



GOOD SHEPHERD  
LUTHERAN COLLEGE  
COMMUNITY • RESPECT • SERVICE

# Middle Years Curriculum Handbook



2026



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# Introduction

At Good Shepherd Lutheran College, we are proud to offer a distinctive Middle Years curriculum, unique within the Northern Territory. Shaped by our Free to Flourish learning framework values and aligned with the standards of the Australian Curriculum, our program provides a solid foundation for students to acquire essential knowledge, deep understanding, and skills across a broad range of learning areas.

Our balanced approach blends explicit instruction with inquiry-based learning, nurturing deep understanding, curiosity, critical thinking, and active engagement. Students are encouraged to take ownership of their learning journey as they explore ideas, make connections to real-world challenges, and engage meaningfully with their communities. This fosters not only academic development but also a strong sense of responsibility and social awareness.

## **Year 6 – A Transition into Middle School Learning**

Year 6 marks an important and exciting transition from primary to middle schooling. Having completed the International Baccalaureate Primary Years Programme in Year 5, students begin their Middle Years journey at our Howard Springs Middle/Senior Campus. To support this transition, Term 4 of Year 5 includes a series of orientation activities designed to familiarise students with their new environment. These sessions, led by specialist subject teachers, help to establish connections and foster a strong sense of belonging.

This considered and supportive transition has been shown to promote both wellbeing and academic success as students step into the next stage of their education.

## **The Middle Years Curriculum**

Our Middle Years program is designed to balance student choice with a well-rounded academic experience. Students undertake a compulsory program across each Learning Area outlined in the Australian Curriculum. Most subjects are studied across the full academic year, with some delivered through a rotational program to ensure exposure to a broad range of learning experiences.

These early years of Middle School help students make informed decisions when selecting from a diverse range of elective subjects in Year 9. This approach enables students to explore their interests while maintaining a comprehensive educational foundation.

We look forward to partnering with you on this important stage of your child's educational journey. Welcome to the Good Shepherd Lutheran College community!



**Shane Rumbold**  
Head of Teaching and Learning 6-12





# Assessment and Reporting

Parents / guardians will receive two written reports each year to communicate their child's progress and how the school supports their development. Teachers plan, assess, and grade students using the Australian Curriculum (ACARA), which sets standards for what students should learn and achieve at each year level. These standards and examples of student work are available on the Australian Curriculum [website](#).

Each report includes:

- All subjects studied.
- A grade for each subject based on a five-point A-E scale.
- A Care Group comment highlighting strengths and areas for growth.

Students progress is also communicated through 3-Way Conferences during Terms 1 and 3, and through ongoing feedback and grades on the SEQTA platform. Parents/caregivers can request additional meetings or contact the relevant teacher if needed.

<b>A</b>	Student demonstrates <b>excellent</b> achievement of what is expected
<b>B</b>	Student demonstrates <b>good</b> achievement of what is expected
<b>C</b>	Student demonstrates <b>satisfactory</b> achievement of what is expected
<b>D</b>	Student demonstrates <b>partial</b> achievement of what is expected
<b>E</b>	Student demonstrates <b>minimal</b> achievement of what is expected

A 'C' means the student is meeting the high expectations set by ACARA, while an 'A' indicates a deep understanding and the ability to apply knowledge in new situations. An 'E' shows the student is beginning to work toward the standard.

In some cases, students may be assessed against standards that better match their current level of achievement or goals in their individual learning plan. This might apply to students with learning impairments or those newly arrived at the school. In such instances, they may receive an alternate report instead of A-E grades.

## SEQTA

SEQTA is our comprehensive online learning management system that connects teachers, students, and parents/caregivers.

This platform serves as an essential tool for tracking student progress and staying informed throughout the academic year.

Parents/caregivers are encouraged to regularly check SEQTA to support their child's learning journey. Our College administration staff are available to assist with any questions regarding the use of SEQTA.

## ONGOING ASSESSMENT AND FEEDBACK

Teachers regularly post assessments and provide feedback on SEQTA. This allows students and parents/caregivers to stay up-to-date with progress, offering insights into strengths and areas for improvement before semester reports are released.

## LEARNING RESOURCES

Lesson plans, homework, and resources are made available on SEQTA, ensuring that students and parents can access relevant information throughout the year. This fosters a collaborative learning environment and helps students stay on track with their studies.



# SUBJECT OVERVIEW

## YEAR 6

- Christian Studies
- Science
- English
- Mathematics
- Humanities and Social Sciences
- Health and Physical Education
- The Arts

## PLUS 1 LANGUAGE

- German
- Japanese
- French

## YEAR 7

- Christian Studies
- Science
- English
- Mathematics
- Humanities and Social Sciences
- Health and Physical Education

## PLUS 1 LANGUAGE

- German
- Japanese
- French

## YEAR 8

- Christian Studies
- Science
- English
- Mathematics
- Humanities and Social Sciences
- Health and Physical Education

## PLUS 1 LANGUAGE

- German
- Japanese
- French

## ROTATIONAL ARTS / DESIGN SUBJECTS

*In Years 7-8, students will study two of the following subjects each semester, completing all by the end of Year 8.*

- Visual Art
- Performing Arts
- Music
- Food Technology
- Textile Technology
- Digital Technology
- STEM
- Woodwork

## YEAR 9

- Christian Studies / Rite Journey
- Science
- English
- Mathematics
- Humanities and Social Sciences
- Physical and Health Education

## PLUS 3 ELECTIVES

- German
  - Japanese
  - French
- Maximum one language
- Visual Art
  - Performing Arts
  - Music
  - Food Technology
  - Textiles Technology
  - Digital Technology
  - STEM
  - Woodwork
  - Physical Activity and Sports Studies



# SUBJECT DESCRIPTIONS



## Christian Studies

Christian Studies is shaped by the Lutheran Education Australia (LEA) framework's four key strands: *Living Purposefully*, *Created & Connected*, *God Revealed*, and *Our Living Story*. Through these, students explore Christian beliefs, values, identity, spirituality, and the relevance of faith in everyday life. Character development and living out positive values such as compassion, respect, forgiveness, and integrity are central to the program. In Year 9, Christian Studies includes The Rite Journey—a year-long program designed to support the transition from childhood to young adulthood. It replaces and compliments the Christian Studies curriculum by focusing on self-awareness, responsibility, emotional growth, and purposeful living through guided reflection, mentoring, and meaningful rituals.



## Science

In Middle Years Science, students explore science as a dynamic and collaborative human pursuit driven by curiosity and the desire to understand our world. They collaboratively undertake practical exploration to understand scientific principles as well as independently design investigations to explore new ideas. Students develop research skills, fostering an understanding of science's role in society and its applications in everyday life. This prepares students to address local, national, and global challenges and pursue science-related careers. Learning science nurtures curiosity, encourages discovery, and develops critical and creative thinking skills, empowering students to ask meaningful questions and draw evidence-based conclusions.

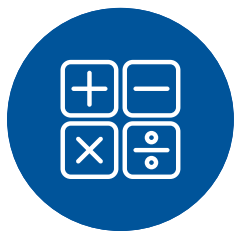


## English

Our English program from Years 6 to 9 develops students' skills in reading, writing, speaking, listening, and viewing. It is structured around three interrelated strands: Language (understanding how language works), Literature (engaging with a wide range of texts), and Literacy (applying language skills in varied contexts). Across these years, students deepen their comprehension, interpret increasingly complex texts, build vocabulary, and write for a range of purposes and audiences. They also learn to express and justify ideas, collaborate in discussions, and reflect critically on texts and their own responses to them. The curriculum lays a strong foundation for senior English pathways.



# SUBJECT DESCRIPTIONS



## Mathematics

Our Mathematics program for Years 6 to 9 builds students' confidence and proficiency in applying mathematical concepts and skills to real-world and abstract problems. The curriculum is organised into six strands: Number, Algebra, Measurement, Space, Statistics, and Probability. Students learn to reason, solve problems, and communicate using mathematical language and representations. They explore topics such as fractions, ratios, algebraic expressions, geometric reasoning, data analysis, and linear equations. The focus in the middle years is on developing fluency, logical thinking, and a deep understanding of mathematical relationships to prepare students for more advanced mathematics and to consolidate practical skills for everyday numeracy.



## Humanities and Social Sciences

The Humanities and Social Sciences (HASS) curriculum engages students in understanding the complexities of the world, focusing on history, geography, civics and citizenship, and economics and business. It develops critical thinking, ethical reasoning, and research skills while fostering an appreciation of cultural diversity, sustainability, and global interconnectedness. HASS nurtures informed, active citizens who understand the past and present and are equipped to make meaningful contributions to society. Lessons are enriched through excursions, debates, and hands-on projects to link theory with real-world contexts.



## Health and Physical Education

Students develop the knowledge, skills and confidence to enhance their own and others' health, safety, wellbeing, and physical activity participation. The curriculum is structured around two strands: *Personal, Social and Community Health* and *Movement and Physical Activity*. Students learn about respectful relationships, mental health, nutrition, personal safety, and decision-making, alongside active participation in a variety of sports and movement activities. The program builds teamwork, resilience, and lifelong healthy habits while encouraging students to take responsibility for their physical and emotional wellbeing. In Year 9, students may also choose to study an additional related subject through their elective options: Physical Activity & Sport Studies.

## LANGUAGES: French, German or Japanese

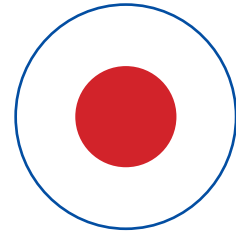
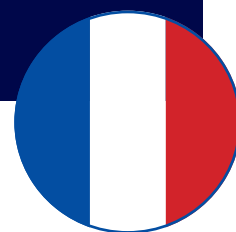
Students develop fundamental expressions and phrases to communicate personal details and engage in simple interactions. They rely on pre-memorised phrases, body language, and visual cues to facilitate their exchanges.

Incorporating interactive lessons with songs, games, and competitions enhances their learning experience, making it more engaging and enjoyable. By the end of their studies, they are able to use familiar language to interact, collaborate, and share information in known contexts while recognising spoken and written forms.

They also gain an understanding of the relationship between language and culture. A highlight of students' learning are embassy visits during their Canberra trip, where they experience this firsthand.

As students enrolled in German progress to the next level, they participate in the German Diploma Examination. Upon successful completion, they receive an Internationally Recognized Diploma of German Language Proficiency at the B1 (Intermediate) level, which opens for them doors to various scholarships and international programs.

In Year 9, students can begin the NTCET Stage 1 Language Continuers course in their chosen languages, earning early NTCET credits. As part of this accelerated language program, students have the exciting opportunity to participate in a cultural immersion trip to Germany, France, or Japan in Year 10. During this trip, they can engage in a language course at our partner university while exploring the rich history and culture of these fascinating countries.





# ARTS AND DESIGN

## Visual Art

Students engage in creative processes to generate, develop, create, and respond to artistic works. They explore a diverse array of art materials and techniques, including printmaking, painting, and ceramics. Additionally, students have the opportunity to present their work at the end of year ARTiculate exhibition.

## Performing Arts

Students engage in studies within the area of drama and dance. In Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and responding to dance and dance making. In Drama, students create, perform and respond to drama as artists and audiences. They learn to use, manage and manipulate the elements and conventions of drama across a range of dramatic forms and styles.



## Music

Students learn foundational skills in music through performing, composing, and listening. Students explore a range of musical styles, develop basic instrumental or vocal technique, learn music theory, and begin to read and write music. They work individually and in groups to create and perform music, building confidence and musical understanding.

## Food Technology

Food Technology teaches fundamental skills in food preparation and cookery. Students learn safe work practices for preparing, storing, and handling food, and acquire the ability to make appropriate food choices based on their individual needs. The subject includes practical lessons conducted regularly in our Food Technology kitchen classroom. Students will prepare a variety of recipes, enabling them to manage their dietary requirements in a health-conscious manner.



## Digital Technology

Students are introduced to a range of digital tools to communicate their design ideas. They follow the design process to research and adapt design ideas, create solutions and justify their decisions.

## Woodwork

In our campus workshop, students gain foundational skills in handling specific materials and tools, while learning safe work practices. Students follow the design process to conduct research, generate ideas, and refine them, resulting in a finished product.

## Textile Technology

Students learn fundamental skills in textiles. Students engage in the design process to conduct research, generate, and refine ideas, culminating in the creation of textile products. They study textile techniques and processes, including fabric dyeing and both hand and machine sewing.



## STEM

STEM applies Science, Technologies, Engineering and Mathematics to real-world problems. Students use critical and creative thinking, design processes, and digital technologies to investigate, model, and create. Through hands-on and collaborative learning, they build skills in problem-solving, data analysis, and communication.





# Curriculum staff support

<b>Head of Teaching and Learning (6-12)</b>	The Head of Teaching & Learning oversees the quality and consistency of teaching and assessment across all areas of study in Years 6-12. This role ensures that students are supported through high-quality curriculum delivery aligned with ACARA, SACE, and VET requirements. The Head of Teaching and Learning also leads staff development and drives continuous improvement through strategic planning, equipping students with the skills and knowledge needed for post-school success.
<b>Learning Enrichment Team</b>	The Learning Enrichment Team supports students with diverse learning needs to ensure they can access the curriculum and thrive at school. The Learning Enrichment Coordinator works in partnership with classroom teachers to develop individual learning plans and implement appropriate adjustments. Learning Support Officers (LSOs) assist students within the classroom setting, providing targeted support to enhance learning outcomes. Together, the team fosters an inclusive and supportive learning environment for all students.
<b>Learning Area Coordinators</b>	Learning Area Coordinators are responsible for the leadership and coordination of specific subject areas: Christian Studies, Design, English, Humanities, Mathematics, Health & Physical Education, Science, and The Arts. They work closely with teachers to ensure consistency, rigour, and relevance in what is taught and assessed. These coordinators play a key role in helping students make informed subject choices and assist in navigating their learning pathways. They also support families by providing expert advice on curriculum options and student progress within their area.
<b>Year Level Coordinators</b>	Year Level Coordinators are responsible for supporting student wellbeing and academic progress. The coordinator monitors academic results and works with families, the NTCET Coordinator, Care Group and classroom teachers to ensure students manage their workload and thrive during their secondary years.



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