Welcome to the Middle School Grade 7/8 Learning Centre. This booklet will provide you with various details and information you may need to know during 2015.

Staff in Learning Centre

Mrs Angela Revell  Learning Centre Pastoral Care Co-ordinator
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Mr Peter Freeman  – 7F Homeroom Teacher
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Mr Martin McManus  – 7M Homeroom Teacher
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Mr Russell Joyce  – 8JB Homeroom Teacher
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Mrs Sally Broadribb  – 8JB Homeroom Teacher
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Mrs Camille Newton  – 8NF Homeroom Teacher
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Ms Ann Menezies  – 8GB Homeroom Teacher (Wednesdays)
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Mrs Briar Ayliffe  - Special Needs Teacher Assistant
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Ms Jacqui Freeman  – 8NF Homeroom Teacher
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Mrs Kate Bridge  – 7B Homeroom Teacher
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Miss Belinda Mann  – 8GB Homeroom Teacher
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Dr Jill Britton  – 8GB Homeroom Teacher
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Learning Centre House Keeping

Arrival in LC1
Students are to be ready to enter their homeroom at 8.30am and organise themselves for the day.

Monday Briefing (Bugs and Bees Briefing)
On Monday mornings we meet as a whole learning centre in the studio. All students in LC1 take responsibility for organising and leading the meeting on a rotational basis.
Diaries
Students are encouraged to use their diaries to record homework and important events. Parents are encouraged to use the diaries to communicate with homeroom teachers. Alternatively teachers welcome contact through email.

Phone Policy
Students are allowed to use their phone at recess and lunch only to check for communication from parents or guardians. Phones should remain switched off in the student’s bag at all other times.

Absences/illnesses
If you know your child will be absent from school or your child is ill, please inform the office staff before 9.00am. If you need to pick up your child throughout the school day, please fill in a form at the office before collecting your child.

Student Support
This begins with your child’s Class teacher(s), then the Learning Centre Coordinators and, if appropriate, our College Counselor Matt Bain.
• If your child experiences any problems or difficulties socially or academically, they will be encouraged to speak to us in an endeavour to resolve the issue within the classroom.

Appointments
Please remember that we are unable to meet with parents to discuss any issues in the mornings. We are more than happy for you to make appointments to meet us at mutually agreeable times.

If there is an issue with your child, the protocol for the college is as follows:
1. Contact the Homeroom teacher. If you wish to make further contact:
2. Contact the Learning Centre Co-ordinator, Mrs Angela Revell
3. From there, you may contact the Campus Director, Mr Joseph Sandric or
4. The Principal, Mrs Elaine Doran.

Committees/ Clubs/ Groups/ Student Leadership
The students in the Middle School are provided with many opportunities to be involved in College committees, groups and clubs and can nominate for positions within these groups for roles within the committees.

Morning Tea and Lunch
Students are encouraged to keep drink containers in the classroom. These must contain water only. As part of our Eat Well, Move Well program, children are encouraged to bring fruit or vegetables to eat during a food break we have after lunch. The cafe is available for students to purchase morning tea and lunch Monday/Tuesday/Thursday and Friday. To register log onto: http://mykidslunchbox.com.au/

Uniform
Blazers: At the Huntingfield Campus, students are to wear their blazers to and from school and when students are in public places while in school uniform, (e.g. shopping after school). The full, correct uniform must be worn at all times.

Jewellery: The College policy for earrings is: one set of plain gold or silver stud earrings, which are worn in the lower earlobes. Long, dangly earrings are not suitable for school
wear for safety reasons. Coloured earrings are also not acceptable. Other piercings are not permitted at school. One watch and one Christian symbol worn around the neck e.g. a cross or medal are acceptable pieces of jewellery.

To minimise WHS issues, it has been determined that students are not permitted to wear bracelets or rings. Coloured promotional bands are permitted to be worn only during the week of the promotion of a particular cause e.g. Cancer Council, Beyond Blue.

Hair: Ribbons, bands and clips are to be of College colours of navy blue, lime green or white. Hair bands in school fabric are available from the College Uniform Shop. Extreme haircuts, hair colours or overt multi-colouring are not acceptable. Students who dye their hair a natural colour, which is in contrast to their own colour, will be expected to ensure that there is no regrowth.

Makeup: The following items are not permitted: nail polish, makeup, including mascara.

Shoes: Sports shoes are not to be worn to and from school unless part of the Physical Education uniform. Skate shoes, fluro coloured shoes, canvas gym shoes and volleys are not acceptable as a sport shoe. Students are not permitted to wear sports shoes during MDT classes for safety reasons.

Hats: Students are to wear approved College sun hats during Terms 1 and 4. Students at the Huntingfield Campus may wear the College bucket hat or cap. Wearing the College bucket hat is strongly encouraged at the Huntingfield Campus.

Scarves: Neck scarves are permitted during cold weather, but they must be plain navy blue in colour.

Positive Behavior Support (PBS)
At St Aloysius Catholic College Huntingfield Campus, behavior support is an opportunity for valuable social learning as well as a means of maximising the success of academic educational programs. Preserving and building student self esteem and image as well as encouraging self-monitoring of behavior are fundamental components of our positive approach to behavior support.

Our shared expectations for student behavior are plain to everyone, and allow all to work together to create and maintain a positive and productive learning and teaching environment, where all Campus community members have clear and consistent expectations and understandings of their role in the educational process.

SACC and our Learning Centre will have a consistent approach to positive behavior support, based on building and restoring relationships. We follow the Restorative Practice Model which is based on building and restoring relationships. In our classrooms we teach about the 3R’s which are respect for self, others and the environment.
Car Park and Student Transport
Many students catch various buses to and from school. The students must ensure they have completed the school bus policy if they are using this facility. Parents are not to use the bus lane for the drop off and pick up of their child/ren. Parents are also reminded that you are NOT to park on the side of the road leading up to the College (Nautilus Grove) and must also NOT drive through and block up the driveways to the College car park. If you are picking up your child from the College in a personal vehicle you must park in the car park provided and not cause a blockage of the driveways. This is a real WHS issue and has become incredibly dangerous to our students.

Religious Education
St Aloysius Catholic College is first and foremost a Catholic College and aims to provide a caring and supportive environment where students are encouraged to grow in faith within a Catholic community and develop their potential. At the Huntingfield Campus, Religious Education plays an important role in the daily life of our students and the Religious Education program is central to our ethos as a faith community. The program is based on the Archdiocesan Curriculum Good News for Living that focuses on students’ growth in knowledge, skills and attitudes.

Throughout the College Year, our Grade 7/8 students will participate in and organise Masses that take place at the Huntingfield Chapel and will also celebrate whole College Masses in our gymnasium. These include our Opening School Mass, College Feast Day and End of Year Mass. Participation in many Liturgical celebrations throughout the year will also take place to celebrate Feast Days, the Church’s Liturgical Calendar and important school happenings. These liturgical celebrations are an opportunity for the children to deepen their understanding of God, to appreciate the significance of Christ in their lives and build on their faith life fostered in families.

At the Huntingfield Campus, a climate of prayer is encouraged and the symbols of prayer form a focal point in all classrooms. Students use a variety of prayer forms at the commencement of the school day. Traditional prayers are learnt and used, as well as opportunities for the children to create spontaneous prayers for special occasions and needs. Students also have the opportunity to participate in Christian Meditation under the guidance of their classroom teacher or the Pastoral Associate, Mrs Leanne Prichard.

Through the experiences we offer, we aim to provide a Christ-centered community, model Christian behaviour, attitudes and values and provide a high quality balanced education. As members of the faith community of St Aloysius Catholic College, we believe pastoral care to be integral to the daily life of the College, acknowledging the dignity of all and nurturing the growth of each person, drawing inspiration from the person and life of Jesus. Pastoral care is an expression of the philosophy and vision of St Aloysius Catholic College. We endeavour to demonstrate pastoral care in all aspects of College life.

The Australian Curriculum
At St Aloysius Catholic College, we have been actively involved in the development of the Australian Curriculum since its inception in 2009.

The Australian Curriculum sets out what all young Australians are to be taught, and the expected quality of that learning as they progress through schooling. The Australian Curriculum can be viewed at http://www.australiancurriculum.edu.au/
Mathematics
The Australian Curriculum: Mathematics ensures that the links between the various components of Mathematics, as well as the relationship between Mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and systems in which students apply beyond the mathematics classroom. In Science, for example, understanding sources of error and their impact on the confidence of conclusions is vital, as is the use of mathematical models in other disciplines. In Geography, interpretation of data underpins the study of human populations and their physical environments. In History, students need to be able to imagine timelines and time frames to reconcile related events; and in English, deriving quantitative and spatial information is an important aspect of making meaning of texts.

English
Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia’s links to Asia.

Students in Grades 3-8 will follow the Sound Waves Spelling Program. The program takes a phonemic approach to learning to spell, as this is recognised as one of the most effective ways to teach spelling and reading skills. The Sound Waves phonemic approach uses a sound-to-letter strategy which acknowledges that sounds can be represented more than one way in written form. The phonics approach focuses first on the basic units of sound in our language – phonemes. It then explores the letters that represent these sounds and how they can be put together to form written words- graphemes.

Sound Waves also covers the key language concepts students need to become highly literate. These concepts, including prefixes, suffixes, Latin and Greek roots, synonyms, homophones and more, are woven into the activities for each sound unit. The program offers students multiple opportunities, both within and across year levels, to conquer difficult words and concepts.

It also extends learning with multi leveled word lists and super challenges. After initial testing each child is assigned a program level and are assigned a spelling group teacher. Pre-testing of each unit occurs every Monday and every child has 10 weekly words to learn based on their pre-test results. These words become part of their weekly homework. By pre-testing, teachers are able to ensure that all students’ needs are being catered for. Formal teaching lessons take place five times a fortnight. Students are also able to access games, list words and extension words online via a student code. Due to the nature of the program movement between groups can occur.

History & Geography
History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.
Geography is also an inquiry-based subject that promotes student’s geographical understanding and knowledge. Students will develop their inquiry skills based on the focus of the Australian Curriculum for their year group. Our aim is to make the curriculum local and relevant by using current local and international issues.

The process of historical and geographical inquiry develops transferable skills, such as the ability to ask relevant questions, critically analyse and interpret sources, consider context, respect and explain different perceptions, develop and substantiate interpretations, and communicate effectively.

Science
The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

ELECTIVE SUBJECTS AND TEACHERS

ART/MEDIA - Ms Ann Menezies
FOOD STUDIES- Mrs Anne Menzie
FRENCH – Dr Jill Britton
ICT – Mrs Kate Bridge
MDT – Mr Russell Joyce
DRAMA – Ms Bree Crocker
MUSIC - Ms Anne Blythe-Cooper
HEALTH & PHYSICAL EDUCATION- Mr James Hickey/Mr Peter Kay

Homework

Homework is a compulsory part of Middle School. All Grade 7/8 students should be completing at least 20-30 minutes of homework five days a week. If students have extended tasks such as projects they should consider spending some time on these during weekends so that they are not leaving them to the last minute to complete. Students homework tasks will also be listed on Edmodo which can be accessed using a parent code. This is also another means of communication between home and school in addition to student diaries.

1. Students are expected to allocate sufficient time at home to complete unfinished class work, to complete research for projects and to practise their literacy and numeracy skills.
2. Reading daily is considered to be one of the most important homework elements for all students.
3. Homework will not be set for weekends or over holiday periods.
4. Each student has a homework diary/planner, which is used as a means of communication between home and school. Students are expected to use the diary/planner appropriately and regularly.
5. Students are expected to demonstrate pride in their homework by completing the work to a high standard and returning it within the given time frame.
6. Students are encouraged to seek assistance from teachers and parents/guardians when difficulties arise, including the amount of time spent on homework. Homework setting takes into account the students’ home responsibilities, family arrangements and extra-curricular activities such as clubs, sport and part-time employment.

7. Students are to ensure their own devices are fully charged and ready for each school day.