



CORNERSTONE
COLLEGE

Christ our Firm Foundation

MIDDLE SCHOOL

YEARS 7, 8 & 9



TABLE OF CONTENTS

Middle School Philosophy	3
Inquiry Based Learning and Integrated Curriculum	4
The 6 C's of a 21 st Century Learning	6
Adaptive Education	9
Pastoral Care	11
Hope, Connect & Serve	12
Home Group and House Structure	15
Student Leadership	16
Healthy Minds Program	18
Camps/Experiences	19
Healthy Habits	20
Middle School Structure	21
Subject Information	23
Year 9 Selection Information	26
Reporting Schedule	28
Curriculum Years 7 - 12	29
Further Information	31

MIDDLE SCHOOL PHILOSOPHY

The Middle School at Cornerstone College encompasses Years 7, 8 and 9. It provides flexible learning for students in their adolescent years and we believe provides the foundation for the development of the students in the spiritual, social, educational, cultural and physical aspects of their lives. A student moving through our Middle School is seen as a gift from God who can be a light to this world.

When a student graduates from Middle School they will be:

- Courageous, ethical global citizens
- Know their passions, strengths and challenges
- Critical thinkers
- Able to work with others in a caring, compassionate way
- A lifelong learner
- Know that they are loved by God

Our Middle School will deliver an environment that:

- Is caring and supportive of an individual's learning
- Is safe
- Provides the framework for success
- Celebrates learning by staff and students
- Is innovative
- Provides scaffolding for students to succeed in a rich curriculum
- Values student voice and reflection

Our educational program consists of:

- Integrated subjects
- Inquiry based learning
- Literacy and numeracy
- Differentiation to encourage and inspire different learners

Our curriculum for Years 7, 8 and 9 is based on:

- Australian Curriculum
- Lutheran Education Australia's Christian Studies Curriculum Framework for Christian Living

The Cornerstone Middle School uses the **Adolescent Success Position Paper for a Middle School Learner** as a filter through which all our curriculum is seen.

More information can be found at www.adolescentsuccess.org.au

Excerpts from the Australian Curriculum have been used in this document.

INQUIRY BASED LEARNING AND INTEGRATED CURRICULUM

Background

Inquiry based learning is based on the constructionist theory.

Constructionist learning

Constructionist learning is a theory to explain how knowledge is constructed in the human brain when information comes into contact with existing knowledge that has been developed by experiences. It has its roots in cognitive psychology and biology and is an approach to education that lays emphasis on the ways knowledge is created in order to adapt to the world.

Inquiry Based Learning

Inquiry based learning may also be known as problem based learning or discovery based learning. In essence, it is when students are presented with a scenario/problem that they then research to develop their knowledge and understanding. Teachers facilitate and guide their learning. Assessment is often in the form of projects or presentations.

Inquiry based learning can be used to explore themes that allow the student to see a real life application.

Inquiry based learning can appear very different to more traditional classrooms or traditional approaches to learning. This is because inquiry based learning is unique to each individual student and their background knowledge, literacy and numeracy levels as well as their natural curiosity.

At Cornerstone, we believe that inquiry based learning provides a framework for each individual student to develop their passion for lifelong learning and 21st century citizenship.

This is achieved when:

- Learning focuses on a meaningful problem that requires consideration from multiple perspectives

- Academic content is learnt as a natural outcome as students work towards finding solutions
- Students work collaboratively and assume an active role in the learning process
- Teachers guide learning outcomes by using multiple channels of information which result in the development of practical research and analytical skills
- Students showcase their solutions publicly with their peers or others
- For further information refer: <http://youtu.be/BlvKWVKSis8>

What does Integrated Curriculum mean?

Integrated curriculum is where we try and push students' learning outside of the traditional Key Learning Areas (KLAs) into an Interdisciplinary model. We look for links in knowledge across subjects so that it becomes a real learning experience. There is still the need for formal teaching of some skills so that students have the tools to reach individual excellence.

"Two things happen. First, young people are encouraged to integrate learning experiences into their schemes of meaning so as to broaden and deepen their understanding of themselves and their world. Second, they are engaged in seeking, acquiring, and using knowledge in an organic – not an artificial – way." (Beane, 1995)

"Through integrating knowledge we will no longer need to re-teach knowledge that students have already learned elsewhere. Schools and students are complicit in a 'pedagogy of poverty' where we silently agree to accept activities in the classroom that are but repetitions of previously learned skills." (Haberman, 1994)

We want our students to see the connections in their learning so that knowledge becomes transferable rather than just connected to a single subject. We all use literacy and numeracy in a variety of ways, not just in Mathematics and English, so our programs need to reflect these continual connections.

“Educational institutions at the primary, secondary, and post-secondary levels, are largely the products of technology infrastructure and social circumstances of the past. The landscape has changed and educational institutions should consider how to adapt quickly in response. Some directions of change might include:

- *Placing additional emphasis on developing skills such as critical thinking, insight, and analysis capabilities. Integrating new-media literacy into education programs*
- *Experiential learning that gives prominence to soft skills – such as the ability to collaborate, work in groups, read social cues, and respond adaptively*
- *Broadening the learning constituency beyond teens and young adults through to adulthood*
- *Integrating interdisciplinary training that allows students to develop skills and knowledge in a range of subjects*

Davies, A, Fidler, D and Gorbis, M, (2011), Future Work Skills 2020, Institute for the Future for the University of Phoenix Research Institute (p13)

Our graduating students are part of a global community and therefore we are compelled as a College to provide the best opportunities for them to learn and understand the skills and attributes they will need to be good citizens. The following links provide the background for the current research on the requirements for a global citizen:

The Future of Education and Skills – Education 2030 (OECD)

[https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf)

New Vision for Education, Unlocking the Potential of Technology (World Economic Forum)

http://www3.weforum.org/docs/WEFUSA_NewVisionforEducation_Report2015.pdf

At Cornerstone we are determined to educate our students for their future. Keeping abreast of current research is one way in which we maintain outcomes for our students that are relevant for the world that they are entering when they finish their secondary education. Below is a list of helpful resources that guide our pedagogical development.

Institute for the Future for Apollo Research Institute – Future Workskills 2020

Beane, J. A. (1995). Curriculum Integration and the Disciplines of Knowledge. Phi Delta Kappan, 76(8), 616-622.

Haberman, M. (1994). The Pedagogy of Poverty Versus Good Teaching. In E. Hatton (Ed.), Understanding teaching: Curriculum and the social context of schooling (pp. 17-25). Sydney: Harcourt Brace

Cakir, M. (2008). Constructivist Approaches to Learning in Science and Their Implications for Science Pedagogy: A Literature Review. International Journal of Environmental & Science Education, 3(4), 193-206.

21st Century Skills

We believe that it is important for students to develop skills that enable them to be not only the best learner but also have the attributes to contribute in a meaningful way in society.

The Australian Curriculum has named 21st Century Skills “Capabilities” and at Cornerstone we call them the 6 C’s. They are strategically and deliberately taught in Years 7, 8 and 9.

The 6 C’s include:

- Collaboration
- Creativity
- Communication
- Critical Thinking
- Connection
- Control of Learning

A helpful clip and research paper that highlights the new education paradigm:

<https://youtu.be/zDZFcDGpL4U>

THE 6 C'S OF A 21ST CENTURY LEARNER



Creativity

A learner will seek to:

1. Possess fundamental curiosity and inquisitiveness
2. Demonstrate knowledge of the creative process
3. Question to find deeper meaning
4. Demonstrate originality and inventiveness
5. Elaborate and add detail
6. Design, compute and produce original work
7. Apply creativity to real-world problems
8. Be open to diverse ideas
9. Continuously improve the creativity of their work through a reflective process
10. Tolerate ambiguity and accept the unpredictability of the creative process

Communication

A learner will seek to:

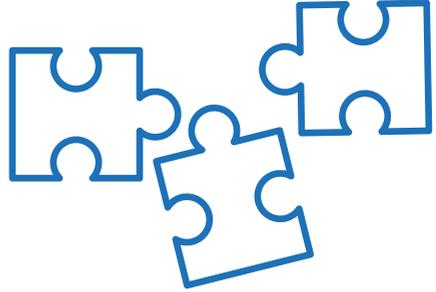
1. Engage in constructive dialogue with others
2. Read, view and listen to a variety of sources
3. Understand the tenets of written language including grammar, spelling and style
4. Read and understand various types of text
5. Listen effectively to understand the intent and content of written and verbal messages
6. Ask for and give appropriate feedback
7. Speak effectively in public
8. Discern the intent and information in still and video images
9. Produce effective communication through multiple media and technologies for a variety of purposes
10. Pay attention to non-verbal communication



Collaboration

A learner will seek to:

1. Work productively with others
2. Balance listening and speaking, leading and following in a group
3. Demonstrate flexibility and compromise
4. Respect the ideas of others
5. Recognise and use the strengths of others
6. Encourage shared leadership
7. Be wary of 'group think'
8. Assume shared responsibility for completing work
9. Identify areas of agreement and disagreement
10. Participate respectfully in frank discussion and debate



Critical Thinking

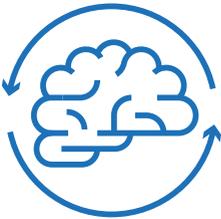
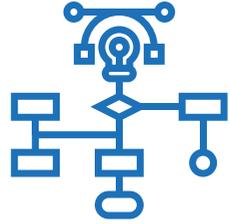
A learner will seek to:

1. Consider alternative solutions and possibilities
2. Recognise that sometimes there is no right answer
3. Apply past experiences and learning to future planning
4. Compare and contrast ideas
5. Identify gaps and deceptions in an argument
6. Use logic before bias
7. Combine evidence, arguments, claims and beliefs
8. Use information and data to strengthen conclusions and analysis
9. Link together facts and parts into larger understandings
10. Highlight the mysterious

Control of Learning

A learner will seek to:

1. Be organised
2. Prioritise their actions
3. Manage their time effectively
4. Set goals using success criteria
5. Work towards goals
6. Show initiative
7. Display perseverance
8. Respond positively to change
9. Ask for advice and support when needed
10. Reflect often on their learning progress



Connection

A learner will seek to make connections with:

1. Other learners in the class
2. Other learners in the community
3. Other learners globally
4. Experts and thinkers
5. Those in need
6. Those in power
7. Those in business
8. Those who ask why
9. The natural world
10. A spiritual perspective

ADAPTIVE EDUCATION

Alternative Programs and Support for Year 7

Special Education is purposefully designed instruction to meet the unique learning needs of students who require individualised education programs.

Special Education can be delivered in a variety of settings based on the student's needs.

Special Education at Cornerstone is called Adaptive Education and encompasses the full spectrum of needs from high learning needs students who are Commonwealth funded; students with specific learning needs; and gifted and talented students.

The department is led by a full-time teacher with a significant load allocated to leading and supporting Adaptive Education.

Other teaching staff are allocated time for student support, gifted and talented, and SACE support, as well as four Lutheran Support Officers (LSOs), both full-time and part-time.

Adaptive Education Centre

The Middle School building, Paideia, includes a purpose-built Adaptive Education Centre located adjacent to the Year 7 learning area.

Students in the Senior School are also supported from this centre, as well as through our ongoing use of flexible options, particularly through SACE flexible learning, external transition programs and VET programs.

Transition

Cornerstone has a well-established Year 7 and 8 Transition Program to support students transitioning to high school. This incorporates significant data collection, school visits, family meetings, pre-planning and staff training for students identified as requiring Adaptive Education support.

The Middle School Wellbeing Leader (MSWL) and Middle School Learning Leader (MSLL) take responsibility for the transition program.

Identification

The identification process has usually already begun before the student starts education in a high school setting. Handover of information from the primary school is essential in the transition process.

Our Transition Coordinator visits the primary school of identified students to observe them in their familiar setting to enable us to gain a better picture of their learning needs.

Extra transition, above the norm for the year level cohort, is offered to students identified as those who would benefit from additional time to settle into high school routines and orientate themselves with a new school setting.

This could include:

- Extra school visits
- Further observations of the student in their primary school
- Family meetings
- Meetings with their current primary school teacher

Students are identified by the Adaptive Education team as needing extra support by reviewing student records, professional reports provided by parents, previous school academic reports, NAPLAN results and other test scores.

The Adaptive Education team may also recommend further professional testing such as psychological, speech pathology, hearing or vision assessments. Usually, parents or caregivers are invited to a meeting, consisting of teachers, and possibly a counsellor or member of the Senior Leadership Team to discuss the student's needs.

Once students have started at the College further identification is possible.

- Parents can request help for their child either verbally, in person, or by phone
- Teachers can identify students needing help and request support from Adaptive Education staff

Parent consent will be obtained for information gathered from outside agencies and any external support sought for the student.

Testing

The MYAT test will be conducted for all Year 7 students as a useful tool to provide further information for recognising students with learning needs as well as those who might benefit from greater levels of challenge and extension.

Support

Support is offered within mainstream classes and also through moving students into established focus and life skill classes.

In-class support is offered to students as a non-intrusive method of support. An LSO works in the classroom, alongside the teacher to provide support for students. They unobtrusively check for understanding, help with breaking tasks into smaller steps and assist the teacher with relevant curriculum modification where necessary.

In Year 9, Focus classes are run in Mathematics and English, supporting students struggling specifically in those areas. These are supported by LSO staff in the management of resources, working with small groups and curriculum modification.

Life skills classes will be run in our purpose-built Adaptive Education area. Cooking, maintaining the vegetable garden, social skills and modified classes will be a focus.

STRETCH

STRETCH aims to extend those students who have been identified through the information gathering processes. Students are given opportunities to extend themselves and their range of knowledge through different means and modes.

Students may be extended by:

- In-class differentiation by the class teacher with assistance from Adaptive Education staff
- 'Stretch' program on Edmodo
- Invitation to participate in extra-curriculum programs e.g. Tournament of Minds
- Special programs run by the Stretch Coordinator, with students withdrawn from class for certain meetings
- Special personalised projects to meet an individual's needs
- Accessing various external programs as they arise, for example, university invitations to special programs, gifted and talented programs, subject specific clubs etc
- Acceleration – such as participation in Extension Mathematics classes which accelerate students one year in their study

For a taste of what STRETCH has to offer please visit:

<https://www.tes.com/lessons/p0Ee-nW69QX48w/a-taste-of-stretch-at-cornerstone-college>

PASTORAL CARE

We are a caring Christian community nurturing within students a growing relationship with Christ which promotes individual excellence, learning and responsibility, for life.

We are all equal in God's eyes and he has given each of us unique talents. We are therefore all responsible for:

- Helping to make the College a safe and supportive place
- Learning to the best of our ability
- Participating in College activities
- Enjoying and caring for the facilities offered by the College

We love, we learn, we grow on a daily basis; physically, emotionally, mentally and spiritually.

Pastoral Care may contribute in the following ways:

- Building and maintaining positive educational relationships
- Creating a culture of care
- Acknowledging that effective 'power' lies within the relationship (not through hierarchy or punishment)
- Utilising restorative practices
- Involving all parties (teacher/student/parent) in reaching resolution
- Recognising that actions have consequences
- Setting high expectations for our learning and behaviour

Links to Learning

Students who have quality relationships with each other and their teachers are more likely to flourish in their learning. Pastoral Care at Cornerstone is pivotal in promoting a positive and caring educational culture where students feel safe and connected, allowing them to holistically develop and grow.

Students thrive in a creative and stimulating learning environment with an awareness of their own abilities, achievements and worth.

Students who are valued, cared for and listened to are well equipped to fulfil their academic potential within the Cornerstone learning community.

HOPE, CONNECT & SERVE

As we love, learn and grow we want our students to develop their capacity to hope, connect and serve.

Hope

- Grounds for believing that something good may happen
- A feeling of expectation and desire
- A person or thing that may help or save someone
- Confidence · faith · trust · belief · conviction · assurance
- A feeling of trust

You will be secure, because there is hope; you will look about you and take your rest in safety. Job 11:18 (NIV)

Yes, my soul, find rest in God; my hope comes from him. Truly he is my rock and my salvation; he is my fortress, I will not be shaken. Psalm 62:5-6 (NIV)

How can we foster positivity for the future?

- Share the good news of the grace of our God
- Encourage each other in our efforts to achieve our best
- Have high expectations of self
- Set goals that are specific, measurable, attainable, relevant and timely (SMART)
- Acknowledge and celebrate achievement
- Show gratitude for the good things in our lives
- Support those who are in difficulty
- Focus on the action/behaviour, rather than the person

Connect

- To relate to, or be in harmony with another person, group or entity
- To join, link, fasten together or unite
- To establish communication
- To associate mentally or emotionally

From him the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work. Ephesians 4:16 (NIV)

My prayer is not for them alone. I pray also for those who will believe in me through their message, that all of them may be one, Father, just as you are in me and I am in you.

John 17:20-21 (NIV)

Join together in following my example, brothers and sisters, and just as you have us as a model, keep your eyes on those who live as we do. Philippians 3:17 (NIV)

How can we develop meaningful connections?

- Interact positively, in good faith and restoratively with all members of our community
- Actively listen to others during discussion
- Actively participate in Home Group, House meetings and events
- Interact positively within our paired Home Group, including with our buddy or mentor
- Learn about other people, both within and outside our community
- Acknowledge and celebrate difference
- Engage in daily devotional time to continue our faith journey

Serve

- To act as a servant
- To render assistance; be of use; help
- To perform designated duties

Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be your slave — just as the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.

Matthew 20:26-28 (NIV)

Whoever serves me must follow me; and where I am, my servant also will be. My Father will honour the one who serves me.

John 12:26 (NIV)

How can we meaningfully serve others within community?

- Put others before ourselves, recognising those in need and taking action
- Participate in awareness programs to develop compassion and understanding for those less fortunate
- Support fundraising initiatives and, more importantly, seek an understanding of the cause
- Contribute within the extra-curricular program
- Use our personal gifts and talents to help others
- Embrace opportunities to contribute in regular and paired Home Group
- Participate in service activities promoted at the College
- Assist and contribute through small actions
- Use leadership roles to represent the student body and make positive changes

Restorative Practices

At Cornerstone College we seek to build a safe, caring and positive community. We use an approach called Restorative Practices that acknowledges that healthy relationships are essential for our lives, our learning and our community.

Restorative Practices encourage a profound fairness and a culture of listening across our community to bring healing and a sense of connection.

All staff and students are expected to be supportive of, and participate in, Restorative Practices when they are involved in a conflict, complaint or issue of concern.

Core beliefs of Restorative Practices:

- Conflict causes harm
- Misbehaviours that bring disruptions to classrooms (and the hurtful behaviours that are often associated with conflict) are not in keeping with College expectations and result in harm to our school community
- Fight or flight are generally inappropriate responses to conflict. Conflict needs to be addressed by all parties, preferably face-to-face
- People involved in a conflict, wrongdoing or misbehaviour need to be actively involved in the process of resolution. Imposed solutions or punishments can be less effective and less educative
- Using Restorative Practices is not a soft option. Core values include respect, inclusion, accountability and commitment to relationships
- Students learn social and emotional skills they will use throughout their lives, such as active listening, facilitating dialogue, problem-solving, expressing emotion appropriately, developing personal awareness, empathy and taking responsibility
- Consequences, such as detention, community service or suspension, are still used in Restorative Practices for students to consider what they can do to make things right and to help people move on

We will use Restorative Practices if a student:

- Is experiencing bullying
- Is having trouble settling in class
- Has broken a College expectation
- Has caused harm to someone
- Has a concern about, or is experiencing conflict with a teacher or another student
- Feels that they are being treated unfairly

With Restorative Practices staff use questions such as:

- What has happened?
- What were you thinking at the time?
- Who has been affected and in what way?
- What has it been like for you since it happened?
- What needs to happen to make things right?

There are a variety of Restorative Practices in action across the College:

- Restorative Chats – informal conversations between teachers and students for prevention of, and early intervention for, low-level disruptions
- Class Meetings – a restorative model that helps a class establish good boundaries and a healthy learning culture
- Support from Student Services – helping students and staff address issues in restorative ways. Restorative Conversations and ‘Think Sheets’ may be among these processes
- Group Conferences – an effective process involving structured mediation, used formally and semi-formally to deal with conflict and serious issues. Conferences aim to resolve a problem – not to blame people

God has done it all! He sent Christ to make peace between himself and us, and he has given us the work of making peace between himself and others. What we mean is that God was in Christ, offering peace and forgiveness to the people of this world. And he has given us the work of sharing his message about peace. 2 Corinthians 5: 18, 19

HOME GROUP AND HOUSE STRUCTURE

Each student belongs to a Home Group of around 18-20 students. A Middle School Home Group consists of students in Years 7, 8 and 9 whilst a Senior School Home Group comprises students in Years 10, 11 and 12. Each Middle School Home Group will meet with its paired 'big brother/sister' Senior School Home Group each fortnight, enabling peer mentoring and an eventual smooth transition to Senior School.

Each of our four Houses comprises six Middle School and six Senior School Home Groups, led by two staff House Leaders.

Aroona (blue) meaning 'running water'

Battunga (green) meaning 'a place of large trees'

Mooraak (red) meaning 'mountains'

Naturi (yellow) meaning 'sandy soil'

AR1M	AR1S	BA1M	BA1S	MO1M	MO1S	NA1M	NA1S
AR2M	AR2S	BA2M	BA2S	MO2M	MO2S	NA2M	NA2S
AR3M	AR3S	BA3M	BA3S	MO3M	MO3S	NA3M	NA3S
AR4M	AR4S	BA4M	BA4S	MO4M	MO4S	NA4M	NA4S
AR5M	AR5S	BA5M	BA5S	MO5M	MO5S	NA5M	NA5S
AR6M	AR6S	BA6M	BA6S	MO6M	MO6S	NA6M	NA6S

Daily Organisation

Home Group meets every day, and twice a week for an extended period. Every Cornerstone student will also be involved in a Middle or Senior School Chapel, a Whole School Chapel and a House meeting each week, hearing the gospel message on a daily basis.

	Monday	Tuesday	Wednesday	Thursday	Friday
Middle School	Middle School Chapel	Extended Home Group	House	Whole School Chapel	Extended Home Group (paired Home Group) each even week)

STUDENT LEADERSHIP

College Leaders

Six College Leaders form a team that is made up from at least one student from each of the four Houses. Their role includes representing the College and creating opportunities to link the Middle School and Senior School.



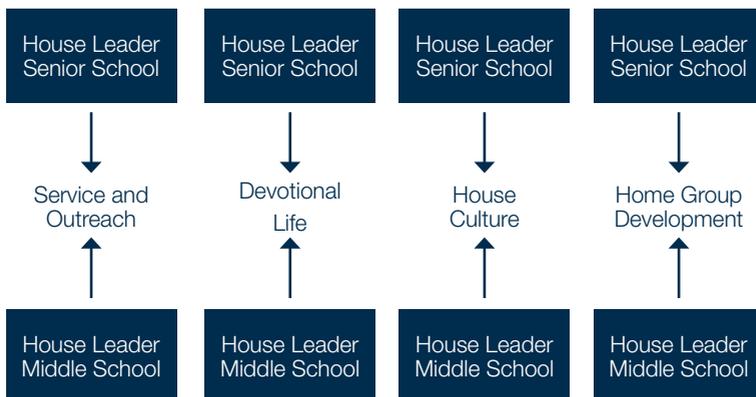
House Leaders

Each House, as per the diagram below, has four Middle School and four Senior School House Leaders per House (16 for Middle School, 16 for Senior School).

House Leaders uphold and enhance House culture and values, and encourage students to participate in House activities and events.

They will each have an additional focus area – Service and Outreach, Devotional Life, House Culture or Home Group Development.

College Leaders and House Leaders, commence each of these roles at the beginning of Term 4 with the selection process beginning annually in Term 3.



Student Representative Council (SRC)

The SRC is a forum that provides opportunities for students to formally discuss matters associated with College life and facilitate the organisation of particular student activities within the College.

SRC representatives attend regular meetings and act as the liaison between the Staff Leaders and the general student body.

Each House will aim to have one SRC representative per year level. As far as possible a balance of genders will be sought. The SRC has representation on the College Canteen and Uniform Committees.

Additional Student Support

Counselling

Students requiring extra guidance can arrange to meet with the College Counsellors, Mr Matt Schirmer or Mrs Katy Walker, by visiting the counsellor's office in the Paideia building, emailing helpandsupport@cornerstone.sa.edu.au or completing an appointment form at Student Reception.

Further referral to external support may be recommended in some cases.

Ministry

As a Christian college built on the foundation of Jesus Christ, we are intentional in maintaining this vital focus within the daily life of the school.

The Ministry Team, made up of the college Pastor, Albert Gast, and college Chaplain, Andrew Traeger, support this vision in coordinating and delivering a number of key spiritual components to college life, including chapel and Home Group devotions, to encourage the gracious message of the Gospel.

Student Care Team (SCT)

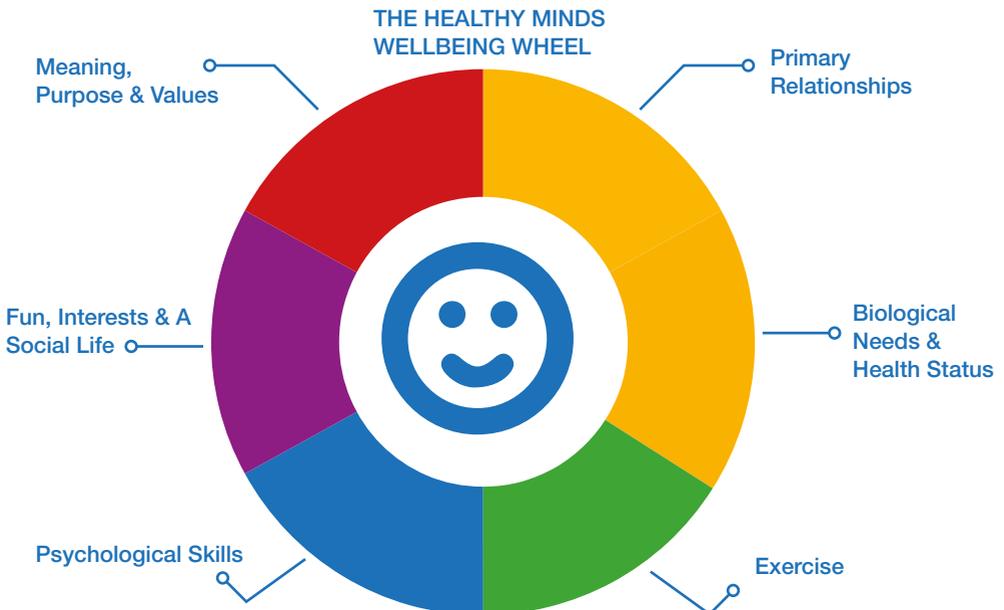
The Student Care Team is a group that meets weekly to formulate support plans or direction for students requiring extra assistance, be it pastoral or academic. The SCT includes the following staff members:

- Principal
- Wellbeing Director
- Learning Director
- Middle and Senior School Wellbeing Leaders
- Lead Counsellor
- Adaptive Education Leader
- VET Coordinator
- Student Receptionists

HEALTHY MINDS PROGRAM

As part of Year 8, students participate in a specifically designed eight week (two lessons per week) program presented by Dr Tom Nehmy that exposes them to:

- The thinking skills that prevent or reduce risk for depression, anxiety, eating disorders and body image problems (without specifically focusing on any particular psychological disorder)
- How 'unhelpful perfectionism' plays a troublesome role in mental health, achievement, and general quality of life. Contrary to popular belief, some types of perfectionism actually inhibit achievement
- The keys to understanding the function of emotions, and the most helpful ways of navigating their emotional lives
- Psychological flexibility
- Realistic thinking (this is the key skill of modern cognitive behaviour therapy)
- Self-compassion as an antidote to self-criticism (and why this is far more important than self-esteem)
- Ways to understand and deal with procrastination – these work for school, work and life
- To challenge the unrealistic media ideals that promote body-image dissatisfaction, which can lead to eating disorders and depression
- The cultivation of gratitude as an everyday perspective (it has been shown to improve sleep, immune system function, and happiness)
- The motivational techniques that change problem behaviours into helpful, healthy, and high-performance behaviours



We ensure the students encounter opportunities to explore and experience all aspects of the Healthy Minds wheel.

CAMPS/EXPERIENCES

Cornerstone is focused on achieving the best outcomes possible for every student, at a time when young people are experiencing significant change in their lives – emotionally, physically, socially, spiritually and intellectually.

We believe that central for students to succeed in the world beyond school, they need self-confidence, a positive approach to learning, and a willingness to attempt new tasks. The camps' program has been developed with these aims in mind. Through various activities, students' learning can be enhanced in an environment other than the classroom.

Year 7 (3 day camp, Mylor)

Students complete various activities over the three days.

The aims of the camp are:

- Have fun!
- Have the opportunity to develop new, and strengthen existing, friendships
- Discover more about themselves and their relationship with others
- Gain new insights into their own abilities and potential
- Develop teamwork skills, cooperation and tolerance for others within a positive environment

Year 8 (5 day activities week)

Students rotate through various activities over the week.

Activities include: Two night camp with refugee simulation, high ropes, a city challenge, a campus challenge day and a reflection day.

The themes of the week are: Overcoming challenges, making connections and taking responsibility.

Year 9 (5 day camp)

Students complete various activities over the week which is a culmination of the Journey Program.

Activities include: Solo night, sailing, water skiing, canoeing and caving.

Aims: The camp is designed to help students develop resilience and is the beginning of the final stage of the Journey Program.

Extra-Curricular Opportunities

The College offers a wide range of opportunities for students to engage in outside of the normal lesson times. These activities fit into the following broad headings: Curriculum related, leadership, extension activities, public speaking, service, global involvement, sport and sustainability.

HEALTHY HABITS

Students who set the foundation for healthy habits early in their schooling generally perform better than students who use the 'just in time' model. Sometimes it may be hard to break old habits, but by chipping away at them and reinforcing good practices students will gain the best chance of success.

Here are 5 simple steps to help establish good healthy habits:

1. ***Have at least eight hours of sleep per night***

A great article on teens and sleep can be found at

<http://www.sleepfoundation.org/article/sleep-topics/teens-and-sleep>

In short, the better teenagers sleep, the better they function.

2. ***Turn off the technology***

Have a break from using technology. Sleep patterns of teenagers are often significantly affected by technology. Their brain needs time to rest, but by always being 'switched on' it doesn't have the chance.

A book recommended for all parents is "Real Wired Child: What Parents Need To Know About Kids Online" – written by Michael Carr-Gregg.

3. ***Eat good meals – breakfast is vital***

A glass of milk and a banana (or another piece of fruit) is enough to kick start a student's body and get it ready for the day. Plenty of water and nutritious meals allow the body to replenish and repair during the day.

4. ***Have a break***

Everyone needs a hobby. Playing an instrument or being part of team are just a couple of ways students can recharge their batteries and take a break from their study.

5. ***No set homework does not mean no work***

Students should spend some time going over concepts that they have been working on at school. They could chip away at a major assignment or read a book. They need to be prepared for tests and ask their teachers for help in setting up their routines.

6. ***SMART goals***

SMART goals are a great way to start preparing students for their learning:

Specific – Has your child a clear description of what needs to be achieved?

Measurable – Are they able to track their progress?

Achievable – Is the target realistic?

Relevant – Is it consistent with their overall long term plan?

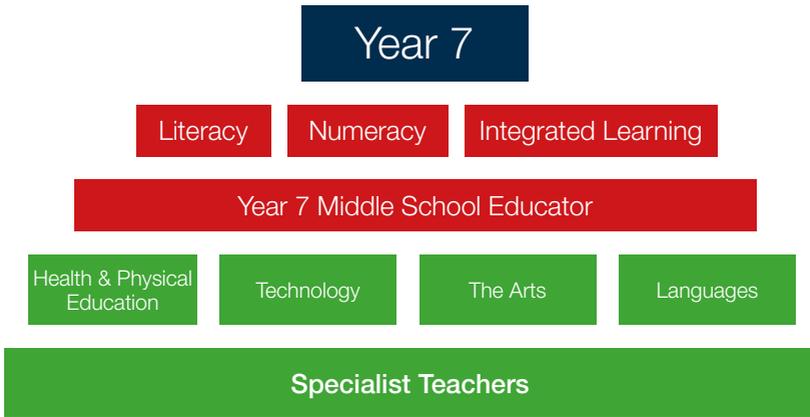
Timely – Does it have a time limit?

MIDDLE SCHOOL STRUCTURE

The structure of Year 7 allows for students to develop skills and knowledge in a holistic manner. A minimum of 19 lessons in the timetable (out of 30 lessons per week) will be together as a cohort, which allows for integration across classes.

Students have their Year 7 classroom teacher (22 lessons) for Literacy, Numeracy and Integrated Learning. Studies in The Arts, Technology and Health & Physical Education (HPE) are taught in specialist environment.

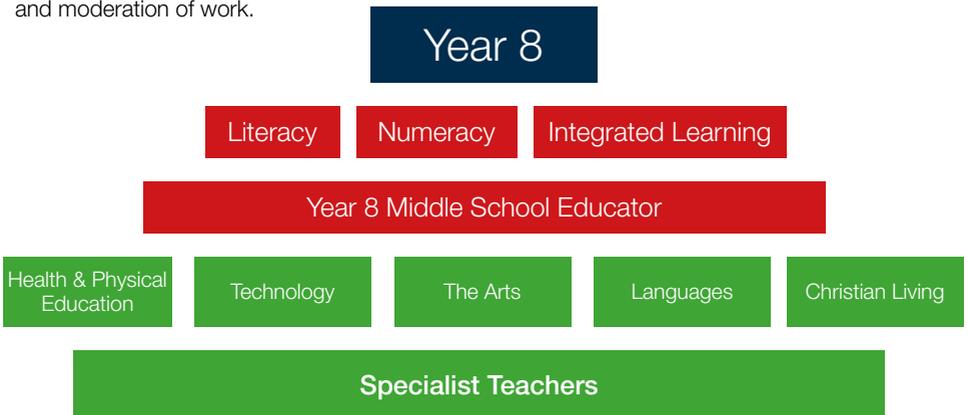
Lessons will be either 50 minutes (Lessons 1-4) or 45 minutes (Lessons 5 and 6) in duration.



Year 8 students have 1 teacher for 15 lessons per week. They will be paired with another Core Group for their core lessons of Literacy, Numeracy and Integrated Learning.

Depending on timetabling, students will have most of their core lessons in Paideia and move from this facility to specialist areas for studies in The Arts, Technology and HPE.

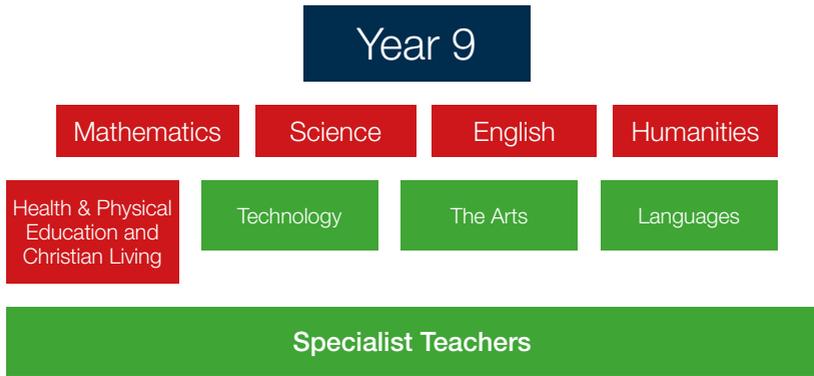
This structure allows integration across classes as well as team teaching, planning and moderation of work.



In Year 9, each student studies eight core subjects which will vary from one semester to a full year in length.

Students also study five, single-semester, elective subjects.

The core subjects of HPE and Christian Living will be single sex classes.



SUBJECT INFORMATION

All curriculum in Years 7, 8 and 9 is based on the Australian Curriculum.

The Arts

Year 7

Visual Arts:

Drawing, Basic Mixed Media Techniques, Painting, Responding to artists. Theme is Change.

Music:

Theory, Woodwind & Brass Instruments, Sequencing Sound.

Drama:

Exploring Drama, Improvisation.

Media Arts:

Focus on elements & principles through photography. Documentary & Narrative.



Year 8

Visual Arts:

Observational & Expressive Techniques, 3D Studies, Study of Artists. Theme is Journey.

Music:

Percussion, Keyboard & Guitar, Rock Band, Theory.

Drama:

Improvisation & Characterisation, Script Reading.



Year 9

Visual Arts:

Advanced Media Techniques, Study of Artists. Theme is Environment.

Music:

Class Ensemble & Solo Performances, Music Technology, Theory.

Drama:

Theatrical Games & Improvisation, Melodrama, Script Writing.

Christian Living

Year 7

Why Jesus?, Sustainability, Ethics.



Year 8

Pastor Course, 3People in 3Dimensions, Grace changes everything.



Year 9

Who am I really?, How do I relate to other people?, Is there more?, What is my purpose?

Health and Physical Education

Year 7

Athletics, Rhythmic Movements, Striking & Fielding Games, Net & Wall Games, Fitness Training, Invasion Games.



Year 8

Athletics, Health & Fitness, Invasion Games, Movement & Expression, Aerobic Fitness Training, Striking Games.



Year 9

Athletics, Court Invasion Games, Field Invasion Games, Dance, Aerobic Fitness Training, Sport Education.

English

Year 7

Bridging the Gap, Metaphorical Bridges, Exploring Other Worlds, Exploring through Imagination, Identity, Changing Attitudes & Time for Change.



Year 8

Communication, Truth & Lies, Debating, Global Issues, Indigenous Perspectives, Film & Poetry, Persuasive Writing.



Year 9

Individuality, Poetry, Science Fiction, Media, Film Techniques, Survival, Social Issues & Creative Writing.

Languages

Year 7

Students study two terms of Chinese and two terms of German in Year 7.
Introduction to Language & Culture, Numbers & Age, Family



Year 8

Family, Exchanging Personal Information, Dates & Birthdays, Time
*Students choose either Chinese or German.



Year 9

Colours & Clothing, Interests & Hobbies, Food & Shopping, School Life, Travel & Holidays.

Humanities and Social Science

Year 7

Geography:
Water, Australian Environments, Geospatial Skills, Inquiry & Research Skills.

History:
Ancient Civilizations – Rome, Egypt, Greece & China.



Year 8

Civics & Citizenship.
Changing Nations.
Business & Enterprise.
Events/Inventions – 500-1800BC.



Year 9

Geography:
Biomes & Food Security, Geographies of Interconnections.

History:
Making a Better World, Asia & the World, Australia & Asia, World War I.

Mathematics

Year 7

Number Skills, Rates & Ratios, Probability, Factorising & Squaring, Cartesian Planes, Statistics, Fractions, Introduction to Algebra, Measurement, Number Laws, Linear Equations, Shapes & Angles.



Year 8

Algebra & Linear Equations, Modelling Probability of Real Events Using Venn Diagrams, Number Skills & Algebra, Measurement & Statistics.



Year 9

Analysing Statistics & Interpreting Data. Scale, Measurement & Volume. Algebra, Index Laws & Scientific Notation.

Science

Year 7

Introduction to Science, The Living World, Chemical Mixtures, Resources, Water as a Resource, Astronomy, Ecology, Forces, Gravity.



Year 8

Cells, Systems of the Body, States of Matter, Elements, Compounds & Mixtures, Chemical Reactions, Energy, Rocks & Minerals.



Year 9

Responding, Atomic Structure, Chemical Reactions, Plate Tectonics, Energy Transfer, Ecosystems.

Technology

Year 7

Food & Textiles, Material Products, Digital Technologies.



Year 8

Food & Textiles, Material Products, Digital Technologies.



Year 9

Food & Textiles, Computer Aided Design (CAD), Material Products & Digital Technologies.

YEAR 9 SELECTION INFORMATION

At Year 9, the curriculum at Cornerstone has been designed to give students the opportunity to study each of the nine Learning Areas for at least one semester. This is structured by students having a group of compulsory (or CORE) subjects and a group of choice (or ELECTIVE) subjects.

All students will undertake the CORE subjects of:

English (full year)	Physical Education (full year)	Information Technology (one semester)
Christian Living (full year)	History (one semester)	
Mathematics (full year)	Geography (one semester)	
Science (full year)		

Students must then choose any FIVE of the following single semester ELECTIVE subjects:

Art	German A	Music A
Chinese A	German B	Music B
Chinese B	Home Economics	Visual Communications
Drama	Design and Technology	CAD

NOTES

1. Students should give preference to subjects they are likely to continue with in Year 10
2. All students must choose one semester of a language – either German A or Chinese A
3. All students must choose at least one Arts option – a minimum of one from Art, Music A or Drama
4. Music:
 - Students wanting to continue to Year 10 Music must choose Music A and Music B
 - Students may choose only one semester of Music (Music A), but this will not be sufficient background to continue to Year 10
 - Students must participate in private music tuition or private voice lessons to do ANY Music in Year 9 (either one or two semesters), as participation in class ensembles is an essential part of class work

5. Languages

- Students must choose German A and B if they want the option of studying Year 10 German
- Students must choose Chinese A and B if they want the option of studying Year 10 Chinese.

6. Study Support:

Some students are offered Study Support by the Adaptive Education Team. These students/families will be approached directly regarding this.

7. If a Language or Music is chosen for the whole year it cannot be changed once selections are made.

REPORTING SCHEDULE

Written reports and family interviews

	Subject Reports	Pastoral Reports
Term 1	<p>Years 7, 8 and 9</p> <p>Continuous reporting for every subject – information found on our learning portal – CHARIS. This applies throughout Terms 1 and 2, that is, all semester 1.</p> <p>Assessment is reported in the format as Towards Standard, Approaching Standard, At Standard, Above Standard and Beyond Standard. This is according to Australian Curriculum Achievement Standards for each subject area.</p>	
Term 1 – Week 10	Years 7 and 8 – Student led conferences	
Term 1 – Week 11	Years 7, 8 and 9 – Elective subject interviews	
End semester 1	Summative report and optional short comment for each subject. Reports produced.	Written Home Group teacher comments on Pastoral matters and community involvement in reports.
Term 3	<p>Year 7, 8 and 9</p> <p>Continuous reporting for every subject – information found on our learning portal – CHARIS. This applies throughout Terms 3 and 4, that is, all semester 2.</p> <p>Assessment is reported in the format as Towards Standard, Approaching Standard, At Standard, Above Standard and Beyond Standard. This is according to Australian Curriculum Achievement Standards for each subject area.</p>	
Term 3 – Week 10	Years 7 and 8 – Student led conferences.	
End Term 3	Years 7, 8 and 9 – Elective subject interviews.	
End semester 2	Summative report and optional short comment for each subject. Reports produced.	Written Home Group teacher comments in reports on Pastoral matters and community involvement.
Term 4 – Week 8	Years 7 and 8 Showcase.	

CURRICULUM YEARS 7 - 12

	Christian Living (CL)	English	Maths	Science	Humanities and Social Sciences
Year 7	Christian Living	English	Mathematics	Science	History Geography
Year 8	Christian Living	English	Mathematics	Science	History Geography
Year 9	Christian Living (The Journey – combined with PE)	English	Mathematics – 3 levels (acceleration option available)	Science	History Geography
Year 10	Christian Living	English (acceleration option available)	Mathematics – 3 levels Mathematical Methods (acceleration option available)	One term each: Biology Chemistry Physics Psychology	History – compulsory (Australian Curriculum) Electives: Asian Studies Geography – Extreme Geography – Environmental
Year 11	Christian Living (Religion Studies SACE Unit) Vetamorphus	English – theme based Essential English	Mathematical Methods Specialist Mathematics General Mathematics Essential Mathematics	Biology - Environmental Biology – Human Biology – Nutritional Chemistry Physics Psychology	History Geography Philosophy Tourism
Year 12	Christian Living (Legacy Program)	English Literary Studies English Essential English	Maths Methods Specialist Maths General Maths Essential Maths	Biology Chemistry Nutrition Physics Psychology	Geography Modern History Tourism

	Technology	The Arts	Health & Physical Education	Languages	Cross-disciplinary Studies
Year 7	Material Products Food & Textiles Digital Technologies	Arts – Visual Arts, Drama, Music, Media Studies	HPE	Chinese (semester) German (semester)	
Year 8	Material Products Food & Textiles Digital Technologies	Arts – Visual Arts, Drama, Music	HPE	Chinese or German Choose one language	
Year 9	Electives: Material Products Food & Textiles Computer Aided Design Digital Technologies	Electives: Art Music Drama Visual Communications	HPE (The Journey – combined with CL)	Minimum 1 semester of Chinese or German Option: full year of a language	
Year 10	Electives: Material Products – Metal, Textiles and Wood Communication Products - Computer Aided Design Food & Health Food Skills Digital Technologies Systems & Control Products	Electives: Dance Drama Music Visual Arts – Drawing & Painting Visual Arts-Design Visual Arts- Sculpture & Printmaking	PE Elective: Outdoor Education	Electives: Chinese German	PLP (SACE) Workplace Practices (SACE)
Year 11	Child Studies Communication Products - Computer Aided Design Food & Hospitality Digital Technologies Material Products – Food, Metal, Textiles, Wood Systems & Control Products	Drama Music Vis Art – Drawing & Painting Visual Arts - Design Visual Arts - Sculpture & Printmaking	PE Outdoor Education bushwalking Outdoor Education mountain biking Compulsory (2 lessons/week) Health & Fitness	Chinese German	Community Studies Flexible Options via Open Access and Marden
Year 12	Child Studies Food & Hospitality Digital Technologies Material Products – Metal, Textile, Wood, Computer Aided Design	Drama Music Visual Arts – Art Visual Arts – Design	PE Outdoor Ed	Chinese German	Community Studies Research Project (SACE) Flexible Options via Open Access and Marden Workplace Practices

FURTHER INFORMATION

Middle School Learning Leader

Mr Rhett Fielke (2019-2020)
rfielke@cornerstone.sa.edu.au

Middle School Wellbeing Leader

Mrs Leanne Filmer
lfilmer@cornerstone.sa.edu.au

Adaptive Education

Ms Natasha Cass
ncass@cornerstone.sa.edu.au

The Arts

Drama, Media Arts, Music, Visual Arts

Mrs Jacinta Smart
jsmart@cornerstone.sa.edu.au

Christian Living

Mrs Simona McMaster
smcmaster@cornerstone.sa.edu.au

English

Mr Daniel Wood
dwood@cornerstone.sa.edu.au

Health and Physical Education

Health, Physical Education, Outdoor Education

Mrs Danielle Bradley
dbradley@cornerstone.sa.edu.au

Humanities and Social Sciences

Geography, History, Business & Enterprise,
Philosophy, Tourism

Mrs Mary Butler
mbutler@cornerstone.sa.edu.au

Languages

Chinese, German

Mrs Ingrid Synwoldt
isynwoldt@cornerstone.sa.edu.au

Mathematics

Mr Michael Murphy
mmurphy@cornerstone.sa.edu.au

Pathways

Mr Anthony Doyle
adoyle@cornerstone.sa.edu.au

Science

Mrs Jane Hoffman
jhoffman@cornerstone.sa.edu.au

Technology

CAD, Electronics, Food Studies, Home Economics,
Information Technology, Material Products, Plastics,
Textiles, Wood

Mr Jonathan Prenzler
jprenzler@cornerstone.sa.edu.au



CORNERSTONE
COLLEGE

Christ our Firm Foundation
ABN 54 858 405 236

68 Adelaide Road
Mount Barker 5251
South Australia
(08) 8398 6000
connections@cornerstone.sa.edu.au
cornerstone.sa.edu.au