respect this special phase in their development. It is underpinned by the four timeless pillars of learning: *to know*, *to do*, *to live with* and *to be*, and is aimed at encouraging students to live the school motto: *Sapere Aude* - “Dare to be wise”.

In addition to fostering conventional discipline knowledge and intellectual growth, the curriculum places great emphasis on the students’ engagement, and their spiritual, emotional and social growth. The curriculum includes academic and pastoral programs, Wesley at Clunes, Education in the Outdoors and cocurricular opportunities, including music, theatre, and sports.



# Learning In The Middle Years Model

## The Core

The core of the model symbolises a holistic understanding of learning, which encompasses the students' understanding of themselves, their relationships with others and their place in the world.

## Key Elements

There are five key elements that are developed within the curriculum. These constitute the focus of learning with each of the specified contexts and ensure a comprehensive, well rounded curriculum in the middle years. The five key elements are described in greater detail below.

**Personal Growth** focuses on building the knowledge, capacities, skills and dispositions for physical, social, emotional, academic and spiritual development. It promotes awareness of self and harmony within the physical and social environment. It supports an understanding of personal wellness, and a commitment to healthy habits, attitudes and lifestyle.

**Social Growth** focuses on developing the capacity to interact positively and value relationships with individuals and communities. It encourages the development of responsibility, compassion and community involvement.

**Global Citizenship** emphasises the interdependence of societies and our responsibilities as citizens of a global community and equips students with the ability to make informed decisions and take responsible actions.

**Intellectual Growth** views intelligence not as a fixed and innate capacity, but as the development of a learnable set of attitudes and dispositions that students need for lifelong learning, problem solving and decision-making.

**Action** is building the capacity to engage in individual and collaborative work that applies past learning to new situations. It provides students with opportunities to reflect, choose and act on issues of importance and to take positive and responsible steps in strategically solving these.

## Contexts for Learning

Learning is especially purposeful when situated in meaningful contexts. Experiencing the world in a variety of contexts promotes the development of different understandings, different perspectives and different ways of learning. The contexts of learning in the middle year's model include: Environments, Programs, Disciplines and Communities.

## Middle Years Student Profile

The following student profile describes timeless qualities that are internationally recognised as important for individuals and groups. The middle years Student Profile has been created by combining attributes and dispositions from the International Baccalaureate Learner Profile, and from the work of Ron Ritchhart, “Cultures of Thinking,” Harvard University. These attributes and dispositions encourage positive relationships with members within and beyond our community as well as equip our students with effective, lifelong learning strategies and tools.

<b>Balanced</b>	Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Communicator</b>	Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Curious</b>	Students look beyond wonder and meaningfully search for the interesting and puzzling in the everyday.
<b>Empathetic</b>	Students show compassion, respect and understanding towards the needs, behaviours and feelings of others. They have a personal commitment towards seeking to understand first and to make a positive difference in the lives of others and the environment.
<b>Open-minded</b>	Students are open to opportunities and approach new situations with confidence, courage and spirit. They have the capacity to understand various perspectives and not to be rigid in their thinking. They have an appreciation and understanding of the values and cultures of individuals and communities and are willing to grow from experience.
<b>Principled</b>	Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and consequences that accompany them.
<b>Reflective</b>	Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
<b>Sceptical</b>	Students probe below the surface of things; look for proof and evidence and do not accept things at face value. They take an active stance toward new information rather than passively accepting it.
<b>Strategic</b>	Students move towards efficiency: being planned, anticipatory, methodical and careful in their thinking.
<b>Truth seeker</b>	Students weigh the evidence, consider its validity, build theory and then test the theory by looking at counter evidence and alternative explanations. They examine things more closely using strategies such as looking for connections, exploring applications and consequences, pushing ideas to the limit, pulling ideas apart, contrasting one idea with another and building explanations.

*Adapted from the: International Baccalaureate Organization Learner Profile (2006)  
Ron Ritchhart's Dispositions (2002)*

## Middle Years Curriculum Offerings

Students in the Middle School undertake a range of core subjects which are complemented by a module program at Year 7 and an elective program at Years 8 and 9. Students complete four compulsory modules in Year 7, and have a choice of electives in Years 8 and 9.

<b>Core Subjects</b>		
<b>Year 7</b> English French or Japanese Health Humanities Instrumental Music Mathematics Physical Education Religious Education & Ethics Science Education in the Outdoors	<b>Year 8</b> English French or Japanese Health Humanities Mathematics Physical Education Religious Education & Ethics Science Education in the Outdoors	<b>Year 9</b> English French or Japanese Health Humanities Mathematics Physical Education Religious Education & Ethics Science Wesley at Clunes
<b>Modules</b>	<b>Elective Subjects</b>	
<b>Year 7</b> Visual Arts Dance Drama Food Technology Media Studies Music A	<b>Years 8 and 9</b> Architecture 2D and 3D Studio Art Commerce Creative Writing Dance Drama Food Technology Literature Media Studies Music A Photography Religion & Philosophical Inquiry Science Extension Sport Extension Textiles Visual Communication	

*(Details correct at time of publication)*

## Pastoral Care Curriculum

The pastoral care curriculum undertaken in Years 7, 8 and 9, is underpinned and strengthened by the relationship formed between the student and the homeroom teacher. It is premised on the belief that young people learn and grow best when they are healthy, safe and happy. The main themes addressed across Years 7, 8 and 9, are relationships and community, organisation and self-management, goal setting and leadership, and resilience.

The Year 7 pastoral program aims to promote a sense of belonging and connection. Through a series of social and interpersonal experiences, students are welcomed to the campus and to the College. Students discuss effective communication skills and ways of developing strong, interpersonal relationships. They look at strategies for dealing with personal issues including bullying and being resilient. Throughout the year, students are encouraged to develop and maintain strong organisational skills and study habits to assist their learning. Self-management is encouraged and discussed, and examination preparation skills are introduced.

The Year 8 pastoral care program continues to build on many of the key themes introduced in Year 7, while also assisting and encouraging students to take on school leadership roles in Year 9. Different social relationships such as friendship are explored from a variety of perspectives, with social skills, peer interactions, respect

and conflict resolution all addressed as areas of focus. Students spend time reflecting on the best ways to manage their learning, including setting goals and preparing for examinations.

In Year 9, the pastoral care program continues to develop the themes of relationships and community, organisation and self-management, goal setting, leadership and resilience. In particular it fosters the students' sense of community through the concepts of belonging, leadership and service. Students continue to develop their self-management and study skills, and are increasingly encouraged to take responsibility for their learning and their actions. Transition to Senior School is discussed and supported.

## **The Arts**

### **Dance Year 7**

In Year 7, Dance is a semester long offering for all students. Dance is the language of movement and it enables the realisation that the body is an instrument of expression. Students participate in practical classes with a focus on safe dance practice and moving in correct anatomical alignment. Through practical workshops, this study aims to increase students' awareness and understanding of choreographic devices, as well as dance concepts and spatial design.



Students are encouraged to express their feelings, thoughts and ideas through movement, and use their knowledge of dance design to create original works and reflect upon the dance making process. Students will be exposed to a variety of dance styles, thus placing movement within a cultural context.

### **Drama Year 7**

In Year 7, Drama is offered as a term based module. Students participate in drama activities focusing on voice, mime, improvisation and on building movement skills. Students are encouraged to use their ideas to express themselves in a variety of modes. They have opportunities to work both collaboratively and individually throughout the Drama making process. Students conclude this unit with a group devised performance piece.

### **Drama Years 8 & 9**

Drama in the middle years provides students with opportunities to become involved in all aspects of drama in performance, from mime, mask, puppetry, movement, circus skills and street theatre, to role-playing and characterisation, rehearsal of scripts, theatre sports, improvisation, play building and performance. Opportunities are also provided for students who enjoy the technical aspects of theatre, including sound, lighting, set design, costume and backstage assistance. Drama students frequently enjoy the collaborative thrill of performances on the campus stage in front of an audience of parents and peers. Being involved in the making and creating of drama is a unique and exciting way for students to better understand themselves and their world.

## Dance Years 8 & 9

In Years 8 and 9, Dance forms a part of the elective block and is designed to develop an understanding of the body as an instrument of expression. Students do not require any previous dance experience to participate in this elective.

The exploration of creativity through dance enables students to express individual and unique responses to a range of topics. Focusing on both the practical and theoretical understanding of the choreographic process, students engage in improvisation, critical aesthetic analysis, group work and rehearsal, whilst guided by the elements of movement composition to communicate with an audience. Ultimately, immersion in the composition process affords students a greater understanding of dance as an art form. Students are exposed to a variety of dance styles including Jazz, Funk, Classical, Latin, Contemporary and Folk. Students are encouraged to work in small groups to develop and present short compositional works based on a particular style. Technically, students focus on safe dance practices, correct body alignment, movement dynamics as well as developing an awareness of their own movement range and potential. This elective should suit students who would like to learn more about particular styles of dance and gain a better understanding of the origins of those styles.

## Instrumental Music



All Year 7 students participate in practical, experiential and theory based music programs designed to develop a love of music and a sense of joy through participation in musical activities. Students develop their artistic and musical intelligence, which means understanding what it is to think and act musically. Practical music skills are taught and students become acquainted with a wide repertoire of vocal and instrumental music of many periods and styles. In addition, private tuition is available for students in the following:

- Violin, viola, cello, double bass
- Flute, clarinet, saxophone
- Percussion: orchestral/contemporary/drum kit
- Piano
- Guitar: acoustic, electric, bass guitar
- Trumpet, trombone, French horn, euphonium, tuba
- Voice classical/contemporary
- Music Theory

Students have the opportunity to join one of the ensembles and/or performance groups on the campus.

## Advanced Music Studies (Music A)

Students with a strong commitment to and interest in music require special provision. At Elsternwick a unique opportunity is provided for such students to realise their considerable potential whilst maintaining their capacities to develop other curricular and cocurricular interests. Five fundamental areas of music are studied: Performance: solo, small and large ensemble; Music Theory; Composition; Music History and Analysis; and Aural Training. The Advanced Music



Studies (Music A) program is open to all students; however, potential students will be assessed by audition and interview (with parents) to ascertain the suitability of the program for the student. Advanced Music students will be expected to participate in campus and College music ensembles as part of their cocurricular life throughout their school career.

## Visual Arts

At Year 7, students undertake visual arts subjects including Two Dimensional (2D) Art and Three Dimensional (3D) Art. Students develop a range of skills as they select appropriate arts elements, to analyse form and manipulate space. Students employ a range of presentation skills during both the creation and display of their end products. Art criticism and aesthetic understanding are explored through various topics and self-evaluation of completed units.



In Years 8 and 9 students may select a visual arts subject as part of the elective program.

In 2D and 3D Studio Art, students are encouraged to develop and explore ideas using skills, techniques and processes, as well as the use of design in a creative manner.



Students broaden their 2D and 3D experiences, exploring Art styles and movements ranging from the Renaissance to Pop Art. They work with a range of visual mediums which may include: painting, mixed media, ceramics, stencil graffiti, textiles, drawing, collage, sculpture, mask making, printmaking, photography, mosaics and construction.

## Architecture

In the Architecture elective, students explore the relationship between the purpose of built form, its design and the message it actually conveys. They explore key buildings in their neighbourhood and view and critique cutting-edge architecture from around the world. Elements of good design are introduced. The course aims to provide inspiration and stimulate creative thinking, while introducing skills including technical drawing and basic design principles.

By applying these elements to a range of design projects, students have the opportunity to model key steps in the design process. They create unique design concepts, develop and resolve their ideas, produce technical drawings to communicate their vision, and present their finished designs to a panel.



## Commerce

The Commerce elective, offered in Years 8 and 9, investigates the notion that the world's resources are not equally distributed, and that people, businesses and governments attempt to meet their needs and wants by making optimum use of these limited resources. Commerce further examines the influence of the legal system, the economy, domestic and international political systems, and global environments on the decisions made by these groups. In Commerce, personal growth is achieved as students extend their knowledge from the unknown to the known and become more aware of their rights as individuals, and of their responsibilities as global citizens. Social growth is achieved through participation in discussion, collaborative research and by working in small groups to establish and manage a small company.

## Creative Writing

The Creative Writing elective at Years 8 and 9, offers students the opportunity to explore and develop their creative writing skills. The writing formats offered cover traditional story telling, plays and poetry. The elective is run as a series of workshops in which students exchange ideas for writing, develop conference drafts and act as peer editors. Inspiration for writing is found through existing texts (stories, anthologies and poetry), and through visual media (paintings, posters, sculptures and photography). Where possible, these are introduced through visits to the National Gallery of Victoria, the Australian Centre for the Moving Image and through art and photographic exhibitions.

Writing across the genres is encouraged; however, students are able to explore their preferred genres, for example, drama, horror, science fiction, action and romantic fiction in their writing. Students work towards producing their own writing folio. Depending upon their area of passion, this may include an anthology of poetry or short stories, a travel journal, a series of sports magazine articles or a short novel.

## English

As the primary source of communication, language encourages personal and social growth through the sharing of experiences, views and values. In studying the English language, we learn to empathise with, inspire, and influence others. English in Years 7 to 9 is both challenging and engaging. The course has two principal aims:

- Firstly, to strengthen the students' oral and written language skills, and thus their ability to purposefully manipulate language. This is achieved through ongoing participation in demanding and explicitly-taught language activities, where correct grammatical structures and effective language use are modelled
- Secondly, the course aims to develop student awareness of the cultural and historical legacy inherent in language, and of its effectiveness as a vehicle for sharing ideas and experiences. This is achieved through exposure to a broad range of contemporary and classical, oral, visual and written texts. Texts are purposefully selected to reflect the developmental and intellectual needs of the students, and to provide the stimulus for student creativity, reflection and inquiry



In reading and responding to texts, students develop a greater understanding of themselves and of the influence of culture and tradition on the human experience.

Through exposure to ever-widening contexts, students develop clear and precise skills in speaking, listening, reading, writing and viewing, as well as gaining knowledge and understanding of language forms, features and structures.

## English as a Second Language

The English as a Second Language (ESL) program aims to support students from language backgrounds other than English. The program focuses on developing the skills students need to participate effectively in mainstream classes, and on assisting them to become active members of the school community. Emphasis is placed on improving literacy and communication skills, as well as developing effective learning strategies.

## Food Technology

Food Technology forms part of the module program in Year 7 and the elective program in Years 8 and 9. It is designed to stimulate a greater interest in food and to encourage students to see the importance and fun associated with food skills. A knowledge of food, cooking and food technology can empower students to make informed decisions as to what they eat and drink. Food is central to our lives and discovering different foods and how to prepare and cook them is an important life skill.

In a multicultural society, sharing food and discovering the delights of dishes from other countries, is a wonderful way to get to know and embrace other people and their ways of living.



## Health

The study of Health develops in students an awareness of how they fit within their family, peers and society. Developing a sense of honesty and trust with the teacher is an integral feature of what makes this “life component” of the school curriculum critical. Trust, meaningful discussions and role-playing help students to develop an awareness of the consequences of the different range of choices young people face.

## Humanities



Humanities in Years 7 to 9 involves the study of human societies and environments, people and their cultures in the past and the present. Humanities provides a framework for developing in students the key ideas and concepts that enable them to understand the ways in which people and societies have organised and made meaning of their world.

Humanities provides an opportunity to understand how and why groups of people have settled where they have, organised their societies, developed means of generating and distributing wealth, developed codes, laws and belief systems, related to other groups of people and interacted with their physical environment.

Humanities encourages use of research skills and inquiry processes. Students learn to plan an investigation and ask key questions. They question and analyse a range of data and sources including artefacts, photographs, maps, stories, special events, interviews, site visits and electronic media. They form conclusions supported by evidence and present information in a variety of ways.

## Languages Other Than English (LOTE)

In studying other languages students become more aware of their place in the global community. They develop cultural awareness through participation in a range of cultural celebrations, historical and socio-political enquiries, and activities such as visiting restaurants and preparing food from the country of the target language. In learning new vocabulary, language patterns and idiomatic expressions, students become more confident participants in the language classroom and begin to make important connections between language, culture and history.

In Years 7 to 9, students choose to study either French or Japanese; French as a beginning language; Japanese as a beginning or continuing language from the primary years. The study of language forms part of the core curriculum and students undertake examinations at each year level. A range of teaching strategies, including the use of learning technologies, supports student learning as they progress from beginners to intermediate communicators in written and spoken forms of language.



## Literature

Through the study of plays, novellas, novels and poetry, the literature elective exposes students to a range of literary styles and settings. In reading, interpreting and discussing texts, students identify the common themes across genres and text types, begin to recognise literary conventions and appreciate the role of literature as both a mirror of, and a commentator on, the universal human condition. The elective offers preparation for further literary studies in the senior years.

## Mathematics

Mathematics forms part of the core curriculum in Years 7, 8 and 9 and has a twofold purpose. It is a set of tools for viewing and describing the world. It is also a challenging, demanding and intellectually rewarding discipline. At the heart of Mathematics is the study of patterns: recognising, describing, recording, applying and communicating them.



The aim of the course is to develop and extend students' range of skills and strategies for mathematical thinking and reasoning. Students are encouraged to work individually and in groups, to see, feel, think, discuss, investigate, visualise, rehearse, ask questions, and engage in a variety of strategies to enrich and enhance their learning and to develop higher order thinking.

The material covered leads students to develop a framework of skills and understandings in the content and process strands. The content strands are Number, Space, Measurement, Chance and Data, and Structure. The process strand “Working Mathematically” underlies all set work, with emphasis placed on conceptual development, problem solving, use of appropriate tools (pen and paper, calculator, computer), and applying skills in context.

## Physical Education

Physical Education is closely linked with Health as they both have far reaching influences on the well-being of the individual. Physical Education, using body movement as the medium for learning, is concerned with the development of attitudes, knowledge and skills that are related to health, fitness, recreation and the quality of life. The Year 9 course has a recreational component that helps to develop life skills and a non-competitive appreciation of physical activity. Students experience activities that are both physically and mentally challenging and that are rewarding and may be an interest for the rest of their lives.



## Religious Education and Ethics

Religious Education and Ethics (REE) provides programs of selective study and inquiry into the beliefs and practices of the major world religions, with particular emphasis on the Christian tradition.

Year 7 introduces the idea of religion as a spiritual search for meaning. During this unit of study, emphasis is given to the way in which religions use myths and stories, symbols, sacred sites, rituals, beliefs and human experience to articulate the search for meaning.

Year 8 is an introductory course to the ways in which different religious traditions express their understanding and relationship to current social issues through the study of ethics. Students are taught to frame and apply ethical arguments in the light of religious and philosophical thought.

Year 9 considers the ways in which religious beliefs can impact on critical issues in daily life. These include power and powerlessness, peace and conflict, wealth and poverty, justice and injustice.

## Religion and Philosophical Inquiry Elective

The elective Religion and Philosophical Inquiry is an introductory course to some of the fundamental problems of human existence that have engaged philosophers and theologians throughout the history of Western civilisation. Students gain an understanding of the arguments and tools of inquiry that are used by the disciplines of Religion and Philosophy when addressing the following questions:

- How are we to live?
- Is freedom possible?

- Who am I?
- Should philosophers rule human communities?
- What is the nature of ultimate reality?
- What is the difference between mind and consciousness?
- How do we come to know?

## Science

Science involves satisfying the curiosity associated with being human to help us explain why the world is as it is, and to question our place in it. Learning science and its methods of investigation encourage students to develop a spirit of inquiry, assisting them to be open-minded, objective, creative and critical thinkers. Science combines both discovery and explanation to produce scientifically and technologically literate citizens.



The strong links between the development of human culture and science allow us to bring together the past, the present and the future. The dynamic role of science in social and technological change needs to be considered in any future progress. A complete understanding and appreciation of universal phenomena allow us to make decisions in an ethical and environmentally sustainable manner.

## Science Extension

“Learning by doing” is the best way to describe the Science Extension elective. Students in Years 8 and 9 develop their curiosity, interest and passion for science by applying their knowledge to a range of building projects, investigations, student challenges and practical tasks. The result is a hands-on, fun approach to scientific and engineering problems, where students have a degree of choice with what they may investigate.

## Sport Extension

Sport Extension is an exciting, innovative, high-performance training study that focuses on many forms of sports conditioning, fitness assessment and analysis, planning, skill acquisition and First Aid. It is offered as an elective study and is an extension of the Physical Education program.

The subject is based on the seven principles of exercise - progression, regularity, overload, variety, recovery, balance and specificity. These principles of exercise are explored through cross training and a variety of activities that place students out of their comfort zone.

The scope and variety of activities range from:

- Speed work: sprinting, resistance running, power exercises
- Strength: weights, core strength, boxing, beach work
- Aerobic fitness: bike riding, running, swimming, run/swim combination
- Agility: hurdle bounding, agility ladder, circuits, balance boards
- First Aid: theory and practice

## Visual Communication

The Visual Communication elective in Years 8 and 9 aims to give students an introduction to the conventions, techniques and products that are central to this field of design. Students explore a variety of materials and processes as they work through solutions to set design briefs. Students design and produce the products that surround them in everyday society such as posters, product packaging, covers and advertisements. Students use traditional media as well as new media to create solutions to design tasks.

## Photography



In the photography elective, students work with both traditional manual technology and contemporary digital media. They learn foundation skills in shooting and printing basic black and white photographs, and applications of digital technology. Starting with how to take an effective photograph (framing, composition, etc) through to printing the final result in our dark room, students become competent in using enlargers, filters, aperture settings, exposure time and the safe use of chemicals. Within the digital component of the course, students use imaging software programs such as Adobe Photoshop CSIII and Paint Shop Pro7, to create and manipulate images. The digital medium provides students with the opportunities to take existing images to exciting new places.

## Textiles

The Textiles elective, available in Years 8 and 9, offers students the opportunity to participate in a wide variety of hands-on experiences while working with a range of textile materials. The course has a strong practical focus with students learning skills in hand sewing, machine sewing, embroidery, beading and appliqué. They also investigate and experiment with methods to dye and manipulate fabrics. To practise these techniques, students design, plan, create and evaluate products such as soft toys, purses, bags, home furnishings, fashion accessories and apparel. The creation of these projects requires students to make calculated decisions about materials, tools and techniques in order to produce products that have an aesthetic and professional finish.

## Individual Needs

Classroom programs cater for individual differences. The Individual Needs team provides support to meet the learning needs and maximise the potential of identified students. Students with specific learning difficulties are catered for by specialist staff. Close collaboration with the classroom teacher encourages student engagement and acquisition of academic and social skills. This supportive environment enables students to capitalise on all learning experiences.

## Assessment

Assessment is an ongoing process concerned with gathering information about the student's competencies, not only focussing on what has been achieved, but also on how the student has gone about that learning. Assessment is used to encourage and improve learning. It is also a powerful tool that teachers use to inform their own practice.

As a collaborative process, assessment includes information and input from students, parents and teachers. Students need to know how well they are achieving and how best they can improve. Parents need to know how well their children are progressing. Teachers are concerned with how well each student is doing and how well the program is succeeding.

It is important to realise that not all students learn in the same way and at the same pace. Different assessment techniques are used to cater for various learning styles and to provide a rich profile of student learning. Each student in the middle years is expected to compile a Learning Portfolio. The Learning Portfolio is a collection of student work designed to show growth, effort and achievement in each subject. Assessment at Wesley College values the process of learning and aims for consistency in the interpretation of student achievement.

Assessment types include *formative* and *summative* assessment. *Formative* assessment is used to improve student learning. It is ongoing and continually provides feedback to students with regard to their learning and achievement. This type of assessment often includes observations made during classes, self and peer assessment, performance and pre-teaching diagnostic tests. *Summative* assessment determines the level of mastery or performance at the end of a course or unit of work. This type of assessment includes end of semester examinations, tests or assignments encompassing a range of activities.

The overall achievement level obtained by students is a culmination of both formative and summative modes of assessment. Students also participate in the National Assessment Program – Literacy and Numeracy (NAPLAN) which is a set of national tests that provide information on how students are progressing against national benchmarks and support improvements in teaching and learning.

## Reporting

Reports are intended to be constructive and as helpful as possible, recognising that they should be the basis for ongoing action at home and at school. The purposes of reporting is to communicate information gathered through assessment and to make recommendations for learning. This is a shared process between teachers, students and parents/ guardians.

Reporting occurs at the following times:

- Interim Reports are provided halfway through Term 1 and at the end of Term 3
- Parent, teacher, student interviews are held after the interim reports so that goals can be set and works habits reviewed



- Summative Reports are written at the end of Semester 1 and 2
- Phone calls and/or email between teachers and parents/guardians as required

At the end of each semester, students receive a written comment which outlines the child's progress, an overall grade, and an assessment on the following work habits:

- Organisational skills: ability to complete work and meet deadlines on homework and class work
- Interest and engagement in the subject
- Independent work and use of learning opportunities

Individual Learning Areas also highlight specific assessment tasks, which are graded from A to E.

Reports, along with parent-teacher interviews, provide a formal record of a student's developing academic ability and progress. Students are expected to attend and participate actively in these interviews.

## Homework and Study



As teachers and parents, we sometimes hear the comment, "I've got no homework." If you hear this, do not assume that homework has not been set. Homework may take many forms. It may be the completion of all set class activities or set project work, reading, studying for tests or exams, or regular practice for cocurricular activities, eg musical instruments. Homework is an integral part of learning as it is a necessary strategy for consolidation,

further reflection and an opportunity to clarify new knowledge, skills and understanding. The focus should be on the quality and not quantity of homework.

Students should spend time each week planning and organising upcoming events, tasks and commitments. Parents are encouraged to take an active interest in the way their child is completing homework and study tasks. This could involve helping set a suitable work environment, encouragement regarding disciplined use of time and minimising distractions. If your child is having difficulties, it is important that they contact their relevant teacher or tutor.

## Library Services

The Library works to support students, staff and the Wesley community with Library Services and resources. The Library offers a range of programs to support learning, reading and information literacy across the College. The Library provides a wide range of electronic resources via the College portal (<https://portal.wesleycollege.net>) which include online encyclopaedias, newspaper databases, streaming video services web-links, topic guides, e-books and style guides. Most of these can be accessed from home.

Reading programs, "Fanclubs" and "Reading for Real" are Wesley College Library reading programs designed to enable students to discover and explore different genres

and develop the habit of life long reading. These programs are supported by a website and reading lists. You can also find these on the portal:

<https://portal.wesleycollege.net>

The Library offers sessions to teachers and classes to support the reading programs. Students are welcome any lunchtime, recess, before and after school to come and read, borrow books and speak with library staff.

The librarians also provide training and assistance with using resources or services as needed. Librarians work closely with teachers to select resources, both online and in print, to support the curriculum and student needs, and will work one-on-one with students to support learning.

Middle School students are also able to borrow digital cameras to extend their project work, and are fully supported by staff to make videos and present digital material in their projects.

## **Information Communication Technology**

We live in a world increasingly driven and informed by Information and Communication Technology (ICT). To understand and to use these technologies are now essential skills in contemporary society. ICT can be used to support and enhance the acquisition of knowledge and skills in all areas of a school's curriculum.

Wesley College believes that this technology is important to education, and that its most effective role in the classroom is in the support and enrichment of existing curriculum. This is why ICT is integrated into each subject area at Wesley College, and not taught as an individual subject.

To best aid learning, ICT provisions are made for each student through our notebook computer program. Students from Year 5 onwards are leased a notebook computer, on which they create work, research, interact and communicate. The College provides a comprehensive range of software programs designed to facilitate learning across subject areas. Students are given many opportunities to use these in class.



The notebook program is supported by many other learning technologies on campus, most notably (but not confined to) classroom interactive whiteboards, classroom desktop computers and audio visual equipment.

## **Wesley at Clunes: Year 9**

The Clunes campus, with its emphasis on practical involvement and social interactions, is a key part of learning in the adolescent years at Wesley. The Clunes Residential Program lasts for eight weeks.

Wesley at Clunes provides young people with the opportunity to learn about themselves, the wider community and our Australian culture in the unique setting of a small Victorian country town where gold



was first discovered in 1851. Today, Clunes is a small community with a population of around 800. Clunes is about an hour's drive from Melbourne. The activities and the environment of Clunes provide a unique opportunity for students to discover and develop their identity, and to experience at first hand the inherent responsibilities and relationships of young adulthood in the world outside the family.

The Clunes vision strives for a balance between the search for understanding, the acquisition of knowledge and skills, the development of attitudes and values and the opportunity for practical and reflective action that will increase the transformational capacity of the individual. The dimensions of learning at Clunes involve students in, and prepare them for:

- Active and responsible participation in diverse communities
- Consciousness and responsiveness towards relationships
- Actions to promote personal health and well-being
- Actions to develop problem solving capacities and strategies
- Acknowledgement and understanding of cultural and intercultural values and beliefs within a community
- Appreciation of social justice issues and the facilitation of change
- Ethical and moral decision-making and action
- Contribution to community (local and global) awareness and sustainability
- Understanding and acknowledging the different issues that face communities of varying sizes
- Opportunities in the world of work, leisure and other life contexts

## **Education in the Outdoors**

Wesley College actively blurs the boundaries between the walled classroom and the wider world. The Clunes experience, cultural exchanges and Education in the Outdoors all represent different ways of experiencing and learning directly about the world. The experiential nature of these programs has an impact that vicarious and virtual learning simply cannot provide. The primary role of Education in the Outdoors at Wesley is to foster a strong sense of identity, place and purpose that links our students to the land they live in, rely upon, and, increasingly, affect.

Students in Years 7 and 8 are required to participate in an annual camp, conducted by specialist instructors and homeroom teachers. While developing recreational skills and encouraging group and team cohesiveness, our programs encourage students to learn about the environment and develop a strong sense of environmental sustainability and responsibility towards each other.

Educational activities, across all our sites and programs are designed to:

- Provide access into our natural world and a personal connection to our unique land
- Build understandings of its character, potentials and problems
- Encourage careful and caring ways of living as a community

From this common direction, each of our campsites constructs a curriculum around what that site best offers.

## **Chum Creek Camp: Year 7**

Chum Creek is a bush property of 130ha at the foot of the Great Divide, approximately 80km northeast of Melbourne.

Camps are themed around feeling comfortable with the outdoor environment, understanding ecological concepts, and introducing ways to enjoy the foothills, forests and waterways of the Central Highlands.

## **Lochend: Year 8**

Lochend is a property nestling between freshwater lakes, the sand dunes and seas of the wild west coast. Students enjoy surf, cave and canoeing sessions, and study the human past, present and future of this beautiful coastline. As part of a three-day hike along the Great South West Walk, they take part in ongoing “Coastcare” projects.



## **Cocurricular Activities**

A range of cocurricular activities is offered within the College. Activities are advertised widely in campus newsletters.

At Years 7, 8 and 9, it is compulsory for all students to complete a minimum of two seasons of sport each year (summer and winter seasons) with the option to participate in a third season (spring). The sports program aims to provide fun and enjoyment for all, while enhancing skill and fitness levels for our students. Matches are held on Saturdays, and students train twice per week. The sports currently on offer are: athletics, badminton, basketball, cricket, cross country, diving, football, gymnastics, hockey, netball, rowing, snowsports, soccer, softball, swimming, table tennis, tennis, water polo, and volleyball.

Students are encouraged to participate in all areas of the Performing Arts, for example orchestras, bands, choirs, ensembles, dance groups, school plays and campus musicals.



## **Key Contacts at the Elsternwick Campus**

### **Course details are located at:**

[www.wesleycollege.net](http://www.wesleycollege.net)

*Select* Portal > Teaching and Learning > Curriculum > Middle Years > 2012 Curriculum

### **Questions relating to curriculum should be directed to:**

James Carroll

Middle Years Curriculum Coordinator

Tel: + 61 3 8102 6807

Email: [james.carroll@wesleycollege.net](mailto:james.carroll@wesleycollege.net)

### **Questions relating to Elsternwick campus and pastoral care should be directed to:**

Jacinta Janssens

Head of Campus

Tel: + 61 3 8102 6807

Email: [jacinta.janssens@wesleycollege.net](mailto:jacinta.janssens@wesleycollege.net)

### **Enrolment enquiries should be directed to:**

Admissions office

Tel: + 61 3 8102 6808

Email: [e.admissions@wesleycollege.net](mailto:e.admissions@wesleycollege.net)

# Notes

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