

St Joseph's Middle School Handbook - 2022 -

To live, to learn, love in all things





Welcome

The Middle School Handbook provides the vital information required for you to support your child through their time in Year 7 to 9 at St Joseph's School. This document illustrates our philosophy towards teaching and how we will be leading students through their learning journeys.

The Middle School Handbook outlines themes and essential skills explored in each subject; however, this document will not give you specific details of what students will learn in each subject. While the core of what we teach remains firmly grounded in and scrutinised against the Australian Curriculum, our learning experiences are intended to be dynamic and heavily influenced by the needs and interests of our students and the contemporary issues facing young people today.

We are excited to support and journey with your child as they progress through our Middle School.



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Guiding Principles



Pedagogy

At St Joseph's School Clare, our Middle School is driven by a pedagogy (belief, method and practice of teaching) that focuses on the unique and specific needs of adolescent students. It builds on the foundations and skills created in primary school and provides a safe and challenging environment for our young people to grow.

We recognise that during adolescence young people are going through rapid physical, social, emotional and intellectual growth. We have tailored our curriculum, learning areas and pedagogy to best facilitate this growth.

Our pedagogy is:

Challenging. We have the highest expectations of our students and support them when challenging their thinking and capacity to learn.

Informed. Our teaching team consists of experienced and skilled educators who understand the research which informs our evidence-based teaching and the learning practices best suited to adolescent learners.

Inclusive. We recognise our students have diverse backgrounds, experiences, personalities and goals. We prioritise all of these in our teaching and learning.

Relevant. Our learning experiences are designed with real world applications embedded in the learning. The presentation of students' work is negotiated and appropriately challenging for each student.

Pastoral. Each student works with a small group of teachers who know them explicitly. Students have a sense of belonging and connectedness. We aim to raise the hearts and minds of our young people.

Integrative. Our curriculum integrates technology, knowledge and 21st century skills into our learning experiences.

Ethical. Our curriculum is ethically centred to develop students' sense of empathy and their capacity to grow.

Responsible. Our school structures and learning experiences encourage the responsibility to serve others and the environment, while taking control of one's own learning and actions.

Our educators are:

Dedicated. We are dedicated to understanding all our learners and creating educational experiences that are challenging and inclusive.

Knowledgeable. We are highly experienced and trained in our learning areas, and understand the implications that growing bodies and developing minds have on adolescent learners.

Relational. We recognise that adolescents need connection. During this often rapidly changing time of their lives they crave a solid framework of support. We aim to walk alongside our young people as they learn and grow.

Passionate. We love what we teach and are excited about educating adolescents as they grow towards adulthood.

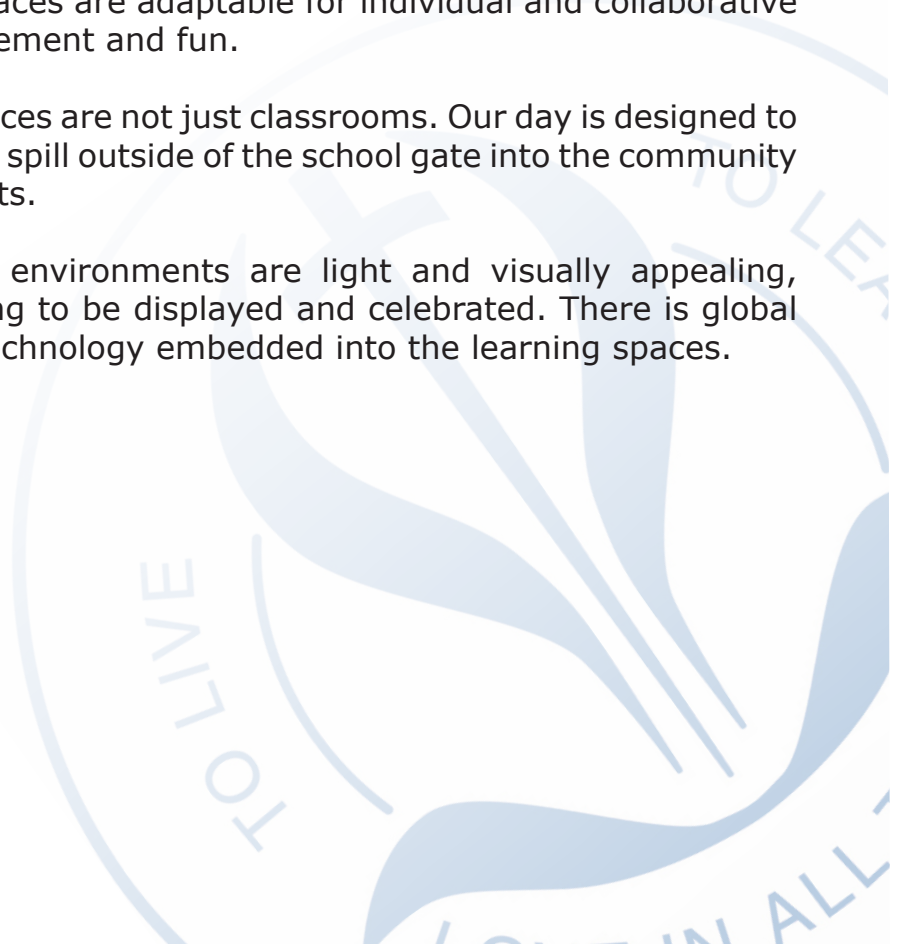
Our learning spaces are:

Supportive. They foster confidence, optimism and value the growth inherent in making mistakes. Students feel safe to step outside of their comfort zones to take the risks that are essential for learning.

Flexible. The learning spaces are adaptable for individual and collaborative work. They allow for movement and fun.

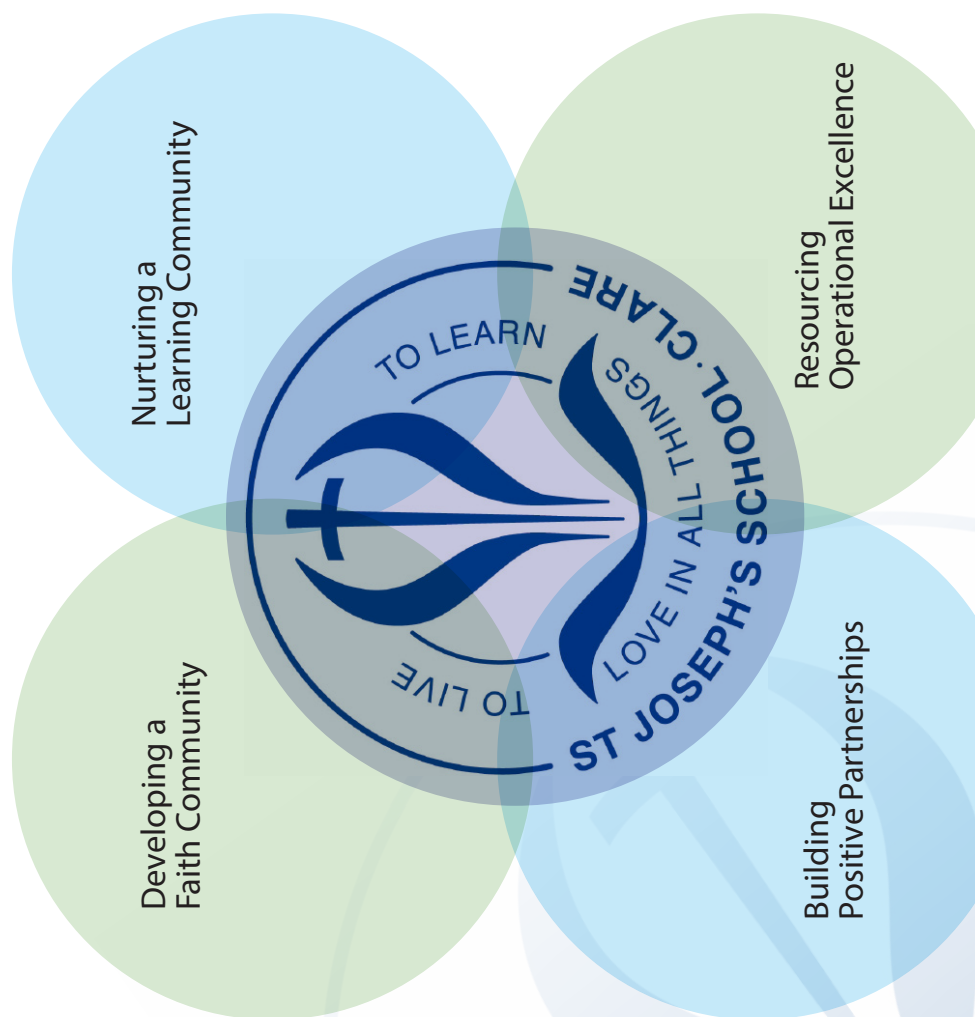
Diverse. Our learning spaces are not just classrooms. Our day is designed to allow students' learning to spill outside of the school gate into the community and to engage with experts.

Engaging. Our learning environments are light and visually appealing, they allow student learning to be displayed and celebrated. There is global connection through the technology embedded into the learning spaces.



Mission and Values

SCHOOL STRATEGIC PLAN 2021–2023

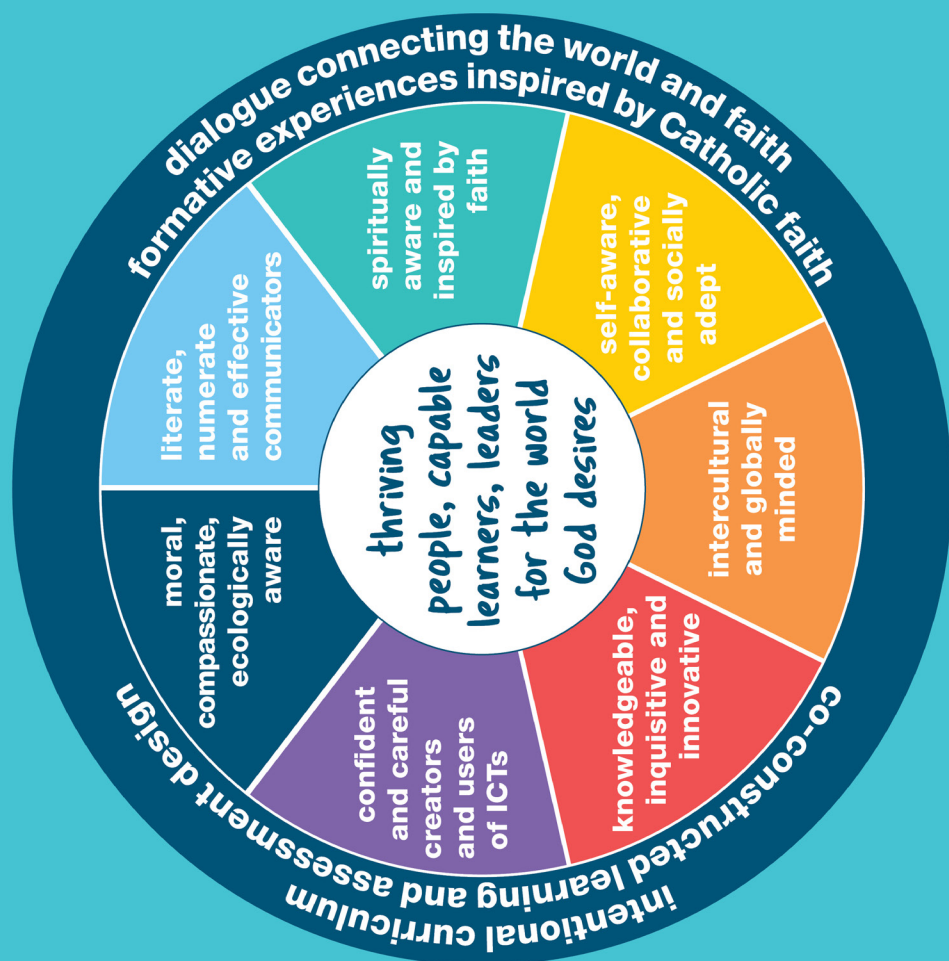


CORE VALUES

CELEBRATION / HUMOUR	COLLEGIALLY	CONTINUOUS IMPROVEMENT / INNOVATION	LIFELONG LEARNING	MUTUAL RESPECT	OPENNESS	RESPONSIBILITY FOR SUCCESS	RISK TAKING	SHARED GOALS	SUPPORT
"We feel good about ourselves"	"We work together and support each other"	"We strive to be better"	"We will never stop learning"	"Everyone has something to offer"	"We can discuss and value our differences"	"We are ultimately responsible for our own success"	"We learn by trying something new"	"We know where we're going"	"There's always someone there to help and be helped"

LIVING LEARNING LEADING FRAMEWORK

www.cesa.catholic.edu.au/live-learn-lead



The CESA Key Capabilities have been constructed to assist our young people to become comfortable and confident in who they are and ready to make a difference in the world. This framework illustrates our aims for the young people in our care and is used to guide our teaching and learning.

Student Graduate Qualities

Through rich community consultation we aim to establish a list of qualities that all St Joseph's School students will develop throughout their time at our school. Our Middle School graduates will take the strong foundations these qualities provide through to the next stage of their learning journey.

These Graduate Qualities will be fostered through day-to-day interactions, explicitly taught, strengthened through extracurricular activities and will underpin all that we do at St Joseph's.

Shaped by our Josephite and Jesuit Traditions, our school mission and values, the Catholic Education Living Learning Leading Framework and given a context by our community, these qualities support what it means to be a student at St Joseph's School, Clare.

More information about this process and how you can become involved will be made available early 2022.



School Wide Literacy Approach

A deeply embedded goal for our students is to be literate and effective communicators. To achieve this, we use a school-wide approach to teaching literacy across all subject areas.

Seven Steps

"Seven Steps to Writing Success" is a resource that provides the building blocks to support great writing. Isolating writing skills into individual steps ensures students don't get 'bogged down' with writing the whole piece. They gain confidence in each building block, and then they pull it all together to become creative and engaging writers. This resource is used across all subjects so that students understand the importance of their writing whether it's a report, procedure, movie script or a creative text.

Paragraph Structure

To provide consistency across our students' writing, and to enable them to create text that possesses a richness in detail and complexity across all subjects, we utilise the "PEEL" paragraph structure. This approach also assists students to demonstrate their understanding and higher order thinking skills.

Point

State your point. Introduce the topic you are about to discuss and tell the reader what the paragraph is going to be about.

Evidence/Examples

Support your point with evidence and examples. In the next one or two sentences, give evidence to expand upon and support the point you made. Evidence can include facts, statistics, research findings, quotes from a credible authority or a primary text.

Explain

The following sentence is where you show your understanding by explaining in more detail how and why your evidence supports your point. Your explanation should interpret the evidence for the reader.

Link

The last sentence should reinforce your original point or link your writing to the next paragraph. The link sentence can provide a transition to the next topic or paragraph.

Teaching and Learning



Curriculum Structure

Core learning areas

Religious Education (RE)
 English
 Mathematics
 Science
 HASS
 Health and Physical Education (PE)
 Japanese
 Pastoral Care

Enrichments Learning areas

Agriculture
 Visual Arts
 Performing Arts
 Food and Nutrition
 Digital Tech
 Design Tech

The subject areas of Maths & Science and English & HASS are grouped together and taught by the same teacher. One of these teachers will also be the student's RE teacher and their Care Group teacher. This allows teachers and students to form supportive and genuine relationships to guide their learning. It also enables meaningful connections to be made between subject areas, ensuring learning is more relevant and meaningful. By having a limited amount of movement between teachers and learning areas, this encourages and meets the need for students' increased independence and responsibility.

	Monday	Tuesday	Wednesday	Thursday		Friday
8:50-9:00	Care Group	Care group	Middle School Line Up	Care group	8:50-9:00	Whole School Line up
Block 1	Maths	RE	Science	Maths	Block 1	Maths
9:00-10:40	Science	Maths	Science	Science	9:00-10:40	English
Break 1 10:40 – 11:00					Break 1 10:40 -11:00	
Block 2	English	English	English	Japanese	Block 2	HASS
11:00-12:40	HASS	HASS	HASS		11:00-1:00	RE
Break 2 12:40 - 1:10					Break 2 1:00 - 1:40	
Block 3	Enrichment 1	Enrichment 1	Enrichment 1	PE	Block 3	RE
1:10-3:15		Enrichment 2			1:00	Pastoral Care

Assessment

We believe that assessment needs to be relevant, challenging and regular. Using *SEQTA Learn* for students and *Engage* for parents, each assessment task will be available via these platforms. Once completed, feedback will be visible to parents and students through a rubric, comments, and a grade.

The aim is to ensure students and families are kept engaged with the learning process and to provide timely and relevant feedback to support the learning and growth of each student.

At the end of each term, students will receive a progress report displaying a grade and general indicators of their approach to learning. Feedback on individual assessment tasks will remain visible throughout the year, allowing students and their families to follow growth and learning with a great deal of richness.

At the end of each year, students will receive a final grade for each subject. Formal three-way conversations between families, students and their teachers will be held during Terms 1 and 3.

All assessment is guided by the Australian Curriculum using the A to E achievement scale. Students will be assessed according to subject-specific criteria. These are grouped into 3 or 4 main headings and also form the basis of the assessment rubric that is used by teachers to assess at the task level.

A to E Assessment criteria	
<i>Grades</i>	<i>Achievement Standard/Criteria</i>
A	Excellent - the student is demonstrating excellent achievement of what is expected at this year level.
B	Good – the student is demonstrating good achievement of what is expected at this year level.
C	Satisfactory – the student is demonstrating satisfactory achievement of what is expected at this year level.
D	Partial – the student is demonstrating partial achievement of what is expected at this year level.
E	Minimal – the student is demonstrating minimal achievement of what is expected at this year level.

Religious Education

The study of Religious Education is central to the holistic development of our students. The purpose of Religious Education is to deepen students' understanding of the Catholic tradition, to develop an appreciation of its significance in their lives, so that they may participate in the life of the Church and wider society. We draw upon our rich history and values of both our Jesuit parish tradition and our Josephite tradition; our community is driven by the legacy St Mary MacKillop left us. Our Religious Education learning area aims to celebrate and create opportunities for rich discussions around the teachings of Jesus. We explore the humanistic morality that is core to our decision making.

Our curriculum stems from the South Australian Crossways curriculum and given context by our local parish community. Our Religious Education curriculum draws upon six strands: Wisdom; Sacramentality and Prayer; God, Us and Faith; Sacred Texts, Church for the World; and Moral Life. We also explore the Made in the Image of God curriculum which focuses on Human Sexuality through a Catholic lens.



English

English is based on the strands of Language, Literature and Literacy. It aims to develop students' analytical and creative thinking skills. The study of English involves exploring, responding to, and composing texts in, and for a range of personal, social and cultural contexts. Our aim is for students to appreciate the complexity and power of language. The teaching of grammar, punctuation and spelling is both explicit during English lessons and embedded in the analysis and composition of texts. English supports the development of students' personal and social identity through reading and creating texts. The study of English plays a key role in the development of reading and the literacy skills needed for education, training and the workplace.

Students will adapt the skills and knowledge learnt during English lessons to the production of text with specific audience purpose and relevant contexts.

Our English lessons will empower students with the literacy skills required to be successful in all learning areas. It will draw on the work students are completing across all curriculum areas, external activities and current world events to allow students to hone their skills in all three strands of English.

Students will be studying the production of text in different forms and apply these skills to genuine contexts such as advertisements, speech writing for the purpose of student leadership elections and communicating with members of the broader Clare community.



Mathematics

Mathematics concepts and skills are learnt by students during designated mathematics lessons which are aligned with the Australian Curriculum strands of number, algebra, measurement, space, statistics and probability. Students demonstrate their understanding, fluency, problem-solving and reasoning of mathematics using digital tools, textbooks and mathematical investigations with a focus on problem solving and reasoning. They develop their deep conceptual understanding to make mathematical learning more meaningful, applicable and transferable through holistic and challenging learning experiences such as Pedal Prix, Camps and Fete.

Mathematics is integral in Science, Agriculture and Technologies. To support consistency and continuity of learning, students are taught by the one teacher for Mathematics and Science. Students are encouraged to apply their mathematical understanding, reasoning and numeracy skills to develop as confident and creative individuals, who are life-long learners and contribute to the world around them.

We strongly believe that for students to successfully learn essential Mathematics content they must see the relevance of what they are learning and be appropriately challenged by their learning experiences. Hence, content will be revisited, reviewed and reinforced within lessons (Mathematics and other subjects), integrated projects, real-life applications and as productive practice (homework).



Science

The Science curriculum has been designed to foster students' ability to think scientifically, apply inquiry skills, conduct experiments and acquire knowledge of the biological, chemical, earth & space and physical sciences.

We aim for students to have the skills, understanding and experiences to enable a successful and confident transition into senior secondary specialised scientific subjects.

Our Science focus is on inquiry-based, real-life learning with laboratory and field investigations that connect with our local community. Through the use of digital tools such as Virtual Reality, and connection with industry experts, our students will be able to explore how scientists work on a global scale. Our students will actively engage with citizen science projects and industry-based programs that further develop science interest and engagement of students. The application of numeracy, mathematical understanding and skills is encouraged to reinforce student knowledge within an authentic context.



Humanities and Social Sciences

Humanities and Social Sciences (HASS) is a broad and rich curriculum area which encompasses three key learning areas. It allows students to develop an understanding of the world we live in and how we have arrived here. It aims to provide students with the skills and knowledge to be perceptive, informed and critical members of society.

The *Civics and Citizenship* curriculum focusses on ensuring students have the skills and values to become active and informed citizens. Students will investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. Our Year 7 camp and our Year 8 Parliament give students the opportunity to experience and live what they are learning.

The *Economics and Business* curriculum explores aspects of economics and business that affect daily life. Students will learn about the role that individuals, businesses and governments play in the economy, the way they make decisions about how to allocate resources and the effects of these decisions. One aspect of our Economics and Business curriculum is our School Fete, where students develop an appreciation and hands-on experience of running a small business.

Geography aims to develop students' understanding of the earth and its features, the distribution of life on earth, including human life. Geography is broken into two fields of studies, environmental processes and human activities. The course aims to evoke students' curiosity about built and natural environments and the differences between them. A key focus of the course is to inspire students to see that they can positively influence their world towards sustainable futures. Our students will engage in a range of field trips in our local area to examine the impacts humans are having on our environment as well as the liveability of our local area.

History aims to develop students' interest in, and enjoyment of historical study, further allowing them to be informed and critical citizens. The course aims to develop students' understanding of how societies have developed over time and the major events that have shaped the world we live in. Each year level studies a number of key periods in global and Australian history. The course provides students with the opportunity to develop the skills used in historical studies and an understanding of the key concepts of evidence, sources, continuity and change, cause and effect, significance, empathy, perspectives and contestability. Interactive Virtual Reality headsets will give our students realistic insights into what life was like throughout history and provide them with the opportunity to construct and explore historical landscapes.

Health & Physical Education

The Health & Physical Education learning area in the Middle Years focuses on a holistic concept of health and well-being. It recognises the physical, mental, emotional, social and spiritual dimensions of the health and well-being of the individual. Students plan, act and reflect in order to develop the essential knowledge and understanding, attitudes, values and skills which promote health practices, encourage participation in regular physical activity and support the maintenance of a healthy lifestyle. We believe that fostering the value for, and love of a healthy lifestyle, is a vital aspect of physical and mental wellbeing during adolescence.

Our students will explore the many sporting and recreational facilities our local area has to offer through engagement with a variety of clubs and venues.

Specific health concepts will be explored during Health and Nutrition lessons with the physical components of the curriculum being explored during Physical Education lessons.



Enrichment

Our enrichment program is designed to give students the opportunity to add context and meaning to the learning they undertake in the core subject areas, with further hands-on and highly active and interactive learning.

All our enrichment topics draw their knowledge, content and skills from the Australian Curriculum across a broad range of learning areas including the Arts, Technologies, Health & Physical Education and Science. Our enrichment lessons run in the afternoons during an extended 2-hour block of learning allowing students to get off-campus and into the community, where they can learn from industry experts and experience first-hand the possible futures their learning can provide.



Agriculture

Agriculture has been designed as an integrated, interdisciplinary subject which emphasises authentic inquiry and project-based learning experiences. We have a focus on collaboration which is strongly supported with community connections through on-farm field work and industry expertise. It is aligned with the Australian Curriculum subjects of Mathematics, Science and Technology and provides an innovative and enriching opportunity for a deeper understanding of discipline content and application of skills, particularly Mathematics and Science.

The challenges of sustainability and food security are integrated into each unit to develop students' empathy and awareness for our primary production industries. Students will develop a strong inquiry mindset, engage with authentic learning experiences through field work and incursions which will develop an appreciation for the diversity of opportunities within agriculture, horticulture and viticulture.



The Arts

Our Arts learning area is designed to allow our student to experience a range of different Art forms. Students will have an opportunity to appreciate and analyse art and artists and create their own art. Our Arts program encompasses Visual Arts, Music and Drama.

Visual Arts will allow students to explore a range of mediums and artistic styles. They will be examining the works of an array of different artists. Our students will be creating artworks to be proud of and for others to enjoy.

Our Music program will give students the opportunity to compose music using a range of different instruments and digital technologies. Students will explore the music of different cultures and eras. Our students will have the opportunity to learn music theory and hone their practical skills while also developing their self-confidence through performance.

In Drama, students will study a range of different performance skills. They will have the opportunity to write and adapt performances for a range of different audiences and in a variety of genre. Students will be showcasing their skills in both small performances and larger productions.



Technologies

Our technologies learning area recognises that the world we live in is increasingly digitally and technology focused. It is vital that our students have the knowledge and confidence to critically analyse and creatively respond to design challenges. We want our students to develop the skills within our school and take them into the wider community, enriching and transforming the way we live and the way we care for our environment.

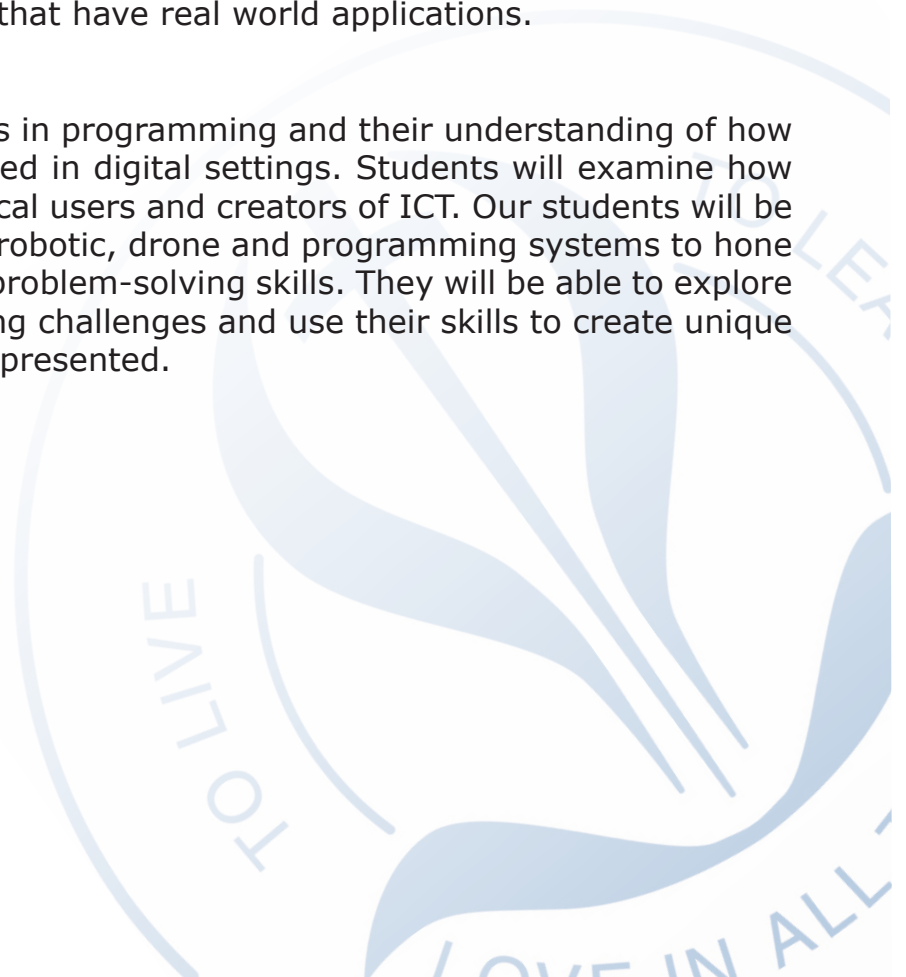
We have separated this subject into key areas which provide students the opportunity to have hands-on experiences while building their design and problem-solving skills in different contexts. We aim for our students to be creative and responsive designers who consider the ethical, legal, aesthetic and functional aspects of what they are creating.

Design Technology

Using the extensive industry standard technology in our Maker Space such as laser cutters, 3D printers and a range of hand tools, our students will be creating designed solutions for challenges they are posed. Our students will become project managers who skilfully use the design and prototyping process to produce high quality products. They will work independently and collaboratively through the design to creation process. They will apply design and systems thinking to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. Students will create products that they can be proud of and that have real world applications.

Digital Technology

Students will develop skills in programming and their understanding of how data is stored and displayed in digital settings. Students will examine how to be responsible and critical users and creators of ICT. Our students will be using a range of different robotic, drone and programming systems to hone their design thinking and problem-solving skills. They will be able to explore a wide range of engineering challenges and use their skills to create unique solutions to the problems presented.



Health and Nutrition

Our Health and Nutrition learning area encompasses both the Technologies and Health areas of the Australian Curriculum. In this course, students will be developing their understanding of what it is to be healthy and will grow their skills in planning and preparing healthy meals. Students will also explore how they can promote healthy lifestyles to others. Our students will be preparing food for a range of different purposes and examining how they can create menus to fit their needs.

Students will work towards catering for groups of people and draw on the expertise from our dynamic local hospitality community. They will be engaged working in our kitchen and experiencing the commercial kitchens of the Clare Valley, giving them the skills and qualifications required to be workforce ready in the hospitality industry.



St Joseph's Make A Difference

St Joseph's Make a Difference is dedicated curriculum time, allowing our students to make a difference in their own learning, our school community and our global community. This time is underpinned by the Australian Curriculum General Capabilities and the Catholic Education Key Capabilities and allows students to develop the skills needed to be engaged and thriving adults.

This time will allow students to work with each other on improving our community and school. It provides time for teachers to conference and set goals with our students to maximise their learning. Finally, it will give our students time to reflect on their progress towards our Graduate Qualities.



Micro Credentials

Through our enrichment learning areas our students will gain a broad skill set, recognised by industries, and which enable our graduates to be ready to join the workforce and support our Clare Valley community.

These courses will be driven by student interest and will require students to work alongside community members. We hope to offer a broad scope of courses in hospitality, sport and recreation, agriculture and finance.

We want our students to be highly motivated and skilled young people who are ready to positively contribute to our local industries.



Leadership and Personal Development



Student Leadership

As our school grows so too does our student leadership structure. In 2022 the following structure will be used as we transition towards Year 9.

Year 7

House Captains

The responsibility of being a House Captain is a great opportunity for students to further develop their leadership skills, and is perfectly timed for them to take on that additional responsibility and hone their public speaking skills. The election process will continue to be supported by teachers in English and HASS lessons early in Term 1.

Responsibilities

- House Captains will assist in the organisation of younger students at Sports Day and the Swimming Carnival
- Build House pride through House meetings and Sports Day preparations
- Assist in the administration of sporting events
- Coordinate with the Sports Minister the organisation of school-based sporting events throughout the year

LEAD Reps

LEAD is a key introduction into the formal leadership process. Our LEAD reps learn how to participate in board meetings and develop their skills as leaders. LEAD provides them with the platform to seek out opportunities to lead their peers within our school community.

Year 8s

Prime Ministers (formally head boy and girl)

These roles are charged with coordinating the school leadership team and running leadership meetings. These two students will develop the following qualities:

- Leadership
- Public speaking
- Compassion

Ministerial roles

Each role will have a portfolio of responsibilities once elected. Students have the opportunity to nominate for ministerial roles of their choosing, based on their passions and the needs seen in the community. Roles are dynamic and can change from year to year based on the skills and interests of the students. These Ministers will help to mentor the Year 7 LEAD Reps and assist them in their introduction to leadership.

Ministerial Roles could include:

- | | |
|----------------|------------------------|
| • Sports | • Health and Wellbeing |
| • Agricultural | • Transition |
| • Arts | • Academic excellence |

School Sport

Our participation and excellence in the wide variety of different sporting arenas is a vital part of who we are. With our movement into a Middle School our involvement in school sport will continue.

We will explore viable options for us to participate in the wide range of knockout sports offered to South Australian Secondary School Students.

Our Middle School students have been entered in Athletics and Swimming carnivals. As South Australia transitions Year 7 students into Secondary Schools there is currently a restructure of school sports. As information comes to hand we will share this with our students and families.



Extra Curricular Arts

Our School Concert is a long standing tradition and one that forms a vital aspect of our school calendar. The Middle School students will continue to have the opportunity to take part in this performance. The concert will form part of their Performing Arts curriculum area and in the future, as we grow in numbers, further opportunities to refine their performance skills in front of our school community will be created.

Our private music lessons and bands will continue into next year and students will be able to follow their interests in guitar, drums and vocals.



Student Wellbeing

Our students will continue to be able to meet with Delvene Mathie, our Wellbeing Coordinator, to support their personal health and wellbeing. Delvene will have a dedicated space in the new Middle School building and students will be able to book appointments when required.

Should you wish to discuss your child's wellbeing, feel free to contact her through the front office.

Program Achieve and You Can Do It will continue to be the foundations of our wellbeing conversations with students and will be the focus of our wellbeing education.



School Camps

Camps are an exciting part of the learning our students engage in. In 2022 our Year 7s and 8s will be heading off on camps with two very unique experiences and purposes.

Our Year 7s will be travelling to Canberra to add a richness to the learning they do in HASS and prepare them for their leadership roles in the Middle School Parliament.

To support the holistic development of our students, the Year 8s will be heading off on a challenge-based camp that encourages them to step outside of their comfort zones. This experience will involve camping in tents, outdoor wilderness activities and collaboration through physical problem solving challenges.



Middle School Staff 2022

Principal

Peter Shearer

Assistant Principal

Tom Gilligan

Maths / Science / PE / Technology

Teaching Staff

Brendan Ackland

English / HASS / Technology / RE

Mandy Bell

Performing Arts (Music / Drama)

Chizuru Banks

Japanese

Leah Carling

Maths / Science / PE / Health & Nutrition / RE

Meredith Crawford

Science / Maths / Agriculture / RE

Kirsten Mooney

English / HASS / Visual Arts / RE



