

St Joseph's School, Clare Middle School

To live, to learn, love in all things





Welcome

The Middle School Handbook provides 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 lead students through their learning and personal growth journeys.

The Middle School Handbook outlines themes and essential skills explored in each subject; however, this document does not give you specific details of what students will learn in each subject - this is available via SEQTA Engage. 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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- Indigenous Languages and Culture

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Middle School Staff



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.

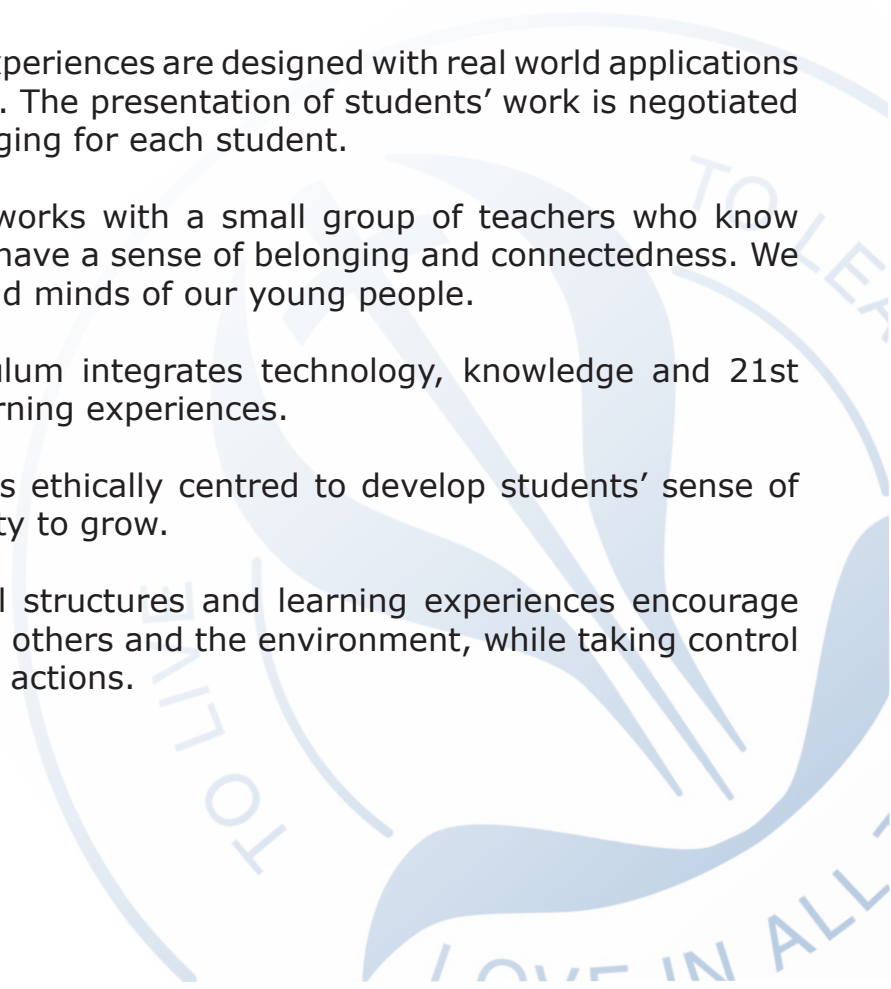
Relevant. Our learning experiences are designed with real world applications embedded in the learning. The presentation of students' work is negotiated and appropriately challenging for each student.

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.



Pedagogy

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.



Middle School Shared Pedagogy

Guided by the Josephite tradition,
we as Middle School staff at St Joseph's School Clare, will...

1. Value and foster respectful relationships

2. Proactively seek improvement via evidence based best practice.

3. Facilitate student centred opportunities that are relevant and authentic.

4. Effectively communicate and collaborate with students, parents, staff, and wider community.

5. 'Be' the example.

6. Create and maintain safe, supportive, and engaging learning environments.

Middle School Shared Pedagogy

Through our actions we will guide students towards...

1. Being best version of themselves by prioritising their own wellbeing so they can serve others and achieve their goals.

2. Being creative and courageous in seeking personal growth

3. Acting morally and showing care and concern for others.

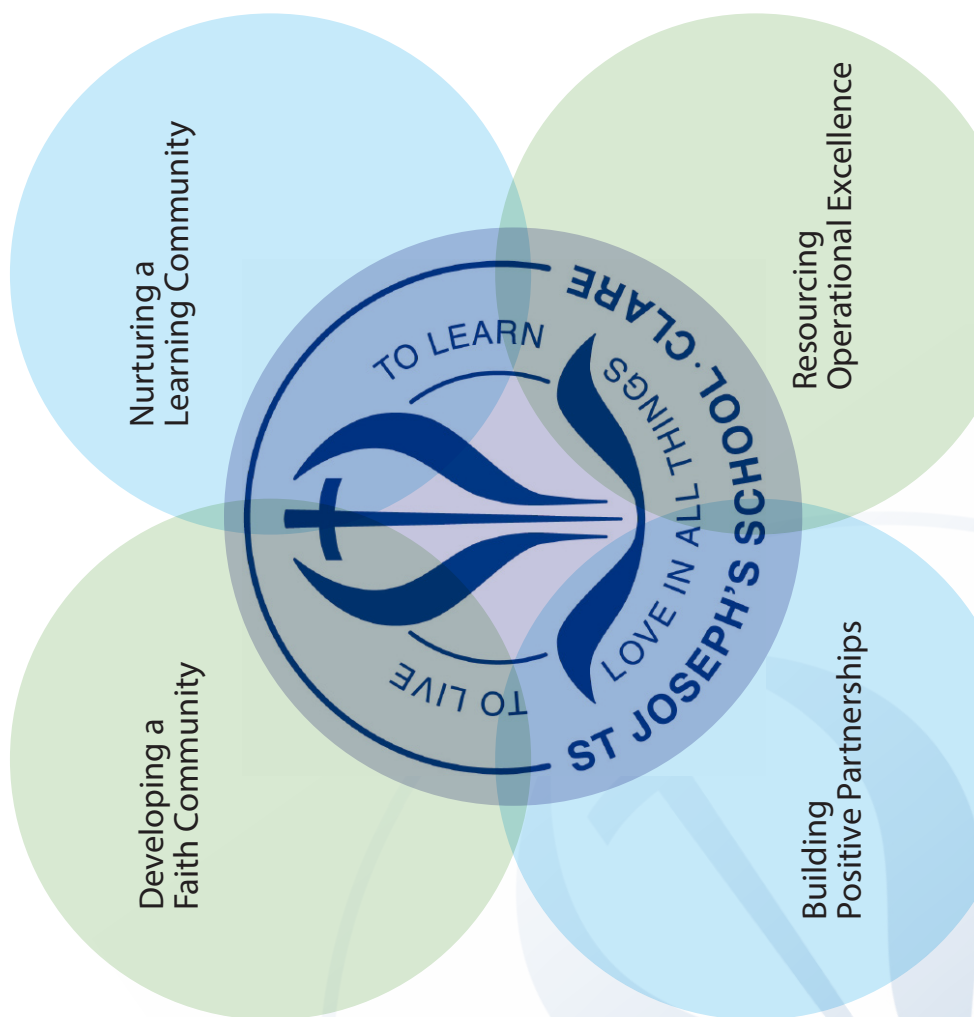
4. Thoughtfully communicate and collaborate.

5. Imagine possibilities, show initiative and creativity.

6. Be resilient and agile when faced with challenges.

Mission and Values

SCHOOL STRATEGIC PLAN 2021-2023

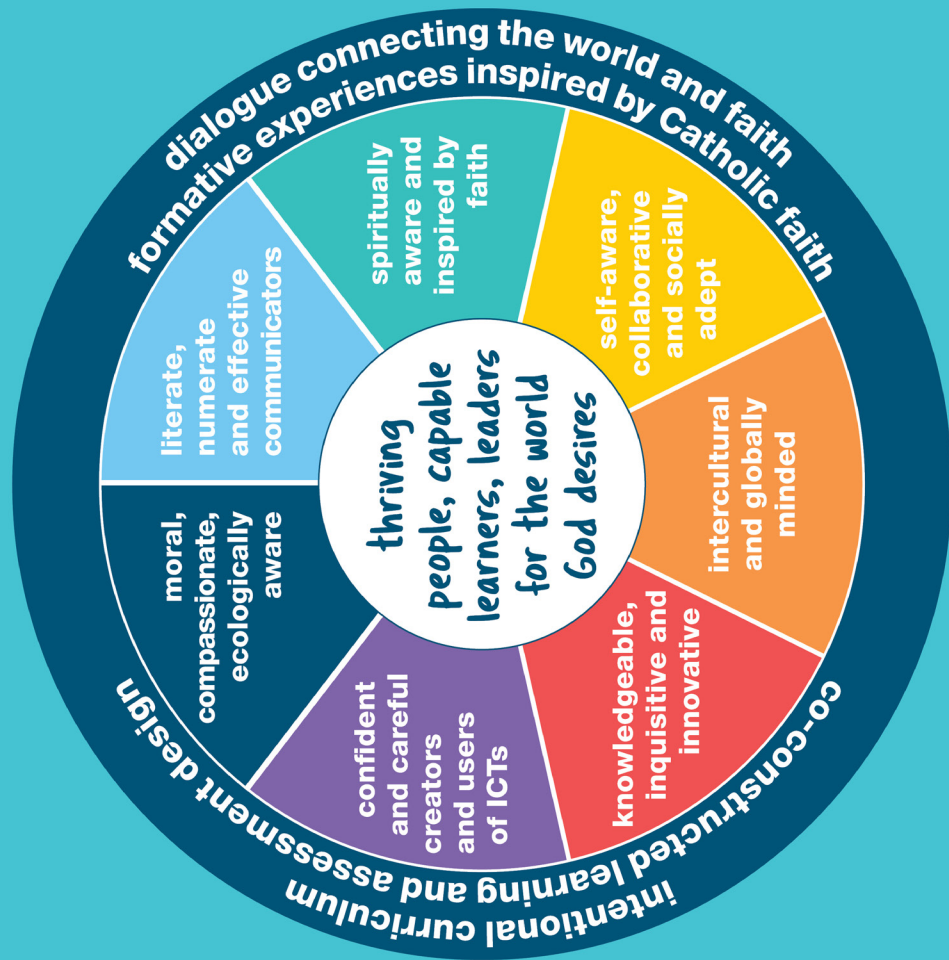


CORE VALUES

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.

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 Sentence

State your topic. 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)
 Indigenous Languages and Culture
 Pastoral Care

Enrichments Learning areas

Agriculture
 Visual Arts
 Performing Arts
 Food and Nutrition
 Digital Tech
 Design Tech
 Energy Tech
 Hospitality Entrepreneurship

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
1	7 English	7 English	7 HASS	7 English	7 English
2	7 HASS	7 HASS	7 RE	7 RE	7 HASS
Recess					
3	7 Science	7 Maths	7 Maths	7 Maths	7 Maths
4	7 Science	7 Science	7 Science	7 PC	MAD
Lunch					
5	7A Languages	7A Languages	7A Ag	7A Health and Nut	7A Health and Nut
6	PE	PE	7A Ag	7A Ag	7A Health and Nut

Assessment

We believe that assessment needs to be relevant, challenging and regular. Using *SEQTA Learn* for students and *SEQTA 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 Term 2, students receive a progress report displaying a grade and a pastoral care comment. Feedback on individual assessment tasks are available throughout the year via *SEQTA Engage*, allowing students and their families to follow growth and learning.

At the end of each year, students receive a final grade for each subject and a pastoral care comment.

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.

We strive for our students to achieve their own personal excellence and provide them opportunities to be the most successful learner they can be. Below is a guide to the level of assessment that each band represents.

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 classroom Religious Education is to educate, inspire and support students in their religious self-understanding and spiritual awareness and to deepen students' understanding of the Catholic Tradition. Religious Education aims to engage students more fully in life, the Church and society with growing wisdom, religious identity and moral purpose to promote a more just world.

We draw upon our rich history and values of our Josephite tradition and the legacy of St Mary of the Cross MacKillop and the Sisters of St Joseph, as well as the Jesuit tradition of our Sevenhill Catholic Parish.

Our Religious Education learning area aims to celebrate and create opportunities for rich discussions around the teachings of Jesus. Student learning in Religious Education complements aspects of the religious life of the school, including personal and communal prayer, annual student retreats (all year levels), liturgy, social outreach, youth ministry and church life and mission.

Religious Education draws upon the South Australian Crossways Curriculum and is given context by our local parish community.

The Crossways Curriculum consists of Crossways Content articulated across 6 strands:

- A skills and dispositions strand called Wisdom and
- 5 Knowledge Strands: God, Us and Faith, Sacred Texts, Church for the World, Moral Life and Sacramentality and Prayer.

It also incorporates a Scriptural Text Scope and Sequence and an Achievement Standard.

Other aspects connected with, but not contained within the Religious Education curriculum, include the Made in the Image of God: Human Sexuality Program and On Holy Ground, an ecological vision for Catholic Education SA.

The Made in the Image of God: Human Sexuality Curriculum is based on the fundamental belief that humans are made in God's image and are deserved of the utmost dignity and respect. The program is delivered, often as part of an integrated curriculum approach, across each year level in Term 3.



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 draws 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 are able to explore how scientists work on a global scale. Our students 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.



Indigenous Languages and Culture

Languages studied at St Joseph's in the Middle School exposes students to the Second Language Learner Pathway (L2).

This pathway has been written on the assumption that learning will involve students who are typically not from the language community in which our school is located and have little or no experience of Aboriginal and Torres Strait Islander cultural heritage.

Across a three-year period, our students will be exposed to local, regional and national Cultural heritage linked to language systems including Ngadjuri and Adnyamathanha. By the end of their Middle School journey our students will leave with a deeper understanding of why Aboriginal and Torres Strait Islander histories and cultures are an integral part of learning languages because there is an inseparable connection between the languages, land, sea, sky and waterways. Further to this, students will leave with a deeper understanding of how language systems connect to different forms of cultural expression including, but not limited to song, dance, art, land management, and food systems.

The Learning Pathway is enriched and authenticated by timely interactions with Elders, community speakers, and experts who facilitate workshops and where possible students will experience excursions on Country visiting significant places. Notably, we strive to enhance learning opportunities on site by providing access to additional resources and technologies such as virtual learning platforms, language applications, relevant documentaries, and online presentations.

The learning pathway provides students with an opportunity to study a language that is structurally very different from English and one from a culture quite distant from the English-speaking mainstream. This develops a deeper appreciation of the nature and diversity of languages and cultures and supports the acquisition of knowledge and skills necessary to learn, understand and respond in a culturally safe and responsive way in context to our living location.

In the final year of Middle Schooling at St Joseph's, students have the opportunity to consolidate their learning through a Central Australia school trip, here they will experience and interact with diverse landscapes, engage with industry professionals and experts from non-Aboriginal and Aboriginal and Torres Strait Islander backgrounds and spend time with Elders on country.



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.

Our Year 7 students experience the full array of Enrichment areas, enabling them to find their passion and further develop areas of interest. Year 8 and 9 students have the opportunity to choose their Enrichment topics from a selection of subjects that is dynamic and changing, dependent on students interest and opportunities that present themselves.



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 and Performing Arts.

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

Our Music program gives students the opportunity to compose music using a range of different instruments and digital technologies. Students 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 study a range of different performance skills. They have the opportunity to write and adapt performances for a range of different audiences and in a variety of genre. Students will showcase 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.

Energy Technology

In this subject, students will combine a range of skills and learning areas, as they work towards racing in the pedal prix event at The Bend Motorsport Park. Students will develop skills in bike maintenance, maintaining and improving the current Pedal Prix trikes. Using technology, students will manage projects and work with budgets. This subject covers areas such as aerodynamics, car design and racing and students will use CAD to design and 3D print CO2 dragsters that they will race. Students will work on their own fitness through designing training programs.

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.



Hospitality Entrepreneurship

This subject looks at the hospitality industry, health and how we can feed our community while making money at the same time. Students will prepare meals and products for specific purposes. There is a strong focus on running a business at a profit, the importance of eating healthy and good food.



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 allows 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 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 are driven by student interest and require students to work alongside community members. Our aim is 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.

To date, our students have had the opportunity to gain Micro Credentials in the following areas:

- Barista
- Bronze Medallion
- Safe Food Handling
- Sports Coaching

Leadership and Personal Development



Student Wellbeing

Delvene Mathie, our Wellbeing Coordinator, supports the personal health and wellbeing of our students. Students are 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 form the foundations of our wellbeing conversations with students.

Weekly Pastoral Care lessons draw content from the Child Protection and Health Curricula whilst also developing skills and knowledge to support students through their growth into adulthood.



Student Leadership

At St Joseph's School, Clare, we value student input and actively encourage their involvement in our school decision-making processes.

Our Student Leadership Program:

- ◇ is a voice for all students; expressing what is important to them at school, what is working well, student concerns and ideas for improvements
- ◇ encourages students to be actively involved in the school
- ◇ provides activities and special events for children to enjoy
- ◇ provides the opportunity to develop real leadership skills through service in action

Year 7 /8 Leadership - School Parliament

Students nominate themselves for a ministerial position.

Ministerial responsibilities

Ministers will be expected to attend Parliament three times a term and meet with the appropriate staff members at least once a term or as often as required. They will need to report on their plans and progress. Students will be required to submit agenda items and reports prior to each meeting. Each minister is also expected to create one page for the school newsletter that celebrates/promotes/informs our community on their portfolio.

Election process

Year 7/8 students will nominate for a role within the parliament. Through their learning in English, Civics and Citizenship and Religion, they will develop speeches that highlight their personal strengths and attributes that make them sound candidates for their chosen role.

Students will present their speeches to the Middle School teachers and students. Through the preferential voting system, members of the Parliament will be elected. The date of the speeches will be confirmed in due course.

Year 7 students will nominate for a role within the parliament. Through their learning in English, Civics and Citizenship and Religion, they will develop letters that highlight their personal strengths and attributes that make them sound candidates for their chosen role.

They will participate in an interview based on a prepared question. With a panel consisting of MS Assistant Principal, a teacher and a peer.

Ministerial roles:

Faith and Spirituality – The Faith and Spirituality Minister will promote and strengthen our Catholic mission at school and the wider community.

Academic Excellence – The Academic Excellence Minister will assist in promoting, supporting and celebrating the academic success of their peers, including academic competitions and the Program Achieve awards.

Health and Wellbeing – The Health and Wellbeing Minister will promote sport and healthy lifestyles in our community.

Student Leadership

Arts - The Arts Minister will promote and celebrate the artistic talents of students in our school.

Digital Technologies - The Digital Technologies Minister must promote and celebrate the safe and innovative use of technologies. They must be competent and safe users of ICT, willing to upskill as needed. They should be able to mentor younger students in Co-Spaces and Tinkercad and be able to do so safely.

Environment & Agriculture - The Environment & Agriculture Minister will help our school strive to be more sustainable, supporting ongoing programs, such as Nude Food days.

Communications - The Communications Ministers will play an integral role in creating content for both the school newsletter and podcasts. As this is a large portfolio, it requires two Year 8 students to manage effectively.

Inclusion - The Inclusion Minister will work with LEAD, Mrs Mathie and Mr Gilligan to help shape our school community to be equitable for all students. They will listen to feedback and ensuring actions are taken. They will assist staff in shaping a safe and inclusive physical and social space.

Year 9 Leadership - House Captains

Role of a House Captain:

House Captains will have the opportunity to lead their peers through the preparation and running of our major sporting events.

Sports Day

- House Captains will need to create and teach a house cheer to their team
- Organise and coordinate Team Games
- Foster a feeling of house pride and sportsmanship within their house
- Take part in the set up and administrative roles on the day
- Create banners for their houses

Swimming Carnival

- Students will be required to manage their house area at the pool
- Foster a feeling of house pride and sportsmanship within their house
- Assist in the nomination process
- Manage the fair and just participation of all students

House activities

House captains will also be required to manage and organise house-based activities throughout the year.

Middle School Picnic House Clash

House captains will be required to organise a game per house to be played at the Term 4 Week 9 Middle School Picnic and House Clash.



Student Leadership

Election Process

Through their learning in English, Civics and Citizenship and Religion, they will develop speeches that highlight the personal strengths and attributes that make them sound candidates for their chosen role.

They will be required to present a 2-minute speech to the Year 6,7,8 and 9 members of their house, explaining their personal qualities that make them the ideal candidate for the role.

Year 9 Leadership - School Captains

Role Description

Two of our Year 9 students will have the opportunity to be our School Captains. School Captains will lead the School Parliament meetings. They will be a spokesperson for the School Parliament. School Captains will represent our school at different events when public speaking duties are required.

The School Captains' personal qualities

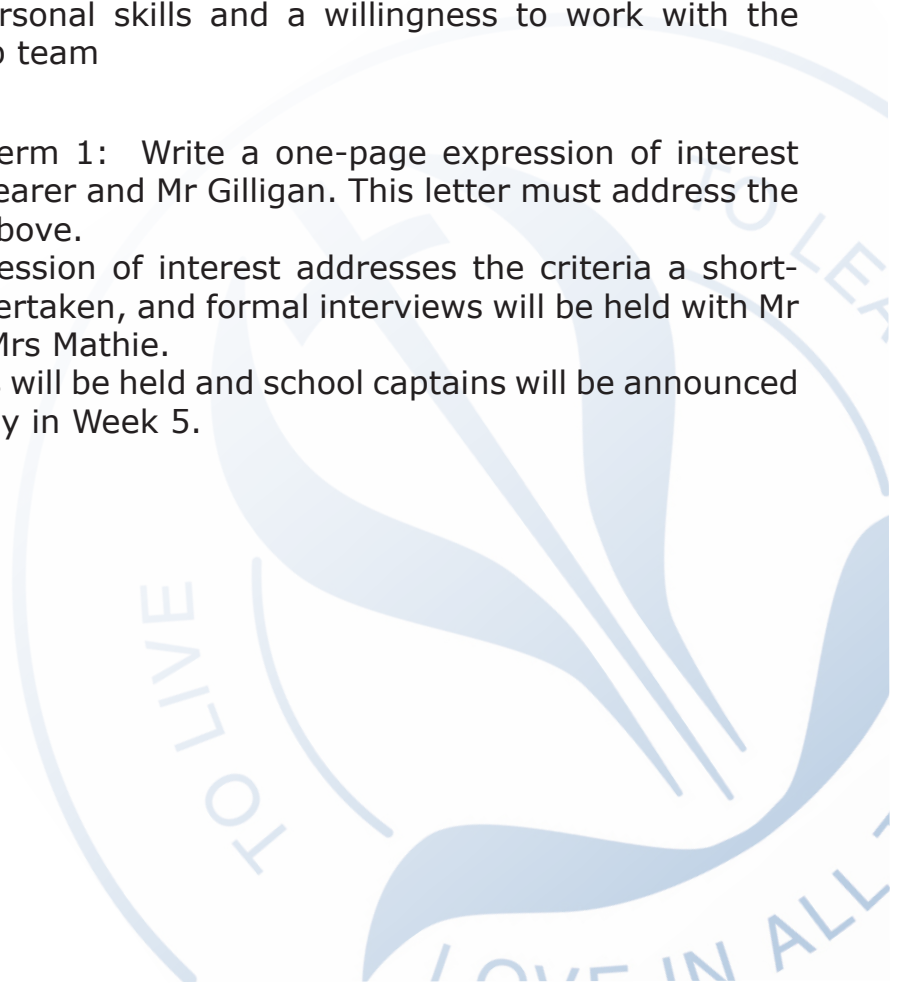
- Be able to confidently speak in front of groups of people
- Have exceptional organisational skills
- Possess and be willing to develop leadership skills
- Have a vision for how they would like to contribute to our school
- Be perspective of our school and the needs of other students
- Possess the confidence and humility to advocate for other student
- Possess strong interpersonal skills and a willingness to work with the whole school leadership team

Application process

By the end of Week 3, Term 1: Write a one-page expression of interest letter addressed to Mr Shearer and Mr Gilligan. This letter must address the personal qualities listed above.

Based on how each expression of interest addresses the criteria a short-listing process will be undertaken, and formal interviews will be held with Mr Shearer, Mr Gilligan and Mrs Mathie.

During Week 4, interviews will be held and school captains will be announced at our leadership assembly in Week 5.



Badge Program

The Middle School Badge Program is designed to foster and celebrate the skills and attributes of our students as they are developing our schools core values. Below is a brief outline of the badges, their intended outcomes and the privileges students receive once they have undertaken the process.

Students receive a badge as part of recognition for these achievements and attainment of these badges is recognised on their graduation parchment. Students have the opportunity for graduation with Integrity, Fidelity and The Josephite Charism.

Badge	Outcomes	Privileges
Integrity 7 and Up	Showing responsibility ownership for behaviour and achievement.	<ul style="list-style-type: none"> • Independent use of breakout space • Independent class time use of greenscreen room • Walking to the street • Shopping at Canberra
Fidelity 8 and Up	Actively involved in our community – exploring all that there is on offer and being involved.	<ul style="list-style-type: none"> • End of year celebration for completed badges- lunch
Josephite Charism Year 9	Service to our community, personal project to undertake seeing a need and doing something about it.	<ul style="list-style-type: none"> • Choice of seating on the bus on camp • Use of MS indoor facilities at lunch time including hall • Able to use deck area at lunch • Able to attend monthly lunch with teacher on the main street



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 continue to have the opportunity to take part in this performance. The concert forms part of their Performing Arts curriculum area and further opportunities to refine their performance skills in front of our school community are fostered and encouraged.

Students are able to follow their interests in guitar, drums and vocals through participation in School Band and/or Choir, and private instrumental tuition is available on site.

School Sport

Our participation and excellence in the wide variety of different sporting arenas is a vital part of who we are.

Health and Physical Activity and the experiences competitive sports provide are highly valued within our school. As such, our Middle School students participate in a wide variety of sports and sporting events through the following opportunities:

- South Australian Secondary School Sports Association
- Sporting Schools
- Pedal Prix
- School Sports Day



School Camps

Camps allow students to experience things that they may not have the opportunity to experience in their everyday lives. We aim for these camps to link to curriculum, pastoral care and to strengthen the relationships we have with each other through shared experiences.

Year 7 Early Term 4, 6 Days, 5 Nights, Canberra

The Year 7s trip to Canberra is a long tradition at St Joseph's School, Clare and has become somewhat of a rite of passage for our Year 7s. It is a fantastic camp and involves a community effort to raise funds to make this trip possible. In our national capital, students will experience democracy, magnificent art, science and historical collections that highlight Australia's heritage, achievements and national identity. Through visits to attractions such as Parliament House, the Electoral Commission and the Australian War Memorial, the children will gain an appreciation of the responsibilities and privileges of Australian citizenship. The benefits of such a trip are immeasurable and, as well as providing a wonderful complement to classroom learning, the children will take an important step forward in self-development and personal responsibility.



Year 8 Week 11 Term 1, 4 Days, 3 Nights, Fleurieu Peninsula

This camp offers our students the opportunity to grow in self-confidence through physical challenges and situations that are outside of their comfort zones. It aims to develop skills in all areas of our pastoral care program as well as the HPE curriculum area. Students engage in bike riding, surfing, hiking and abseiling activities and also experience self-reliant camping in small tents as part of an overnight hike.



School Camps

Year 9 Week 9 and 10 Term 3, 10 Days, 9 Nights
Outback South Australia and Uluru

This camp is a journey to the heart, a journey the heart of our nation and a journey of self-reflection and discovery to their heart for each individual. It provides them with the opportunity to consolidate their learning in Indigenous languages and experience first-hand the culture, language, country and history of many First Nations groups. This camp encourages our students' independence, resilience and teamwork skills. They will be living as a small community and are challenged to become more aware of their responsibility and need to effectively communicate.

Students will be sleeping under the stars in swags as we travel through the Flinders Ranges, where we visit significant sites for the Adnyamathanha and meet with elders to hear stories and experience culture. We then head across the desert on the Oodnadatta tract to Coober Pedy, before making our way into the Northern Territory, stopping at Kings Canyon, Kata Tjuta and finally, Uluru.



Middle School Staff

Principal

Peter Shearer

Assistant Principal

Tom Gilligan

Science / PE / Technology

Teaching Staff

Brendan Ackland

English / HASS / Technology / RE / Art

Mandy Bell

Performing Arts (Music / Drama)

Leah Carling

Maths / Science / PE / Health & Nutrition / RE

Damien Coulthard

Indigenous Languages & Culture / PE

Meredith Crawford

Science / Maths / Agriculture

Kirsten Mooney

English / HASS / Visual Arts / RE

Administration

Molly Ross



Notes

Notes

