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Vermont Secondary College
YEAR 8 HANDBOOK

This handbook is designed to help you get through the day to day business of being a Year 8 student at Vermont Secondary College. The information is a mix of Vermont Secondary College policies and rules, together with a good deal of practical advice and common sense.

Our college values
We expect all of our students to perform in line with our college values:
- **Excellence** in the achievement of individual and team goals
- **Integrity** of individuals in their words, actions and relationships
- **Responsibility** for our words and actions
- **Respect** for self, others and property
- **Tolerance** and acceptance of diversity and individual differences

We encourage our students to achieve their personal best in all their pursuits at school, and value the diversity of the programs we offer, allowing all students to experience and excel in a range of academic pursuits, sports and arts programs, leadership positions and personal development.

It is our firm belief that students should be safe at all times and have someone to turn to for advice or assistance - this handbook will point you in the right direction.

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<tr>
<td><strong>Student Manager</strong></td>
<td>Ashley Dunlop</td>
<td>Ines Lehmann</td>
</tr>
<tr>
<td><strong>Contact Number:</strong></td>
<td>8872 6352</td>
<td>8872 6352</td>
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<tr>
<td><strong>Email</strong></td>
<td><a href="mailto:dunlop@vermontsc.vic.edu.au">dunlop@vermontsc.vic.edu.au</a></td>
<td><a href="mailto:lehmanni@vermontsc.vic.edu.au">lehmanni@vermontsc.vic.edu.au</a></td>
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<tr>
<td><strong>Head of House</strong></td>
<td>Mr Greg Cowan</td>
<td>Mr Peter Henderson</td>
</tr>
<tr>
<td><strong>Junior Program Managers</strong></td>
<td>Rosemary Neilson and Kylie Natoli</td>
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**SCHOOL BELL TIMES**

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GENERAL INFORMATION

THE HOUSE SYSTEM

Vermont Secondary College runs a house system at the school which we believe helps improve the connectedness between students, parents and staff.

There are three Houses, Hotham (Blue), Macedon (Green) and Stirling (Red), and each is run by a Head of House, with Student Managers managing House groups of three classes at each year level. Students are assigned to a House and they will remain a member of that House for their entire time at Vermont Secondary College. They should participate in events as part of that House team and their events will involve areas such as Sport, Performing Arts, and other curricular and co-curricular activities.

All students in a form will be assigned to the same House:

8.0 – 8.3  HOTHAM
8.4 – 8.6  MACEDON
8.7 – 8.9  STIRLING

Where possible, Student Managers stay with the same group of students until the end of Year 9.

THE ROLE OF THE STUDENT MANAGERS

There are three Student Managers at Year 8. Your child’s Student Manager should be your first point of contact in relation to school issues.

The major duties of the Student Managers are:

- To be responsible for the general wellbeing and management of their students.
- To be primarily responsible for parent contact in relation to matters of student management and wellbeing.
- To support staff in assisting students establish sound study habits and organise appropriate homework/study schedules in accordance with the school’s homework policy. This may include the use of diary checks, progress reports, goal setting and homework cards.
- To share responsibility for student counselling with the Student Wellbeing Co-ordinator.
- To assist teachers with issues relating to their classes.
- To work closely with students and house student leaders to develop House culture.
- To monitor attendance rolls and student absence.
- To be responsible for the overall standard of dress including the issuing of uniform passes.
- To advise the Principal and Head of House, after consultation with subject teachers, with regard to the promotion or otherwise of students.
- To organise House level assemblies where appropriate.

THE ROLE OF THE JUNIOR PROGRAM MANAGER

The Junior Program Managers are responsible for the programs that run for all Year 8 students. They will work closely with the Student Managers. They are responsible for the organisation and programming of special activities pertinent to the year level that foster connectedness for students. This includes the wider community and other events on the college calendar, including the organisation of the Year 8 Camps.
THE ROLE OF THE HEAD OF HOUSE

The Head of House lead and manage the House team, and oversee the Student Managers of all year levels within their House. They are ultimately responsible for the student management and wellbeing of all members within their House.

The Head of House will develop strong links with families and the Vermont community.

THE ROLE OF STUDENT WELLBEING CO-ORDINATOR

The Student Wellbeing Co-ordinator is a member of the teaching staff who co-ordinates the overall welfare of the students in the school. This includes working closely with the Level Student Managers where students may be having problems adjusting to secondary school, peer problems or issues related to the family. Students and parents may also request to see the Student Wellbeing Co-ordinator for uniform and text book support. Further, the Student Wellbeing Co-ordinator can assist parents in making contact with an appropriate community agency. Please feel free to contact the Student Wellbeing Co-ordinator at any time.

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

At Year 8 we endeavour to offer a range of programs over the year. In Term 2 students will participate in an activity day. The focus of the day it to strengthen house bonds with students and staff through a range of activities including: Circus Acts & Theatre Sports.

In Term 1 & 3 students, along with staff and students leaders, will participate in ‘High Resolves’ which is a program that looks at collective identity and justice.

In Term 3 the students will go on a three day camp in the city centre at the CYC City venue. This is a cross-curricular camp, which includes the English, Humanities, Science, Maths and Art Learning Areas. The City Discovery Camp has a primary focus on providing a variety of different experiences to help the students learn more about our great city, and to create a greater sense of community and connectedness amongst each House Group. This is achieved through a range of tasks, of an educational, physical and mental nature, that extend students to work collaboratively to achieve a range of common goals. Students will investigate in more depth an aspect of the city, collecting evidence they will incorporate into an English Task in Term 3. In 2014 the cost of the camp will be between $270 and $300, depending on the cost of the activities included.

As part of PEP (the Personal Enrichment & Extension Program) at Year 9 we offer a five-day camp at the Phillip Island Adventure Resort. The camp allows students to engage in a range of challenging activities that 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 2013 the cost for the 5-day camp program was $445, and it was held in December.
IMPORTANT PROCEDURES

Many of the items listed below are covered in greater detail on the school website but are included as a reminder for all Year 8 students.

YEAR LEVEL PASSES

- All passes regarding ‘out of uniform’, ‘early leaving’, ‘temporary lunch passes’ require a note signed by a parent or guardian and are to be requested from the Student Manager BEFORE PERIOD 1.

- Early Leaving  Besides obtaining an early leavers’ pass from the Student Manager, students also must ‘sign out’ at the computer located outside the General Office.

- Temporary Lunch Pass  A temporary lunch pass may be issued at the discretion of the Student Manager upon receipt of written application stating:
  - reason why student must leave the school grounds at lunchtime
  - that a parent will at all times be home during the luncheon interval
  - that the student will travel directly home and back to school and NOT deviate to other venues (e.g. shops)

STUDENT ABSENCES - VSC ‘Absence Line’ – 8872 6338

Parents are requested to ring the college on the above number before 9:00am if their child will be absent (due to illness or for any other reason). The college has voice mail which will handle any calls outside office hours. Please give your child’s name, form and the expected length of absence.

**AN ABSENCE NOTE IS STILL REQUIRED ON YOUR CHILD’S RETURN TO SCHOOL.**

Please ensure that the note clearly states your child’s name, form, the actual days of absence and, if possible, your child’s school I.D. number. The absence note should be submitted to the General Office. This will assist us greatly in avoiding unnecessary phone calls and letters home to clear up absences.

STUDENT LATENESS

Students have a responsibility to arrive at school on time for the commencement of the daily school program. The College recommends that students be at school by 8:30am in order to effectively prepare themselves for the school day which starts at 8:45am.

**If you are late for school, you must sign in on the computer outside the General Office.**

Students should bring a signed note from a parent or guardian acknowledging their late arrival. Parents may also ring the Absence Line to inform of late arrival, however written confirmation will still be required. If you do not sign in at the General Office you will be recorded as absent.

If a student is late and no note or acceptable reason is provided an initial warning will be given. If a student arrives late without a note three times in a term, then an afterschool detention will be given by the Student Manager.

Lateness to class, without an acceptable reason, will result appropriate action.

Some students regularly arrive late to school because the public bus he/she travels on often arrives after its scheduled time. As the bus companies cannot guarantee that buses will run on time, we suggest that the scheduled arrival time of the bus should be no later than 8:30am.

‘Late public bus’ is not a reasonable excuse for late arrival unless there are clear, extenuating circumstances.
UNIFORM
Students and parents must refer to their diary for full details as to correct uniform information. It is expected that students will be in full uniform at all times. A note is required should you be out of uniform for any reason, however students wearing incorrect jumpers/jackets will be lent a school jumper for the day, with or without a note. In most cases, uniform passes will have a maximum duration of one week. Variations from the school code of dress (e.g. jewellery, football scarves, etc.) are unacceptable and unwelcome items may be temporarily confiscated.
Jewellery - For students with piercings, only plain gold or silver sleepers or studs will be accepted. No other jewellery is permitted.
N.B. Make-up and coloured nail polish will not be accepted.

STUDENT BEHAVIOUR AND STUDENT RULES
Students must be familiar with the policies/rules that are clearly described in the student diary.

CONDUCT / WORK / HOMEWORK CARDS
Students placed on these cards by the Student Manager or by parental request must present their cards to their subject teachers at the start of each lesson and to their Student Manager at the end of each day before going home. It is the student's responsibility to collect the signed card from the classroom teacher at the end of each lesson. Parental support in asking to see the card, signing it and ensuring its return each day is considered essential for the success and progress of the student.

SMOKING
School policy dictates that smoking is forbidden at school, while travelling to and from school and at any time students are in school uniform. Students in the presence of smokers will receive the same consequences.

DIARIES AND HOME STUDY
The iPad is to be used as a diary for all Year 8 students. It is expected that Year 8 students enter timetable information promptly into their iPads at the start of each semester. Homework assignments are to be written into the Notes section of the iPad during lesson time with appropriate due dates.
Year 8 students are expected to work for a minimum of 1 hour per night at home (7 hours per week). This may take the form of projects, assignments, research, reading novels, poster work, revision, etc. It is essential that good study and organisational habits are developed early and maintained throughout the year in order for students to derive the maximum benefit from their studies.
Students are expected to submit all work by the due date. On rare occasions that this is not possible, students need to provide their teacher with a note of explanation from parents / guardians.
When parents have concerns about their child's progress, they are encouraged to contact the Student Managers at the earliest possible opportunity.
EMERGENCY EVACUATION OF SCHOOL
**Refer to the student website for details**
Students are expected to be familiar with emergency evacuation procedures and know where to assemble if the need arises.

PHOTOCOPYING / COMPUTER PRINTING

**PHOTOCOPY AND PRINT CREDITS:**
Student photocopying facilities are available in the library during normal library hours (8:30 am – 4:00 pm). Photocopy Costs:
Black and White photocopies: A4 - 10 cents each; A3 – 15 cents each
Colour photocopies: A4 - 80 cents each; A3 - $1.60 each

Students will be given some “free” PaperCut credits throughout the year ($2.00 each month) for network printing, photocopying (Library Xerox) and Internet usage. Extra credit can be obtained by payment made to the General Office (minimum payment is $2.00). Unused credits are NOT deleted, however Papercut credits are not transferable from one student to another.

LIBRARY

**Your library is open before and after school, recess and lunchtimes.**
There is always a Teacher Librarian on duty to help you with any requests.
Your library has a collection of over 40,000 books along with newspapers, magazines, graphic novels, picture books and a range of equipment for your use.
We have study computers and notebooks to assist you in your studies.
Please ask a Teacher Librarian if you want any more information.

BOOK CLUB
Book Club runs fortnightly (see Book Club site for dates) in L2 at Lunchtimes.
Clubbers enjoy first choice of new books, recommending and purchasing books, excursions to author book talks, making podcasts and vodcasts, playing literature games and reading fan fiction, Manga and Anime online, amongst other things.

MATHS AND ENGLISH STUDY CLUB
Students are welcome to drop into Study Club - Period 7 on Mondays to use library equipment such as still cameras, computers, scanners, mp3 players and digital video recorders.
Teacher Librarians are available to assist with students work.

CLUBS
The Library runs fortnightly clubs which all students are welcome to attend - Please check the Student Bulletin for information.

CYBER SAFETY
VSC takes cyber safety very seriously and makes available a number of “Cyber” resources for students and families via the college internet site and Library Moodle pages, including the “Red Button” link to the Government Cyber Help Line.

The Library also hosts a community digital citizenship page [http://www.getesmart.com](http://www.getesmart.com) which posts up to date information on all things cyber.
EXCURSIONS

- Unless otherwise communicated, students **MUST** wear the correct school uniform on **ALL** excursions. Students not in correct school uniform may be barred from attending the excursion.
- Parents / Guardians are requested to complete all paperwork promptly once received. Permission slips, medical details and payments should be returned prior to all excursions and camps.
  
  Behaviour while on excursions is to be exemplary. Remember, you are on public display when you leave the school, hence you are ambassadors for your school.

**REMEMBER:** **NO SIGNED PERMISSION SLIP - NO EXCURSION**

VALUABLES / LOST PROPERTY

While all care is taken to safeguard your property, **NO RESPONSIBILITY CAN BE ACCEPTED FOR MONEY OR ITEMS LOST OR DAMAGED.**

Any item of value that is brought to school for a valid reason must be handed to the Student Manager for safe-keeping. All students are issued with lockers which are required to have robust locks placed on them.

All of your property, including uniform and PE uniform, should be **clearly marked** with your name (and form) to facilitate speedy return.

Students finding items that have been left around the school should ensure that these are handed to the General Office.

SCHOOL DUTIES

All students of Year 8 will be asked to spend one day per year doing yard duty. On these occasions students are not required to wear school uniform.

In addition, each Year 8 form will be required to do one week of lunchtime ‘Civic’ duty (about 10 minutes per day).

MOBILE PHONES

The School maintains a **STRICT** policy of “PHONES MUST NOT BE SEEN OR HEARD” during class time without the express permission of the teacher. Violations of this policy will result in phones being confiscated. The phones will be returned to students the next school day, only after a note has been received from parents.

NEWSLETTER

The Vermont Secondary College newsletter is published every Thursday. The newsletter is emailed to those parents who have elected to receive their copy electronically and is also available on the college website: [www.vermontsc.vic.edu.au](http://www.vermontsc.vic.edu.au)

Hard copies of the Newsletter can be collected from the General Office.

BORROWING MONEY

Up to $3.00 may be borrowed from Student Managers in **emergency circumstances** to cover lunches, bus fares, excursion costs, telephone calls, etc., provided funds are available. Any money lent will be recorded and **students are expected to repay their loans the following day.** This is an honesty scheme and the Student Managers should not have to chase up outstanding loans. Penalties may apply or loans may be refused to students who are tardy in their repayments.
DAMAGE TO SCHOOL PROPERTY

Students responsible for property damage within the school will be required to pay the full repair/replacement costs, unless accidental damage can be proved. In such incidents, partial costs may be charged. It must be remembered that the school cannot take out insurance against damages.

BICYCLES

Students wishing to ride bicycles to school must follow the college’s policy guidelines. In summary they are:

a) Students who ride bicycles to and from school must wear Australian Standards Association (A.S.A.) approved safety helmets.

b) All bicycle riders are expected to walk their bicycles from the Morack Road entrance to the bicycle racks and follow the same procedure when leaving. “Scooting” is banned.

c) All bicycles are to be placed in the bicycle racks provided.

d) Bicycle riders should provide themselves with a chain and padlock to prevent theft or improper use of their bicycles.

e) Parents of students who ride bicycles to school are asked to ensure that their child’s bicycle is roadworthy and that the road traffic rules are obeyed.

f) The school cannot be held responsible for any loss or damages incurred while bicycles are on school property.

ENRICHMENT ACTIVITIES

Throughout the year, various opportunities will present themselves for students to become involved in activities beyond normal school work, including opportunities for students to enter Science, Maths, Language and English competitions.

EXTRA-CURRICULAR ACTIVITIES

Students are encouraged to participate in all forms of extra-curricular activities (including sport) both within and outside the college. Participation in the annual school production can be a memorable experience and is highly recommended.

It is, however, the responsibility of the students involved to let subject teachers know of their intended absences in advance and to be prepared to catch up on any work missed - including assignments, projects, etc.

CLUBS

Year 8 students are encouraged to join any of the various clubs that operate in the school, e.g. Book Club, Science Club, Debating Team, Leos Club, Rock Workshop.

Watch the Student Bulletins for details.
INSTRUMENTAL AND VOCAL MUSIC PROGRAM
A wide range of instruments are taught at the school including strings, woodwind, brass, percussion and guitar. Students may also take singing lessons and join the school choir. All students are encouraged to participate. Tuition classes are run during normal class time on a rotating schedule in order that students do not miss the same weekly classes.

Students are taught in groups by specialist teachers.
Any of the following instruments may be learnt - violin, viola, 'cello, flute, oboe, clarinet, bassoon, saxophone (alto and tenor), trumpet, trombone, French horn, tuba, percussion, singing and (for limited numbers) guitar.

Students are expected to play in an appropriate College ensemble as part of their instrumental tuition. These groups play at competitions, assemblies, concerts and other musical functions throughout the year.

Please contact the Music Department for more information.

SPORTS EQUIPMENT
There are basketballs, footballs, soccer and tennis balls which can be borrowed from the Year 8 Student Managers Office (Cottage) during Recess and Lunchtimes. A library card or diary is required to borrow these.

PARENTS: COMMUNICATION WITH SCHOOL
Please advise us immediately of any change of details, e.g. change in family circumstances; change of address; home / work / mobile telephone numbers of either parent / guardian. Please also advise of any changes to the details of your emergency contacts and, importantly, any alteration to medical conditions / allergies / etc.

We also encourage parents / guardians to advise of intended lengthy absences.

Please feel free to contact us when you have a concern about your child whether it relates to academic progress or any other matter you think we should know about and with which we might be able to help.

Please do not let minor concerns drift along until they grow into major issues.

PARENTS: RAISING CONCERNS
The college encourages students to approach their class teacher and/or Student Manager directly about any concerns they may have. In line with the college’s House structure, parents should raise issues with their child’s Student Manager.

Any community member wishing to raise a concern should telephone, email or write to the college. Concerns can be raised in person, but an appointment must be made. For contact details for any staff member, call the college General Office on 9873-1077, or check the college website for staff email addresses.

Concerns from parents should be addressed to:
• the Student Manager about learning issues and incidents that happened in their class or form;
• the Student Manager or Head of House if students from several classes are involved;
• the Assistant Principal about issues relating to school policy, school management, staff members or complex student issues. (The Assistant Principal may refer a matter to the College Principal where appropriate.)

If unsure who to contact, community members should address their concerns to Harry Ruff, the Assistant Principal responsible for Community Liaison, on 9873-1077 or ruffh@vermontsc.vic.edu.au
GENERAL REMINDERS

Students must:

- Not write on whiteboards or chalkboards
- Respect rooms, furniture, displays, etc.
- Sit on chairs - not on tables, benches, etc.
- Replace furniture to original locations before leaving rooms
- Ensure that rooms are left clean and tidy
- Not eat or drink in corridors or the locker bays
- Be responsible for proper disposal of rubbish, including food wrappers and food scraps in all areas of the school
- Respect the property of others
- Be on time, fully prepared with the correct books and equipment, for every class, especially practical classes
- Provide a padlock for their locker
- Not tamper with other students' combination locks
- Not be out of class without a pass, except for returning rolls
- Respect the rights of other students and staff
- Not enter a classroom without teacher supervision
- Wear uniform correctly
- Not wear hats or caps inside the buildings

SUBJECTS AT YEAR 8

All students study a set course.
There is a choice of language between French or German.
Students study one semester each of: Geography, History, Music and Health and Foods.

Subjects studied:

- English
- Geography (one semester)
- LOTE (French or German)
- Mathematics
- Medieval History (one semester)
- Music (one semester)
- Drama (one semester)
- Health & Foods (one semester)
- Physical Education
- Science & Systems Technology
- Visual and Material Studies
OBJECTIVES:
The study of English involves students in reading, viewing, listening to, writing, creating, comparing, researching and talking about a range of text types. Students will explore the meaning of texts and how meaning is conveyed. They will develop critical understanding about the ways writers and speakers control language to influence their listeners, readers and viewers.

Standards in the English domain are organised in three dimensions.

Reading:
The Reading dimension encompasses students reading and viewing a wide range of texts, including literacy texts such as novels, short stories, poetry and plays as well as popular fiction and non-fiction works, newspapers and magazines, illustrations, posters and charts, film and television and the texts associated with information and communications technology.

Writing:
The Writing dimension involves students in the active process of conceiving, planning, composing, editing, publishing a range of texts, including writing for print and electronic media. It also involves the development of knowledge about strategies for writing and the conventions of Standard Australian English and the use of metalanguage to discuss language conventions and use.

Speaking & Listening:
The Speaking & Listening dimension involves formal and informal ways oral language is used to convey and receive meaning. It also involves active-listening strategies.

STANDARDS:
The English Victorian essential Learning Standards define what students should know and demonstrate at this level for each dimension. Assessment is based on students meeting the standards by completing a range of set tasks including:
- Text Study including wide reading
- Oral presentation (individual and small group)
- Writing for different audiences and purposes including non-print and multimodal texts
- Using multimodal technology to support oral presentations
- Research projects

COSTS INVOLVED:
There may be excursions and competitions that will incur a charge greater than the current English levy.

HOMEWORK:
Students are encouraged to read regularly for a minimum of two to four hours a week. Exercises, redrafting of writing, researching, text responses and work studies require an additional two hours.
COURSE OF STUDY
The focus of learning over the semester unit is aimed at meeting AusVELS outcomes. The course comprises key knowledge, a workshop component and a performance component (key skills), and a written component (analytical skills). These overlap and interrelate to meet the Learning Outcomes for Drama, specifically Arts Practice and Responding to the Arts.

Workshop Tasks
Students develop their dramatic skills and a variety of techniques such as use of voice, gesture and movement, use of performance space, script-writing and script interpretation as well as being a receptive audience member. Content material covers character and story development, use of non-naturalistic conventions and stagecraft. The area of focus is creating from a range of stimulus material (e.g. text, image and video).

Performance Component
Students work in small groups, and are expected to perform work to an audience of class members. Specified tasks are graded.

Written Component
Students are required to record new vocabulary and terms, as well as journal entries to document ideas and activities completed in class. Analytical tasks will also be set for each student to reflect on the development of their own work. Performance analysis tasks are also required and one analysis on a set performance will be graded.

HOMEWORK
Completion of the workbook to record ideas and activities conducted in class and/or completion of design tasks. These tasks are to be completed on a regular basis.

ASSESSMENT
All aspects of work in Drama are assessed. An overall grade is given for Workshop, Performances and the Workbook tasks.
OBJECTIVES:
The Year 8 Geography Course will introduce students to the basics in geographic skills and concepts. The emphasis will be on our region of the world, where students will study aspects such as plate tectonics or natural hazards, physical features, living conditions and different cultures comparing those within the Asia-Pacific region to Australia. There is a strong focus on caring for our environment and living in a sustainable way.

KEY TOPICS:
- Understanding the Geographer’s World
- Sustainability
- The Characteristics of the Asia-Pacific region including Australia
- Diversity in the Asia-Pacific region
- The impact of physical phenomena on human activities
- Natural Hazards, including volcanoes, earthquakes and bushfires

STANDARDS
The study of Geography will require students to develop:
- Geographic knowledge and understanding of our region
- Geospatial skills

At the end of the semester students should be able to:
- Describe and provide solutions to issues surrounding sustainable living
- Describe characteristics of our region
- Investigate physical processes such as earthquakes or volcanoes
- Explain how the region is being used and changed by human populations
- Compare and contrast the diversity of the Asia-Pacific region, in terms of culture, living conditions and outlook
- Collect information in the field, analyse data and draw conclusions
- Draw maps using mapping conventions

RESOURCES REQUIRED:
Year 8 students will continue to use their iPads.
- A4 Book - 64 page minimum
- Pencils, coloured pencils, ruler, eraser, fineliner pen
- Scissors, glue
- 1GB USB memory stick

LEARNING ACTIVITIES / WORK REQUIREMENTS:
Students use various Geographic tools when completing a combination of the following:
- Practical exercises and Assignments
- Tests
- Oral presentations
- Research
- Data processing and presentations, using Information and Communication Technologies
- Fieldwork

HOMEWORK:
- Continuous throughout the semester, as directed by the teacher
- Work not completed during class time or work missed due to absence

ASSESSMENT: Students must achieve a satisfactory level ‘C’ in all learning activities.
LANGUAGES
French / German

COURSE OF STUDY
Students at Vermont Secondary College continue learning the language chosen at Year 7. The objectives in Year 8 are to enable students to listen, speak, read and write in the language. Similarly, the students are encouraged to develop an understanding and positive attitude towards the country or countries where the language is spoken. Students are made aware of the language learning process to make the learning of other languages, including English, easier. A variety of themes are taught over the course of the year and the following topics could be included:

- locations
- giving directions
- transport
- food
- clothing
- leisure activities
- sports
- weather

RESOURCES REQUIRED

FRENCH
Year 8 students will continue to use their iPads.

GERMAN
Year 8 students will continue to use their iPads.

CLASS WORK
Work undertaken in class consists of a variety of tasks, including class presentations, dialogues, letters, workbook exercises, silent reading, reading and listening comprehension and cultural exercises.

HOMEWORK
- Regular learning of vocabulary
- Completion of class activities
- Learning dialogues, poems, etc.
- Assignment work.

ASSESSMENT
Students are assessed according to listening, speaking, reading, writing and cultural understanding. These assessment tasks may consist of tests, class exercises, or projects, homework tasks.
MATHEMATICS

OBJECTIVES:
- Demonstrate useful mathematics and numeracy skills for successful general employment and functioning in society
- Solve practical problems with mathematics, especially industry and work-based problems
- Develop specialist knowledge in mathematics that provides for further study in the discipline
- See mathematical connections and be able to apply mathematical concepts, skills and processes in posing and solving mathematical problems
- Be confident in one's personal knowledge of mathematics to feel able to apply it, and to feel able to acquire new knowledge and skills when needed
- Be empowered through knowledge of mathematics as a numerate citizen, able to apply this knowledge critically in societal and political contexts
- Develop understanding of the role of mathematics in life, society and work; the role of mathematics in history; and mathematics as a discipline - its big ideas, history, aesthetics and philosophy.

AREAS OF STUDY:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

LEARNING ACTIVITIES MAY INCLUDE:
Projects, applications tasks, homework assignments, Mathletics online tasks, exercises, tests and other activities deemed suitable by the classroom teacher.

Students must complete all class work and homework in their A4 exercise book. (Working on loose-leaf paper is NOT an option).

HOMEWORK:
Students are required to complete a variety of tasks outside of the classroom. These include:
- completing exercises/activities started during class time
- revising work/making study notes/preparing for assessment tasks
- completing assignment work, such as application tasks
- completing tasks online using the Mathletics program.

ASSESSMENT:
Assessment will be based on the above learning activities. Students are also required to complete a Semester Test in Terms 2 & 4.
MEDIEVAL HISTORY
(One Semester)

DESCRIPTION
Students will study and develop knowledge and understanding of the daily life of medieval societies and their role in providing the foundations of modern society. They will look at what life was like for all classes during this time. They will study the ideas, people and events which changed society and the values and beliefs held by all social groups. A comparison with modern times will be made. Exploration of key concepts such as democracy, the rule of law, justice, religion, liberty, authority, leadership, culture and feudalism will occur. The students will have the opportunity to re-enact medieval times on Medieval Day. They will look at culture as it was expressed through art, music, literature, drama, festivals and education.

KEY TOPICS
- Feudalism
- Types of evidence - Bayeux Tapestry
- Village Life
- Religion
- Black Death
- Crusades

STANDARDS
In order to pass this subject a student will need to address the two standards of 'Historical knowledge and understanding' and 'Historical reasoning and interpretation'.

To achieve this they will need to demonstrate the ability to:

- analyse and describe key aspects of life in medieval societies.
- compare life back then with today – for example the different beliefs, ideas and structures we have developed over time
- analyse change and continuity over time
- sequence events and develop timelines
- use a range of evidence to describe features of past societies.
- frame research questions and report their findings
- evaluate historical sources for meaning, points of view, values and attitudes
- identify some of the strengths and limitations of historical documents

RESOURCES REQUIRED
Year 8 students will continue to use their iPads.

LEARNING ACTIVITIES
- Students will be required to complete:
  - A variety of work sheets, including a bibliographical exercise
  - Research assignment
  - Analysis of written and visual documents
  - Film Study

HOMEWORK
Finish of class work, research projects and work requirements
Design and make a medieval costume

ASSESSMENT
Students will need to address the two standards associated with this subject. Students must satisfactorily pass their class tests, class exercises, the research projects, graphic representation work and an historical film study.
OBJECTIVES:
Students should actively participate in experiencing the enjoyment of music making by continuing to develop performance skills, as well as understanding the rudiments of music. Theoretical understanding is achieved through an integration of practice and theory. Students should also experience a wide range of music through active listening and creative work.

AREAS OF STUDY:
- Practical (Keyboard)
- Theory
- Music Appreciation
- Creative Work

RESOURCES REQUIRED:
- Year 8 students will continue to use their iPads.
- Music Exercise Book
- Pencils (B), pens, ruler, eraser

LEARNING ACTIVITIES:

Performing
Performance will be assessed throughout the Semester.

Theory
Theory exercises will be completed in textbooks and worksheets.

Music Appreciation
Students will submit assignments on topics studied.

Creative Work
Students will submit compositions as required.

HOMEWORK:
Students will be expected to finish class work as homework, and to undertake research for assignments.

ASSESSMENT:
Students will be assessed in all areas of study.
HEALTH AND FOODS
(One Semester)

OBJECTIVES
Students will:
- develop an ability to make better informed choices relating to health and food
- be aware of how to access the various health services available in Australia
- be able to identify and change behaviour that affects personal safety and that of others
- Learn skills for everyday life
- learn how to effectively and safely carry out food productions and use various equipment in the classroom

AREAS OF STUDY
- Food safety and hygiene
- Nutrition
- Changes during puberty
- Basic cooking techniques
- Health knowledge and promotion

RESOURCES REQUIRED
- Year 8 students will continue to use their iPads.
- A4 Health and Foods Folder (not an exercise book) with A4 lined paper and 5 plastic pockets
- Productions requirements include a container and fork/spoon as required.

LEARNING ACTIVITIES
- Cooking Production
- Research Assignments
- Class activities

ASSESSMENT
Assessment is based on successful completion of all work requirements covered throughout the semester.
PHYSICAL EDUCATION

OBJECTIVES:
Promote a positive attitude towards a healthy lifestyle through the development of:
• knowledge and understanding related to physical activity
• motor skills in a range of physical and recreational pursuits
• interpersonal skills which enable students to function effectively as part of a group or team

AREAS OF STUDY:
Year 8 Physical Education is a co-educational program involving a wide range of activities which include:
• athletics
• indoor cricket
• netball
• soccer
• gymnastics
• basketball
• baseball
• minor games
• fitness appreciation (including MAEPIP)
• fitness testing

UNIFORM:
Students are expected to follow Vermont Secondary College Uniform Policy (P.E.) as set out in the school diary.

HOMEWORK:
Students are expected to complete a variety of tasks in relation to the theory units, water safety and fitness appreciation.

ASSESSMENT:
• Ability to acquire skills and display them in individual and group practice
• Application of skill in match play
• Appropriate behaviour in competitive situations
• Application of fitness training methods
OBJECTIVES
This subject aims to develop students’ curiosity and ability to ask questions and find answers about their natural and physical world. It exposes students to how science works and how scientists approach their research to further their knowledge. Students will begin to design their own scientific experiments and assess the accuracy of their research.

AREAS OF STUDY

Chemical Science
The Particle Theory of Matter, Chemical Reactions

Physical Science
Electricity

Biological Science
Nutrients, Transport Systems in Animals and Plants

Earth & Space Sciences
The Night Sky, the Changing Earth

Systems Technology
The World of Machines

RESOURCES REQUIRED
Year 8 students will continue to use their iPads.

ASSESSMENT
Student assessment will be based on a combination of the following
- Assignment and project tasks
- Practical work (including some self & peer assessment)
- Tests

HOMEWORK
Completion of any unfinished class work, set assignments and regular review of topics in preparation for tests.
IMPORTANT POLICIES

IMPORTANT POLICIES AND PROCEDURES

PUPILS TRANSFERRING OR LEAVING SCHOOL
The parents’ intentions should be made known to the school in writing. In the case of a transfer, the new address and/or new school should be indicated. If a pupil is leaving school, the future occupation is of interest to the record for record & tracking purposes.
Before transferring or leaving school, pupils should obtain an ‘EXIT FORM’ as follows:
Year 7 – 8 collect from your Head of House;
Years 9 - 12 collect from the Pathways office.
Completed Exit forms should be returned to the Registrar as soon as practical.

VALUABLES AT SCHOOL (see also college diary)
Personal property is often brought to school by students. Please note that neither the Department of Education and Early Childhood Development (DEECD) nor VSC hold insurance for personal property brought to school and will generally not pay for any loss or damage to such property.
Staff, Students and parents need to read and take note of the Department of Education and Early Childhood Development policy re: Personal Goods Brought to School at Owner’s Risk

DEECD Directive ‘S014-2010 Personal Goods Brought to School at Owner’s Risk’
“The Department of Education and Early Childhood Development does not hold insurance nor does it accept responsibility for private property brought to school by students, staff and visitors.

Personal property is often brought to school by students, staff and visitors. This can include mobile phones, calculators, toys, sporting equipment and cars parked on school premises.
The Department of Education and Early Childhood Development does not hold insurance for personal property brought to schools and it will generally not pay for any loss or damage to such property.
Staff and students should be discouraged from bringing any unnecessary or particularly valuable items to school. Please note that a full copy of this DEECD directive ‘S003-2009 Personal Goods Brought to School at Owner’s Risk’ is available on the college website.”

Valuable items such as mobile phones, Ipods, MP3s etc. are not to be brought to school. If it is necessary to have a valuable item at school, it should be left with your Student Manager for safe-keeping. They should not be left in lockers or bags.

Some students regularly arrive late to school because the public bus he/she travels on often arrives after its scheduled time. As the bus companies cannot guarantee that buses will run on time, we suggest that the scheduled arrival time of the bus should be no later than 8:30am.
‘Late public bus’ is not reasonable excuse for late arrival unless there are clear, extenuating circumstances.
YEAR 7-10 DEADLINE EXPECTATIONS POLICY

Rationale:
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.

Preamble:
Students are expected to submit all work punctually. On the rare occasion that this is not possible, students need to provide their teacher with a satisfactory written explanation from parents, preferably 24 hours before the submission date. In the event of a student absence due to illness, the explanation can be submitted on their return.

If the reason given is satisfactory, the teacher will, where appropriate and where Learning Area (LA) policies allow, grant an extension and supply a revised due date. The assessment in these cases is not affected.

In all other cases, when students do not meet deadlines for work, the following steps will be taken:

- In the first instance, the teacher will require the student to attend an Extra Study Session to complete the work. This will be set by the teacher at the earliest available time, generally the following day either at lunchtime or after school. Parents will be informed in writing via an ‘Extra Study Session Notice’.

- A copy of the Extra Study Session Notice will be passed to the relevant Student Managers for possible follow-up and future reference.

- Students will be required to complete the work and submit it with the Extra Study Session Notice signed by their parent/guardian.

- Work submitted before or at the Extra Study Session will:
  - for the first offence – be assessed as usual.
  - for subsequent offences - be assessed as unsatisfactory for the semester report.

- If a student continues to fail to meet due dates and the work is not completed then parents will be called for a meeting and further action shall be taken. This meeting will develop an agreed action plan for assisting the student in meeting future deadlines.

These steps aim to support students in developing effective study habits and in making appropriate use of their diary for personal organisation, and thus to ensure successful completion of all subjects. Where parents have a concern about their child with regard to these skills, they are encouraged to contact the relevant Student Managers as soon as possible, so that appropriate steps can be implemented to support the student.
HARASSMENT AND BULLYING

VSC Student Code of Conduct states that: 'students have a right to learn, work and play in a safe, clean environment where, without harassment, they can fully develop their potential.' The harassment, provoking or bullying of other students is intended to cause embarrassment or pain or discomfort. It is dealt with very seriously at Vermont Secondary College.

HARASSMENT is behaviour which could be considered degrading, intrusive, offensive, racial, sexual or abusive. Harassment can be in the form of unwanted physical contact, unwelcome comments, jokes or questions about private life, unwelcome whistles, noises or gestures, graffiti or written notes. Electronic harassment can be in the form of inappropriate use of technology such as text messages and/or internet communication.

BULLYING can take many forms, for instance verbal or physical, by gesture, by exclusion, organised or intentional, and could involve extortion.

 Victims of harassment and bullying may feel frightened, unsafe, embarrassed or angry. Students may become irritable, sleep badly, lose concentration and their school work deteriorate. They may become secretive at home and confused as to how best to react.

Vermont Secondary College is committed to developing a safe, secure community environment. We work as a staff team and take steps to support and help students, encourage their resilience and remove them from sources of distress without placing them at further risk. We will always take time to support students in difficult circumstances. We encourage students and parents to see any member of staff if they are experiencing difficulties. Friends should also report any instances of harassment or bullying seen or heard.

LITERACY

The college aims to improve literacy outcomes for all students through rigorous and explicit development of a student’s abilities and skills. Across all areas of the curriculum, the correct and appropriate use of writing for a range of purposes is taught and assessed. Students’ reading and analytical skills are developed through print and visual texts and through the use of technology. Students are required to state the sources for all research and to critically evaluate these. Oral presentation skills are developed in formal and informal situations. There is a strong focus on collaborative group work. Students listening skills are developed to ensure effective understanding of class work, for effective note taking and for appropriate verbal responses.

Students develop these skills in all their studies and are encouraged to recognise their strengths and weaknesses. Students are explicitly taught thinking strategies and cognitive organisers which promote control and confidence in their learning.

STRATEGIES:

Intervention
To assist an individual’s class work and learning needs, students may receive additional teacher support. This assistance is offered within the English classroom. Students may also be withdrawn to work in small group sessions to focus on their literacy skills.

Modification of Coursework
To ensure that a student develops confidence and skill, a teacher may modify the requirements for a unit of work. The modification may be a change to the size or scope of the task or to the way that the task is to be presented and assessed.

Individual Education Plans
Students with learning disabilities may have aide assistance and be placed on an Individual Education Plan. Students who are unable to be assessed using the appropriate VELS level in a particular Learning Area have individual learning goals set by their subject teacher in consultation with the Parent Support Group. These goals are realistic, achievable and challenging, given the capabilities of the student.
LITERACY – Strategies (Continued)

Assessment
Students are regularly assessed by teachers, and the college conducts literacy assessments in the Junior School. Students’ progress is monitored and parents are invited to raise any concerns. Further diagnostic assessments may be conducted with parental consent. Parents are invited to contact the college in relation to students’ learning and should give their support for their student’s learning.
COLLEGE POLICIES AND PROCEDURES

College Policy: STUDENT EXPECTATIONS

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 home-learning and wide-reading, as well as indirectly, by supporting the college and its policies.

Excellence:
- Make a commitment to self and college
- Undertake and complete all tasks to the best of their ability and by due dates
- Catch up on work missed due to other programs or absence – liaise with class teacher
- Wear correct school uniform and be well groomed/presented
- Bring all required equipment to every class
- Be a role model to other students
- Be positive ambassadors for the college (immediate neighbourhood and wider community)
- Actively involve self in class activities and college programs – make the most of opportunities presented
- Make effective use of all educational and co-curricular opportunities offered

Integrity:
- Adopt the Vermont Values and follow college policies
- Adhere to college rules and expectations
- Maintain appropriate standards of behaviour: no swearing, fighting, bullying, name-calling etc.
- Not leave class without a pass from the teacher
- Follow instructions given by staff
- Adhere to community expectations, including all laws and regulations, especially relating to electronic devices, alcohol, tobacco, cyberspaces and equal opportunity

Responsibility:
- Be at school by 8.30am
- Attend punctually all timetabled classes and programs as directed – the only exception is with a written note from parent or teacher
- Remain in school grounds during the school day
- Promptly obtain the appropriate pass if late or out-of-uniform
- Not be at lockers between periods
- Stay away from out-of-bounds areas and out of unsupervised rooms
- Inform teacher if unable to attend a class
- Return notes etc. on time
- Undertake regular home-learning and complete all set homework

Respect:
- Treat all college community members with respect
- Respect the right of others to learn and teach
- Treat college environment with respect – use bins, leave all areas clean and tidy etc.
- Respect all property of the college and of others – do not take, tamper with or damage property
- Acknowledge and celebrate the successes of others

Tolerance:
- Be tolerant and respectful of others – positively encourage participation
- Approach work and activities with an open mind & positive attitude
- Allow all others to participate in the college programs regardless of individual differences
- Act with care and concern for others
College Policy: STUDENT CODE OF CONDUCT

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:

<table>
<thead>
<tr>
<th>VALUES</th>
<th>BEHAVIOURS</th>
</tr>
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<tbody>
<tr>
<td><strong>EXCELLENCE</strong></td>
<td>We consistently reinforce high expectations and the core values of the college</td>
</tr>
<tr>
<td><em>In the achievement of individual and team goals.</em></td>
<td>We consistently strive to achieve the best possible outcomes</td>
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<td></td>
<td>We are open to innovative, engaging and challenging educational practices</td>
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<td></td>
<td>We encourage leadership and initiative</td>
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<td></td>
<td>We celebrate the efforts and successes of our peers and the college community</td>
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<td></td>
<td>We celebrate our individual successes</td>
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<td></td>
<td>We strive to develop an understanding of our strengths, learning styles &amp; capabilities</td>
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<td></td>
<td>We support each other in the pursuit of excellence</td>
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<tr>
<td><strong>INTEGRITY</strong></td>
<td>We stand up for what we believe in, in a fair and open manner</td>
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<tr>
<td>Of individuals in their words, actions and relationships.</td>
<td>We encourage and demonstrate honesty</td>
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<td></td>
<td>We are sincere in our words and actions</td>
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<td></td>
<td>We act at all times in an ethical manner</td>
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<td></td>
<td>We are positive and constructive in our dealings with other people</td>
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<tr>
<td><strong>RESPECT</strong></td>
<td>We treat all people with respect and acknowledge their right to express differing views</td>
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<tr>
<td>For self, others and property.</td>
<td>We are sensitive to the impact of our words and actions on others</td>
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<td></td>
<td>We show consideration for the feelings of others</td>
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<td></td>
<td>We respect the property of others including all college facilities</td>
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<td></td>
<td>We acknowledge and appreciate individual differences, strengths and skills</td>
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<td></td>
<td>We act with discretion and tact in our interpersonal relations</td>
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<td></td>
<td>We treat all members of our college community equitably, justly and courteously</td>
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<td></td>
<td>We value the role of others in our college, and the wider community</td>
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<tr>
<td><strong>TOLERANCE</strong></td>
<td>We treat all people equally</td>
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<tr>
<td>Of diversity and individual differences.</td>
<td>We challenge intolerance</td>
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<td></td>
<td>We are positive role models for our peers in exemplifying tolerance</td>
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<td></td>
<td>We are encouraging and supportive of all people in the achievement of their goals</td>
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<td></td>
<td>We are accepting of individual differences in our college community</td>
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<td></td>
<td>We ensure that our peers and staff are free from harassment</td>
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<tr>
<td><strong>RESPONSIBILITY</strong></td>
<td>We accept the consequences of our behaviour</td>
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<tr>
<td>For our words and actions.</td>
<td>We take responsibility for our personal development</td>
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<td></td>
<td>We participate in, and contribute constructively to, decision making in our college</td>
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<td></td>
<td>We share ideas</td>
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<td></td>
<td>We are reflective on our thoughts and actions</td>
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<td></td>
<td>We are committed to continual improvement of our knowledge and learning methods</td>
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<td></td>
<td>We demonstrate resourcefulness and are prepared to take risks where appropriate</td>
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<td></td>
<td>We are proactive and responsive to issues that require our consideration</td>
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<td></td>
<td>We actively promote and apply safe work practices</td>
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</tbody>
</table>
College Policy: STUDENT ATTENDANCE

Current research shows a clear link between regular school attendance and positive social, emotional and learning outcomes for students, both for school and later life. Students need to attend school regularly to form positive relationships with their peers, to make the most of educational opportunities, and to reach their full potential.

At Vermont Secondary College student attendance is monitored by classroom teachers, the Attendance Officer, the House teams, the Student Engagement & Wellbeing team, and the Pathways & Transitions team. Parents are able to monitor their child’s attendance via the VEWS Parent Portal.

School attendance is a legal obligation of a child’s parents/carers; it is the duty of a parent of a child up to 17 years of age to ensure that the child attends school at all times when the school is open for the child’s instruction. It is the duty of the parent/carer to notify the school in writing of any absence. The college will provide active support for full student attendance and retention until the completion of year 12 or its equivalent. VSC remains the ‘home school’ until a student is in a permanent educational/training setting for six months.

The VSC Student Promotion policy states:
“In order to successfully undertake and complete a course of study, students are required to be present at school and in class.”

College/staff will:
- Maintain and monitor consistent and accurate attendance records via VEWS roll marking
- Promote a culture of attendance and punctuality through the establishment of high and clear expectations
- Communicate clearly to staff any special circumstances or support required by students
- Develop and provide engaging, purposeful and safe learning environments
- Provide work, where realistic and practicable, during short-term absences
- Inform parents/carers of their child’s attendance via: the VEWS Parent Portal, email, phone calls, regular attendance letters
- Provide effective support for students at risk of non-attendance and their parents/carers, including development of an individualised Attendance Plan with clear criteria as part of a graduated response to attendance concerns
- Develop links and partnerships with key stakeholders and community groups to support student attendance

Parents/carers will:
- Ensure their child is on time to school (8.30am) and attends school on all designated school days
- Only allow their child to be absent from school if there is a legitimate reason, such as illness
- Avoid absences or making appointments during school hours (hairdresser, birthdays, holidays, etc.)
- Provide the college with written notice in advance of planned absences
- Immediately notify the college if their child is absent — call the college absence line (8872-6338)
- Ensure their child brings a note which clearly outlines the date and reason for the absence to the General Office on return
- Ensure their child catches up on any work missed due to absence
- Monitor their child’s attendance via the VEWS Parent Portal
- Contact the college if their child is reluctant or refusing to come to school
Students will:

- Ensure they are at school by 8.30am (unless in Year 12 with a Private Study in period 1 or periods 1 and 2)
- If late (unable to make it to the Period One class by 8.45) they must sign in at Sickbay / General Office
- Remain on the college grounds and attend all timetabled classes, unless they have express permission to do otherwise e.g. attending a program off-campus, leaving for an appointment, etc.
- Catch up on any work missed due to absence – this includes for absence due to college programs e.g. excursions, sport, instrumental music
- Make up time due to unexplained/unauthorised absence in breaks, after school, or on Wednesday afternoons (VCE)
- For students undertaking any VCE Unit 1-4 studies, there is a requirement for a minimum 90% attendance rate and the need for a medical certificate to be presented when absent for an assessment task (refer to ‘The VSC VCE Handbook’)

The VSC Values require students to:

Excellence:
- Catch up on work missed due to other programs or absence – liaise with class teacher
- Actively involve self in class activities and college programs – make the most of opportunities presented

Responsibility:
- Be at school by 8.30am
- Attend punctually all timetabled classes and programs as directed – the only exception is with a written note from parent or teacher
- Remain in school grounds during the school day
- Promptly obtain the appropriate pass if late or leaving early
- Not be at lockers between periods
- Stay away from out-of-bounds areas and out of unsupervised rooms
- Inform the teacher if unable to attend a class

Integrity:
- Not leave class without a pass from the teacher

Review of policy:
The College Council, Attendance Officer and the Student Engagement & Wellbeing Team will regularly monitor and review the effectiveness of the Student Attendance policy, and revise the policy as/when required.

Next policy review: 2015

Name of person/position with ultimate responsibility for reviewing policy:
Harry Ruff (Assistant Principal responsible for Student Services)

References:
VSC Student Promotion policy
VSC Attendance Processes
VSC Values and Expectations
VSC Student Engagement & Wellbeing policy
VSC Classroom Relationships
EMR Improving School Attendance
EMR Attendance Resources
DEECD SPAG
College Policy: VSC STUDENT DRESS CODE

The VSC student uniform creates a sense of individual and collective pride; it is a condition of enrolment that all students wear full college uniform, including when travelling to and from the college. We expect our parent community to support their children and the college by ensuring students present in full college uniform every day.

VSC has no designated summer or winter uniform. Thus, students have a broad range of options but are expected to manage the choices offered in a responsible manner within the guidelines below, and befitting the college and its reputation. The college uniform must be worn on all excursions except where permission to the contrary has been given, for example where the nature of the excursion justifies free dress. If, for any reason, a student is unable to be in complete school uniform, he/she must bring a note from a parent explaining the reason. This must be brought before school to the relevant student manager, where the appropriate pass will be issued. Students requiring to be out of uniform for medical reasons for a protracted time (greater than one week) will require a medical certificate.

PERSONAL PRESENTATION

Students must present neatly and appropriately for school each day. 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, particularly: excessive bangles, large bracelets, long or large earrings, or similar; rings/studs on the face (nose, lip, eyebrow etc.). These present a considerable Occupational Health & Safety risk. No responsibility is taken for any loss of jewellery worn to school. Obvious and excessive make-up and coloured nail polish must 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, especially in Science and Technology classes. Should parents have any questions, we request that the college be contacted to clarify expectations.

OUT-OF-UNIFORM DAYS

The college runs a number of ‘out-of-uniform’ days over the school year as part of our community service program, for example to raise funds for college resources, or local, national and international programs and charities. Dress on these days should be smart casual, appropriate to the college context. As they present a real Occupational Health and Safety risk, particularly in Science and Technology classes, thongs (or other open / ill-fitting footwear) are never to be worn. N.B. Students are still required to bring appropriate clothing for physical education classes etc. on these days.

SUPPLY OF UNIFORM ITEMS

The college’s approved uniform supplier is PSW (Primary & Secondary Wear) 18-20 Railway Avenue, Ringwood East, phone 9879 5500. Shop Hours: Mon to Fri 8:30am-5:00pm, Sat 9:00am-5:00pm. Should parents have any questions, we request that the college be contacted to clarify expectations.

Families experiencing difficulty purchasing the correct uniform items should contact the college and/or Student Wellbeing Coordinators. The VSC Community Association operates the college’s Second-hand Uniform Shop – details are published in the newsletter.
**GENERIC**

- VSC navy jumper with college emblem, or for Year 12 students, the Yr 12 jacket (available from the college).
- VSC jacket – no other jackets are allowed. N.B. Notes will not be accepted for replacement jackets, jumpers or windcheaters. Where possible, students will be provided with a clean VSC jumper that can be worn throughout the day and then returned.
- College black leather, lace-up, low-heeled shoes which must take polish. Boots, sneakers and black runners are not acceptable. T-bar shoes are the only other authorised shoe for girls – these must be worn done-up correctly.
- VSC approved hat, not to be worn in class/indoors.
- Optional VSC Tie (available on order from PSW) to be worn with the long-sleeve white business shirt or girls’ blouse only.
- Optional VSC Blazer (available on order from PSW – allow enough time for fitting).
- Use of the blue school bag available through PSW is strongly recommended.
- Headbands, scarves etc. should be in plain navy, black or white.
- All items should be clearly marked with the student’s name – they can then be returned if found.

**PHYSICAL EDUCATION / SPORT**

- VSC sport polo shirt and VSC navy sport shorts - compulsory for Year 7, 8 and 9 and recommended for all other year levels.
- **The VSC cap is compulsory for Year 7, 8 & 9 students. All other students** are encouraged to wear a hat. Optional VSC rugby top and tracksuit pants are also available through PSW. The rugby top is to be worn as part of the PE/Sports uniform only.

N.B. If Physical Education is the first lesson of the day, students must still arrive in correct college uniform. However, if Physical Education is the last lesson of the day, students may wear the P.E. uniform home, but only if complete.

<table>
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<tr>
<th>GIRLS</th>
<th>BOYS</th>
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| - Long-sleeve white business shirt (with collar and fully button through), **to be worn tucked in**. A **plain** white T-shirt (long or short sleeve) may be worn underneath the white shirt.  
**OR** 
- Plain white blouse.  
**OR** 
- VSC polo shirt. A **plain** white short-sleeve T-shirt may be worn underneath the polo shirt. The VSC polo shirt must **not** be worn with a skivvy, long-sleeve t-shirt or summer dress.  
- VSC tartan skirt (with black tights or black socks only).  
**OR**  
- Dark navy, tailored, straight-legged pants as per PSW.  
**OR**  
- VSC summer dress (with plain white socks only).  
**OR**  
- Tailored, navy blue shorts through PSW (with plain white socks only).  
- T-bar shoes are the only other authorised shoe for girls – these must be worn done-up correctly. | - Long-sleeve white business shirt (with collar and fully button through), **to be worn tucked in**. A **plain** white T-shirt (long or short sleeve) may be worn underneath the white shirt.  
**OR**  
- VSC polo shirt. A **plain** white short-sleeve T-shirt may be worn underneath the polo shirt. The VSC polo shirt must **not** be worn with a skivvy or long-sleeve T-shirt.  
- Clerical grey trousers (not light grey denims or cords) with black or grey socks.  
**OR**  
- Navy shorts through PSW (with plain white socks only). Cargo styles are not acceptable.  
- Black leather lace-up shoes for boys. |
College Policy: Deadline Expectations (Years 7 - 10)

Rationale:
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.

Guidelines:
Students are expected to submit all work punctually. On the rare occasion that this is not possible, students need to provide their teacher with a satisfactory written explanation from parents, preferably 24 hours before the submission date. In the event of a student absence due to illness, the explanation can be submitted on their return.

If the reason given is satisfactory, the teacher will, where appropriate and where Learning Area (LA) policies allow, grant an extension and supply a revised due date. The assessment in these cases is not affected.

In all other cases, when students do not meet deadlines for work, the following steps will be taken:

- In the first instance, the teacher will require the student to attend an Extra Study Session to complete the work. This will be set by the teacher at the earliest available time, generally the following day either at lunchtime or after school. Parents will be informed in writing via an ‘Extra Study Session Notice’.

- A copy of the Extra Study Session Notice will be passed to the relevant Student Manager for possible follow-up and future reference.

- Students will be required to submit the Extra Study Session Notice, signed by their parent/guardian and complete the work.

- Work submitted before or at the Extra Study Session will:
  1. for the first offence – be assessed as usual.
  2. for subsequent offences - be assessed as unsatisfactory for the semester report.

- If a student continues to fail to meet due dates and the work is not completed then parents will be called for a meeting and further action shall be taken. This meeting will develop an agreed action plan (Student Learning Plan) for assisting the student in meeting future deadlines.

These steps aim to support students in developing effective study habits and in making appropriate use of their diary for personal organisation, and thus to ensure successful completion of all subjects. Where parents have a concern about their child with regard to these skills, they are encouraged to contact the relevant Student Manager as soon as possible, so that appropriate steps can be implemented to support the student.

Next policy review: December 2012
The college will review the policy every three years with input from teachers, students, parents and wider college community.

Name of person/position with ultimate responsibility for reviewing policy:
Joanna Alexander and Harry Ruff (Assistant Principals responsible for Learning & Teaching and Student Services)
College Policy: Home-Learning

Rationale
At VSC 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 home-learning and wide-reading, as well as indirectly, by supporting the college and its policies.

Purpose
VSC has developed this Home-Learning Policy in consultation with staff, students, parents and Cluster schools. It seeks to strike a balance between a child’s education and other interests. While opinions on homework are divided, VSC holds the basic belief that home-learning continues student learning outside the formal classroom, and that students who regularly undertake home-learning experience greater academic success (refer VSC Policy on Student Promotion). Home-learning contributes to developing positive attitudes towards, and skills for, life-long learning. Home-learning complements and reinforces classroom learning, fosters good study habits, and provides a further opportunity for students to be responsible for their own learning. Home-learning also provides the opportunity for parents to participate in their child’s education, and develops the school-home partnership. Students will generally have home-learning tasks set, and as they move into more senior years the homework and study demands will increase. We advise our college community of home-learning expectations at the beginning of the year via the college newsletter and provide a copy of the school’s Home-Learning Policy in student handbooks. Any questions about home-learning expectations should be addressed to the relevant class teacher or year level coordinator in the first instance.

Guidelines and Expectations
Home-learning should:
- Consolidate prior learning
- Allow for enrichment & extension
- Allow for preparatory work

Home-learning should not:
- Involve endless repetition
- Involve unrelated tasks
- Restrict opportunities to undertake other activities

Years 7–9 home-learning
- should include a range of daily independent reading – novels, newspaper etc.;
- should be coordinated by teachers maintain an overview of students workload as recorded in their diary may include completion of work, extension of class work, projects and assignments, essays and research;
- will generally range from 45-60 minutes a day at Year 7 to 45–90 minutes a day in Year 9.

Years 10–12 home-learning
- will generally increase, and require from 1–3 hours per week night, with up to 6 hours on weekends during peak VCE periods;
- at this level students should generally be independent learners, but parents should be clear about the school’s expectations for home study, and should discuss issues and concerns with their children and the school. However it should not place undue pressure on students – it is important that a balance is maintained between the demands of study and recreational activities.
- will include set preparatory home learning tasks during the school holidays when commencing VCE and all through the course of their studies.

VCE students especially are expected to make effective use of the resources on Moodle (the college intranet), and also the Wednesday Study Day for home learning.
Expectations of all students
- Record specific tasks set for home learning in the Student Diary
- Complete specific tasks set for home learning by the due date
- Revise class work using their own initiative
- Undertake regular wide reading including newspapers
- Make effective use of college resources and programs like the Maths Lunchtime Help Room and Study Club in the Library

Expectations of all staff
- Link home-learning to curriculum
- Set tasks that extend student work and encourage higher order thinking
- Clearly identify specific tasks for home learning
- Discuss study techniques with their classes
- Check/assess/ home learning and provide students with feedback
- If work does not meet the expected standard instruct the student to resubmit
- Set consequences if students do not meet the due date or requirements
- Promptly communicate any concerns with the parent/s, using the Student Diary initially
- Refer concerns to the appropriate Student Manager
- Special needs students need to be supported appropriately

Expectations of parents
- Support the College policy
- Provide appropriate resources and a well-lit, quiet, comfortable space for home learning
- Talk to their child about tasks set for home learning
- Check the Student Diary if unsure about home learning set
- Encourage your child to approach their teacher when issues arise
- Remind their child to use the services provided by the college to support home learning ie encourage your child to attend Study Club, Maths Lunchtime Help Room
- Note the examinations and SAC dates established early each semester (VCE students)
- Encourage your child to read widely
- Take time to discuss what your child has learnt at school
- Use the Student Diary, email or phone to communicate any concerns with the classroom teacher

Communication
With staff:
- Via Staff Meeting at the beginning of the year
- Staff Handbook
- Induction Program
- Team and Learning Area meetings

With students:
- Via the Student Diary and Handbooks
- Explicit instruction by college staff

With parents:
- Transition documents
- Newsletter
- Information evenings (Year Level and Community Association)
- Email, letters and phone calls
College Policy: Plagiarism Years 7-10

Rationale
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. As our students progress through the year levels, we expect them to take increasing responsibility for their own learning and the work they present. In keeping with our Vermont Values, we expect VSC students to always:

- strive for excellence in the work they undertake and present,
- be responsible for their own actions,
- demonstrate integrity in how they complete their work and how they acknowledge the work of others.

Guidelines
Naturally, students are expected to submit only work that is their own i.e. not plagiarised. The availability of reference material, particularly on-line, and the ease with which it can be accessed and inserted, are of concern.

Definition
Plagiarism involves using the work of another person and presenting it as one’s own. Any of the following acts constitutes plagiarism unless the source of each quotation or piece of borrowed material is clearly acknowledged:

a) copying out part(s) of any document or audio-visual material (including computer based material)
b) using or extracting another person’s concepts, experimental results, or conclusions
c) summarising another person’s work
d) in an assignment where there was collaborative preparatory work, submitting substantially the same final version of any material as another student.
e) Encouraging or assisting another person to commit plagiarism is a form of improper collusion and may attract the same penalties which apply to plagiarism.
f) similarly, students are prohibited from allowing their work to be copied

Plagiarism at Years 7-10
For our students at years 7 to 10, there is a series of graduated consequences for those who have plagiarised others’ work.

Consequences for plagiarism:
Students who are found to have plagiarised will:

- on the first occasion be counselled by their Class Teacher and Student Manager
  - have their parents contacted by the Class Teacher to discuss the matter
  - be required to resubmit the task - in some cases another task will need to be set
  - not have the piece assessed, but may be awarded an ‘Adequate’ Grade for satisfactory completion and
  - have the incident of plagiarism formally recorded by the Student Manager on VEWS

- on a second occurrence have a Student Support Group formed, comprising a parent, Student Manager & Head of House to counsel them on appropriate practice
  - have their work graded as ‘Unsatisfactory’, impacting upon the student’s overall assessment in the affected subject

- on any subsequent occurrence have their work graded as ‘Unsatisfactory’, impacting upon the student’s overall assessment in the affected subject and be subject to suspension procedures, in consultation with the Student Support Group

Allowing others to copy your work:
Students who assist others in plagiarising work, including allowing others to copy their work, will:

- on the first occasion be counselled by their Class Teacher and Student Manager
  - have their parents contacted by the Class Teacher to discuss the matter and have the incident of plagiarism formally recorded by the Student Manager on VEWS
- **on a second occurrence** have a Student Support Group formed, comprising a parent, Student Manager & Head of House to counsel them on appropriate practice
  - have their own work graded as ‘Unsatisfactory’, impacting upon the student’s overall assessment in the affected subject

- **on any subsequent occurrence** have their work graded as ‘Unsatisfactory’, impacting upon the student’s overall assessment in the affected subject
  - be subject to suspension procedures, in consultation with the Student Support Group

**Inappropriately accessing materials during a test:**

Students who inappropriately access materials during tests and exams will

- **on the first occasion** be counselled by their Class Teacher and Student Manager
  - have their parents contacted by the Class Teacher to discuss the matter
  - be required to resit the task. (The test can only be graded as ‘Adequate’)
  - have the incident of inappropriate material access formally recorded by the Student Manager on VEWS

- **on a second occurrence** have a Student Support Group formed, comprising a parent, Student Manager & Head of House to counsel them on appropriate practice

- **on any subsequent occurrence** have their work graded as ‘Unsatisfactory’, impacting upon the student’s overall assessment in the affected subject

- be subject to suspension procedures, in consultation with the Student Support Group

**VSC will attempt to reduce cases of plagiarism by:**

- Making staff, parents and students aware of the college policy and consequences
- Making effective use of drafting and authentication processes
- Informing students and parents of any concerns as soon as concerns arise
- Ensuring that staff set tasks that require reflection, analysis etc., not simply listing facts
- Ensuring that staff teach correct referencing techniques

**VSC Expectations of students:**

- Complete the work as required
- Abide by copyright procedures and not simply copy and paste from internet sites
- Cite sources as required
- Make all efforts to understand the material and present it in their own words
- Seek assistance from their teacher if uncertain

**VSC Expectation of parents:**

- Reinforce college Values and expectations
- Support but not ‘do the work’ for their child

**VSC Expectations of Teaching Staff:**

- Within classes, teachers clearly explain the school’s Plagiarism Policy and how it applies to their respective subject area
- Carefully monitor and support students at risk
- Minimise opportunities for plagiarism by:
  - Ensuring students submit work on time and following up immediately if this does not occur (Submission of Work/Meeting Deadlines Policy)
  - Ensuring work is assessed and returned as soon as possible, to avoid unnecessary copying
  - Avoid setting tasks that simply require listing of facts
  - Avoid setting the same tasks from one year to the next
  - Discuss plagiarism issues with students and make expectations of ‘Plagiarism Policy’ clear when tasks are set
  - Demonstrate appropriate role-modelling through note-taking and referencing and provide clear examples of this
  - Library staff will support college staff by delivering research skills units, especially in Junior School library classes
College Policy: Student Promotion

At Vermont Secondary College, student promotion to the following year level is monitored by the House Management Teams, the Student Engagement & Wellbeing Team, and the Pathways & Transitions Teams. They work in close cooperation with classroom teachers, students and families. Parents and students should be well aware that promotion of students to a higher year level is determined by a range of factors.

A. The college considers the following key criteria for promotion:

1. Attendance
   In order to successfully undertake and complete a course of study, students are required to be present at school and in class.

2. Completion of Work
   Students are required to complete the set tasks of the course of study; these may include assessment tasks, class work and homework.

3. Standard of work completed
   Students are required to demonstrate through their own work (a range of class work, homework and assessment tasks) that they are operating ‘at or above’ the expected VELS standard/s, or are achieving the required VCE Outcomes.

4. Attitude
   Students are required to demonstrate the appropriate attitude, endeavour and organisation that will enable them to succeed at the higher level.

B. Variations

Classroom teachers and/or relevant college staff will inform students and their parents if they are not meeting the above key criteria, via Progress Conferences, reports, letters, emails, phone calls etc. Variations to the above four key criteria will be made by negotiation with the appropriate college team/s e.g. for reasons including illness, sporting commitments, disabilities, accommodations and modifications to curriculum programs.

While promotion to the next year level may be awarded, poor performance in some subjects may lead to restrictions in entry to subsequent subjects. The development of appropriate skills will be taken into account, as will progress in the key areas of Literacy and Numeracy. In particular, entry to VCE is restricted to students who have successfully achieved the expected standard in English. At the completion of each semester/unit of the VCE, entry of students to further units will be considered on an individual basis.

Review of policy:
The College Council, Student Engagement & Wellbeing Team, and the Learning & Teaching Committee will regularly monitor and review the effectiveness of the Student Promotion policy and revise the policy when required.
College Policy: Bullying & Harassment

RATIONALE
Vermont Secondary College has as its values:

- **Excellence** in the achievement of individual and team goals.
- **Integrity** of individuals in their words, actions and relationships.
- **Responsibility** for our words and action.
- **Respect** for self, others, property.
- **Tolerance** of diversity and individual difference.

Our ability to learn, to grow and to achieve is reduced by negative attitudes and behaviour. Bullying and harassment are unacceptable and Vermont Secondary College is committed to creating and maintaining a safe and supportive learning environment.

WHAT IS BULLYING
Being bullied or harassed means that someone is subjected to behaviour which is hurtful, threatening or frightening and this behaviour is repeated over time. Bullying can be physical, verbal and psychological actions by an individual or group which are intended to hurt another person. It includes:

- Repeated name calling, teasing and put downs.
- Purposely leaving someone out of activities.
- Damaging, removing or hiding belongings.
- Demands for money or possessions.
- Physical violence or threats.
- Racial discrimination.
- Sexual bullying/harassment.
- Inappropriate use of technology such as text messages and internet chat rooms.

WHAT THE SCHOOL WILL DO
Provide a supportive environment which encourages positive relationships between students, their peers and teachers by modelling appropriate behaviour, and implementing a student code of conduct. This includes:

- Providing safe areas.
- Ensuring complaints are followed through.
- Including material on behaviour awareness in the curriculum.
- Keeping records of incidents of bullying.
- Supporting both parties to resolve the issues.

SOME COMMON REACTIONS
“*I was just mucking around, can’t they take a joke?”*
This is the most common response to bullying. It is not a joke to put someone down, ridicule them, make them feel uncomfortable, push them around, or take their things.

“*I’ll ignore it and it will go away.*”
If anything, ignoring it makes it worse. It gives the impression that bullying is okay with you and that you agree with what the bully is doing.

“*I don’t want to cause trouble.*”
Students have a right to feel safe at school. You’re not causing trouble, you’re standing up for yourself.

“*It’s just a natural part of growing up.*”
There is nothing natural about being victimised. Students have a right to feel safe at school, as well as at home.

“*No-one can do anything about it.*”
Most cases of bullying are sorted out very simply especially if it is reported straight away. The college is committed to solving these problems.
INCIDENTS OF BULLYING WILL BE RESPONDED TO IN THE FOLLOWING SEQUENCE

1. Teachers who observe bullying/harassment incidents or have this reported to them by a student will complete an incident report. Copies of this report will be given to the relevant Student Manager and Assistant Principal.

2. Following investigation of the incident it is the school's preferred option to mediate between the students (when appropriate) and come to an agreed resolution of the issues. A written agreement will then be signed by both parties. Students will be reminded of the school policy on bullying.

3. Students who are reported a second time may be asked to sign a contract, and further counselling from the Student Manager.

4. Students who are reported for bullying a third time may be withdrawn from classes for the remainder of the day. Parents will be contacted and asked to attend an interview. Consequences for further incidents will be explained. These may include external suspension.

NB: Incidents of a serious nature may be responded to by immediately applying the Student Code of Conduct.

All stages of consequences will be supported by the school with counselling by Student Managers and the Student Wellbeing Coordinator.

SOME SUGGESTIONS FOR PARENTS BEFORE VISITING SCHOOL TO DISCUSS THEIR STUDENT BEING BULLIED

1. Before approaching the school, make sure the alleged incidents involving bullying are carefully detailed. As far as possible, set down a) what exactly happened, b) whether there was any provocation on the part of your child, c) whether there were witnesses and if so who.

2. Ensure as far as possible that the student knows what action you are proposing and agrees with it.

3. Make an appointment with the relevant Student Manager or Assistant Principal so that time can be made available for you to talk.

4. Don’t attempt to sort out the bullies yourself. This is rarely effective and results in escalation.

5. At the meeting, calmly present the concern as a problem that you are sharing with the school and explain that you are hoping to work out some solution with their help.

6. Be patient. The school will need some time to investigate and check on what has been said.

7. Listen carefully and note what steps the school intends to take and what part they would like you to play.

8. If necessary, arrange for a further meeting/phone contact to assess what has occurred.

WHAT STUDENTS CAN DO TO HELP

- Report any cases of bullying to class teachers or Student Managers, or someone you trust.
- Seek help to develop ways of responding to bullying.
- If approached by a bully, stay calm and confidently walk away.
- Leave expensive possessions and money at home.
- Avoid joining in. Being part of a group which is bullying someone else is just as bad as being a bully yourself.
- Avoid joining in gossip either at school or on-line.
College Policy: CYBER-SAFETY

Rationale
Vermont Secondary College recognises that young people have fully embraced the use of information and communication technologies to maintain contact with their friends and to develop new ones. They send emails, create their own websites, post personal news in blogs (online interactive diaries), post material on personal message sites such as ‘Facebook’ & ‘MySpace’, download and upload video material from/to ‘YouTube’, send text messages and images via cell phones, message each other through IMs (instant messages), chat in chatrooms, post to discussion boards, seek out new friends in teen community sites, listen to ‘Pod casts’ and use computers to access most of the information that they require. The possibilities appear almost endless, and sites and devices are evolving on a daily basis.

While VSC believes that the benefits to students of this technology far outweigh any disadvantages, students and their parents should be aware that some Internet sites may contain material that is illegal, defamatory, inaccurate or offensive to some people. Also, there are increasing reports of these technologies being used to harass and intimidate others. This is known as cyber bullying.

Definition: Cyber-bullying is when someone is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another person using the Internet, interactive and digital technologies or mobile phones.

Purpose
Vermont Secondary College is committed to developing a safe environment where the students act respectfully and positively towards each other in acceptable and non – threatening ways. Cyber-bullying has no place in the college community and will not be tolerated under any circumstances.

Guidelines
The college believes that ultimately, parents/guardians of students are responsible for setting and conveying the standards that their child should follow. The college will exercise the normal requirements for supervising students accessing the Internet, however the college does not have control of the information on the Internet, nor can it guarantee to provide electronic barriers to prevent students accessing the full range of information available. Also, the college has no control of students’ activities with regard to information and communication technologies in the wider community. The college will introduce programs and resources for the college community that address cyber-bullying.

By agreeing to the Computer & Internet Acceptable Use Policy, students agree to abide by the restrictions outlined in the policy. The students and their parents/guardians should discuss the rights and responsibilities covered in the policy.

Procedure
Staff at Vermont Secondary College have a responsibility to ensure that:

- they do not add students as ‘friends’ on their social networking sites
- all forms of cyber-bullying are prohibited at the college
- they are aware of cyber-bullying and are able to identify and look for the signs of occurrence among the students
- their students are aware of the consequences of cyber-bullying
- a code of conduct is in use for technology, including computers, multi media players and mobile phones, whilst on the school premises
- they actively enforce the code of conduct and support college programs addressing cyber-bullying
- all cases of cyber-bullying are reported to the Heads of House or Student Managers and responded to promptly
Students at Vermont Secondary College have a responsibility to ensure that they:

- do not participate in cyber-bullying
- do not add staff as ‘friends’ on their social networking sites
- report any instances of cyber-bullying to the Heads of House, Student Managers or a relevant member of staff
- do not use mobile phones, cameras or other digital devices to record audio and visual material that is not authorised as part of the school curriculum
- do not breach the privacy of students, staff and members of the college community through any unauthorised recording or filming
- do not distribute inappropriate information through digital media or other means
- advise students being victimised by cyber-bullying to talk to an adult
- offer to speak to an adult on behalf of the student who is being victimised by cyber bullying.

Parents/Guardians of students at Vermont Secondary College are encouraged to:

- discuss with their child the potential issues associated with information and communication technologies, especially for those which they purchase for their child
- discuss with their students the implications and consequences of cyber-bullying
- refer all issues of cyber-bullying to the college
- increase their own awareness of cyber-bullying
- monitor their child’s use of information and communication technologies.

Review of policy & College Management Checklist
The school council and Learning Technology Committee will regularly monitor and review the effectiveness of the Cyber-Safety policy (at least every three years) and revise the policy when required.
College Policy: ELECTRONIC DEVICES

Rationale
The technology of mobile phones and other portable digital devices has developed such that they now have the facility to record and receive sound, and take and transmit photographs and video images. The college recognises that many students possess electronic devices that may have educational applications, including:
- mobile phones, and that parents may wish their child to have a mobile phone for safety reasons;
- MP3 players, and that these are very useful for data storage or for use during quiet work and/or study.
However, these new technologies are also open to abuse and invasion of privacy.

Purpose
VSC allows for the appropriate use of mobile phones and digital devices, while aiming to protect the individual and maintaining a working educational environment. This policy sets out the responsibilities of staff, students and parents with regard to mobile phones and other digital devices.

Guidelines
- **Students are not to use any electronic devices in class unless specifically permitted to do so by the teacher in charge.**
- Staff and students are encouraged to make effective use of electronic devices to support learning and teaching.
- Students who bring electronic devices to school must use them appropriately and responsibly i.e. in accordance with the VSC Values, and do so at their own risk. The school takes no responsibility for any loss or damage, and reserves the right to temporarily confiscate any electronic devices being used inappropriately. Please note that neither the Department of Education & Early Childhood Development nor VSC hold insurance for personal property brought to school and are not in a position to pay for any loss or damage to such property.
- Electronic devices must not be used during Assessment Tasks in line with the VCAA requirements.

Expectations
Parents/guardians are expected to discuss college and community expectations and appropriate electronic device usage and etiquette with their child. Of particular concern is the use of a camera on a phone; such usage generally breaches privacy laws and can often be used in harassment of other students, both during and outside college hours.

Direct contact by parents/guardians with students via a mobile phone disrupts classes, and often leads to students inadvertently breaking college rules and procedures. If parents/carers need to contact their child for any reason, they should speak to their child’s Student Manager or contact the General Office.

Students who bring their electronic devices to school are to keep them on their person and use them only as specified below. Under no circumstances should they leave their electronic devices in their lockers or bag. Students are not to use an electronic device in any manner that interferes with the learning, security or wellbeing of other students. This includes not using them inside or in the vicinity of change rooms or toilets.
Appropriate disciplinary action will be taken against any student who:

- refuses to follow an instruction relating to use of an electronic device
- photographs, films or records in any manner other individuals without their permission or in a manner deemed to be inappropriate
- uploads, downloads or displays inappropriate material of a pornographic, racist or violent nature
- sends harassing or threatening text (sms) or multimedia (mms) messages

Inappropriate recording or transmission / uploading of images by students will lead to serious consequences and possible referral to outside authorities, including police. Staff have the responsibility of clarifying and enforcing college expectations, and modelling appropriate behaviours.

In summary

Junior School Students (Years 7-9):

- are not to use their mobile phone while at school unless specifically permitted by a member of staff while under their direct supervision (i.e. the use is relevant or appropriate to the subject being taught)
- may only use their iPod etc. outside class times, or when specifically permitted by a member of staff while under their supervision (i.e. the use is relevant or appropriate to the subject being taught)
- will have their device confiscated if used inappropriately. Confiscated devices (in the first instance) will be passed to and retained by the Student Manager until a note or phone call from the parents has been received, indicating that parents have discussed appropriate usage with their child
- who offend again will have the device confiscated, to be returned to their parents/guardians in person subsequent to a meeting with the Student Manager, Head of House and/or a member of the principal class

Senior School Students (Years 10-12)

- may only use their phone outside class times, including in the library or senior study hall, or as directed by a teacher for educational purposes
- may have their mobile phone confiscated if used outside defined times and locations. Confiscated phones will be retained by the Student Manager to be collected by the owner at the end of the day.
- may only use their iPod etc. outside class times, or when specifically directed by a member of staff while under their supervision (i.e. the use is relevant or appropriate to the subject being taught)
- who offend repeatedly will have their device confiscated, to be returned to their parents/guardians in person subsequent to a meeting with the Student Manager, Head of House and/or a member of the principal class
- Electronic devices must not be used during Assessment Tasks (in line with the VCAA requirements)

Communication

These guidelines will be published in college handbooks, on the website and in the newsletter, and will be reinforced by college staff on commencement of classes and as required.

Name of person/position with ultimate responsibility for reviewing policy:

- Directors of Learning & Teaching and Heads of House, in conjunction with Joanna Alexander & Harry Ruff (Assistant Principals responsible for Learning & Teaching and Student Services)

College Policy: STUDENT ACCESS TO INDOOR AREAS

Rationale
The college recognises the need to provide students with appropriate recreational spaces for passive activities and in times of inclement weather, and expects all students to act in accordance with college values and guidelines when using these spaces.

As a general rule, students should never enter or eat in a classroom without a teacher’s permission or without a teacher present.

Process
Student Clubs may apply to LCC to gain access to classrooms before and after school or during breaks. They will require a staff member or Student Leader to act as supervisor.

Students have access to the following indoor areas during recess and lunch on most days:

- The College Library (at Library Staff discretion)
- The Music Centre (at Music Staff discretion)
- Senior Study Hall, Year 12 corridor and adjoining locker areas (Year 10, 11 & 12 students only)
- Year 7 Centre hub (Year 7 students only – at Year 7 Student Managers discretion)
- Student Services Activity Room (L12 – at SWC or Student Support team discretion)

Junior School students will be able to access their usual wet/cold day rooms at House staff discretion*. Student Leaders will be called on to support staff with the supervision of these rooms. These rooms are:

- S13 for Year 9
- P1 for Year 8
- N6 & N7 for Year 7

(*Wet day rooms will be supervised by Yard Duty staff when a wet day has been designated by a member of the College Leadership Team.)

Junior School students (Years 7, 8 and 9 - all Houses) may access their locker areas at any time before and after school, but require a pass between periods.

The C-Wing corridor remains off-limits to students during recess and lunch. Access is permitted only for students going to the lost property cupboard (in C20) or the IT Office (C22).

The Gym Foyer remains off-limits to students during recess and lunch. Access is permitted only for students involved in sports training in the gym, students going to the theatre for production rehearsals, or similar.

The Central Corridor (including Sports Gallery and tiered seating in the central hub outside library) is only to be used by students during breaks for passive recreation – not for eating. Students are not to sit in or block any high-traffic areas, especially not steps and doorways/entrances, as this presents an Occupational Health and Safety risk.

All areas are to be kept neat and tidy at all times – all staff are requested to deal with offending students. Students who fail to follow staff instructions in the corridors or in wet/cold day rooms, or who fail to act responsibly or to take appropriate care of indoor areas, will face an appropriate consequence.
College Policy: VISITORS, VOLUNTEERS & WORKING WITH CHILDREN CHECK

Rationale
This policy outlines the requirements for visitors and volunteers at Vermont Secondary College. VSC actively develops community links and draws upon outside providers to expand and enrich our program offerings for students and staff. Similarly, we encourage parents/carers to take an active role in their child’s education, and we are very appreciative of the wide range of support we receive, especially from the many volunteers who support our canteen, the Music program, annual Production and a wide range of other programs.
The following procedures have been put in place to ensure an orderly and safe environment, and in line with Department of Education & Early Childhood Development (DEECD) OHS guidelines: Members of the college staff are reminded that any college program involving volunteers or visitors must first be approved by the college’s Local Consultative Committee (LCC), and may also require College Council approval e.g. camps staffing.

ALL VISITORS
- ALL VISITORS to the college (i.e. anyone other than staff and current students) must first report to the General Office on arrival, to sign the visitors logbook and receive a visitors badge, and to sign out again on departure. This includes:
  o Parents/carers visiting the college to speak to a staff member; they must make an appointment by contacting the relevant staff member (by phone, email etc)
  o Parents/carers or community members visiting the college in order to raise a concern; they should first refer to the VSC Raising and Addressing Concerns policy.
- Visitors/volunteers should not seek to deal with additional matters once at the college for another purpose; contact (an appointment and notification) must be made with the relevant staff member prior to the visit.

Volunteers, staff and the Working With Children Check (WWCC)
- Any person whose duties usually involve, or is likely to be involved in, working in a school (paid, or unpaid) is considered to be engaged in ‘child-related work’ and must be compliant with the Working with Children Act 2005 (the Act).
- Suitability to be a volunteer in Victorian government schools is now demonstrated by a ‘Working with Children Card’ issued by the Department of Justice. As of 31 December 2007 it is an offence to permit a volunteer who requires a ‘Working with Children Check’ (WWCC) to be engaged in child-related work in a school without one.
- All volunteers and staff employed by Department of Education and Early Childhood Development (DEECD) and Vermont Secondary College must comply with the guidelines outlined by the ‘Working with Children Act' and therefore must apply for a ‘Working with Children Check’. A receipt needs to be shown as proof of application.

N.B. there are separate WWCCs for paid staff and unpaid volunteers.
- Any staff member registered with the Victorian Institute of Teaching (VIT) is exempt from requiring a Working with Children Check (WWCC).
- Any staff member registered with the VIT must provide a copy of current registration on renewal to the Business Manager and Assistant Principal overseeing induction/ VIT registration.
- Any person registered with VIT seeking contract or casual employment must provide a copy of current registration before commencing.
- All CRTs employed must be registered with VIT.
- All current Education Support (ES) staff employed to undertake work at Vermont Secondary College must provide evidence of undertaking a WWCC prior to confirmation of employment.
Current school procedures will apply to all activities i.e. college staff must be present when parents are supervising children.

Other volunteers engaged in 'child-related work' must provide a WWCC.

All employees, current and prospective, are responsible for undertaking and paying for the WWCC required for employment.

All volunteers, current and prospective, are responsible for undertaking the WWCC required for volunteers.

All staff and volunteers must provide the Business Manager of the college with a photocopy of their WWCC card and have it on their person at all times while at the college or on a college activity.

Contractors who work at the school on a scheduled basis within school hours for Maintenance, Gardening, ICT, Cleaning etc. must hold a Working with Children Check.

In this policy the term ‘volunteer’ is interpreted to be someone who ‘helps out’ (helper) at our college.

Please Note:
Under the Summary Offences Act 1966, the principal reserves the right, and has the authority to prohibit any potential visitor from entering or remaining within the school, and also has the authority to invite or exclude people from using or being within the school boundaries outside school operating hours.

The school's emergency management procedures will ensure that visitors within the school at the time of any emergency or practice drill will be recognised and be appropriately catered for.

References:
- Working with Children Act 2005
- DEECD SPAG
- VSC Raising and addressing Concerns policy
College Policy: RAISING AND ADDRESSING COMMUNITY CONCERNS

Vermont Secondary College is a diverse learning community consisting of approximately 1300 students from over 900 families, and over 140 teaching and Education Support staff. Our college promotes the achievement of excellence in a learning environment that is safe, caring and accepting of diversity. Our College is committed to the development of life-long learning skills that motivate and enable all students to achieve their individual goals and make a positive contribution to the global community.

We have a cohesive, close-knit community that shares our vision, aims and values. We have a history of active parent involvement in the school and our parents have a strong sense of the school as a community; VSC values and actively encourages community input. Vermont Secondary College continues to enjoy an exceptionally high level of parent and community support; General Satisfaction with the College as measured by the Parent Opinion Survey in 2009 was 5.74 (out of a maximum score of 7). In 2008 we combined our ‘Auxiliary’ and ‘Parents’ and Citizens’ Association’ to form our new ‘VSC Community Association’. There is strong parental support for the college’s Sports program, with parents regularly attending and assisting with sporting events. Our music program enjoys the ongoing assistance of the Music Support Group. Our Past Students Association is growing and a small committee continues to meet regularly. Parents, including some whose children no longer attend the college, play key roles in the Production teams and other school activities.

The college Vision and our Values of Excellence, Integrity, Responsibility, Respect and Tolerance reflect our college ethos, and inform our approach to dealing with community concerns:

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)

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

These procedures cover concerns about:
- general issues of student behaviour that are contrary to the school’s code of conduct
- incidents of bullying or harassment in the classroom or the school yard
- learning programs, assessment and reporting of student learning
- communication with parents
- school fees and payments
- general administrative issues
- any other school-related matters except as detailed below

These procedures do not cover matters for which there are existing rights of review or appeal, as detailed in the Victorian Government Schools Reference Guide. Those matters include:
- student discipline matters involving expulsions
- concerns about employee conduct or performance and issues that should be dealt with by performance management, grievance resolution or disciplinary action
- complaints by the Department’s employees related to their employment
- student critical incident matters
- other criminal matters.

Ownership and scope The college has developed these procedures to address concerns in collaboration with parents and the college community, through consultation with the VSCCA, MSG and Education Committee, and Student Leader teams.
Expectations
The school expects a community member raising a concern to:
• do so promptly, as soon as possible after the issue occurs
• provide complete and factual information about the concern
• maintain and respect the privacy and confidentiality of all parties
• acknowledge that a common goal is to achieve an outcome acceptable to all parties
• act in good faith, and in a calm and courteous manner
• show respect and understanding of each other’s point of view and value difference, rather than judge and blame
• recognise that all parties have rights and responsibilities which must be balanced

The school will address any concerns received from community members:
• courteously
• efficiently
• fairly
• promptly, or within the timeline agreed with the person with the concern
• in accordance with due process, principles of natural justice and the Department’s regulatory framework

Raising concerns
The college encourages students to approach their class teacher and/or Student Manager directly about any concerns they may have.

In line with the college’s House structure, parents should raise issues with their child’s Student Manager.

The community member should telephone, email or write to the college. Concerns can be raised in person, but an appointment must be made. For contact details for any staff member, call the college General Office on 9873-1077, or check the college website for staff email addresses.

Concerns from parents should be addressed to:
• the Student Manager about learning issues and incidents that happened in their class or form
• the Student Manager or Head of House if students from several classes are involved
• the Assistant Principal about issues relating to school policy, school management, staff members or complex student issues

The Assistant Principal may refer a matter to the college Principal where appropriate.

If not sure who to contact, community members should address their concerns to Harry Ruff, the Assistant Principal responsible for Community Liaison, on 9873-1077 or ruffh@vermontsc.vic.edu.au.

Help with raising concerns
Personal support is most appropriate in situations where the community member and others involved in the process have emotional issues related to the concern being raised.
Complainants can seek the services of an advocate when they feel they are unable to express their concern clearly. An advocate can be a friend or someone who is available through an appropriate support organisation who does not receive a fee for service.
All parties involved in addressing a concern may seek the services of a mediator when there is difficulty coming to an agreement.
The school will ensure that the community member is aware of these supports. Those who wish to use these support services should ensure the person addressing the concern is aware of their intention and is in agreement.

Managing parent concerns information
The school will record the following details of all concerns received, even if it appears to be minor:
• name and contact details (with permission) of the person with a concern
• the date the concern was expressed or made
• the form in which the concern was received (such as face-to-face, by telephone, in writing, by email)
• a brief description of the concern
• details of the school officer responding to the concern
• action taken on the concern
• the outcome of action taken on the concern
• any recommendations for future improvement in the school’s policy or procedures

However, in the first instance, when the concern is easily resolved in a telephone call, a brief note in the school’s/principal’s/teacher’s diary recording the issue and the resolution may be all that is required.
If community members refuse to identify themselves, college staff should still note the concern, but must point out that it may not be possible to follow through with appropriate action to remedy the concern.

The school will make every effort to resolve concerns before involving other levels of the Department. The school will give a community member with a concern a copy of its concerns procedures. The school will determine whether a concern should be managed through the school’s concerns process or through other processes of the Department. All concerns will be noted and acted on promptly by the staff member who receives it. The school will acknowledge all concerns made in writing. It will provide the community member with a timeline for investigating the concern.

The school will make every attempt to resolve a concern as quickly as possible. If the concern involves many students and a range of issues, the school will need more time to investigate and resolve it. Should the concern involve complex issues, the school might need to take advice from the Department’s regional office, which may take more time. The school will tell the community member the new timeline for addressing the concern and the reasons for any delays. In all cases, the school will try to resolve a concern within 20 school days.

**Remedies**

If a concern is substantiated in whole or part, the school will offer an appropriate remedy. For example, at its discretion and depending on the circumstances, the school might offer:
- an explanation or further information about the issue
- mediation, counselling or other support
- an apology, expression of regret or admission of fault
- to change its decision
- to change its policies, procedures or practices
- to cancel a debt (such as for school payments)
- a fee refund

The school will implement the remedy as soon as practicable.

**Referral of concerns**

If a person with a concern is not satisfied with the outcome determined by the school, they should contact the DEECD’s Eastern Metropolitan Region office on 9265-2400. The officer from the region will ask the community member for a complete and factual account in writing of the concern and their opinion about why the school did not resolve it to their satisfaction.

If the concern cannot be resolved by the community member, school and regional office working together, the regional office may refer it to the Department’s Group Coordination Division. The Division will ask the community member for a complete and factual account in writing of the concern and the community member’s opinion about why the school and regional office did not resolve it to their satisfaction and will ask the community member to outline their view on the course of action required to resolve the concern. Where the community member is unable to provide a written account the officer from Group Coordination Division should act on the information provided.

**Communication and training**

The school will make information about procedures for addressing concerns readily available to parents and the school community, in clear and easy-to-understand language. The information will include:
- how a person can raise a concern
- the person’s responsibilities
- information to be provided by the person
- who the person should contact and their contact details
- the process and timeframes for managing concerns

The school’s procedures for addressing concerns will be:
- published on the school’s website
- printed in a leaflet given to a parent when their child enrolls (enrolment and transition packs)
- referred to in the publicity brochure
- referred to in year level handbooks
- printed in the school newsletter
- publicised in the main entry foyer of the school.

The school will:
- brief all members of staff (including volunteers) about its procedures to address concerns annually (distribute with WWCC applications and display at General Office).
• provide staff with (or provide access to) training and support appropriate to their responsibilities under the procedures
• ensure staff who manage concerns demonstrate the personal attributes outlined in the Good Practice Guide: Ombudsman Victoria’s guide to complaint handling for Victorian public sector agencies.

Monitoring the Community Concerns policy
Copies of the VSC Community Concern proforma will be stored with the Assistant Principal and in the General Office.
The school will review its information about concerns made over time to:
• identify common or recurring issues that may need addressing
• assess the effectiveness of these and other procedures and whether they are being followed
• use information provided to the school through the parent opinion survey on the views of parents

The school will monitor community concerns, and consider issues raised through the community concerns process, and any other relevant information from the parent opinion survey, when undertaking a review of the school’s policies, procedures and operations.

Review of policy: 2013
The school council will regularly review its policy and procedures to effectively address parent/community concerns as part of its cyclic policy and procedures review schedule.
Name of person/position with ultimate responsibility for reviewing policy: Harry Ruff (Assistant Principal responsible for Community Liaison)

References:
DEECD Parent Complaints – information brochure

Links:
VSC Student Engagement & Wellbeing Policy
DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT (DEECD) DIRECTIVES:

Please note the abridged version of the following DEECD directives:

STUDENT ACCIDENT INSURANCE ARRANGEMENTS

- Parents are reminded that the Department does not provide personal accident insurance for students. Parents and guardians are responsible for paying the cost of medical treatment for injured students, including any transport costs. These costs may be recoverable where an injury is caused by the negligence (carelessness) of the Department, a school council or their employees or volunteers.

- Student accident insurance policies are available from some commercial insurers. These cover a range of medical expenses not covered by Medicare or private health insurance. They can be obtained by parents/guardians for individual students.

- The Department cannot advise parents/guardians on whether to purchase a student accident policy or which policy to purchase. It is recommended that they seek assistance in this matter with their insurance broker or find a suitable personal accident insurer in the Yellow Pages or online.

PERSONAL GOODS BROUGHT TO SCHOOL AT OWNER’S RISK

- Personal property is often brought to school by students, staff and visitors. This can include mobile phones, electronic games, calculators, toys, musical instruments, sporting equipment, and cars parked on school premises.

- The Department of Education and Early Childhood Development does not hold insurance for personal property brought to schools and it has no capacity to pay for any loss or damage to such property.

- Staff and students should be discouraged from bringing any unnecessary or particularly valuable items to school.