Junior School Handbook
2017
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>FROM THE PRINCIPAL</td>
<td>3</td>
</tr>
<tr>
<td>OUR VISION</td>
<td>4</td>
</tr>
<tr>
<td>COLLEGE ORGANISATION</td>
<td>5</td>
</tr>
<tr>
<td>CARING FOR OUR STUDENTS</td>
<td>7</td>
</tr>
<tr>
<td>STUDENT SCHOOL ABSENCES</td>
<td>8</td>
</tr>
<tr>
<td>CURRICULUM OVERVIEW</td>
<td>9</td>
</tr>
<tr>
<td>TEXT BOOKS &amp; STATIONERY</td>
<td>9</td>
</tr>
<tr>
<td>TEACHING &amp; LEARNING PROGRAMS 2017</td>
<td>10-11</td>
</tr>
<tr>
<td>JUNIOR SCHOOL CURRICULUM</td>
<td>12</td>
</tr>
<tr>
<td>SPECIAL OPPORTUNITIES FOR STUDENTS</td>
<td>12</td>
</tr>
<tr>
<td>HOMEWORK EXPECTATIONS</td>
<td>13</td>
</tr>
<tr>
<td>OUR EXPECTATIONS for STUDENT BEHAVIOUR</td>
<td>14</td>
</tr>
<tr>
<td>ELECTRONIC &amp; INTERNET – ENABLED DEVICES</td>
<td>14</td>
</tr>
<tr>
<td>LEARNING ENVIRONMENT of OUR COLLEGE</td>
<td>15</td>
</tr>
<tr>
<td>UNIFORM &amp; SHOE REQUIREMENTS</td>
<td>16-17</td>
</tr>
<tr>
<td>YEAR 7 CAMP HOWQUA</td>
<td>18</td>
</tr>
<tr>
<td>SUBJECT OUTLINES</td>
<td>19-24</td>
</tr>
</tbody>
</table>

Please do not hesitate to contact the College on 9719 1200 if you have any concerns relating to your child’s education or wellbeing.
From the Principal

The first two years of secondary schooling are vital to establish the foundation skills to enable students to progress through the College, to experience success and the mastery of skills to achieve their senior certificates at the end of Year 12.

The Junior School program is broad and comprehensive. The curriculum meets the needs of students to experience the core subjects available in secondary school and also gives them the opportunity to try new, challenging and diverse subjects.

The College has dedicated and committed teachers who will support the students through their junior years of secondary schooling.

Welcome to Whittlesea Secondary College.
We wish you a happy and successful learning experience.

Terry Twomey
OUR VISION

Whittlesea Secondary College aims to equip students for an ever-changing world. Together we will challenge students to gain personal, social and academic skills that will inspire them to be successful members of our global community.

OUR MISSION

Whittlesea Secondary College aims to provide many and varied opportunities for students to:
- develop active and self-motivated learning skills to inspire life long learning
- develop strong personal and team building skills
- develop their individual talents and abilities to achieve their full potential
- become valued and responsible global citizens
- develop and encourage a curious and creative mind
- learn through an innovative and flexible curriculum program
- experience and learn in a natural, safe and caring environment

OUR SCHOOL WIDE PEDAGOGY

Powerful learning occurs in an environment offering support, challenge and the development of self-esteem. We provide students with the necessary skills for autonomous and reflective learning.

OUR COLLEGE VALUES

TEAMWORK • RESPECT • EXCELLENCE • INTEGRITY • COMMITMENT • KNOWLEDGE

The values of Whittlesea Secondary College underpin its cultural and moral framework enabling it to set clear and resolute behavioural codes. These codes, once adhered to, enable the members of the school college community to function in a safe, mutually respectful and highly energised learning community.
College Organisation

The Administration

The Administration at Whittlesea Secondary College consists of a Principal and two Assistant Principals who, with the College Council, ensure that College policy reflects the shared expectations of the whole school community. These are to develop a positive school culture that is safe, supportive and promotes respectful relationships that foster strong student learning.

Principal  
Terry Twomey
Assistant Principal  
Adam Bell
Assistant Principal  
Tania Pearson
Business Manager  
Kevin Tootell

The Junior School Team

Junior School Manager  
Kristen Jean
Junior School Administration Manager  
Jodie Chapman
Year 7 Student Manager  
Julie Ward
Year 7 Assistant Student Manager  
Paul Horan
Year 7 Learning Support Co-Ordinator  
Regina Ignatiadis
Year 8 Student Manager  
Brittany Paterno
Year 8 Assistant Student Manager  
James Devlin
Year 8 Learning Support Co-Ordinator  
TBC

LEARNING AREAS | CAPABILITIES
---|---
The Arts | Critical and Creative Thinking
• Dance | Ethical
• Drama | Intercultural
• Media Arts | Personal and Social
• Music | 
• Visual Arts | 
• Visual Communication Design | 
English | 
Health and Physical Education | 
The Humanities | 
• Civics and Citizenship | 
• Economics and Business | 
• Geography | 
• History | 
Languages | 
Mathematics | 
Science | 
Technologies | 
• Design and Technologies | 
• Digital Technologies |
The Student Managers
Student Managers oversee the welfare and discipline of students in their designated year level by fostering and maintaining the College’s Student Engagement and Wellbeing Policy.

The Homegroup Teachers
The Homegroup Teacher is the main teacher for students in Year 7, and is the first point of contact for parents. Homegroup teachers have been selected to help all students build strong relationships with their peers and their teachers.

Student Engagement and Wellbeing
The College is structured in a way that enables students to have ready access to support and enables the school to effectively follow up matters of welfare and discipline. All members of the College community have the right to work in a safe and respectful learning environment free from intimidation, bullying and harassment where positive relationships are fostered and encouraged. When behaviours that do not support our positive school culture occur, the College works towards restoring relationships and appropriate consequences are negotiated using the Principles of Restorative Practice.

The Student Wellbeing Manager is available to all students, parents, teachers for support and advice in behavioural, social and learning problems. This person liaises with staff from all areas of the College, Counsellors, Youth Workers and outside agencies, where necessary, to assist student wellbeing.

The College Chaplain works within our school community on a full time basis, assisting with educational, social, psychological and spiritual matters. The Chaplain offers pastoral support to our College community, counsels, and works with small groups, assists young people and their families in crisis, provides support for staff and extra-curricular activities.

The College’s Health Educator (school nurse) assists with individual health counselling, health promotion and health education classes.

Bullying and Harassment
Whittlesea Secondary College is committed to providing a safe and caring environment that promotes learning, personal growth and positive self-esteem where individual differences are respected. The students are encouraged to support and look out for each other. Harassment is unwelcome and offensive and hurts people whether or not the instigator intends or understands it to be hurtful. If the student feels he/she is being harassed or suffering discrimination in any of its forms, the student is encouraged to let a member of staff know. All reports will be taken seriously.

The College uses “Shared Responsibility”, a proven positive approach, to beat bullying. It enables students to feel safe and to change behaviour of those who bully.

Mediation is used as an effective means of resolving student conflict. With the help of a facilitator, students involved share their feelings and concerns with each other and work together to find ways to resolve the issues.
Caring for our Students

The College is concerned with the total wellbeing and care of each student. It recognises the need for students to feel a sense of belonging, to feel safe and be safe and to have the right to learn without being disrupted.

Wellbeing Manager
Our Wellbeing Manager is available to all students, parents, teachers and staff for support and advice in behavioural, social and learning problems. She is responsible for an overall view of the welfare of students, coordinating the work of all teachers, including Personal Development teachers, School Managers and Counsellors from the DEECD and outside agencies where necessary.

As the need arises, the Wellbeing Manager will act as an advocate to assist students and parents in discipline and welfare matters and provide assistance in the supply of uniform and other equipment when needed.

Professional Support
The College community has the services of:

- **School nurse / health educator** two days a week
- **Psychologist** can be contacted to conduct student educational assessments.
- **Social workers** from Kildonan Child and Family Services, Berry Street and Salvation Army Crossroads who conduct group work and individual counselling on a casual basis
- **Other agencies** including Plenty Valley Community Health, Berry Street, Anglicare, Youth Projects and the City of Whittlesea are involved with individual case work and group work within the school.
- **Doctors in Secondary Schools** program. For more information or enquiries about this initiative please refer to doctors.in.schools@edumail.vic.gov.au

The School Day commences with classes at 9am

- Session 1  9:00 – 10:00
- Session 2  10:00 – 11:00
- Recess       11:00 – 11:25
- Session 3    11:30 – 12:30
- Session 4 12:30 – 1:30
- lunch  1:30 – 2:10
- Session 5 2:15 – 3:15
- buses (except for the 562 Public Bus) depart at 3:25pm

The General Office

- The General Office is open on Monday to Fridays from 8:15am to 4:30pm.
- Students who have money to pay must do so before school or at recess.
- Parents are encouraged to contact the College over matters of concern. If a meeting with a teacher is required, please ring first and arrange an appointment.
**Buses**
Approximately 80% of our students travel to and from school by bus. The school bus service is available free to all students who reside more than 4.8km from the school, provided they are attending their closest school.

Fares and more details on specific routes/schedules are available on request from the Bus Coordinator. Students are expected to be in full College uniform (including black leather polishable shoes) whilst travelling on a bus to and from the College.

Students who wish to travel on a friend’s bus need to submit a written request to the General Office during the day so that a bus pass can be issued for travel that afternoon.

**Attendance**
Attendance at all classes is compulsory. Regular, punctual attendance is essential if students are to maximise their learning. Rolls are electronically marked for all classes. Poor attendance will be referred to the Student Manager for possible consequences.

Parents are encouraged to contact the College through Compass over matters of concern including notification of student absence and any required appointments with staff.

If a student is to be absent for an extended period due to illness or family reasons, the College would appreciate a phone call to inform us of the situation.

---

**Junior SAM**  
(Junior School Administration Manager)  
24 hour direct line – 9719 1221  
studentabsences@whittleseasc.vic.edu.au  
or through Compass  whittlesea.vic.jdlf.com.au

---

**Late to School**
Students who arrive after 9:00am must report to their Subschool Administration Manager (SAM) to sign in. This will be recorded on the attendance roll through Compass. Frequent lateness will be referred to a Student Manager for possible consequences.

If a student is late, parents/guardians are requested to write an explanatory note for their child to give to the Junior SAM when signing in to avoid a lunchtime detention.

**Pass to Leave School Early**
Students are not permitted to leave the school grounds without permission. To obtain permission, students who have a legitimate reason (excluding personal shopping and buying lunch) must bring a note signed by their parent/guardian to the Junior SAM office in the morning to obtain an “early leave pass”

When parents require their child to leave school during the day or the student is ill, parents are asked to meet their child at the General Office to sign out
Curriculum Overview

All courses studied by students in Years 7 – 10 follow the Victorian Curriculum from 2017 onwards.

The Victorian Curriculum F-10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

It identifies the well-established Learning Areas, plus a new learning area “Digital Technologies”. In addition, it incorporates Capabilities that are imbedded into the Learning Areas. Please note, the College is in the process of developing a Victorian Curriculum Language program due to begin in 2018.

Text Books and Stationery

Textbook and stationery orders may be made through the school supplier, ‘Atlas Educational’ and will be available for collection at the College on Wednesday 25 January 2016, 10:30-3:30 in A4 (Yr7 area)

Enquiries regarding these orders can be made to the College up until the end of the school year and then direct to ‘Atlas Educational’.

Atlas Educational – 5 Miller St, Epping 3076  ph: 9408 4244

Second Hand Text Book Sale

Every year the Chaplaincy Committee organise a Second Hand Text Book Sale as a service to the school community. It is open at the following times:

- Information Night, Tuesday 2 December 2014 from 5:00pm - 7:30pm and 8:30pm - 9:30pm
- Thursday 4 December 2014 from 8:00am to 5:00pm
- Friday 5 December 2014 from 8:00am to 5:00pm
## TEACHING and LEARNING PROGRAMS 2017

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>VCE</th>
<th>VET</th>
<th>VCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENGLISH</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>Literature</td>
<td>English</td>
</tr>
<tr>
<td>LEAP English</td>
<td>LEAP English</td>
<td>LEAP English</td>
<td>LEAP English</td>
<td>LEAP English</td>
<td></td>
<td>Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MATHS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td>Maths</td>
<td>Maths</td>
<td>Foundation Maths</td>
<td>Foundation Maths (11)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEAP Maths</td>
<td>LEAP Maths</td>
<td>LEAP Maths</td>
<td>Maths</td>
<td>Maths</td>
<td>Further Maths (12)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LEAP Maths</td>
<td>LEAP Maths</td>
<td>Maths Methods (11/12)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>LEAP Science</td>
<td>LEAP Science</td>
<td>LEAP Science</td>
<td>Get the Edge</td>
<td></td>
<td>Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HUMANITIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>Humanities</td>
<td>Australian Studies</td>
<td>20th Century History</td>
<td>20th Century History (11)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEAP Humanities</td>
<td>LEAP Humanities</td>
<td>Australian Studies</td>
<td>Business Mgmt.</td>
<td>Business Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Geography</td>
<td>Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Legal Studies</td>
<td>Legal Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HEALTH &amp; PE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; PE</td>
<td>Health &amp; PE</td>
<td>Health &amp; PE</td>
<td>Health &amp; PE</td>
<td>Health &amp; PE</td>
<td>Health &amp; Human Development</td>
<td>Sport &amp; Rec</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Advanced Health &amp; PE</td>
<td>Advanced Health &amp; PE</td>
<td>Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Physical Education</td>
<td></td>
</tr>
</tbody>
</table>
## THE ARTS

<table>
<thead>
<tr>
<th>Art/Visual Com &amp; Design</th>
<th>Art/Visual Com &amp; Design</th>
<th>Art</th>
<th>Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing &amp; Print Making</td>
<td>Visual Com &amp; Design</td>
<td>Drama</td>
<td>Visual Com &amp; Design</td>
</tr>
<tr>
<td>Computer Graphics</td>
<td>Music Performance</td>
<td>Song Writing &amp; Composition</td>
<td>Drama</td>
</tr>
<tr>
<td>Making</td>
<td>Tech Production &amp; Digital Recording</td>
<td>Tech Production &amp; Digital Recording</td>
<td>Media</td>
</tr>
<tr>
<td>Visual Com &amp; Design</td>
<td>Music Performance</td>
<td>Tech Production &amp; Digital Recording</td>
<td>Studio Art: Photography</td>
</tr>
<tr>
<td>Musical Theatre</td>
<td>Product Design</td>
<td>Musical Theatre</td>
<td>Product Design Technology - Wood</td>
</tr>
<tr>
<td></td>
<td>Tech - Wood</td>
<td>Media</td>
<td>Technology - Wood</td>
</tr>
<tr>
<td></td>
<td>Electro-mechanical tech</td>
<td>Photography</td>
<td>Systems Engineering</td>
</tr>
<tr>
<td></td>
<td>Engineering &amp; Welding</td>
<td></td>
<td>Engineering</td>
</tr>
<tr>
<td></td>
<td>Digital Tech</td>
<td>Food Studies</td>
<td>Food Studies</td>
</tr>
<tr>
<td></td>
<td>Cooking for life</td>
<td>Café Culture</td>
<td>Hospitality</td>
</tr>
<tr>
<td></td>
<td>Design Tech - Textiles/Jewellery</td>
<td>Design Tech – Textiles/Jewellery</td>
<td>Automotive</td>
</tr>
<tr>
<td></td>
<td>Auto Practices</td>
<td>Auto Practices</td>
<td>Automotive</td>
</tr>
</tbody>
</table>

## TECHNOLOGY

<table>
<thead>
<tr>
<th>Technology</th>
<th>Technology</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>Technology</td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td>Technology</td>
<td>Technology</td>
</tr>
<tr>
<td>Digital Technology</td>
<td>Food Technology</td>
<td>Product Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tech - Wood</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electro-mechanical tech</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engineering &amp; Welding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Digital Tech</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooking for life</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design Tech - Textiles/Jewellery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Auto Practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Product Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tech - Wood</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electro-mechanical tech</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engineering &amp; Welding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Digital Tech</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooking for life</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design Tech - Textiles/Jewellery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Auto Practices</td>
</tr>
<tr>
<td>Building &amp; Construction</td>
<td>Engineering</td>
<td>Food Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Café Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Auto Practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Product Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Wood</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Systems Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Food Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Café Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Auto Practices</td>
</tr>
<tr>
<td>Work Related Skills</td>
<td>Foundation</td>
<td>Intermediate</td>
</tr>
<tr>
<td></td>
<td>Senior</td>
<td>Senior</td>
</tr>
<tr>
<td></td>
<td>Senior</td>
<td>Senior</td>
</tr>
</tbody>
</table>
Junior School Curriculum, Years 7 and 8

**Year 7**
All students in Year 7 and 8 study a common or core curriculum. Students can audition to be part of the Performing Arts Group or are selected for the L.E.A.P. group.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>The Humanities</td>
<td>History, Geography, Economics</td>
</tr>
<tr>
<td>Design, Creativity &amp; Technology</td>
<td>Yr 7 General Technology</td>
</tr>
<tr>
<td></td>
<td>Yr 7 Robotics</td>
</tr>
<tr>
<td></td>
<td>Yr 8 General Technology</td>
</tr>
<tr>
<td></td>
<td>Yr 8 Food Studies</td>
</tr>
<tr>
<td>The Arts</td>
<td>Yr 7 Art/VCD</td>
</tr>
<tr>
<td></td>
<td>Yr 8 Art/VCD</td>
</tr>
<tr>
<td></td>
<td>Yr 8 Classroom Music</td>
</tr>
<tr>
<td>Digital Technology</td>
<td>Yr 7 Digi Tech</td>
</tr>
</tbody>
</table>

**Special Opportunities for Year 7 and 8 Students**

**The Performing Arts Group**
The Performing Arts Program is a two year commitment. Students who nominate and are selected to participate in this program are required to pay a music levy of approximately $300 each year.

Students will attend a timetabled band class and an individual/small group lesson each week. Students will attend a term each of vocal, drama, dance and performance classes each year for both Years 7 and 8.

The students will perform several times a year at concerts and information evenings and will be assessed on these performances. Dates for these events can be located on the Compass Calendar.
**LEAP (Learning Enhancement & Acceleration Program)**

The aim of LEAP is to support students who have been identified as possessing the right aptitude and attitude in wanting to blossom and grow intellectually.

With access to the program being via invitation the following factors are considered:
- Grades
- Teacher reports
- May examination test results
- Interview

In Years 7 and 8, concentration is on enrichment in English and Mathematics. Usually this cohort is kept together during Years 7 and 8. This Program extends to Years 9, 10 and 11 and the students are also able to accelerate or enrich their educational program by selecting one VCE subject to study in conjunction with the Middle School electives at Year 10.

**Opportunities for Student Leadership**

The College values and actively encourages the students to develop their leadership skills. There are many opportunities for leadership in all areas of college life including School Captains, Year Level Student Leaders, Music Captains, peer mediation, library assistants and administration couriers. Student leadership is fostered at all levels and the College and external bodies provide leadership training.

---

**Homework Expectations**

Our **Homework Policy** aims to foster good working habits and to reinforce the skills learnt in the classroom. Homework can be divided into three distinct areas:

1. Tasks set by the teachers to be completed by a certain date or classwork not completed during class time.
2. Work missed by being absent from class.
3. Home revision which may include:
   - studying for tests
   - preparing summaries of topics studied in different subjects
   - organising notes
   - extra reading and/or research as well as reading for enrichment
   - doing extra examples, especially in problem areas

As students progress through the school the homework demands increase from one hour a day in the Junior School to 3-4 hours per day in Year 12. Parents can assist their students by helping organise their times as a family to provide adequate opportunity for homework.

A major component of effective homework is the use of the planner where students record their daily homework and work requirements and parents are requested to regularly check the planner.
Our Expectations for Student Behaviour

Students are expected to be polite, sensible, respectful and fair towards each other, staff and other members of the College community.

Therefore, it is expected that students will:

- Respect others: students have a right to learn and teachers have a right to teach.
- Be responsible for their own learning, behavior and attitude.
- Approach their work in a focused, orderly and safe manner.
- Attend school consistently and all classes and activities punctually with the required equipment.
- Set goals and work towards achieving them.
- Value and participate in all activities related to their learning including sporting events, excursions and camps.
- Be supportive and encouraging of others.
- Be respectful of the beliefs, values, feelings, and opinions of others.
- Respect themselves, peers, staff, and their property.
- Behave in a safe, fair and courteous manner at all times including travelling to and from school.
- Speak politely and use appropriate language in the classroom, yard, during all school activities and travelling to and from school.
- Care for their own and others health and well-being and be aware of items prohibited by the College.
- Care for school facilities and the environment.
- Follow instructions from staff.
- Comply with the school’s uniform policy and wear it in a neat and tidy manner.
- Comply with College expectations in relation to the use of lockers and bags.
- Accept responsibility for inappropriate behaviors, including any resulting sanctions, and work in a cooperative manner to resolve the issue.

Electronic and Internet – Enabled Devices

(Including mp3 players, iPads, iPhones, iPods, smartphones, apple watches)

The College acknowledges the educational value of these devices when used appropriately in the classroom. Our default position is that all devices are to be turned off or on silent and out of sight during class.

Devices such as these can only be used with the explicit permission of the teacher. Failure to follow this direction will result in confiscation and can then be reclaimed at the end of the day.
The Learning Environment of Our College

All members of the College community have the right to work in a safe and respectful learning environment free from intimidation, bullying and harassment where positive relationships are fostered and encouraged.

When behaviours that do not support our positive school culture occur, the College works towards restoring relationships and appropriate consequences are negotiated using the principles of Restorative Practice.

Principles of Restorative Practice

The principles of Restorative Practice place emphasis upon maintaining positive relations between all members of the College community at all times. Students are held accountable and responsible for their actions while their dignity is recognised and maintained. Through the use of affective questions, awareness is developed in the students about the effects of their behaviour on others. They are given the opportunity to restore any harm caused and are included in the negotiation of appropriate consequences.

Poor behaviour is viewed as an opportunity to learn through a problem solving approach and students are provided with future options for behaviour.
Students travel to and from school, and attend school in full school uniform at all times. This enables all students to be treated on a basis of equality, helps foster a sense of identification with the school and a feeling of belonging amongst the students and enables the staff to quickly identify anyone not part of the student body.

These are the only items that can be worn:

**Girls’ Uniform**

- **Jacket:** Whittlesea Secondary College blazer or Whittlesea Secondary College spray jacket
- **Jumper:** Whittlesea Secondary College navy knitted jumper
- **Shirt:** Whittlesea Secondary College gold polo shirt
- **Dress:** Whittlesea Secondary College summer dress
- **Skirt:** Whittlesea Secondary College pleated winter skirt
- **Trousers / Shorts:** Whittlesea Secondary College grey tailored pants or tailored shorts
- **Socks / Tights:** Plain white socks (clearly above the ankle) are to be worn with the Whittlesea Secondary College summer dress. Navy tights or long white socks are to be worn with the Whittlesea Secondary College pleated winter skirt.
- **Shoes:** black leather low-heeled lace up or T-bar school shoes.
- **Optional:**
  - Plain navy blue hat approved Sunsmart (summer) or plain navy blue beanie (winter)
  - Navy blue or gold hair accessories
  - Plain navy blue T-shirt or navy blue skivvy worn under gold polo shirt
  - Plain navy blue scarf

**Boys’ Uniform**

- **Jacket:** Whittlesea Secondary College blazer or Whittlesea Secondary College spray jacket
- **Jumper:** Whittlesea Secondary College navy knitted jumper
- **Shirt:** Whittlesea Secondary College gold polo shirt
- **Trousers / Shorts:** Whittlesea Secondary College grey tailored pants or tailored shorts
- **Socks / Tights:** Plain white socks (clearly above the ankle) are to be worn with the Whittlesea Secondary College shorts. Black socks can be worn under long pants only
- **Shoes:** black leather low-heeled lace up school shoes or black boots
- **Optional:**
  - Plain navy blue hat approved Sunsmart (summer) or plain navy blue beanie (winter)
  - Plain navy blue T-shirt or navy blue skivvy worn under gold polo shirt
  - Plain navy blue scarf
PE Uniform

Girls’ Sports Uniform

Upper garment: Whittlesea Secondary College white PE polo top (The Whittlesea Secondary College tracksuit top or spray jacket may be worn over the polo top)
Lower garment: navy blue basketball shorts or navy blue netball skirt or Whittlesea Secondary College tracksuit bottom

Boys’ Sports Uniform

Upper garment: Whittlesea Secondary College white PE polo top (The Whittlesea Secondary College tracksuit top or spray jacket may be worn over the polo top)
Lower garment: navy blue basketball shorts or Whittlesea Secondary College tracksuit bottom

All students participate in Physical Education and Sport as part of their curricula and are required to change into the PE uniform for these classes.

Please note that: Runners may only be worn during organised sport and PE classes.

The Sports Uniform when representing the College:

Upper Garment: Specific to the sport being played, WHITTLESEA SECONDARY COLLEGE tracksuit top, or WHITTLESEA SECONDARY COLLEGE spray jacket.
Lower Garment: WHITTLESEA SECONDARY COLLEGE tracksuit pants, the PE shorts or in the case of the girls, the netball skirt or PE shorts.

SUITABLE FOOTWEAR

The shoes below are the only endorsed footwear at Whittlesea Secondary College in accordance with our Student Uniform Policy and OH&S regulations.
The appropriate school shoes worn by students must be black leather with a low heel and polishable. These shoes are available from Sole Train Shoes in Whittlesea or at a Payless Shoes outlet.

NON-SUITABLE FOOTWEAR

The shoes below are not accepted at Whittlesea Secondary College: Ballet-Style flats, Volleys, Skate shoes, Slip-in flats or black canvas shoes.
Camp Howqua is situated in the Victorian High Country just south of Mansfield. The College values this three day camp and encourages all students to take part in this fun filled adventure. The camp is designed to ensure student’s transition into secondary school is as smooth as possible. Students become familiar with their peers and build positive relationships with their teachers. Throughout the camp, students are faced with individual and team challenges. Some of the fantastic activities and experiences include the water speed slide, flying fox, river tubing, high ropes course, horse riding, archery, orienteering, initiative course, survivor course, team-building games and class talent quests.

**Dates:**  
Camp 1: Monday 6 March - Wednesday 8 March 2017  
Camp 2: Wednesday 8 March - Friday 10 March 2017

**Cost:**  
$350

*** **Please note an $80 deposit is due by Information Evening Monday 5 December 2016.**
Payment can be made at the Main Office on this Evening (prior to commencement)

**The Canteen**
The College Canteen is equipped to provide students with a good balanced food intake important for general health. It has a manager and is supported by the many parents who volunteer their time to help with its day to day running. Reasonably priced nutritious food and drinks are sold before school, at recess and lunch. Lunches can be ordered at the canteen before school.

**Lost Property**
All items of personal property (books, clothing, bags etc) that are lost will be handed in to the General Office, the Student Managers or the Student Wellbeing Manager. It is very helpful if the students’ property is clearly named in permanent ink so the College can easily help students find any lost item or return items that are handed in.

**Sick Bay**
The school is able to provide only very limited treatment for unwell or injured students.
If a student becomes unwell at school their parents will be contacted to collect them or they remain in class. In cases of extreme emergency the students could be sent to hospital by ambulance.

To assist us in the care of your child, please inform us of any medical condition of which the school should be aware and ensure that the College has your current contact information. Private health insurance and ambulance subscription are recommended.
English: Years 7 and 8

Content: Students consolidate and extend their reading, writing and oral skills and focus on set novels, short stories and poetry. The rules of grammar, vocabulary and punctuation are taught and students have the opportunity to participate in class presentations and discussions. Students explore cooperative learning and individual learning styles. There is an emphasis on using computers to enhance learning. Reading and literacy intervention is available to students who require assistance with their reading and writing skills.

Assessment: Students are assessed on a range of tasks completed during the year including tests, writing, folio pieces, oral presentations, assignments and homework.

Mathematics: Years 7 and 8

Content: The topics of Statistics and Probability, Measurement and Geometry, and Number and Algebra are covered in order to develop new mathematical skills and concepts and enable students to apply these to everyday situations. Simple calculators and computers are used at various stages throughout the two years.

Assessment: Students will complete a range of assessment tasks in the form of class work, homework, assignments, projects, tests and the semester examination.

Science: Years 7 and 8

Content Year 7: The topics: Introduction to Science; Properties of Substances; Mixtures; Earth Resources; Machines & Forces; Our Earth & Space; Classification & Habitat Studies

Content Year 8: The topics: Working with Scientific Data; Cells; Living Systems; Growth & Reproduction; Physical & Chemical Changes; Elements, Mixtures & Compounds; Rock Science; Exploration & Mining; Using Energy

Assessment: Assessment is continuous throughout the year and includes bookwork, participation and development of skills in the laboratory, research assignments, homework, topic tests, scientific practical reports and exam.
Humanities: Years 7 and 8

Content: The study of human societies, people and their cultures in the past and present, provides a framework for developing ideas and concepts that enable students to understand the way in which people and societies have organised their world under particular conditions and made meaning of it. Humanities is divided into the following strands:

* History  
* Geography  
* Economy and Society  
* Civics and Citizenship

Assessment: Students will be assessed on their development of basic inquiry skills including the processes of observation, the collection of various types of evidence, asking and answering questions about evidence, investigation and presenting information in a variety of ways.

---

Health & Physical Education

---

Health Education: Years 7 and 8

Content: This is a theoretical class designed to improve the student’s knowledge and understanding of key health issues that will affect them as individuals and as members of the community.

Year 7 topics: Types of health, nutrition, puberty, body image, health in the media and bullying.

Year 8 topics: Values and decision making, alcohol and tobacco, cyber safety, national and indigenous health issues and contraception.

Assessment: Assessment is based on the following criteria

- Participation in class discussion
- Completion of class tasks
- Behaviour and attitude
Physical Education: Years 7 and 8

Content: This is a practical class designed to improve fundamental motor skills, teamwork skills and an understanding in a wide variety of sports. Students are also briefed on an understanding of body systems including the muscular and skeletal systems.

Year 7 Sports include, but not limited to: Athletics, Volleyball, Australian Rules Football, Netball, Basketball, Soccer, Cricket and Tee Ball as well as fundamental motor skills and minor games.

Year 8 Sports include, but not limited to: Fitness and weight training, Athletics, Cricket, Volleyball, Australian Rules Football, Badminton, Basketball, Netball, Baseball, Softball and Tennis.

Assessment: Assessment is based on four criteria
- Participation
- Performance in skill tests
- Behaviour and attitude
- Satisfactory completion of theoretical requirements.

The Sport Program:
Intra-school Sport consists of the College’s annual Athletics Carnival. This event is contested by the College’s four Houses and is run as an age based carnival. Students have the capacity to participate in as many athletic events as they choose.
A Year 7 only Swimming Carnival is held in Term 1.
The College also offers regular lunchtime tournaments in various sports throughout the year.

Inter-school Sport is organised through affiliation with The Victorian Secondary School Sports Association. Competition is available in Athletics, Swimming, Cross Country, Cricket, Golf, Basketball, Netball, Football, Tennis, Soccer, Table Tennis, Badminton and Volleyball and provides the opportunity for students to progress to Northern Zone and State levels. (All sports have both male and female teams representing the College.)

Technologies:

Food Technology Year 8

Content: Students are involved in all aspects of basic food preparation, nutrition, health, safety procedures as well as the usage of equipment and machinery. Year 8 also focuses on topics relating to cultural aspects that have influenced Australian eating habits.

Assessment: Students are expected to participate in practical and theory classes and complete a range of work requirements including tests, assignments, homework, design planning, producing and evaluation.
General Technology: Years 7 and 8

**Content:** Students plan, design and produce items using electronics, woodwork, plastics and simple machines. Students will cover safety procedures in the workshop and safe handling of tools.

**Assessment:** Students are expected to participate in practical and theory classes and complete a range of work requirements in the following areas: Investigation, Design, Production and Evaluation.

Digital Technology: Years 7 and 8

**Content:** This subject introduces students to a range of tasks and activities aimed at developing their IT skills. Students will use specialised software applications to learn about basic Web page design, manipulation of images, videos and sounds files, animation and coding. They will also learn how to apply practical IT skills to real-worlds environments, including managing their data and computer security.

**Assessment:** Students are expected to satisfactory complete set tasks and a digital folio as well as participation in class activities.


**Art: Year 7**

**Content:** Year 7: Visual Art involves students completing tasks in painting, printmaking, and ceramics and an introduction to foundation drawing techniques incorporating design elements and principles. Students analyse and evaluate the work of artists from other cultures and historical contexts.

**Assessment:** Students will be assessed on the submission of practical and written tasks.
Art: Year 8

Content: Year 8: Students complete tasks in the major areas of drawing, painting, printmaking and ceramics. They improve and develop skills attained in Year 7. Students analyse and evaluate the work of artists from other cultures and historical contexts.

Assessment: Students will be assessed on the submission of practical and written tasks.

Visual Communication & Design: Year 8

Content: Year 8: Practical skills already learnt are extended and two and three dimensional drawing systems, symbology and rendering techniques are introduced. Students develop their knowledge for the future through Design Elements and Design Principles and also complete an appreciation assignment.

Assessment: Students will be assessed on the submission of practical and written tasks.

Classroom Music: Years 8

Content: Students will extend their theoretical knowledge of music, further develop their practical skills on the keyboard and extend these skills to include the guitar and drum kit. The basic aspects of composing and arranging music using computer technology.

Assessment: Students are expected to participate in the keyboard, computer and music theory classes, to perform at a set level, to complete written assignments and a theory test.
The Performing Arts and Instrumental Music Program

The Performing Arts and Instrumental Music program can be chosen in addition to the classroom music program. Students, whose application to be part of the Year 7 Performing Arts Personal Development group is successful, will be placed in the designated Performing Arts group for Years 7 and 8.

All students in the group will study four areas – music, drama, dance and vocals. A commitment of two years to this program is expected.

**Time Allocation:**

- **Instrumental Music:** One session a week is timetabled for a band rehearsal and students are withdrawn for one session a week (from other subjects on a rotating basis) for individual or small group tuition on their instrument.

- **Drama:** One session per fortnight for one term will be allocated to complete a unit on drama and performance skills.

- **Dance:** One session per fortnight for one term will be allocated to complete a unit on dance.

- **Vocal Training:** One session per fortnight for one term will be allocated to complete a unit on vocal training.

- **Performance:** During term 4, one session per fortnight will be allocated to prepare a theatrical performance.

**Content:**

The students cover the elements of instrumental practice and theory. The instruments offered include flute, clarinet, trumpet, trombone, percussion. There may also be the opportunity to learn bass guitar, saxophone, euphonium and tuba. The basic elements of dance, drama and vocal technique are covered.

**Assessment:**

Students will be assessed on solo and performances and their participation as a member of the band, dance, drama, vocal activities and their involvement in the theatrical performance.

**Additional Costs:**

$280. This covers instrument and band lessons, a music tutorial book and display folder. Accessories for the instruments (reeds, oil etc.) can be purchased through the College.

**Fees need to be paid by 5 December 2016.**

**Instruments will not be allocated until fees are paid in full.**