Year 10, 2020
Curriculum Information Night
Thursday, 1st August 2019
Welcome

Ms Andrea Sherwood

Director of Learning
Welcome

Presenting this evening:

Ms Andrea Sherwood – Director of Learning

Mr Tony Ritson – SACE Coordinator and Head of Senior Students

Mrs Wendy Lampard – Curriculum Leader for Modern Languages

Mr Rob McLean – Outdoor Education teacher and Westventure Coordinator
The SACE

Mr Tony Ritson
Head of Senior Students / SACE Coordinator
What is the SACE?

• SACE is short for South Australian Certificate of Education

• A certificate you receive when you successfully complete requirements of the SACE

• *Internationally* recognised

• Helps lead to work, training or further study
The South Australian Certificate of Education (SACE) is designed to enable students to:

1. develop the capabilities to live, learn, work, and participate successfully in a changing world

2. plan and engage in a range of challenging, achievable, and manageable learning experiences, taking into account their goals and abilities

3. build their knowledge, skills, and understanding in a variety of contexts, for example, schools, workplaces, and training and community organisations

4. gain credit for their learning achievements against performance standards.
Compulsory Subjects

- Personal Learning Plan (Year 10) – a full year course
- Literacy (Year 11) – a full year course
- Numeracy (Year 10 and/or Year 11) – a full year course
- Research Project (Year 11) – a semester course

https://www.sace.sa.edu.au/web/research-project
How are subjects assessed?

• In Year 10 and 11 at Stage 1, all subjects are assessed by school (A-E)

• School assessment is moderated in Mathematics, English and the Personal Learning Plan to confirm a minimum C standard.
Senior Mathematics

There are four different Mathematics courses in Years 11 and 12.

- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Specialist Mathematics can only be studied with Mathematical Methods.

*In Year 10 students prepare for these by studying at 3 levels:*
  - Essential
  - Standard
  - Extension
Senior Mathematics

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11 (Stage 1)</th>
<th>Year 12 (Stage 2)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Semester 1</td>
<td>Semester 2</td>
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<tr>
<td>Advanced Mathematics</td>
<td>Mathematics 2 Units</td>
<td>Mathematics 2 Units</td>
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<tr>
<td>Standard Mathematics</td>
<td>General Mathematics 1 Unit</td>
<td>Mathematics 1 Unit</td>
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<tr>
<td>Essential Mathematics</td>
<td>Essential Mathematics 1 Unit</td>
<td>General Mathematics 1 Unit</td>
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<tr>
<td>Highly recommended</td>
<td>Recommended</td>
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</table>
Stage 1 and 2 English Courses

There are four different Mathematics courses in Years 11 and 12.

• English Literary Studies (Year 12)

• English

• Essential English

• English as an Additional Language (Non English Speaking Background)

_in Year 10 students prepare for any of these by studying a general English course._
Year 10 Languages

Chinese, German and Japanese

Mrs Wendy Lampard
Curriculum Leader for Modern Languages

Learning a language can be a crucial skill for your future.
Why learn a language...

Learning a foreign language has many social, mental and economic benefits.
The advantages of learning a language...

- Boost brain power and improve memory
- Develop and sharpen key learning skills
  e.g. strong cognitive abilities, better concept formation and mental flexibility, creativity, problem-solving and critical thinking
- Improve your first language and enhance other academic areas
- Expand career potentials and create more employment opportunities
Have you ever checked...

→ Go to main job and career websites such as Seek.com.au, Indeed.com.au or Careerone.com.au

**Mechanical Engineer - Bilingual**
Karrdale Group Pty Ltd

**Port Hedland, Karratha & Pilbara**
$119k - $168k p.a. + Full Leave Benefits
Minning, Resources & Energy > Mining - Engineering & Maintenance

**Bilingual Property Manager**
Gough Recruitment (NSW) Pty Ltd

**German speaking Early Childhood Educator**
FROEBEL Australia Ltd

**Credit Analyst - Japanese Corporate Banking**
MUFG Oceania

**German Speaking Tour Guide - Sydney and Beyond**
Inspiration Outdoors
Sydney > CBD, Inner West & Eastern Suburbs
Hospitality & Tourism > Tour Guides

**Marketing Executive - Mandarin Language Skills Advantageous**
Oriental Merchant Pty Ltd
Melbourne > Eastern Suburbs
Marketing & Communications > Marketing Communications

**Japanese Speaking Airport Officer**
Adecco

**Chinese Speaker - Full Time Marketing Coordinator**
Private Advertiser
Sydney > CBD, Inner West & Eastern Suburbs
Marketing & Communications > Marketing Assistants/Coordinators

□ Leading education and immigration consulting company □ Ideal CBD location □ Enjoyable working

**Guest Service Agent - Chinese Speaking**
Hilton Cairns
Cairns & Far North
Hospitality & Tourism > Front Office & Guest Services

A GSA familiar with a Chinese language will enhance the experience our Chinese Guests expect while staying at our hotel.
Fact check...

• Deficient language skills costs the economy.

• ‘Australia needs far more speakers with at least a basic proficiency in Chinese if it is to make the most of growing trade and cultural links with the Asian giant.’

• Lacking language skills impacts on diplomacy.

  “Diplomats and ambassadors in Australia are unable to hold basic conversations in the local language although their foreign counterparts in Canberra are multi-lingual.”

• Not preparing young people to live and work in the global world.

  “130 or less Australians of non-Chinese background speakers can hold a business meeting fluently in Chinese.” (Dr. Jane Orton from Melbourne University)

  “According to the 2016 report by the Foundation for Young Australians, a 181 per cent increase in demand for bilingual skills across over 4 million job advertisements.”
In Year 10 Language, students study...

- **Personal World:** Family, friends, daily routine, school life, hobbies and interests, holidays, travelling and future plans
- **Community:** History, culture, traditions, festivals and customs
- **The Changing World:** Youth Issues, entertainment, technology in daily life, work skills and gaining employment, tourism and cross-cultural perspectives
What you can achieve from Year 10 Language study...

• Improved language proficiency: speaking, listening, reading and writing

• Conversation Skills: myself, family and friends, school life, leisure and hobbies, future plan, etc.

• Practical skills when you travel to a country of target language: ordering foods, asking directions, organizing transports and accommodation, shopping, having local friends

• Bilingual literacy: being able to read signs, headlines of news paper/magazine/internet articles, understanding the linguistic differences between English and Languages

• Increased Intercultural Understanding: “Do you have a high IQ, EQ and CQ?”
Your world is as big as you make it.

Georgia Douglas Johnson
Personal Learning Plan

Mr Tony Ritson
Head of Senior Students / SACE Coordinator
Personal Learning Plan: What?

- Compulsory Stage 1 unit of the SACE (Year 10)
- Worth 10 credits
- Designed to help students make informed decisions regarding personal development, further education, training and career paths
- Helps prepare students for work, further study and community life
- Helps students choose the right SACE subjects and study options for their future plans
- Encourages students to think about courses and activities outside school that will help them achieve their goals.
Aims of the PLP

- Literacy
- Numeracy
- Information and Communication Technology Capability
- Critical and Creative thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding
Course Content & Delivery

• Classes of 15-18 students, 2 lessons per week for a full year
• Strengths and Weaknesses
• Preferred Learning Styles (VARK)
• Report Reflection and Goal Setting
• Learning Capabilities
• Study Skills
• Career Investigations
• Community Awareness
• Evaluation and Reflection

A Tool box for their learning
Assessment

• Compulsory Stage 1 SACE unit = 10 credits
• Graded A-E; Must obtain a C grade or higher
• Assessment is based around 3 criteria spread over 5 major tasks:
  • Understanding the capabilities
  • Developing personal learning goals
  • Reflecting on their learning

A Personal Folio
PLP Reflection
Zoe Smith
INTRODUCTION
PERSONAL AND LEARNING GOALS

Short Term
To complete at least 1 long-distance run to enhance my fitness in preparation for Westventure.

Long Term
To read at least two books every term to expand and deepen my vocabulary to further help my English skills.
MY GOALS
LEARNING GOAL 1

To complete at least 1 long-distance run to enhance my fitness in preparation for Westventure.

HELPING FACTORS
- Can receive advice from running coach
- Running tracks near by home
- Fitness programs were available online
- Have previously completed fitness trainings for other sports

HINDERING FACTORS
- Lack motivation to complete a long run
- Don’t always have the time available

STRATEGIES
- Plan times each week to go on a long-distance run
- Research which running sessions increase fitness the most (such as Fartlek sessions, 30-minute runs, etc.)
- Maintain a healthy diet to benefit my fitness and health
- Visualize the outcome in order to motivate myself
SEVEN CAPABILITIES:

- LITERACY
- NUMERACY
- ICT
- CRITICAL AND CREATIVE THINKING
- ETHICAL UNDERSTANDING
- PERSONAL AND SOCIAL
- Social and Personal
PERSONAL DEVELOPMENT

ORGANISATION
- Time management
- Better note taking

SUPPORT NETWORK
- Stronger support relationship at home
- Teachers drafting my work
- Asking more questions

CONFIDENCE
- Building my confidence in my work
- Reducing self-doubt in me and my abilities

PERSISTENCE AND RESILIENCE
- Not giving up when things are tricky
PLP in conclusion

Start PLP with an open mind

Make use of the tasks, particularly those relating to career aspirations

Utilise the resume to apply for casual work

Use the goal-setting task to develop helpful strategies to fulfil both short and long term goals
Subject Selection Process

Ms Andrea Sherwood
Director of Learning
Subject Selection Process

The subject selection process for 2020 is online. Subject selections can be completed at www.selectmysubjects.com.au

1) Discussion and careful consideration
2) Complete the Subject Selection Planner
3) Discuss choices with your Head of Faculty for each subject you have chosen or your subject teacher
4) Discuss your choices with your Head of House
5) Discuss your choices with your Parents
On the website:

- Curriculum Booklets
- Westminster Planner
- Guides to online selection completion
- SACE Board provided ‘Planner’
- SACE Powerpoint presentations

For other Year groups – of interest

- The SACE details: assessment requirements
- Advice on Mathematics and English courses
- Arrangements for number of subjects
- University entry requirements and the ATAR
- Adjustment Points Information (Bonus points)
- Research projects details (Y11)
- How to choose a potential career
- Applying interstate and abroad
Click on:
>Menu
>Community
>Parents
>Senior School
Curriculum Information Night Presentations

2020 Year 8 Curriculum Night Information - Coming Soon!

2020 Year 10 Curriculum Night and Westventure Information - Coming Soon!

2020 Year 11 Curriculum Night Information

2020 Year 12 Curriculum Night Information

Curriculum Booklets, Subject Selection Forms and Subject Selection Planners for all Senior Students

Year 8

2020 Year 8 Curriculum Booklet

2020 Year 8 Subject Selection Guide
Subject Selection Process

• Online Subject Choice to be completed by **Friday 16th August**

• Opens **Monday 5th August** and closes **Friday 16th August**

• Print, sign (student and parents) and return the **online form** to Senior School Office by **Monday 19th August 2019**

• Missing deadlines could mean restrictions imposed on subject choices
Selecting subjects for Year 10 in 2020

Each semester a student studies:

• Mathematics

• English Usually a student

• Science will have a

• Health and Physical Education HASS each semester

• Religious and Values Education (RAVE) Not always the case

• Personal Learning Plan (PLP)

• History + 1 more HASS subject (Geography or Business)

• Electives (3 lines) – listed in the Subject choice booklet
Selecting Electives

Students select 6 semester elective subjects from:

- **Agricultural Studies** (either 1 or 2 semesters)
- **Chinese** (full year only)
- **Chinese Background Speakers** (full year only)
- **Creative Arts - Photography** (1 or 2 semester)
- **Dance** (either 1 or 2 semesters)
- **Digital Technologies - Fashion** (either 1 or 2 semesters)
- **Design Technologies - Wood, Metal and Engineering** (1 semester each)
- **Digital Technology Solutions** (1 semester)
- **Drama** (either 1 or 2 semesters)
- **Food Technology** (either 1 or 2 semesters)
- **German** (full year only)
- **Japanese** (full year only)
- **Music** (full year only)
- **Physical Education: Sport Science** (1 or 2 semesters)
- **Stretch** (either 1 or 2 semesters) (Negotiated entry only)
- **Visual Arts - Art** (either 1 or 2 semesters)
- **Visual Arts - Design** (1 or 2 semesters)
Stage 1 Elective options:
Stage 1 subjects will be available in 2020 subject to student numbers. At the time of writing these are likely to be:

- Stage 1 Biology
- Stage 1 Chinese
- Stage 1 Dance
- Stage 1 Music
- Stage 1 Psychology
- Stage 1 Scientific Studies

There is a strict application process.
Stage 1 in Year 10

Application Process

The following will be taken into consideration before approval for study is given:

• Information provided in the additional Application Form (see online for the form or in SEQTA or visit the SS office)
• Prior academic achievement in related subjects at Year 9
• Results of discussion in arranged interviews with Head of House

Students who study Stage 1 courses in Year 10 will not automatically be eligible for a ‘study line’.
Students will generally only be permitted to study one Stage 1 subject in Year 10.
Some subjects can be enjoyed as part of the co-curricular program!

Some of these include:

- Art Club
- Drama (eg: the Junior Play)
- Dance
- Debating
- Fashion
- Music
- Public Speaking
- A wide variety of sporting options
# Making Selections

<table>
<thead>
<tr>
<th>Preference</th>
<th>SUBJECT</th>
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</table>
| 1          | *Mathematics – Full year compulsory subject*  
Extension Mathematics (by prior negotiation)  
Standard Mathematics  
Essential Mathematics (by prior negotiation) | (Please circle one subject only) |
| 2          | *Second HASS Elective*  
Business  
Geography | (Please circle one subject only) |
| 3          |         |
| 4          |         |
| 5          |         |
| 6          |         |
| 7          |         |
| 8          |         |
| 9 reserve  |         |
| 10 reserve |         |
Making Selections

ELECTIVES
• Elective availability will depend upon the pattern of selection, hence students must select reserve preferences.
• Choose eight Semester Elective Modules, 6 being your first preferences and 2 being your reserve choices.
• If selecting Stage 1 subjects, Chinese, German, Japanese or Music, then both semester units must be selected.

GENERAL ADVICE
• Choose for yourself and not what friends choose.
• Think long term – keep options open.
• Select subjects you enjoy within reason.
• Select subjects you are good at.
VET Courses

Students will be able to gain a nationally accredited qualification while still at school, graduating with a VET certificate in one of many industry groups, such as:

• Animal Studies
• Automotive
• Beauty Therapy
• Building/Construction/Plumbing
• Business Services
• Hair and beauty
• Hospitality
• Retail
For further information, please contact us
Assistance

- [www.sace.sa.edu.au](http://www.sace.sa.edu.au)
- Mrs Howland’s email: [jhowland@westminster.sa.edu.au](mailto:jhowland@westminster.sa.edu.au)
- Mr Ritson’s email: [tritson@westminster.sa.edu.au](mailto:tritson@westminster.sa.edu.au)
- Ms Sherwood’s email: [asherwood@westminster.sa.edu.au](mailto:asherwood@westminster.sa.edu.au)
- Heads of House, Tutors, teachers
WESTVENTURE

Mr Rob McLean
WESTVENTURE 2020
INFORMATION SESSION

1. History
2. Aims / Philosophy
3. Programme
4. Westventure Site
5. Student Equipment
6. Safety & Risk Management
7. Picture Slides
8. Questions
There is more in you than you think.

“That each of us has more courage, more strength and more compassion than we would ever have fathomed.”
Westventure Philosophy

Westventure seeks to:

**Promote:**
- self discovery
- interactive social skills
- education
- experiential
- adventure
- environmental

**Provide:**
- learning experiences that are processed & reflected upon.
- experiences designed to challenge:
  - *the individual*
  - *the group*
  - physically
  - emotionally
  - intellectually
Critical age to focus on the Development of important life skills:

- Responsibility
- Resourcefulness
- Team work
- Building self esteem
- Communication Skills
Aims

Hard Skills

• Non competitive outdoor recreation
• Developing safe outdoor living skills
• Learning safe outdoor journeying
• Environmental awareness & conservation
Aims

**Community Skills**
- Effective team member
- Cooperation
- Communication
- Trust
- Empathy
- Selflessness

**Individual Skills**
- Leadership
- Self Reliance
- Resilience
- Organisation
- Initiative
- Self Confidence
- Expansion of comfort zone
Westventure Values

• Support
• Respect
• Trust
<table>
<thead>
<tr>
<th>DAY</th>
<th>MORNING</th>
<th>AFTERNOON</th>
<th>EVENING</th>
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</thead>
<tbody>
<tr>
<td>MONDAY</td>
<td>- Introduction Talk</td>
<td>- Sailing or Kayaking Instruction</td>
<td>- Map &amp; Compass Work</td>
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<td></td>
<td>- Give out equipment</td>
<td>- 5km Run</td>
<td>- Night Navigation</td>
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<tr>
<td>TUESDAY</td>
<td>- Sailing or Kayaking Instruction</td>
<td>- Sailing or Kayaking Instruction</td>
<td>- Planning for Overnight Challenge</td>
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<td></td>
<td></td>
<td>- 5km Run</td>
<td></td>
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<tr>
<td>WEDNESDAY</td>
<td>- Sailing or Kayaking Instruction</td>
<td>- Overnight Challenge using orienteering skills</td>
<td>- All groups camp at Overnight campsite</td>
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<tr>
<td>THURSDAY</td>
<td>- Walk back to camp</td>
<td>- Sailing or Kayaking Instruction</td>
<td>- Planning for 2 day expedition</td>
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<tr>
<td></td>
<td>- Sailing or Kayaking Instruction</td>
<td>- 5km Run</td>
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<tr>
<td>FRIDAY</td>
<td>- Sailing to Milang via Pt Sturt.</td>
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<td>- Camp overnight at Milang Caravan Park</td>
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<td></td>
<td>- Kayaking to Finniss</td>
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<tr>
<td>DAY</td>
<td>MORNING</td>
<td>AFTERNOON</td>
<td>EVENING</td>
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<tr>
<td>SATURDAY</td>
<td>- Sailing to Westventure campsite from Milang</td>
<td>- Kayaking to Westventure campsite from Finniss</td>
<td>- Expedition Debrief</td>
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<tr>
<td></td>
<td>- Kayaking to Westventure campsite from Finniss</td>
<td></td>
<td>- Groove for food.</td>
</tr>
<tr>
<td>SUNDAY</td>
<td>- 17km Group run activity</td>
<td>- Initiative activities in groups (pentathlon)</td>
<td>- Coorong 3 day expedition briefing.</td>
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<tr>
<td>MONDAY</td>
<td>- Kayak to Waterhole Point (Coorong) via Boundary Ck</td>
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<td>- Solo time, games</td>
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<tr>
<td></td>
<td>- Sail to Waterhole Point (Coorong) via Tauwitchere Barrage</td>
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<tr>
<td>TUESDAY</td>
<td>- Environmental walk, bush foods, beach games. Indigenous mitten sites,</td>
<td></td>
<td>- Solo time.</td>
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<td></td>
<td>smoking ceremony</td>
<td></td>
<td>Cheesecake competition</td>
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<tr>
<td>WEDNESDAY</td>
<td>- Kayak to Westventure campsite via Boundary Ck</td>
<td></td>
<td>- Expedition Debrief</td>
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<tr>
<td></td>
<td>- Sail to Westventure campsite via Tauwitchere Barrage</td>
<td></td>
<td>- Skits Night</td>
</tr>
<tr>
<td>THURSDAY</td>
<td>- Individual 17km Run</td>
<td>- Water Games at Ducks Hospital</td>
<td>- Games Night</td>
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<td>- Challenge by Choice</td>
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<tr>
<td>FRIDAY</td>
<td>- Debrief in groups</td>
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<td></td>
<td>- Pack up and return to Westminster by 12:00 noon</td>
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Coorong Trip - kayaking route
2020 Westventure Camp Dates

**Camp 1**  Monday 27th January – Friday 7th February

**Camp 2**  Monday 10th February – Friday 21st February  
(Exeat 15-16 Feb. Back early for swimming carnival)

**Camp 3**  Monday 24th February – Friday 6th March  
(Exeat 7-9 March)

**Camp 4**  Monday 9th March – Friday 20th March  
(Commences on Adelaide cup Monday)

**House Allocations**

**Camp 1** – Clark, Dunstan & Jeffries  
**Camp 2** – Forder & Heaslip

**Camp 3** – Woollacott & Fricker  
**Camp 4** – Carter, Fereday & Kelly
- Rashee - Long Sleeved
- Wide brimmed hat with strap
- 2 collared long sleeved shirts
  *(Apart from running, all other outdoor activities require long sleeved tops)*
- 1 Casual Woollen Jumper
- Aquatics Woollen Jumper
- Thermal top
- 1 pair sports shoes
- 1 Pair of Aquatic shoes (Aqua Booties)
- 1 pair thongs *(around camp only)*
- 2 pairs of quick dry boardies *(knee length, no shorter)*
- 2 t-shirts with collars *(One suitable for 17km runs)*
- 1 Woollen Beanie
- Sunglasses with strap
- Peaked cap
- 1 raincoat
- 2 pair quick dry shorts *(Knee length)*
- Trousers *(no jeans)*
- Casual jumper
- 2 pair track pants
- Underwear
- Leggings/skins to prevent upper legs burning and chaffing.
- 2 pair one piece bathers
- 5 pair socks *(1 x wool)*
- 2 towels
- Sleeping bag
- Roll mat
- Pillow and single mattress fitted sheet
- Sunscreen
- Medication
- Toiletries
- 2 one litre water containers
- 2 tea towels
- 1 set of cutlery, mug & bowl
- Torch + batteries
- 2 pencils
- 2 pens
- 10 large strong garbage bags
- 5 small plastic shopping bags
- Maximum $20 spending money
- Optional
  - Rucksack
- NOT Allowed
  - Mobile Phones
  - leggings
  - iPods
  - Camera

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Westminster School
Risk Assessment Process

- Identify the Risks
- Assess the Degree of Risk
- Identify Contributing Factors
- Implement Management Strategies to minimise the impact of Contributing Factors
- Decide whether the Risks, with associated Management Strategies, are acceptable and act accordingly
Effective ways of reducing risk:

• Appropriate rules and policies
• Employing appropriate leadership styles
• Knowing your students
• Teaching by progression
• Developing safety consciousness
• Having the personal skills appropriate to the activity
• Maintaining equipment
• Disclosing the risk
SAFETY PROCEDURES

✓ 4 Instructors, 1 trainee and 1 caterer are employed
✓ Appropriate Gender balance of staff
✓ Qualified Instructors (predominantly Old Scholars)
✓ Outdoor First Aid trained
✓ Power boat in support during sailing sessions
✓ Personal Flotation Devices are always worn during water activities
✓ Hindmarsh Marina Sea Rescue notified when we are on the water
✓ Weather monitored closely and regularly
✓ Portable radios/telephones carried by students when on expedition
✓ Strathalbyn hospital 15 - 20 minutes away
Student Preparation

Year 8 & 9 Camp

1 day aquatic training

2 day Provide First Aid course

Westventure information session

80% of the students are involved in Duke of Ed.