

Maitland Lutheran School



MIDDLE SCHOOL INFORMATION BOOKLET



SECTION 1: General Information

Introduction

Middle Schooling at Maitland Lutheran School is based on the unique physical, psychological, intellectual, social and spiritual needs of adolescent students. The Middle School program is centred on these needs in order to meet the wide variations in interests, abilities and experiences of students in Years 7—9.

Middle School teachers are committed to the education and development of adolescents, and utilize teaching strategies which seek to promote active, broad-based learning and creative, interdisciplinary thinking.

The Middle School approach to learning is fostered through the development of a supportive environment in which all students can learn and interact positively with their peers and teachers.

To provide stability and security for students in Middle School, Maitland Lutheran aims to provide Year 7 students with a core teacher for the majority of their subjects. Year 8 and 9 students will generally have their Home Group teacher for at least three subjects each semester.

Christian perspectives and community

Each student is respected as a unique child of God, a young person of worth and dignity in his or her own right.

Middle School teachers are committed to the educational, social and spiritual development of adolescents.

They have a commitment to each student's individual development and also understand the importance of community association and involvement to the wellbeing of adolescents. This sense of community and common purpose is an essential element in a successful learning community.

The spiritual life of students is fostered through weekly Chapel services, twice weekly Christian Life lessons and daily class devotions as well as through Christian perspectives incorporated into the curriculum.

Courses

This booklet is designed to provide students and parents with information about the Middle School curriculum at Maitland Lutheran and how the specialty subjects will be taught in rotation through the year.

The Curriculum

The Middle Years Curriculum at MLS is balanced and broad, offering at each level the following ten areas of learning:

- ◆ Arts (Visual Arts and Performing Arts)
- ◆ Christian Life
- ◆ Health and Physical Education
- ◆ History
- ◆ Geography
- ◆ English (Literacy)
- ◆ Language (German)
- ◆ Mathematics
- ◆ Science
- ◆ Technology (Information, Home Economics, Tech Studies)

SECTION 2: Middle School Curriculum Overview

There are 7 lessons per day and therefore, 35 lessons per week. The school year consists of two semesters. Semester 1 is made up of Term 1 and Term 2. Semester 2 is made up of Term 3 and Term 4. Some subjects run across the year; other subjects are offered on a semester or term basis.

Year 7 Students

At Year 7, students have a core teacher for many of their subjects and lessons. This allows for a degree of integration of subject content. Students study English/Literacy Maths, Arts, Science, Christian Life, Geography, History, Health and PE, German and Technology

Year 7 Lesson Allocation:

Core teacher: **Mathew Carey**

Subjects: Maths, Science, Health and PE, Christian Life, History, Arts, Geography and ICT - 22 lessons

Specialist teachers:

English - 4 lessons per week - **Maureen Webber**

German - 1 lesson per week - **Bronwyn Karger**

Library - 1 part lesson - **Jo Whenan**

Technology (Home Ec and Tech Studies) - 3 lessons per week - 2 terms of each subject **Ben Davey and Jo Whenan**

Year 8 & 9 students

Year 8 students continue to build on their studies in the Middle Years Program.

Year 8 Lesson Allocation:

Core Teachers : **Ben Davey, Nicole Hooper & Maureen Webber**

All Year 8 students have:

- ◆ English - 5 lessons per week - **Maureen Webber**
- ◆ Mathematics - 5 lessons per week - **Ben Davey**
- ◆ Science - 5 lessons per week - **Nicole Hooper**
- ◆ History/Geography - 4 lessons per week - **Maureen Webber**
- ◆ German 1 lesson per week - **Bronwyn Liebelt**
- ◆ PE and Health - 4 lessons per week - **Ben Davey and Nicole Hooper**
- ◆ Christian Life - 2 lessons per week - **Nicole Hooper / Scott Carson**
- ◆ Arts – Visual Arts and Performing Arts - 3 lessons per week for 2 terms each - **Rebecca Davey / Paula Wegener**
- ◆ Technology – Home Ec and Tech Studies – 4 lessons per week for 2 terms each - **Ben Davey and Jo Whenan**
- ◆ ICT 1 lesson per week - **Peter Gaisford**

SECTION 3 - Timetables

Year 7 Timetable Example

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45	Maths	Christian Studies (blue)	Hist/Geog	Home Ec/ Tech	Chapel
9:30	Fitness/	Jog/Fitness Program	ICT	Home Ec/ Tech	Maths
10:15	Spelling	PE	Science	English (Shared Learning)	English
Recess 11:00					
11:20	Maths (Mathletics)	Maths	Home Ec/ Tech	Science	PE
12:05	Hist/Geog	English	Maths	Science	German
Eat 12:50					
Play 1:00					
1:25	Science	Music/Art	Electives	Reading Groups	Christian Studies (blk)
2:10	Health	Music/Art	Electives (Bins)	BTN/Talks	Hist/Geog (Bins)
Dismiss 2:55					

Year 8 & 9 Timetable Example

	Monday	Tuesday	Wednesday	Thursday	Friday
	Home Group MW	Home Group MW	Home Group MW	Home Group JS	Home Group BD
1	Eng _{MW}	Eng _{MW}	Eng _{MW}	Health _{JS}	Chapel _{BD} library
2	Eng _{MW}	Sci _{SD}	Sci _{SD}	Maths _{BD}	Maths _{BD}
	RECESS				
3	Sci _{SD}	Geog _{MW}	ICT _{SD}	Maths _{BD}	PE _{BD}
4	Geog _{MW}	C Life _{DS}	Maths _{BD}	PE _{JS}	PE _{BD}
	LUNCH				
5	History _{MW}	Arts _{RD BK}	Arts _{RD BK}	C. Life _{DS}	Tech/HEC _{BD JW}
6	History _{MW}	German _{BK}	Arts _{RD BK}	Tech/HEC _{BD JW}	Tech/HEC _{BD JW}
	Home Group MW	Home Group BK	Home Group RD BD	Home Group BD	Home Group BD

For Tech Studies / Home Ec students will be split into 2 equal sized groups with half of the students completing Home Ec while the second group completes Tech Studies.

Similarly for the Arts, students will be split between Visual Arts and Performing Arts. These groups will complete each subject for one continuous semester (two terms).

SECTION 4: Subject overviews

The following information is about the subjects offered.

Arts

Visual Arts & Performing Arts

Performing Arts is the enactment of real and imagined events through role-play, play making and performance, enabling individuals and groups to explore, shape and represent ideas, feelings and their consequences in symbolic, musical or dramatic form. Performing Arts aims to encourage an appreciate and understanding of artistic expression in a cultural context. In studying Performing Arts, we hope to encourage students' performance skills and expression, as well as helping their skills in team work, collaboration, self-discipline and leadership.

At Maitland Lutheran we aim to offer students of all learning abilities the opportunity to succeed and have fun through Performing Arts. The school has a biannual musical with all students involved in some capacity whether it be acting, music, dance, backstage or technical aspects.

Visual Art seeks to provide safe learning and fun through programs which expose students to both aesthetic and theoretical information about art and design. Students are encouraged to respond imaginatively to the world around them and to engage with it through visual media.

Assessment

Assessment in Performing Arts is through performing in individual or small group settings or in the products produced in each art form. Concert performances, attendance and preparation are also assessed, as is an individual's development in music, movement, acting and group skills. Theory tests and assignments are used in the assessment of theory.

Visual Arts will be assessed using an Art Portfolio. Reporting occurs mid-year and also end of year. Assessment is based on inclusive assessment strategies.

Christian Life

The subject of Christian Life as a discipline of learning continues students' journey or for new students introduces them to the world of religion and spirituality which are integral components of the fabric of all cultures. It aims to give students a clear understanding of the Christian story through an exploration of the biblical text and Christian literature. It acknowledges that all people are on a lifelong journey of faith expressed in many dimensions of life. As a Lutheran School, we present Christian Life through this lens. There is no assumption that students and teachers share a common set of beliefs, yet respect and sensitivity to one another is developed through genuine, open dialogue.

Christian Life is taught in a collaborative learning environment which recognises and appreciates students' diverse backgrounds, needs and interests. The process of inquiry, discussion and reflection underpin the acquisition of the skills covered. Units of work will be taught on a 3 year cycle – One key idea will be focused on as a whole school level each year.

Assessment

Students are assessed on the development of their skills during the course of the year. Assessment in Christian Life is assessed as in other subjects. Major reports are issued end of year which include comments on the student's development. Mid-year reports are a summary of the year's achievements at that stage.

The Rite Journey is a program aimed at year 9's and designed to support the development of self-awareness, responsibility and resilience as adolescents progress into adulthood.

Given the current lack of Rites of Passage in the Western World, young people are left to invent their own, which are often unhealthy and unsafe.

Students enjoy the element of trust they form amongst their peers and see the program as a safe way to talk about hurdles in life they may be experiencing. The program also offers opportunity for camps, challenges and mentoring.

Design Tech / Home Ec

Students will use the design process to develop an understanding of how it can be used to solve problems and develop ideas. Technology education is based on problem solving in a group setting as well as individually. Students will work with contemporary as well as traditional technologies. In the area of Tech Studies students will use the design process to develop skills in the use of plastics and wood. Digital Technology will be examined using CAD Software, Robotics and 3D printing programs.

In Home Economics students will use the design process to develop skills in cooking, sewing and life skills.

Assessment

Students are assessed on their design process as well as the finished product. Reporting occurs mid-semester and end of semester.



English

The English program includes development of the following skills:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

(The Australian Curriculum – English)

Assessment

Assessment of the Australian Curriculum takes place in different levels and for different purposes, including:

- ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning
- summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students
- annual testing of Years 3, 5, 7 and 9 students' levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN)
- periodic sample testing of specific learning areas within the Australian Curriculum as part of the National Assessment Program (NAP).

(The Australian Curriculum – English)



German

German is taught in an inclusive manner with the emphasis on speaking, reading and writing, while addressing cultural awareness and language as a system. Students use ICT to improve language skills as well as to research information. Games and acting, along with student choice all serve to improve student engagement and motivation. Research skills are also formally taught.

Assessment

Students are assessed using a variety of inclusive strategies such as producing written tests, role play/acting, assignments, oral presentations, ICT presentations and formal tests.

Reporting occurs mid-semester with a written progress report and at the end of semester with a summary of the semester's achievements.



Geography

Geography is taught using an inclusive approach. Students will develop important skills that encourage them to

- Develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, people, cultures and places that exist throughout the world, providing students with a sound geographical knowledge of their own place, of Australia and of the world.
- Explore and gain a good understanding of geographical thinking including its perspectives, concepts and ways of explaining
- Ask geographical questions, plan an inquiry, collect and analyse information, (particularly through field-work and spatial technologies), reach conclusions based on evidence and logical reasoning and communicate their findings in effective ways
- Build the confident and creative use of geographical skills and to enable students to use these skills to extend their knowledge; make sense of new situations and to solve problems.

(Shape of the Australian Curriculum – Geography)

Assessment

Assessment will take the form of both summative and formative assessment that enable students to demonstrate their knowledge and skills and how to apply them, and their understanding of how to think geographically and how to do geography.

Summative assessment will include the use of examinations at the end of each semester.

Field work will also be undertaken and assessed as an essential core component of the geographical learning



Health & Physical Education

Health and Physical Education aims to provide students with information and experiences to encourage them to live active and healthy lifestyles. Students are encouraged to seek and evaluate information and apply their knowledge to their lifestyle choices. Through problem solving exercises, students demonstrate initiative and develop self-esteem and communication skills.

The subject includes a theoretical and a practical aspect. The practical lessons focus on introducing the students to a variety of sporting and recreational activities, while the theory lessons cover a range of health and personal development issues. Group work encourages students to challenge their understandings and to develop their communication skills.

Assessment

Practical: Students are assessed on their improvement on a practical skills checklist. The emphasis is on improvement, not excellence.

Theory: Assessment tasks are varied and include a range of options to ensure all students can achieve success. These may include - assignments, presentations, group work and tests. Assessment is ongoing throughout the semester.

Reporting: Reports are issued mid-year and at the end of year.



History

History is taught using an inclusive approach. Students of varying abilities are catered for in both the setting of tasks and in assessment.

History students will develop important skills as well as:-

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

(The Australian Curriculum: History)

Assessment

Assessment takes place in different levels and for different purposes, including:

- ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning
- summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students
- annual testing of Years 3, 5, 7 and 9 students' levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN)
- periodic sample testing of specific learning areas within the Australian Curriculum as part of the National Assessment Program (NAP).

(The Australian Curriculum: History)

Mathematics

Mathematics classes focus on the comprehension and application of mathematical concepts. Problem solving is encouraged and a variety of methodologies are employed to ensure all students may succeed. Practical activities and ICT are employed where suitable to demonstrate mathematical concepts. Inclusive teaching strategies are employed which gives opportunity to each student to reach his/ her potential.

Assessment

- ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning
- summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students
- annual testing of Years 3, 5, 7 and 9 students' levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN)
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(The Australia Curriculum – Mathematics)



Science

Science adopts an integrated, problem solving approach to the study of science and technology. Students of all abilities are catered for in an inclusive classroom environment. Practical activities are used to initiate thought processes and to challenge or consolidate existing conceptual understandings. Science aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods
- an ability to communicate scientific understanding and findings to a range of audiences
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science
- an understanding of historical and cultural contributions to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences

(The Australian Curriculum – Science)

Assessment

Assessment is via a range of tasks set to explore the student's understanding of concepts and skills. Inclusive assessment strategies ensure that all students have the opportunity to succeed in Science.

Assessment processes include:

- ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching and for students to inform their learning
- summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students
- annual testing of Years 3, 5, 7 and 9 students' levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN)
- periodic sample testing of specific learning areas within the Australian Curriculum as part of the National Assessment Program (NAP).

(The Australian Curriculum – Science)

SCHOOL UNIFORM POLICY

updated September 2016

We believe our school uniform is an important aspect of our school, it encourages students to take pride in their appearance and it eliminates competition in what students wear and unites us as one body.

We have a compulsory school and sports uniform. Each student is expected to wear the correct uniform at all times during school hours. Students who come to school on a particular day without some item of uniform, should have a note in their diary signed by a parent/care giver, explaining the reason.

It is an expectation that all parents/care givers who enrol their children in our school, will comply with the uniform requirements as specified. We are very proud of our school uniform and trust that students will treat it with respect.

ALL REGULATION UNIFORM ITEMS MUST BE PURCHASED FROM THE SCHOOL UNIFORM SHOP – VARIATIONS WILL NOT BE ACCEPTED

THE UNIFORM SHOP & COMMITTEE

New Uniform items can be purchased through the front office. Staff will attempt to fill your order at the time of your request, however, if this is not convenient your order will be filled as soon as possible and sent home with your child. Payment for uniform is required upon receipt of your order.

Second Hand uniforms are available by contacting Karen Launer directly on 88392080.

Recommendations or proposals for the uniform are presented to the school council through the uniform committee.

If a part of the uniform is temporarily unavailable, a substitute may be worn with a note in the diary, until available, rather than purchasing a non-uniform item.

Middle School Uniform - Years 7 - 9

Girls - Summer

Skirt	Navy pleated skirt - from school uniform shop (skirt length must be no shorter than top of knee)
Shirt	White short sleeve shirt embroidered - from school uniform shop
Socks	Plain white socks (mid calf length maximum height)
Shoes	Black school shoes or elastic sided boots, or Navy or Brown sandals with buckle
Jumper	Zip collar windcheater, embroidered - from school uniform shop

Girls - Winter

Skirt	Tartan winter skirt - from school uniform shop (skirt length must be below knee)
Shirt	White short sleeve shirt embroidered - from school uniform shop
Socks	Plain navy socks (mid calf length maximum height) or navy tights
Shoes	Black school shoes or elastic sided boots
Jumper	Zip collar windcheater, embroidered - from school uniform shop

Boys - Summer

Shorts	Navy shorts - from school uniform shop
Shirt	White short sleeve shirt embroidered - from school uniform shop
Socks	Plain navy socks
Shoes	Black school shoes or elastic sided boots, or Navy or Brown sandals with buckle
Jumper	Zip collar windcheater, embroidered - from school uniform shop

Boys - Winter

Pants	Navy trousers - from school uniform shop
Shirt	White short sleeve shirt embroidered - from school uniform shop
Socks	Plain navy socks
Shoes	Black school shoes or elastic sided boots
Jumper	Zip collar windcheater, embroidered - from school uniform shop

Unisex Sports Uniform

Shirt	Polo shirt, embroidered - from school uniform shop
Shorts	Navy embroidered shorts - from school uniform shop
Trackpants	Navy track pants, embroidered (optional item, but if track pants are worn they must be purchased from the school uniform shop) phased in by Dec 2013
Socks	White, above ankle sport socks (may have navy or black emblem or small logo but <u>MUST BE PREDOMINANTLY WHITE</u>)
Shoes	Sandshoes

Hats

Bucket hats (bought only from the uniform shop) must be worn for outdoor activities all year round. **No Hat – No Play.** Each class has a supply of sunscreen that children can apply at recess and lunch times, however we ask that they have sunscreen applied at home in the morning also.

Hair Accessories

A variety of hair accessories are available from the uniform shop. Girls wishing to wear hair accessories must only wear the items available from the uniform shop.

Tops under school uniform – boys and girls

If students wish to wear a top under their school uniform for warmth, the tops must be white (singlet or spencer) without writing or logos of any sort on them. They must not be able to be seen under any piece of uniform. Any tops seen under uniform will be required to be removed immediately.

Jewellery

Students may wear –

A watch of reasonable size and appearance

Light, plain silver or gold chain with a plain cross

A maximum of one plain gold or silver studs or sleepers in the lower lobe of each ear

A 'Medic Alert' bracelet/chain

The consequence of students wearing jewellery other than that outlined above, will be removal of the item. Any removed items will be held for collection at the end of the day.

Please note that chains with any emblems or items other than a cross, are not permitted, nor are any rings, bangles or bracelets or adornments of different material.

Make up/Cosmetics

Make up is not to be worn at school. (This includes eye make up and nail polish). Clear lip balm can be worn but not coloured or lip stick.



Uniform Price List 2016

Summer Uniform

Girls Summer Skirt	\$54.00
Boys Shorts	\$32.00
White short sleeve shirt	\$31.00 (sizes 12-14) \$33.00 (sizes 16 - 20)
Zip collar windcheater	\$50.00 (sizes 12-14) \$55.00 (sizes S, M, L)

Winter Uniform

Girls Tartan Winter Skirt	\$72.00 (sizes 10-12) \$75.00 (sizes 14-16) \$77.00 (sizes 18-20)
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Boys Trousers \$38.00

White short sleeve shirt \$31.00 (sizes 12-14)
\$33.00 (sizes 16-20)

Sports Uniform

Sports Polo Shirt	\$36
Sports Shorts	\$33.00
Rugby Jumper	\$65.00 (sizes 12-16)
Spliced Trackpants	\$48.00 (sizes 12-14) \$53.00 (sizes S, M, L)

Track pants are optional but if worn must be purchased from uniform shop.



"Feed My Lambs" John 21:15

Maitland
Lutheran School

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