

# Middle School Information Guide 2019



**Information for:**

**Parents and Caregivers of New Students  
in Years 6 to 9.**

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## Introduction

Middle School at Peace Lutheran College comprises of Years 6-9. These are important years that serve as a transition between childhood and young adulthood. We understand that this adolescent group has needs that are distinct from other age groups. As the Queensland Government (2004) notes:

- Students at this stage of their schooling are making the least progress in learning.
- The gap between low achievers and high achievers increases rapidly.
- Some students disengage and lose enthusiasm for schooling because classroom activities do not suit their learning styles.
- Students need to be intellectually challenged and see a connection of school to the real world if they are to remain engaged.

Beyond the physical growth clearly seen, this age group also experiences rapid changes in brain function and cognitive development. Evidence suggests that the needs of young people are not being met adequately by many schools. This includes a lack of interest, disaffection and unhealthy anxiety by young people. As Spicer (1999) notes:

Adolescents . . . today are maturing much earlier, due to improved health and various social influences forcing rapid maturation. In addition, there has been a breakdown in traditional caring institutions, which previously helped with the rites of passage from child to adult.

Consequently, how an adolescent learns and their ability to manage emotional, social and moral challenges is a key focus of Middle School at Peace.

### Student Learning

Middle School teachers at Peace know that engaging students with their learning during these years is vital. Middle school is concerned with promoting flexible learners, creative problem solvers and confident decision makers.

- Teachers tailor learning experiences to be relevant, challenging and of interest to students.
- Teachers ensure structure and boundaries for consistency and a relevant and challenging curriculum for engagement.
- Teachers collaborate to ensure students are placed in appropriate groupings for co-operative learning activities. Peace Lutheran College is three-stream across core subject areas and as such provides smaller learning communities that offer students individual attention within a safe learning environment.
- Productive, meaningful learning relationships are achieved by involving parents and the community in learning experiences.
- Students are prepared with the necessary organisational skills to succeed in senior schooling, where independent learning and higher order thinking are essential.

It is these features of Middle School at Peace that provide a platform for successful learning outcomes.

### Building Character

Peace Lutheran College has high expectations of how our Middle School students approach their learning. Our approach fosters a willingness and commitment to learning. This is because we provide all students with an opportunity to succeed and feel a sense of accomplishment at what they have achieved. Our expectations are built on Christian values that include respect, responsibility, integrity, compassion, honesty and courage. Firm boundaries are formed and offer students an opportunity for responsibility. Middle School at Peace asks students to dream big and to take risks in their learning, thereby, building confidence in a supportive environment without the risk of ridicule.

### Challenges for Middle Years Students

The Christian mission of Peace compels us to support students as they contend with

developing a moral framework. Our aim is for them to face moral challenges in a constructive way, to ensure they learn how to make responsible choices on their journey to becoming young adults. It is important to us that Peace Lutheran College is a safe and supportive environment. We strive to foster productive, respectful teacher-student relationships so that students learn how to engage with their social environment. When these relationships break down, Peace uses a Restorative Practices approach to resolve conflict. Our healthy College culture assists young people within this age group where social vulnerabilities are common.

### **Pastoral Care and Resilience**

Our Pastoral Care program looks to build life skills and equip students for challenges they may encounter. Focus areas include having high expectations of self and others, respectful relationships with caring adults, moral values that enable young people to discern right and wrong, social boundaries, and opportunities for social service. This builds resilience when they face life's challenges. While many schools would aim to mirror these areas, Lutheran Education Australia (LEA) would add the dimension of service – for the glory of God. (Lutheran Education Australia, 2005, p.2).

### **Some of the characteristics of Middle Years Learners:**

Middle Years Learners commonly possess the following traits:

- Display a wide range of curiosity and intellectual pursuits, some of which are sustained for long periods.
- Prefer active learning and interaction with peers during learning experiences.
- May show a strong need for approval, and an increasing understanding of personal capabilities.
- May be preoccupied with self and display a tendency to be easily discouraged.
- Respond positively to real life contexts and situations.
- Observe adults critically, sometimes challenge authority, and show disinterest in conventional academics.
- Move from asking "What's in it for me?" to considering the rights and feelings of others.
- Demonstrate a level of idealism, a desire to be socially useful, a compassion for the underprivileged and interest in social and environmental issues.
- Rely on significant adults for advice but indicate developing individual values (often reflecting those of parents).
- Identify "flaws" in others but continue to have difficulty identifying personal weaknesses.
- Value democratic practices within the classroom.
- May be impatient with the pace of change and underestimate the difficulties associated with social change.
- Are influenced by adult role models who listen to personal concerns.
- May manifest "mood swings" that are often intense.
- Need to release energy with outbursts of activity.
- Demonstrate a more sophisticated sense of humour.
- Indicate increasing concern about peer and adult acceptance and personal independence.
- May indicate self-consciousness, fragile self-esteem, sensitivity to personal criticism, and intense concern about physical growth and maturity.
- May believe that personal problems, feelings, and experiences are unique.
- May demonstrate vulnerability because of real or perceived differences between self and others.
- Demonstrate a need to belong, of valuing peer approval more than adult approval.
- May use slang, jargon, and/or behaviours associated with various peer groups.
- Model behaviours of "popular" students or non-parent adults.
- May show some social immaturity because mental and physical development often occur faster than social development.
- Attempt to adjust to differing rates of maturation between self and peers.
- Demonstrate an increasing need to make personal decisions.
- Desire recognition for personal efforts and achievements but show strong reaction to

ridicule, embarrassment, and rejection.

- May be vulnerable to influences of media, peers, gangs, and other groups that may challenge or compromise personal ideals and values.

*Source: National Middle School Association (1995) This We Believe: Developmentally Responsive Middle Level Schools. A Position Paper of the National Middle School Association. NMSA. Columbus, Ohio. Used with permission.*

## **Lifelong Qualities of Learners (LQL)**

Lifelong Qualities for Learners suggests that Lutheran schools are about creating individuals who, whether Christian or not, understand a Christian worldview and are developing their own so that they can act with integrity and contribute to the shaping of their communities in productive and compassionate ways. (Lutheran Education Australia, 2005, p. 2).

Middle Schooling must be inextricably tied to the physical, intellectual, emotional/psychological, social, moral and spiritual characteristics of adolescents. Lutheran schools need to consider these characteristics in relation to what is believed about the nature of the learner, the nature of knowledge and the purpose of schooling.

The Lifelong Qualities of Learners offers a framework which schools can integrate into their school culture, structure, curriculum, assessment and teaching practices to facilitate the development of learner focused, future focused and community focused schools that are responsive to the needs of adolescent learners.

### **Core Statement**

As central to their mission and ministry, Lutheran Schools seek to nurture individuals

- aware of their humanity and
- open to the influence of the Holy Spirit, who are
- growing in and living according to a cohesive worldview

*...while...*

### **Value Statement**

Living in community, reflecting characteristics of God through core values, especially love, justice, compassion, forgiveness, humility, courage, hope, quality, appreciation, and service

*...and...*

### **Statement of Attributes and Abilities**

Contributing to communities by being:

- Self-directed, insightful investigators and learners.
- Discerning, resourceful problem solvers and implementers.
- Adept, creative producers and contributors.
- Open, responsive communicators and facilitators.
- Principled, resilient leaders and collaborators.
- Caring, steadfast supporters and advocates.

*Source: Lutheran Education Australia (2005) Educational Framework Including Lifelong Qualities for Learners, Lutheran Education Australia: Melbourne. Used with Permission.*

# The Middle School Structure

The Middle School delivers curriculum within a streamed class structure:

This structure allows scope for:

- Needs based grouping in Mathematics, English, History/Geography, and Science (Years 6 - 9). Core subjects are three steamed.
- Rotations (Years 6 - 8) a specialist introductory program covering Technologies and The Arts Key Learning Areas.
- Electives (Year 9) a specialist elective program covering the Arts, Technology and Languages Key Learning Areas. Electives are quad streamed.
- A Middle School sports program involving Year 6 (intra-school activities and competitions) and Years 7-9 (intra-school activities and competitions and the Junior Secondary Sport inter-school competition).

## Benefits for Students:

- Maximum opportunity to achieve.
- An opportunity to develop friendships with many peers.
- Numeracy and Literacy work designed specifically with their abilities in mind to maximize their learning and development.
- An increase in self-esteem and confidence both academically and socially.
- A safe and supportive learning environment.

## Benefits for Teachers:

- An opportunity to plan and teach collaboratively.
- A chance to see all children achieve success with their learning.
- Being able to provide education and life learning that meets each child's needs.

## Benefits for Parents:

- Education specifically targeted at their child's level of learning.
- Happy children who love having different teachers for different subjects throughout the day and love doing work that they can achieve.
- Children who are challenged to achieve their full potential in all areas of the curriculum.

*For more information on the structure of Middle School, please visit [www.plc.qld.edu.au](http://www.plc.qld.edu.au)*

## Middle School Curriculum

Curriculum offered to the Middle School learner should promote and lead to both engagement and learning, therefore at Peace Lutheran College we will strive to:

- Focus on enhancing student learning skills.
- Include challenging situations embedded in a coherent scope and sequence.
- Move towards relevant achievement standards.
- Include integrated approaches where interdisciplinary connections naturally occur.
- Incorporate cross-curriculum perspectives.
- Address issues of student concern and social justice.
- Provide opportunities to interpret, analyse and respond to a range of texts.
- Include vocational and academic learning so that every can child succeed.
- Include an emphasis on learning 'how to learn' as a necessary lifelong skill.
- Consider connection across the transition from primary to secondary.
- Be aligned to high standards with an emphasis on deep understanding balanced with development of essential skills.

### We will also strive to:

- Focus on core knowledge and 'big ideas'.
- Provide for sustained personal endeavour, in-depth learning and pursuit of excellence.
- Provide students with the opportunity to make their own connections between subjects and topics.
- Include issues of social justice that support students to develop ethical, moral and spiritual practices.
- Be aligned with application of learning to real world problems.
- Provide students with the opportunity to experience the world of work.
- Provide students with the opportunity to develop their own life pathways.
- Provide students with access to learning about critical and information literacies (including multi-literacies).
- Incorporate and foster inquiry approaches and focused investigations (issues, problems, questions).
- Explicitly include thinking skills and reflection.
- Foster the development of 'deep knowledge' in students.
- Be socially, morally and spiritually significant and relevant to the personal interests and needs of young adolescent.
- Build upon previous student learning.

### 21<sup>st</sup> Century Learning

The College is committed to preparing students to be technologically proficient for when they graduate school. At Peace Lutheran College, we prepare students for 21<sup>st</sup> century learning within a framework that prepares students for senior schooling.

Year 6: A focus on fundamental learning skills, personal responsibility, and organization.

Year 7: A focus on Digital Citizenship and what it means to be a student at Peace Lutheran College.

Year 8: A focus on the 4 Cs of creativity, collaboration, communication and critical thinking.

Year 9: Open ended teaching, problem solving and greater reliance on inquiry learning, while building leadership capacity and inspiration for informed career pathways.

*For more information on learning in Middle School, please visit [www.plc.qld.edu.au](http://www.plc.qld.edu.au)*

# Key Learning Areas

The Middle School Curriculum will conform to the Australian Curriculum.

From 2016, Peace Lutheran College has implemented the Australian Curriculum, this gives students a solid grounding in the basics of education such as Literacy and Numeracy, as well as exposure to other diversified and wide-ranging areas of learning experiences.

Being a Christian College all of our students engage in a Lutheran Christian Studies course as well as the eight Key Learning Areas of:

- English
- Health and Physical Education
- Languages
  - Italian
  - Japanese
- Mathematics
- Science
- History and Geography
- Technology
  - Home Economics
  - Digital Technology
  - Industrial Technology and Design
  - Science/Technology/Engineering/Mathematics (STEM)
  - Business Education (Years 9)
- The Arts
  - Drama
  - Music
  - Visual Arts
  - Textiles

# Christian Studies

## Nature of the Key Learning Area

Christian Studies allows for the investigation and critical examination of key Christian beliefs, Christian worldviews, personal beliefs, attitudes and values. Students are provided with opportunities to respond to the challenges presented by the range of perspectives encountered in the content.

Christian Studies content follows the national curriculum framework, developed by Lutheran Education Australia. The content has been organised into four major strands: Christian Beliefs, Christian Church, Christian Living and Christianity in the World. These strands identify the major understandings and processes essential to develop religious literacy from a Christian perspective (Lutheran Education Australia, 2015).

## Christian Studies:

Develops skills and dispositions that focus on the relational, cognitive, affective and spiritual dimensions of religious diversity:

- Listening skills to hear, discuss and respond sensitively to diverse perspectives.
- Discussion skills in which clear reasoning processes are developed.
- Analytical skills when conducting research and planning to respond.
- Communication skills to present ideas with well-reasoned justification.
- Social skills which promote interdependence and collaboration.
- An awareness that each person is unique.
- Knowledge and awareness of cultural similarities and differences.
- An ability to explore and reflect on one's spiritual journey.

## How Are Students Assessed?

- Participation in class discussions and completion of in-class tasks each term.
- Formal assessment tasks each term enable students to apply knowledge and understanding, skills and processes associated with the content presented (Investigation, Exam, Project, Extended Response to Stimulus).

# English

## Nature of the Key Learning Areas:

The study of English helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Students comprehend, create, evaluate and explicitly discuss a variety of written, spoken, visual and multimodal texts. They individually and collaboratively interpret and construct texts by understanding and manipulating language elements to position the audience and suit their subject matter and purpose. They develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing and designing, and how they see themselves as users of English. They reflect on their own and others' language choices to achieve particular purposes, and how they can apply their learning in future applications.

Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs when interpreting and constructing texts.

## How Are Students Assessed?

Evidence of understanding is demonstrated through; listening, reading and viewing - Receptive mode and speaking, writing and creating - Productive mode. Each year level is organised into four units with a summative assessment instrument for each unit. These units and assessment follow the requirements of the Australian Curriculum and provide the foundation for subsequent learning. The following units may be subject to a change in order.

Unit 1 – Persuasive texts

Unit 2 – Interpreting texts

Unit 3 – Analysing texts

Unit 4 – Imaginative texts

## **Health and Physical Education**

### **Nature of the Key Learning Area**

The Health and Physical Education Key Learning Area reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups in contemporary Australian society.

This Key Learning Area provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health.

Active engagement in physical activity is a major emphasis in the Key Learning Area. This emphasis recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as a medium for learning. A significant amount of time in the Key Learning Area is allocated to learning experiences that actively engage students in physical activity.

### **Health and Physical Education:**

- Develops life skills in the areas of personal development, social and citizenship skills and self-management skills.
- Actively engages students in physical exercise in a fun and enjoyable manner.
- Enhances students' health, self-esteem and well-being.
- Develops positive attitudes towards regular physical activity.
- Assists students to make informed decisions about their health and well being.

### **How are students assessed?**

- Games, sports and other physical activities.
- Group, team or individual performances.
- Oral presentations and written assignments.
- Formal tests.
- Peer tutoring.
- Research projects.

## **Languages – Japanese and Italian**

### **Nature of the Key Learning Area**

The Key Learning Area of Languages allows students to develop a multi-cultural understanding of the world, and be equipped to take their place in the Global Village. By learning a language, they also develop an understanding of another culture, and learn to appreciate differences in the world, and operate in a cross-cultural context. This can expand the possibilities open to them in any field they may choose to embark upon.

### How Are Students Assessed?

- Outcomes based, across all four skills of Reading, Writing, Listening, and Speaking.
- Relates to the module studied each term.
- Uses a range of assignments and tests.

## Mathematics

### Nature of Key Learning Area

Learning mathematics creates opportunities for and enriches the lives of all Australians.

The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

### Topics Covered

*Number and Algebra*: Index laws, scientific notation, simple interest, linear and non-linear relationships.

*Measurement and Geometry*: Area and volume, Pythagoras Theorem, trigonometry

*Statistics and Probability*: chance outcomes, relative frequencies collecting and displaying data

### How are Students Assessed?

- Investigatory assignments
- Exams
- In-class Activities

## Science

Science is taught using the Australian Curriculum and resources and assessment items are fully aligned to the Australian Curriculum, providing opportunities for students to develop an understanding of important scientific concepts and processes. The course supports students to develop an ability to solve problems and make informed, evidence-based decisions.

### Science has three interrelated strands:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills.

The Science Understanding strand comprises four sub-strands:

- **Chemical Science:** Students recognise that all substances consist of atoms which can combine to form molecules, and chemical reactions involve atoms being rearranged and recombined to form new substances. They explore the relationship between the way in which atoms are arranged and the properties of substances, and the effect of energy transfers on these arrangements.
- **Biological Science:** Students explore life cycles, body systems, structural adaptations and behaviours and how characteristics are inherited from one generation to the next. Students are introduced to the cell as the basic unit of life and

the processes that are central to its function.

- **Earth & Space Science:** Students explore how changes on Earth relate to Earth's rotation and its orbit around the sun, the processes that result in change to Earth's surface and the ways in which humans use resources from the Earth and the influence of human activity on the surface of the Earth and the atmosphere.
- **Physical Science:** Students gain an understanding of how an object's motion is influenced by a range of contact and non-contact forces such as friction, magnetism, gravity and electrostatic forces. They appreciate that concepts of force, motion, matter and energy apply to systems ranging in scale from atoms to the universe itself.

### **How are Students Assessed?**

- Exams
- Investigations
- Research reports
- In-class practicums

## **History**

### **Middle School History**

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critical analysis and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

Students conduct in-depth studies of; Ancient Rome, Medieval Europe, Japan under the Shoguns, The Black Death, The Industrial Revolution, World War I and the History of Australia.

## **Geography**

### **Middle School Geography**

The word "Geography" is derived from the Greek "Geo" meaning World and "Graphy" meaning writing. Therefore, Geography is concerned with writing about the World. Geography examines the ways in which humans interact with one another and the environment in which they live. Students study a range of human and physical processes through geographical investigation.

Topics taught during the Middle School years include; Natural Hazards, The Rainforest System, Weather and Climate, Population and Migration.

## **Technologies**

### **Nature of Key Learning Area**

Technologies arise from a desire to extend individual and collective human capabilities. People everywhere have always used their ingenuity to create new or improved technology that meets their needs and wants and enhances their physical, emotional and social wellbeing.

There is a relationship between people's values and beliefs and the technology they create and use. Their values and beliefs influence, and are influenced by technology and its impacts on individuals, societies and environments.

The term 'technology' has come to describe such things as:

- The creative processes used to develop products.
- The products created through these processes.
- The 'know-how' related to these processes and products.
- The tools and equipment used.

## The Arts

### Nature of the Key Learning Area

The Arts Key Learning Area encompasses those artistic pursuits that express and communicate what it is to be human through Dance, Drama, Media, Music and Visual Arts. *Research from the USA shows that student academic results are significantly improved by access to The Arts, stating that 'the young people attending the arts programs outperformed all other groups' (Fiske, 2000).*

### The Arts:

We strongly believe that through the Arts students acquire:

- A heightened sense of enjoyment and fulfilment in life.
- An increase in the knowledge and skills associated with particular art forms.
- An enhanced knowledge of social and cultural issues.
- A development of creativity and thinking skills.
- An enrichment of communication and expressive skills.
- Advances in personal and social development.
- Effects that transfer to other contexts, such as learning in other subjects, the world of work and cultural activities outside of or beyond school.
- Skills to be active investigators and complex thinkers which help them to become responsive creators and leaders.

## Uniform

The College uniform is distinct in each sub school. Middle School students have specific guidelines they must adhere to in regards to their uniform and appearance. Please access the uniform guidelines in the [Student Information Handbook \(CRICOS\)](#).

[www.plc.qld.edu](http://www.plc.qld.edu) > Parents > Documents and Information > [scroll to Uniform] > Uniform Standards-School Dress Code



## Student Timetable

Each student receives a printed copy of their timetable at the start of each year and whenever changes are made.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 – 8.55 am	Home Group	Home Group	Assembly	Chapel	Home Group
8.55 – 9.45 am	Lesson 1				
9.45 – 10.35 am	Lesson 2				
10.35 – 11.15 am	Recess				
11.15 am – 12.05 pm	Lesson 3				
12.05 – 12.55 pm	Lesson 4				
12.55 – 1.20 pm	Afternoon Break				
1.20 – 2.10 pm	Lesson 5				
2.10 – 3.00 pm	Lesson 6				

## Support Structures

As Students in Middle School are navigating a maze of social and emotional experience, they have the opportunity to access multiple layers of support. Our supports are focused on assisting students overcome fears and anxieties and supporting students through difficulties, so that their learning is optimised. Support structures include:

- Home Group Teacher – This is the teacher your child will see in the first 30 minutes of their day. The Home Group teacher assists students through a structured pastoral care program, records and monitors attendance, and is the first point of contact for parents and students.
- Year Level Coordinator – The Year Level Coordinator is responsible for the whole cohort and works closely with the Home Group teachers, the Head of Middle School, and the students. Issues that escalate are first referred to the Year Level Coordinator, but they also analyse data for patterns and trends, organise camps and monitor the Pastoral Care Program.
- Head of Middle School – The Head of Middle School is responsible for the overall running of the sub-school. They are responsible for matters of escalation, confidential information regarding student health and well-being, developing student leadership, and monitoring the environment to ensure the Peace culture is conducive to the Mission, Vision, and Strategic Plan of the College.
- Student Welfare Officer – The Student Welfare Officer assist students in low level social/emotional issues. They are not a counsellor, but can assist with many issues around friendships, anxiety, and anger.
- College Pastor –The Pastor works closely with the Student Welfare officer and can assist students with spiritual and some welfare matters.
- College Nurse – The College Nurse is employed primarily to assist with the boarding students, but day students are permitted to attend the Health Clinic with a teacher's permission. The Nurse cares for the physical needs of students which occur on campus.
- Head of Department/Subject – Commonly known as “Heads”, the role of these staff members is to create, monitor, plan, and engage with the curriculum so that teaching and learning in the Middle School is deliberately transitioning to Senior School.
- Home Group - During Home Group time, teachers aim to help students to develop organisational skills, study skills and emotional resilience skills which equip them not only for success during their school years but also for further study or future careers. Teachers continually review and adjust the Pastoral Care Program to respond to current issues and students' needs.

## How do students access their email, Yammer, etc. from home?

Technology has revolutionized education. As such, students engage with several online learning platforms. These platforms can be accessed through the College Website:

[www.plc.qld.edu.au](http://www.plc.qld.edu.au) > Portals > Student Portals (left column)

- Student Dashboard 365 – this link allows students to access their Microsoft apps: One Drive, One Note, Calendar, Emails, Yammer.
- Yammer is an online learning platform that replicates the look and accessibility of Facebook or Google Groups.

## How do I, or my child, email a teacher?

If you would like to contact one or more of your child's teachers through email:

- Send an email to [admin@plc.qld.edu.au](mailto:admin@plc.qld.edu.au) requesting that a specific teacher contact you regarding your child.
- If your child is signed into their College email, then type the teacher's first or surname into the "To:" line and then choose the "Check Names" button. This will give you a list of correlating emails, choose the one that corresponds.
- In most cases, staff emails are based on their first initial and their surname, which is followed by @plc.qld.edu.au. Simulated example: John Smith teaches Textiles. Mr. Smith's email would then be [jsmith@plc.qld.edu.au](mailto:jsmith@plc.qld.edu.au).

## How do students access their assessment calendar?

From Year Seven to Twelve, assessment calendars are published for each Semester. Each Calendar contains the types and due dates (drafts and final copies) for each subject. Teachers will also communicate assessment information through a task sheets, which may be printed or distributed electronically. The assessment calendars can be found at:

[www.plc.qld.edu.au](http://www.plc.qld.edu.au) > Quick Links > Assessment Calendars > [scroll down to Middle School Students and choose the calendar that corresponds to your child's year level]

## What are the requirements of a BYOD device for my child in Year Seven, Eight or Nine?

From Years Seven- Nine, students are required to bring a computing device to school. To find out more for technical requirements follow this path:

[www.plc.qld.edu.au](http://www.plc.qld.edu.au) > Quick Links > Documents and Information > [scroll down to "Middle School Students"] > [ICT Information Booklet](#) & *Choosing a BYOD Device*.

# Subject Pathways

Years 6-9	Year 10	Years 11 & 12
Arts	Art Drama Music	Visual Art Art in Practice Drama Drama in Practice Music Music in Practice
Christian Studies (CS)	Religion and Ethics	Religion and Ethics
English	English	English English Communication
Health and Physical Education	H & PE	Senior Physical Education
Humanities (History, Geography, Business)	History & Geography Business Education	Modern History Geography Accounting Legal Studies
Languages	Japanese Italian (Distance) Other (Distance)	Japanese Italian (Distance) Other (Distance)
Mathematics	Advanced Maths Maths Maths 10 C	Maths C Maths B Maths A Prevocational Maths
Science	Science	Biology Chemistry Physics Marine and Aquatic Practices
Technologies	Home Economics ITD Digital Technology	Hospitality Furnishing Skills (Distance Education options)