Focus on Middle School
Years 7, 8 & 9
Mount Evelyn Christian School

MECS Vision
Seeking the Kingdom of God in Education

Our Mission
We provide Parent-governed, Christ-centred schooling with learning experiences that challenge each student to actively live for God in His world, while partnering with Christian parents in the nurture of their children at a price affordable to those who are committed.
Introduction

Mount Evelyn Christian School (MECS) comprises 4 sections, all on the one campus: Kindergarten, Primary school (Prep-Year 6), Middle School (Years 7-9) and Senior school (Years 10-12). The core vision and mission of MECS remains constant throughout the entire school – you can read about this in the ‘Focus on MECS’ document, however each section also has its own vision, culture and structure to reflect the different ages of the students.

This booklet focuses solely on the Middle School, Years 7-9. This is an exciting stage of life as the students begin the transition from childhood to adulthood, yet it can present unique challenges and needs. The MECS Middle School staff have built, and continue to develop, an environment that embraces the wonderful qualities of adolescents, provides students with a sense of belonging and recognises that each person is wonderfully created by God, each with individual and unique gifts that are valuable, worthy of development and specifically given by God.

We hope that as you read through this booklet you will get a sense of our attitude toward adolescence – that it is a stage to be celebrated and enjoyed - and a sense of our approach to schooling – that all students and all gifts are valuable and that our goal is to assist each child in reaching their God-given potential and prepare them for a life of discipleship and work in God's kingdom.

A Unique Perspective

What's unique about the MECS Middle School?

MECS Middle School provides curriculum, teachers and a learning environment that recognises that Christ is Lord of all of life. We are committed to ensuring that all learning is related to our Christian faith. The Middle School continues the Christian educational vision that begins in, and shapes, the students’ primary years.

The distinctiveness of MECS as a Christian school, which we are explicit about, is found in the Biblical perspective from which we source our teaching.

MECS is not unusual in having a religious perspective. All schools reflect, in their teaching and learning, a fundamental commitment either to God or to a god-substitute, something within creation that is elevated to a place of idolatry instead of God.
The needs of adolescents differ significantly from both younger and older students and vary from one student to the next. The child who was so compliant during primary school may at times appear like a completely different child as hormonal surges make it difficult for them to maintain self-control. Certainly the range of behaviour that is considered “normal” during adolescence is quite unique to this stage of development and can be confronting for those around them. Knowing how to sensitively handle complex situations with students who frequently feel acutely self-conscious requires a sound understanding of this stage of life.

The most distinctive characteristic of our Middle School is the staff. We deliberately employ teachers who are passionate about working with this age group and who are committed to growing in their understanding of adolescent needs and the current research regarding how best to meet these needs. All Middle School staff undertake regular professional development specifically related to the effective teaching of adolescents. This equipping of teachers, along with our partnership with parents, enables us to find creative and appropriate responses to meet the particular needs of each student.

Every teacher seeks to understand what makes each student unique and assists them to pursue the distinct gifts they have. There is very obvious and genuine care and concern for each student. We long to help them grow into the adult that God has designed them to be.

We work hard to provide rich educational experiences that help students engage with the curriculum. At MECS we take into consideration the whole child with a specific focus on the ‘Head, Heart and Hands’. Knowledge (head) leads students to understanding, which in turn impacts a student’s response (heart), producing some form of action (hands). One of our greatest desires is to empower our students to seek ways they can bring positive change to the world around them.

Student engagement is essential for learning to occur and having a dynamic curriculum helps facilitate this. A safe classroom environment where making mistakes is just another part of the learning process enables students to attempt new and challenging tasks with greater confidence.

As the years progress we prepare students to take greater responsibility for their own learning. By the end of Year 9 many students will be active participants in the assessment of their work. We deliberately include a strong focus on reflecting on the habits that produce personal growth in areas that contribute to both their education and the rest of life.

An effective education must be more than learning facts; it must address the core issues that help a student to become a lifelong learner and an active participant in the world around them. Our Middle School provides the right environment to guide the students well during this stage of the process.

“Every day, millions of diverse, rapidly changing 10 to 15 year-olds make critical and complex life choices and form the attitudes, values and dispositions that will direct their behaviour as adults. They deserve an education that will enhance their healthy growth as lifelong learners, ethical and democratic citizens, and increasingly competent, self-sufficient individuals who are optimistic about the future and prepared to succeed in our ever-changing world.”

(Associations for Middle Level Education, 2010, p. 3)

Bradley Turner
Middle School Coordinator

This We Believe: Keys to Educating Young Adolescents. Westerville, OH: Association for Middle Level Education, 2010.

<table>
<thead>
<tr>
<th>Middle School Staff</th>
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<tbody>
<tr>
<td>Mrs Alison Copeland</td>
<td>Grad Dip Sec, Grad Dip (NICE)</td>
</tr>
<tr>
<td>Mr Mic Dempsey</td>
<td>B Ed (Prim)</td>
</tr>
<tr>
<td>Mrs Sue de Pyle</td>
<td>Dip Teach (Prim), B Ed, Grad Dip (NICE)</td>
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<td>Miss Olivia Dyer</td>
<td>B Ed (Prim)</td>
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<tr>
<td>Mrs Anne-Marie Forbes</td>
<td>Grad Dip Ed (Phys Ed)</td>
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<tr>
<td>Mrs Annora Hummerston</td>
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<td>Mrs Nicky Joiner</td>
<td>B Ed (Sec)</td>
</tr>
<tr>
<td>Mrs Marlene Magee</td>
<td>B Ed (Drama &amp; English)</td>
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<tr>
<td>Mrs Jo Miller</td>
<td>Dip Teach (Prim), Grad Dip (Special Ed)</td>
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<tr>
<td>Mrs Ella Livett</td>
<td>B Sci, M.Teaching</td>
</tr>
<tr>
<td>Mrs Ileana Noble</td>
<td>BA, Grad Dip (Intercultural Studies), Cert IV Christian Studies, Grad Dip Ed (Sec)</td>
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<tr>
<td>Mrs Meredith Opie</td>
<td>B Ed (Prim), B App Sc</td>
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<tr>
<td>Mr Lance Peele</td>
<td>B Ed, M Divinity</td>
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<tr>
<td>Mrs Natalie Peeler</td>
<td>BA, B Ed (Primary)</td>
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<tr>
<td>Mrs Sharon Rodrigo</td>
<td>BA Dip Ed, Grad Dip (NICE)</td>
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<tr>
<td>Mr Bradley Turner</td>
<td>B Bus, B App Sci, Grad Dip Ed</td>
</tr>
<tr>
<td>Mr Duc Tran</td>
<td>B App Sci, Grad Dip Ed</td>
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<tr>
<td>Mrs Yvonne Verhagen</td>
<td>Dip Teach (Prim), B Ed Studs, Grad Dip (NICE)</td>
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<tr>
<td>Mrs Sharon Witt</td>
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<tr>
<td>Mr Jonathan Wouters</td>
<td>BA, Grad Dip (Sec)</td>
</tr>
<tr>
<td>Mr Tim Wright</td>
<td>B Mus, B Ed</td>
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MECS Middle School

There are 9 classes which form the Middle School: six multi-aged classes of Years 7 and 8, and three classes of Year 9. The commitment to small class sizes in the Middle School facilitates effective partnership between the teacher and the student, and the development of strong bonds and relationships.

Multi-aged grouping

Realising that all students are unique, displaying a wide range of gifts and talents, the Middle School seeks to foster an appreciation of community giftedness and sharing through a multi-aged approach to learning.

Year 7 and 8 students are grouped in ‘Cycles’, which facilitate a number of multi-aged activities within their Cultural Studies (CS) units. These Year 7 and 8 students develop cooperation skills, the enrichment of ideas and positive interaction between the two year levels. This exciting format has been developed to challenge all students, and to encourage aspects of responsibility and support from the older students to younger students and vice versa.

The Curriculum

The main focus and emphasis of the Middle School curriculum is an awareness of God as our creator and our response to him as his image bearers and is developed in line with government curriculum requirements. All studies undertaken by students in the Middle School emphasise the unity, beauty, richness and diversity of God’s creation.

Students in Years 7 and 8 are assigned to Cycle A or B (more information on Cycles is on page 7).

Each Cycle emphasises the students’ appreciation of their God-given talents and how best they may use these in serving Him.

Multi-media centre

At MECS we recognise that technology has become a major tool in our society. Our multi-media resource centre is well equipped with up to date IT resources. We also have class sets of netbooks available in each Year level or Cycle and computer access in the Library and Science Labs.

Pastoral Care

Middle School staff aim to provide an atmosphere of support and care during this crucial adolescent period, fostering close relationships with students in all aspects of school life. The important transition from Year 6 to Year 7 is intentionally planned to ensure students receive support, encouragement and direction to help them transition into the increased demands and pressures of Middle School and adolescence. The orientation program endeavours to ensure that both existing MECS Year 6 students, and new students assimilate well into the Middle School.

Pastoral care is primarily provided for all students within their home classes to best address their individual needs. Should extra nurturing be necessary, the Middle School Pastoral Care Coordinator, Sue de Pyle, and the Student Welfare Counsellor are available to assist students.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/8: Cycle A</td>
<td>Ancient Civilisations: China &amp; Rome (continues into Term 2)</td>
<td>Ancient Civilisations: China &amp; Rome</td>
<td>Medieval History</td>
<td>Polynesian Study Civics &amp; Citizenship</td>
</tr>
<tr>
<td>9</td>
<td>Community &amp; Urban Community Case Study: Melbourne</td>
<td>Rural Community &amp; Food</td>
<td>The Making of The Modern World</td>
<td>Joining the Australian Journey: Canberra</td>
</tr>
</tbody>
</table>

Middle School Units 2016

Camps are in association with a Core Studies unit.
Middle School at MECS... innovative, creative, age/level appropriate education. It’s an environment that seeks to recognise the uniqueness of what these three years in an adolescent’s life are all about. It then goes about catering to these needs with an approach that stays fresh. The educators are hand picked for this vital time of teaching where students are enabled to be a cohesive group, in all their diversity. “The ‘Special Weeks’ and camps were the highlights, which made school interesting” were my son’s reflections. And that is what we want for our children...to be interested in school and to learn from a variety of engaging experiences which capture their attention and equip them for a life of meaning and fulfillment.

Andrea, Parent

It’s a different program to other schools. We don’t just do work out of a textbook. We get lots of opportunities to follow what we want to do when we’re older. We get the chance to do hands on activities. I think that’s really important because students with different learning styles get to be more involved. We get to do fun projects that make us want to try our best.

Brenton, Year 8

I find the Middle School interesting. It’s good to have different teachers rather than the same teacher for the whole day. I only knew one person when I came here but now I’ve got tons of friends. Everyone has been really welcoming.

Isabelle, Year 7
Middle School Camping Program

Camping program

God’s creation is infinite in its beauty and diversity - we believe that the need to get out and explore His creation is vital.

Each camp immerses the students in a variety of rich learning experiences, designed to build upon the curriculum being studied at school. Our camps also provide a wonderful opportunity for deepening the relationships between students and teachers.

Camps are an integral, critical and compulsory part of the curriculum right through all levels of MECS. It’s one of the distinctive features of MECS: the camping program starts in Prep with their ‘Big Night Out’, and continues through every year level (with the exception of Year 11). In the Middle School, each class undertakes two week-long camps each year including Wilsons’ Prom, Canberra and Inverloch. Camps are designed in association with the Cultural Studies units. See next page for a full list of MS camps.

I thought being a private school might make it really strict with lots of rules. We have rules on things that are reasonable but not silly rules about things that aren’t important. The students here are more welcoming and accepting.

Riley, Year 9
Middle School Camping Program 2016

The cost of camps are included in the school fees

<table>
<thead>
<tr>
<th>Year</th>
<th>Camps</th>
<th>Nights</th>
<th>Purpose</th>
<th>Where</th>
<th>Accommodation</th>
</tr>
</thead>
</table>
| 7/8  | 2     | 2      | Term 1: Clifford Park Camp  
Orientation to MS, team building and initiative activities,  
Personal challenges including abseiling and 'The Challenge Course',  
Living in community, Introduction to canvas camping and cooking. | Clifford Park, Wonga Park | Tents |
| 7/8  | 4     | 4      | Term 4: Cycle A Wilson’s Prom Camp  
Overnight hikes (1 - 3 nights), Personal challenges in a communal setting, Develop canvas camping & cooking skills. | Tidal River and Wilsons Prom | Tents |
| 8    | 2     | 2      | Term 2: Inspiring Girls camp  
Look at: Healthy Self Image, Physical Challenges and Relationships. | Candlebark Farm, Healesville | Cabins |
| 8    | 4     | 4      | Term 2: Man Camp  
Look at: Healthy Self Image, Physical Challenges,  
Relationships and Significant adults in their lives. | Gilwell Park, Gembrook | Tents |
| 7/8  | 2     | 4      | Term 4: Cycle B Ecology Camp  
Explore the coastal ecology along Bunarong Marine Reserve near Inverloch. Look closely at estuary, beach studies, rock pools, conservation strategies, coastal & dune zonation in small groups. | Inverloch Foreshore Camping Ground | Tents |
| 9    | 4     | 4      | Term 1: Melbourne City Camp  
Look at: The Role of the Church in the City, The  
Melbourne Mass, Rich Melbourne Poor Melbourne,  
Meeting Places, Creative Expressions, Sustainability and Multicultural Melbourne. Experience, Know, Connect,  
Critique & Shape Melb. | City | Accommodation |
| 9    | 2     | 5      | Term 4: Canberra Camp  
Look at several key issues about being Australian: The Australian Identity, Australian Politics and Me The Citizen. Understand Australia’s history, culture and politics. | Warrambui Murrumbateman, NSW | Cabins |

Being between 12-15 years of age can be a hugely rewarding and challenging time in a person’s life. There are so many awakenings, so many changes, and so many boundaries to be tested. These are some of the tasks that our kids undertake as they head from childhood to adulthood. As a secondary teacher and a guidance counsellor, I know the difficulties that some kids find themselves in during this time. The Year 7-9 teachers at MECS are a cohesive and incredible team, and specifically skilled to work with this age group. They are more than teachers of subjects, they are holders of hearts who walk ahead of the kids and come behind them. The young woman I am raising is stronger, more confident, and has an increased capacity to dream her future because of the teachers around her.

Dee, Parent
Middle School Music & Drama

<table>
<thead>
<tr>
<th>Year</th>
<th>Music &amp; Drama</th>
<th>Classes</th>
<th>Additional Opportunities</th>
</tr>
</thead>
</table>
| Yr 7 / 8 | Music Drama | 2 Classes per week  
2 Classes per week | Middle School Band - Weekly recess rehearsals  
Middle School Production - 1 opportunity in Year 7 or Year 8  
Guitar Ensemble - Weekly recess rehearsals  
Vocal Ensemble - Weekly lunchtime rehearsals  
Instrumental Lesson - extra cost, taken in school time  
Solo Music Recital - 3 per year June, August and Nov  
Ensemble/Band Music Recital - 1 per year  
Music Theory Class - Fortnightly lunchtime lesson (extra cost)  
Performing Arts Production - rehearse during sport |
| Yr 9 | Music or Drama - Elective (1 or 2 Semesters)  
Performing Arts - Elective Drama, Dance or Music,  
Semester 2 Production | 2 Classes per week  
During CS |  
| |

Middle School PE & Sports

<table>
<thead>
<tr>
<th>Year</th>
<th>Physical Education</th>
<th>Classes</th>
<th>Sport</th>
<th>Times</th>
</tr>
</thead>
</table>
| 7, 8 & 9 | Physical Education Weekly Sport | 2 Classes per week  
2 Classes per week | Swimming  
Cross Country  
Athletics  
Super 8s Cricket  
Basketball, Volleyball  
Soccer, AFL & Netball | Inter-House (Tribal) & Inter-School  
Term 1  
Inter-House (Tribal) & Inter-School  
Term 2  
Inter-House (Tribal) & Inter-School  
Term 3  
Inter-School  
Inter-School  
Inter-School |
| Extra | | Wrestling | MECS Championships over 4 weeks |
Cycle A and Cycle B (2 Years)

Cycle Groupings
During Years 7 and 8 all students complete both Cycle A and Cycle B. Both of these units are stand alone units of study, which means that it does not matter in which order they are completed.

Cycle A
The focus of the curriculum in Cycle A is History. Students undertake a study of ancient civilisations and the impact that civilisation has had on our society today. Two key questions unite the year’s study: “What's important to people?” and “Are all people important?”

In Cycle A, students develop Information Literacy skills particularly blogging, research and referencing sources.

Cycle B
The focus of the curriculum in Cycle B is Geography and Economics. Cycle B students investigate key geographical and economic concepts to help explore and understand our interaction with the world. We hope to instil in students a sense of awe and wonder of God’s handiwork, and consider our responsibilities as stewards of His creation.

Year 7 & 8 Sample Timetable

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>8.50</td>
<td>9.00</td>
<td>9.40</td>
<td>10.20</td>
<td>11.25</td>
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<tr>
<td>Cultural Studies</td>
<td>Cultural Studies</td>
<td>Cultural Studies</td>
<td>Cultural Studies</td>
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<tr>
<td>11.00-11.25</td>
<td>11.25-12.05</td>
<td>12.05</td>
<td>1.30</td>
<td>2.10</td>
</tr>
<tr>
<td>Maths</td>
<td>English</td>
<td>Sport or Perf Arts</td>
<td>Sport or Perf Arts</td>
<td>Art</td>
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<tr>
<td>English</td>
<td>Sport or Perf Arts</td>
<td>Sport or Perf Arts</td>
<td>Sport or Perf Arts</td>
<td>Art</td>
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<tr>
<td>Lunch 12.45-1.30</td>
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<tr>
<td>Monday Devotions</td>
<td>Tuesday Devotions</td>
<td>Wednesday Devotions</td>
<td>Thursday Devotions</td>
<td>Friday Devotions</td>
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<tr>
<td>Art</td>
<td>Advocacy</td>
<td>English</td>
<td>English</td>
<td>Health</td>
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<td>Music</td>
<td>English</td>
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<td>Health</td>
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<td>Maths</td>
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<td>English</td>
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<td>English</td>
<td>Health</td>
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<td>Health</td>
<td>English</td>
<td>English</td>
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</tbody>
</table>

Year 7 & 8 Subjects

- English: 5 per week
- Mathematics: 5 per week
- Scripture: 1 per week
- Science: 3 per week
- Cultural Studies: 10 per week
- Drama: 2 per week
- Physical Education: 2 per week
- Advocacy: 1 per week
- Music: 2 per week
- Sport or Performing Arts: 2 per week
- Art: 3 per week
- Health: 2 per week
- Term Tasters: 2 per week – Year 8 Only
- Indonesian: 2 per week – Year 7 Only

Cycle Groupings
During Years 7 and 8 all students complete both Cycle A and Cycle B. Both of these units are stand alone units of study, which means that it does not matter in which order they are completed.

Cycle A
The focus of the curriculum in Cycle A is History. Students undertake a study of ancient civilisations and the impact that civilisation has had on our society today. Two key questions unite the year’s study: “What's important to people?” and “Are all people important?”

In Cycle A, students develop Information Literacy skills particularly blogging, research and referencing sources.

Cycle B
The focus of the curriculum in Cycle B is Geography and Economics. Cycle B students investigate key geographical and economic concepts to help explore and understand our interaction with the world. We hope to instil in students a sense of awe and wonder of God’s handiwork, and consider our responsibilities as stewards of His creation.

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<tr>
<td>8.50</td>
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<tr>
<td>1.30</td>
<td>Art</td>
<td>Advocacy</td>
<td>English</td>
<td>English</td>
<td>Health</td>
</tr>
<tr>
<td>2.10</td>
<td>Music</td>
<td>English</td>
<td>Term Tasters/Indonesian</td>
<td>Term Tasters/Indonesian</td>
<td>Health</td>
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<tr>
<td>2.50-3.30</td>
<td>Art</td>
<td>Advocacy</td>
<td>English</td>
<td>English</td>
<td>English</td>
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</table>
Education is much more than the passing on of knowledge - it is about helping the students become well rounded, lifelong learners. Each student is unique and the Year 9 Open Village gives students the opportunity to explore who they are and how they learn best in an innovative and challenging environment.

Throughout the year the students are encouraged to consider the way they work, think, communicate and behave. There are clear descriptions of the expectations in each of these categories for students to use as a guide and regular meetings with teachers allow for personalised feedback. The students work with the teachers to set realistic and challenging goals that will help them target specific areas that need further improvement. The input of teacher, student and parents ensures the goals are challenging but not overwhelming.

A variety of immersion experiences are used to introduce each new area of study. These may be an activity, an excursion, a movie or other experience designed to spark off curiosity and help a student to engage with the curriculum. These generally create a high level of enthusiasm and help the student to identify an area they would like to study further. Many immersion experiences are debriefed in small groups where students have the opportunity to ask questions and unpack the issues raised with other students and a teacher. Students are encouraged to question “Why?” and consider what a Christian response to these issues might be.

Once the student has chosen what interests them, they work closely with a teacher to develop a project. This process is aided by a project proposal sheet, helping the student to consider what questions they are trying to answer, who their target audience is, what form the project should take, how it will challenge the student, and how it can be broken down into manageable steps. The student then negotiates a due date for the project with the teacher.

Each term there is at least one compulsory task for students to complete while other projects are negotiated with a teacher. Every compulsory project is designed to challenge students in a different way. One might be an individual practical task while another a group oral presentation. Through such projects the students are given opportunity to develop and grow in a variety of areas. Effective collaboration with others, pulling their weight in a team situation, managing time well, striving for accuracy and precision are just a few of these and each area has been identified as being an important skill for ensuring ongoing success.

Each student has a homeroom teacher who tracks their progress and they also have access to a whole team of teachers they can work alongside. A student may decide to work closely with any teacher based upon the project they are currently undertaking and the specific gifts and skills of the teachers.

Seminars are regularly used to give the students targeted instruction on a specific topic. These are held in small groups and organised to repeat a number of times in the week so that the students can select when they attend. This gives the students opportunity to plan to meet with other students they may be working with or to work around their involvement with other projects.

Through the intentional design of Open Village the students are drawn into a rich opportunity to develop essential skills for life and learning both inside and outside the school environment. It is our hope that this program will help equip the students to become transforming agents for positive change in the society in which they live.

**Year 9 Subjects**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per week</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
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<tr>
<td>Maths</td>
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<tr>
<td>Scripture</td>
<td>1</td>
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<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>Cultural Studies</td>
<td>10</td>
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<tr>
<td>PE</td>
<td>2</td>
</tr>
<tr>
<td>Health</td>
<td>2</td>
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<tr>
<td>Sport or Performing Arts</td>
<td>2</td>
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<tr>
<td>Term Tasters</td>
<td>2</td>
</tr>
<tr>
<td>Advocacy</td>
<td>1</td>
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</tbody>
</table>

**2 Electives per Semester** 2 each per week

**Elective Options Include:**
- Drama
- Music
- Manual Arts
- Fine Art
- Community Service
- Fitness
## Year 9 Sample Timetable

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
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I like the sense of freedom that we have to put forward our own ideas. I feel like our opinion matters.

Luke, Year 9

I like the Open Village where everyone’s together. You get to talk to all the teachers and all the students and do activities together and on our own.

Sam, Year 9

We are allowed to express ourselves in our work. The teachers give us opportunity to negotiate our assessment tasks in Core Studies.

Luke, Year 9

I was so excited about the Year 9 program when we had the introduction last year. Our daughter’s progress and the parent/teacher reviews confirmed that this is an excellent and well thought out program. The staff are able to help with the different learning styles of each student. The Year 10 Readiness Certificate helps students work on their strengths and weaknesses through the year in preparation for VCE.

Charlie, Parent

I really loved my time in Middle school because the teachers were so welcoming and open. I felt I could ask them anything (however stupid) and they would listen.

Asha, Year 10

I like the sense of freedom that we have to put forward our own ideas. I feel like our opinion matters.

Luke, Year 9
Education is all about stepping stones. And at MECS, every stone is a firm one, safe and sure for what lays ahead. Middle School - as we have found for our family - is a great example. It has taken the learning and formative years of Primary education and opened the world of self-directed and collaborative learning that makes for realised gifts of our children. In our experience, the best preparation for Senior School, and the world beyond, was formed in this supportive, nurturing space.

Paul, Parent

My time in Middle school was an incredible time. I learnt so much and made so many good friendships. The teachers are so inspiring and great role models.

Evie, Year 10