

SHEARWATER

THE MULLUMBIMBY STEINER SCHOOL

EDUCATION & CURRICULUM HANDBOOK

MIDDLE SCHOOL *Classes 7 to 10*

SHEARWATER
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The Office is open Monday to Friday, from 8.00 am to 4.00 pm.
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General website: www.shearwater.nsw.edu.au

On our website you can access all the newsletters,
all the information contained in the General Handbook
as well as the other three “Education and Curriculum” handbooks

WAVE's website: <http://wearables.shearwater.nsw.edu.au>

Or send us an e-mail

General e-mail: info@shearwater.nsw.edu.au

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For more information about
Steiner Education & Shearwater
(general information and practical details)
please read the General Handbook

For more information about
Under sevens – Play and Craft Group / Pre-school / Kindergarten
Primary School – Classes 1 to 6
High School: Advanced and Continued Studies for Years 11 & 12
please read the separate “Education and Curriculum” handbooks

Middle School – Classes 7 to 10

Who for?

Class 7 for students turning 13 in that year
Class 8 for students turning 14 in that year
Class 9 for students turning 15 in that year
Class 10 for students turning 16 in that year

Class Teachers & Guardians in 2006

Class 7a Jane Michaelis
Class 7b Joshua Rushton
Class 8 Justin Isaac and April Galetti
Class 9 Gabrielle Mangleson and Greg Parkes
Class 10 Corinne Hill

Welcome

★ Year 7 and the transition from Primary to Secondary School

Although the Board of Studies regards Year 7 as the beginning of secondary school, most Steiner schools in Australia consider Year 7 as the completion of Primary School. With the onset of puberty, the students not only look back over their years in Primary School, but also ahead to the future as they tumble and launch themselves into adolescence. From this perspective the 7th year is seen as a year of transition.

The Class Teacher, who has played such an important, authoritative and pastoral role with the children, begins a gradual withdrawal, in favour of specialist Teachers, one of whom would already have been selected as the new Class Guardian.

★ From the classroom to the world

In adolescence the student develops rational thinking in the face of a rising tide of emotions and personal feelings. The student's healthy idealism needs to be nurtured and directed, allowing intelligent and sensitive inner feelings and experiences to unfold. Teachers become respected as friends for their love of their subject and the integrity with which they present it.

As they find personal expression through art, music and drama and confidence by relating to the 'real' world, the students are encouraged to connect with their studies through artistic activity and worldly experience.

Shearwater also seeks to break down the barrier between the classroom and the workplace. Professionals from the community are encouraged to bring their expertise to the classroom so the students experience the specialisation and the professional demands of a self-sustaining studio, shop or factory.

★ The Class Guardian

As the Class Teacher directs his Class from Year 1 to Year 7, the Class Guardian guides the same Class group from Year 8 to Year 12. This continuity of the teacher's

involvement within the same group is where the similarity ends. Whereas the Primary School children are happy to be authoritatively guided and directed, young adolescents need the assistance of worldly experienced teachers who can answer their concerns with clarity and assurance.

The role of the Class Guardian is as strongly pastoral as it is content based. The Guardian Teacher may only teach the class for 40% of the year, but he or she is the one who attends to the students personal learning needs, organises excursions, arranges their learning program, attends to personal problems (if required), coordinates parent liaison and monitors the individual student's progress.

★ Expectations in Middle School & Students' accountability

Generally, expectations in Middle School involve the following three areas:

- a) the fulfilment of education/study expectations, e.g. meeting assessment criteria and assignment deadlines
- b) behaviour and conduct within and outside lessons
- c) attendance and punctuality.

★ Requirements for the School Certificate

The School Certificate is generally awarded to eligible students after four years of secondary school. To be eligible, you are required to attend a government school or an accredited non-government school, usually between the ages of 11 and 16 years. You must also follow and complete the pattern of courses required by the Board of Studies.

In Years 7 to 10, students study a variety of courses to qualify for the award of the School Certificate. As well as taking the necessary combination of courses, they are also required to have applied themselves satisfactorily to their studies.

At the time the School Certificate Testamur is awarded, students also receive a Record of Achievement Part A listing the courses studied, grades and hours of study, and a Record of Achievement Part B, listing test results.

The award of the School Certificate is the usual requirement if you wish to go on and study for the Higher School Certificate. The Years 7-10 curriculum is designed to provide a basis for many of the courses of study offered for the Higher School Certificate.

★ The School Certificate Tests

You are required to sit for the School Certificate Tests in English Literacy, Mathematics and Science. You will also be required to sit a test in Australian History, Geography, Computer skills, Civics and Citizenship. It is important that all students who will be undertaking the School Certificate Tests read the following pages on rules and procedures.

★ Board of Studies Course Requirements

In the four years leading up to the School Certificate, you need to have studied the following courses:

– English: studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10.

– Mathematics: studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10.

Science: studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10.

– Human Society and Its Environment: studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10. Included in this requirement are at least 100 hours of Australian History and 100 hours of Australian Geography.

– Creative Arts: studied for 200 hours and comprising the 100 hour courses in both Visual Arts and Music.

– Technological and Applied Studies: studied for 200 hours and consisting of the Design and Technology course. At least 50 hours of the course must be devoted to learning about and using computers.

– Personal Development, Health and Physical Education (P.D.H.P.E.): studied for at least 300 hours in total over Years 7-10. You must have studied this course in each of Years 7-10. (See the Outdoor Education sections below)

– Languages Other Than English (L.O.T.E.): studied for at least 100 hours, to be completed in one language over one continuous 12-month period between Year 7 and 10 but preferably in Years 7-8. This requirement became compulsory for all students who began Year 7 in 1996 or thereafter.

– Outdoor Education: Shearwater's Outdoor Education is a mandatory commitment required of all students in the Personal Development, Health and Physical Education program and to the Class group.

If you think you will not meet these requirements by the end of Year 10, you should speak to your School Certificate coordinator or your principal.

★ Students Portfolios

Every student maintains a record of his or her achievements at the school. Each lesson is summarised and a personalised comment made by the Teacher. This record includes photographs of completed work in such disciplines as ceramics, building, joinery, painting and screen printing, a video and program of a play performance, or a copy of published stories and poetry. Within the learning framework of the School, the program could include for example a local Permaculture Certificate, a St John's Ambulance life-saving First Aid certificate, the Swim & Survive Bronze Medallion, a locally issued sound-engineering certificate, a scuba diving certificate, TAFE course certificates in the area of tourism and hospitality, etc.

★ Attendance

Principals may grant students leave for legitimate reasons such as illness, physical injury or holidays. If leave has been granted during the year there will be no effect on course completion requirements provided that you have completed compensatory

assignments during the period of absence or have been able to catch up on missed work on your return to school.

If absence is prolonged and work is not possible during the period, the Director of Teaching may judge that it is not feasible to make up the work during the year.

Any extensive period of unapproved absence may result in unsatisfactory completion of a course(s) and may impact on your eligibility for the award of the School Certificate.

Absence from school on the day of an assessment test will jeopardise completion of your course requirements. If a student is unable, due to medical or other acceptable reason, to sit for a test it may be taken on the third working day during the lunch break.

It is a requirement for the award of the School Certificate that Year 10 students attend school until the final day of Year 10 as determined by the School system or Director of Teaching, unless an exemption has been granted by the Director of Teaching.

If you leave before the last day of Year 10 without an exemption or approval you will not be awarded either a School Certificate or a Record of Achievement. Unauthorised early departure from School in Year 10 may also jeopardise entry into Preliminary and HSC courses in Years 11 and 12.

★ Satisfactory completion requirements

For the satisfactory completion of a course, it is your responsibility to:

- complete all assigned work including each assessment task to the best of your ability;
- ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back by the Teacher;
- demonstrate that through effort and achievement you have met the requirements of the course.

★ Homework and Assignment Deadlines

– General

In Senior Primary, Middle and High School, homework and assignments are an important component of the school day.

With parental involvement and a consistent approach, students will be able to learn more effectively and be better prepared to participate in the lessons.

In many cases, students will be able to regulate their commitment themselves, but parent awareness is recommended to help students maintain their efforts.

To facilitate awareness and understanding of course requirements, there will be a Notice Board in each classroom.

– Recommended Homework Hours are as follows:

Monday to Thursday (inclusive) These are the minimum expected:

Year 7 45 minutes

Year 8	60 minutes
Year 9	75 minutes
Year 10	90 minutes

– Notice Board

This will be used by every teacher taking the Class, so they can notify students of dates when all work must be submitted for each lesson. This also includes dates for exams, reports, elective projects, assignment tasks etc.

– Student Homework Diary Guidelines

In order to successfully complete Years 7 to 10 many assessment tasks will require completion outside of school hours.

To help students organise and manage their studies, the Shearwater College of Teachers recommends that the following guidelines be implemented:

- Students will be required to produce this diary in every lesson as a matter of course.
- All assessment tasks and other homework will be entered into the diary as well as completion deadlines.
- We request that all diaries be read and signed by a parent or guardian every Thursday evening. Any communication can be noted in the diary.
- The Class Guardian will check these diaries every Friday morning.
- Failure to produce diaries in lessons and failure to complete requested assignments will result in students attending a study lesson on Friday afternoons (1.15 p.m. to 3.00 p.m.). This will be held under teacher supervision in the Class 8 homeroom.

The College also envisages the diary as a means of communication between Teacher and parents/guardians. Use this opportunity to keep in touch.

A clear understanding and implementation of these guidelines by both parents and teachers will help ensure that the students develop sound work practices.

– Extensions and exceptions

Extensions will only be granted by the subject Teacher in consultation with the Middle School Coordinator (Greg Parkes). An extension will be given when the student can prove a case of ‘extreme’ difficulty in meeting an assignment deadline. Application forms are available in the Office and need to be completed prior to the due date.

Extenuating circumstances, illness and misadventure on exam days needs to be confirmed by parents or doctor.

– Penalties

Penalties for late submission of work will be as follows:

- 10% of total assessment will be deducted for every school day that work is submitted late;
- after three days no work will be accepted.

★ The Learning Program for Class 7

	Main Lesson	Middle Lesson
English	Biographies Tales of Eternity, Magic, Fantasy and Imagination Public Speaking & Oral presentation	Word Magic Rhythm, Rhyme and Keeping Time Mythology, Legends & Folklore
Mathematics	Maths in Mapping Euclidean Geometry Algebra	History of Number, Exploring Number Decimals, Interpreting graphs and tables Length and area, Fractions Solid Geometry, Volume, Mass and Time
Human Society and Its Environment (H.S.I.E.)	<ol style="list-style-type: none">1. World Land Exploration2. Australia, North and South America, Antarctica, Africa3. World's Indigenous People4. European Society and Culture: The Dark Ages5. Australian History and Society 1788-18506. Australian Continental Geography	
Science	Planetary Astronomy Combustion Bush Regeneration Anatomy Geology	
Language Other Than English (L.O.T.E) Italian / Japanese		
Technology & Applied Science	Woodwork Cabinet Making Textiles (a) Tie-dying/Batik – Screen Printing Textiles (b) Clothes / Design Making – Using a Sewing Machine Gourmet Restaurant – Catering & Menu Skills Technical Drawing	

Creative And Performing Arts (CAPA)

Visual Art	Watercolour Painting Drawing – perspective
Movement	Eurythmy Dance
Drama	Play Production Drama and Society
Music	Music Performance, including String Program Orchestration and Appreciation (Winter Festival)

Personal Development, Health and Physical Education (P.D.H.P.E.)

Outdoor education: Nymbodia, white water skills

Class trip: North West Island, 10 days

Blocks: Aquatics Swim and Survive – Level 7
Movement
North West Island Preparation

Weekly: Eurythmy
Cooking and healthy lifestyle

★ The Learning Program for Class 8

	Main Lesson	Middle Lesson
English	Indigenous Literature Medieval Literature: Chaucer Film Techniques	Writing in style Poetic devices Short Stories Australian Experiences: Picture Book study
Mathematics	Shape and Space The Logarithm Personal Finance	Working with numbers, Algebra Geometric figures, Probability Graphing Linear Equation Collecting and Presenting Data Pythagoras' Theorem, Area and Volume Equations and Inequalities, Analysing data
Science	Aeromechanics / Hydraulics Ocean Ecosystems Water	Cell biology, Physiology, Acids and Bases Forces, Current, Reflection Sound/Ecology, The galaxy + an open ended Student investigation
Human Society and Its Environment (H.S.I.E.)		
	1. Medieval History 2. Australian History 3. Current Affairs 4. The Aboriginal Perspective 5. Australian and South East Asian Geography	
Technology & Applied Science	Automotive Building and Construction Metal Multimedia/ Photography Timber	
Language Other Than English (L.O.T.E)		
Italian		

Creative And Performing Arts (CAPA)

1. Art History (Palaeolithic – Greece)
2. Print Making
3. Art Practice, Music (Middle Lesson)

Personal Development, Health and Physical Education (P.D.H.P.E.)

Outdoor education: Nymbodia, white water part 2, survival and abseiling

Class trip: Streetwise, survival in the city, 2 weeks

Blocks: Health
Movement
Team sports
Aquatics – Bronze Star

Weekly: Eurythmy

★ The Learning Program for Class 9

	Main Lesson	Middle Lesson
English	Renaissance Literature: Shakespeare Close study of Texts The Interview	Poetry and Song writing Short stories & creative writing Speaking out: oral presentations & debates The short film
Mathematics	Trigonometry & Surveying Geometry Small Business Finance Products and Factors	Exploring Number, Algebra Coordinate Geometry, Perimeter Indices, Equations & Inequalities
Science	Inorganic Chemistry Optics, Light and Colour Geology	Sound, Digestion, Circulatory System Reproduction, Nervous System Australian Indigenous Science Consumer Chemistry + an open ended Student investigation
Human Society and Its Environment (H.S.I.E.)		
1. Australian History and Society		
2. European Culture (Renaissance)		
3. Australian Geography – The Wollumbin Bio-physical Environment		
4. Australian and South East Asian Geography		
5. Field Trip		
Design & Technology		
Design development and practical realisations in a variety of projects		
Language Other Than English (L.O.T.E)		
Electives: Italian, French, Spanish		
Creative And Performing Arts (CAPA)		
1. Critical Study		
2. Drama Production		
3. Historical Study – Renaissance		
4. Painting		
5. Sculpture		

Personal Development, Health and Physical Education (P.D.H.P.E.)
Outdoor education: Nymbodia, white water, abseiling and canyoning

Class trip: Extended trip in the outback, 2/4 weeks

Blocks: Movement
Aquatics (Bronze Medallion)

Weekly: Eurythmy

★ The Learning Program for Class 10

	Main Lesson	Middle Lesson
English	Baroque Literature Scriptwriting Creative Writing	Media, advertising, use of persuasive language Language Illuminates School Certificate Study Skills Public speaking and debating
Mathematics	Statistics and Probability Economics Geometry and Number in Practice	Number, Surface area & Volume Surds and Indices, Ratios & Rates Equations & inequalities, Probability Deductive Geometry School Certificate revision
Science	Electricity Anatomy and Physiology Organic Chemistry Science revision	The Periodic Table, Chemical reactions Genetics, Motion Student's choice of topics from options: Environmental Science Forensic Science Fibre Optics Infectious Diseases Neuroscience Nanotechnology School Certificate revision + an open ended Student investigation
Human Society and Its Environment (H.S.I.E.)		
<ol style="list-style-type: none">1. Australian History and Society (1922 – 45)2. Australian History and Society (1946 – 75)3. Contemporary Australian Society (1975 – present)4. Australian Geography – Primary Research Project (Field Trip)5. American History		
Creative And Performing Arts (CAPA)		
<ol style="list-style-type: none">1. Visual Art – Historical Study, Baroque and 20th Century2. Drawing3. Sculpture4. Oil Painting		

Language Other Than English (L.O.T.E)

Electives: Italian, French.

Music

1. Composition and Performance

2. Winter Festival Presentation

Movement

1. Eurythmy

2. Dance (Wearable Art Award, Modelling and Performance)

Industrial Technology

A practical industry related subject, carried throughout a range of practical projects or a major work. Students engage in work related to a specific focus area.

Personal Development, Health and Physical Education (P.D.H.P.E.)

Outdoor education: Open water diving skills

Class trip: Survival overseas, 2 weeks

Blocks: Scuba Diving

Work experience

Movement

Weekly: Eurythmy

★ Year 9 & 10 Middle Lesson Electives: Dance, Drama, Industrial Technology, Music, Photography & Digital media, Visual Art, Visual Design

At the end of 400 hours study in Years 9 & 10, students will be awarded School Certificate completion in some of the following subjects:

Dance	100 hours
Drama	100 hours
Industrial Technology 1	100 hours
Industrial Technology 2	100 hours
Music Studies	100 hours
Photography & Digital Media	100 hours
Visual Arts 1	100 hours
Visual Arts 2	100 hours
Visual Design	100 hours

ELECTIVE 1: This elective is a mandatory elective, and all students at Shearwater do the following two subjects.

In Year 9, 100 hours of Photography & Digital Media. In Year 10, 100 hours of Visual Design.

Photography & Digital Media

Introduction of photography: theory, camera use, light, settings etc. The developing and printing of black and white negatives. Developing a viewpoint via the lens.

Visual Design

Explore many materials and their uses. Understand the need of a safe use in special environments. Create a Wearable Art piece – from concept to innovative, technical resolution – then watch it WAVE on the stage!

ELECTIVE 2: Over the two years, students are to choose 200 hours of elective units from the following subjects.

100 hours in Year 9 & 100 hours in Year 10.

Dance

Explore contemporary, cultural and modern dance.

Drama

A Year 9 and 10 elective. Theatre games, improvisation, play building and performance of devised projects and monologues. Students will study techniques and styles as part of the theory component and will also evaluate drama performances seen and experienced.

Industrial Technology 1 (100 hours) and 2 (200 hours)

Building and construction, Cabinetwork and Machining, Metal fabrication & mechanics, Photography & Multimedia.

Music Studies

Band, percussion, singing and orchestra... depending on student demand.

Visual Arts

Painting & Drawing, Graphics, Sculpture & Installation Art, Digital Imaging, Video & Film

Grading and Assessment

For each course, a set of course Performance Descriptors has been developed based on the General Performance Descriptors. Each descriptor is a positive statement about achievement related to the knowledge, understandings and skills relevant to the course.

Teachers will meet during Term 4 to determine Grades. Assessment information about your achievements in all courses will be collected and related to Course Performance Descriptors. This information will significantly assist the School in making the final judgement of the grade to award students at the end of Year 10.

Assessment will be a continuous process and it is important that tasks are completed to the best of each student's ability.

At the conclusion of Year 10, grades will be awarded for each of your subjects and indicate your level of achievement. The grade given is determined by how well you complete tasks that form each subject's assessment policy.

The letters A, B, C, D and E will indicate grades in each subject. The outcomes you achieve will be matched by a set of Performance Descriptors to decide which best describes your achievement.

★ General Performance Descriptors

Grade A indicates excellent achievement in the course. The Student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply it to new situations.

Grade B indicates a high level of achievement in the course. The student has a thorough knowledge of and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most new situations.

Grade C indicates substantial achievement in the course. The student has demonstrated an attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.

Grade D indicates satisfactory achievement in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.

Grade E indicates elementary achievement in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.

Where an A to E grade appears opposite a course, the student has satisfactorily completed the course by meeting the following requirements:

- a) attendance – meeting the required number of hours
- b) participation in the required learning experiences and assessment tasks

- c) meeting requirements in terms of effort and achievement.
- d) reaching at least some of the course goals.

Where “N” appears in place of an A to E grade this indicates the student has failed to meet one or more of the above requirements.

The ‘N’ Determination (Unsatisfactory Achievement)

You will receive an ‘N’ determination in a course if you do not:

- follow the course developed or endorsed by the Board; and
- apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the School; and
- achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by your attendance and level of involvement in Class, the proportion of assignments, homework, etc. completed and your level of achievement.

If the Director of Teaching determines that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course.

If your participation is deemed unsatisfactory in a course, you will receive an ‘N’ beside the course on your Record of Achievement Part A and this may mean that you are not eligible for the award of a School Certificate in that year.

You have the right to appeal against an ‘N’ determination. Appeals against ‘N’ determinations should be lodged with your principal, who will advise you of the date by which your appeal must be submitted. If you are dissatisfied with the result of the School review of your appeal, you should advise the Director of Teaching that you wish the appeal to be referred to the Board of Studies.