



**Vermont Secondary College**  
**'Lift up thine eyes'**

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**INFORMATION  
BOOKLET FOR  
PROSPECTIVE  
STUDENTS**

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**Excellence \* Integrity \* Responsibility \* Respect \* Tolerance**

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## A MESSAGE FROM THE PRINCIPAL

***Vermont Secondary College places a strong emphasis on knowing our students and enriching their personal learning experiences. The College has a strong focus on the holistic development of individual students through involvement in a rich academic and co-curricular program. Learning is valued as a life-long process that fosters self-improvement and personal fulfillment.***

Each year over 90% of our Year 12 students are offered tertiary places, with a significant proportion gaining entry into university courses with high entry cut-off scores. The college prepares students for an increasingly diverse range of student career pathways and is a member of the Mullum VET cluster. Our college aims to prepare students for life in a global community where they are able to contribute as citizens, leaders and family members.

The College is proud of its proven record of academic achievement. The College is consistently ranked amongst the top state secondary colleges based on its VCE and NAPLAN test results. These results are above State and 'Like School' levels of performance.

In a caring, well-disciplined atmosphere, the college expects and achieves high standards in all aspects of student endeavour, behaviour and presentation. Our College values of Excellence, Integrity, Responsibility, Respect and Tolerance are consistently reinforced in student learning, teaching practice and school management.

The College makes a feature of encouraging, recognising and celebrating outstanding performance of students academically and in the areas of leadership and co-curricular participation. The College's comprehensive range of co-curricular activities, including our acclaimed instrumental music, choral and performing arts program supports the growth of students into confident, successful and contributing citizens. The College is a premier sporting school with many students competing at a local, state and national level.

Our transition program ensures that new students to the College feel welcome, comfortable and secure in a brand new, purpose built Year 7 Learning Centre. This combined with the Year 7 Integrated Studies program will contribute significantly to a smooth, safe transition to secondary school.

Vermont Secondary College views education as a partnership and values the support and participation of parents in a wide range of college activities and decision making groups. The educational needs of children are best served in an environment where parents feel part of the College community.

Vermont Secondary College is an excellent school with a strong tradition of achievement, innovation and community involvement.

A handwritten signature in black ink, appearing to read 'Tony Jacobs', written in a cursive style.

Tony Jacobs  
Principal



## VSC 2010 - A NEW BEGINNING

### RATIONALE FOR FUTURE DIRECTIONS

At Vermont Secondary College we are committed to providing our students with a learning environment that prepares them for the challenges of the 21<sup>st</sup> century. In light of this commitment and from the recommendations of the Negotiated School Review based on our School Self-Evaluation (2005-2007) we developed our Strategic Plan 2009 – 2012 (available on the college website).

Vermont Secondary College's future direction is underpinned by the college's Strategic Plan which will support our sense of Purpose, Vision and Values. All future planning and decision making will focus on two key improvement strategies:

- Improving the stimulating learning and teaching environment.
- Developing a holistic, comprehensive, systematic and integrated Years 7-12 student pathways and wellbeing program.

### PURPOSE

- To promote the achievement of excellence in a learning environment that is safe, caring and accepting of diversity.
- The college is committed to the development of lifelong learning skills that motivate and enable all students to achieve their individual goals and make a positive contribution to the global community.

The Strategic Plan sets the direction of the College for the next four years taking into account a dynamic and evolving development process that ensures our vision and values reflect and respond to our learning community.

### VERMONT'S VISION & VALUES

#### College Vision:

- Valuing all students
- Academic excellence
- Excellence in all College programs
- Teachers committed to personal and professional growth
- Strong community focus
- Individualised facilities to cater for innovation

#### College Values:

**Excellence** – In the achievement of individual and team goals (Do your very best)

**Integrity** - *Of individuals in their words, actions and relationships (Do the right thing)*

**Responsibility** - *For our words and action (Be in charge of yourself)*

**Respect** - *For self, others and property (Consider others)*

**Tolerance** - *Of diversity and individual differences (Understand and accept that people are different)*

## SO WHAT IS NEW IN 2010?

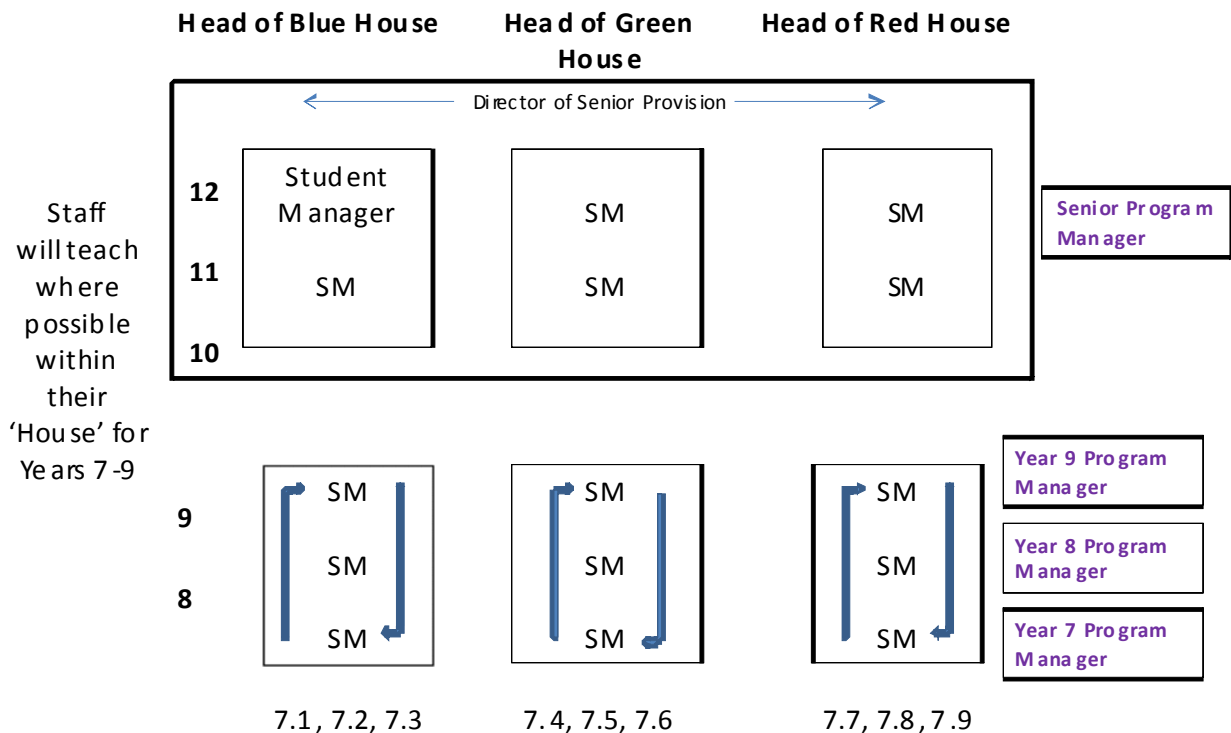
From the Strategic Plan there are four key elements that will be our main focus in 2010:

1. A vertical House structure for Years 7 to 12
2. A new Student Leadership model
3. A new Leadership (Leading Teacher) structure
4. The introduction of Year 7 LEEP – Learning Enrichment & Extension program

### 1. THE VERTICAL HOUSE STRUCTURE – A SNAPSHOT

- Student Managers will replace Year Level Coordinators. Previously, at Years 7, 8 & 9 we had two Year Level Coordinators with a student to teacher ratio of approximately 2:225 or 1:112. With three Student Managers at Years 7, 8 & 9, we will have a ratio of 1:75
- Program Managers at Years 7, 8, 9 & Senior School will take many of the administrative tasks away from the Student Managers and manage the programs at each year level (such as camps, wellbeing programs, etc).
- All student, family and class issues will be followed up by the relevant Student Manager.
- The Student Managers will move up through the year levels from Year 7 to 9 with their cohort.
- This rotation will allow the Student Managers time to develop closer relationships/links with the students & families.

### VSC Organisational House Model



- The Head of House will be oversee the house and be involved in student management (when appropriate), curriculum requirements and special programs for the house
- 2010 Program Managers are: Year 7 - Mary Zervos; Year 8 - Huong Le; Year 9 - Kylie Natoli. The Director of Senior Provision, Linda Cabble, will run the VCE & VCAA curriculum requirements and special programs for the Senior School with the Senior School Program Manager, Laura Gerbing
- Teaching staff will be assigned to teach in one house where possible. Over a period of time this will develop closer links in the classroom with the students & will develop greater continuity in curriculum knowledge and delivery.
- Siblings will be allocated to the same house, which over time will develop a sense of tradition among families. Through this process Student Managers and classroom teachers will be able to develop closer relationships/links with the students & families.
- Teachers and students will, over time, develop allegiance to a house and be an active supporter during a range of activities such as sports days, performing arts days and various other activities.

### VSC HOUSE STRUCTURE

<b>The Three Houses</b>	<b>Hotham House Blue</b>	<b>Macedon House Green</b>	<b>Stirling House Red</b>
<b>Heads of House (HoH)</b>	Greg Cowan	Darren Trippett	Kay Bird
<b>Assistant Principals supporting each House</b>	Harry Ruff	Joanna Alexander	Mike Stevens
<b>Senior Student Managers</b>	Alex Tiver	Karin Hubble	Nathan Bonney
	Lisa Lander	Renee Burley	Kerrie Shearer
<b>Year 9 Student Managers</b>	Seamus Billings 9.1, 9.2, 9.3	Karla Owen 9.4, 9.5, 9.6	Andrea Freeman 9.7, 9.8, 9.9
<b>Year 8 Student Managers</b>	Kerryn Lacey 8.1, 8.2, 8.3	Peter Henderson 8.4, 8.5, 8.6	Brigitte Ankenbrand 8.7, 8.8, 8.9
<b>Year 7 Student Managers</b>	Ashley Dunlop 7.1, 7.2, 7.3	Ines Lehmann 7.4, 7.5, 7.6	Rosemary Neilson 7.7, 7.8, 7.9

## 2. THE STUDENT LEADERSHIP MODEL

At Vermont Secondary College we value student voice and believe that through our new student leadership model and the opportunities it presents, we will empower our students and help them to develop a stronger sense of school connectedness.

- Along with our new vertical House structure there is a greater emphasis on Student Leadership. We congratulate the students who have been elected to the new Student Leadership positions.
- Early in 2010, one female & one male student from the six Year 12 House Captains will be elected the inaugural Vermont Secondary College School Captains for 2010. This will be done through discussion, written application and interview.
- The Student Leadership Team will work closely with the Heads of House and to a lesser extent the Principal class team and Student Managers. The roles will develop as the year progresses and throughout the year we will provide the students with a range of leadership opportunities and training

## 3. A NEW LEADERSHIP (LEADING TEACHER) STRUCTURE

Below is a table that shows the eleven Leading Teachers who will be critical in the implementation and success of the new the vertical house structure and all leadership initiatives.

Organisational Strand	Role	Leading Teacher
<b>Learning and Teaching</b>	Assistant Principal	Joanna Alexander
	Director of Senior Provision	Linda Cabble
	Learning & Teaching / e-Learning Leader	Stuart Johnstone
	Learning & Teaching / PD Leader	Ken Trollope
	Literacy Leader	Julie-Anne Sutton
	Numeracy Leader	Steve Francis
<b>Student Services</b>	Assistant Principal	Harry Ruff
	Head of Hotham - Blue House	Greg Cowan
	Head of Macedon - Green House	Darren Trippett
	Head of Stirling – Red House	Kay Bird
	Student Services Leader	Anne-Marie Fish
	Pathways & Transitions Leader	Rebecca Eames
<b>College Operations</b>	Assistant Principal	Mike Stevens
	Leader of Curriculum Operations (Timetable)	David Greenwell

This Leading Teacher Team, along with the four Principal class members, form the Strategic Planning Team (SPT). We meet on a regular basis to plan and discuss all key issues involving all aspects of the college program

## 4. YEAR 7 LEEP - LEARNING ENRICHMENT & EXTENSION PROGRAM

### **Vermont Secondary College LEEP - Our Philosophy**

- LEEP is designed to provide high achieving students with a learning environment that stimulates and encourages strong academic, social and emotional growth.
- Our program adheres to state curriculum guidelines, however all curriculum programs are specifically designed to encourage greater levels of student understanding and knowledge through a more challenging and intellectually stimulating learning environment.
- Emphasis is placed on higher order thinking, problem solving and the understanding of more abstract, complex concepts. LEEP provides an opportunity for students to become involved in a program where multiple learning preferences are addressed through the means of a technologically diverse Learning Community.
- Links with the school and wider community are developed as a means to reinforce important connections and applications for each student and their learning.
- The school community acknowledges the importance of providing a program that is both caring and supportive in structure.

### **What does the LEEP classroom look like?**

- Curriculum will be delivered in a variety of ways, ranging from the independent classroom focus towards fully integrated units of work.
- Students will be challenged and extended through self-directed learning projects with scope towards exploration and negotiation.
- Learning within this program will attempt to make authentic links within the local, regional and global community.
- Students will be exposed to a variety of learning technologies to enhance and compliment their learning.
- The LEEP classroom will be a vibrant and energetic environment where ideas will be valued, pre-conceptions will be challenged and rigorous debate encouraged.

### **'LEEP is not just about academic progress'**

- Teachers within this program will have a particular focus on the social and emotional well-being of each student, planning activities that acknowledge the needs of individuals.
- The LEEP class will be one of nine Year 7 classes in our House System. This structure enables a single Student Manager to develop an intimate knowledge of 75 students within their 'House'.
- We believe it is critical that every LEEP student develops a strong connection to the wider school community.

## **The LEEP structure**

- In 2011, there will one LEEP class at Year 7 (and the continuing LEEP class of 2010 in Year 8). These students have been selected via an entrance exam.
- In 2011, the following four subject areas will be a part of the LEEP program: Mathematics; Science, LOTE (German) and Integrated Studies (English, Commerce, History & Geography).
- Staff in these four subject areas have volunteered to be actively involved in the program and along with our Assistant Principal overseeing Learning & Teaching and Learning & Teaching Leaders will be developing the innovative LEEP curriculum program.
- Each year we will start a new LEEP class at Year 7 and so over three years there will be a LEEP class operating at Years 7, 8 & 9.
- With the new vertical structure each year we will select a different House for the LEEP class to be situated in and so again over the three years all Houses will have a LEEP class.
- The innovative LEEP curriculum will, over time, spread across the relevant year level.
- In Year 10, LEEP students will have greater access to Year 11 VCE subjects (possibly three). Once in Year 11 they will have greater access to completing more Year 12 VCE subjects (possibly two). In Year 12 we will be developing even greater links with the universities.

## **IN CONCLUSION**

2011 and beyond will be both exciting and challenging. The four key initiatives discussed are crucial to the further development of the college and will be complemented by the introduction of the International Students program and the completion of the Stage Two \$7.3 million rebuild in the 2010 year.

If you have any questions about future developments then feel free to contact a member of the Leadership Team.

I would like to thank the college community for their ongoing support and I look forward to the future development and growth of Vermont Secondary College.

Yours sincerely



Tony Jacobs  
Principal

# STUDENT CODE OF PRACTICE

The students at Vermont Secondary College are required to work within the provisions of the current Education Act and related regulations, DEECD and school policies. This code also acknowledges the Equal Opportunity Act (Vic) 1995 and the Racial and Religious Tolerance Act 2001, which supports racial and religious tolerance and prohibits vilification on the ground of race or religion. **In addition students are also expected to observe the following values and behaviours in their conduct:**

VALUES	BEHAVIOURS
<p><b>Excellence</b> In the achievement of individual and team goals.</p> <p><i>This means:</i> We have high but realistic expectations of everyone in this college.</p>	<ul style="list-style-type: none"> <li>➤ We consistently reinforce high expectations and the core values of the college</li> <li>➤ We consistently strive to achieve the best possible outcomes</li> <li>➤ We are open to innovative, engaging and challenging educational practices</li> <li>➤ We encourage leadership and initiative</li> <li>➤ We celebrate the efforts and successes of our peers and the college community</li> <li>➤ We celebrate our individual successes</li> <li>➤ We strive to develop an understanding of our strengths, learning styles &amp; capabilities</li> <li>➤ We support each other in the pursuit of excellence</li> </ul>
<p><b>Integrity</b> Of individuals in their words, actions and relationships.</p> <p><i>This means:</i> We are true to ourselves and others.</p>	<ul style="list-style-type: none"> <li>➤ We stand up for what we believe in, in a fair and open manner</li> <li>➤ We encourage and demonstrate honesty</li> <li>➤ We are sincere in our words and actions</li> <li>➤ We act at all times in an ethical manner</li> <li>➤ We are positive and constructive in our dealings with other people</li> </ul>
<p><b>Respect</b> For self, others and property.</p> <p><i>This means:</i> We appreciate the worth and sanctity of self, others and property.</p>	<ul style="list-style-type: none"> <li>➤ We treat all people with respect and acknowledge their right to express differing views</li> <li>➤ We are sensitive to the impact of our words and actions on others</li> <li>➤ We show consideration for the feelings of others</li> <li>➤ We respect the property of others including all college facilities</li> <li>➤ We acknowledge and appreciate individual differences, strengths and skills</li> <li>➤ We act with discretion and tact in our interpersonal relations</li> <li>➤ We treat all members of our college community equitably, justly and courteously</li> <li>➤ We value the role of others in our college, and the wider community</li> </ul>
<p><b>Tolerance</b> Of diversity and individual differences.</p> <p><i>This means:</i> We are accepting of individual and cultural differences and the diversity of our community.</p>	<ul style="list-style-type: none"> <li>➤ We treat all people equally</li> <li>➤ We challenge intolerance</li> <li>➤ We are positive role models for our peers in exemplifying tolerance</li> <li>➤ We are encouraging and supportive of all people in the achievement of their goals</li> <li>➤ We are accepting of individual differences in our college community</li> <li>➤ We ensure that our peers and staff are free from harassment</li> </ul>
<p><b>Responsibility</b> For our words and actions.</p> <p><i>This means:</i> We are accountable for our words and actions.</p>	<ul style="list-style-type: none"> <li>➤ We accept the consequences of our behaviour</li> <li>➤ We take responsibility for our personal development</li> <li>➤ We participate in, and contribute constructively to, decision making in our college</li> <li>➤ We share ideas</li> <li>➤ We are reflective on our thoughts and actions</li> <li>➤ We are committed to continual improvement of our knowledge and learning methods</li> <li>➤ We demonstrate resourcefulness and are prepared to take risks where appropriate</li> <li>➤ We are proactive and responsive to issues that require our consideration</li> <li>➤ We actively promote and apply safe work practices</li> </ul>

# YEAR 7 SCHOOL TRANSITION PROGRAM

At Vermont, the Year 7 Student Managers and all teaching staff are fully committed to ensuring the transition from primary to secondary school is a positive experience for students and parents.

We are conscious that many students are entering a Year 7 group that has the same total population as their primary school, and they may find it daunting in the initial stages. Accordingly, we take special care when placing students, and with the help of the Year 7 and particularly Integrated Studies teachers, they achieve a happy and smooth start to secondary school.

Integrated Studies is one of the most important elements of the Year 7 program at VSC. Students are allocated a class teacher who takes them for nine periods a week. This ensures they can identify with one teacher for a large part of their week. The subjects in Integrated Studies include English, History, Geography, I.T. and Economics. These subjects are integrated, not taught as separate disciplines, and they reflect the Victorian Essential Learning Standards (VELS).

This high amount of time with one teacher, often in the same room (they are regularly timetabled in the same room for I.S. and Maths) is given to ease the transition process for students. Over half of a Year 7's classes are held in the Year 7 Centre.

As well as the subject focus of I.S., there is considerable time given to the "Vermont Values" and the 'Safe at School' unit. This is a program that aims to motivate students to produce the best possible work they can, and focusing on working together to achieve better results. This program does not stop at the end of Year 7, rather it continues on for the whole of their schooling career.

To further assist in transition, there is a Year 7 area. This is a newly refurbished area with a designated room and separate locker bay for each form. There is a central learning area which is a flexible space with exemplary interactive technologies. The Year 7 area also consists of offices for the Year 7 Student managers and key Year 7 Staff, toilets and a play area for the exclusive use of Year 7 students. It is immediately adjacent to the new Resource centre and Flexible Learning Centre. Since this is an area only open to Year 7, it provides students with a safe place to interact and become familiar with the school, without being overwhelmed by the other year levels.

A Transition forum run by the Reach Youth Foundation and the transition camps are held for ALL Year 7 students early in Term 1; these programs enable students to develop friendships and interact with their Year 7 teachers, and other senior teachers, in a more open setting. Similarly, they are able to see the worth of the Vermont Values. These are further reinforced when the students come back to school.

A group of senior students are available for peer support, especially during the first part of the year, working in class with the students. (These are the same students that were involved on Orientation Day). Activities and homework support for Year 7s will be conducted by the Student Leaders who also attend the Year 7 camp.

The school has developed a wide range of support strategies that are designed to overcome any personal or social problems that may arise. The Year 7 Student Managers, Integrated Studies teachers, Student Well-being and Integration Coordinators and caring Year 7 staff are there to foster and encourage the Year 7 students, and students are more than welcome to talk to any of these staff members. The school welcomes and encourages parental involvement and early contact if problems do arise. An opportunity for parents to meet Year 7 staff and other parents occurs in Term 1 at the Year 7 Family Barbecue.

## TRANSITION TIMETABLE FOR PARENTS

- College tours commence late in Term One and continue until after Open Evening in May.
- In early Term 2 the Year 7 Transition Team (staff and students) visits the major feeder primary schools to explain the school program and to deal with any questions and concerns of prospective students.
- During Term 2 the Parent Information Evening is held in conjunction with the VSC Open Evening.
- During Term 3 Grade 6 students attend a performance of the College production.
- In Term 4, Year 5 students from our cluster schools attend the college for a curriculum activities day.

- The Student Well-being Co-ordinators, Literacy Co-ordinator and/or Integration Co-ordinator contact and/or visit the primary schools in November and discuss student progress with Grade 6 teachers and Co-ordinators. Student placement is also discussed with the Grade 6 teachers. Relevant information is then shared with all teaching staff.
- An Information Evening is held prior to the Orientation Day so that parents and students can be introduced to key personnel at VSC, find out about the curriculum and organisational structures of the school, and ask questions about school policies and procedures.
- In early December, Orientation Day is held. Students are placed in their forms and work with their Integrated Studies (English & Humanities) teachers. Students will bring their completed "Passport to Vermont Secondary College" and will be given a "How To Survive Year 7" handbook. Camp forms are also collected on this day. Current Year 7 form captains and selected senior students spend the day with the new students.

## APPLICATION PROCESS

DEECD/EMR application forms are distributed through primary schools early Term 2 and completed applications are returned to the primary school mid Term 2 (15<sup>th</sup> May 2009). These are then forwarded to the relevant 'first choice' secondary college. Students will be enrolled in the following priority order:

- Students for whom the college is the designated neighbourhood school - our college is your neighbourhood school if it is the nearest state government secondary college to your permanent residential address - 'as the crow flies'. (submit DEECD/EMR form only)
- Students with a sibling who will be concurrently attending the college and who resides at the same address. (submit DEECD/EMR and VSC forms)
- Students seeking enrolment on specific curriculum grounds. (submit DEECD/EMR and VSC forms)
- Students in order of closeness of their home to the school. (submit DEECD/EMR and VSC forms)

In a limited number of cases only, students may be enrolled on compassionate grounds where there are significant or individual circumstances. This is at the discretion of the college principal.

Students applying for our 'Learning Extension & Enrichment Program' (LEEP) must complete an additional application form – contact the college for more information.

All applicants from outside our neighbourhood must complete the separate 'VSC Consideration for Year 7 entry in 2011' form (available from the college).

Curriculum grounds are considered first and foremost. It is suggested that parents attach supporting information related to curriculum to their application. Only after those processed in terms of curriculum are considered, will those who have only listed distance from the school be considered.

Demand for entry to Vermont Secondary College is extremely high. If our college is listed as a second choice on the application form, communication will not occur until neighbourhood, sibling claims and first choice applications are processed. Those who will be offered a place at the college will be notified by their primary school late in Term 3, as well as those who were unsuccessful. These students will be considered for any vacancies that may arise prior to the end of the year.

**ALL YEAR 7 ENROLMENT INFORMATION & APPLICATIONS  
ARE HANDLED BY THE PRIMARY SCHOOLS**

# GENERAL INFORMATION

**ALL VISITORS TO THE COLLEGE MUST REPORT TO THE GENERAL OFFICE TO SIGN IN AND OBTAIN A VISITOR'S PASS.**

OFFICE HOURS: 8:00am to 4:30pm – Monday to Thursday, 8:00am to 4:00pm – Friday

## VSC STAFF

Teachers at Vermont Secondary College are committed to providing the best education for their students. Our desire as a group of professionals is to provide classrooms that: have a stimulating atmosphere; are thought provoking; and, importantly, are accepting and nurturing of all students. We believe this is so important that the professional development focus of the school is centred on improving a teacher's capacity to deliver a stimulating curriculum. One of the key strategies that we are employing is the creation of Professional Learning Partners. These partnerships allow teachers to explore, research and develop innovative teaching strategies. This reflects our school's commitment to ongoing learning. All staff, both teachers and support staff, are involved in this process, as part of the college's 'Performance and Development Culture'.

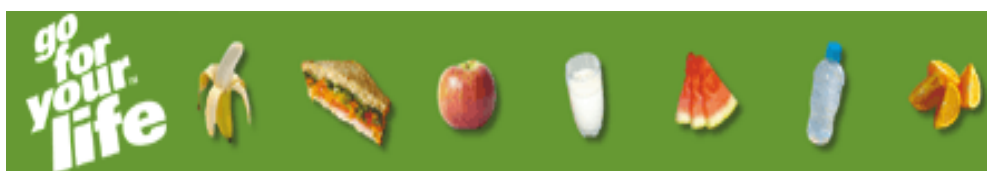
## COLLEGE UNIFORM

One of the conditions of enrolment at Vermont Secondary College is that all students must present neatly in full school uniform. The uniform must be worn to and from school. Clothing should be clearly marked with the owner's name. For students with pierced ears, plain gold or silver sleepers or studs only will be accepted. Excessive, blatantly obvious or perceived dangerous jewellery is not permitted. Obvious make-up and coloured nail polish should not be worn to school. Hair should be kept tidy and away from the face and should not be extreme in style or colour. Long hair should be tied back where appropriate for safety reasons. VCE students are given the option to wear a Year 12 Jacket. The college uniform policy is rigidly enforced across all year levels.

We are currently investigating more Sunsmart options.

## CANTEEN

Vermont Secondary College endorses and supports healthy eating practices and regards the health of students as a priority – we have applied the Healthy Eating guidelines for some years and have employed a chef to prepare fresh meals on site. This allows us to offer and promote a variety of nutritious foods and drinks at very reasonable prices, and thus encourages students to make healthy food choices. As the canteen is owned and run by the college, all profits are utilized by the college for improvements to the facilities, equipment and environment which students enjoy daily. Parent participation (mums, dads and grandparents!) is crucial. The Canteen is open **before school**, at **Recess** and **Lunchtime**.



## SICK BAY

Vermont Secondary College operates a Sick Bay staffed by two fully qualified First Aid Attendants. The First Aid Attendants are on duty between 8:30am and 3:30pm during school times. The First Aid attendants are also present at any 'all college' activity (i.e. athletics day, swimming sports, etc). They support college staff in implementing appropriate policies and procedures, and actively monitor and support students with a range of conditions, for example diabetes and anaphylaxis.

Students who are ill must report to the Sick Bay. Arrangements are then be made with parents depending upon the nature of the illness. Sick Bay is located opposite the General Office.

## **LIBRARY**

The Library Resource Centre continues to be one of VSC's major learning hubs; 2010 finds us enjoying our bright new premises. Central in our new building is the spectacular skylight which fills our fiction and study spaces with glorious natural light. Our opening hours are 8.30am until 4 pm each day, we continue to regularly provide services for over 2500 'students' each week. We now offer two research classrooms, fitted with desktop computers, as well as a private study room, fiction reading lounge and study centre. Our Year 7 and 8 students regularly utilise our ever growing book collection which features a broad range of fiction and non-fiction in contemporary and classic subject areas. In 2009 we circulated over 25,500 items. The Libraries catalogue is accessible via the College Moodle site or any computer. You simply select Library then Catalogue to gain access to our records.

All Year 7, 8 and 9 students are timetabled into our research area and participate in our wide reading and integrated studies programs. We provide our junior students with library orientation, research and study skills programs along with ICT and cyber safety units. All Year 7 and 8 students participate in the Victorian Premier's Reading Challenge. During 2009 our students read over 6500 books for the Challenge. Our ever expanding ICT resources are now regularly integrated into daily curriculum. Students have access to a full range of digital video and still cameras, scanners, mp3 players, recording microphones, card readers and multi-media projectors. We have a portable interactive whiteboard. The Library distributes our VSC student cards. Students are encouraged to keep cards with them at all times to access our colour photocopier and to borrow books or equipment.

As an integral part of Vermont Secondary College academic life the Library provides a diverse range of extra-curricular activities to enhance students' deep learning and knowledge base. These include Monday Study Club where the full range of library resources and Teacher Librarians are on hand to assist students with homework and assignments. Book club has been running successfully for over twenty years our Clubbers are involved in pod and vodcasting activities, literature discussions, student book selections, writing workshops, book buying, literary excursions such as trips to the Melbourne Writers Festival and College based online fiction competitions. In 2010 we are looking forward to a visit from leading Australian book illustrator/author Terry Denton. The library has also played host to other top Australian authors such as Archie Fusillo, John Marsden, David Metzenthen, Steven Herrick, Phillip Gwynne, Kirsty Murray and Brian Nankervis. We run regular lunchtime activities which promote Science, Numeracy, Literacy, Lote, quizzes, competitions and themed lunchtime films and documentaries.

## **STUDENT WELLBEING CO-ORDINATORS**

The Student Wellbeing Coordinators (SWCs) are members of the teaching staff who have undertaken extra training in the areas of wellbeing and welfare of students. At VSC we are fortunate to have regular contact with an educational psychologist, a social worker and a speech pathologist as part of the SWC Team, and we have excellent contacts with many community agencies that help families. Both parents and students are welcome to make contact with the SWC if there are any concerns related to either school or home, including extreme financial difficulties (e.g. acquiring books and uniform). Each year the Team offers interesting, interactive programs to enrich and support students to fulfil their potential. These programs are designed and implemented according to each year's needs and usually include the expertise of community agencies. If you have any exciting ideas or suggestions in this regard, please contact us.

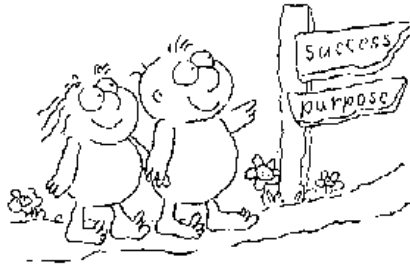
## **DISABILITIES AND IMPAIRMENTS PROGRAM**

The Integration Support Program (Disabilities and Impairments Program) provides a range of resources to students who have formally recognised or specific difficulties in performing in the mainstream classroom. Students who benefit from integration support can present with a range of difficulties including: language disorders, autism spectrum disorders, behavioural and psychological issues as well as physical disabilities. The program offers ongoing support to students by well informed and caring teaching and non teaching staff. Students also have access to additional assistance when appropriate, individual learning plans when necessary and ongoing communication between the school and the home.

Parents of children who are part of the Disabilities and Impairments Program at primary school are asked to make early contact with our Integration Support Co-ordinator.

## **STUDENTS FROM LANGUAGE BACKGROUNDS OTHER THAN ENGLISH**

Our College provides a very caring environment for students from language backgrounds other than English. The philosophy underpinning our English as a Second Language (ESL) policy is that it is essential that these learners feel they are valued members of the school community and that their language and cultural backgrounds are important. The ESL programme ranges from a team teaching approach within the mainstream classroom, to direct teaching by an ESL trained teacher and is a programme that targets the needs of individual students to assist them in the development of their English language skills.



## **STUDENT PATHWAYS**

At Vermont Secondary College quality careers guidance, counseling, and pathways planning are important elements in students' engagement and promoting lifelong learning. Pathways planning is organised through the Managed Individual pathways (MIPS) Scheme which offers all students from Year 9 to 12 individual assistance to develop pathways plans and programs. Year 9 and Year 10 students undertake Work Experience in the wider community. Careers education forms an important part of timetabled careers education programs from seven through to Year 12.

At Vermont, we have a well resourced, regularly updated and easily accessible careers centre which students & parents can use on a daily basis. The careers centre is run by the Director of Pathways and the Careers Support Staff who are available for individual student & family appointments. We offer programs that are challenging and stimulating to equip students with the tools to make a successful transition into each year level and beyond Secondary School. This is enhanced by Parent Information nights, industry liaison, community involvement and weekly school newsletter items.

## **STUDENT LEADERSHIP**

As a complement to the Student House Leaders, Vermont Secondary College offers a range of other leadership and social service opportunities for our students. These include the Leos Club (supported by the Lions Club of Vermont), a World vision group, and a Social Justice group.

## **YEAR 7 LEARNING EXTENSION AND ENRICHMENT PROGRAM (LEEP)**

This is a new, exciting program for Vermont Secondary College. We have a rich history of academic success which encourages and celebrates student's differing talents and abilities. Students have the opportunity to be a part of a select entry high achievers' class that will undertake a challenging academic program specifically designed to meet the needs of high achieving students.

This is not an acceleration program, rather it allows students to progress with their school age peers, whilst undertaking a challenging curriculum that enriches and extends them in a variety of areas, especially in Maths, Science and Integrated Studies (English/Geography/History/Economics).

Students in the Program join fully in the life of the college. They may be found together with other VSC students – playing in the school concert, competing in athletics, performing in the school production. The college offers rich music, arts and sporting programs and is also noted for its strength in English, Mathematics, Science and Languages.

The LEEP program will operate as one class of Year 7 students in 2010 that will continue into Year 8, then Year 9 in subsequent years, dependent on the student's continued high achieving academic performance. Students will follow the same core curriculum structure as all other students. In Year 10 students will have access to a wide range of VCE subjects and challenging electives.

Only students who are in Grade 6 can apply for the LEEP program and will be required to sit a general selection test held at the college. These results together with their Grade 5 semester 2 report and NAPLAN data will be considered. Students may be asked for further evidence to support their application.

## THE ARTS AT VERMONT SC

The Arts at Vermont provide students with a creative outlet and the ability to express themselves and their developing ideas. As a result a number of our students have taken up professional positions in the Arts.

In a world where employers are increasingly seeking people that are innovative, creative with the ability to problem solve and communicate effectively, the Arts has much to offer in schools.

Arts at Vermont spans across all forms: Visual, Performing and Materials Technology. Students in Visual Art experience ceramics, printmaking, sculpture, painting and drawing to name a few. Visual Communication and Design, Design Technology and Textiles present students with the opportunity to design and produce products of their own and explore the developmental process. These classes are all run in our new Arts wing, with purpose built classrooms for each subject that provide students with excellent facilities to create their works.

In previous years Vermont has had VCE students in 'Top Designs' (Materials Technology) and in 'Top Class' (Drama) and 'Top Arts' (Studio Art). These 'Top' events are a celebration of the highest achieving Arts students in the state (against private schools), to be precise the top 1-10 percent.

This year the Arts team has developed a number of new Arts options at Year Ten enabling students much greater variety and a more innovative curriculum. We hope that over the coming years students will embrace these changes and flourish as a result.

The Performing Arts options at Vermont are abundant. Drama and classroom music are offered to students from Yr 7-12 and Theatre Studies at Yr12, classes run in the college's purpose built Theatre/Music Centre. The college will soon be building a 'Multimedia Centre' that will also act as another performance space.

The college Production is an annual event that attracts up-to 100 students. The students are responsible for every aspect of the production from the band to backstage, lighting and sound. Double casting gives more students a chance at experiencing a larger role and an extended season of performances. Broadway musicals such as 'The Pajama Game', 'How to Succeed in Business without Really Trying' and 'Annie' have been very popular with the students and college community. Staff, students and parents come together to help build sets, make costumes and collectively work as a team to realise each year's show.

## INSTRUMENTAL MUSIC PROGRAM

Vermont Secondary College is fortunate to be able to offer tuition on a variety of band and orchestra instruments, guitar, singing and piano (beginners). VCE Music Performance Units 1, 2, 3 & 4 are offered for senior students. Students taking music lessons not only receive instruction on their chosen instruments, but also enjoy the benefits of participating in an organised music program including performance in musical groups such as the Concert Band, Stage Band and Choir.

All students taking music lessons at the college are required to sing or play in one of the college ensembles. These include the Junior Band (for beginning woodwind and brass students), Concert Band, Stage Band, String Orchestra, Flute Ensemble, Choir, Percussion Ensemble, and the Rock/Pop Workshop.

The cost of taking lessons at the school is substantially less than is usually experienced by students taking lessons privately. Students participating in the instrumental and vocal music program are asked to pay an Instrumental Music Fee plus a Music Support Group Levy, and to pay for music used in their lessons. There is an additional charge if the student hires an instrument from the school.

Lessons are given during normal school hours. This means that music students usually miss one regular class each week to attend lessons. The instrumental and vocal lessons are rotated to minimise the effect on class work. Most students find that they can cope with this adequately. Year 11 & 12 students have lessons during music periods, free periods, lunchtime or before school. Lessons are usually given in groups at the teacher's discretion.



## SPORT

The school operates a very active and wide ranging sports program, encompassing many different areas of expertise in both individual and team related pursuits. There is a wide variety of sporting activities in which the school is involved. Among them are Tennis, Soccer, Table Tennis, Football, Cricket, Netball, Basketball, Hockey, Cycling, Swimming, Diving, Cross Country Running and Athletics. These are organised between Houses and also on an inter-school level. Vermont Secondary College has performed exceptionally well over many years in sporting activities.

Involvement in the sports program helps to build friendships, improve personal fitness and self-esteem, and develops a positive ethos of both sportsmanship and college spirit. As over 50 members of staff are voluntarily involved in the program, staff/student relationships are also improved.

Sport is strongly encouraged in order for the following benefits to occur:

- Students have access to, and success in, sports activities both within the school and with other schools;
- Students are encouraged to attain a healthy body and good skill level in sporting activities;
- Students are encouraged to enjoy and appreciate the positive effects of physical activity;
- Students are encouraged to develop a strong sense of identity/worth through either individual prowess or the cohesion involved with being a team member;
- Students are encouraged to develop a strong collegiate identity and be proud of their and the college's achievements;

Our sport guidelines are:

- Mass participation in intra-school sport is actively encouraged at all year levels and is a cornerstone of the College Sport program;
- District Round Robin Sports days are conducted in Terms 1, 2 and 3 at the Senior, Intermediate, Year 7 and Year 8 levels;
- The sporting areas of Athletics, Cross-Country running and Swimming are competed in at intra-school level firstly, from which successful competitors are encouraged and coached through to progressively graded levels of inter-school competition which can culminate in the V.S.S.S.A. State Championships;
- Summer and Winter team sports and golf are undertaken at inter-school competition level, again with encouragement and coaching support up to V.S.S.S.A. State level, if successful;
- Vermont Secondary College also provides the opportunity for elite individuals and teams to compete in 'All Schools' competitions; we have experienced success over a number of years,
- We aim to incorporate physical & emotional development, positive interaction and teamwork, and of course enjoyment!

## INFORMATION & COMMUNICATION TECHNOLOGY

The college has an extensive computer network and supporting infrastructure, including six full class labs and numerous Learning Area based half-class labs – these labs are all fully air-conditioned. In addition, the Library has a class research lab with 26 machines, as well as 14 laptops available for student and class use. There are 11 'computer pods' adjacent to Learning Area specialist rooms. Numerous multi-media projectors and interactive whiteboards have been installed throughout the college to assist staff and students in the learning and teaching process. All computers are networked and connected to the internet, and all printers and photocopiers are similarly networked and available to both staff and students. All students are provided with a college account, including email. The college has established procedures in cost control and internet services. Other portable devices such as digital cameras, scanners and digital video recorders are available for borrowing from the library. The college sets clear expectations on appropriate use of this valuable resource, and is currently reviewing its Cyber-safety and Peripherals policies. VSC has its own Learning Management System called 'Moodle' which students can access from school or home via the internet. Staff and students also have access to our wireless connection throughout the college. Every computer in the college is replaced over a three year cycle to ensure our equipment is kept up-to-date. The college has a Learning Technology committee, which enjoys very active parent support.

In 2010, the college purchased the first batch of new notebooks – 66 for use in the library and Year 7 Centre. A further 150 are to be purchased over the year.

# IMPORTANT EVENTS -- 2010

## TERM 1

- ✘ School Photographs
- ✘ House Captains Selection
- ✘ School Captains Named
- ✘ Year 7 Transition Camps
- ✘ School Production auditions and rehearsal
- ✘ VSC Swimming Carnival
- ✘ District Swimming and Diving
- ✘ VSCCA Annual General Meetings
- ✘ VSC Athletics Carnival
- ✘ Year 7 Parent/Student/Teacher BBQ
- ✘ Round Robins Sports
- ✘ VSC Annual Community Reporting Meeting
- ✘ Interim Reports
- ✘ Year 9 PEP 1
- ✘ German Exchange Program to Australia
- ✘ School Tours – Tuesday, Wednesday, Thursday

## TERM 2

- ✘ District Athletics
- ✘ School Tours – Tuesday, Wednesday, Thursday
- ✘ Autumn Concert
- ✘ VSC Open Evening/Parent Information Evening
- ✘ Round Robin Sports
- ✘ VSC Cross-Country
- ✘ District Cross-Country
- ✘ School Production rehearsals
- ✘ VCE exams and GAT
- ✘ Year 10 Work Experience
- ✘ VCE reports distributed
- ✘ English Competition
- ✘ Report Writing Day
- ✘ Year 9 PEP 2 - Camp
- ✘ Student Progress Conferences
- ✘ VCE Social
- ✘ Semester 1 Working Bee

## TERM 3

- ✘ Semester 1 Reports distributed
- ✘ School Production performances
- ✘ Maths Competition
- ✘ Year 11 Ski Trip
- ✘ Round Robin Sports – table tennis, basketball, hockey
- ✘ German Exchange Program to Germany
- ✘ Ballarat music competitions
- ✘ Music trip to USA (biennial)
- ✘ Senior School Australian Tour
- ✘ Interim reports
- ✘ Student Progress Conferences
- ✘ Year 9 - 10 Pathways Expo
- ✘ Year 9 PEP 3

## TERM 4

- ✘ Semester 2 Working Bee
- ✘ Spring Concert
- ✘ Year 8 camps
- ✘ Year 12 Valedictory dinner
- ✘ VCE exams
- ✘ Music faculty banquet
- ✘ Wollangarra hike
- ✘ Great Victorian bike ride
- ✘ Year 7 Information Evening
- ✘ Orientation Day
- ✘ Second hand book & uniform sale
- ✘ End-of-Year Program
- ✘ Presentation Assemblies and Semester 2 reports distributed
- ✘ Year 9 PEP 4 - Work Experience



# YEAR 7 COURSE OF STUDY

The Year 7 Course at Vermont Secondary College aims to provide:

- a smooth and successful transition from Grade 6 to Year 7
- a foundation for further development and success in future years in all learning areas
- a range of challenges and new experiences
- a caring and supportive environment

Students at Vermont Secondary College attend 30 periods per week, which are divided into five 6 period days. In Year 7 these 30 periods are divided between seven subjects. A number of these are semester based. Each period runs for 50 minutes.

The school runs a six period day starting at 8:40am with Form Assembly for Year 7. Classes commence at 8:45am.

Students are encouraged to be at school by 8:30am.

Dismissal is at 3:10 pm on all days except Mondays, when dismissal is at 3:05pm .

## SUBJECTS OFFERED

YEAR 7	YEAR 8
<p><b>CORE</b></p> <p>Drama (One Semester) Integrated Studies - English - Economics - Geography - History LOTE – one of: - French - German - Indonesian Mathematics Music (One Semester) Physical Education Science &amp; Systems technology Visual &amp; Material Studies</p>	<p><b>CORE</b></p> <p>English Geography (One Semester) History (One Semester) Health Education (One Semester) LOTE – one of: - French - German - Indonesian Mathematics Music (One Semester) Physical Education Science &amp; Systems Technology Visual &amp; Material Studies</p>

Course details can be found in the Year Level Handbooks on our website.

# SUBJECTS OFFERED

## YEAR 9

### CORE

English  
 French **OR** German **OR** Indonesian  
 Geography (One Semester)  
 History (One Semester)  
 Mathematics  
 Physical Education  
 Science

Choose **ONE Technology** subject from:

Information Technology : Programming  
 Languages,  
 Materials – Food,  
 Materials – Metal,  
 Materials – Textiles,  
 Materials – Wood,

**AND ONE Arts** subject from:

Art (Drawing and Design)  
 Ceramics,  
 Drama  
 Music  
 Visual Communication & Design

### ELECTIVES: CHOOSE TWO (one for each semester)

Calligraphy  
 Children's Literature  
 Creative Writing  
 Cross Age Tutoring  
 Discovering the Outdoors  
 Drama Performance  
 Electronics  
 English as a Second Language  
 Fabric Design  
 Environmental Studies  
 Australians at War  
 Make, Bake & Decorate  
 IT – Software  
 IT – Digital Imaging  
 Applications  
 Robotics  
 Sculpture  
 Song Writing  
 Speech Arts  
 MT – Combined Materials

## YEAR 10

A new open structure was introduced to Year 10 in 2009, to allow greater choice and flexibility for students leading into VCE. Students, who are recommended, may undertake VCE Units 1 & 2 (Year 11) amongst their Elective Studies.

### CORE

- English (2 Semesters)
- Maths Methods (2 Semesters)  
 or General Maths (2 Semesters)  
 or Maths in Careers (1 Semester ONLY)
- An elective choice from the Physical Education learning area (1 Semester)

### ELECTIVES

Students choose Electives from the following Learning Areas: LOTE, Humanities, Arts, Technology, Health & Physical Education, Science and English.

LOTE – French; German; Indonesian

#### HUMANITIES –

American History  
 Asian History  
 Geography  
 History – Terrorism or Freedom Fighter  
 This is your Life

#### ARTS –

Art  
 Ceramics  
 Drama  
 Music  
 Visual Communication & Design

#### TECHNOLOGY –

Food Technology  
 Glasscraft  
 Information Processing  
 Information Technology  
 Textiles – Wearable Art  
 Web Design  
 Woodwork

#### HEALTH & PHYSICAL EDUCATION -

Food & Hospitality  
 Sports Lifestyles  
 Leisure Education  
 Community Involvement

#### SCIENCE -

General Science  
 Sports Science  
 Forensic Science  
 Space Science

ENGLISH - Enjoy & Appreciate Reading

Please note – The subject list is a general guide. There may be changes made to the above list. A number of new subjects may be added in a number of different subject areas for 2011!

# VCE STUDIES OFFERED (in 2010)

## YEAR 11 (VCE Units 1 & 2)

**CORE – 2 units from:**

English, ESL, Literature or English Language

**ELECTIVES:**

**Choose (5) two-unit sequences subject to balance requirements.**

Accounting  
 Art  
 Biology  
 Business Management  
 Chemistry  
 Design & Technology  
 Drama  
 Economics  
 English Language  
 Food & Technology  
 French  
 Geography  
 General Mathematics D  
 General Mathematics A  
 German  
 Health & Human Development  
 History – 20th Century  
 Indonesian  
 Information Technology  
 Legal Studies  
 Literature  
 Mathematical Methods  
 Music : History & Styles  
 Music : Performance  
 Outdoor & Environmental Studies  
 Physical Education  
 Physics  
 Political Studies  
 Psychology  
 Studio Arts  
 Visual Communication & Design

## YEAR 12 (VCE Units 3 & 4)

**CORE – 2 units from:**

English, ESL or Literature or English Language

**ELECTIVES:**

**Choose (4) two-unit sequences subject to balance requirements.**

Accounting  
 Art  
 Biology  
 Business Management  
 Chemistry  
 Design & Technology  
 Drama  
 Economics  
 Food & Technology  
 French  
 Further Mathematics  
 Geography  
 German  
 Health & Human Development  
 History – Australian  
 History - Revolutions  
 Indonesian  
 Information Processing & Management  
 Information Systems  
 International Relations  
 Legal Studies  
 Literature  
 Mathematical Methods  
 Music: History & Styles  
 Music : Performance  
 Outdoor & Environmental Studies  
 Physical Education  
 Physics  
 Political Studies  
 Psychology  
 Specialist Mathematics  
 Studio Arts  
 Theatre Studies  
 Visual Communication & Design

# POLICY ON PROMOTION OF STUDENTS

At VSC we expect our students to adopt our Vermont Values of **Excellence, Integrity, Responsibility, Respect and Tolerance** in all their interactions at and for school. We are proud of our reputation and tradition of strong academic achievement, as well as our focus on being a caring and supportive neighbourhood college. We regard the learning and teaching process as a partnership between students, parents and staff. Thus, we expect our students to actively participate in this process, and to take increasing personal responsibility for their own learning. We similarly expect our parent community to support their children both directly, by providing them with appropriate materials, monitoring homework and wide-reading, as well as indirectly, by supporting the college and its policies.

Parents and students should be well aware that promotion of students to a higher year level is not automatic. Levels of achievement, completion of coursework, and other considerations will be taken into account. These factors are set out in the relevant Year Level Handbooks.

Students are usually required to select courses for the following year during Term 3. Parents and students should study handbooks and documents related to courses for the following year level and submit a course selection, but final decisions on promotions and confirmation of courses will not be made until after final assessments in December offer a clear picture of the student's levels of achievement. In all cases where promotion is either not recommended (or where a student is on probation) the Student Manager will contact parents and a formal pathways counselling process will commence. Parental views on the best course of action, and student needs and interests, will be taken into consideration by the Promotion Panel.

In Junior secondary forms (Years 7 and 8) the following factors will be taken into consideration: academic achievement (meeting the appropriate levels of achievement - especially in English and Mathematics), behaviour, physical and social maturity, attitude and effort. Students who have not achieved appropriate levels of achievement or met coursework requirements may be required to undertake extra work over the summer break to ensure their skills are at the required standard, and to reflect the appropriate approach and attitude to studies.

For Years 9 to 11 (VCE) levels of achievement and completion of coursework gain increasing weight as a factor considered in reaching a decision about promotion to the next level. The mastery of key skills, the grasp of fundamental concepts, and the adoption of appropriate standards of intellectual endeavour, will increasingly become essential for promotion. Where this is not evident, students may encounter difficulty at the higher year level, and their progress will be specially monitored by the Student Managers. If progress is not satisfactory, then the student's position will be reviewed and appropriate action taken.

**At Year 9** students must either:- Satisfy the requirements of English and at least four (4) other subjects; **OR** If he/she does not satisfy the requirements of English, his/her performance on the other eight subjects may be considered to compensate for this deficit.

**NB:** A semester length subject is counted as half a subject.

Poor performance in some subjects may lead to restrictions in entry to subsequent subjects.

**At Year 10** students must: Satisfactorily complete two semesters of English **AND** Gain a total of at least thirty points for the other units completed over the year (points allocated according to the number of periods per week for a unit per semester e.g. Maths Methods = 5 periods per week = 5 points per semester = 10 points for the year).

Year 10 students who meet these requirements can be considered for entry to a full Year 11 VCE program, however, access to some VCE studies may be restricted, dependent on performance in related subjects in Year 10.

Year 10 students who do not meet these requirements: Will be required to attend a meeting, together with their parent/s, to discuss future pathway options **OR** May be required to complete specified assessment tasks over the summer break **OR** May be required to repeat Year 10 **OR** May be required to repeat a Year 10 course of study (combined Yr 10 & 11 course **OR** May be required to complete VCE over three years

In certain 'borderline' cases, for example where students are displaying the appropriate attitudes to work but are clearly not meeting the standards, they may be promoted to the next level on probation and a contract between parents, the student and the school must be entered into. College staff, in discussion with parents and students, will give clear direction on courses for which the students are best suited. If progress is then not satisfactory, or the conditions of the contract are not adhered to, then the student's position will be reviewed and appropriate action taken.

**VCE Entry to Further Units** - At the completion of each semester of the VCE, entry of students to further units will be considered on an individual basis.

## NOTES:

**Promotion Panel.** For each year level a promotion panel is to operate consisting of the appropriate Student Manager, Head of House, Student-Wellbeing Co-ordinator, and an Assistant Principal. They will be responsible for listing students who are recommended as being either not promotable or promoted on probation. Recommendations of Learning Area Leaders and Subject Teachers will be taken into consideration.

**Whole Year Subjects.** The second semester result only may be used for promotion purposes, if the first semester result was unsatisfactory. If promotion is in doubt, then the first semester result will be taken into consideration. In Years 7, 8 and 9 a semester unit will be counted as half a subject.

Students within the Integration Support Program will be considered on a case-by-case basis.

# CURRICULUM SUPPORT & ENRICHMENT PROGRAMS

<b>Cultural &amp; Artistic</b>	<ul style="list-style-type: none"> <li>• Instrumental Music</li> <li>• Competitive/Non competitive public musical performances</li> <li>• Sister School with German school, student overseas exchange and hosting programs</li> <li>• Annual College Production</li> <li>• Interschool Dance Contest</li> <li>• Open Evening</li> <li>• Artist in Residence</li> <li>• Book Club</li> <li>• Vision - Art Exhibition</li> <li>• Continuous Art displays and Year Level Art Exhibitions</li> </ul>
<b>Sporting &amp; Leisure</b>	<ul style="list-style-type: none"> <li>• Swimming/Athletics Carnivals</li> <li>• Interschool Sports such as Athletics, Cross Country, Swimming, Mountain Biking</li> <li>• Intra-school Sports such as Soccer, Basketball, Netball, Volleyball</li> <li>• Intra-school lunchtime activities competitions</li> <li>• Outdoor Education</li> </ul>
<b>Education Advancement</b>	<ul style="list-style-type: none"> <li>• LEEP: Year 7 Enrichment Program</li> <li>• Subject based State/National competitions including but not limited to: Science Competitions, Maths Competitions, Language Competitions, English Competitions, Computer Competitions, and Consumer Competition</li> <li>• Year 7 : Sustainability Conference, Diversity Program</li> <li>• Year 8 : Market Blues, Respect and Tolerance Day, Medieval Day</li> <li>• Year 9: 'PEP' Program, Extension Mathematics</li> <li>• VCE Acceleration</li> <li>• University Enrichment programs</li> <li>• Human Powered Vehicle</li> <li>• Faculty related Awareness Weeks such as Science, Geography, Numeracy, Language</li> <li>• Students writing for the weekly Newsletter and School magazine</li> <li>• Valedictory Dinner</li> <li>• Year 12: Concert ,Senior Social, Magazine production</li> <li>• Support programs operate in Years 7-10</li> <li>• ESL program and specialist classes operate Years 7-12</li> <li>• Presentation / Award Assemblies</li> <li>• Home Club Mathematician in School Project</li> <li>• Debating &amp; Public Speaking</li> <li>• Australian Business Week</li> </ul>
<b>Leadership &amp; Decision Making</b>	<ul style="list-style-type: none"> <li>• Student Leadership Team</li> <li>• Open Evening – Demonstrations and Guides</li> <li>• Student Sport Coaches</li> <li>• Student Officials at Swimming and Athletics Carnivals</li> <li>• Student Canteen Helpers</li> <li>• Student Representatives on College Council and other college committees</li> <li>• Student Representative Council</li> <li>• Senior Social Committee</li> <li>• Form Captains, Peer Leaders, Student Work Group</li> </ul>

# CURRICULUM SUPPORT & ENRICHMENT PROGRAMS

<b>Pathways, Careers &amp; Work Experience</b>	<ul style="list-style-type: none"> <li>• Managed Individual Program (MIPS) 9 -12</li> <li>• Fast Track</li> <li>• KYM</li> <li>• VET/TAFE courses</li> <li>• Year 9 “Who am I” whole year program</li> <li>• Year 9 and Year 10 Work Experience [two weeks per year]</li> <li>• Careers Counselling Program - ongoing in Junior &amp; Senior School</li> <li>• Careers &amp; Pathways Information Sessions Nights for parents &amp; Students Year 8-12</li> <li>• Student Record of Achievement</li> </ul>
<b>Religious Activities &amp; Services</b>	<ul style="list-style-type: none"> <li>• Student Prayer Group</li> <li>• Student Focus</li> </ul>
<b>Social Service &amp; Community Involvement</b>	<ul style="list-style-type: none"> <li>• Cross Age Tutoring</li> <li>• Year 8 Community Day</li> <li>• Ongoing fundraising activities by the SRC for charities – i.e. Red Nose Day, World Vision, 40 Hour Famine</li> <li>• Voluntary Community Involvement - Year 10</li> <li>• Guest Speakers at General Assemblies</li> </ul>
<b>Pastoral Care and Counselling</b>	<ul style="list-style-type: none"> <li>• Student Managers</li> <li>• Form Teachers</li> <li>• Student WellBeing team</li> <li>• Pathways and Work Education team</li> <li>• Year 7 Transition Camp</li> <li>• Years 6 - 7 Transition Program</li> <li>• Year 7 - 12 Peer Support</li> <li>• Student Services team</li> </ul>
<b>Camps &amp; Excursions</b>	<ul style="list-style-type: none"> <li>• Transition Camp Year 7 (Candlebark Farm)</li> <li>• LOTE Restaurant Visits</li> <li>• Weekend and Day Bike Rides</li> <li>• Outdoor Education Camps</li> <li>• Year 8 Ballarat Camp</li> <li>• Year 9 Camp (Phillip Island)</li> <li>• Year 10 METEC Driving Program</li> <li>• Year 10 Trip – Central Australia in 2008</li> <li>• Year 11 Ski Trip</li> <li>• Great Victorian Bike Ride</li> <li>• School excursions such as the Arts Centre, local industries, parks</li> <li>• Faculty based Camps and Tours such as Music (Combined VSC/Feeder Primary Schools)</li> <li>• Zoo, Museum, Theatres</li> <li>• Adventure Camps (Wollangarra)</li> <li>• Student Exchange – Germany</li> <li>• Malaysia Trip</li> <li>• French Trip</li> </ul>

# JUNIOR SCHOOL CAMPS PROGRAM (YEARS 7 - 9)

Students at Vermont Secondary College participate in an annual camp as part of the core curriculum throughout the Junior School years (7-9). We expect all students to attend and provide a range of flexible payment options to suit all families and circumstances.

The camps program aims to:

- 1 Provide off-campus educational experiences to supplement the curriculum and further enhance student interest in a range of curriculum extension activities;
- 2 Assist in the development of socialization skills;
- 3 Assist in the transition from primary to secondary school;
- 4 Assist in the orientation of all students to the college and its ethos;
- 5 Foster self-esteem;
- 6 Encourage leadership skills, personal development and pathway planning.

The Orientation Camp in Year 7 is held early in Term 1 at Candlebark Farm near Healesville. It offers a range of adventure activities over three days, and allows the Year 7 Student Managers, staff and students to mix in the more relaxed atmosphere of a camp. It is one of the foundations of our highly successful Transition Program, and is a must for all Year 7 students, especially as it is the prime opportunity for the Student Managers and Integrated Studies teachers to spend time with and get to know their new students. In 2010 the cost is \$205.

At Year 8 we offer the three day Ballarat Camp in Term 4. This is a cross-curricular camp, which includes the English, Humanities, Science, Maths and Art Learning Areas. The camp involves two separate accommodation and educational experiences, one in a newly developed sustainable farm setting, the other 'under canvas' in a bush setting. Each setting becomes a focus for the students on many tasks and activities. The underlying concepts of resilience, sustainability, and adaptability are emphasised in reference to Australia's rich history. Sovereign Hill and/or the 'Blood on the Southern Cross' sound and light show may also be included. Work from this camp forms the basis of a student 'Exhibition' late in Term 4. In 2010 the cost is \$300.

As part of PEP (the Personal Enrichment & Extension Program) at Year 9, in Term Two we offer a five-day camp at Phillip Island Adventure Resort. The camp allows the students to engage in a range of challenging activities that will promote team-building and mixing, as well as leadership skills. Activities at the camp include: a goal setting course; raft building; flying fox; high ropes course; giant swing; rock-wall climbing; beach activities; two surfing lessons at Smith's Beach. Fully qualified activity staff support the college staff attending, particularly with the climbing, ropes, rafting and surfing courses.

In 2010 the cost for the 5-day camp program is \$430.



# COLLEGE AND COMMUNITY

Vermont Secondary College is committed to the development and maintenance of close ties with its local community. We also acknowledge that our college and its students are part of a global community. In providing a high quality education for our students we actively seek to build mutually beneficial and cooperative relationships with parents, community members, agencies, industries and other relevant organisations.

## COMMUNITY RELATIONSHIPS

Our relationships with the community are based on our core values of:

- Excellence
- Integrity
- Respect
- Tolerance
- Responsibility

## COMMUNITY AND COLLEGE PROTOCOLS

To ensure a strong and effective partnership the college will:

- make all community members welcome
- encourage new members to participate in appropriate college activities
- support college based parent groups and promote parental involvement in college activities

## PARENTS

Vermont Secondary College actively encourages parents to engage in the college program, particularly through the VSC Community Association (formerly PCA & Auxiliary). We rely on our parent community to:

- impart the value and importance of a sound education to their children
- encourage their children to strive for individual excellence
- work in partnership with staff to maximise the learning opportunities for their children
- support college values, policies, rules, processes, programs and decisions
- guide their children to behave in a safe, cooperative and courteous manner
- provide an effective study environment at home
- keep well informed of their children's progress and college events
- inform the college of any circumstances that may affect the learning and well-being of their child or other students
- participate in activities and processes that enhance the learning environment of students

## PAST STUDENTS ASSOCIATION

The college has a developing network of Past Students, currently actively engaged in planning the college's 50<sup>th</sup> anniversary celebrations in 2012.

## EDUCATIONAL PROVIDERS

Vermont Secondary College is committed to:

- working in close partnership with our local primary school cluster
- building links and generating partnerships with post school educational providers such as universities and TAFE
- maintaining positive relationships with other primary and secondary schools
- building networks to enable our students to have opportunities to access alternative educational pathways, learning environments and future employment opportunities
- We believe that a cooperative relationship with our neighbourhood schools and our regional network will enhance our college programs through:
  - the development of goals, curriculum and teaching and learning approaches based on shared understandings
  - the sharing of expertise and resources
  - shared professional development

## BUSINESS AND INDUSTRY

Vermont Secondary College is committed to developing closer links and utilising industry to facilitate mutually beneficial partnerships and activities which lead to improved learning and employment opportunities for our students.

## LOCAL RESOURCES, RECREATIONAL AND LEISURE FACILITIES, COMMUNITY SERVICES

Vermont Secondary College will appropriately utilise such services in:

- planning and conducting excursions, field trips, camps and tours
- work experience, work placements, work education and community involvement programs
- implementing our dynamic and expanding co-curricular program
- conducting VCE-VET programs
- our student well-being service

## COMMUNITY RESOURCES

Whenever community resources are being used, the college will ensure that:

- the demands placed on resources are reasonable and manageable
- the rights of community members are respected and confidentiality assured in accordance with the Privacy Act 2001
- appropriate protocols are established and maintained

## COMMUNICATION

Vermont Secondary College encourages open communication with our community through:

- Our Website: [www.vermontsc.vic.edu.au](http://www.vermontsc.vic.edu.au)
- Email Contact
- Weekly school newsletters
- Parent group and council meetings
- Parent information evenings
- Open evening
- Musical and theatrical events
- Student Progress Conferences
- School tours (Prospective Year 7 students and families)
- Availability of the Annual Report, Triennial Review Report, Annual Implementation Plan – available on the college website.
- Involving community members in appropriate college activities such as working bees, assemblies and support programs
- Maintaining an 'open door' policy
- Seeking feedback from our community through parent opinion surveys and other questionnaires as required

# Vermont College News

Excellence    Respect    Responsibility    Integrity    Tolerance

Issue 3    Tel: 9673 3777    Fax: 9674 4368
vermontsc.vic.edu.au/news
Address: 3972 4338    February 16, 2006

**THE WEEK AHEAD**  
**FRIDAY 17 FEBRUARY**

- VCE Swimming Carnival 10:30 - 12:00 (school closed, 9:30-11:15 computers only)
- VCE Learning Period 4
- VCE Camp Day 7.1, 7.2, 7.3 - 20th-23rd
- Senior Business Round Table
- Music Support Group Mtg. 7.30pm Music Centre

**MONDAY 20 FEBRUARY**

- VCE Learning Period 4
- VCE Camp Day 7.1, 7.2, 7.3 - 20th-23rd
- Senior Business Round Table
- Music Support Group Mtg. 7.30pm Music Centre

**TUESDAY 21 FEBRUARY**

- VCE Learning Period 4
- VCE Camp Day 7.1, 7.2, 7.3 - 20th-23rd
- Senior Business Round Table
- Music Support Group Mtg. 7.30pm Music Centre

**WEDNESDAY 22 FEBRUARY**

- VCE Learning Period 4
- VCE Camp Day 7.1, 7.2, 7.3 - 20th-23rd
- Senior Business Round Table
- Music Support Group Mtg. 7.30pm Music Centre

**THURSDAY 23 FEBRUARY**

- VCE Learning Period 4
- VCE Camp Day 7.1, 7.2, 7.3 - 20th-23rd
- Senior Business Round Table
- Music Support Group Mtg. 7.30pm Music Centre

**FRIDAY 24 FEBRUARY**

- VCE Learning Period 4
- VCE Camp Day 7.1, 7.2, 7.3 - 20th-23rd
- Senior Business Round Table
- Music Support Group Mtg. 7.30pm Music Centre

**FROM THE PRINCIPAL'S DESK**

**2006 SPIRIT OF ANZAC PRIZE**  
 Dawn commemorations in Park Curlew (3:22), who has been selected as one of 10 students from across Victoria to join the ANZAC Day Parade. From 16 September, Victoria and Japan have April 14th-26th, 2006. Seth was selected for the year from over 200 applicants and 23 regional schools. It is an outstanding achievement and the staff will be the top of a lifetime for Seth. Encouraged by his former teacher Mr Peter White, Seth put in a huge amount of time over the recent school holidays researching and preparing his application and presentation.

Seth received a certificate in honor of his achievement at a Welcome Reception last Monday evening at the Preston, Mr Brian Brack, Minister for Educational Services and Youth Affairs, Mr Andrew Colwell, CEO's presence. Liz and Andrew Colwell and numerous dignitaries.

We are very proud of Seth and wish him well for his trip. We look forward to hearing of his experiences over his return. Well done Seth.

**TOP VCE PERFORMERS**  
 Last Monday at our evening assemblies, we had the great pleasure of celebrating and acknowledging the outstanding performance of students from the VCE class of 2005.

Certificates and presentations were presented to our top VCE students, **Shahab Ramezan** and **Michael Lawless**, who received ENVIET scores of 95.5. **Melissa Kishine** received an ENVIET score of 95.3 and her achievement was also acknowledged.

Certificates were also awarded to the following students who were also in the top 2% of the state: **Jack Fitzgerald**, **Alexis Mays**.

Certificates were also presented to the following students who were selected for their best study scores of 80:

**Melissa Kishine** - Biology  
**Katherine Rivers** - Food and Technology  
**Jack Fitzgerald** - Information Systems and Management

Certificates also went to all students with individual study scores over 45. Congratulations to all of them.

The following students received Key Learning Area Awards for individual excellence in school:

Year 12: **Chloe Vincent**  
**English** - **Isabel Housley**  
**Mathematics** - **Michael Lawless**  
**Health and PE** - **Oliver Turner**  
**LOVE** - **Mark Turner**  
**Science and Systems Technology** - **Shahab Ramezan**  
**Information Technology** - **Jack Fitzgerald**  
**Humanities** - **Tim Gilroy**  
**Visual Technology** - **Estherina Kwon**

We are very proud of all our students from this class of 2005 and they have set a very high benchmark for this year's Year 12 students. Once again, 1 congratulation from all our staff.

**2005 MONASH PRIZE**  
 Congratulations to **Collette White** (12.1), who was presented with the Monash Prize at Monash Public Hospital, Melbourne, Victoria, on this week's Senior Assembly. The Monash Prize is awarded to the most outstanding of overall academic performance at Year 12 level. We wish Collette well in her Year 12 studies for year.

**COMMONWEALTH GAMES**  
 At our assemblies on Monday our SRC representatives were presented with a Commonwealth Games flag by Mr. George Mitchell, VCE. With the Commonwealth Games only weeks away we will be the flag bearers in celebration of this special and historic event.

**APPOINTMENT OF ACADEMIC DEVELOPMENT OFFICER**  
 I am pleased to announce that **Ms. Helen Miles** is a member of our staff has been appointed as our Academic Development Officer for the next six months. Helen has a great deal of experience in presentation and publicity and we are delighted that she has offered her services to us over the next six months.

**VCE SWIMMING CARNIVAL**  
 Friday 24th February  
 Monash Aquatic Centre

# PARENTAL INVOLVEMENT

## SCHOOL COUNCIL

The School Council has a major responsibility for deciding the educational policies of this school while leaving the operations to school administration. This body comprises elected representatives of six parents and four DEECD employees. Four co-opted positions are available: Two Student representatives and two representatives from the College Community Association.

Council meets on the third Tuesday of each month at 7:30pm. Interested parents are welcome to attend.

## VERMONT SECONDARY COLLEGE COMMUNITY ASSOCIATION

Since the interests of the students form the basis of this very active group, all parents are urged to join and support the VSCCA. New students to the school often feel they have more parental support if their parents are involved. The group co-operates in various ways with the School Council in furthering interest in the college. The VSCCA aims:

- To contribute to the well-being of the College Community (students, parents and staff).
- To liaise with the College Council and the Principal in identifying needs and concerns within the College Community.
- To encourage the participation of all parents in the life of the school (events, working bees, committees, networks) and the education of their children.
- To provide opportunities for parents to get to know each other and to be informed about their child's school and general education issues.
- To work in cooperation with the College Council and the Principal.
- To raise funds for the benefit of the school and disburse these funds as required.

## CANTEEN

The Canteen is under the control of the Canteen Manager and is dependent on the voluntary help of parents (mums and dads!) and grandparents. Students also assist with window sales. Duty hours start at 10:00 am and end at 1:45 pm and include a 45 minute to one hour break in between for lunch (which is provided) or leisure. Profits from the Canteen are returned directly to the school for the benefit of all students. Volunteers are crucial for the smooth running of the canteen and any support is invaluable. The canteen staff provide a full induction program.

## MUSIC SUPPORT GROUP

Parents and students interested in helping to develop and improve the Music program at VSC are invited to join the Music Support Group or help with Music Support Group activities.

The Music Support Group plays an important role in the Music program throughout the year, including planning concerts and trips, making special uniforms for the Stage Band, maintaining and improving the Music Centre, publicising music activities, helping with music camps, transporting instruments to concerts, and fundraising. One of the major fundraising projects conducted by the Music Support Group is the weekly Friday lunchtime Sausage Sizzle in Term 2.

All of these activities require many willing hands. If you are interested in helping with these activities and in shaping the growth of the Music program, the Music Support Group meets on Monday evenings in the Music Centre and we invite you to attend and join our team. Best wishes for a musical new year!

## WORKING BEES

The college has two working bees per year which save the College many thousands of dollars in maintenance costs. They are coordinated by an Assistant Principal and our Maintenance Coordinator, Tony Thomas, who ensure that a list of work tasks has been compiled, and that the required equipment and material is available. Working bees commence at 9:00am and conclude at 1:00pm with brunch provided.

Working bees are a great opportunity to meet and socialise with other parents from the school whilst contributing valuable assistance to the improvement of the college's physical environment and/or providing additional facilities for students. The college relies on the generous support of parents to assist at working bees.

# BUS (TRANSPORT) ARRANGEMENTS

VENTURA BUS COMPANY provides bus transport in the area.

Telephone: 9764 2676 (Knox Depot).

Information & timetables available on their website: [www.venturabus.com.au](http://www.venturabus.com.au)

## COMING TO SCHOOL:

### **BUS 742 (Number 1) :**

Departs in the morning at 8:00am from Eastland, then via Maroondah Highway, Heatherdale Station, Heatherdale Road, Canterbury Road, Blanche Drive, Centre Road, Boronia Road, Morack Road.

### **BUS 740 (Number 2):**

Departs from Mitcham Station at 8:00am and proceeds via Brunswick Road, Reserve Avenue, Garden Avenue, Creek Road, Simpson Street, Ian Crescent, Ferris Avenue, Glenburnie Road, Langford Avenue, Scott Street, Churinga Avenue, Purches Street, Canterbury Road, Blanche Drive, Centre Road, Boronia Road, Morack Road.

### **MORNING SCHOOL BUS FROM WANTIRNA:**

Departs the Studfield shops at 8:10am and along Stud Road, turns right into Boronia Road, turns left into Pindari Drive, turns right into Terama Crescent, turns left into Bona Vista Road, turns left into Mountain Hwy., turns right into Boronia Road then to VSC.

### **BUS 738:**

Departs Knox City at 8:00am and proceeds along Burwood Hwy; Templeton Street; Harold Street; Mountain Hwy; Wantirna Road; Boronia Road. Drops students at the corner of Boronia and Morack Roads.

### **CHADSTONE TO EASTLAND BUS 742:**

Departs Glen Waverley at 8:15am - collects students at the Vermont South Shopping Centre at 8:28 and arrives outside the school at 8:35am.

### **BUS 738:**

Departs Mitcham Station at 8:00am via Maroondah Hwy., Rooks Road, Canterbury Road, Boronia and Morack Roads.

### **VENTURA SPECIAL**

Departs McClares Road and Hindle Drive Vermont at 8:05am via Jolimont Road, Stevens Road, Canterbury Road, Rooks Road, Owen Street, Mitcham Road, Morack Road the to VSC.

## LEAVING SCHOOL (from within school grounds):

**1ST BUS AT 3:15** - Morack Road, Boronia Road, Centre Road, Blanche Drive, Canterbury Road, Heatherdale Road, Heatherdale Railway Station, Forster Road, Purches Street, Brunswick Road.

**2ND BUS AT 3:15** - Morack Road, Boronia Road, Canterbury Road, McClares Road, Jolimont Road, Stevens Road, Canterbury Road, Rooks Road, Owen Street, Mitcham Road - Mitcham Station

**3RD BUS AT 3:15** - Boronia Road, Centre Road, Blanche Drive, Canterbury Road, Heatherdale Road, Churinga Avenue, Scott Street, Langford Avenue, Glenburnie Road, Ferris Street, Ian Crescent, Simpson Street, Creek Road, Garden Avenue, Reserve Avenue, Brunswick Road - Mitcham Station

**4TH BUS AT 3:15PM** - Boronia Road, Mountain Highway, Bona Vista Road, Terama Crescent, Pindari Drive, Boronia Road, Stud Road to Studfield Shops.

**Knox City Bus departs VSC at 3.40pm** - Travels from Vermont PS to Vermont SC and travels Morack Road, right Rutherglen Road, left Coonawarra Drive, right Tanunda Street, left Great Western Drive, right Morack Road, left Burwood Hwy to Knox City.

# EXPLANATION OF COUNCIL REQUESTED CHARGES

Vermont Secondary College Council is conscious of the cost to parents of services and facilities that the college provides and therefore makes every endeavour to keep the College Council levies to a minimum.

Below is a brief explanation of school costs to assist parents understand some of the costs the College incurs in providing an education for students at Vermont Secondary College.

<p><b>Common Levy</b> – payable per student - this levy includes costs for items or services distributed to, or utilised by, every student.</p> <p>Provision of items such as stationery, printing requisites, photocopying, class sets, classroom materials, audio visual and reference requisites, students reports, first aid staff and supplies, lockers, capital equipment, print and internet credits, student diary, ID card, Work Education/ Pathways support, newsletters, school magazine, sport and physical education equipment and library resources, transport to school sports, computer levy, College production levy, Art Exhibition, VCE transition costs, Masterplan Levy.</p>	
<p><b>Also included are the following year level charges:-</b></p> <p><b>Year 7 Combination lock</b> Students are provided with a combination lock for their locker</p> <p><b>Year 7 Science Technology Levy</b> This charge covers additional materials</p> <p><b>Years 7 &amp; 8 Reach Well-being Program</b> All students will participate in this program</p> <p><b>Years 7 &amp; 8 Maths Competition Entry</b> All students will participate in this competition</p> <p><b>Years 7 &amp; 9 Physical Education Activities</b> This covers the cost of dance instruction (4 weeks) for Year 7 students and a Gym centre visit for Year 9 students</p> <p><b>Year 8 Foods &amp; Health Levy</b> This charge covers additional consumable materials</p> <p><b>Year 8 Medieval Day</b> All Year 8 students will participate in this day</p> <p><b>Years 8, 9 &amp; 10 English Activities</b> Includes costs for some incursions and excursions</p> <p><b>Year 12 Class of 2010 costs</b> Includes awards, Year 12 breakfast and end of year concert.</p>	
<p><b>TOTAL COMMON LEVY</b></p>	<p>\$440.00</p>
<p>Discount of \$35.00 applicable if the Common Levy is fully paid by 17<sup>th</sup> March 2010</p>	<p>-\$35.00</p>
<p><b>** Library Fund (Tax Deductible) per family (Voluntary)</b> This fund enables parents to contribute to further improvement in the range of facilities available within the new Library</p>	<p>\$ 50.00</p>
<p><b>** Building Fund (Tax Deductible) per family (Voluntary)</b> To assist with financing upgrades to existing buildings and to assist in the funding of the future development of our facilities. <b>We encourage parents to become patrons of Vermont Secondary College by donating over \$250 to our Tax Deductible funds.</b></p>	<p>\$100.00</p>

## **ELECTIVE LEVIES - APPLICABLE ONLY TO YEARS 9-12 and VET LEVIES**

A number of elective subjects, with a high practical component, **require a levy which parents are required to pay**. These are electives that have significant excursions built into the program; the student consumes or takes possession of the finished articles, or requires special materials.

Vermont Secondary College requires all fees for non-compulsory electives as well as camp and excursions are paid up front as this ensures that costs are distributed equally amongst all participants.

Students participating in a Vocational Educational Training (VET) program are advised that the VET levies are set by Victorian Curriculum & Assessment Authority and **not** by Vermont and therefore parents are required to pay the cost of VET programs (if applicable) provided on a fee for service basis.

## **REFUND POLICY**

At various times throughout the school year students are unable to attend prepaid camps and excursions. In addition some students leave school or transfer to another school. In these cases Vermont Secondary College has a Refund Policy which applies.

## **PAYMENT ARRANGEMENTS:**

Payments can be made by Cash, Cheque, Credit Card or Direct Deposit.

Payments can be made by instalments. Information on instalment plans are available from the Bursar.

## **WHAT SUPPORT IS AVAILABLE TO HELP ME PAY THESE CHARGES?**

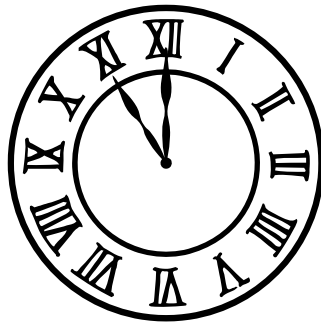
A range of support options are available to parents, including:

- The Education Maintenance Allowance (EMA) is provided to low income families to assist with the cost of education their children.
- The School Start Bonus is to assist parents and guardians of Year 7 students in meeting the start-up costs of sending their child to school.
- Access to State Schools' Relief Committee support, via the Student Wellbeing Co-ordinators at the college, who can assist with uniforms / books.

For further information regarding parent payments, visit: <http://www.education.vic.gov.au>

Vermont Secondary College  
P O Box 138  
VERMONT 3133

## OFFICE HOURS



**Monday to Thursday**  
**8:00am – 4:30pm**

**Friday**  
**8:00am – 4:00pm**

Telephone: 9873 1077

Absence Line: 8872 6338  
(24 hour message bank)

Website: [www.vermontsc.vic.edu.au](http://www.vermontsc.vic.edu.au)

Email: [vermont.sc@edumail.vic.gov.au](mailto:vermont.sc@edumail.vic.gov.au)