Year 7
Being the Director of Your Own Dreams

Year 8
Create the Footprints You Wish To Follow

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Middle Schooling Principles

As adolescents are in their formative years (11-15 years of age), middle schooling pedagogy aims to enhance this time period for optimal learning. The processes utilised by the College ensure all Year 7-9 students are provided with access to high quality schooling, developing successful lifelong learners, confident and creative, active and informed community members with a sense of self-worth, self-awareness and a strong personal identity.

Inclusivity

Middle schooling philosophy is schooling that is appropriate to adolescents’ developmental and educational needs and characteristics, whilst still ensuring students are nurtured in the tradition of the Sisters of Charity. They are to be principled young women, with a passion for life, a commitment to justice and the courage to live out the teachings of Jesus. (MSM Philosophy and Practice 2013).

Adolescent wellbeing and academic achievement are strongly linked. The College encourages parental/family involvement in the learning process within the school community and in the home, ensuring high educational outcomes for students, within a safe and happy learning environment.

Equity

MSM provides the foundation for 21st Century skills in critical and creative thinking, problem-solving and communicating, ensuring appropriate learning as students transition towards adulthood.

MSM, through the College's mission in the tradition of the Sisters of Charity, aims to develop students who relate well to others, and are engaged in nurturing and maintaining healthy/supportive relationships within the school and wider community. Students are encouraged to look for opportunities to work for the betterment of others, and the stewardship of the natural and social environments. Our graduates are encouraged to be women of:

- Conscience
- Compassion
- Commitment
- Competence
- Confidence

Student-centred

Learning opportunities provided will allow students to explore their individual creativity, within a culture of excellence, encouraging students to aim for personal excellence in their educational outcomes.

MSM provides opportunities for students to become discerning participants in their own learning, being discriminatory observers of their own progress, searching for improvement whenever possible, and continuously being inspired to participate in this learning process.

Practices at Year 7 level are for the facilitation of the transition of the adolescent from primary to secondary schooling, with the intention of developing an independent and autonomous learner.
The Journey for 2015
Identify key processes such as:

Year 8 Sample Study Planner 2015

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LEARNING TO LEARN AT MSM

Understanding the workings of the brain, growth mindset and the impact on learning

Recognising and engaging with Descriptive texts/Perceptive texts

Note-taking effectively using graphic organisers

Summarising effectively using graphic organisers

Learning to navigate Read & Write 10 Gold (text to speech tool, study tool, and vocabulary list generator)

Developing specific skills sets to navigate subject specific Learning Tasks
“MINDFUL LEARNING”
ARTICLE BY ANDREW FULLER
DOWNLOAD LINK - http://www.msm.qld.edu.au/?attachment_id=3645

MINDFULNESS  ACHIEVEMENT

PARENT SUPPORT

POS-Ed
purpose optimism strategy

**FIXED MINDSET**
Believes talent is inborn
Desires to be seen as perfect, and talented, so …

- She avoids challenge
- Gives up easily
- Sees effort as temporary
- Gets frustrated/ignores feedback or criticism
- Feels threatened by others’ success

**GROWTH MINDSET**
Believes ability can be developed
Ultimate desire is to learn and improve, so …

- She embraces challenge
- Pushes through setbacks
- Believes her effort is most important
- Uses feedback and criticism as a way to improve
- Is inspired by and learns from others’ success
Learning Tasks explained:

Learning tasks are the curriculum tasks used to ascertain the student’s level of understanding at a particular point in time. Learning Tasks may be presented in the following manner:

- In class tests
- Scientific reports
- Assignments/Investigations (completed in class time)
- Quizzes
- Multi-modal presentations
- Practical performances
- Other formats decided upon by the Curriculum Leaders

Learning Tasks may be assessed in the following manner:

- Allocated a specific grade: A-E
- Competency based: Achieved/not yet achieved

Our Year 7 and Year 8 students have been asked to look at their Term 1 results as a starting point regarding their learning outcomes. From this point, they will set goals for themselves to improve from their Term 1 results. Goals should be set in the form of SMART goals (specific, manageable, achievable, realistic/relevant and time-based). Students will be reviewing the SMART goal approach through Learning To Learning in Term 2, ensuring the goals they set for themselves match the SMART goal criteria. We encourage the family to continue conversations with the girls regarding their set goals and how the family is able to further support the girls in attaining their goals. Through the engagement of this process, students are putting into practice the 16 Habits of Mind alongside the implementation of a Growth Mindset.

Learning Tasks Calendar

The dates for Learning Tasks (assessment items) are placed each term onto the College calendar for both parents and students to view at any time. The specific dates for each student are made available to them through their own Student Café lounge. Students can access their Student Café by clicking on the following link:

https://tass.msm.qld.edu.au/studentcafe/

Please do not hesitate to contact Mrs Sissi Lilley should you have any questions/concerns regarding any of the due dates for the various Learning Tasks.
Middle School Assessment - Years 7, 8 & 9

NON-Submission of Assessment Procedures/Consequences

**Draft-Assignment Procedure**
- Failure to hand in an appropriate **draft** when due, teacher to communicate non-submission to parent
- Parents to communicate with respective Curriculum Leader (CL) on due date to negotiate a new draft due date
- Draft must be handed in but no feedback is given for Year 9. Year 7 & 8 feedback is given but to be verbal
- Draft is retained by teacher as evidence of work completed to date

**Final Copy-Assignment Procedure**
- Failure to hand in **assignment** when due
- Communication with parents
- Afternoon detention until satisfactory completion. If completed student to spend time in reflective practice
- This final copy is marked to determine result for that item

Draft Assignments, Final Assignments and Exams/Orals Procedures to follow due to illness

**Assignment Submission Process:**
- Short term illness - parent to contact subject teacher on due date. Long term illness - parent to contact Program Leader-MS and respective Curriculum Leader (CL)
- Work must be submitted electronically **when it is due.**
- Hard copy of work (If requirement was hard copy) must be submitted to the class teacher with a parent note by 9 am on the next day that the student is at school
- If above steps are not followed, consequences for non-submission of an assignment will be followed.

**Examination/Oral Process:**
- Inability to attend examination/oral due to illness
- A parent must contact the subject teacher on set date (Year 7 - 9) to advise of the absence
- Parent note required (Year 7 - 9)
- CL will arrange a catch-up exam/oral
Students in both Year 7 and Year 9 have been preparing for NAPLAN through their general curriculum studies throughout the year, and for the last year and a half in the case of the Year 9 students. They are to treat NAPLAN as another means of assessing where they are at in terms of their learning skills/processes. Students will be guided through the process of delivery of the tests, ensuring a calm, prepared and organised manner is implemented by all. Parents will receive formal notification from the College regarding NAPLAN’s purpose and processes to be implemented across the three days of assessment.
Students developing into independent and resilient learners

Year 7 and Year 8 Learning Conference
Further support for the remainder of the year

At the Learning Conference earlier this term, students explored the fundamentals of successful note-taking and summarizing. This will be further developed through the Learning to Learn program and through the various subjects within the College curriculum, throughout the year.

Students gain access to Elevate Education support website through a unique username and password following their Elevate session. www.elevateeducation.com contains a range of resources students can access after the seminar. These include:

- A copy of Elevate’s best selling guide, Science of Student Success written by the company’s founder, Doug Barton. The book retails in bookstores for $20 but is FREE for Elevate clients. It is available to download in PDF mode under the tab ‘Books’
- A range of practice papers for each subject
- Video tutorials
- Tips from presenters all around Australia who have recently aced and faced their final years of high school
- Question forum that allows students to have support even after their Elevate session

To access the online website students can use the following username and password:

1. Go to elevateeducation.com
2. Type in password pacco
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<th>SUBJECT</th>
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For further information please contact:

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