



**Melba Copland
Secondary School**

**Year 10 @
MCSS Senior
College
Campus**

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YEAR 10 @ MCSS – SENIOR COLLEGE CAMPUS

Melba Copland Secondary School (MCSS) is located on two campuses in Melba, ACT. This school is the only government school offering a secondary education for all students from Years 7 to 12. Students from Years 7 - 9 reside at the High School Campus on Conley Drive, while the Senior College Campus on Copland Drive accommodates students in Year 10, Year 11 and Year 12. All Year 10 students at MCSS have the chance to study alongside Year 11 and 12 college students. This, together with shared social, cultural, and sporting opportunities, assists students to develop the social and study practices needed to reach their full potential in senior secondary education. This Year 10 to Year 12 Senior College Campus structure assists in providing a comprehensive academic program, and a huge head start for all Year 10 students to become college ready!

MCSS Senior College Campus, provides a comprehensive teaching and learning program for Year 10 students implementing the Australian Curriculum. Our teachers also apply the *ACT Public Schools Pedagogical Framework Guide*. These pedagogical tools provide a framework of learning that encourages students to develop higher order thinking skills and engage in a variety of opportunities that cater to and stretch the capabilities and capacities of each individual student. Teaching and learning programs are informed by student performance data and our Professional Learning Communities (PLCs) focus on action research in a continuous cycle of improvement.

MCSS offers a Student Support Team operating consistently across both campuses. The Student Support Team develops and maintains close contact with students and their families and provides targeted initiatives to enhance student wellbeing, resilience, and expanded educational needs. Specialist support staff such as the dedicated Year 10 SLC for Student Support, School Psychologist, Youth Worker and Transitions and Careers Officers play a critical role in ensuring the success of all students at MCSS.

Academic Reports are distributed to parents at the end of semester 1 and semester 2. Interim reports provide information on the progress a young person is making in each subject at the end of Term 1 and Term 3. Parent Teacher Nights are available within two weeks of Interim reports becoming published.

The purpose of the Year 10 @ MCSS – Senior College Campus handbook is to provide essential information about how Year 10 students will successfully engage in learning pathways throughout Year 10 and prepare for the exciting challenges of senior secondary education in Year 11 and Year 12!

SENIOR COLLEGE CAMPUS - EXECUTIVE STRUCTURE (YEARS 10 - 12)

Executive Principal	Jen Howard
Deputy Principal (Student Wellbeing and Inclusion) Deputy Principal (Teaching, Learning, People and Performance)	Michael Lemmey Tiffany Mahon
Business Manager	Adam McEvoy
Student Supports Year 11 and Year 12 Student Supports Year 10	Ellie Marks Ash Chandra
Psychologist (Monday and Friday)	Courtney Bruce
English & Humanities	David Dunn
Mathematics, Technology & VET	Amanda Street
Arts, Languages and Events	Joni Berenguer
Science and HPE	Elsbeth Rollason
DECO and Inclusion Support	Jodie McGurgan

SENIOR COLLEGE CAMPUS - YEAR 10 COURSES

Over Year 10, students study a range of core and elective subjects at MCSS Senior College Campus. At the satisfactory completion of Year 10, students will receive a Year 10 Certificate, which records the units completed in Years 9 and 10 and the level of achievement in each semester/year unit undertaken. The Year 10 Certificate is issued by the ACT Education Directorate for satisfactory academic performance, attendance, and conduct.

To support the breadth of curriculum offered at MCSS Senior College Campus, an excellent range of facilities exist for Year 10 students at the Senior College Campus. These include science laboratories, a media computer laboratory, industrial technology workshops, drama, music and dance rooms, The HUB, learning resource centre, a theatre, fitness lab and gymnasium, hospitality-grade kitchens, technology workshops, art and textiles areas, basketball courts and other sporting facilities.

The Trades Training Centre encompasses a Horticulture area, Industrial Kitchens and Construction centre, which allow students to work towards Vocational Certificates in the fields of Horticulture, Hospitality and Construction while they complete their Year 10 Certificate.

Compulsory Subject Requirements

All students in Year 10 at MCSS Senior College Campus are required to study English, Health and Physical Education (HPE), Humanities and Social Science (HaSS), Mathematics and Science, plus two electives drawn from an exciting range of course areas each semester.

English or English as an Additional Language or Dialect (EAL/D)

Students read and explore a wide variety of texts for **enjoyment and learning**. They learn to **interpret, create, evaluate, discuss,** and **perform** different types of texts, including those that are designed to entertain, inform, or persuade. These texts can include:

- Media texts (e.g. newspapers, films, and digital content)
- Fiction and non-fiction
- Poetry and plays
- Multimodal texts (which combine words, images, and sound)

These texts often explore complex themes and ideas, using abstract concepts, deeper reasoning, and connections between different works (intertextuality). Students also learn how to critically understand modern media and the ways different media texts are created and interpreted.

From Foundation to Year 10, students engage with a rich variety of **literary texts**, including:

- **Australian literature**, especially the oral storytelling of **Aboriginal and Torres Strait Islander Peoples**
- **Contemporary works** by these cultural groups
- **Classic and modern world literature**, including stories from and about **Asia**

Students also learn to **create** a wide range of texts themselves. These include:

- Imaginative writing (e.g. stories and plays)
- Informative texts (e.g. reports and procedures)
- Persuasive texts (e.g. reviews and discussions)
- Literary responses (e.g. analyses and creative reinterpretations)

English as an Additional Language or Dialect (EAL/D)

EAL/D focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of EAL/D explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes to become effective cross-cultural users of language and dialect.

EAL/D provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multimodal texts (including literary and non-literary texts, for example academic, every day and workplace texts.) Students learn to create (individually and collaboratively) increasingly complex texts for different purposes and audiences in different forms, modes and mediums.

Health and Physical Education (HPE)

Health and Physical Education equips students with an experiential curriculum that is contemporary, relevant, challenging and physically active. In Year 10, students continue to build and refine the skills, knowledge, and understanding from Year 9 to strengthen their sense of self, and to develop and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

The current offerings for Year 10 HPE are:

- Sports Girl
- HPE (standard) Mixed group

Humanities and Social Sciences (HaSS)

The Year 10 Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

In the Australian Curriculum, the Humanities and Social Sciences learning area includes a study of history, geography, civics and citizenship and economics and business.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

Mathematics

The proficiency strands **understanding**, **fluency**, **problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically and they provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At Year 10 level:

- **understanding** includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments
- **fluency** includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets
- **problem-solving** includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events
- **reasoning** includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

Applied Analytical Mathematics (AAMP) is an alternative Year 10 Mathematics program that delivers the Australian Curriculum content and achievement standards through a practical, inquiry-based approach. Students engage with mathematical concepts using hands-on activities, scenario-based learning, and collaborative problem-solving, with an emphasis on applying mathematics to real-world contexts.

The program integrates tailor-made resources with traditional practice questions and provides opportunities to extend learning through expert-led incursions, including workshops on health and financial literacy. Applied Analytical Mathematics is designed for students who wish to approach their studies through active learning, teamwork, and meaningful connections to life beyond the classroom and is considered on an individual application basis.

Science

The science inquiry skills and science as a human endeavour strands are described across a two-year band of Year 9 and Year 10. The three strands of the curriculum are interrelated, and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

In the Year 10 curriculum students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

Elective Subjects

Students will have the opportunity to undertake semester or yearlong electives of their choice for Year 10. **Each semester they can choose two electives** from a range of Year 10 only electives from a variety of course areas. Year 10 students will also be given the **option to select yearlong VET and/or composite electives** in key courses, studying with Year 10, Year 11 and Year 12 students.

Year 10 only electives – Semester or Yearlong

Yr10 Automotive Technology

Automotive Technology develops the knowledge, understanding and skills that underpin the automotive technology industry. Students investigate automotive components, systems, and technologies, and understand their interactions and relationships. They examine new and emerging technologies which impact the automotive industry, the careers available and the changing skill sets required for their implementation.

Yr10 Band

MCCS has a proud tradition of band programs with our Concert and Beginner Band programs. For 2026 MCCS will explore offering an Extension Band program for our Year 10 students who have previously been in the concert band (brass, woodwind and percussion). The band elective will offer students the opportunity to develop their musical skills on an instrument in a team environment and the band will regularly perform at school and community events with a broad range of styles including classical, jazz, rock, TV and movie themes and popular music.

Yr10 Behavioural Studies (Psychology and Sociology)

Psychology is the study of the human mind and behaviour. Students develop an understanding of themselves and others by exploring the interactions of biological, social, and psychological factors in individuals and groups. Sociology helps students understand how their personal experiences and identities are shaped by the society around them. It shows how individual beliefs and struggles are connected to larger social forces, and how these connections change over time and in different places.

Yr10 Dance

In Dance, students learn as artists, by making and interpreting dance performances that communicate to audiences. They learn as audiences, by responding critically to dance. Students develop skills in appreciating, creating, performing, and producing dance independently and collaboratively for a range of contexts. In Dance, movement is a knowledge. Students learn as they engage with the history, lineage, technical dance skills, theories and concepts of dance, choreographers and critics that came before them, and become literate in the vocabularies and ideas of a range of styles and forms.

Yr10 Design and Technology

In today's fast-changing and technology-driven world, it's important for students to learn how to think critically and creatively when solving design problems. The Design and Technologies subject helps students build the knowledge, skills and confidence they need to tackle real-world challenges. Students explore how technology and design can shape and improve our communities, environment, and everyday lives. They look at how design ideas can have a positive impact on the world around us—whether it's natural, built (like buildings), or managed

(like farms or factories). Students work both independently and in teams to design solutions for real needs and opportunities. This might involve areas like; Textiles (e.g. clothing or fabric design); Architecture (e.g. building and space design); Product Design (e.g. everyday objects or tools); Graphic Design (e.g. visual communication and branding).

Yr10 Drama

The study of Drama develops knowledge and understanding through exploration of performance and production elements. Dramatic works have the capacity to engage, inspire and enrich all students, excite the imagination, and encourage students to reach their creative and expressive potential. Drama builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. Students develop self-management, problem solving, leadership and interpersonal skills. They learn to be resourceful, critical, and creative thinkers, and develop capacity to take risks. Students experience the challenge and pleasure that comes from the study of drama that can be transferred to a range of careers and situations.

Yr10 Extension Mathematics

This elective is designed for students who enjoy a challenge and are aiming to study advanced Tertiary Mathematics courses in Year 11. The course bridges the gap between the standard Year 10 curriculum and senior mathematical pathways, providing a head start on advanced concepts such as surds, quadratics, trigonometry, exponentials, logarithms, rates of change, circle geometry, and probability. Running alongside your core maths class, it builds confidence, fluency, and problem-solving skills to ensure a smoother transition to senior mathematics. It is perfect for students seeking extension and preparation for success.

Yr10 Food Studies

Food is fundamental to our lives and impacts directly on the wellbeing of individuals, families and communities. In Food Studies, students not only cook, but they also experience the role of food across a range of contexts, cultures, and experiences. They learn to value the contributions of primary producers, manufacturers, retailers and cooks to the experience of a healthy and sustainable life. They explore and respond to the factors that determine food choices locally, nationally and globally.

Yr10 Global Studies

By undertaking *Global Studies*, students come to appreciate the nature of global politics. They examine what can be achieved, and why there is a plurality of views on decisions about progress and reform. Students explore how its key participants respond to global challenges and collectively create opportunities for the betterment of the world. A focus of analysis is the choice between pursuing self-interest and the collective good.

Yr10 Media Studies

Media Studies involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Studies connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media studies have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Yr10 Music

Music is a unique art form because it is experienced through sound. Its nature is abstract—it doesn't rely on words or images but instead uses sound to express ideas and emotions. Music includes existing sounds that are chosen and shaped, new sounds created by composers and performers, and the way these sounds are arranged in time and space. It becomes music when composers, performers, and listeners interpret it as such. Students learn music by listening, performing, and composing. These skills build on each other over time, helping students develop a deeper understanding and awareness of music. As they progress, students come to appreciate how music can move the heart, inspire the mind, and uplift the spirit. Through this journey, they gain a lasting appreciation and enjoyment of music as an art form.

Yr10 Outdoor Education

Outdoor Education provides students with skills and knowledge to understand the role of the outdoor environment in mental health and physical wellbeing. It provides students with the knowledge and skills to enable students to safely and respectfully participate in physical activity in diverse outdoor environments. Outdoor Education allows students to understand the concept of discriminating between risk and challenge and to develop social and leadership skills. Students develop insights into environmental sustainability, particularly in local contexts.

Yr10 Photography

The study of photography can be used to broaden personal experience and understanding of an increasingly interconnected and technologically rich world. Photography enables students to explore and understand self, others, the world, and their place in it, as creators and consumers.

Yr10 Sport and Athlete Development

Sports Development is an integrated study that focuses on specialised sports development for the individual. Topics may include the principles of high performance, anatomy and physiology, skill acquisition, sports coaching and balancing the challenges of academic and sporting commitments. This subject will appeal to students who participate in sport at an elite level and have an interest in learning how to maintain top performance in all facets of their sporting endeavours.

Note – students enrolled in Talented Athlete Academy (TAA) must select this course for the year. Students who are not enrolled in TAA, must be participating in sport at a representative level, such as club, state or higher.

Yr10 Visual Art

Visual arts include the areas of art, craft, and design. Through these fields, students create visual works that express, communicate, and explore their own ideas and those of others—as both artists and audiences. They develop practical skills, critical thinking, and a deeper understanding of the world around them by observing, imagining, and creating. Students also learn about the roles of artists, craftspeople, and designers, and how these individuals contribute to society and the creative industries. They help students unlock their creative and intellectual potential by encouraging informed, imaginative, and innovative thinking.

Yr10 Woodwork

Woodwork develops the knowledge, understanding and skills that underpin the creation of timber products. In broad terms, students learn about industry practices, processes, procedures and concepts such as technical information, materials, sustainability, ethics, equipment and work health & safety (WHS). Key concepts and ideas in the Woodwork course include a focus on future directions, and trends.

Year 10 only VET electives – Year Long

Yr10 Horticulture (VET)

Horticulture focuses on the processes and industry practices required to design, create, and maintain plant specific environments and business in an increasingly technological and information rich world. Students develop knowledge and understanding of scientific concepts in plant biology and physiology, soil nutrients and climate in conjunction with the skills to use traditional and contemporary tools, and materials of the horticulture industry for a range of purposes and in an array of contexts. They examine the challenges that exist in the horticulture industry in adapting to new technology, client demands, urbanisation and changing climatic conditions, and explore future options.

Yr10 Hospitality (VET)

In Hospitality, students focus on the dynamic nature of the hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students investigate contemporary hospitality issues and current management practices and explore concepts such as the legal and environmental aspects, trends in hospitality and consumer protection. They procure, recycle and use resources considering sustainability and environmental protection.

Yr10 – Yr12 Composite Electives – Year Long

Composite Construction (VET)

Construction focuses on the construction processes and industry practices required to create, maintain and repair the built environment in an increasingly technological and complex world. Students develop knowledge, understanding and skills associated with traditional and contemporary tools, and materials used by the Australian building and construction industry to create structures. They examine the challenges facing the construction industry in adapting to new technology, building systems, products and practices, and explore future options.

Composite Information Technology (IT)

Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. These technologies are an essential problem-solving toolset in our knowledge-based society. Information Technology (IT) empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Composite Languages

Learning additional languages from a beginning level widens horizons, broadens cognitive and cultural experience, and develops communicative and intercultural capabilities. It also opens new perspectives for learners, not only in relation to other cultures and languages, but also in terms of their own language and cultural practices. Languages offered are:

- Chinese
- Japanese
- Spanish

Composite Live Production Services

Live Production and Services focuses on the technical and design choices, processes and skills required to support live and blended performances in an increasingly technological industry. Students develop knowledge and understanding of sound, light, audio visual elements, stage management, design, and construction. They develop the technical skills and knowledge for the creative application of traditional and emerging technologies of the live production industry across a broad range of contexts such as live music, theatre, events, artistic installations, and exhibitions.

Composite Stage Performance

In *Stage Performance*, students learn as performance artists aiming for industry standard, by making and interpreting a play, musical theatre or multimodal performance that communicates to audiences. They learn as audiences, by responding critically to stage performances. Students develop skills in appreciating, creating, performing, and producing stage performances independently and collaboratively for a range of contexts. Students learn as they engage with history of the stage performance genres, technical skills across disciplines, theories, and concepts, and become literate in the vocabularies and ideas of a range of styles and forms. Students will participate and perform in the school musical for their assessment in Semester 1.

UNIQUE CURRICULUM AND PROGRAM OFFERINGS

MCSS College Campus has introduced several specialised learning programs to cater for the needs of our students.

Vocational Courses at MCSS Senior College Campus

MCSS's expansive VET program acknowledges students need to be equipped with industry skills that are obtained from nationally recognised qualifications by the time they graduate. Vocational Courses provide knowledge and skills relevant to a particular area of employment and to further education and training. They are based upon National Training Packages endorsed by industry. Melba Copland Secondary School is a part of the Belconnen Regional Network Registered Training Organisation (RTO). Vocational Education and Training (VET) qualifications from Melba Copland Secondary School are recognised throughout Australia. The Senior College Campus is a supervising campus of Belconnen Training RTO, working in collaboration with the VET sector.

Vocational courses at MCSS include Hospitality Studies, Horticulture and Construction. Year 10 students also have access to certificates in First Aid, Road Ready, General Construction Training (White Card), Silica and Asbestos Awareness, as they become available throughout the year.

Gifted and Talented Program

The Gifted and Talented program provides an extended learning option for gifted and talented Year 10 students. The program is structured towards highly motivated and talented students who demonstrate above average ability or potential in one or more areas. It helps develop study skills that foster enhanced conceptual understanding and improve self-management skills that underpin preparedness for Year 11 and Year 12 assessment schedules.

QUEST Dance Program

The aim of our QUEST Dance program is to identify, nurture, and develop the advanced skills and creative potential of students who demonstrate exceptional ability in dance. Through specialised training, creative development, performances, eisteddfods and secondment opportunities through our NSPIRE program, QUEST Dance aims to support and develop our students as dancers, work with their respective studios and prepare them for full-time dance programs collaborating with some of the leading Performing Arts Institutions in Australia.

NOTE – students who are part of the QUEST Dance program must select Year 10 Dance as one of their electives.

Inclusion Support Program (ISP) and The Learning HUB

Students accessing a Disability Education program are required to have an Individual Learning Plan (ILP). The ILP identifies the personalised adjustments required for a student to access, participate, and achieve in learning. An ILP is developed by a collaborative team consisting of parents/carers, the student where possible, the school principal or delegate, the DECO (Disability Education Coordinator), teachers and other relevant professionals and agency representatives.

Below is a list of supports that students who meet eligibility criteria may be entitled to:

- In class support by Learning Support Assistant (LSA)
- Curriculum modifications
- Assessment modifications
- Referrals to outside agencies/supports
- Access to The Learning Hub

THE Learning HUB is a student-centred space found within the library at both campuses, where Inclusion and other identified students are encouraged to seek support for their study and assessment tasks. It is also a space for students to be able to sit, relax and focus positively on their school day.

Talented Athlete Academy

MCSS has an established sporting extension program, the **Talented Athlete Academy (TAA)** for identified Year 7 to 12 students. The TAA program is designed to support talented athletes studying at MCSS. The sporting program enhances the sporting performance of students by developing a holistic approach to their complete athletic development.

NOTE – students who are part of the TAA program must select Yr10 Sport and Athlete Development as one of their electives.

The MCSS TAA program can develop the whole athlete through a series of sessions that run throughout the academic year. Sessions will include:

- Professional fitness testing with University of Canberra Research Institute for Sport and Exercise (UCRISE).
- Fitness session at the Canberra International Sports and Aquatic Centre (CISAC) and Club Lime.
- Australian Institute of Sport (AIS) recovery sessions.
- Professional Coaching observation seminars.
- Strength and Conditioning coaching.
- Motivational speakers.
- Attendance at major sporting events.

Intercollege School Sports

Year 10 students are given the opportunity to sign up and compete in both high school and college sporting competitions, learning valuable sporting skills and competing at a senior level with athletes ranging from years 9 to years 12.

College Life Pastoral Care Program

Our holistic pastoral care program, **College Life**, ensures students in Years 10, 11 and 12 are encouraged to establish relationships based on respect and acceptance, a healthy attitude to life and society, as well as developing crucial study and career skills. Each College Life group is organised by year and comprises of 15 - 20 students and a dedicated College Life teacher, who will support the students throughout the school year. The group will meet for 30 minutes each week and will be the students' anchor point to the college, peers and staff.

Through quality programs MCSS targets creative, inquiry, and solution-based learning. The school offers flexible learning opportunities and modes of delivery, which enrich the learning experience of students.

ASSESSMENT PHILOSOPHY AND PRACTICES

The overarching goal of assessment at MCSS is to support and encourage student learning. Consistent with our inclusive philosophy, MCSS has a policy of continuous assessment of students through diagnostic, formative, and summative activities to build a holistic picture of a student's achievement. Teachers apply professional judgement in accordance the Australian Curriculum Achievement Standards. To meet students' diverse needs and possible futures, teachers differentiate and develop rich authentic assessment tasks which promote critical and creative thinking and challenge students to develop deep understanding of subject areas.

At MCSS we have a diverse student population with a wide range of cultural backgrounds, learning styles, and educational needs. Assessment and reporting practices support student motivation and commitment to learning through timely and constructive feedback which provides information about student achievement and progress and indicates areas for further development.

Assessment Procedures

Unit Outlines

At the commencement of a semester students will be issued with unit outlines for each learning area. Unit outlines clearly document the assessment criteria, assessment tasks and the week the item is due.

Assessment

Students at MCSS have multiple opportunities to demonstrate their knowledge, skills and understanding against the achievement standard for their course of study.

Summative Assessment

The purpose of summative assessment is to judge the extent of student learning for the purpose of evaluation and grading. The reason for doing this is to communicate what a student knows, understands and can do. Types of summative assessment activities may include tests, examinations, written or oral responses, essays and reports, products, research reports, portfolios, reflective or creative responses, practical work, exhibitions, and performances.

Formative Assessment

Formative assessment is used to monitor student learning at a point in time. This is for the purpose of providing feedback to the student how to improve their performance in the future, and to assist the teacher in making decisions and changes for teaching and learning going forward. Types of formative assessment include Q&A, pop quizzes, collaborative problem solving, group work, debates, think aloud activities, validation tasks and classwork

Teachers collaboratively create tasks, differentiate activities, and provide options to ensure all students have access to the curriculum and can demonstrate achievement, understanding and skill. Rubrics are used to assess and provide feedback and ensure higher order thinking is scaffolded, expectations are explicit and expected levels of achievement are consistent and transparent.

Assessments at MCSS encourage students to develop critical thinking, research and inquiry skills, work collaboratively and build personal and social skills. In alignment with the Australian Curriculum Achievement Standards and with the General Capabilities.

Semester grades

Local and national government policies require a summative A-E grade each semester.

In ACT public schools, the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates the student has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Standard. The Achievement Standards are published every semester on the unit outlines for each subject.

Assessment of Students with Special Needs

Individual Learning Plans (ILPs) are designed for identified students with special needs to inform the planning, delivery, and assessment of the student's educational program. ILPs are developed by the Inclusion and Wellbeing Team in collaboration with parents and appropriate stakeholders. ILPs are required for students receiving support from Inclusion Support, students in care, and students referred to Student Services.

Students on ILPs may have assessment modified by a reduction in the number or length of assessment tasks, the provision of extra time to complete work, or the provision of individualised assignments. Students on ILPs receive the full range of reports provided to other students, and meetings are held regularly to evaluate their progress and programs.

Reporting

Students receive a report with an A-E grade and comment for each subject, every semester.

Accompanying each semester report is the nationally mandated summary report, which provides a snapshot of a student's performance in relation to the cohort.

The national A-E grade descriptors are outlined below:

Grade	Descriptor
A	Excellent achievement of the standard expected
B	High achievement of the standard expected
C	Achievement of the standard expected
D	Partial achievement of the standard expected
E	Limited achievement of the standard expected
S	Status

Year 10 Certification

Students who successfully complete Year 10 are awarded a Year 10 Certificate by the ACT Education Directorate. This Certificate states that the student has satisfactorily completed a program of study to the end of Year 10 and that attendance, conduct and achievement have been satisfactory. Any student who has not met these criteria may not receive a Year 10 Certificate. The Year 10 Certificate records grades achieved in each subject studied in each semester of Years 9 and 10.

Details of the Year 10 Reporting and Assessment can be found in the [MCSS Reporting and Assessment Policy](#).

STUDENT SUPPORTS – ACADEMIC, WELLBEING AND CAREERS

The focus of Student Supports at MCSS is to foster and support students to achieve their potential. Student Supports 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.

As with the High School Campus, the Senior College Campus' approach to wellbeing incorporates both Berry Street Education Model (BSEM) and Positive Behaviours for Learning (PBL), which creates classrooms where every student is ready to learn and able to thrive. Coupled with evidenced based frameworks for wellbeing, it brings together the whole school community to contribute to developing a positive, safe and supportive learning culture, exemplifying our school values of:

- **SAFE**
- **RESPECTFUL**
- **LEARNERS**

Each year group has a Student Supports Executive, who builds strong relationships with the students and provides a link between parents and staff and assists in the monitoring of behaviour and academic progress. There are two Student Supports Executives on the college campus, one for Year 10 and one for Year 11/12, dedicated to managing the Student Support Program.

Our Student Supports Executives lead a team to promote positive school culture by supporting staff working with whole school, year groups and small groups to facilitate a positive school climate and wellbeing. They develop policies and processes to allow clear expectations of behaviour and engagement across the school and lead a range of other expert staff to deliver programs and initiatives. They also work directly with students who require case management.

If you have concerns about the wellbeing or engagement of your young person, please speak with the College Life Teacher in the first instance or the Year 10 Student Support Executive, if you feel escalation is needed.

A School Psychologist, Youth Worker and Legal Aid Representative are available to all students and their parents. Appointments can be scheduled, as needed, for case management and for making referrals on behalf of a student or their parent/carer to support agencies outside the school system.

Students are encouraged to contribute to the development of programs and services delivered by providing feedback, sharing their ideas, or even becoming a member of the Student Leadership Group! Students also can participate in a variety of forums and meetings designed to facilitate information sharing between staff and students.

Student Support at MCSS is a shared responsibility between students, teachers, parents, and carers. Students are expected to:

- Demonstrate respect and courtesy to all members of the school community.
- Have a positive commitment to their learning.
- Act in a manner that ensures their own physical safety and well-being, and the safety of other members of the school.

We encourage parents to maintain regular contact with the school, so that the school can best meet the needs of their students.

Careers Team

MCSS has a team of Careers staff with the responsibility of guiding students through their career pathways. There is a strong focus on the transition of Year 10 into college and for Year 11 and 12 students to get up to date and relevant information on possible careers and further education opportunities.

The Careers staff also coordinate work experience, vocational courses and training, School Based Apprenticeships (SBAs) and many other programs designed to offer students links between school, the workforce or further study or training.

College Life

Students also undertake a Pastoral Care class, called “College Life”, for 30 minutes a week. This ensures that students have a smooth transition to Year 10 and embrace the culture of a Senior College Campus, ensuring they are ready to meet independent academic and social expectations. We will provide important college information and a range of programs during this class, including study skills, preparation for assessment, careers, time management, physical and mental wellbeing, self-care, social and online safety.

The College Life Teacher is the first line of communication between parents, students and other school staff, as well as the first point of contact in the triage process of identifying and monitoring the wellbeing and progress of students in the school. College Life Teachers are a pivotal part of the Student Supports processes at MCSS Senior College Campus, where they are available to students and parents/carers to help with transition, subject selections, package monitoring and overall social and academic progress.

Assessment, Achievement and Attendance (AAA) Alerts

Throughout the term and semester, students and their parents/carers may be sent a AAA Alert if they are experiencing challenges with either submitting **assessment** (including meeting due dates), **achieving** the expected content and skills acquisition of each class, or **attending** all their seven classes. The AAA Alerts are sent via email to parents/carers to notify them of any concerns and to initiate conversations and cooperation between the student, parent/carer and the school to help the student get back on track and be successful with their academic and social development at MCSS!

Year 10 - 12 Student Support Structure

SLB Student Supports	Michael Lemmey
SLC Student Support (Yr11 & Yr12)	Ellie Marks
SLC Student Support (Yr10)	Ash Chandra
College Year 12 Coordinator	Hannah McFadden
College Year 11 Coordinator	TBC
International Students Coordinator	Shao-Hua Que
School Psychologist	Courtney Bruce
Student Services Officers	Wendy Mattress & Cara Bessey
Youth Support Worker	Jolene Mifsud
SASSCO (Safe and Supportive Schools Contact Officer)	Ellie Marks

UNIFORM (10 - 12)

At MCSS students in Years 7-10 are expected to wear the school uniform which has been endorsed by the school community and School Board. Our Year 10 uniform policy promotes a sense of pride in the school in line with the school's mission and values. It is practical and smart, engenders a sense of community and belonging in our school and is designed with health and safety in mind.

Parents and the community see a standardised student uniform as contributing greatly to a positive school image and student safety. Our students have been involved in developing the uniform, and wearing the uniform demonstrates a sense of pride in the school and community. Year 10 students will wear a special Year 10 uniform which has been designed by the students. Students are also able to wear the current school uniform if they wish. Year 11 and 12 students are encouraged to wear the school top and are expected to adhere to standards of cleanliness and dress that are compatible with the requirements of a good learning environment. The standards will be those generally acceptable to the community as appropriate in a school setting.

In certain practical or specialised areas general safety and Workplace Health and Safety rules must be applied to clothing and always followed, e.g. closed footwear and no loose clothing around machines.

MCSS Dress Standards and Year 10 Uniform	
Shirt	School polo shirt - MCSS Logo
Pants	Tracksuit pants Plain navy-blue shorts Shorts
Skirts	Tartan skirt Plain navy-blue skirt
Jumpers	School hoodie - MCSS Logo School jumper or jacket
Shoes	Enclosed footwear

ATTENDANCE AND LATE POLICY

At the College Campus Year 10 students are expected to:

- Attend all classes including College Life and Enrichment.
- Participate positively in classes.
- Not leave their class until the teacher has dismissed them.
- Remain on school grounds and in bounds at recess and lunch.
- Submit all assessment items.
- Seek support when it is required.
- Accept responsibility for the content of their Year 10 Certificate.
- A student whose attendance falls below 85% in Year 10 are at risk of not getting their Year 10 certificate.

Student attendance data is recorded and collated by the Student Support Team. If students are repeatedly absent or late without permission, parents/carers will be notified via the AAA Alert system, first by phone, then email and finally by official letter.

SUPERVISION

Year 10 students need to always remain on the school grounds during the school day. There are areas of the school that students may only access with teacher supervision, including the theatre, hospitality kitchen and workshops. These areas are clearly defined.

During break times, staff will actively supervise allocated areas - outdoor areas, canteen, library and internal corridors. This involves ensuring that students are positively engaged during break times.

Only Year 11 and 12 students may leave the school when not in timetabled classes or activities.

CARPARKS

Cars and carparks will be something new that the Year 10 students will need to navigate as many of the college students drive to school. The front carpark is strictly for staff and visitors. The back student carpark will be out of bounds for Year 10 students.

BELLS

At the College Campus, there are no bells at the start and end of classes. Therefore, students need to be mindful of arriving to classes on time.

USE OF MOBILE PHONES AND ELECTRONIC DEVICES

At MCSS we prepare students for life in the 21st Century and future study by supporting a personalised, student-centred approach, shifting instruction towards more student-centred learning.

MCSS adopts a 'Responsible Use' approach to the use of Chromebooks at school. The misuse of these devices at any time in the school day can breach an individual's right to feel safe at school and may result in severe consequences at the school, and community and legal levels which can involve police investigations.

MCSS follows the ACT Education Directorate's policy on the use of mobile phones in schools. On the Senior Campus, students may use their mobile phones during breaks, but mobile phones must be in their bags during class time.

Students may not film or photograph any person or event without explicit permission. Students that repeatedly breach guidelines may have their phones confiscated – for consistent breaches, parents/guardians may be required to collect devices.

Students and families must be aware that no liability will be accepted by the school in the event of the loss, theft, or damage of any device. It is the responsibility of the student and family to consider and implement care, protection, and any insurance coverage they feel may be needed.

Accessing the school's wireless network as a tool to enhance the learning experience in class is permitted for strictly educational purposes and with the teacher's permission. At all other times, phones or electronic devices (including headphones) should be invisible in class.

With classroom teacher approval, students will use these devices, accessing the internet and online learning platforms (Google Apps for Education) to develop skills and collaborate with each other.

COLLEGE CANTEEN

The College Canteen is run under the ACTPS Healthy Food and Drink Choices Policy, only 'green' food and drinks are promoted. The canteen services are available to Year 11 and Year 12 students from 9.00am, Monday to Friday all day, including lines off. For Year 10 students the canteen is only available at recess and lunch.

In addition, all MCSS Senior College Campus students can access the **ACT Education Directorate's Meals in Schools program**, providing **free** nutritious breakfasts, morning tea and lunch, Monday – Wednesday, from the school canteen.

MCSS COLLEGE CAMPUS TIMETABLE 2026

		Monday	Tuesday	Wednesday	Thursday	Friday
9:00am	Period 1	A	F	C	E	F
10:00	Period 2	B	G	D	B	G
11:00	Break 1	30 Minute Break				
11:30	Period 3	C	A	E	C	D
12:30	Period 4	D	College Life	G	F	A
1:00			B			
1:30	Break 2	30 Minute Break				
2:00-300	Period 5	E	B	G	F	A
3:00-400					R unit	