Name: ___________________________  Form: ______

Please retain this handbook for reference to subjects and policies throughout 2014
VERMONT SECONDARY COLLEGE

Telephone:  9873 1077

Fax:  9874 4368

Absence Line (24 hour Answering Service)  
8872 6338

Year 9 Contact Telephone Numbers

Student Managers  8872 6317

Program Manager  8872 6353

Website:
www.vermontsc.vic.edu.au
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PROPOSED YEAR 9, 2014 PLANNER

In 2014, Year 9 at VSC promises to be an even more exciting year for our students. Our House and Program Management Teams will continue investigating new ways of linking Teaching and Learning, Student Wellbeing, PEP and Pathways Planning.

Set out below is our proposed planner for 2014

<table>
<thead>
<tr>
<th>Term</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Form Captain selection</td>
</tr>
<tr>
<td></td>
<td>PEP1 and launch of Pathways program – The Personal Enrichment and Life Skills Program - Cost $70 (to be confirmed)</td>
</tr>
<tr>
<td></td>
<td>Interim reports, Student Progress Conferences and follow-up</td>
</tr>
<tr>
<td>Two</td>
<td>‘Step up to Your Future’ Pathways program – part 1</td>
</tr>
<tr>
<td></td>
<td>Year 9 English &amp; Maths Exams</td>
</tr>
<tr>
<td></td>
<td>Semester 1 reports distributed reports with Year 10 English and Maths recommendations.</td>
</tr>
<tr>
<td>Three</td>
<td>Reports follow-up</td>
</tr>
<tr>
<td></td>
<td>‘Step up to your Future’ Pathways program – part 2</td>
</tr>
<tr>
<td></td>
<td>Alternative Pathways Night – Parent/Student Information Evening</td>
</tr>
<tr>
<td></td>
<td>TAFE, Tertiary institutions, industry groups, etc.</td>
</tr>
<tr>
<td></td>
<td>Year 9 - 10 Parent /Student Course Information – Subject Supermarket</td>
</tr>
<tr>
<td></td>
<td>Year 9 - 10 Subject selection &amp; counselling – Decision Making</td>
</tr>
<tr>
<td></td>
<td>PEP2 – The Personal Enrichment Extension and Life Skills Program - Cost $80 (to be confirmed)</td>
</tr>
<tr>
<td></td>
<td>Interim reports, Student Progress Conferences and follow-up program</td>
</tr>
<tr>
<td>Four</td>
<td>PEP3 – Phillip Island Adventure Resort [5-Day Camp] – Cost $500 (to be confirmed)</td>
</tr>
<tr>
<td></td>
<td>Pathways - Personal Safety and Safe @ Work program</td>
</tr>
<tr>
<td></td>
<td>Transition to Work Program</td>
</tr>
<tr>
<td></td>
<td>Year 10 Course Enrolment Fees to be paid (November)</td>
</tr>
<tr>
<td></td>
<td>Year 9 English &amp; Maths Exams</td>
</tr>
<tr>
<td></td>
<td>Year 9 – 10 Maths and English Transition Program</td>
</tr>
<tr>
<td></td>
<td>Presentation Assembly (Reports) &amp; Confirmation of 2014 classes</td>
</tr>
</tbody>
</table>

To be advised:

Various subject-based competitions.

N.B. Both English and Mathematics have semester exams. Students will be advised of the dates by their class teacher.
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 to 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.

Students in Year 9 are in their final year of the Junior School, on the threshold of their ‘senior years’. Consequently, they are expected to take far greater responsibility for their learning than previously. A regular homework and home-study (revision) program should be in place and students should devote about one-and-a-half hours to these each night. At Year 9 important decisions are taken regarding subject selection for Year 10, their first year in the Senior School, and students are expected to research an appropriate pathway through the Senior School. Academic performance in Year 9 has a direct impact on access to certain studies in Year 10. Students demonstrating academic excellence in certain subjects at Year 9 may apply to take an accelerated course by studying a VCE Unit 1 & 2 while in Year 10. Year 9 students will be guided in all facets of this process by college staff.

**Student access to appropriate courses of study is given priority at Year 9. To allow this, the classes at Year 9 are blocked differently to Year 8. As multiple classes run for many electives, selecting the same subjects does not guarantee placement in the same class as friends.**

**Students and parents should also be aware that promotion of students from Year 9 to 10 is not automatic.** Student levels of achievement are of increasing importance when considering promotion to Year 10. A student’s academic performance (especially in core subjects) will be a key factor, as well as their physical and social maturity, and their attitude and effort. As mentioned above, poor performance in a subject may limit pathways in that Key Learning Area in the Senior School – It is vital that students be aware of this and make a conscious and concerted effort to achieve to their full potential in all areas in Year 9. Students or parents with concerns should contact the appropriate Student Manager so that appropriate steps to support students can be discussed and implemented as early in the academic year as possible.

**THIS DOCUMENT**
In Year 9, students are given some choice in the course undertaken. It is therefore vital that students and parents study this document very carefully and take note of the specific instructions that are given regarding selections that must be made in Section B of the course. Please also take note of the dates and approximate costs for the Personal Enrichment & Extension Program – PEP!

This booklet is arranged in sections matching the sections on your Course Selection Sheet accompanying the booklet.
SELECTING YOUR SUBJECTS FOR YEAR 9 2014
The Year 9 Curriculum is divided into two (2) areas:

**CORE SUBJECTS**

All students in Year 9 will study English, Mathematics, Science, Health & Physical Education, and a LOTE (continued from Years 7 & 8), plus one semester each of History and Geography (SOSE). Some students may be offered Vocational Education in place of LOTE.

**ELECTIVES SUBJECTS**

In 2014 students will study 2 electives in each semester. Each elective will be allocated 4 periods per week. Whilst the choices are open to cater for the student’s interests, there are some requirements that have to be met. Students will choose from the following list of elective offerings but must comply with these requirements.

**One choice must include an elective from the list designated as ‘Technology’ electives.**

**One choice must include an elective from the list designated as ‘Arts’ electives.**

**The remaining choices are unrestricted.** These additional two choices can include any of the remaining units from any of the three categories. The available electives are listed in the table and have been divided into three categories to assist you in your selection. **This process is now completed online.** Students will receive a separate document outlining the online selection process.

<table>
<thead>
<tr>
<th>TECHNOLOGY</th>
<th>ARTS</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovering Food &amp; Technology</td>
<td>Art</td>
<td>The Assassin's Bullet</td>
</tr>
<tr>
<td>Materials Technology – Metal</td>
<td>Ceramics</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>Materials Technology – Textiles</td>
<td>Drama</td>
<td>Cross Age Tutoring</td>
</tr>
<tr>
<td>Materials Technology - Wood</td>
<td>Music</td>
<td>Chemistry Experiments &amp; Nanotechnology</td>
</tr>
<tr>
<td>Programming and Web Development (IT)</td>
<td>Visual Communication and Design</td>
<td>Discovering the Outdoors</td>
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<tr>
<td></td>
<td></td>
<td>Environment &amp; Sustainability</td>
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<tr>
<td></td>
<td></td>
<td>Extension Mathematics (Semester 2 only)</td>
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<tr>
<td></td>
<td></td>
<td>Requires Year 8 teacher recommendation</td>
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<td></td>
<td></td>
<td>Health &amp; Development</td>
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<tr>
<td></td>
<td></td>
<td>Information Technology – Digital Media</td>
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<tr>
<td></td>
<td></td>
<td>Information Technology – Applications</td>
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<td></td>
<td></td>
<td>The Supernatural in Literature and Film</td>
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<td></td>
<td>Make, Bake and Decorate</td>
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<td></td>
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<td>Materials Technology - Combined Materials</td>
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<td>Out on the Town</td>
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<td>Philosophy</td>
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<td></td>
<td>Songwriting and Arranging</td>
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<td></td>
<td>Textiles</td>
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<td></td>
<td></td>
<td>Theatre Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Power Behind the Throne – Women in History</td>
</tr>
</tbody>
</table>
In 2014, as in previous years, all Year 9 students will participate in our innovative and exciting program. The program is aimed at:

- Enhancing your child’s self-esteem and connectedness to family, school, peers and the community;
- Providing your child with practical learning and living skills;
- Strengthening protective factors, to enhance your child’s resilience;
- Imparting early identification and intervention strategies for any of our students at risk of developing behaviours that make them vulnerable to self-harm or others;
- Further developing your child’s learning and research skills, both individually and as part of a group.
- Supporting students to develop a pathway plan as they prepare to move into the Senior School and part-time workforce.

This initiative addresses many of the concerns raised by both state-wide research and also our own research into the Middle Years of Schooling. The program is designed to enhance our curriculum and to enable all Year 9 students to participate – **we do regard it as part of the core program and expect all students to take part**. The cost for all three parts of PEP is expected to be about $650. Any queries or concerns regarding the cost should be directed to the House Student Managers in the first instance. We are keen to have all students participate and are happy to negotiate payment arrangements to suit families.

**PEP 1: THE PERSONAL ENRICHMENT AND LIFE SKILLS PROGRAM**

This is a two and a half day Health and Resilience Education program and will enable the issues of self-esteem, peer groups and well-being to be addressed. It will run in various weeks (dependant on house) in Term 1. To make this a successful program the college secured the services of a number of experienced external agencies:

- Victoria Police & Metropolitan Ambulance Service – Drug/Alcohol Education and Safe Partying
- Family Planning Australia – Sex and Health Education
- Delhuntie Park Inc. – Positive life skills, team building & self-esteem training for boys AND ‘The Pinnacle of Terror’ – Physical challenge, team work and self-esteem training for all students
- Personal safety concepts - Resilience, self-defence & personal safety training for girls
- Reach Youth – Personal motivation & responsibility training
- Laryngectomee Association – Regarding the dangers of smoking.

We envisage a similar range of agencies and themes for 2014.

**PEP 2: THE PERSONAL ENRICHMENT EXTENSION AND LIFE SKILLS PROGRAM**

Life skills building, resilience and self awareness are areas of critical importance at Vermont Secondary College, as students progress through their school career. This area of PEP is currently being reviewed and some changes are foreseen for 2014. Cost will be confirmed nearer the date.

**PEP 3: THE PEP FIVE DAY CAMP AT PHILLIP ISLAND ADVENTURE RESORT**

The five day camp will allow the students to engage in a range of activities that will promote team-building and mixing, as well as leadership skills. Activities at the camp include: goal setting; raft building; flying fox; high ropes course; giant swing; challenge activities; surfing at Smith’s Beach. The camp is fully catered, however students will be expected to assist with table setting and clearing. Accommodation (the entire resort, in fact) is modern, each room sleeping up to six people with full ensuite facilities. Fully qualified activity staff will support the college staff attending, particularly with the ropes, rafting and surfing courses.

The Year 9 Camp runs in Term 4 and the final cost and a Camp handbook will be published early in Term 4, 2014.
PATHWAY PLANNING (“Shaping your Destiny”)
Pathway Planning supports students to understand themselves and to learn the skills to explore options for the future. All Year 9 students participate in a range of activities and initiatives across the year integrated throughout the pathways curriculum. These include but are not limited to:

- Pathway and Transition Planning – Managed Individual Plan for each student
- Decision Making & Goal Setting
- Assistance with Tax File Number applications
- Resume and Application Letter writing assistance
- Interview Skills and Presentation sessions
- “Step up to your Future”
- Personal Safety and World of Work
- Myers-Briggs Type Indicator & Learning Styles testing
- ‘Why study LOTE?’ in LOTE classes.

To further strengthen Pathway Planning, all students participate in the following programs:

- Work Experience (for two weeks)
- Experiential Learning – Future Options (school based)

A college based careers night evening will be held in early Term 3 to support student planning and disseminate information to parents. For further information about Careers and Pathways planning please contact Rebecca Eames, Director of Pathways.

COURSE SELECTION PROCESS

During the course of Term 3, current Year 8, 9 and 10 students will be starting the process of considering and selecting courses for Semesters 1 and 2, 2014. This is an important process as subject selections inevitably contribute to career planning and VCE choices for the remainder of students’ school career.

Students will receive information regarding the various courses offered in a number of ways: from their 2014 Handbook, through information sessions; via the Pathways team and through discussions with subject staff and Student Managers. This information then needs to be considered extremely carefully and discussed with you at home before the selection process is completed. Parents and students need to be mindful that courses have a limit on maximum class size and some require a levy which parents are required to pay. These are courses where students take possession of finished articles or consume food cooked; which have significant excursions built into the program; or courses requiring special materials.

We strongly urge you to discuss with your child, PRIOR to subject selection, the financial implications of choosing a high-cost course, in light of you also budgeting for the ‘core’ program costs at each Year Level. Currently in 2014, we offer courses which run from ‘no-charge’ up to $500.00.

Course selection is a very individual thing. Do not select courses to be in classes with your peers. This is a very poor basis for subject selection. Your needs and interests must always come first. Besides, selecting the same units will not necessarily mean being in the same class.

Selection of an elective subject involves a commitment for the semester, so think and choose carefully when you are selecting units for both semesters in 2014. Class lists for all electives will be published before the end of 2013. Transfers from electives can only be made in very exceptional circumstances for educational purposes and after consultation with parents, class teachers and Student Managers.

Please feel free to call our Student Managers or Year 9 Program Manager on 9873 1077 to discuss any issues arising during the Course Selection process.
YEAR 9 ELECTIVE LEVIES

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

Consideration of cost and budgetary planning by families must be undertaken when selecting electives as it is a Vermont Secondary College requirement that all levies for non-compulsory electives, as well as camp and excursions, are paid in advance.

Please note: Some subjects do not incur an elective levy and the college endeavours, where possible, to offer at least one subject in all learning areas that is levy free.

Final change of selection requested must be entered by Friday 25th October WITHOUT EXCEPTION.

Once elective blockings are finalised families will be forwarded an invoice for all 2014 electives that incur a levy.

THIS INVOICE WILL BE DUE FOR PAYMENT BY THE DATE LISTED.

Parents should be aware that places can only be confirmed once the required levies have been paid in full or alternatively an approved payment plan** is in place.

** An approved payment plan is where a credit card number is provided and is then debited directly by Vermont Secondary College for an agreed amount on a regular basis until the outstanding balance is paid.

Please contact the Business Manager, Mrs Pam Brutovic on 8872 6316 for further information about payment plans.

Where financial constraints make it difficult to meet school levy payment requirements please liaise with the Director of Student Pathways, Rebecca Eames (8872 6324), or contact Pam Brutovic, the college Business Manager (8872 6316) for assistance with an approved payment plan arrangement.

FOR ALL OTHER ENQUIRIES PLEASE DO NOT HESITATE IN CONTACTING THE YEAR 9 STUDENT MANAGERS OR THE YEAR 9 PROGRAM MANAGER.
## YEAR 9 ELECTIVE LEVIES

### TECHNOLOGY ELECTIVES (FIRST CHOICE)

<table>
<thead>
<tr>
<th>Course</th>
<th>Levy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovering Food and Technology</td>
<td>65.00</td>
</tr>
<tr>
<td>Materials Technology - Metal</td>
<td>50.00</td>
</tr>
<tr>
<td>Materials Technology - Textiles</td>
<td>40.00</td>
</tr>
<tr>
<td>Materials Technology - Wood</td>
<td>50.00</td>
</tr>
<tr>
<td>Programming and Web Development</td>
<td>Nil</td>
</tr>
</tbody>
</table>

### ART ELECTIVES (FIRST CHOICE)

<table>
<thead>
<tr>
<th>Course</th>
<th>Levy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>35.00</td>
</tr>
<tr>
<td>Ceramics</td>
<td>30.00</td>
</tr>
<tr>
<td>Drama</td>
<td>Nil</td>
</tr>
<tr>
<td>Music</td>
<td>Nil</td>
</tr>
<tr>
<td>Visual Communication &amp; Design</td>
<td>Nil</td>
</tr>
</tbody>
</table>

### OTHER ELECTIVES

<table>
<thead>
<tr>
<th>Course</th>
<th>Levy</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Assassin’s Bullet</td>
<td>Nil</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Nil</td>
</tr>
<tr>
<td>Cross-Age Tutoring</td>
<td>Nil</td>
</tr>
<tr>
<td>Chemistry Experiments and Nanotechnology</td>
<td>Nil</td>
</tr>
<tr>
<td>Digital Media</td>
<td>Nil</td>
</tr>
<tr>
<td>Discovering the Outdoors</td>
<td>125.00</td>
</tr>
<tr>
<td>Environment and Sustainability</td>
<td>Nil</td>
</tr>
<tr>
<td>Extension Mathematics</td>
<td>Nil</td>
</tr>
<tr>
<td>Fabric Design &amp; Decoration</td>
<td>30.00</td>
</tr>
<tr>
<td>Geography – Out on the Town</td>
<td>0.00</td>
</tr>
<tr>
<td>Health and Development</td>
<td>Nil</td>
</tr>
<tr>
<td>I.T. Applications</td>
<td>Nil</td>
</tr>
<tr>
<td>Materials Technology - Combined Materials</td>
<td>50.00</td>
</tr>
<tr>
<td>Make, Bake &amp; Decorate</td>
<td>60.00</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Nil</td>
</tr>
<tr>
<td>Songwriting &amp; Arranging</td>
<td>0.00</td>
</tr>
<tr>
<td>The Supernatural in Literature and Film</td>
<td>Nil</td>
</tr>
<tr>
<td>Theatre Studies</td>
<td>Nil</td>
</tr>
</tbody>
</table>
College Policy: STUDENT EXPECTATIONS
@ January 2012

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

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

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

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  
@ January 2012

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>
</thead>
</table>
| EXCELLENCE  
In the achievement of individual and team goals.  
This means: We have high but realistic expectations of everyone in this college. | ➢ We consistently reinforce high expectations and the core values of the college  
➢ We consistently strive to achieve the best possible outcomes  
➢ We are open to innovative, engaging and challenging educational practices  
➢ We encourage leadership and initiative  
➢ We celebrate the efforts and successes of our peers and the college community  
➢ We celebrate our individual successes  
➢ We strive to develop an understanding of our strengths, learning styles & capabilities  
➢ We support each other in the pursuit of excellence |
| INTEGRITY  
Of individuals in their words, actions and relationships.  
This means: We are true to ourselves and others. | ➢ We stand up for what we believe in, in a fair and open manner  
➢ We encourage and demonstrate honesty  
➢ We are sincere in our words and actions  
➢ We act at all times in an ethical manner  
➢ We are positive and constructive in our dealings with other people |
| RESPECT  
For self, others and property.  
This means: We appreciate the worth and sanctity of self, others and property. | ➢ We treat all people with respect and acknowledge their right to express differing views  
➢ We are sensitive to the impact of our words and actions on others  
➢ We show consideration for the feelings of others  
➢ We respect the property of others including all college facilities  
➢ We acknowledge and appreciate individual differences, strengths and skills  
➢ We act with discretion and tact in our interpersonal relations  
➢ We treat all members of our college community equitably, justly and courteously  
➢ We value the role of others in our college, and the wider community |
| TOLERANCE  
Of diversity and individual differences.  
This means: We are accepting of individual and cultural differences and the diversity of our community. | ➢ We treat all people equally  
➢ We challenge intolerance  
➢ We are positive role models for our peers in exemplifying tolerance  
➢ We are encouraging and supportive of all people in the achievement of their goals  
➢ We are accepting of individual differences in our college community  
➢ We ensure that our peers and staff are free from harassment |
| RESPONSIBILITY  
For our words and actions.  
This means: We are accountable for our words and actions. | ➢ We accept the consequences of our behaviour  
➢ We take responsibility for our personal development  
➢ We participate in, and contribute constructively to, decision making in our college  
➢ We share ideas  
➢ We are reflective on our thoughts and actions  
➢ We are committed to continual improvement of our knowledge and learning methods  
➢ We demonstrate resourcefulness and are prepared to take risks where appropriate  
➢ We are proactive and responsive to issues that require our consideration  
➢ We actively promote and apply safe work practices |
College Policy: STUDENT ATTENDANCE
@ 30 July 2012

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 Teams. 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) or message via the VEWS Parent Portal.
- 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
@ 27 June 2011

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.

### GIRLS

- 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.

### BOYS

- 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)
@ 14 June 2010

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
@February 2009

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. 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. 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, in the first instance, to the relevant class teacher or the year level coordinator.

Guidelines and Expectations: In relation to the suggested time allocations for home learning, Vermont Secondary College acknowledges that the nature of the task and the time allocated to the completion of that task may vary according to the task, the subject and the student.

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 managed by teachers by gaining an overview of students workload as recorded in their diary
- may include completion of class 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 as students progress, 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 throughout 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 Year Level Coordinator

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

Review
- The college will review the policy every two years with input from teachers, SRC, parents and wider college community (e.g. Cluster schools)

References:
- VSC Policy on Promotion of Students
- VSC Home-Learning guidelines (for the college community)
- Cluster Primary School policies

Links: Promotion, Plagiarism, Overdue work, Diary
College Policy: Plagiarism Years 7-10
@ November 2009

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.

Encouraging or assisting another person to commit plagiarism is a form of improper collusion and may attract the same penalties which apply to plagiarism.
e) Similarly, students are prohibited from allowing their work to be copied.

Plagiarism at VCE:
The current policy on plagiarism for students undertaking VCE units is clear – it is set by the VCAA and is published in VSC VCE handbook.

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.
 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.
 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
 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.
- 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.
- 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  
@ 22 June 2011

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.

Next policy review: 2012
Name of person/position with ultimate responsibility for reviewing policy:
Joanna Alexander and Harry Ruff (Assistant Principals responsible for Learning & Teaching and Student Services)
References:
VSC Values and Expectations
VSC Program Leaders Timeline
VSC Assessment & Reporting policy
VSC Pathways & Transitions policy / process
College Policy: Bullying & Harassment
@ November 2009

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 Year Level Co-ordinator 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 Year Level Co-ordinator.
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 Year Level Co-ordinators and the Student Well-being Co-ordinator.

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 Year Level Co-ordinator 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 Year Level Co-ordinators, 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
@ November 2009

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.

**Next policy review: December 2011**

Name of person/position with ultimate responsibility for reviewing policy:
Mike Stevens and Harry Ruff (Assistant Principals responsible for Learning Technology & Student Services)
College Policy: ELECTRONIC DEVICES
@ February 2010

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 well being 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.

**Next policy review: December 2010**

The college will review the policy every two years with input from teachers, students, parents and wider college community (e.g. Cluster schools).

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
@ 31 January 2012

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.

Reference: Yard Duty procedure, College Displan
College Policy:

RAISING AND ADDRESSING COMMUNITY CONCERNS

@ 21 October 2010

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. 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 Human Powered Vehicle and Production teams.

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 enrols (enrolment and transition packs)
- referred to in the publicity brochure
- referred to in year level handbooks
- printed in the school newsletter
- publicised on a poster displayed 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: 2014
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

DEECD Directives:
Student Accident Insurance Arrangements & Valuables at School
DEECD DIRECTIVES

I draw the abridged version of the following DEECD directives to the attention of the college community:

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.
DEECD DIRECTIVE

PERSONAL GOODS BROUGHT TO SCHOOL AT OWNER’S RISK

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

- 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.

OTHER INFORMATION

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 school 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.

HOMEWORK AT YEAR 9

Homework and its value is a contentious issue, even amongst teachers, but there is no doubt that students who revise their work at home perform better academically. At Year 9, students are expected to complete 1.5 hours of homework or study per night.

HOMEWORK AT YEAR 9 - Hints for parents:

- The amount of homework set will fluctuate because of the number of subjects your child will be taking – they will need help from you to deal with this. The end of terms tend to be peak assessment times – be ready for them!
- Be interested in what your child is doing – why should they value the work if you don’t?!
- Enter major due dates on the family calendar.
- Have a copy of the timetable up at home – that will help deal with the ‘I have no homework’ claims, especially if there was Maths, LOTE or Science that day.
- Be aware of what may need to be done – revision after classes to aid retention of information, facts, processes, vocabulary etc.
- If there are no set exercises or tasks, your child could do some revision or simply some wide reading (novels, non-fiction, a magazine, the newspaper, etc.).
- Remember - a student who consistently has no homework is cause for concern.
- Monitor the amount of homework your child is doing, and how long they are spending at it. A rule of thumb is about 1.5 hours per weeknight. This will vary of course. The focus of assessment begins to change, so beware of hours spent on front pages and borders – this may not be one of the assessment criteria, and so becomes a waste of valuable time.
- Beware also of the internet. If a task requires internet research, time will generally be given at school for this. No student needs to spend hours surfing the net for school. If this is becoming a concern, please contact the Student Manager, or simply limit the internet access! (Who pays the bills?)
Ensure your child has:

- a comfortable space to work, with enough space, that is well lit, comfortable and warm.
- all required equipment, and away from distractions (like TVs & mobile phones, etc).
- all the equipment required (pens, paper, calculator).
- help with getting organised – discuss tasks and due dates and what should be done first.
- a set homework time – this can help to establish the homework routine for later years (but after a break and a snack)
- a copy of the timetable at home – this will help with knowing what homework may be set, and what needs to be packed for the next day.

VSC SPORT
The VSC Sports Program is seen as an integral part of year 9. Combined with Year 10 students, Year 9 students are involved in Intermediate teams, rather than year levels as in Year 7 & 8. In athletics, cross country running and swimming students still compete in age groups. Students are encouraged to continue their involvement in the program and every attempt will be made to provide enough teams to cater for the requirements of high demand sports. Students in Year 9 & 10 are also encouraged to expand their involvement by helping to coach or organise teams. Your continued involvement in the sports program is central to maintaining Vermont Secondary College’s reputation as one of the premier sporting schools in the Eastern Suburbs.

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.

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.

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 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.

STUDY SKILLS AND RESOURCES
The Teacher Librarians are available to assist students with referencing, bibliographies, footnotes and general study and resourcing skills. Please ask a Teacher Librarian if you require further information.
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 usually offered within the English/I.S. classroom, however, under certain circumstances, students may also be withdrawn to work in small group sessions to focus on their literacy skills. If required, students in Year 9 students are offered additional literacy support through the subject ‘Vocational Literacy’.

Individual Education Plans
Students with language and learning disabilities and students on alternative pathways may be offered an Individual Education Plan (IEP). Teachers set individual learning goals that are realistic, achievable and challenging, given the capabilities of the student early in the course. These goals will be adopted in consultation with the parent support group, LAC co-ordinator and Level co-ordinator.

Assessment
Students are regularly assessed by teachers, and the college conducts literacy assessments in the Junior School. Student Managers monitor students’ progress 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.
OBJECTIVES:
The Year 9 English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in Year 9 English builds on concepts, skills and processes developed in earlier levels, and teachers will revisit and strengthen these as needed. Year 9 students will engage with a variety of texts. They will interpret, create, evaluate, discuss and perform a wide range of literary texts designed for aesthetic, informational and persuasive purposes.

The Australian Curriculum English learning Standards are organised into three modes that work across the interrelated strands of Language, Literature and Literacy.

Reading:
The Reading mode encompasses students reading and viewing a wide range of texts and media, including literacy texts such as novels, short stories, poetry, plays and media texts.

Writing:
The Writing mode involved students in the active process of conceiving, planning, composing, editing, publishing a range of texts, including writing for print and electronic media. It also involved 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 mode involves formal and informal ways oral language is used to convey and receive meaning. It also involves active-listening strategies.

RESOURCES REQUIRED:
Please refer to the current Booklist for set texts. Students are required to study THREE set texts, and work with a textbook whilst maintaining a regular written record of work requirements.

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

HOMEWORK:
Students are required to read regularly for a minimum of four hours a week. Exercises, redrafting of writing, researching, text responses and work studies require an additional two to four hours.
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.

DIMENSIONS:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

RESOURCES REQUIRED:
Workbook: An A4 exercise book, display folder
Textbook: Refer to Booklist
Calculator: Casio fx-82 AUplus
Equipment: Math-O-Matt, Pens, Pencils, Ruler, Eraser, Scissors, Glue Stick

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 analysis tasks

ASSESSMENT MAY INCLUDE:
- Projects and/or Application Tasks
- Topic assessments, usually tests
- End of semester examinations
- Other forms of assessment as deemed appropriate by the classroom teacher.
OBJECTIVES:
This subject aims to develop students’ abilities to ask questions and find answers about the natural and physical world. It provides students with insights into the way science is applied and how scientists work in the community, and it helps them to make informed decisions about scientific issues, careers and further study.

AREAS OF STUDY:

Biological Science
• The Nervous System

Physical Science
• Light and Colour
• Electricity

Psychological Science
• The Brain and Behaviour
• Drug Education - The relationship between drug use and behaviour

Chemical Science
• Materials: structure, properties and uses
• Reaction and change

RESOURCES REQUIRED:
• Textbook – Science Quest 3
• Student Workbook – Science Quest 3
• A4 exercise book

ASSESSMENT:
Assessment will be based on:
• Maintaining records of all practical work
• Assignments / Project Work
• Tests

HOMEWORK:
Completion of any unfinished class work, set assignments, and regular review of topics covered for test preparation.
CORE: LANGUAGES
FRENCH / GERMAN

OBJECTIVES:
To extend all students’ expertise in, and understanding of, speaking, reading, writing and listening in the language and to help them to gain an insight into the culture of the countries where the language is spoken.

AREAS OF STUDY:
Listening:
Speaking: Through tapes, videos, films, magazines, reading passages, stories, poetry, songs, excursions, as well as using the computer, text books, handouts and formal grammatical tasks.
Reading:
Writing:
Linguistic:
Cultural:

TASKS:
• Written tests, exercises and activities
• Listening exercises
• Assignment work
• Oral presentations
• Reading program
• Computer activities

HOMEWORK:
• Completion of class work
• Regular learning of vocabulary
• Set homework to consolidate work learnt in class
• Assignment work
• Revision

ASSESSMENT:
• Oral presentations and tasks - (speaking and reading)
• Written tests and tasks
• Listening tests and tasks
• Assignments
• Reading aloud, reading comprehension

Students must complete all the required assessment tasks by the due date.
CORE: HEALTH & PHYSICAL EDUCATION

OUTCOMES:
- To understand the positive and negative health outcomes of a range of personal behaviours and community actions;
- To identify and evaluate the factors involved in establishing personal identity and developing relationships;
- To improve motor skill performance across a range of activities;
- To encourage attitudes of co-operation and inclusiveness in co-educational team sports;
- To develop awareness and use of tactics in team sporting applications;
- To foster enthusiasm towards a lifelong healthy lifestyle.

AREAS OF STUDY:
- Importance of Physical Activity
- Activity Promotion Campaigns
- Decision Making / Goal Setting
- Body image and awareness / Self Esteem
- Safe Partying and Drug Abuse
- Relationships
- Fitness programming and assessment
- Sexual Assault and Self Defence
- Basic First Aid

SPORTING UNITS:
- Community Fitness
- Team Sports and Softcrosse
- Volleyball
- Korfball / European Handball
- Football codes
- Unihoc
- Tennis
- Badminton

COURSE REQUIREMENTS:
- Written assignments and worksheets;
- Assessment tasks and tests;
- Satisfactory preparation for, and involvement in, all practical activities.

HOMEWORK:
Students will be expected to complete appropriate homework when so designated by the class teacher.
CORE: HUMANITIES - GEOGRAPHY
ONE SEMESTER ONLY

DESCRIPTION:
The Year 9 Geography course studies natural systems such as water and the atmosphere in a
global context. Students will also examine the impact of human activities by examining such topics
as climate change and land degradation. Students will interpret information on different types of
maps and aerial photographs at a range of scales and use map evidence to support explanations
and make predictions.

KEY TOPICS MAY INCLUDE:
Teachers may select from:
- Land degradation
- Natural systems such as water
- Climate change

STANDARDS:
The study of Geography will require students to develop:
Geographic knowledge and understanding of the consequences of human activity on the
environment as well as geospatial skills.

At the end of the semester students should be able to:
- Explain one major natural system
- Evaluate the factors that contribute to the way human activity changes the environment
- Identify strategies to address problems facing the world

LEARNING ACTIVITIES
To be selected by the teacher from a combination of:
- Practical exercises and regional case studies
- Assignments
- Topic tests
- Oral presentations
- Workbook
- Research report/poster
- Fieldwork report
- Data processing and presentation

RESOURCES REQUIRED:
Atlas – Heinemann, 5th Edition (retained from previous year)
Paper- lined, workbook (48 page lined notebook)
Grey lead pencils, coloured pencils, ruler, eraser, Black fineliner

HOMEWORK:
Continuous throughout the semester, as directed by the teacher

ASSESSMENT:
Students must achieve a satisfactory level ‘S’ in all learning activities.
Mission Statement: Students will be analysing events which contributed to Australia’s social, political and cultural development. They evaluate the contribution of significant Australians to Australia’s development. Students will also be evaluating the struggle by marginalised groups in Australia to achieve civil and political rights. Students compare different interpretations of significant events, and are encouraged to make links between historical and contemporary issues.

There are six major questions we will be asking this semester:
- Settlement or Invasion?
- The Early Governors – Who’s the Man?
- The Gold Rushes – Riot or Revolution?
- Bushrangers – Heroes or Villains?
- Federation And Australian Identity – Who is Australian?
- Indigenous and other marginalised persons’ Rights – Forgotten Voices?

The people under study include:
- Arthur Phillip
- Bennelong
- Governor Bligh
- Governor Macquarie
- Ned Kelly
- Charlie Perkins

On top of this, there will be several skills and conventions we will be developing:
- Analysing visual and written documents.
- Using evidence to support an argument.
- Assessing the value of evidence, i.e. Primary and Secondary sources, and also looking at the veracity of selected evidence.
- Comparing history with contemporary events.
- Research skills including note taking and using appropriate evidence.
- Appropriate use of historical conventions including bibliography.
- Essay writing, particularly structure at paragraph and sentence level. Incorporating evidence.

The following assessment tasks will be used to assess both their skills and knowledge of content.
- Timeline.
- Analysis of the usefulness and veracity of sources.
- Gold Rushes front page.
- Essay on the film ‘Ned Kelly’.
- Numerous small tests and exercises.

Resources Required:
- SOSE Alive: History 2
- A work folder with A4 lined paper and plastic pockets

Excursion:
Students journey to the city to undertake an excursion at the Olde Melbourne Gaol and the State Library of Victoria during their investigation of bushrangers with a focus on Ned Kelly.
Vocational Literacy classes are run in small, informal groups with the focus being on the development of personal and inter-personal skills in order to enhance self-confidence, self-awareness and literacy skills. Throughout the year students will revise basic literacy skills such as punctuation, grammar, sentences structure and paragraphing. They will also complete a variety to tasks to help them understand themselves as learners and to build their ability to work effectively as a member of a team. While this is not an English subject it is designed to complement the work done in Year 9 English.

AREAS OF STUDY:
- Develop communication skills through cooperative group activities
- Develop a sense of personal and social responsibility through fostering organisational skills, self-confidence and goal setting
- Develop an awareness of possible future pathways.
- Develop literacy skills to support future learning

RESOURCES REQUIRED:
- English Handbook and Study Guide
- Notebook (Spiral)
- VSC Student Diary
- 4 Gb USB

OUTCOMES:
- Participation in group activities
- Written and oral tasks consistent with the world of work
- Participate in variety of skills development activities

ASSESSMENT:
Victorian Essential Learning Standards (VELS) assessed within the personal development and interpersonal learning requirement.

This unit may lead to enrolment in Literacy for Life in Year 10.

* ENROLMENT IN THIS SUBJECT WILL BE ON THE BASIS OF RECOMMENDATION
ART

OBJECTIVES:

• In this study students will extend their experiences and skills in painting and drawing, printmaking, and mixed media.
• Students will have the opportunity to develop skills in lino cutting, water colour painting, acrylic painting, collage, silk screen printing and drawing.
• Each topic explores a theme for you to develop your original ideas.

Students will develop:

• Skills in drawing, sketching and preparing working ideas
• Final works which extend skills with various media
• Research projects on a related theme from an Art historical perspective
• An ability to constructively criticise student’s own and other people’s work
• An ability to talk about Art with confidence and to assist in presenting art works for exhibition

This is a challenging and rewarding course if you are a student interested in developing your visual creative talents. It leads into Art and Studio Art studies at VCE level.

AREAS OF STUDY:

ARTS PRACTICE – Ideas, Skills, Techniques and Processes:

Students research and use this to generate and expressively develop ideas when making and presenting art works. They should:

➢ demonstrate a range of skills, techniques and processes in organising art elements, principles and concepts to structure art works in both traditional and contemporary styles.

RESPONDING TO THE ARTS:

Students learn how art works visually communicate ideas and feelings and develop an understanding of the ways in which art works are made in particular cultural and historical contexts.

RESOURCES REQUIRED:

 Folio and A3 Visual Diary plus requisites on the booklist.
 A gallery excursion as appropriate.
 Protective clothing (old shirt)

OUTCOMES:

Practical Work:

• Presentation of visual diary with annotated reflection of topics
• Media trials and finished art works required in each unit of work.
• Participation in mounting of works and group exhibitions.
• Oral presentations as required.

Research Work:

Written essay and papers on each topic of work using the resources of the library, I.T., newspapers, periodicals and gallery sources.

Homework Tasks:

• Work on design ideas and concepts in visual diary
• Researching and writing of essays.

ASSESSMENT:

Assessment is carried out on each of the work requirement tasks including design folio, finished pieces, homework tasks and oral presentations.

VCE LINKS: Year 9 Art may lead on to VCE Art, Studio Arts and Interactive Digital Media - Units 1 to 4
This subject will investigate significant political assassinations. We will investigate the assassinations of Julius Caesar, Edward V and Richard the Duke of York, Abraham Lincoln, Mahatma Gandhi, Malcolm X, Rev Dr Martin Luther King and President John F Kennedy.

This subject will particularly investigate the associated political, social and economic pressures that created an environment ‘ripe’ for political murder.

**AREAS OF STUDY:**

- Julius Caesar – ‘The Fall of the Roman Emperor’
- Abraham Lincoln – ‘Death of a Dream’
- Mahatma Gandhi- ‘The Father of India’
- Rev Dr Martin Luther King- ‘I have a dream’
- Malcolm X- ‘Black resistance’

**ASSESSMENT TASKS**

- Research Project - on either Lincoln- King- Gandhi or Malcolm X. An investigation into the political, social and economic influences that created an environment of fear and apprehension, leading to the eventual assassination of these key political figures of the 19th and 20th century.
- Media analysis- An analysis of either Gandhi or JFK- What is myth and reality?
- Historiographical Piece - assessing the assassination of Abraham Lincoln and the impact of his death on the American push for Civil and Political rights.

**RESOURCES REQUIRED**

A workbook with A4 lined paper
USB
Earphones
CERAMICS

This course is a development of techniques involving the understanding of clay through shaping and forming methods, decorative applications and firing schedules. Both functional and non-functional pottery will be made.

OBJECTIVES:
- To build upon skills learnt in previous years, as well as introducing new techniques;
- To develop 3D art areas which explore the aesthetic and functional possibilities of clay;
- To foster the creative application of student’s ideas and previous experience in producing large and small scale ceramics works;
- To develop an understanding of the use of clay, past and present, and how it can relate to the students’ own design process;
- To develop the student’s ability to talk and write critically about their own work and that of ceramic artists.

AREAS OF STUDY:

ARTS PRACTICE - Ideas, Skills Techniques and Processes:
Students research and use this to generate and develop ideas when making and presenting ceramic works. Students will demonstrate a range of skills, techniques and processes in organising art elements, principles and concepts to structure visual art works in clay.

RESPONDING TO THE ARTS:
Students learn how to identify, analyse and interpret art works; discuss responses and develop an understanding of the ways in which art works are made in particular and historical contexts.

RESOURCES REQUIRED:
- Visual Diary as per booklist.
- Protective clothing (old shirt, etc)
- A gallery excursion as appropriate.

OUTCOMES:
Practical Work:
- Submit Visual Diary with ideas and preparatory drawings.
- Demonstrate skill development in coil, slab, casting and surface decoration.
- Give oral and written and I.T. presentations on examples of work pertinent to each project.

Research Work:
Written and/or Powerpoint presentation on the technical and aesthetic achievements of artists and crafts persons who work in a similar manner for each project undertaken.

Homework Tasks:
Research design and historical aspects of each project.

ASSESSMENT:
Assessment is carried out on each of the work requirements listed above. A pass standard requires successful completion of each work requirement.

VCE LINKS:
Year 9 Ceramics may lead on to VCE Studio Arts (Ceramics) Units 1 - 4 or VCE Art Units 1 - 4

COST INVOLVED:
A levy is charged to cover the cost of materials
CREATIVE WRITING

OBJECTIVES:
• To develop the skills of writing by extending language use and by the imaginative explorations of experience.
• To introduce the skills of writing for different purposes and audiences through exploring a range of writing styles.

AREAS OF STUDY:
Writing Styles for Different Purposes & Audiences:
Year 9 Creative Writing offers students the opportunity to explore a range of writing styles. The course includes an introduction to the skills of adapting writing for different purposes and audiences. There may be an author visit to the class or an excursion during the semester.

Presentation Skills:
• The writing process will be developed in a supportive environment. Drafting, proof-reading, correcting and editing skills will involve discussion with peers, the aim being to produce a polished final draft for each writing project.
• Appropriate and effective presentation will be encouraged. Students will have ready access to computers for word processing. Clear presentation will be encouraged and strategies for improvement will be offered.

Publication:
Students will be encouraged to make their writing accessible to a wider audience by submitting it for publication within the college and/or by entering appropriate community-based writing competitions.

RESOURCES REQUIRED:
• An A4 flat file / presentation folder
• Four plastic pockets
• Exercise book
• Students may be required to purchase additional print credits.

OUTCOMES:
Students should be able to draft a variety of pieces of writing in a range of modes for various audiences. Students should then select at least four pieces, drafting and polishing them for publication.

HOMEWORK:
Students are expected to complete writing tasks as home study.

ASSESSMENT:
Assessment includes evaluation of individual pieces by the writer, by his or her peers and by the teacher. Through the semester a journal will be maintained and a collection of writing will be developed, kept in a folio, and assessed in total for the student’s report. The report format is descriptive rather than competitive, specifying the skills developed and the individual writer’s special achievements.
CROSS-AGE TUTORING

OBJECTIVES:
This unit is designed to give Year 9 students experience in the role of tutor in local primary school classrooms.

Cross-Age Tutoring aims to assist students to:
- Develop skills in supporting younger students in a range of learning activities;
- Gain an increased understanding of themselves and their own learning;
- Improve life skills such as communication, cooperation and organisation;
- Increase awareness of the need for self-discipline in personal matters such as appearance, inter-personal relationships and punctuality;
- Realise that all members of a community have a responsibility to help one another;
- Develop leadership skills.

AREAS OF STUDY:

Practical Tutoring:
Students provide assistance and work cooperatively with primary school partners in a different location each term.

Learning & Development:
Students participate in a variety of classroom activities which focus on understanding individual learning and development, tutoring strategies and cooperative classwork.

RESOURCES REQUIRED:
- Exercise book – A5 Journal
- Bus fare as required
- Various materials and resources for project work, minimal in cost but requiring student initiative and organisation.

OUTCOMES:
- Participate in learning activities as a tutor for primary school students
- Participate in Year 9 classroom learning activities
- Maintain a journal of tutoring and classwork
- Prepare a major project on a selected aspect of learning and development

HOMEWORK:
- Complete journal entries as required
- Prepare for tutoring as required
- Research and prepare a major project which may involve an oral presentation

ASSESSMENT:
Students are assessed on:
- Tutoring roles ]
- Journal ] -- Graded
- Major Project ]

SPECIAL REQUIREMENT:
Students are required to travel under teacher supervision to the primary school as arranged each term. Appropriate behaviour is essential to maintain a place in this elective.
OBJECTIVES:

- Teach students skills in using Photoshop to capture, manipulate, transform and store images.
- Use digital and SLR cameras to create special photographic effects.
- Use Photostory to create an animation promoting students’ intellectual and artistic abilities.

AREAS OF STUDY:

- I’ve got Photoshop, now what?
- JPG, PNG and GIF files.
- Image quality and pixels?
- Red eyes and how to use a flash.
- Layers and layer masks.
- Exposure and lighting.
- Under and overexposure.
- Scanning images.
- Digital Collage
- 360 degree panoramas and planet effects.

WORK REQUIREMENTS:

- Visual Diary
- Projects
- Tests.

RESOURCES:

- USB flash drive of at least 4GB capacity.

ASSESSMENT:

- Students must satisfactorily all work requirements.
- This elective is highly recommended for students intending to choose Year 10 Web Development, Year 10 Animation or VCE VET Interactive Digital Media.
SUBJECT DESCRIPTION
This course will involve a weekly production (cooking) session and theory. Food productions will include sweet and savoury dishes, items to take home along with meals to share. Students will learn how to manage tasks, both individually and in groups.

AREAS OF STUDY:
Involves the use of various foods with emphasis on:
- Fruit cookery
- Meat cookery
- Main meal cookery
- Cooking with milk
- Cooking with eggs
- Cooking with pastry
- Cooking with cereals

OBJECTIVES:
Every student should:
- Further develop and improve previously acquired skills from Year 8 Health & Foods
- Be in a learning environment that enables them to reach their full potential
- Learn to effectively follow and carry out recipes within known time constraints
- Learn to safely and effectively utilise various common food production pieces of equipment
- Develop their own ability to make sound, well informed food choices
- Enhance and reinforce nutritional knowledge
- Utilise these skills in every day life

ASSESSMENT:
Is based upon successful completion of all work requirements covered throughout the semester. These will include: productions, assignments, work plans and design folios.

HOMEWORK:
Students can expect to complete tasks commenced in class.

TEXT: Cookery The Australian Way, 7th Edition. Though the price can seem forbidding, this text will also be used in Foods & Hospitality (Year 10) and Food and Technology (Years 10, 11 & 12). This is an excellent book for anyone contemplating any meal preparation.

COST INVOLVED:
There will be a levy charge for this subject which will cover the majority of food used in productions and the maintenance of equipment used throughout the semester. Students will be advised of special production requirements as the need arises.
DISCOVERING THE OUTDOORS (DTO)

OUTCOMES:
- To introduce students to the outdoor natural environment, culminating in an overnight hike
- To equip students with the knowledge necessary to ensure a safe and worthwhile experience in the outdoor environment
- To encourage students to adopt an independent, cooperative and thoughtful approach to challenging tasks

AREAS OF STUDY:

Adventure:
Students investigate the concept of adventure, reviewing stories and videos on the theme of adventure.

Conservation and Minimal Impact on the Environment:
Students review strategies in the outdoors which promote environmental awareness and care. Conservation work in nearby parks is carried out.

Bushwalking:
All aspects of hiking including: Food/meal preparation, cooking, tent pitching, packs and packing them, navigation, orienteering, route planning, hypothermia. Practice walks prepare students for challenges ahead eg. visits to local outdoor venues.

Overnight Hike:
The course culminates in a 3-Day hike where students, having prepared themselves for this challenge, participate in this outdoor adventure.

Other Practical Activities:
A range of activities such as indoor climbing, initiative activities and team building games. Orienteering may be included.

RESOURCES REQUIRED:
- Students should provide a loose leaf folder or exercise book.
- Students will need to provide specific hiking equipment e.g. sleeping bag, thermals, etc.

COST:
There is a levy involved which covers the costs involved in this subject.

OUTCOMES:
- Research Project on selected topic.
- Workbook - notes and other key information, such as reports on practical activities.
- Practical involvement in class sessions, including the overnight hike.

HOMEWORK:
Students will be required to finish off classwork and project as homework when directed

ASSESSMENT:
Practical Activities
Work Requirements
Personal Development \{ Satisfactory and/or grade assessments will be provided. \}
DRAMA

DESCRIPTION:
The course deals with the development of students' dramatic skills including acting, story-telling, script writing, improvisation, role-play, characterisation, as well as mime and movement. Students undertake performances which require the use of dramatic elements. Stagecraft is then applied to enhance the dramatic realisation of all performance work. Drama improves your communication skills, your ability to respond quickly to any given situation, confidence and the ability to work in a team - good for any career path..... and it's fun!!

AREAS OF STUDY
There are three principal areas of study:

Dramatic Skills Development: A series of workshops comprising exercises focussed on development of particular dramatic skills required for performance work.

Performance: Individual, small or large group performances will be used in order to develop actor's skills, script interpretation and characterisation as well as use of dramatic elements. The focus of performances will relate to the areas of study, namely; improvisation, mime, actor's workshop or script. Knowledge of conventions related to the style of the selected script will be applied and stagecraft will be used to enhance the quality of performances. Students can expect to perform their work to an audience other than their peers.

Analysis: Written and verbal evaluation of their own work as well as that of others is required. These may take the form of analytical tasks, design tasks, journal records or folio development in addition to a prescribed performance analysis.

RESOURCES REQUIRED
A workbook – A4 size required for in class notes and journal writing.

OUTCOMES
- Participation and active involvement in all class workshops.
- Staging and characterisation exercises.
- Small group performances based on mime, improvisation and character development.
- Major performance based on a selected script.
- Performance analysis, one per term.
- Workbook.

HOMEWORK:
Students will be expected to complete performance analysis as homework, as well as journal upkeep, analysis and design tasks. Research may be required and extra out of school hours rehearsal time may be needed prior to performances.

ASSESSMENT:
Students assessment will be both graded and descriptive. A satisfactory result for the course will require the completion of all work: class workshops, performances and written tasks. Workshop contribution will be graded, two performances will be graded, a global grade will be given for the performance analysis, and the workbook will be graded as well.

COSTS INVOLVED:
Students may attend theatrical performances outside the college that will incur a cost for admission and travel.
Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on this planet and evaluate the impact of human activities on them.

While undertaking this study, students will develop skills in practical scientific investigations, environmental fieldwork techniques, report writing, research and analysis.

Sustainability explores the impact of human-induced changes and how these can be effectively managed for long term sustainability. It exposes students to the environmental indicators that are used to measure environmental change and how these are used as tools in the decision making process.

Students shall analyse the energy issue and evaluate different energy options for the future.

**OBJECTIVES:**
- Understanding natural systems
- Understanding human impact on the environment
- Skills in the methods of environmental science
- Process-Awareness to action on sustainability
- Solutions and Pathways in Alternative energy and conservation

**AREAS OF STUDY:**
Students investigate sources of waste generated within the community and consider waste treatment and management options. They learn how wastes are generated in the processing of natural materials (for example, oil, water, brown coal and ores), and how the procedures used to manage these wastes contribute to environmental sustainability. They investigate, create and produce a range of strategies and products that explore, encourage and communicate the responsible use and management of natural and processed resources.

Students cite instances in which social priorities have had an impact on or have been influenced by society. This involves students applying their conceptual understandings to the consideration of issues significant to themselves as individuals and to the broader society in which they live; for example, stem cell research, ecotourism, tourism in space, personal safety, a clean and healthy environment, energy use, ecological footprints, electronic gadgets, robotics, the history and philosophy of science, ethics and science research.

**RESOURCES REQUIRED:** Exercise Book

**HOMEWORK:** Revision, Projects, Set tasks

**ASSESSMENT TASKS:**
- Research projects-university and community links
- Careers project
- Investigative self-designed sustainability projects- school focus
- Peer assessment
- Set tasks- practical reports and tests
- Informal inquiry and questioning
- Debates

**COST INVOLVED:** Possible excursion costs
EXTENSION MATHEMATICS

OBJECTIVE:
This unit is designed to provide Mathematics students, who are currently achieving at the highest standard in Year 8, with the opportunity to enrich their understanding of more complex mathematical concepts. This course is specifically designed for students who not only enjoy the challenge of mathematics, but for those who also exhibit an excellent work ethic and are committed to achieving their very best in the subject. This course will incorporate the topics covered during semester 1 in Year 10 Mathematical Methods. This elective should be considered by those students wishing to accelerate their maths studies.

Note:
- Students completing this elective may be given the opportunity to enrol in Year 10 Further Mathematics instead of Year 10 Mathematical Methods in semester 1 the following year. This will be determined by the student’s performance in this elective and also in the mainstream Year 9 Mathematics course.
- The mathematical pathway of Year 9 Extension Mathematics followed by Year 10 Further Mathematics (semester 1) and Year 10 Mathematical Methods (semester 2) will provide a thorough preparation for students considering accelerating into Year 12 Further Mathematics Units 3 and 4 as year 11 students.
- Students are not automatically accepted into this elective. Interested students should discuss the possibility of completing this unit with their current classroom teacher AND the Numeracy Leader, both of whom will make the final selection.
- This unit is only offered in the second semester and student performance in Mathematics in the first semester of Year 9 will influence eligibility.
- Students undertaking the LEEP course complete this subject as part of their regular Maths class and hence should NOT select this elective.
- This elective is limited to 25 students.

STRANDS:
Selected material from the Year 10 Mathematical Methods course from the strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

RESOURCES REQUIRED:
- Workbook (A4), display folder
- Casio fx-82 AUplus
- Pens, pencils, ruler, eraser, scissors and glue stick.
- Graph paper

HOMEWORK:
Students are expected to complete a variety of tasks outside of the classroom, including:
- Completing set exercises/activities started during class time
- Revising work/making study notes/preparing for assessment tasks

ASSESSMENT:
Assessment may include:
- Topic assessments, usually in the form of tests
- Application tasks
- Semester examination
- Other tasks as deemed suitable by the classroom teacher
HEALTH & DEVELOPMENT

This subject will allow students to gain critical life skills while linking their health education from Year 8 to Year 12.

OBJECTIVES
This course will develop your understanding and knowledge of:
- The physical, social and emotional changes during adolescence
- The influence of family on personal identity and values
- Community attitudes and laws influencing the sense of right and wrong
- Sexual health of young people (e.g. safe sex, contraception, abstinence, STIs)
- Accessing reliable information about health issues.

AREAS OF STUDY:
- Drugs and Alcohol- Harm minimisation, risk taking behaviours & decision making
- Bullying and Harassment- Cyber bulling
- Mental Health-Health resources for depression and suicide
- Relationships-Family and community expectations.
- Sexual Health-Health concerns, strategies & services
- Nutrition

OBJECTIVES:
- Students describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan and the factors that influence their own development.
- They describe the effect of family and community expectations on the development of personal identity and values.
- They identify outcomes of risk-taking behaviours and evaluate harm-minimisation strategies.
- They identify the health concerns of young people and the strategies that are designed to improve their health.
- They describe the health resources, products and services available for young people and consider how they could be used to improve health.
- They analyse a range of influences on personal and family food selection, and identify major nutritional needs for growth and activity.

ASSESSMENT:
Is based upon successful completion of all work requirements covered throughout the semester. These will include: Tests, Worksheets, and Assignments.

HOMEWORK:
Students can expect to complete tasks commenced in class.

TEXT:
Booklets will be supplied to each student. Replacement cost of booklet will be $5.00

COSTS INVOLVED:
There are no additional costs for this subject.

LINKS TO SENIOR SUBJECTS:
Year 10 Health and Personal Development and VCE Health and Human Development
IT APPLICATIONS

DESCRIPTION:
Students refine their skills by applying a range of techniques and format conventions in a number of software packages including work processing, desktop publishing, graphics, presentation, spreadsheets and animation to maximise presentation and communication skills to a variety of audiences.

OBJECTIVES:
- Develop skills in using a number of software packages, including word processing, desktop publishing, graphics, presentation, spreadsheet and animation
- Transform data into information by applying a range of techniques
- Acquire, produce and convey information to a variety of audiences
- Learn designing techniques to provide a solution to a problem
- Develop an understanding of how ideas and information can be shown visually.

AREAS OF STUDY:
- File Management
- Advanced skills in Word and Publisher, including formatting and page layout
- Introduction to Excel, including basic formulae and charting techniques
- Introduction to PowerPoint including slide transitions, colour scheme, animation and image manipulation.
- Introduction to Photoshop and Comic Life.
- Introduction to Flash, including simple animations

RESOURCES REQUIRED:
USB Flash Drive of at least 4GB capacity

WORK REQUIREMENTS:
- A variety of practical activities
- Problem Solving Project(s)
- Tests

ASSESSMENT:
Students must satisfactorily pass all Work Requirements.

This elective is highly recommended for students who want to build a solid foundation in the Information Technology area.
MAKE, BAKE & DECORATE

SUBJECT DESCRIPTION:
Students will use a variety of methods to produce cakes for a range of occasions. The course will introduce students to cake making and decoration techniques and the design process. They will develop safe and responsible work practices and be provided with the opportunity to explore new equipment and techniques. This course has a strong emphasis on production (cooking) work.

AREAS OF STUDY:
Involves the use of various materials with emphasis on:
- Cake cooking methods
- Special occasion cake
- Cake decorating techniques
- The design process

OBJECTIVES:
Every student should:
- Further develop and improve previously acquired skills from Year 8 Health & Foods
- Learn to effectively follow and carry out recipes within the known constraints of time, space, etc
- Learn to safely and effectively utilise materials and equipment
- Develop an understanding of the various cake and biscuit making techniques
- Learn a variety of cake and biscuit decoration techniques
- Acquire the confidence to utilise these skills in everyday life
- Further develop an understanding of the design process

ASSESSMENT:
Is based upon successful completion of all work requirements covered throughout the semester. These will include: productions, assignments, work plans and design folios.

HOMEWORK:
Students can expect to complete tasks commenced in class.

TEXT:
Two information booklets will be supplied to each student. Replacement cost of booklet will be $5.00.

COSTS INVOLVED:
There will be a levy charge for this subject which will cover the majority of food used in productions and the maintenance of equipment used throughout the semester.

Students will be advised of special production requirements as the need arises. The students will be supplied with a school produced booklet “Make, Bake and Decorate”. The cost of this booklet is covered by the levy.
Students will need an appropriate container to take home products prepared.
OBJECTIVES:
Students will learn about the properties and characteristics of metal, wood and plastic and the safe use of tools and equipment. Students learn the processes of design, manufacture and evaluation which lead to the production of projects in combining the materials above.

AREAS OF STUDY:
Investigating:
Explain how the characteristics of materials influence product design.

Designing:
Prepare design options that specify materials and techniques with consideration for functional, aesthetic and environmental requirements.

Producing:
Implement the design using appropriate techniques and equipment with precision and safety.

Evaluating:
Prepare a report that evaluates the efficiency of the processes used and the effectiveness and suitability of the projects.

RESOURCES REQUIRED:
- A4 5mm square graph book or Visual Diary
- B & HB pencil
- Eraser
- Ruler and set square
- Plastic A4 Display Folder

OUTCOMES:
- To complete all set work and assignments
- Produce their projects following their own designs
- Develop skills in manipulating and processing materials

ASSESSMENT:
Students will be assessed on all course work including design folio, investigation, production work and evaluations.

COSTS INVOLVED:
There will be a charge that covers part of the cost of materials used in this subject.

VCE LINKS:
Materials Technology may lead onto VCE Design and Technology Units 1 to 4.
MATERIALS TECHNOLOGY - METAL

OBJECTIVES:
Students will learn about the properties and characteristics of metal related materials and the safe use of tools and equipment. They learn the processes of design, manufacture and evaluation which lead to the production of projects in metal.

AREAS OF STUDY:

Investigating:
Explain how the characteristics of materials influence product design.

Designing:
Prepare design options that specify materials and techniques with consideration for functional, aesthetic and environmental requirements.

Producing:
Implement the design using appropriate techniques and equipment with precision and safety.

Evaluating:
Prepare a report that evaluates the efficiency of the processes used and the effectiveness and suitability of the projects.

RESOURCES REQUIRED:
• A4 5mm square graph book
• Visual Diary
• B &HB pencil
• Eraser
• Rule and set square
• Plastic A4 Display Folder

OUTCOMES:
• To complete all set work and assignments
• Produce their projects following their own designs
• Develop skills in manipulating and processing materials

ASSESSMENT:
Students will be assessed on all course work including design folio, investigation, production work and evaluations.

COSTS INVOLVED:
There will be a charge for this subject which covers the cost of materials used.

VCE LINKS:
Materials Technology may lead on to VCE Design and Technology Units 1 to 4.
TEXTILES involves the study and practice of various creative and practical skills used with fabric and related materials.

COURSE OBJECTIVES:
That every student should:
- Safely and effectively operate a variety of equipment necessary for the various textile processes
- Develop skills in sewing involving both decorative embroidery and stitch work associated with garment construction
- Learn how to follow and effectively carry out commercial clothing patterns
- Be in a learning environment that enables them to reach their full potential
- Acquire skills which will be of benefit when they leave the College

AREAS OF STUDY:
- Study of fashion and its history.
- Garment construction techniques, to be used in the production of garments
- Various forms of embroidery using different techniques and machines
- Applied fabric decoration - screen printing and block printing
- Design, investigation, production and evaluation, of all pieces produced during the semester/year

RESOURCES REQUIRED:
- A4 Visual Diary
- Range of drawing pencils - 2H, 2B, 6B
- 1 40 cm ruler
- 1 tin dressmakers pins & 1 tin berry pins
- 1 dressmakers scissors & 1 pair paper scissors
- 1 un-picker
- 1 tape measure
- 1 packet hand sewing needles of various sizes (including tapestry and beading)
- Other necessary items are likely to arise depending on tasks undertaken

OUTCOMES:
Students are assessed on a variety of work which includes: completed garments, mixed media work, embroidery, assignments and workbook exercises.

ASSESSMENT:
Assessment will be based on students ability to
- Design, investigate, produce and evaluate their own work
- Accurately keeping their workbooks up-to-date
- Complete set assignment work

COSTS INVOLVED:
- A levy is payable to provide for maintenance of equipment and basic resources (for threads, dyes, fabric paints etc.). A sewing box will be provided for student use
- In addition students will be required to meet the cost of fabric patterns and other individual sewing needs

VCE LINK: Materials Technology - Textiles may lead on to VCE Art Units 1 to 4
VCE – VET Fashion Studies – leads to TAFE
OBJECTIVES:
Students will learn about the properties and characteristics of timber and timber products. They learn the safe use of tools and equipment. They learn the processes of design, manufacture and evaluation which lead to the production of projects in timber.

AREAS OF STUDY:
Investigating:
Explain how the characteristics of materials influence product design.

Designing:
Prepare design options that specify materials and techniques with consideration for functional, aesthetic and environmental requirements.

Producing:
Implement the design using appropriate techniques and equipment with precision and safety.

Evaluating:
Prepare a report that evaluates the efficiency of the processes used and the effectiveness and suitability of the projects.

RESOURCES REQUIRED:
- A4 5mm square graph book
- Visual Diary
- B & HB pencil
- Eraser
- Rule and set square
- Plastic A4 Display Folder

OUTCOMES:
- To complete all set work and assignments
- Produce their projects following their own designs
- Develop skills in manipulating and processing materials

ASSESSMENT:
Students will be assessed on all course work including design folio, investigation, production work and evaluations.

COSTS INVOLVED:
There is a charge that covers the cost of materials used in this subject.

VCE LINKS:
Materials Technology may lead on to VCE Design and Technology Units 1 to 4.
OBJECTIVES:
This subject aims to provide students with an enrichment of the skills and understanding already undertaken in previous years. This unit focuses on developing an understanding of the relationship between the use of the elements of music and each specific style. The styles include 20th Century Musical Theatre, Jazz and Rock music. Students engage in listening to, analysing and describing recorded music, performing works and comparing and improvising in selected styles.

AREAS OF STUDY:
Students choose tasks in the following areas of study to suit their needs and abilities.

Performing:
Students perform as soloists and in groups on their own choice of instrument.

Composing, Arranging, Musicianship:
Students improvise, compose and arrange a variety of short musical exercises and compositions, using appropriate notation, and musicianship training.

History of Music:
Students explore a number of musical styles including 20th Century musical theatre, Jazz, Film Music and Rock. They identify, analyse and describe the musical characteristics of these styles.

OUTCOMES:

Performing:
Students perform as soloists and/or in groups, works negotiated with the teacher, including works in the style being studied. All students are required to keep a reflective diary.

Composing, Arranging:
Students will submit a folio of exercises, compositions and arrangements using appropriate notation.

History of Music:
Students will submit assignments based on the relevant styles studied in class.

HOMEWORK:
Students will be expected to finish all classwork as homework and to undertake research for assignments.

ASSESSMENT:
The final assessment will be based on a culmination of all work throughout the semester. Students will be assessed in all areas of study.

VCE LINKS:
VCE Music Performance of Music Styles – Units 1 to 4
VET – Music Industry Skills
NANOTECHNOLOGY & CHEMISTRY EXPERIMENTS

OBJECTIVES:

- To develop knowledge of the research developments and applications of Nanotechnology and how it will impact on us in our daily lives
- To develop knowledge and understanding of chemical processes
- To provide opportunities for students to carry out practical chemical investigations

AREAS OF STUDY:

- Introduction to Nanotechnology and its impact on our daily lives.
- This includes investigation into measurement, sunscreen, cosmetics, shampoo, high performance fabrics, plastics, food, social and ethical issues.
- Practical investigations of chemical reactions and processes relating to Nanotechnology.
- Performing practical and research investigations and undertaking a debate on the impact of Nanotechnology on society from the basis of informed scientific knowledge.
- We will be visiting the Australian Synchrotron in Melbourne and investigating the emerging Science and Science careers.

ASSESSMENT TASKS:
The Nanotechnology elective requires students to undertake experimental tasks, classroom activities, a debate, topic tests and an investigative research task.

1. Research project
2. Experimental and class activities
3. Set tasks- practical reports and topic tests
4. Self, Peer and Teacher Assessment

COST INVOLVED:
An excursion to the Australian Synchrotron in Clayton will cost about $15 and this will cover the cost of the hire of the bus.

RESOURCES REQUIRED:
Students will be required to have an A4 lecture pad and a scientific calculator.
OUT ON THE TOWN

DESCRIPTION
What does Melbourne have in common with doughnuts? Why is our city known as Marvellous Melbourne? What is so important about the year 2030? Out on the Town takes students out of the classroom to investigate the city of Melbourne. We will conduct lots of fieldwork in the local area surrounding the school to investigate community issues such as traffic congestion, housing styles, provision for elderly people and children within the community, waste disposal and urban planning. Field studies of the local area surrounding VSC will enable students to test hypotheses and gather data over a period of time to determine the problems and successes of urban planning in the Vermont area.

The concept of the local community will then be extended to look at Melbourne and the surrounding region. Fieldwork to the city of Melbourne will investigate how our city has developed from a tent city during the Gold Rush to Marvellous Melbourne that it is now. Or is it? A Yarra River cruise and a visit to the Melbourne Story exhibition at the Melbourne Museum will help us gain a better understanding of the development of this expanding city.

Big Brother is watching! Explore satellite imagery and aerial photos to gain a greater spatial awareness of your local community. Technological developments such as Google Maps and CCTV enable us to track changes over time as well as the movement of people throughout urban environments – are these tools which can aid law enforcement or are they invasions of privacy?

AIMS
- To foster a greater awareness of the local area and develop and understanding of the evolution of both Vermont and Melbourne as a city.
- Skills and methodology involved in in-depth fieldwork in preparation for senior school Geography
- Decision making skills regarding local planning regulations in terms of traffic management etc
- To investigate a range of Geography-related careers such as Urban Planning, linking students with the city of Whitehorse.

ASSESSMENT TASKS
- Practical exercises
- Tests
- Fieldwork reports – an integral component
- Research Assignments

COST INVOLVED:
This subject involves excursions. Each excursion must be paid for separately and prior to the date of excursion.

LINKS TO VCE:
- VCE Geography
- VCE Environmental Studies
PHILOSOPHY

This SUBJECT is not a prerequisite for VCE

DESCRIPTION
What separates man from animals is our ability to think. The Ancient Greeks didn’t invent thought, but they were the first society to think about ideas. With that concept, the foundation of modern philosophy was born.

Numerous individuals since then have asked important questions about existence, in many cases not coming up with an answer. They have tried to work out what it means to be a human being. Students will be required to examine a number of philosophical ideas and philosophers throughout history.

OBJECTIVES
This subject is designed to enable students to:
- Develop the ability to clarify concepts, analyse problems and construct arguments.
- Build their ability to think independently and develop reasoning skills.
- Think about their place in the world and who they are.

ASSESSMENT TASKS:
- Classroom discussion
- Oral presentation
- Document analysis
- Research project
- Essay

Resources Required:
- A4 exercise book – 96 pages
- Pens and highlighters

HOMEWORK:
Students will be expected to complete a variety of homework activities, including the analysis of written and visual documents. They will also research, plan and draft their essays. They will be expected to research and report on a specific philosopher, or philosophical idea. These are all Work Requirements that will be reported on at the end of the semester.

LINKS TO VCE/VET SUBJECTS
- VCE Philosophy 1/2 and 3/4
- VCE History Units 1/2 – Twentieth Century History
- VCE History Units 3/4 – Australian History
- VCE History Units 3/4 – Revolutions
- VCE Politics 1/2 and 3/4

LINKS TO CAREER/POST-SCHOOL PATHWAYS:
- Journalism
- Law
- Marketing
- Foreign Affairs and Diplomacy
- Librarian
- Politician
- Scientist
- Philosopher
- Public Servant
- The Armed Forces
PROGRAMMING AND WEB DEVELOPMENT

DESCRIPTION:
This unit is designed to provide students with basic skills in programming and Web Design.

OBJECTIVES:
Visual Basic
- Develop knowledge and skills in basic structured programming
- Learn designing techniques to provide a solution to a problem

The Games Factory
- genre of computer games
- game design principles
- game publishing on different platforms

Web Design
- Design and create a digital portfolio
- File Management

RESOURCES REQUIRED:
- An A4 exercise book to document the process of each set task
- USB Flash Drive of at least 4GB capacity

WORK REQUIREMENTS:
- A variety of practical activities in Visual Basic, The Games Factory and Dreamweaver
- Programming projects using Visual Basic and The Games Factory.
- Digital Portfolio
- Skills Test

ASSESSMENT:
Students must satisfactorily pass all Work Requirements.

This elective is highly recommended for students intending to choose either Year 10 Programming and Game Development, Year 10 Web Development or VCE Information Technology Units 1 & 2
OBJECTIVES:
This subject focuses on the study of composition and performance and an understanding of how music works in the Rock and Popular Music genres. It will provide students with practical experience in composing and performing on their own instruments. They will also utilise technical equipment, such as computers and synthesizers to write and perform their own compositions.

This will be a challenging and rewarding subject for students interested in developing their musicianship, who are well versed in their own instrument and wish to develop a theoretical and aesthetic appreciation of musical styles. It is also a valid preparation for VCE music subjects.

AREAS OF STUDY:
Performing:
Students perform their own compositions and related musical exercises, using their principal instruments or computers and synthesizers.

Composing, Theory:
Students compose several works and complete related theoretical exercises, such as writing a melody to a standard chord progression.

History of Music:
Students explore relevant musical styles. They identify, analyse and describe the musical characteristics of these styles.

RESOURCES REQUIRED:
All students will be expected to have a manuscript book, A4 folder and paper.

OUTCOMES:
Performing:
Students perform as soloists and in groups their own compositions and arrangements.

Composing, Theory:
Students will submit a folio of exercises, compositions and arrangements.

History of Music:
Students will demonstrate an understanding of the musical characteristics of the works studied by submission of relevant journal entries.

HOMEWORK:
Students will be expected to undertake any research required to complete set work and will keep a reflective journal.

ASSESSMENT:
The final assessment will be based on a culmination of all work throughout the semester. Students will be assessed in all areas of study.
TEXTILES

Fabric Design & Decoration will involve the practice of a range of creative techniques which will include various forms of fabric printing/dyeing and embroidery or added decoration.

OBJECTIVES:
- Every student should gain an understanding of both traditional and contemporary fabric design;
- Develop skills in manipulating fabrics with a range of techniques;
- Acquire an understanding of the characteristics of different textile and fabric types and their appropriate use;
- Learn skills that can be applied when students leave the college.

AREAS OF STUDY:

ARTS PRACTICE – Ideas, Skills, Techniques and Processes.
Fabric decoration and design techniques such as screen printing, block printing, dyeing, felting, appliqué, embroidery, batik and silk painting.
Study of both traditional and contemporary techniques used in fabric decoration.

RESPONDING TO THE ARTS
Research the history of a chosen technique of fabric decoration and employ this technique in some contemporary work;
Complete at least two major design projects using a variety of materials and processes to produce at least one article of practical use, e.g. bag, cushion, scarf, belt, etc.

RESOURCES REQUIRED:
- A4 Visual Diary
- Range of drawing pencils – 2H, 2B, 6B
- 40 centimetre ruler
- Dressmaker pins and scissors, berry pins
- Paper scissors
- Unpicker
- Bernina bobbins (three)
- Hand sewing needles (including tapestry and beading)
- Rubber gloves
- Protective clothing (old shirt).

OUTCOMES:

PRACTICAL WORK:
- Presentation of visual diary to show development of ideas, media trials, and designs for finished work.
- Production of major design projects including at least one article of practical use.

RESEARCH WORK:
- Major written assignment and other investigation / research as appropriate.

HOMEWORK TASKS:
- Completion of tasks begun in class.
- Researching and writing up assignment work.

ASSESSMENT:
Assessment will be carried out on each of the areas of study.
Students will also be expected to evaluate their own work.

COSTS INVOLVED:
A levy is charged for basic resources (threads, dyes, fabric paints, etc.)

VCE LINKS:
Fabric Design and Decoration may lead on to VCE Materials Technology (Textiles), VCE Art
or VCE Studio Arts Units 1 to 4.
THE POWER BEHIND THE THRONE -
WOMEN IN HISTORY

Considering women are half of the population it’s odd that they’re often invisible in history. This course will look at the role women have played in shaping and making the world in which we live. Leaders and visionaries like Joan of Arc, Queen Elizabeth, Emma Goldman and Emmeline Pankhurst, people at the forefront of change will be studied.

Social groups of women, such as the mothers of the Disappeared in South America, Rosie the riveter in the Second World War and female soldiers in the twentieth century as classes or groups of people will also be examined. Representations of women throughout history will also be looked at, focussing on how have they been portrayed to justify historical events.

By the end of the course, will become historically visible and assume an appropriate place in history and human development.

OBJECTIVES of the SUBJECT:
This subject is designed to enable students to:

- Learn about specific leaders, ideas, movements and events in history where women have played an important and central role.
- See that power is wielded and desired in similar ways across humanity.
- Acknowledge that history doesn’t necessarily have to be about big events, it can be about movements and ideas that are slow moving, but still quite transformative.
- Develop skills in making judgements about evidence and what is often left out of historical arguments and why.
- Frame questions using their own knowledge and experiences and to develop research and inquiry skills.

AREAS OF STUDY

- The role of specific individuals, women who through the force of their personality or action, changed the world.
- Wider social groups. Women who through organisations ensured change, or guaranteed stability.
- Representations of women in history. How much has the role of women been distorted by official and unofficial histories.

ASSESSMENT TASKS

- Document analysis
- Research project
- Essay
- Film Study
- Tests

RESOURCES REQUIRED:
A4 exercise book – 96 pages; Pens and highlighters

HOMEWORK:
Students will be expected to complete a variety of homework activities, including the analysis of written and visual documents. They will also research, plan and draft their essay. They will be expected to research and report on specific women outside of the areas of study, examples include Boadicea, Miles Franklin and Abigail Adams. These are all Work Requirements that will be reported on at the end of the semester.

LINKS TO VCE/VET STUDIES

- VCE History Units 1 and 2 – Twentieth Century History
- VCE History Units 3 and 4 – Revolutions
- VCE History Units 3 and 4 – Australian History
- VCE Politics 1 and 2; and 3 and 4
- VCE International Relations 1 and 2; and 3 and 4

This SUBJECT is not a pre-requisite for VCE

Links to Further Training and Careers:

- Journalism; Law; Marketing; Foreign Affairs and Diplomacy; Librarian; Politician; Research Assistant
- Personal Assistant; Spy; Public Servant; The Armed Forces
OBJECTIVES
This subject aims to enhance enjoyment of reading, both written and film texts, through the exploration of genres such as gothic and fantasy. It also aims to develop the ability to respond both critically and creatively to classic and contemporary texts.

AREAS OF STUDY

Film / Television
- Lord of the Rings
- Tim Burton’s Alice in Wonderland
- Buffy the Vampire Slayer
- Nosferatu

Short stories
- Edgar Allan Poe
- Selected ghost stories

Novels
- Dracula
- The Hobbit

OUTCOMES
- Film as text
- Creative response
- Review
- Passage analysis

RESOURCES REQUIRED
- An A4 binder folder with plastic pockets
- Exercise book
- Copies of the text

HOMEWORK
Students will be expected to read/view the texts at home prior to study and may be expected to complete some writing tasks at home.

ASSESSMENT
Students will be assessed on:
- Their discussion and participation in class activities;
- A written creative response to a text;
- An oral presentation text review;
- A written analysis of film as text;
- A written passage analysis task.
THEATRE STUDIES

DESCRIPTION:
Ever wondered what it takes to stage a play? Drama Performance concentrates on developing the skills of the actor through the process of staging a major performance. Students are involved in all areas of presenting the performance from selecting the script, through to casting, publicity and presenting the performance. Students learn to manipulate a variety of stagecraft elements including: props, costumes, lighting, sound, make-up, set design and direction. Students are required to perform, but can also specialise in back-stage areas. A great introduction VCE Theatre Studies and a variety of alternative career paths in the performing arts.

AREAS OF STUDY
There are three principal areas of study:

Dramatic Skills Development: A series of workshops comprising exercises focussed on development of particular dramatic skills required for performance work.

Performance: Individual, small or large group performances will be used in order to develop actor’s skills, script interpretation and characterisation as well as use of dramatic elements. Knowledge of conventions related to the selected style will be applied and stagecraft will be used to enhance the quality of performances. Students can expect to perform their work to an audience other than their peers.

Analysis: Written and verbal evaluation of their own work as well as that of others is required. These may take the form of analytical tasks, design tasks, journal records or folio development in addition to a prescribed performance analysis.

RESOURCES REQUIRED
A workbook – A4 size required for in class notes and journal writing.

OUTCOMES
- Participation and active involvement in all class workshops.
- Staging and characterisation exercises.
- Small group performance.
- Major performance.
- Performance analysis.
- Workbook.

HOMEWORK:
Students will be expected to complete performance analysis as homework, as well as journal upkeep, analysis and design tasks. Research may be required and extra out of school hours rehearsal time may be needed prior to performances.

ASSESSMENT:
Students’ assessment will be both graded and descriptive. A satisfactory result for the course will require the completion of all work: class workshops, performance and written tasks. Workshop contribution will be graded, two performances will be graded, a performance analysis will be graded as well as the workbook.

COSTS INVOLVED:
Students may attend theatrical performances outside the college that will incur a cost for admission and travel which is not covered by levies.
The Visual Communication Design course combines the areas of technical and freehand drawing with creative design and visual thinking. Students will cover the fundamental conventions of technical drawing, as applied to architectural and engineering drawing, and will learn drawing systems such as orthogonal and paraline drawing modes. Students also explore a range of media such as pencil, pastels, markers and computers. The visual communication student learns to discuss and evaluate the use of design elements and principles in a range of exciting visual presentations.

OBJECTIVES:
- To learn how to design and communicate information visually;
- To extend student knowledge of drawing systems;
- To learn the design process and its emphasis on problem solving
- To extend technical skills in various media

AREAS OF STUDY:

ARTS PRACTICE - Ideas, Skills Techniques and Processes:
Students will generate and expressively develop ideas and messages to make and present visual communications.
Students will demonstrate a range of skills, techniques and processes to organise design elements and principles to structure visual presentations.

RESPONDING TO THE ARTS:
Students learn to describe and evaluate how visual communications present ideas and messages within particular cultural and historical contexts.

RESOURCES REQUIRED:
Drawing equipment as listed on booklist

OUTCOMES:

Practical Work:
Assessment is through the presentation of a folio of works that clearly demonstrates competency in technical and freehand drawing and the design process, investigation work and finished presentations.

Research Work:
Students present a written / oral report on a past and contemporary design.

HOMEWORK:
Students are required to conduct regular homework assignments and drawing exercises.

ASSESSMENT:
Assessment is carried out on each of the work requirement tasks including a strong emphasis on homework.

VCE LINKS:
Visual Communication and Design Units 1 - 4
Interactive Digital Media - Units 1 - 4