Melba Copland Secondary School
International Baccalaureate (IB)
Middle Years Program (MYP)

High School Campus
Prospectus

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Welcome to Melba Copland Secondary School. As you read about our school, you will get a sense of our learning focussed and caring learning environment, and we look forward to introducing you to a sample of the opportunities available at MCSS.

Our unique combination of a high school and college in a twin campus school places us in the very best possible position to cater for the personal, social and learning needs of our students, with sophisticated facilities and many different opportunities for student participation, including dance, drama, music, ICT, sport, camps and excursions.

In 2014 MCSS launched the Magellan Gifted and Talented program for year 5 and 6 primary school students. The success of this innovative program continues and MCSS has established Magellan programs from year 7, which includes the Fast PACE program catering for high achieving students through to year 10. Magellan’s Fast PACE program implements best practices in educating gifted, talented and highly motivated and hardworking students. Entry into this program includes a comprehensive identification process, and involves an application and interview. The MCSS Honours Program aims to provide a range of enrichment and extension activities to all students with gifts and, or talents. It also serves to encourage and recognise the outstanding achievements of individual students and their contribution to the wider academic MCSS culture. Opportunities and specialist programs for Gifted and Talented students such as debating, academic competitions, leadership, computer and decoding programming, the arts (dance and drama) and sport, also cater for the specific needs of these students. Talented sports people are identified and invited into the Talented Athletes Program (TAP).

This is an exciting time for our school community as we implement the International Baccalaureate Middle Years Program (MYP) for years 7-10. The International Baccalaureate (IB) Diploma Program is already taught at the Year 11-12 College Campus. The IB programs are widely recognised by the world's leading university and tertiary institutions, and have a clear focus on developing confident, caring, thinking, global citizens.

Expanding learning pathways for young people, MCSS has recently constructed a Trade Skills Centre for Hospitality, Construction and Horticulture at the High School campus to provide students access to vocational career learning and nationally accredited studies.

The student as an individual matters to us. Our 7 – 12 Pastoral Care (PC) program ensures that every student has a teacher to whom they can go for help, support and guidance. Our students are encouraged to establish relationships based on an open-minded and caring attitude to life and society.

Parents and carers play a vital role in each student’s success. We are committed to maintaining effective communication to ensure that families are well informed of each student’s progress. Parent participation is welcomed in various forums including the Parents and Citizens Association and the School Board.

At MCSS we seek to provide each student with the challenge, support and positive environment needed for success in further education or the world of work.

Welcome to MCSS.
Michael Battenally, Principal

Our Mission

MCSS fosters a supportive environment of respect, trust and intercultural understanding. Each student is encouraged and challenged to learn, grow and accomplish personal, academic, social and vocational excellence.
The IB MYP is a challenging framework that encourages students to make practical connections between their studies and the real world.

The International Baccalaureate® (IB) Middle Years Program (MYP) comprises eight subject groups, providing a broad and balanced education for early adolescents:
- Language and Literature (English)
- Language acquisition
- Individuals and Societies
- Mathematics
- Sciences
- Physical and Health Education
- Arts
- Design

The MYP requires at least 50 hours of teaching time for each subject group, in each year of the program. In the year 9 and 10 of the program, carefully-defined subject group flexibility allows students to meet ACT requirements and personal learning goals. Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.

Our approach to teaching and learning

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community. Teaching and learning in the MYP is underpinned by the following concepts:

Teaching and learning in context - Students learn best when their learning experiences have context and are connected to their lives and real world learning. Using global contexts, MYP students develop an understanding of their common humanity and shared guardianship of the planet through developmentally appropriate explorations of:
- identities and relationships
- personal and cultural identity
- orientations in space and time
- scientific and technical innovation
- fairness and development
- globalization and sustainability.

Conceptual understanding - Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. The MYP prescribes sixteen key interdisciplinary concepts along with related concepts for each discipline.

Approaches to learning - A unifying thread throughout all MYP subject groups, approaches to learning (ATL) provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self-management skills helps students learn how to learn.

Service as action, through community service - are shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the program.
Underpinning our aspiration for student achievement in MCSS is the International Baccalaureate Learner Profile. This is a list of attributes we hope we model and develop in our school community. The IB website states “The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.”

**Through the IB Learner Profile IB learners strive to be:**

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Inquirers</td>
<td>They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</td>
</tr>
<tr>
<td>Thinkers</td>
<td>They exercise initiative in applying thinking skills critically and creatively to recognize</td>
</tr>
<tr>
<td>Communicators</td>
<td>They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.</td>
</tr>
<tr>
<td>Principled</td>
<td>They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.</td>
</tr>
<tr>
<td>Open-minded</td>
<td>They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.</td>
</tr>
<tr>
<td>Caring</td>
<td>They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</td>
</tr>
<tr>
<td>Courageous</td>
<td>They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.</td>
</tr>
<tr>
<td>Balanced</td>
<td>They understand the importance of intellectual, physical and emotional balance to achieve</td>
</tr>
<tr>
<td>Reflective</td>
<td>They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.</td>
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10 Reasons
why the IB Middle Years Programme (MYP)
encourages you to become a creative, critical and reflective learner

1. Become a life-long learner
Learn how to learn using communication, research, self-management, collaboration and critical-thinking skills.

2. Learn by doing and experiencing
Through the MYP community project you learn to service the community and connect what you learn in the classroom to “real life”.

3. The MYP encourages critical thinking
It teaches you to analyse and evaluate issues, generate novel ideas and consider new perspectives.

4. Learn for understanding
Not just to memorize facts or topics and prepare for exams.

5. Train yourself to:
- organize and plan your work
- meet deadlines
- concentrate
- bounce back
- persist
- think positively.

6. Subjects are not taught in isolation
You are encouraged to make connections between subjects.

7. Explore global challenges
The MYP helps you increase your understanding of the world by exploring globally significant ideas and issues.

8. It empowers you to develop your talents
Feel empowered to prove what you know and earn the MYP certificate or MYP course results.

9. It prepares you for future education
Prepare yourself for the IB Diploma Programme or IB Career-related Certificate delivered by IB World Schools globally.

10. It encourages international-mindedness
The MYP helps you critically appreciate your own culture and personal history, as well as the values and traditions of others.

Based on IB research - www.ibo.org/research
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Language & Literature (English)

The study of English is essential for all MCSS students engaged in the MYP as it crosses the boundaries of all traditional disciplines. It has an instrumental and coordinating function as the basic tool of communication. Language and Literature also fulfils a humanistic function in the study of texts, which are literary and non-literary. Topics covered in this learning area include biography, consumer culture, dramatic texts and exploring identity.

The aims of teaching Language and Literature at MCSS is to encourage and enable students to:

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction
- Develop the skills involved in listening, reading, writing, viewing and presenting in a variety of contexts
- Develop critical, creative and personal approaches to studying and analysing literary and non-literary works
- Engage in literature from a variety of cultures and representing various historical periods
- Engage with information and communication technology in order to explore language
- Develop a lifelong interest in reading widely.

Language Acquisition

The primary aim of Language Acquisition at MCSS is to encourage students to gain competence in a modern language other than their mother tongue, and provide students with the opportunity to develop their knowledge and understanding about different cultures.

MCSS MYP program acknowledges that learning additional languages greatly contributes to the holistic development of students. Proficiency in a second language gives students access to a broader range of input, experiences and perspectives, as well as giving the student the enjoyment of being able to communicate in a language other than their mother tongue.

The study of Languages aims to encourage in the student a respect for and understanding of other languages and cultures, and to provide a skills base to facilitate further language learning.

Additional Support

The Humanities faculty is committed to supporting students to achieve and extend their potential. Additional support is provided to students with identified learning difficulties and students with English as an Additional Dialect. The Indigenous Education Officer is available to assist indigenous students with their studies. The Fast-Paced program is designed to extend and support Gifted and Talented students.
Individuals & Societies

The Humanities curriculum at MCSS aims to encourage students to respect and understand the world around them and to provide a skills base to facilitate further study. This is achieved through the study of individuals and societies in a wide context: historical, contemporary, geographical, environmental, social, political, economic, technological and cultural. Individuals and Societies classes cover four areas each year: history, geography, economics & politics, and civics & citizenship. Each of these areas provides students with additional knowledge and understanding about the society and environment in which they live. Students gain and develop knowledge and conceptual understanding as well as skills of research, analysis, interpretation and communication, contributing to the student as a whole.

The aims of the teaching and study of Individuals and Societies is to encourage and enable students to develop:

- an inquiring mind
- a sense of time and place
- a respect and understanding of the others’ perspectives, values and attitudes
- awareness and understanding of people, cultures, events in a variety of places at different times
- an understanding of the interactions and interdependence of individuals, societies, and their environments
- an understanding of the causes and consequences of change through physical and human actions and processes
- an understanding of contemporary issues
- a sense of intercultural awareness and a desire to be proactive as a global citizen
- the skills necessary for the effective learning of the subject
- an awareness of the connections with other subjects
- a lifelong interest in and enjoyment of Individuals and Societies.
Mathematics

Studying mathematics at MCSS provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. We strive to develop the numeracy capabilities that all students need in their personal, work and civic life, and provide the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The Australian Curriculum for Mathematics is followed from year 7 – 10 and we have given a high priority to obtaining resources that align with the curriculum. In year 7/8 students at MCSS may study Mathematics in the Fast Pace Program or mainstream classes. From year 9 -10, students can elect to study in the level 1 or 2 stream. Year 10 level 1 Mathematics students study the 10A program in preparation for Specialist Mathematics or Mathematical Methods at College. All students have been requested to purchase a textbook that they can use as a resource at school and at home. Teachers also use the many online resources on offer in their classes such as Scootle and Studyladder which our students can also access from home.

We encourage all students to challenge themselves by participating in various enrichment programs and competitions. Students are offered the opportunity to participate in Numeracy Challenge days, act in leadership roles and test their knowledge in The Australian Mathematics Competition and Mathematics Olympiad.

Extra help and support is available if students have any problems with their Maths work. Students can seek help from their Maths teacher at lunchtime and attend the homework centre in the library every Wednesday after school from 3:00pm – 4:30pm.
Sciences

In each year (7-10), there are three main strands to the Australian curriculum of science that are addressed, which in combination empowers students in making balanced, open-minded and positive choices relating to their wellbeing.

The first strand is where the students develop their conceptual knowledge of the four units of work (Biology, Chemistry, Earth and Space sciences and Physics) in their concepts, laws, theories and models and apply this knowledge to new situations. The second strand is where students, through an inquiry approach, evaluate claims, investigate ideas, solve problems, draw valid conclusions and develop evidence based arguments. This is achieved initially through a tailored approach in years 7 and 8 through to more independent investigations in years 9 and 10.

The third strand is where students use their knowledge to seek and improve their understanding and explanations of the natural world. It is in this strand that students explore how science has influenced our understanding on a range of contemporary and relevant issues.

The Science curriculum at Melba Copland Secondary School (MCSS) provides opportunities for students to explore the scientific method and content at a more in-depth level through its differentiated programs and national testing opportunities. We also work closely with support networks within the school and community to provide an engaging and differentiated curriculum to meet the needs of the diverse needs of the student population.

The Science curriculum at MCSS aims to provide students with the knowledge and inquiry skills mentioned above to make informed, balanced and educated decisions relating to their wellbeing, the world around them and their future.

MCSS encourages all students to participate in a wide range of national competitions and challenges. These extension opportunities are supported by the MCSS Enrichment program, VET Horticulture classes and Headstart program (college classes in year 10).
Physical and Health Education

“Do your best, you do not have to be the best”

The Physical and Health Education faculty is responsible for the delivery of the Physical Education, Health and Sport curriculums at the school. The aim of the faculty is to guide students in their decision making related to health and well-being in order to lead life-long healthy and active lifestyles.

In the junior years students undertake units based on themes to enable them to develop a wide range of skills and knowledge prior to specializing in specific sport units in the senior years.

Our school sport program offers the students the chance to participate in three carnivals during the year and the opportunity to represent the school in a wide range of sports in Northside and ACT competitions.

The Talented Athlete Program (TAP) is designed to help, support and nurture students in years 7-12 who have demonstrated athletic prowess and the potential to be an elite athlete. Students undertake extra training and excursions and are assisted with their academic studies when required during times of high training or competition.

Our faculty also offers electives in Outdoor Education and Fitness. Both courses are designed to further engage students who have demonstrated the desire to specialize in outdoor recreation or fitness pursuits. The Fitness course enables students to have a head-start in their knowledge if undertaking Exercise and Sports Science at the senior campus in year 11 and 12. The Outdoor Education program can be continued in years 11 and 12 at the college campus.
Arts & Design

In all Arts and Design classes, students are encouraged, guided and supported to become independent and self-managing learners. Teachers provide individualised instruction and assistance to cater for specific needs so that all students can effectively participate in learning and have the skills, knowledge and dispositions to lead successful and productive lives.

Arts

Our Arts subjects are Dance, Drama, Media, Music and Visual Arts. The objectives of our Arts subjects are to allow students to show their knowledge and understanding, develop new skills, think creatively and respond to their world, to their own art and the art of others. Our specialist Arts teachers promote inquiry based learning where students communicate their ideas in a caring and open-minded environment. All Year 7 students will rotate through the core Arts subjects throughout the year and will then have the opportunity to gain a deeper knowledge and understanding of their chosen Arts subject/s as they progress through school.

The MCSS RAP (Regional Arts Program) involves students and specialist teachers from our school working with 7 feeder primary schools and our local community. Last year, we had over 300 primary school students participate in the RAP. The RAP showcases work in the Arts Extravaganza each November, when all students who have participated in the RAP perform and showcase what they have learnt through the Dance Showcase, Drama Showcase and Music Showcase.

The MCSS RAP also features a community musical where students from our local feeder community participate in weekly workshops that cumulate with a performance in the MCSS Community Musical. This year the community musical is ‘Rockin’ Robin’ and we have over 70 members of the community performing with MCSS students.

MCSS students have the opportunity each year to be involved with the RAP, community musical, dance leadership, school band, eisteddfod, dance festival, dance nation and many more arts exciting opportunities.

Design

Our Design subjects are Computing, Food Technology, Metal Work, Textiles and Woodwork. Our Design program challenges students to apply practical and creative thinking skills to solve design problems, explore the role of design in both historical and contemporary contexts and consider their responsibilities when making design decisions and taking action. Our specialist Design teachers promote independent learning, and encourage our students to deepen their knowledge and move forwards with their acquired skills to partake in our global community through a creative and innovative prospective.

Our state of the art construction and hospitality facilities are now open to our students to use to further their training in the VET domain.

All Year 7 students will rotate through the core Design subjects throughout the year and will then have the opportunity to gain a deeper knowledge and understanding of their chosen Design subject/s as they progress through school.
Melba Copland Secondary School is an inclusive educational environment, with all students included in the planning and delivery of the pedagogical approaches that underpin International Baccalaureate Programmes. We believe that all students can “become active, compassionate and lifelong learners through adjusted curriculum”. MCSS provides support for all students to achieve their best educational outcomes, including extension for gifted and talented students and support for students with learning needs.

Teachers at Melba Copland aim to differentiate for the wide range of learning needs and styles of their students. Professional development is offered to support teachers to build skills in meeting the needs of all students. The use of Quality Teaching and the National Professional Standards for Teachers measure teachers’ performance in terms of differentiation and meeting student needs.

**Students requiring learning support**

Melba Copland Secondary School provides support for students with high learning needs in Years 7 to 10 within the Learning Centre where students receive individual and small group support to develop literacy and numeracy skills. Students in this program are identified in accordance with Education and Training Directorate policy. Students are integrated into mainstream classes for a wide range of elective options and Physical Education. Learning support teachers provide enhanced, scaffolded and enriched programs to meet the individual needs of students. This recognises that every student learns differently and that learning experiences can be tailored to meet individual needs. Student self-esteem and resilience is a focus in our special needs program. Outside agencies also offer support for the students. Access to the school nurse and youth workers provide expanded opportunities for students in health awareness and activities that build work and social skills.

At each campus, students are integrated into the school community. The physical environment provides wheelchair access to all levels within the school. Teachers are provided with training to cater for disabilities within their class, including strategies for differentiation and time within meetings to discuss support for students. Some students are supported with Learning Assistant aides and there is a formal policy of regular meetings with parents. Documentation of the strategies and outcomes of these meetings are made on Individual Learning Plans which are available to teachers.

Mainstream students with disabilities are supported within classes and a policy of differentiated teaching and learning strategies is encouraged. The Learning Support Centre provides specialised instruction in core subjects for students with intellectual disability. These students join mainstream subjects for elective and specialist subjects. With the provision of medical evidence, assessment may be varied using technology support, longer time in tests or provision of a scribe. Decisions to vary assessment conditions are made by the MCSS Student Services team in consultation with teachers and policies of the Directorate.

All special needs students have an Individual Learning Plan (ILP) developed with staff, parents/guardians and the DECO to support learning.
Service as action, through community service

Action and service have always been shared values of the IB community.

Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment.

The aim is to help students develop their personal understanding, their emerging sense of self and responsibility to their community. To try our best to help people in need as well as enhance student’s sense of social responsibility. Service requires that students are able to build authentic connections between what they learn in the classroom and what they encounter in the community. Service as action is an integral part of the program.

Community Enrichment Program

The Community Enrichment Program at MCSS is designed to complement our current educational program, and extends and “enriches” the learning of students beyond the normal classroom boundaries. In our quest to develop global citizens with an inquiring mind and thirst for knowledge, MCSS offers a range of activities to balance and complement their current subject selections.

Now in its third year, students are loving the range of activities, including: Fitness, Ceramics, Healthy Cooking, Volunteering, Chess, Mountain Biking, Drawing For Fun, Computer Game Design, to creative and artistic programs including dance and art, name a few. This has a flow on effect of improving self-esteem, communication, team work and strengthening relationships between peers and students and staff. The community service activities make a contribution to the well-being, happiness and sense of worth that comes from working without profit for the good of others. It also improves the happiness, physical an emotional well-being of the community recipients such as people in aged care facilities, primary students and charities who benefit from the fundraising.
A Community of Pastoral Care

The aim of the Pastoral Care program is to address the social and emotional wellbeing of all students at MCSS.

Quality pastoral care involves staff, students and the wider school community designing and implementing initiatives that focus on addressing the social and emotional wellbeing of each student. This personalised approach embeds qualities of productive and respectful relationships and a strong sense of community and individual responsibility. It recognises that school communities consist of representatives from all groups in society and that a shared positive culture of inclusivity is essential.

Pastoral care is underpinned by an ethos of care and respect for all, with the ultimate goal to build the capacity of the school community to support each student to grow and develop and engage in meaningful and successful learning. Research indicates that relationships between students and staff are critical factors in the development and maintenance of healthy school cultures and academic achievement. Quality pastoral care is about all school staff enhancing the wellbeing of students through their relationships, interventions and the learning experiences they provide.

We promote wellbeing through policies and practices that build resilience, foster a sense of belonging, provide support and create a safe environment.

The Pastoral Care role is to provide social and support programs for students. The Pastoral Care team at MCSS consists of a Youth Support Worker, Indigenous Liaison Officer, School Youth Health Nurse, School Chaplain, School Counsellor and a Career Advisor. The team work actively on building resilience and aim to connect students to school.

Each week students study specific Pastoral Care programs aimed to provide students with skills to enable them to be well rounded world citizens.

GetInvolved@MCSS

GetInvolved@MCSS highlights and advertises the many clubs, programs, and competitions which operate within the MCSS community. Some examples of pastoral care programs include: the Choppers program, Mindfulness, Anger management program, AIME mentoring program, Girls and Boys groups and the Aboriginal and Torres Strait Islander Art program.

Students are made aware of opportunities which operate outside of the school, such as local sporting teams and other important community events.
Vocational courses are designed to provide knowledge and skills relevant to a particular area of employment and to further education and training.

**Vocational courses:**
- Help students try different careers
- Offer students the opportunity to undertake learning in the workplace
- Help students gain entry to training organisations such as CIT
- May help students gain a traineeship or apprenticeship
- May help students gain employment

**MCSS Campus Belconnen Region Trade Skills Centre Courses - From Year 9**
- Construction Pathways Certificate II with pathways to Certificate III
- Horticulture Certificate II with pathways to Certificate III
- Hospitality Certificate I & II

**Vocational Courses at MCSS College Campus**
The college vocational courses are based upon National Training Packages endorsed by industry. Successful completion of all required competencies and vocational placements will provide a student with a Vocational Certificate recognised throughout Australia. Vocational teachers maintain strong links with industry and ensure that students have opportunities to extend their learning through excursions and training with external providers and through vocational placements.

**Vocational Courses at College**
The following Vocational courses are offered at MCSS:
- Metal Engineering - Leading to Certificate I in Engineering
- Furniture Construction - Leading to Certificate I in Furnishing
- Business Administration - Leading to Certificate I, II in Business
- Hospitality - Leading to Certificate I, II in Hospitality
- Information Technology (with optional CISCO stream) - Leading to Certificate II in
- Information Technology
- Media - Leading to Certificate II in Creative Industries (Media)
- Tourism - Leading to Certificate II in Tourism
- Social and Community Work - Leading to a Certificate I in Active Volunteering,
- Certificate I in Work Preparation, Certificate II in Community Services
- Sport, Fitness and Administration – Leading to a Certificate II in Sport and Recreation
Students may achieve a Statement of Attainment for partial completion of a certificate.
MCSS Gifted and Talented Students Policy

In 2014, the MCSS Gifted and Talented (GAT) Policy was formalised and adopted. Gifted and talented students have unique social, emotional, and learning needs, which should be recognised, valued and catered for appropriately. MCSS is committed to meeting the needs of this unique group of students. All staff at MCSS have undergone training in Gifted and Talented and Differentiation to help cater for the individual needs of students. A comprehensive identification process has been established, in line with the ACT Gifted and Talented Student Policy 2014.

Key Elements of the Magellan Program at MCSS

Magellan Primary Program – prior to entering MCSS, identified and selected GAT students from partnering primary schools will be involved in an ongoing program that challenges and extends students in science and mathematics, using the expertise of ANU, CSIRO and specialist staff.

At MCSS a multi-faceted approach will be taken for gifted and/or talented students. These will include:

Differentiation – Magellan students will be identified in their specific area of giftedness. These students will be catered for through a differentiated curriculum. Being a MYP candidate school, we have an inquiry-based learning focus, which supports differentiation in the classroom. Magellan students will be identified to staff within their class.

Grouping & Extension – at regular times, Magellan students will be taken out of the normal classroom setting, and grouped with students of similar ability to undertake a challenging and educationally appropriate program to meet their specific needs.

School and ACT Wide Competitions – Magellan students are encouraged to participate in a range of Academic Competitions

Acceleration - within the current class. / Curriculum Compacting – allows students to remain in the same class but accelerate through the normal curriculum, allowing them to advance in the relevant subject area.

Subject Acceleration – a developmentally appropriate placement of students ahead of their chronological age or their chronological peers in one or more subjects or by one or more whole learning years.

ILP – Individual Learning Plan,

Talent Workshops – specialised workshops for identified students in specialist areas (GATEWAYS, GERRIC, MCSS developed)

Honours Program – subject specific specialisation that recognises consistent outstanding achievement and participation in extension and enrichment programs within the MCSS school community.

Enrichment Program – embedded program at MCSS that provides opportunities to enhance, extend and enrich student’s education through programs run outside the normal classroom environment.

Mentors – where appropriate, students may be paired up with a mentor to help the student reach their potential and cope with their unique needs.

Graded Classes in selected subject areas – Fast Pace classes are selected on past achievement, selection criteria and established potential identified through the MCSS Identification Process.

Head Start - early entry to college. Students in Year 10 have the opportunity to begin their college entry during year 10 in a range of specialised subjects.

Subject specific programs – may include band, musicals and performing or visual arts programs, talented athlete programs and Fast Pace classes strengthened to offer further opportunities for Magellan students.
The **MCSS Honours Program** aims to provide a range of enrichment and extension activities to all students with gifts and / or talents. The Honours Program also serves to recognise the outstanding achievements of individual students and their contribution to the wider MCSS culture.

All students are required to create and maintain an evidence-based portfolio which students submit for Honours approval and to be used as part of the IB passport. Honours are subject based awards, which recognises that giftedness and talent may be in specific areas. The Honours Program will be run each academic year, with students receiving their Honours Certificate at the end of the year.

Students who have been awarded Honours in all eight semesters from year 7 to Year 10 (High School) and for college, the four semesters in Year 11 and 12 will be awarded, the “High School or College Honours Medal” at Graduation. Special Applications can be made for students who enroll part way through the high school or college years.

**Language & Literature Honours**

- Achieve an Australian Curriculum B grade average and / or MYP Level 5 and above over both semesters
- Participate in a minimum of two of the following: Tournament of the Minds, Debating, Dorothea Mackellar Poetry Competition, What Matters and Write Now, ICAS writing competition, ICAS English or Spelling competition, participate in Writers’ Camp; participation in MCSS Open Night; submission of Media Release for MCSS Events or any other competition or program identified by MCSS
- Demonstrate excellence in this area of study

**Language Acquisition Honours**

- Achieve an Australian Curriculum B grade average and / or MYP Level 5 and above in both semesters
- Participate in a minimum of two of the following: OzCLO; Language Perfect World Championships; lunch time / Enrichment tutorials; peer tutoring; MCSS Information and Open Night displays and performances; participation and leadership at Harmony Day or any other competition or program identified by MCSS
- Demonstrate excellence in this field of study

**Mathematics Honours**

- Achieve an Australian Curriculum B grade average and / or MYP Level 5 and above over both semesters
- Participate in a minimum of one of the following: Australian Mathematics Competition; Tournament of the Minds; Da Vinci Decathlon or events or any other competitions or program identified by MCSS
- Demonstrate excellence in this field of study

**Science Honours**

- Achieve an Australian Curriculum B grade average and / or MYP Level 5 and above in both semesters
- Participate in a minimum of one of the following: the Rio Tinto Big Science Competition; The Australian National Chemistry Quiz; Peer Tutoring; the ICAS Science Competition, participate in MCSS Open Night or any other competition or program identified by MCSS
- Demonstrate excellence in this field of study

**Individuals and Societies Honours**

- Achieve an Australian Curriculum B grade average and / or MYP Level 5 and above in both semesters
- Participate in a minimum of two of the following: Ford or Murray Competition; Debating; Australian Geography Competition; National History Competition; the ANZAC Day Cluster Schools’ Assembly, or MCSS Open Night; participation in Harmony Day or any other competition or program identified by MCSS
- Demonstrate excellence in this field of study
Physical and Health Education Honours

♦ Achieve an Australian Curriculum B grade average and/or MYP Level 5 and above in both semesters
♦ Participate in 3 events in the schools swimming carnival and athletics carnival (please note that if for any reason you cannot participate in these carnivals, alternative arrangements can be made with the PE Honours Coordinator)
♦ Demonstrate leadership in the MCSS sport program
♦ Demonstrate excellence in this field of study

Design Honours

♦ Achieve an Australian Curriculum B grade average and/or MYP Level 5 and above in both semesters
♦ Participate in a minimum of one of the following: ICAS Computer Skills competition; “F1 in Schools” competition at State and/or National competitions; exhibit products produced in class to an audience within the school and/or the wider community; obtain a VET qualification; participate in MCSS Open nights (eg catering, exhibitions, subject guide etc) or any other competition or program identified by MCSS
♦ Demonstrate excellence in this field of study

ARTS – Performing and Visual Arts Honours: Music, Band, Dance, Drama, Art, Media, Photography

♦ Achieve an Australian Curriculum B grade average and/or MYP Level 5 and above in both semesters
♦ Enrolled in a MCSS Performing and/or Visual Arts class
♦ Demonstrate excellence in this field of study, plus specific field requirements as listed below:
  - Visual Arts - Participate in the Arts Festival by representing artworks within the school or organising exhibitions/promotion
  - Performing Arts - Participate in and make a valuable contribution to the MCSS Performing Arts Program
  - Dance/Music/Band - Participate in the primary school Dance and/or Music program (Dance and Music only)
    Or Enrolled in a MCSS Band program and participate in required band performances (Band only) or Complete a solo performance demonstrating technical abilities in front of a panel comprising music staff and peers

Community, Action and Service Honours:

Leadership Honours (Year 10 only)

♦ Be an active member of the MCSS Leadership Team, SRC or be a representative on the School Board
♦ Be involved in at least 3 leadership activities throughout the year
♦ Organise or take significant responsibility for one leadership activity throughout the year
♦ Demonstrate initiative and community spirit
♦ Conduct yourself as an excellent ambassador for the school

Vocational Honours (Year 10 only)

♦ excellence in completing a vocational certificate or qualification (Australian Curriculum B average where applicable)
♦ Complete at least one work experience placement in final year of high school
♦ Complete Student Pathways document and college application demonstrating a pathway between planned study and career path or obtain an apprenticeship in their chosen field
♦ Participate in a minimum of one of the following: Year 9/10 Trades Day; Futures Forum or attend the Careers Expo; complete White Card Training or attend Pathways excursions such as Animal Day Out; Defence Force Day; Complete an Alternate Program such as Farm Skills or Hair and Beauty or any other program identified by MCSS
Enrolling at Melba Copland Secondary School for 2017

By May 27 students in Year 6 seeking high school placement for 2017 are required to apply online at:


Priority Enrolment Areas:

If you live in Charnwood, Dunlop, Evatt, Florey, Flynn, Fraser, Melba or Spence you are in our Priority Placement Area and are assured of a place at MCSS in 2017.

Families living outside the priority placement area are invited to make an appointment with the Principal or Deputy Principal.

At a later time we will also meet individually with all enrolling families.

For further information, please contact Michael Battenally (Principal) or Lee Pietrukowski (Deputy Principal).