



middle school
**INFORMATION
GUIDE**

welcome to MIDDLE SCHOOL



The middle years of education are crucial years in engaging young adolescents in the process of learning that will enable them to fulfil their goals and lead an enriching life. Our Middle School aims to capitalise on the enthusiasm of young adolescents to discover who they are, what they can do and where they are heading within their life.

Teachers in the Middle School enjoy and understand the middle years and are flexible and energetic to deal with the changing needs within these years. Not only do teachers within the Middle School have academic responsibilities, but they also display genuine care and commitment in providing pastoral support.

As a community we seek to create a safe and stimulating learning environment whereby students are encouraged to take risks and be active participants in their learning. By doing so students are empowered to make a difference in becoming contributing members of the community.

At Tatchilla Lutheran College, we aim to model our school's Mission Statement into every aspect of our teaching and learning practice:

Teaching the Love of Christ for a fulfilling life which values self-worth, pursues excellence and serves others.

It is through this mission that students can grow in their identity through knowing Christ and develop a solid foundation for life.

Yours in Christ,

Sarah Hoff-Zweck

Head of Middle School

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FEATURES OF THE MIDDLE SCHOOL

- We strive to teach and model the core values of Lutheran Education in our programs and relationships.
- These values are: love, compassion, forgiveness, service, courage, humility, hope, quality and appreciation.
- In order to fulfill these values a smaller number of teachers work in teams to form positive relationships, whereby students experience success and develop their intellectual, social, emotional and spiritual wellbeing.
- Links in learning are carefully crafted for students, as teachers plan towards an inter-disciplinary approach that utilises diverse learning styles and the use of higher order thinking skills. This promotes academic rigour and challenges students to better their learning.
- Students are empowered to become independent, insightful, analytical and reflective learners, and are given the opportunity to acquire knowledge and skills that they will need for life.
- We seek to develop life-long learners who are Inner Learners, Collaborative Learners, Community Contributors, Complex/Creative Thinkers, Effective Communicators and Quality Producers.
- Through a variety of experiences young people can use the gifts they have been given to lead and serve others in the school and the wider community.

middle school **STRUCTURE**

The Middle School structure provides students with a gradual, rather than dramatic transition to Secondary School with one or two teachers who still have chief responsibility for their care and learning. This helps to ensure that students' learning and welfare needs are better met. Our Middle School consists from Years 7 to 9. We believe that the middle years begin at Year 7 and this is where our major intake of students begins into the Secondary College.

YEAR 7 STRUCTURE

Students in Year 7 have the same teacher (their Home Class teacher) for a number of subjects and have specialist teachers for subjects, such as Drama, Art, LOTE, Music, Design Technology and Physical Education.

Students have many of their lessons in their Home Class room, although they use specialist facilities for subjects such as Art, Music, Drama, Design Technology and Science.

They also operate on a timetable in the same way as secondary students, have lockers for their belongings, attend Assemblies, Chapel and House Meetings.

YEAR 8 STRUCTURE

In Year 8, students are cared for by teams of teachers who have a special interest in the needs of young adolescents. Most teachers teach the students for two or more subjects to ensure that they receive special pastoral care and assistance with organisation, ensuring that their particular learning needs are met. Students may only have up to five different teachers in Year 8.

The students also engage in an elective program of specialist subjects covering learning areas such as, the Arts and Technology. LOTE and PE are compulsory subjects in Year 8.

YEAR 9 STRUCTURE

The curriculum in Year 9 provides a core of compulsory subjects and a group of elective subjects. The emphasis is on the development of academic and study skills required for students to succeed in senior schooling, as well as the identification and nurture of subject preferences and the emerging abilities of students.

Students begin to have specialist teachers within Mathematics and Science, with the number of teachers that a student may have growing.



middle school CURRICULUM

The Australian Curriculum sets consistent high standards for what all young Australians should learn as they progress through schooling. It prepares Australia's next generation for the future and lays the building blocks for generations to come.

The Australian Curriculum (www.australiancurriculum.edu.au) focuses on learning area content and achievement standards that describe what students will learn and teachers will teach. It also gives attention to seven general capabilities that are important for life and work in the 21st century.

The subjects taught in Middle School include:

YEAR 7 CURRICULUM

Art, Christian Studies, Drama, English, Health, Humanities, Japanese, Mathematics, Music, Physical Education, Science and Technology,

YEAR 8 CURRICULUM

Christian Studies, English, Health, Humanities, Japanese, Mathematics, Physical Education and Science.

Semester Electives:

Arts: Art, Drama and Music, Technology: Design and Technology (Wood), Design and Technology (Materials) Media & Multimedia, and Home Economics.

YEAR 9 CURRICULUM

Christian Studies, Health, Mathematics, Science English, Humanities and Physical Education.

Semester Electives:

Art, Digital Technology, Drama, Food Technology, Fashion Design & Technology, Japanese (must choose for 2 Semesters) Media & Multimedia, Music (must choose for 2 Semesters), and Technology (Systems and Materials).

GENERAL CAPABILITIES AND CROSS-CURRICULUM PRIORITIES

The Australian Curriculum pays explicit attention to how seven general capabilities and three cross-curriculum priorities contribute to, and can be developed through each learning area.

The seven general capabilities are literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding.

The Australian Curriculum focuses on three cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and sustainability.

ASSESSMENT AND REPORTING

The Australian Curriculum sets consistent national standards to improve learning outcomes for all young Australians. It sets out, through content descriptions and achievement standards, what students should be taught and achieve, as they progress through school. It is the base for future learning, growth and active participation in the Australian community.

Teachers use the Australian Curriculum achievement standards to assess student learning.

Teachers give written feedback to students and parents in a progressive way at least twice a term through the online portal, SEQTA – Learn & Engage. Students and parents will receive a summary of results at the end of every term.

ROLE OF THE HOME CLASS AND HOME CLASS TEACHER

At the heart of Pastoral Care in the Middle School is the role of the Home Class teacher. The Home Class teacher has an integral role in ensuring the social, emotional, intellectual, physical and spiritual needs of the young person are being cared for.

If parents have any concerns about their child's development the first point of contact should be with the Home Class teacher and/or the subject teacher. Together with the Year Level Coordinator, the Home Class teacher will determine the level of support required for the student.

A referral may be necessary to the Counsellor, Learning Support Coordinator, School Pastor, Middle School Senior Leader or Head of School, depending on the issue/concern. Together we work towards supporting the wellbeing of our students.

extra-curricular **ACTIVITIES**

STUDENT LEADERSHIP

- Year 9 Middle School Captains, Deputy Captains, and Student Action Leaders
- SRC (Student Representative Council)
- Year 9 House Leaders
- Student Environmental Council
- Recycling Team
- Library Monitors

SPORT

- College's Sports Day
- Swimming Carnival
- House Sport Competitions
- SAPSASA Sport Competitions (Year 7)
- SASSSA Sport Competitions (Years 8 to 12)
- Pedal Prix

PERFORMING ARTS

- Chapel Band
- Stage Band
- String Ensemble
- Vocal Ensemble
- Performance Troupe
- Percussion Ensemble
- Performing Arts Showcase
- Musical
- Dance Group



outdoor EDUCATION

Students from Years 7 to 9 will attend one camp a year as a part of the Outdoor Education Program. In Year 9, the camp can be used in the Duke of Edinburgh Awards.

The aims of the Outdoor Education Program are to enable students to:

- Learn the value of cooperation through group living.
- Develop group identity leadership qualities, self esteem and a sense of responsibility towards a peer group.
- Extend and challenge themselves in Christian living and reflection. Students will:
 - Develop lightweight camping skills.
 - Understand and appreciate the natural environment, and the need for its conservation.
- Acquire knowledge, skills, and attitudes necessary in a range of outdoor environments and for the participation in a variety of outdoor activities that have minimal impact on the environment.
- Be provided with the opportunity to increase their physical fitness.
- Develop a historical and geographical awareness of the world around us.
- Gain a first hand experience of sites of historic, geographic and scientific significance.

senior schooling PATHWAYS

There are many pathways from school to further education, training, and employment. Senior School curriculum is flexibly organised to allow students to select and follow any of a wide range of pathways appropriate to their individual needs and aspirations.

Examples of pathways supported include:

- direct entry to university from school, via the acquisition of an Australian Tertiary Admission Rank (ATAR)
 - acquiring qualifications up to Certificate III level through a school-based traineeship
 - preparation for a trade or traineeship or direct employment through:
 - SACE comprising traditional school-based subjects
 - SACE containing more or less negotiated curriculum (through the Community Studies subject)
 - SACE containing more or less short-course Vocational Education and Training.
- Features of the Senior School curriculum include:
- Emphasis on Enterprise Education (through compulsory Work Education and Australian Business Week participation in Year 10 and a focus on the availability of Vocational Education and Training from Year 10).
 - Early start to the SACE. Students in Year 10 can complete SACE units, adding flexibility in Years 11 and 12.
 - Strong pre-ATAR curriculum for those students needing it. Students may supplement the courses offered in the College with subjects offered through external providers such as Open Access College. Appropriate pathways in Years 10 and 11 prepare students for these subjects.
 - Timetable organisation which gives students the flexibility to take subjects not normally taken by students at their year level. So, for example, Year 11 students have the option of taking some Stage 2 subjects.



UPDATED SECOND EDITION

In May 1996, Jon Krakauer was on one of three expeditions near the summit of Mount Everest. Then a storm hit, and by the end of the day eight people were dead. *Into Thin Air* tells the story of that ill-fated adventure. In it Krakauer brilliantly evokes the majestic Everest landscape and places his own experiences within the history of man's attempt to conquer the world's highest mountain. *Into Thin Air* is a landmark of mountaineering literature, and a harrowing tale of human tragedy and endurance.

'Krakauer's account is masterly, with a glittering certainty of description and devastating insight'
Guardian

NON-FICTION

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KRKAUER
INTO THIN AIR

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