



# **Year 7 and 8 Handbook 2021**



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## **Principal's Message**

At Mirboo North Secondary College, we are striving to serve, and we continue to pride ourselves on being a College that displays genuine care for our students and their learning needs.

We aim to build strong and positive relationships between our students, our families and ourselves and see this as being very pivotal to every young person's success in education. We want our students to feel safe and develop a strong sense of belonging in their time at MNSC and our staff are always encouraged to be approachable to support in bringing this about.

Our Middle School consists of Year 7, 8 & 9 students and through our Student Representative Council (VOS) we are working to build opportunities for student voice to influence decision making across all areas of our college. Our Middle School and Wellbeing Teams continually promote health and well-being to our students and all students are actively encouraged to take advantage of any co-curricular activities such as Sport, Music, Landcare, Library, and Camps.

Our facilities are specifically designed to encourage collaborative and creative learning and our teaching staff in the Middle School are highly qualified educators who look to build strong links into our local and global community. We have a strong focus on developing transferable and critical thinking skills, as well as look to see that our teachers are providing clarity and offering meaningful feedback for our students that supports them with their growth in learning. Educational Support Staff also support our teachers in the Middle School so that we can fully cater for the interests and needs of all of our students.

In addition to our emphasis placed upon student academic learning growth, we recognise that young people need opportunity to grow in other areas, as well and it is why our College also offers a range of extra-curricular activities.

We believe that we offer a first class education for students of all ability levels and with our students in the Middle School having access to the very latest in Information and Communication Technologies to enhance their learning. We are confident they are developing skills that will hold them in good stead for becoming an active and responsible citizen for the 21st-century workplace in their years beyond their time at MNSC.

**Brad Hutchinson**

# The Organisation of Mirboo North Secondary College

Principal	Brad Hutchinson
Assistant Principal	Scott Moorhouse
T& L Leader: Curriculum	Nic Ryan
T&L Leader: Adult Learning & Student Transitions	Angela Fitzgerald
Learning Specialist: Literacy	Petra Hopkins
Learning Specialist: Student Voice & Agency	Rebecca Woodall
Middle School Manager Team Leader	Lisa Benn
Middle School Co-ordinator	Tom Holman
Middle School Co-ordinator	Clayton Cupples
Senior School Manager Team Leader	Marina Bruzzese
Senior School Co-ordinator	Rose Hill
Senior School Co-ordinator	Allen Riseley
Careers & Pathways/VET/MIPS	Leah Underwood
Daily Org & Staff PD Co-ordinator	Caroline Tait
Integration & Special Needs Co-ordinator	Sue Klemke
T&L Faculty Leader: Art/Technology	Scott Callandar
T&L Faculty Leader: English/Hums	Rose Hill
T&L Faculty Leader: Health/Physical Education	Damian Burge
T&L Faculty Leader: Maths/Science	Chris Anders
VCAL Manager	Leah Underwood /Rebecca Woodall
Bands & Instrumental Music	Jacqueline Wheeler
Sports Co-ordinator	Clinton McCaughan
Bus Co-ordination	Michelle Cooper
College Librarian	Lesla Ford
Student Wellbeing Co-ordinator	Sandy Mullen
College Nurse	Suzie Jacobs
Business Manager	Anne Bone
College Administration	Julie Dalliston
College Administration	Neryl Hopcraft
College Administration	Emily Pickering
Information Technology Support	Ian Skillen
Information Technology Support	Chris Fox

# Assessment and Reporting Policy

Mirboo North Secondary College provides a range of informal and formal methods of feedback to assist students to monitor their progress and determine their levels of achievement. Informal feedback is usually given directly to the student in class to provide advice and support about specific aspects of classwork, assessment items or new concepts.

Student reports provide a permanent record of the student's progress or achievements. In addition, parent teacher interviews provide an opportunity for discussion with students and parents/carers in a formal scheduled interview.

## Report Formats:

1. Learning Habit Reports  
Provide feedback to students and parents about the student's approach to their learning. Notes on how to interpret learning habits are accessible through Compass.
2. Learning Task Feedback  
Provides feedback on the level of achievement by the student on specific assessment items such as: Tests, Essays, Assignments and Portfolios. Additional advice to students on areas to improve or methods to employ to improve the student's results is also included. Results and feedback are published on Compass and visible to parents and students after the assessment of each learning task. This is found under the learning task tab for that subject in Compass.
3. Student/Parent/Teacher Interviews  
An opportunity for students and parents to discuss the student's approach to learning, levels of achievement and progress. These are held at the end of term 1 and 3.
4. End of Semester Reports  
A summative report that covers the entire semester's work. Years 7-10 include Victorian Curriculum levels and percentage scores on assessment tasks completed for each subject. Year 11 & 12 reports give an S or N in VCE outcomes and an overall subject result.

Time line	
Learning Habit Reports	3 per Semester
Learning Task Feedback	Minimum of 2 per Semester (Published on completion of assessment)
Student/Parent/Teacher Interviews	End of Term 1 & 3
End of Semester Reports	End of Terms 2 & 4

# Curriculum Support

Mirboo North Secondary College is passionate about ensuring that all students fulfil their potential. The college provides a safe supportive environment built on respectful relationships between staff and students to provide a solid platform on which all students can and do learn.

## Differentiated Curriculum

With a specific emphasis on developing high-level literacy skills, the curriculum at Mirboo North SC undertakes continuous review and updating to ensure that we best develop the skills and knowledge required for success in post compulsory schooling. Students are given many opportunities to complete open-ended learning enquiries where they are challenged and encouraged to extend themselves while working at a level appropriate to their ability.

## Support in Literacy and Numeracy

Students with significant literacy and numeracy needs have additional support provided via participation in the Middle Years Literacy and Numeracy Support (MYLNS) program. Within this program, an experienced teacher is able to provide one on one support to these students to address the gaps in their knowledge. The aim is to ensure the development of literacy and numeracy skills required for future work and study.

## Supporting Student Progress

Despite the best efforts of teachers in 2020 remote learning, some students made less progress in their learning than would be expected in the usual classroom-teaching program. The Tutor Learning Initiative has been designed to support students whose learning has been disrupted through remote and flexible learning in 2020. Trained tutors will work with identified students to support them to address gaps in their learning. This is likely to include students at all ability and achievement levels.

## Challenge and Enrichment

MNSC is piloting a strategy to extend and support highly capable students. Identified students will be matched to appropriate challenge and enrichment activities and encouraged to pursue academic and other interests. Additionally, some students will be selected to participate in the Victorian High Ability Program. This is an initiative the Department of Education has funded, where selected year 7 or 8 students undertake a weekly extension program with Virtual Schools Victoria in Mathematics & or English.

## **Voice of Students**

VOS (Voice of Students) as the name suggests, is a team that consists of 2 representatives from each year level as well as the Middle and Senior School student leaders and our student representatives on School Council. The process to obtain captaincy and become a VOS representative is through an interview process.

VOS meets fortnightly throughout the school year. Students choose focus areas that they feel are important and in the interest of students. These focus areas will be the basis of small working groups. For example, the Respectful Relationships team who meet regularly with the staff Respectful Relationships team to plan awareness days and programs within the College.

VOS will deliver assemblies throughout the year and special events such as out of uniform days. The students will attend a Leadership camp during first term to strengthen the leadership skills of each member.

## **The Wellbeing Team**

Our Mirboo North Secondary College Wellbeing Team is a new initiative for 2021. We have partnered with a number of specialised organisations and professional services to support our students and encourage them to develop to their full potential.

Our aim is to provide a safe, nurturing and caring environment and we are available to support individual student's needs. Our team has experience in working within schools and outside the school system.

This allows a great framework and we endeavour to support your child throughout their secondary school experience.

Our School Nurse Suzie Jacobs works with the students to encourage good health. She regularly presents information sessions on identified topics of interest to support their physical, social and mental health.

We encourage families to contact our office should you have any wellbeing concerns about your child.

## **Bus Travel**

Students residing more than 4.8 km from school may be eligible for the School Bus Program. Applications for regular travel are to be submitted to the Bus Co-ordinator and will be assessed accordingly.

Requests for ad hoc travel may be approved on a bus service if the bus is not already at full capacity.

A note from the parent/guardian of the student seeking the travel is required prior to the day of travel and should be presented to the Bus Co-ordinator. A bus pass will then be issued to the student to present to the bus driver on the day of travel. This also applies to students who wish to change their bus arrangement on a particular day.

Please note:

(i) There is currently no ad hoc travel available on any of the three Boolarra buses.

(ii) Bus travel is a privilege and students are expected to respond to that privilege in a responsible way.

(iii) The Boolarra South bus departs early at 3.06.

## Bell Times

	Normal Day	Assembly 20 m prior to Lunch	Assembly 30m prior to recess Periods 1-6 5m shorter
	A	B	C
Open Doors/Collect Books	8:47	8:47	8:47
Period 1	8:55	8:55	8:55
Period 2	9:44	9:39	9:39
Assembly			10:23
Recess	10:33	10:23	10:53
End recess warning	11:00	10:50	11:20
Period 3	11:05	10:55	11:25
Period 4	11:54	11:39	12:09
Assembly		12:23	
Lunch	12:43	12:43	12:53
End lunch warning	1:28	1:28	1:38
Period 5	1:33	1:33	1:43
Period 6	2:22	2:22	2:27
<b>Early Bus departure:</b>	<b>3:06</b>		
End of day	3:11	3:11	3:11



## **Laptops**

Laptops purchased through our 3rd party supplier, Edunet are under a three-year warranty and repairs will be carried out at the college when required. The operating system and school software will be maintained and repaired by the school.

Laptops that are BYOD (Buy Your Own Device) are not covered by a warranty. It is expected that parents will source their own provider to repair a laptop. The operating system and software are the responsibility of the owner of the laptop.

## **Mobile phones**

As per the Department of Education Policy, students must put their mobile phone away on the first bell before they come into the college building and cannot access it until they leave the school building at the end of the day after the last bell.

If you need to contact your child/student during the day, contact the administration who will then contact your child.

## **Absences and Early Departure Procedures**

**Absences:** If a student is absent or late and signed in without a parent note, the parent will be sent an absence SMS at 9:30am.

**Early departures:** A student can leave school with parent permission (either a note from a parent signed by a coordinator or the parent is required to come into the school and sign out the student).

## **Year 7 Camp**

The Year 7 camp is an orientation camp held at Waratah Beach Camp, Waratah Bay. The camp is held at the start of the year for three days.

The objectives of the Year 7 Camp:

- To create an environment in which students have an opportunity to meet all other Year 7 students and develop new friendships.
- To provide opportunities in which teamwork and co-operation can be emphasised.
- To enable students to develop a bond with teachers with whom they will have regular contact throughout the year.
- To have fun and enjoy themselves.
- To have some new experiences.

## **Peer Support Program**

The Peer Support Program is designed to provide support for our young people entering Secondary School. It aims to develop self-esteem and confidence, and helps students develop friendships within their year level and with some older students at the school.

Year 10 students are selected to become Peer Support leaders and participate in a one day workshop, during which they gain an understanding of effective leadership skills. A group of approximately eight Year 7 students is allocated to each leader to work closely with during first term, providing support for the students and building friendships. The Peer Support leaders run a range of fun activities in this program, as well as discussing health related issues. A day at the year 7 camp is also included, during which the Peer Support leaders run beach activities.

## Year 7 Curriculum

The following subjects are studied in Year 7

Subjects	Periods per week
English	5
Mathematics	5
Humanities	3
Science	3
Language (German)	2
Digital Technologies	2
Physical Education and Health	4
Art (1 semester)	3
Music (1 semester)	3
Food Technology (1 semester)	3
Wood Technology (1 semester)	3

## Curriculum Descriptions

### English:

This unit aims to further develop students' competence in using written language for different purposes and audiences. The unit focuses on developing skills in the interrelated areas of reading, writing, speaking, and listening. Students will study a wide variety of literary forms including novels, plays, short stories, poetry and film.

### Maths:

Students participate in a variety of learning activities designed to broaden their knowledge of mathematics. In semester one the topics of number skills including, integers and decimals, and probability are the main areas of focus. Additionally, students complete regular online Maths Mate homework tasks (Squizya.com) and undertake numerous problem-solving activities.

### Humanities:

Year 7 Humanities covers the four areas within Humanities; History, Geography, Civics and Economics. Students look at the concepts of place and liveability as well as a unit on 'Water in the World'. The History focus is on the ancient world, with comparisons drawn to the modern world, particularly, the origins of democracy.

## **Science:**

Scientific literacy is important. Students are introduced to observation and experimental design through a year in which the main aims are to foster a curiosity and use of evidence to develop understandings. They explore the scientific process through investigations in chemistry, physics, biology and earth science. First-hand experience in practical investigations are a priority but learning occurs using diverse media – online, poster, discussion and problem solving.

## **Language (German)**

This unit introduces the German language and culture in a context relevant to students' own interests and experiences. Students learn the alphabet, numbers 0 to 100 and begin to learn how to have a basic conversation. This course is based on communicative activities.

## **Digital Technologies**

Digital Technology explores how digital systems and data are used within society. Students will gain skills in using technology to solve problems whilst taking into account issues such as privacy, security, sustainability as well as technical constraints. Students will have a knowledge of how networks function, how to use them collaboratively in a safe way and how to use, modify and develop programs.

## **Physical Education and Health**

Students will have the opportunity to develop, refine and test skills from the areas of athletics, hockey, volleyball and netball. Students will gain an understanding of the different components of fitness and evaluate their own fitness using a series of tests. Students take part in co-operative and competitive activities and adopt different roles in groups. Students learn to evaluate performance and consider ways of improving their own performances and that of others.

Health involves a range of health-based activities including a peer support program, which aims to support the students in the transition to secondary school. Students have completed a range of tasks in Health both at school and online. The topics covered have included respectful relationships, bullying, online safety and nutrition.

## **Art**

In Art, students will explore a variety of mediums and learn the different qualities and applications to create artworks such as paintings, drawings, prints and ceramic projects. Students will learn the art elements and principles through practical tasks and through the study of artists and art styles related to the projects they are making.

## **Music**

This unit develops student's appreciation of music through creative organisation (composition), performance, theory and listening. Students will be exposed to a wide range of musical styles through listening, analysis and relevant activities. It also aims to develop communication and co-operative skills through individual and group work.

## Food Technology

This unit introduces nutritional principles to assist students in making informed decisions about food selection. Students investigate, taste, evaluate and prepare a range of foods. They are given the opportunity to use a variety of cooking methods, whilst learning how to handle utensils and equipment safely.

## Wood Technology

This unit aims to develop the student's basic knowledge of, and skills in, the working of wood within a safe, co-operative workshop environment. Students undertake projects and assignments that introduce the basic techniques of working wood with hand tools and the impact of wood technology on society and the environment.

## Year 8 Curriculum

The following subjects are studied in Year 8

Subjects	Periods per week
English	5
Mathematics	5
Humanities	4
Science	3
Language (German)	2
Physical Education and Health	4
Media Arts (1 semester)	4
Visual Communication & Design (1 semester)	4
Soft Materials Technology (1 semester)	3
Hard Materials Technology (1 semester)	3

## Curriculum Descriptions

### English:

This unit aims to further develop students' competence in using written language for different purposes and audiences. The unit focuses on developing skills in the areas of reading, writing, speaking and listening. Students will study a wide variety of literary forms.

## **Maths:**

Students participate in a variety of learning activities designed to broaden their knowledge of mathematics. In semester one the topics of number skills including, integers, fractions, decimals, financial mathematics, statistics, and measurement are the main areas of focus. Additionally, students complete regular online Maths Mate homework tasks (Squizya.com) and undertake numerous problem-solving activities.

## **Humanities:**

Year 8 Humanities covers the four areas within Humanities; History, Geography, Economics and Civics. Students will study world geography and land formations as well as some business basics. The History focus is on the Middle Ages, including looking at the justice system and making comparisons to the Australian legal system. Students will also complete a unit on urbanisation, with an emphasis on sustainability.

## **Science:**

Scientific literacy is important. It develops through knowledge and experience. Students develop observational and experimental design and conduct skills through a year in which the main aims are to develop knowledge and use of evidence to solve problems develop understandings. They explore the scientific process through investigations in chemistry, physics and biology, taking reference to structure and function in the study of Body Systems. Linkage to current scientific developments are used to explore the use of science in society. First-hand experience in practical investigations are a priority and learning occurs using diverse media – online, poster, discussion and problem solving.

## **Language (German)**

This unit continues to introduce the German language and culture in a context relevant to students' own interests and experiences. Topics covered include themselves and animals. Students also begin to build on their grammatical understanding of the language. There is a big emphasis on communicating in the German language.

## **Physical Education and Health**

Students will have the opportunity to further develop and refine skills from the areas of athletics, table tennis/badminton and football codes. Students will work co-operatively to develop team skills and strategies. They are also required to participate in a variety of roles involved in competition.

Students will develop an understanding that health encompasses physical, social and mental well-being. The effects of smoking and alcohol will be examined, with a particular focus on the effects of alcohol consumption on the adolescent brain. In a unit of work on sexuality, students gain a further understanding of the changes that occur during puberty and of sexual health. Sexual health includes the topics of conception, contraception, STIs, respectful relationships and the laws related to sexting and sexual relationships.

## **Media Arts**

Students will explore and express their ideas through developing media production skills using the technical and symbolic elements of images, sounds and text to represent a specific story, narrative or purpose. Students will analyse the use of these elements in media to create representations influenced by genre and the values and viewpoints of particular audiences. Students will present their media work(s) within different contexts for their chosen audiences, with consideration of ethical and regulatory issues.

## **Visual Communication & Design**

Students will learn the various drawing conventions, design elements and design principles by using a range of drawing media to create effective communications. Students will learn how to use the technical drawing equipment and will learn the design thinking process to create their own visualisations when responding to the various topics and design briefs. Students will also evaluate how they and others are affected and influenced by visual communications from different cultures, times and places.

## **Soft Materials Technology**

Students will engage in the design process by using fabric to investigate a range of options to meet the needs of a design brief. Students will learn to generate and develop ideas by trialling different techniques and technologies, including dyeing fabrics, use of the sewing machine and learning hand stitching techniques, other textile hand skills such as macramé and knitting and the exploration of printing techniques. Associated with each of these techniques the students will learn the correct safety procedures. Students will refine and evaluate their projects and make design refinements through feedback before the final design is created. Students will research and learn about the source of the fabrics they will be using and how to care for them.

## **Hard Materials Technology**

Students will engage in the design process by using glass and lead to meet the needs of a design brief. Students will learn to explore and test materials, and create various drawings to investigate different design options to meet the needs of a client. Students will learn the tools and techniques associated with leadlighting and the safety procedures. Students will refine and evaluate their projects through feedback before the final design is created. Research will also be undertaken to study the history of leadlighting over the centuries and its many purposes, functional and non-functional.