

**Middle School  
at Overnewton**  
Years 5-8







Middle School at Overnewton

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## Middle School

Where you can **explore,**  
**learn, make friends and be**  
**challenged** to be your best.

Students in Middle School have specific emotional, physical, and intellectual needs and undergo significant cognitive, social and emotional changes during this exciting period of development.

Our highly skilled teachers recognise and understand middle years students' unique needs to positively impact levels of student engagement and learning.

Overnewton Middle School students are given an authentic, rich, relevant, and challenging academic program. With a culture of innovation, our teachers deliver a unique, high quality curriculum that incorporates a connectedness to both the students' world and the world beyond the classroom. In addition, exposure to an extensive range of co-curricular opportunities supports students to discover their passions and shine.

Our expert Learning Development & Support team work with students of all levels of ability to cater to their unique learning needs, whilst continuous formal and informal assessment informs delivery of tailored learning programs for every Middle School student.

Pastoral care, organisational structures and behaviour management delivered by dedicated Middle School teachers, along with purpose-built facilities, work holistically to support the diverse needs of pre and young adolescents.

Strong, positive teacher-student-home relationships are crucial for student wellbeing and success. An Overnewton family plays an active role in their child's education and engages in a true partnership with the school as teachers guide the student to gain the knowledge, skills and attributes that will see them thrive in their world.





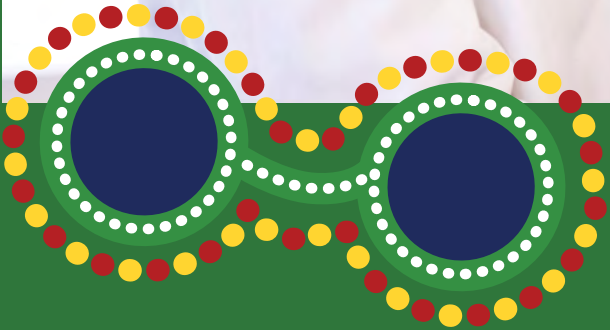


Middle School

# Why Middle School?

Here is what research tells us about the developmental needs of children aged between 11-14:  
*‘The middle years are an important period of learning, in which knowledge of fundamental disciplines are developed... Student motivation and engagement in these years is critical, and can be influenced by tailoring approaches to teaching with learning activities and learning environments that specifically consider the needs of middle years’ students.’*

*‘[Middle School] students need different strategies to learn than in either primary or secondary schooling. [At] a time when changes are happening to these children, both physically and emotionally, they need and deserve special attention.’*



- Middle School students:
- Thrive within safe, stimulating and harmonious learning environments with a focus on wellbeing.
  - Are curious and creative with a growing capacity for higher-order analysis as they move from concrete to abstract thinking.
  - Seek challenge, engagement and the agency to have a voice in what they learn, how they learn, and how they will be assessed.
  - Grow to understand the consequences of decision making and responsibility.
  - Enjoy working collaboratively with their peers or independently in a variety of settings.
  - Use available technologies to learn, communicate, socialise and entertain.

Ref: MYSA (Middle Years of Schooling Association) (2008). MYSA position paper: middle schooling: people, practices and places. Brisbane: MYSA

Middle School

# Transition to Middle School



Overnewton knows that a successful transition is delivered by:

- knowing a student’s interests and strengths.
- understanding areas that the student may experience difficulties in their learning.
- ensuring that learning programs are appropriately challenging and engaging.
- building strong relationships with the student and their parents.
- working with the student and their parents to plan learning pathways that progressively build students’ knowledge and skills.
- enabling an environment where there is a sense of belonging and connectedness.

Transition and pastoral care programs teach students that Middle School is a safe place to discover, learn, make friends and be challenged. At this age students require support to explore their identity, understand their emotions and develop coping strategies.

To ensure a gentle transition to the next phase of students’ learning, teachers establish a supportive, safe environment and form strong relationships with each student, monitoring their academic and wellbeing needs and building their self-worth and confidence. At this level students have contact with a small number of teachers and a consistent student cohort.







# The Middle School Journey

Discover, explore, engage,  
challenge and lead.



## Year 5

# Exploring and Belonging

Transition and pastoral care programs teach students that Middle School is a safe place to discover, learn, make friends and be challenged. At this age students require support to explore their identity, understand their emotions and develop coping strategies.

To ensure a gentle transition to the next phase of students' learning, teachers establish a supportive, safe environment and form strong relationships with each student, monitoring their academic and wellbeing needs and building their self-worth and confidence. At this level students have contact with a small number of teachers and a consistent student cohort.

Core curriculum in Year 5 is comprehensive and structured but flexible enough to address students' individual needs. Development of literacy and numeracy skills are a central focus of the academic program.

Extension Mathematics offers opportunities to be involved in AMT, Science Talent Search and Maths Olympiad.

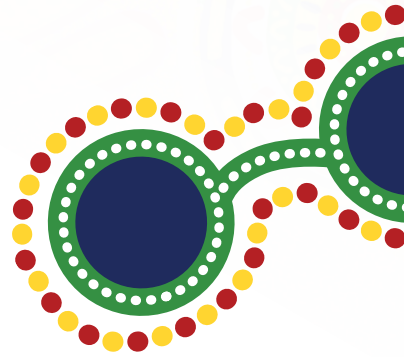
The Content and Language Integrated Learning Program (CLIL) in Mandarin continues as the language studied, with the content component of the program being drawn from Geography. At this year level Mandarin Language Literacy classes are introduced.

Subjects include Religious and Values Education (RaVE), Performing Arts and Health & Physical Education and students participate in a semester each of Visual Arts and Technologies.

A Co-Curricular Program is offered with the introduction of interschool sport at Year 5 and an opportunity to participate in a Year 5/6 musical, House activities. Students can also pursue their interests through clubs and instrumental music.

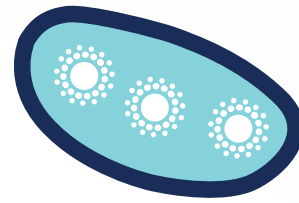






## Year 6 & 7

# Discovering, Engaging and Empowering



Acceptance and a sense of belonging becomes increasingly important during Years 6 & 7. Prosocial skills such as respect and honesty, and social and emotional skills such as resilience, empathy, emotional regulation and goal achievement are modelled, taught and practiced.

There is also a focus on problem solving, stress management, digital literacy and self-advocacy, alongside opportunities to discuss and learn about positive gender relationships, consent and equality. Through their friendships, students continue to explore and develop their interpersonal skills by identifying and using strategies and skills to navigate relationships.

Project Based Learning (PBL) is introduced at these year levels within the core program. PBL offers students access to authentic in-depth inquiry, with a flexible, integrative approach. Students collaborate, explore, solve problems and to transfer and transform knowledge to create new meaning by thinking critically and creatively.

Extension Mathematics continues, as does opportunities for involvement in Australian Maths Trust (AMT), Science Talent Search and Maths Olympiad.

In Year 6, Mandarin continues as the language studied, with the content for the CLIL Program being drawn from Geography, which includes World Indigenous Studies. Students also continue Mandarin Language Literacy classes.

In Year 7, students begin to exercise choice as they select their language pathways: 7-12 German, Indonesian and Mandarin Language Literacy classes or CLIL Mandarin (Mathematics).

RaVE, Health and Health & Physical Education continue to build upon the Year 5 program and focus purposefully on developing the whole child. Students are encouraged to establish lifelong behaviours and strategies to support their physical, mental and spiritual wellbeing.



In Performing Arts, Technologies and Visual Arts students explore a breadth of subjects over the two years. In Year 6, each student explores music by learning to play a brass or woodwind instrument for the year and participates in the Band Program. In Year 7, Performing Arts is broadened to include a term each of Dance, Drama, Music Performance and Music Technology. Visual Arts and Technology each offer four term long subjects over the two years.

The Co-Curricular Program continues with students in Year 6 participating in the Year 5/6 interschool sport program and the Year 5/6 musical. In Year 7 students transition into the Association of Co-Educational Schools (ACS) program and can audition for the College musical. Students continue to participate in House activities and can pursue their interests through clubs and instrumental music.







Year 8

# Confidence and Independence

With a strong focus on wellbeing, Year 8 students' academic, social and emotional growth is a key focus as they develop their sense of self and they are encouraged to challenge themselves as individuals. Developing their understanding of emotional intelligence, there is a focus on coping and help-seeking skills, empathy, emotional regulation, decision making and resilience.

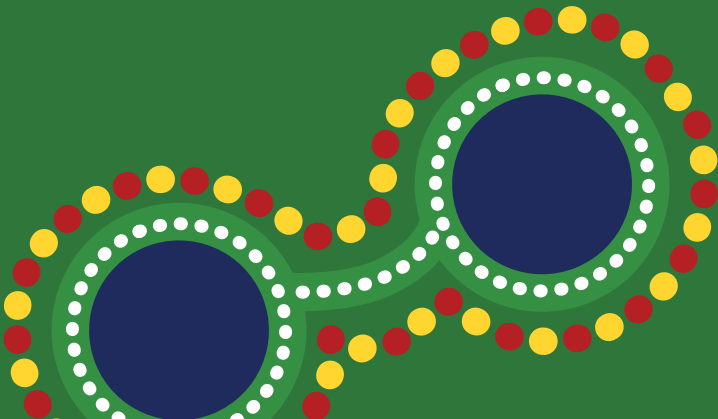
Learning about positive gender relationships and equality is a key focus, along with digital literacy and the importance of having a positive online social presence. At 13 or 14 years of age, Year 8 students are developing physically, intellectually, emotionally, socially and ethically as they move towards independence. Adults within the Middle School support them, challenge their behaviours and have high expectations of and for them which is key to their ongoing social and emotional development.

Year 8 and Year 5 have been purposefully housed within the same building. As the most senior students within the Middle School, Year 8 students have an added layer of expectation around appropriate positive role modelling of behaviour, learning dispositions and participation within the

Middle School to the younger learners. Leadership, both formal and informal, offers opportunities for students to make a difference. As leaders they strive to be responsible, fair minded, positive, caring representatives who advocate for the student body, encouraging involvement and creating positive environments within the school community.

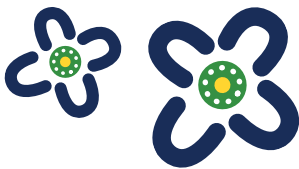
Leadership develops many skills and enhances character, pride, respect for others in a diverse range of communities: locally, nationally and globally.

Middle School Student Leaders are selected from the Year 7 cohort in Semester 2 for Middle School Captains (4 positions) or Student Representative Council Leaders (2 positions) in the following academic year. Middle School Leaders form the Student Leadership Team and are supported by the Head of School and Deputy Head of School.

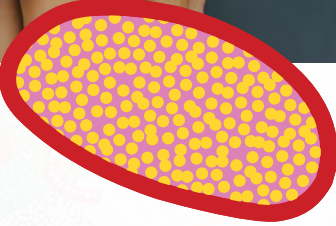


Learners continue the language pathway chosen in Year 7: 7-12 German, Indonesian and Mandarin Language Literacy classes or CLIL Mandarin (Mathematics). English Study skills, RaVE, Health and Physical Education. Mathematics Acceleration continues with opportunities for involvement in AMT, Science Talent Search and Maths Olympiad.

The Year 8 Electives Program offers subjects Performing Arts, Technologies and Visual Arts and enable students to continue to develop their skills, pursue their interests and passions, and have the opportunity to try new things. Year 8 students study two subjects per semester. Students must study one subject from each of the learning areas of Performing Arts, Technologies and Visual Arts. The fourth subject is a free choice from all electives on offer. The benefit of guided choices means they have breadth of exposure across the three areas but still have the ability to pursue their areas of interest.



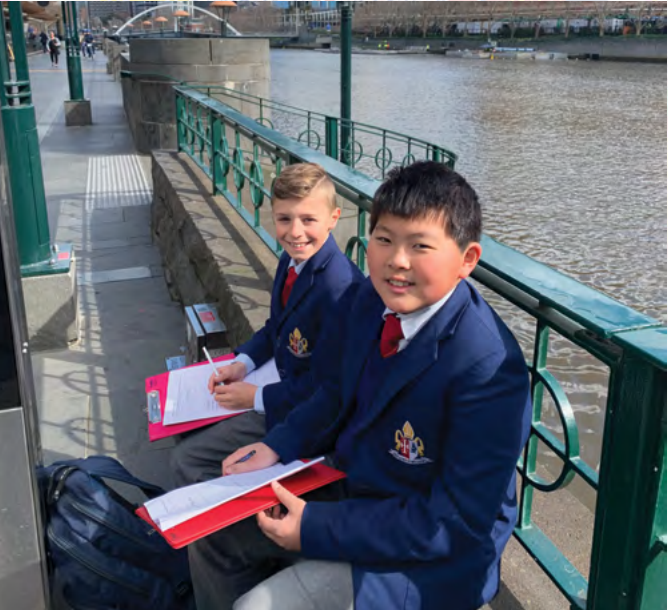
The Co-Curricular Program in Year 8 offers an array of co-curricular activities, in addition to the ACS program. Students can also lead and assist with the organisation of House activities and events. In addition, students also have the opportunity to apply for the exchange program with Shepherdson College, Galiwin'ku (Northern Territory) which enables Overnewton students to visit this isolated Yolngu community and host Yolngu students during their reciprocal visit to Melbourne.







# Middle School Visible Learning



At Overnewton we use Visible Learning as our overarching teaching and learning approach. Visible Learning is delivered based on the research and work of Professor John Hattie\*. The College embraces Visible Learning, understanding how students learn and identifying the influences that have the greatest impact on student achievement.

- Two of the areas that have the highest impact on student learning are:
- 1. Developing effective Learning Dispositions, and
  - 2. Supporting students to be able to focus their attention and effort through the use of Learning Intentions and Success Criteria.

Learning Dispositions are things like, curiosity, creativity, critical thinking, resilience, collaboration, being reflective, and not being afraid to take risks in learning. Learning Intentions clearly explain what students are learning for each lesson or unit. Success Criteria detail the skills, concepts, knowledge, and processes that students need to demonstrate in order to be successful.

When a student knows what they are learning about, why they are learning about it, and exactly how they can demonstrate their knowledge, they can be more effective learners. Through Visible Learning, Overnewton students in every classroom clearly understand what they need to learn, how to learn it, and how to evaluate their own progress, and become strong lifelong learners as a result.

Every Overnewton Middle School student, regardless of their ability, is supported in their learning and provided with an educational program that caters for their unique needs.

Knowing that research indicates a strong link between academic progress and wellbeing, our specialist Learning Development & Support (LD&S) staff and Middle School Counsellors are experts in the wellbeing of pre and young adolescents. Our highly skilled Middle School teachers, carefully selected for their passion for the Middle School years of schooling, work in conjunction with our LD&S staff to quickly identify those students who are in need of specialised support.

Operating within Overnewton’s extensive LD&S Faculty, our College Talent and Potential (TAP) Leader regularly reviews all Middle School students and their progress to ensure appropriate and ongoing identification of high potential learners, working with teaching staff to provide differentiated programs inclusive of academic goals for enrichment and extension for these students.

\* Visible Learning is based on the research and work of Professor John Hattie who looked at the analyses of over 800 studies covering more than 80 million students. Dr. John Hattie has been Professor of Education and Director of the Melbourne Education Research Institute at the University of Melbourne, Australia, since March 2011.







Year 5-8

# Core Curriculum

English
Mathematics (includes Mathematics Extension and Mathematics Acceleration)
Science
Humanities
Religion and Values Education (RaVE)
Health & PE
Sport
Mandarin Language Literacy
CLIL Mandarin (Other Languages : German & Indonesian become available from Year 7) CLIL Mandarin Content areas: Geography at Year 5, Geography & World Indigenous Studies at Year 6, and Mathematics at Year 7 & 8

**Specialist Subjects**

Taught by specialist teachers, these subjects offer a diverse range of learning experiences and enable students to continue to develop their skills across the three learning areas.

Students are encouraged to both pursue their interests and passions, and use the opportunities provided to extend their learning and try new things.

## Year 5

Visual Arts
Technology
Performing Arts

## Year 6 & 7

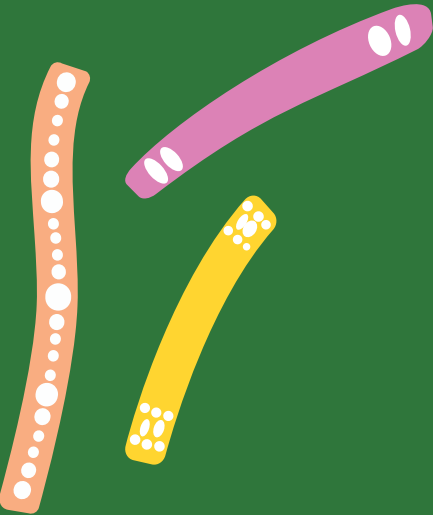
Visual Arts
Technology
Performing Arts
Band at Year 6
Drama, Dance, Music Performance and Music Technology begin at Year 7

Elective Program

# Year 8

<b>Performing Arts</b>
Dance Around the World
Drama Discovery
Music: Playing and Listening
Music: The Next Level
Music Technology

<b>Technologies</b>
Crunch Numbers: Crack Codes
Designing Beyond the Box
Digital Product Design
Games Lab and Animation
Make it Move
Smart Threads



<b>Visual Arts</b>
Art Studio: Creativity and communication - 2D Art
Architectural Design: Designing the world of tomorrow using environmental design – VCD
Media Montage and Music Videos: Film Unit - Media
Photography: Identity and Dreams -Media
Sustainability in Design: Designing a lighter footprint - VCD
The World of 3D Art: Spatial awareness and finding structure in the world around you - 3D Art





**All students from Year 5 to 8 must attend one camp experience each year. Camps in Middle School provide transitional pathways into the Year 9 -12 Outdoor Education programs.**

Students gain experiences from a variety of outdoor activities in natural environments, in contrast to their everyday living environments. Age-appropriate experiences are designed and delivered in a positive and supportive way, and students may be challenged physically and emotionally.



The Middle School Camp Program builds on students' leadership and outdoor education knowledge and skills through camping, bushwalking, water-based activities, and team challenges.

# Middle School Camp Program

Challenge yourself  
and work as a team.





## Middle School Co-Curricular

Develop your passions  
and discover new interests.



### Middle School

## House Program

Participation and inclusivity are at the centre of the House Program which is aligned to the four co-curricular pillars.

There are four College Houses:

- Curie
- Newton
- Edison
- Pasteur

The House Programs are led by the House Coordinators and the Year 8 House Leaders. The programs offer opportunities for the students to experience team work, develop leadership skills and enjoy cross-age activities, via regular facilitated out of class time clubs, activities and events. Students are encouraged to step out of their comfort zone and connect with different peers and teachers through participation in activities and events.

Co-Curricular Programs in Middle School are an important part of each student's journey as they build relationships with peers and staff, develop their passions, and discover new interests beyond the walls of the classroom.

Student agency and voice plays an important role, encouraging learners to actively participate in their school and community, contributing to decision making processes and collectively influencing outcomes by putting forward their views, concerns and ideas.

Co-Curricular opportunities operate under the umbrella of the four College Pillars:

- Activate – Sport beyond the classroom
- Encore - Instrumental Music and Theatre
- Synergy – Community Service and Service Learning
- Be Heard –Debating and Public Speaking







## Activate

# Sport

Activate is a sporting program that provides the opportunity for every student to participate, engage, develop and perform. There are opportunities to:

- develop leadership skills through the captaincy of their teams.
- improve individual athletic ability and fitness levels.
- promotes pride on the sporting arena.
- show exemplary sportsmanship and behaviours that reflect the College's values.

In Years 5 and 6 students participate in a competitive weekly interschool sporting program under the guidelines of School Sport Victoria (SSV), where students continue to develop individual leadership, physical skills and sportsmanship. Competition in a wide range of sports is available at district, zone, region and national level.

In Year 7 and 8 students are involved in a seasonal weekly Association of Co-Educational Schools (ACS) interschool sporting program. Within the ACS program selected students have the opportunity to participate in three major sport carnivals: swimming, cross country and athletics. Sport training and competition takes place within the school day and students enjoy fixtured seasonal matches and opportunities to represent the College in swimming, cross country, athletics and chess and cheerleading. In cheer, students are exposed to clinics and routines, building skills and confidence to transition into a representative cheer team.



As an affiliate partner of Melbourne City Football Club, Middle School students are exposed to unique and unrivalled opportunities, both on and off the pitch. Students engage in clinics and community events for enjoyment, led by Melbourne City coaches, and play in exclusive tournaments and receive coaching based on world best-practice methodology. Students have represented both school and country on the global stage, including tournaments in Singapore and Shanghai and experiences in Germany and Russia.



## Be Heard

# Debating and Public Speaking

Debating is one of the exciting and popular co-curricular activities offered in Middle School. Debating encourages students to work co-operatively, develops their public speaking skills and challenges them to think quickly and respond to arguments. Their ability to construct and defend an argument, support their opinions with evidence and express themselves with clarity and conviction is developed. Students can be involved in a number of different ways such as House Debating and the Debaters Association of Victoria (DAV).

Students can also enter a variety of public speaking competitions. Each competition has different criteria, with many requiring contestants to perform an impromptu, as well as a prepared, speech. Students can be involved in a number of different ways such as the DAV Primary Public Speaking competition for Years 5 & 6 and Junior for Year 7 & 8, ACS Public Speaking, Wynypeak and the Legacy Public Speaking competition.





## Synergy

# Community Service and Service Learning

The Synergy Pillar allows students to learn to be influential within local, national and global communities and supporting them to develop as individuals and leaders. Connecting our Christian values of service and the promotion of social justice, Overnewton aims to create ethical and compassionate thinkers who are willing to take action. Student voice, agency and leadership are intrinsic to the Synergy Pillar and our service-learning model promotes opportunities for hands on experiences and personal reflection.

The Middle School has a proud focus on Indigenous culture, with students developing an understanding of their connection to land both locally and within Australia. Our ongoing relationship with our sister school, Shepherdson's College and the Yolngu community at Galiwin'ku (NT) is an important commitment as it broadens the learner's understanding of Indigenous communities and culture. Through reciprocal visits students develop friendships and build relationships with Galiwin'ku children and families, they learn about the way of life for people living in a remote Indigenous community which is in sharp contrast to our urban community. As socially aware global citizens, students

have opportunities to learn about and support Chibobo, our international community in Zambia, which they will have the opportunity to visit when they reach Senior School.

At the heart of the Synergy Pillar is student voice, students have the opportunity to be part of many different groups. Our Student Representative Council represents the wider student body and their ideas, making changes for improved student wellbeing, education and participation in all areas of the College. The Sustainability team are passionate about changing the Overnewton environment, our biodiversity, energy usage, waste management and many areas in between. The RAP committee connects with Indigenous communities, supporting national reconciliation to achieve our own vision for a more just, equitable and productive school and society. Finally, the Delta project promotes and celebrates diversity within the College, increasing awareness of different social issues, creating a welcoming environment for all of our students. The diversity of the Synergy groups, enables the Middle School students have many opportunities to connect with like-minded students from all year levels and teachers with true passions for their co-curricular areas.



## Encore

# Instrumental Music and Performing Arts

The instrumental music program continues in Middle School, with tuition provided for a wide range of instruments. Students can participate in choirs, string ensembles, concert and rock bands. They can learn music theory and composition. Students have opportunities to participate in a range of College and community performances. These include regular assemblies, College events and Eisteddfods. They are able to prepare and sit for performance examinations including AMEB, RGT and ANZCA.

The performance programs encourage students to explore their individual creative and artistic talents through participating in our extensive Dance and Drama programs. Participation in performance activities such as the College Presentation Night, Founders Day and a variety of productions enables the students to express their ideas with a live audience, whilst developing their teamwork skills, self-esteem and self-worth. In Theatre, students are exposed to performance opportunities including singing, dancing and acting. The Year 5/6 Musical provides as introduction to musical theatre. These skills are further explored via the College Musical where students from Years 7-12 are exposed to professional production at an established theatre.











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