



2025

MELBA COPLAND

Secondary School



High School Campus

COURSE GUIDE

PRINCIPAL'S WELCOME

Welcome to Melba Copland Secondary School. High School is an exciting time for young people. Their learning preferences will widen as many new opportunities become available to them. Students often feel a greater sense of independence as they begin to have more voice and choice over curriculum learning areas. As you read through this Course Guide, we aim for you to have an increased understanding of the learning opportunities at MCSS in partnership with our focus on student wellbeing. If you have any questions, I encourage you to touch base with the school to ensure we can answer the questions that are important to you and your young person.

Our unique combination of a high school and senior college in a twin campus school places us in the very best possible position to cater for the academic, personal and social needs of our students throughout their high school and senior secondary education. We work to create learning opportunities for all student interests and passions, including unique opportunities in the Performing and Visual Arts, HPE, STEM and Coding, IT and Media, Sciences, Wood and Food Technology, Maths and Humanities; there are opportunities for every young person.

MCSS has a long standing established gifted and talented program. Students across years 7 to 10 are able to apply for the Quest program across all key learning areas. The Quest program implements best practices in educating gifted, talented and highly motivated young people. Entry into this program includes a comprehensive identification process and involves an application from the student and family. The Quest program aims to provide a range of enrichment and extension experiences 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.

MCSS also has a range of specialist programs across other key learning areas. These include:

- Specialist performing arts opportunities through the Regional Arts Program including Quest Dance, Interstate Dance Competitions, School Band and the annual school musical.
- Specialist sports programs through the Talented Athletes Academy. Students can apply to join this program which includes weekly training programs and extension sporting opportunities through connections with the AIS and UC.
- Duke of Edinburgh bronze and silver awards through our Outdoor Pursuits Program which commences in year 9. Expanding learning pathways for young people, MCSS has 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.

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.

Welcome to MCSS; I look forward to getting to know you and your young person.

Jennifer Howard
Executive Principal



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English

The **English curriculum at Melba Copland Secondary School** for Years 7 to 9 is designed to develop students' skills in listening, reading, viewing, speaking, writing, and creating across a range of contexts. It provides a strong foundation in language, literature, and literacy, encouraging students to think critically, communicate effectively, and engage with diverse perspectives. In English, students also develop their media and information literacy skills, exploring the intersection of media and technology in shaping and influencing audiences. Through the study of various texts and structured learning experiences, students refine their analytical and creative skills while developing a deeper understanding of how language shapes meaning.

Year 7 English:

In Year 7, students engage with a wide range of texts, including novels, poetry, plays, films, and digital media. They explore themes, ideas, and issues within these texts, analysing language features, text structures, and literary devices. A key focus is on developing comprehension, interpretation, and critical thinking skills. Students are encouraged to create their own written and oral texts, expressing their understanding and interpretations through persuasive, imaginative, and informative writing.

Year 8 English:

Building upon the foundation established in Year 7, Year 8 students engage with increasingly complex texts that require deeper analysis of how language and structure shape meaning. They examine a variety of genres and media, considering different perspectives, historical contexts, and cultural influences. Students are encouraged to evaluate how language can be used to persuade and inform audiences, as well as how authors create characters and narratives to explore important themes. Writing and speaking tasks become more sophisticated, requiring students to refine their ability to structure arguments, use persuasive techniques, and craft engaging narratives.

Year 9 English:

By Year 9, students engage with more sophisticated texts, including contemporary and classic literature, as well as media texts such as news articles, speeches, and advertisements. They analyse how authors and creators use language, structure, and stylistic features to position audiences and influence perspectives. There is an increased focus on independent thinking, allowing students to form their own interpretations and critically evaluate arguments. Students refine their writing skills by producing well-structured analytical essays, creative pieces, and persuasive texts, demonstrating control over language features and text structures to achieve specific purposes and effects.

At **Melba Copland Secondary School**, we aim to provide a rich and engaging English program that supports students in developing their communication skills, critical thinking, and appreciation of literature. Through a balanced approach to reading, writing, speaking, and listening, students build the confidence and competence needed for future academic and career pathways.

Humanities and Social Sciences (HaSS)

The **Humanities and Social Sciences (HaSS) curriculum at Melba Copland Secondary School** for Years 7 to 9 is designed to develop students' understanding of History, Geography, Civics and Citizenship, and Economics and Business. Students build critical thinking, research, and analytical skills while exploring the complexities of societies, cultures, economies, and environments. The curriculum fosters informed, active citizenship and encourages students to engage with contemporary global and national issues.

Year 7 Humanities and Social Sciences:

In Year 7, students begin their HaSS studies by exploring ancient Australia and the deep history of our continent and another ancient civilisation. They investigate how societies developed and interacted, examining historical sources and archaeological evidence. Students examine contemporary Australia's political and legal systems and are introduced to the foundations of Economics and Business. Students develop their research, communication and literacy skills through inquiry tasks, critical discussions, and written reports.

Year 8 Humanities and Social Sciences:

Building upon the foundational knowledge from Year 7, Year 8 students delve deeper into historical and geographical themes while expanding their understanding of civic responsibility and economic systems. They study the Middle Ages and early exploration, considering how power structures, cultural exchanges, and technological advancements shaped societies. In Geography, students examine urbanisation and the impact of human activity on environments. Civics and Citizenship studies focus on government, democracy, and legal rights, while economics explores financial decision-making and economic principles. Students engage in critical analysis, mapping exercises, and case studies to develop a well-rounded perspective on historical and contemporary issues.

Year 9 Humanities and Social Sciences:

Year 9 HaSS challenges students to think more critically about historical, geographical, civic, and economic issues. The history component covers European expansion into Australia, the Frontier Wars, transportation, and early colonial life in Australia. Students also engaged in a depth study exploring World War One. In Geography, students analyse human and environmental interconnections, focusing on sustainability and global challenges such as climate change. Exploring interconnections is also a key theme of the Economics and Business unit where students explore the global economy and Australia's place within that context. Students are encouraged to develop independent research skills, participate in debates, and create well-supported arguments in written and oral presentations.

At **Melba Copland Secondary School**, the HaSS program fosters curiosity, cultural awareness, and critical engagement with the world. Through inquiry-based learning, students develop the ability to evaluate sources, construct arguments, and apply their knowledge to real-world contexts. These skills empower them to become informed, active citizens in an ever-changing global landscape.

Mathematics

The **Mathematics curriculum at Melba Copland Secondary School** for Years 7 to 9 is designed to develop students' numerical fluency, problem-solving abilities, and mathematical reasoning. The curriculum provides a strong foundation in number and algebra, measurement and geometry, and statistics and probability. Students engage in real-world applications of mathematics, developing critical thinking skills and confidence in their mathematical abilities.

Year 7 Mathematics:

In Year 7, students consolidate their understanding of key mathematical concepts and build confidence in problem-solving. They explore number operations, fractions, decimals, and percentages while developing strategies for mental and written calculations. Algebra is introduced through patterns, expressions, and simple equations. In measurement and geometry, students investigate properties of shapes, angles, and transformations. They also develop data analysis skills by interpreting and displaying statistical information. Problem-solving and reasoning are embedded throughout, encouraging students to apply mathematical concepts to everyday situations.

Year 8 Mathematics:

Building upon the foundation established in Year 7, Year 8 students extend their understanding of number systems, including indices, ratios, and proportional reasoning. Algebraic skills are developed further through linear equations, graphs, and expanding and factorising expressions. In measurement and geometry, students explore congruence, similarity, Pythagoras' theorem, and surface area and volume calculations. Statistical analysis and probability are studied in greater depth, allowing students to critically evaluate data and chance events. Problem-solving tasks require students to apply logical reasoning and mathematical strategies to complex situations.

Year 9 Mathematics:

By Year 9, students engage with more abstract and sophisticated mathematical concepts. They extend their knowledge of algebra, working with quadratic equations and inequalities. Graphing skills are enhanced through the study of linear and non-linear relationships. In geometry, students apply trigonometry to right-angled triangles and further explore area, volume, and surface area calculations. Statistical reasoning and probability theory are expanded, with a focus on analysing real-world data. Students develop their ability to justify solutions, communicate mathematical reasoning, and apply their understanding to authentic problem-solving scenarios.

At **Melba Copland Secondary School**, the Mathematics program encourages students to develop mathematical literacy, resilience, and logical thinking. Through engaging lessons, collaborative problem-solving, and hands-on applications, students build the skills necessary for success in higher-level mathematics and future pathways in science, technology, engineering, and finance.

Science

The **Science curriculum at Melba Copland Secondary School** for Years 7 to 9 is designed to develop students' scientific knowledge, inquiry skills, and critical thinking abilities. The curriculum covers the key strands of biological sciences, chemical sciences, physical sciences, and Earth and space sciences. Through hands-on investigations, experimentation, and real-world applications, students develop a deep understanding of scientific concepts and their relevance to everyday life.

Year 7 Science:

In Year 7, students begin their secondary science journey by exploring fundamental scientific concepts and developing essential inquiry skills. They study biological sciences, focusing on classification, ecosystems, and the relationships between organisms. In chemical sciences, students investigate states of matter, the particle model, and physical and chemical changes. Physical sciences introduce forces and motion, while Earth and space sciences examine renewable and non-renewable resources and celestial bodies. Practical investigations are emphasised, encouraging students to develop skills in observation, data collection, and scientific reasoning.

Year 8 Science:

Building upon the foundations of Year 7, Year 8 students deepen their understanding of scientific principles. In biological sciences, they explore cells, body systems, and reproduction. Chemical sciences introduce elements, compounds, and reactions, including the periodic table and chemical change. Physical sciences focus on energy transfer, including heat, sound, and light, while Earth and space sciences cover geological processes, rock cycles, and natural disasters. Students engage in experimental design, data analysis, and critical evaluation of scientific concepts, enhancing their ability to apply scientific thinking to real-world problems.

Year 9 Science:

By Year 9, students engage with more complex scientific theories and investigations. Biological sciences focus on ecosystems, food webs, and human impacts on biodiversity. In chemical sciences, students explore atomic structure, chemical reactions, and the periodic table in greater depth. Physical sciences introduce Newton's laws of motion, forces, and energy transformations. Earth and space sciences examine plate tectonics, climate change, and the carbon cycle. A strong emphasis is placed on scientific inquiry, with students designing and conducting their own experiments, analysing data, and evaluating evidence to form reasoned conclusions.

At **Melba Copland Secondary School**, the Science program fosters curiosity, analytical thinking, and a deep appreciation for the natural world. Students are encouraged to question, investigate, and develop scientific literacy, preparing them for future studies and careers in science, technology, engineering, and environmental fields.

Health and Physical Education

The **Health and Physical Education (HPE) curriculum at Melba Copland Secondary School** for Years 7 to 9 supports students in developing physical skills, health awareness, and personal and social responsibility. The program blends practical activity with theoretical learning to promote physical fitness, mental health, and informed decision-making. Students engage in a variety of physical activities while exploring topics related to wellbeing, resilience, and lifelong health.

Year 7 Health and Physical Education

Year 7 students develop fundamental movement skills through team sports, individual fitness activities, and modified games. They focus on coordination, teamwork, and game strategies while also exploring the importance of physical activity for mental and emotional wellbeing. The health component introduces topics such as personal identity, emotional regulation, healthy relationships, and basic nutrition, encouraging students to make positive lifestyle choices.

Year 8 Health and Physical Education

In Year 8, students build on their movement skills and apply them in more complex game situations. They explore biomechanics, fitness principles, and strategies for improving performance in structured physical activities. The health component covers topics such as puberty, mental health, risk-taking, and respectful relationships. Students also develop leadership, teamwork, and decision-making skills as they engage in collaborative activities and discussions about personal and social wellbeing.

Year 9 Health and Physical Education

By Year 9, students refine their physical skills, game strategies, and fitness knowledge while participating in a variety of competitive and recreational activities. They explore more complex health topics, including drug and alcohol education, sexual health, and stress management, with a focus on critical thinking and responsible decision-making. Students also analyse health messages in the media and evaluate the social and environmental factors that influence health behaviours.

Additionally, students have the opportunity to study **Outdoor Pursuits**, an outdoor education-focused subject that involves adventure activities such as hiking, orienteering, and camping. This subject fosters leadership, teamwork, and survival skills while providing students with the opportunity to complete the internationally recognised **Duke of Edinburgh's Award**, which encourages personal development, community service, and outdoor adventure.

At **Melba Copland Secondary School**, the HPE program promotes lifelong health and wellbeing. Through engaging lessons and practical experiences, students develop the knowledge and skills needed to lead active, healthy lives while fostering a strong sense of teamwork, leadership, and personal responsibility.

Languages

The **Languages curriculum at Melba Copland Secondary School** for Years 7 to 9 provides students with the opportunity to develop their communication skills, cultural awareness, and global perspectives. Learning an additional language enhances cognitive development, problem-solving abilities, and cross-cultural understanding, preparing students for future academic and career pathways in an increasingly interconnected world.

Year 7 Languages

In Year 7, students are introduced to the study of **French, Japanese, Spanish, and Mandarin**. They develop foundational skills in speaking, listening, reading, and writing, while also exploring the cultural aspects of the language they study. The focus is on building confidence in basic communication, pronunciation, and vocabulary through interactive activities such as role-plays, multimedia resources, and cultural projects.

Year 8 Languages

Year 8 students continue their language studies in **French, Japanese, Spanish, or Mandarin**, further developing their proficiency in comprehension and communication. They expand their vocabulary and grammatical understanding while engaging in more structured conversations and written tasks. Students also explore cultural traditions, customs, and global perspectives, deepening their appreciation of the societies in which their chosen language is spoken.

Year 9 Languages

In Year 9, students refine their linguistic skills in **French, Japanese, Spanish, or Mandarin**, focusing on fluency and accuracy in communication. They engage in more complex conversations, extended writing tasks, and real-world applications of their language learning. Cultural studies continue to be an integral part of the curriculum, helping students understand the significance of language in global contexts.

At **Melba Copland Secondary School**, the Languages program fosters a passion for communication and cultural understanding. Whether studying **French, Japanese, Spanish, or Mandarin**, students develop lifelong skills that enhance their global awareness and future opportunities. The study of languages supports literacy, problem-solving, and cognitive flexibility, providing a strong foundation for further education and international engagement.

Arts

The **Arts curriculum at Melba Copland Secondary School** for Years 7 to 9 offers students a creative and dynamic learning environment where they can explore various artistic disciplines, including Drama, Music, Visual Art, Media, and Dance. Through a combination of practical and theoretical study, the Arts program encourages self-expression, creativity, and critical thinking, enabling students to develop artistic skills and an appreciation for the arts in society.

Year 7 Arts

In Year 7, students are introduced to the foundational concepts of the arts through exploration and experimentation in Drama, Music, Visual Art, Media, and Dance. In **Drama**, students develop their performance skills, exploring character, voice, and movement in structured improvisations and scripted performances. **Music** focuses on developing students' musicality, including rhythm, melody, and basic music theory, with opportunities for practical music-making. **Visual Art** allows students to experiment with different media and techniques, fostering creativity and artistic expression. In **Media**, students examine how media shapes society and engage in simple video and digital production tasks. **Dance** provides an introduction to basic movement and choreography, exploring various dance styles and forms.

Year 8 Arts

Year 8 students continue to refine their artistic skills and deepen their understanding of the arts. In **Drama**, students enhance their performance abilities through more structured scenes and character work, learning about stagecraft and direction. **Music** focuses on performance and composition, allowing students to create and perform their own music. In **Visual Art**, students refine their skills in drawing, painting, and sculpture, exploring different art movements and techniques. **Media** continues to explore the role of media in society, with students producing short film and digital media projects. In **Dance**, students expand their understanding of movement, exploring choreography and performance in a variety of dance styles.

Year 9 Arts

In Year 9, students have the opportunity to further develop their skills and specialise in the arts areas they are most passionate about. **Drama** involves more complex performance work, including the exploration of genres, performance styles, and production techniques. **Music** allows students to engage in more advanced composition and performance, with a focus on group work and public performance opportunities. **Visual Art** provides students with the chance to explore more advanced techniques and concepts, encouraging personal expression and creative problem-solving. **Media** includes the production of more sophisticated media projects, such as short films, advertisements, or digital art. In **Dance**, students continue to refine their technical skills and choreograph their own performances, exploring diverse dance styles and techniques.

At **Melba Copland Secondary School**, the Arts program encourages students to engage with the world around them, developing both technical skills and critical thinking. Through hands-on experiences and creative expression, students gain confidence in their artistic abilities and develop an appreciation for the role of the arts in society. The program fosters teamwork, collaboration, and communication, providing students with the tools they need to thrive in both the creative industries and beyond.

Technology

The **Technology curriculum at Melba Copland Secondary School** for Years 7 to 9 offers students hands-on learning experiences that foster creativity, problem-solving, and technical skills. The program provides opportunities for students to explore various fields, including **Woodwork, Industrial Design (Metal and Woodwork), Food Technology, IT, STEM,** and **F1 in Schools**, preparing them for future studies and careers in design, engineering, and technology-related fields.

Year 7 Technology

In Year 7, students engage in **Woodwork, IT, and Food Technology**. **Woodwork** introduces students to fundamental carpentry skills, including the safe use of tools and materials to design and construct simple wooden projects. In **IT**, students explore digital technologies, developing basic programming and problem-solving skills. **Food Technology** introduces food preparation, safety, and nutrition, encouraging students to develop essential cooking skills while understanding the importance of healthy eating.

Year 8 Technology

Year 8 students build on their prior knowledge and can study **IT, STEM, Food Technology, and Industrial Design (Metal and Woodwork)**. **IT** extends students' understanding of digital technologies, programming, and problem-solving. **STEM** challenges students to apply science, technology, engineering, and mathematics to real-world scenarios, encouraging innovation and design thinking. **Food Technology** continues to develop students' culinary skills, focusing on nutrition and sustainability. **Industrial Design** introduces **Metal Work and Woodwork**, where students refine their craftsmanship by designing and creating functional projects using various materials, tools, and techniques.

Year 9 Technology

In Year 9, students further develop their technical and problem-solving skills through **F1 in Schools, Food Technology, and Industrial Design (Metal and Woodwork)**. **F1 in Schools** is an exciting program where students design, build, and race miniature cars, integrating principles of aerodynamics, engineering, and teamwork in a competitive setting. **Food Technology** focuses on advanced food preparation techniques, food science, and industry-related skills. **Industrial Design (Metal and Woodwork)** allows students to undertake more complex design and construction projects, applying advanced techniques to create high-quality products.

At **Melba Copland Secondary School**, the Technology program equips students with practical skills and knowledge essential for navigating an increasingly technology-driven world. Through hands-on projects in **Woodwork, Industrial Design, Food Technology, IT, STEM, and F1 in Schools**, students develop creativity, teamwork, and problem-solving abilities, preparing them for further education and future careers in a range of industries.

Languages and Elective (Art and Technology) structure

The Years 7–9 Curriculum at Melba Copland Secondary School is designed to give students a broad foundation in Languages, The Arts, and Technology, allowing them to explore different subjects before focusing on their interests. The program follows a progressive learning pathway, where students start with a variety of subjects in Year 7, engage in deeper learning in Year 8, and specialise in Year 9. This structure helps students build their skills, discover their strengths, and develop their passions as they prepare for future studies.

Year 7, 8 & 9 – Languages

Languages are a core part of the curriculum in Years 7 and 8, with students studying one of French, Japanese, Spanish, or Mandarin. Learning a language improves communication skills, cultural awareness, and problem-solving abilities, preparing students for a globalised world. Through interactive activities, students develop confidence in speaking, listening, reading, and writing while exploring cultural traditions and global perspectives.

In **Year 9**, Languages become **optional**, but students still can select a language as one of their **two elective lines**. This allows them to continue developing their language skills, deepening their understanding, and enhancing their ability to communicate in a global context.

Year 7 – Exploring The Arts and Technology

In **Year 7**, students are introduced to **two Arts subjects and two Technology subjects** as part of a **taster program**, with each subject studied for **one term**. This gives students hands-on experience across a variety of creative and technical fields, helping them develop foundational skills and an understanding of what they enjoy before making more focused choices in later years.

Year 8 – Building Knowledge and Skills

In **Year 8**, students select **one Arts subject and one Technology subject**, each studied for a **semester**. This allows them to explore their chosen subjects in greater depth, building on their experiences from **Year 7**. By spending more time developing their skills and applying new techniques, students gain a stronger understanding of the subjects they may wish to pursue in **Year 9 and beyond**.

Year 9 – Specialising in an Elective

By **Year 9**, students are ready to focus on an area of interest by selecting **two electives from The Arts or Technology**, which they study for the **entire school year**. This extended learning experience enables them to refine their skills, take on more challenging projects, and prepare for further studies in **Year 10 and senior school**.

At **Melba Copland Secondary School**, this **step-by-step approach** to learning ensures students have the chance to **explore, develop, and specialise** as they progress through Years 7–9. By experiencing a wide range of subjects early on, students gain the confidence to make informed choices about their future learning. This structure supports their personal growth, helps them discover their strengths, and allows them to develop the skills they need for success in senior studies and future career pathways.

Social and Emotional Learning (SEL)

Each student at MCSS is allocated to a SEL class which forms the basis of our pastoral care and social and emotional learning program. Social Emotional Learning is the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage their emotions, set and achieve positive goals, understand and show empathy for others, establish and maintain positive respectful relationships, and make responsible decisions. Research indicates that students receiving quality SEL instruction demonstrated:

- better academic performance: achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction;
- improved attitudes and behaviours: greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behaviour;
- fewer negative behaviours: decreased disruptive class behaviour, noncompliance, aggression, delinquent acts, and disciplinary referrals;
- reduced emotional distress: fewer reports of student depression, anxiety, stress, and social withdrawal.

Student progress in SEL is assessed against the Australian National Curriculum's personal and social capabilities.

Year 7 SEL

In Year 7, students develop essential skills to support their well-being and personal growth. In Term 1, they focus on building positive relationships and managing emotions by practicing self-control, kindness, and active listening to foster strong friendships and supportive communities. Term 2 emphasises effective communication, active listening, and conflict resolution, helping students develop a sense of belonging and a growth mindset to navigate challenges with resilience. In Term 3, students learn about resilience, mental health, and substance control, developing coping strategies, emotional well-being practices, and informed decision-making for a balanced and healthy life. Finally, in Term 4, they explore respectful family relationships, the changes of puberty, and the importance of a healthy lifestyle through proper nutrition, exercise, sleep, and hygiene, equipping them with the tools for confidence and overall well-being.

Year 8 SEL

In Year 8, students build essential skills for relationships, resilience, and well-being. In Term 1, they focus on recognising and maintaining healthy relationships, identifying positive and negative peer interactions, and setting healthy boundaries with confidence. Term 2 explores digital well-being, including online safety, digital footprints, social media awareness, and resilience. Students also learn to manage overthinking and develop healthy sleep habits. In Term 3, the focus shifts to self-care, asking for help, and fostering empathy, compassion, and generosity. Students also examine stereotypes and their impact on individuals and society. Finally, in Term 4, they explore positive psychology, the mind-body connection between physical and mental health, and the importance of consent in developing respectful and informed relationships.

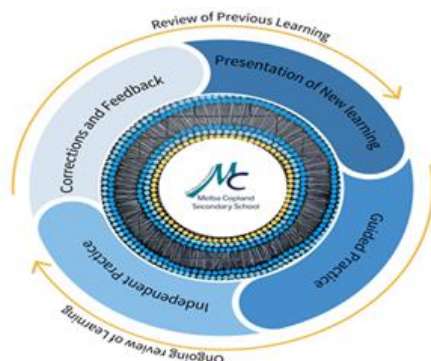
Year 9 SEL

The core focus for SEL in year 9 is preparing students to participate in Work Experience and build personal pathways as part of their transition to the college site. In term 1 they participate in lessons on goal setting, building emotional resilience and developing sustainable friendships. Across terms 2 and 3 students develop their work readiness in preparation for the opportunity to complete work experience in a field of interest. In term 4 the focus turns to respectful relationships.

For each year group these focuses are supported by a program of guest speakers, content through the online platform Wellio and targeted small group programs.

Explicit Instruction at Melba Copland

At Melba Copland Secondary School (MCSS), we use Explicit Instruction as a structured and effective approach to teaching and learning. This method ensures that students receive clear, direct, and guided instruction to help them manage cognitive load and develop essential knowledge and skills. By following a consistent pedagogical cycle, we support all students in achieving success across all learning areas.



Review of Previous Learning - Each lesson begins with a structured review of prior learning. This step helps students activate existing knowledge, reinforce key concepts, and make connections between past and new learning. This process strengthens long-term retention and prepares students for the next stage of learning.

Guided Practice - During guided practice, students work through structured activities with teacher support and scaffolding. Teachers use questioning, worked examples, and collaborative learning strategies to check for understanding and provide immediate feedback. This stage ensures students develop confidence and accuracy before moving into independent work.

Independent Practice - Once students demonstrate understanding, they transition to independent practice. Tasks are designed to reinforce learning and encourage students to apply new knowledge and skills with increasing confidence. Teachers monitor progress and provide additional support as needed.

Presentation of New Learning - Teachers use explicit modelling and clear explanations to introduce new concepts and skills. Content is broken down into manageable steps to reduce cognitive load and allow students to focus on essential ideas. Teachers provide worked examples, visual aids, and clear instructions to ensure students develop a strong foundational understanding.

Corrections and Feedback - At MCSS, feedback is a key component of Explicit Instruction. Teachers provide timely, specific, and constructive feedback to address misconceptions and support student progress. Corrections are used as learning opportunities, helping students refine their understanding and build resilience in their learning.

Ongoing Review of Learning - Regular review is embedded throughout the learning process to strengthen retention and mastery. This includes revision activities, quizzes, reflection tasks, and spaced practice strategies. By consistently revisiting key concepts, students develop deeper understanding and long-term knowledge retention.

At Melba Copland Secondary School, Explicit Instruction ensures that all students are supported in their learning journey. By breaking down complex information, providing structured guidance, and reinforcing learning through continuous review, we empower students to achieve academic success and develop essential lifelong learning skills.

Quest – Gifted and Talented Programs

The **QUEST Gifted and Talented Program** at Melba Copland Secondary School is designed to **identify, nurture, and extend** the abilities of high-achieving students. It provides opportunities for students to **develop their talents, challenge their thinking, and excel in their areas of strength**. The program offers specialised streams, including **QUEST Academic, QUEST Dance, and the Talented Athlete Academy (TAA)**, ensuring that students are supported in both **academic and extracurricular excellence**.

QUEST Academic

The **QUEST Academic Program** is tailored for highly motivated and **gifted students** in Years 7 to 9. It provides a **structured and enriched learning environment** that fosters **critical thinking, problem-solving, and academic extension**. The program encourages intellectual growth and a passion for learning, offering **challenging and engaging opportunities beyond the standard curriculum** to ensure students reach their full potential.

QUEST Dance

The **QUEST Dance Program** offers a **specialised and enriched experience** for gifted and talented young dancers. The program develops **technical ability, creative expression, and confidence** through **professional training, workshops, and performance opportunities**. Students refine their dance skills while deepening their understanding of choreography and the performing arts.

Talented Athlete Academy (TAA)

The **MCSS Talented Athlete Academy (TAA)** is designed to enhance the performance of **gifted and talented student-athletes** by **taking a holistic approach to athletic development**. The program recognises that sporting success requires more than just **skill development**—it also involves **nutrition, goal setting, motivation, recovery, leadership, injury prevention, rehabilitation, cross-training, and tactical strategies**.

The **TAA program** provides a **multi-faceted platform** where students can be **academically and practically engaged**. Throughout the academic year, students participate in a range of **targeted sessions** designed to **refine their abilities and prepare them for high-level competition**. The program supports student-athletes in **achieving their personal and competitive sporting goals while maintaining strong academic progress**.

Melba Copland Secondary School is committed to **fostering excellence** through the **QUEST Gifted and Talented Program**, ensuring that students have the opportunity to **thrive in academics, the arts, and sport** while developing the skills and confidence to achieve their full potential.

Learning Support

Students requiring learning support

MCSS offers a comprehensive, integrated support program for students with additional needs to enable equitable access and participation in our school. Our various programs are designed to meet the individual needs of learners and works actively to eliminate barriers to inclusion.

Small Group Programs

The Inclusion team supports programs on the High School Campus that provide **individualised educational programs** for students with mild to moderate intellectual disabilities. **Placement in these programs is determined by the ACT Student Disability Criteria**, ensuring that students receive the appropriate level of support in accordance with the **ACT Education Directorate’s Inclusion Policy**.

In line with **inclusive education principles**, students can access their core subjects—**Mathematics, English, Science, and Humanities and Social Sciences**—in smaller classes. These classes offer **individual and small group instruction** from a **specialist teacher** and a **Learning Support Assistant (LSA)**, ensuring that students receive a high level of **personalised learning and scaffolding**. Targeted support teachers design and implement **differentiated, scaffolded, and enriched programs** to meet the individual needs of students. This aligns with the **universal design for learning (UDL) approach**, recognising that all students learn differently and require flexible and **tailored learning experiences**.

To foster **inclusive participation**, students engage with **mainstream classes** for elective subjects, Physical Education, and an additional language. This approach reflects the **ACT Education Directorate’s commitment to inclusion** by ensuring that students with disabilities **participate in and contribute to the broader school community**. Furthermore, external agencies provide additional support, including access to **the school nurse, youth workers, and allied health professionals**, expanding opportunities for students in **health awareness, work readiness, and social skill development**.

Inclusion Support Program (ISP)

The **Inclusion Support Program (ISP)** provides additional support to students who meet eligibility criteria under the **ACT Student Disability Criteria and the Student-Centred Appraisal of Need (SCAN) process**. This support ensures that students with **disabilities, developmental disorders, medical conditions, or learning differences** can access education on the same basis as their peers.

Support within mainstream classrooms is **flexible and responsive**, delivered through:

- **In-class support from Learning Support Assistants (LSAs)** to facilitate engagement and learning.
- **Specialist tutorials** that provide targeted intervention based on student needs.
- **Teacher liaison and professional learning** to equip classroom teachers with inclusive teaching strategies.
- **Modified curriculum and assessment** to ensure accessibility and success.
- **Home-school liaison** to support student learning and well-being beyond the classroom.

By aligning with the **ACT Education Directorate’s Inclusion Policy**, Melba Copland Secondary School is committed to fostering a **learning environment that is equitable, accessible, and supportive** for all students. Our approach ensures that students receive **reasonable adjustments and personalised learning supports**, empowering them to achieve their full potential while being active and valued members of the school community.

Individual Learning Plans (ILP)

Students accessing a Disability Education program are required to have an Individual Learning Plan (ILP). The ILP identifies the personalised adjustments required for individual students 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.

Academic Support

Literacy Intervention at MCSS

Foundational literacy capabilities are essential for the achievement of learning outcomes across all high school learning areas. The development of reading and writing capabilities are not only important for the success of all Melba Copland Secondary School students within the classroom but provide them with lifelong benefits. Reading comprehension gives our students access to the world, writing provides them with agency and empowers them.

The Literacy Plan is designed to systematically develop students' literacy skills through a structured, data-driven approach. This aligns effectively with the Explicit Instruction Pedagogical Cycle, ensuring that all students receive clear, scaffolded, and targeted literacy support. The Literacy Plan aligns to the Australian Curriculum Version 9, the recommendations outlined in [The Literacy and Numeracy Education Expert Panel Report](#) (Strong Foundations), the [Future of Education Strategy](#) and the strategic priorities of the Education Directorate's [Strategic Plan: 2022-2025](#).

Our goal:

To create a systematic process that ensures every student is met at their point of need. Our aim is to equitably support every student to achieve their maximum learning gain. To achieve this, we will utilise a Response to Intervention (RTI) model.

RTI integrates assessment and intervention within a school-wide, multi-tiered system of supports (MTSS) to maximise student achievement. The integrated instruction model of MTSS uses collected data to assess student needs and provide them with interventions in appropriate tiers.

With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions based on a student's responsiveness.

RTI may be used as part of the determination process for identifying students with specific learning disabilities or other disabilities.

Universal (Tier 1)

Tier 1 is evidence-based practices, aligned with the Australian Curriculum Literacy Learning Progression. Differentiated instruction and scaffolding ensure that all students engage in guided literacy practice within their regular classrooms.

Our focus on Universal strategies will be developing consistent structures and supports that are used across all subjects working collaboratively to support literacy development. This includes support from the MCSS Library, and a continuum of skills taught through library lessons across academic years.

Assessment: Diagnostic, continuous progress monitoring (formative), and outcomes measures (summative).

Selected (Tier 2)

Tier 2 Literacy Intervention is targeted to identified students who receive additional structured literacy instruction to bridge skill gaps. Identification is through an array of data such as PAT, class assessment, executive and teacher recommendations to meet individual student literacy needs.

Literacy Intervention involves frequent supplementary instruction in targeted areas, to allow students to catch up to their peers and access the standard curriculum. Students in Tier 2 Literacy Intervention may require P Programs.

Assessment: Diagnostic, progress monitoring

MacqLit (Tier 2)

MacqLit is an explicit and systematic reading intervention program for small groups of low-progress readers. This intervention provides direct, systematic instruction to small groups of students needing additional support. Students in Tier 2 Literacy Intervention may require P Programs.

Assessment: Diagnostic, progress monitoring

Targeted (Tier 3)

At MCSS, Tier 3 literacy support is provided through the Disability Education Program (Small Group Program – Inclusion) and Wellbeing supports

Numeracy Intervention at MCSS

Foundational numeracy capabilities are essential for the achievement of learning outcomes across all high school learning areas. The development of numeracy skills is crucial not only for success in mathematics but for broader problem-solving and real-world applications. Strong numeracy empowers our students to interpret data, analyse problems, and make informed decisions, equipping them for success in both academic and everyday contexts.

The **Numeracy Plan** at MCSS systematically develops students' numeracy skills through a structured, data-driven approach, aligning with the **Explicit Instruction Pedagogical Cycle**. The plan ensures that all students receive clear, scaffolded, and targeted numeracy support.

This plan aligns with:

- **The Australian Curriculum Version 9**
- **The Strong Foundations** report from the Numeracy and Literacy Education Expert Panel
- **The Future of Education Strategy**
- **The Education Directorate's Strategic Plan: 2022-2025**

Our Goal:

To create a systematic approach that ensures every student's numeracy needs are met. Our aim is to equitably support every student to achieve their maximum learning gain. To achieve this, we will implement the **Quicksmart Program** as part of a structured intervention approach, focusing on developing numeracy skills at each level of need.

Quicksmart Program Overview:

The **Quicksmart Program** is an evidence-based intervention designed to provide targeted numeracy support, focusing on improving the fluency of fundamental numeracy skills. Quicksmart is aimed at students who are struggling with basic number facts and mathematical operations, ensuring that they can access more complex mathematical concepts as they progress.

The **Quicksmart Program** in our Numeracy Plan, provides focused, structured, and explicit numeracy instruction tailored to students at different tiers of need. The program operates across three tiers of intervention: Universal, Selected, and Targeted.

Tier 1: Universal Numeracy Strategies (Whole-Class Instruction)

Tier 1 focuses on evidence-based numeracy practices integrated into the general classroom environment. These practices aim to develop foundational numeracy skills that all students need for success across all subjects. Teachers will employ differentiated instruction and scaffolded support to ensure all students receive high-quality numeracy instruction.

Key Features of Tier 1:

- **Whole-Class Instruction:** All students engage in numeracy lessons aligned with the Australian Curriculum.
- **Differentiated Instruction:** Teachers provide varied support and resources to meet the diverse needs of students in the class.
- **Integrated Numeracy Skills:** Numeracy is reinforced across subjects, not just mathematics, ensuring students develop numeracy skills in a wide range of contexts.
- **Collaborative Teaching:** Teachers work together to incorporate numeracy into their subject areas, ensuring consistent numeracy development across the curriculum.

Assessment:

- **Diagnostic Assessments:** Pre-assessments to identify students' numeracy levels.
- **Formative Monitoring:** Ongoing assessments during lessons to track progress (quizzes, tasks, and group activities).
- **Summative Assessment:** End-of-term or year assessments to evaluate students' mastery of numeracy concepts.

Tier 2: Selected Numeracy Intervention (Quicksmart Program)

Tier 2 targets students who need additional support to close gaps in their numeracy knowledge. Students at this level receive structured support through the **Quicksmart Program**, which is specifically designed to improve fluency in basic number operations (e.g., addition, subtraction, multiplication, and division). These interventions are aimed at helping students catch up to their peers and better access the standard curriculum

Key Features of Tier 2:

- **Small Group Instruction:** Students work in small groups, allowing for more focused, personalized instruction.
- **Quicksmart Program:** A structured, systematic intervention designed to improve basic numeracy fluency, helping students strengthen their foundational number skills.
- **Frequent, Focused Practice:** Students engage in rapid, timed drills and activities designed to build their fluency in basic number facts.

Assessment:

- **Diagnostic:** Pre-assessments to identify gaps in specific numeracy skills.
- **Progress Monitoring:** Regular assessments to monitor students' progress within the Quicksmart Program.
- **Ongoing Feedback:** Teachers provide feedback based on students' performance, adjusting instruction as necessary.

Tier 3: Targeted Numeracy Intervention (Intensive Support)

Tier 3 provides the most intensive numeracy support for students who have not responded to the interventions in Tier 2. These students may need one-on-one support or participation in a small group setting with additional resources to target more specific gaps in their numeracy understanding. The **Disability Education Program (Inclusion)** and **Wellbeing Supports** provide the scaffolding needed for students to succeed in this tier.

Key Features of Tier 3:

- **Individualised Support:** Students receive one-on-one or small group instruction tailored to their specific numeracy challenges.
- **Collaborative Support:** Teachers and specialists work together to provide intensive interventions that meet the specific needs of students.
- **Personalised Learning Goals:** Students may have individualised learning goals and strategies developed to support their unique needs.

Assessment:

- **Diagnostic:** In-depth assessments to identify the core areas where students require additional support.
- **Progress Monitoring:** Ongoing tracking of individual student progress to assess the effectiveness of interventions.
- **Frequent Feedback and Adjustment:** Regular feedback from teachers, with adjustments to intervention strategies based on student performance.

Programs for Tier 2 & 3:

1. **Quicksmart Program:** The core intervention for Tier 2 students, focusing on improving basic numeracy skills such as number facts, operations, and problem-solving.
2. **Numeracy Recovery Program:** Additional support for students who require more focused attention on basic numeracy skills, potentially beyond the Quicksmart Program for continued improvement.
3. **Specialised Learning Support:** For students with significant learning challenges or disabilities, the **Disability Education Program** provides tailored interventions, and **Wellbeing Supports** address any social-emotional barriers to numeracy success.

Integration with the Wider School Community:

To reinforce numeracy across all areas of the curriculum, we will collaborate with other subject areas to incorporate numeracy skills in everyday contexts.

Additionally, close collaboration with the **Wellbeing team** ensures that students who face emotional or behavioural challenges are supported in their numeracy learning through tailored interventions.

The **Numeracy Plan** at MCSS ensures that all students receive the support they need to succeed in numeracy.

Extra-Curricular Activities

At **Melba Copland Secondary School (MCSS)**, students have the opportunity to participate in a **wide range of extracurricular activities and clubs** that complement their academic learning and allow them to explore their **interests, develop new skills, and build strong social connections**. These activities encourage students to engage in **sport, leadership, creativity, and community involvement**, enriching their overall school experience.

Students can join **sporting teams** that compete in **carnivals and competitions against other schools**, fostering teamwork, discipline, and a sense of achievement. Those interested in leadership can take on **roles within the school**, developing

skills in public speaking, event planning, and student advocacy.

A variety of clubs are available for students with different interests, including **STEM, Gardening, Graphic Design, and Writers' Club**. These clubs provide hands-on experiences, allowing students to develop their creativity, problem-solving abilities, and teamwork skills.

Extracurricular activities at MCSS provide students with a **dynamic, inclusive, and enriching environment** where they can **challenge themselves, build friendships, and develop lifelong skills**. We encourage all students to get involved and take advantage of the many opportunities available to them.

Enrolling in an ACT public school

Enrolling a student in an ACT public school. Applications can only be considered from ACT residents, and from NSW residents from the region surrounding the ACT who are eligible for NSW Pathway Schools.

If you are moving to the ACT or region in the future, you should submit an application when you have an ACT or region residential address. You will not be able to have an offer of enrolment confirmed if you cannot meet the proof of residence requirements.

The Education Directorate will only process applications that are from the ACT or the ACT region (NSW Pathways region). For more information on enrolling in an ACT public school, please visit the [Education Directorate website](#).

If you are a temporary resident, please contact the International Education Unit before commencing this form.

The enrolment process has three stages:

- You complete an application for enrolment (this form);
- Your application is processed, and an offer of enrolment is sent;
- You provide verification of information to the school, including proof of the student's residential address and original Birth Certificate or identity documents. This can be via email or in person.

Your Priority Enrolment Area school, (or, for NSW residents, your designated NSW Pathway School), is determined by your residential address. You provide this address in your enrolment application. To be accepted into a school your residential address must be able to be confirmed by the school. The onus of proof of residence rests with the parent or carer of the student.

Parents/carers should ensure accurate information is provided on this form. It is an offence under the Criminal Code 2002 to supply false or misleading information to the Territory or make a false or misleading statement to the Territory. If you apply to a school other than your Priority Enrolment Area school, you should be aware that the Education Directorate is unable to guarantee you will be offered a place at that school. Where your preferred school is unable to offer a place, your application will be forwarded to your Priority Enrolment Area School and you will receive an offer of a place at your Priority Enrolment Area school. For more information on enrolling in an ACT public school, please visit the [Education Directorate website](#).

<https://forms.act.gov.au/smartforms/servlet/SmartForm.html?formCode=1087> - enrolment form.



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