

2016

# Wantirna College Parent Information Handbook



## Assessment

### Formative Assessment

Formative assessment is an ongoing practice by our teachers undertaken to allow teachers to truly understand the academic needs of students. Formative assessment tasks maybe both formal and informal and allow the teachers to judge where the students is on the learning scale and determine what teaching and learning activities will move them along that scale at an appropriate rate.

### Summative Assessment

Summative assessment tasks aim to summarise the student learning up to a particular point in time. They are usually given toward the end of a unit of work and give students feedback as to how they are progressing.

At Wantirna College summative assessment tasks other than tests or exams are generally criterion referenced. Students are provided with an assessment rubric at the beginning of the task that outlines the criteria teachers have for assessing the task and gives a clear indication as to what a student needs to do in order to receive a good assessment (grade).

### Common Assessment Items

Each semester students will complete three common assessment items per subject. The tasks are referred to as Common Assessment Items as all students in the year level who are completing the subject will undertake the same task.

These tasks may vary in length from something that takes a period to a major task they have worked on over a number of weeks.

### Grading Scale: Years 7-11

Achievement Level	Descriptor
<b>VH</b>	Meets the criteria to an <b>VERY HIGH</b> standard (100-90%of allocated marks)
<b>H</b>	Meets the criteria to a <b>HIGH</b> standard (89-80% of allocated marks)
<b>M</b>	Meets the criteria to a <b>MEDIUM</b> standard (79-60% of allocated marks)
<b>L</b>	Meets the criteria to a <b>LOW</b> standard (59-50% of allocated marks)
<b>VL</b>	Meets the criteria to a <b>MINIMALLY</b> acceptable standard (49-40% of allocated marks)
<b>+</b>	Denotes that work is in the upper range of the grade
<b>UG</b>	Ungraded - The standard of work submitted by the student does not meet the criteria associated with the award of a grade.
<b>NA</b>	Not Applicable – Given when an Assessment Task does not apply i.e. the

	student was ill during the assessment period
<b>NS</b>	Not Submitted – Given when a student did not hand in the work.
<b>Late</b>	The work was submitted after the due date.

### Grading Year 11-12

Year 12 School Assessment Tasks are given a numerical score on the task by the teacher. VCAA converts these SAC marks to a grade which appears on the students VCE results from VCAA.

Our teachers do not convert the scores to a grade as the scaling process used by VCAA takes into account how a student has performed against the state and against the General Achievement Task (GAT).

### Exams

Each semester we hold formal exams for students in years 10-12. Exams are held in the Senior Centre (or other similar venues) to give students an authentic experience before sitting the VCE exams in Year 12. Students are strongly encouraged to revise and prepare for their exams as they assist students in consolidating and applying their knowledge and skills and give them a realistic understanding of their progress.

In Years 10 and 11 student exam results are included as a Common Assessment Item on their semester report.

Students in Years 7-9 will complete common tests in Mathematics and may also be tested in other subject areas. These tests are used by teachers to assess the next steps of learning for students and the success experienced in the related curriculum units.

### NAPLAN

In line with DEECD policy students sit the NAPLAN Literacy and Numeracy tests in Years 7 and 9. These are very formal tests and are administered under the Victorian Curriculum Assessment Authority guidelines for examinations. Year 7 students will complete them in a classroom environment and Year 9 students in an exam centre environment.

Dates for these tests are set by the DEECD and are not able to be shifted as all students in Victoria complete them at this time.

The tests are assessed externally from the College and results are sent home via mail once we receive them.

The NAPLAN results give both parents and teachers a snapshot of student's skills at a given time and their growth over two years. In conjunction with other assessment data the NAPLAN results also allow teachers to diagnose student learning issues and plan for the next stages of learning for the individual child.

### **PATR and PATM Testing**

PATR is for Progressive Achievement Test Reading and PATM for Progressive Achievement Test Maths.

As NAPLAN testing occurs only in years 7 and 9 we use standardised literacy and numeracy tests for students in years 8 and 10 to give us a clearer picture of student skills.

Lunch Locker Bell	1:34 pm
Period 3 Start	1:39 pm
Period 3 Finish	2:27 pm
Period 4 Finish	3:15 pm

## **Attendance**

### **Attendance Expectations**

At Wantirna College we have a saying that, "Learning is the Priority and must be maximised." As a result it is our expectation that students will attend school every day unless they are medically unfit to do so. As a result we strongly encourage parents to make appointments with medical providers and other services for their children outside school hours wherever possible.

Within the modern workforce we understand that it is often difficult for parents to align their annual holidays with school holidays for family vacations. Where a family is vacationing or travelling during school term we will provide learning activities for the student to undertake whilst away. Parents are asked to supervise this learning and assist students in producing high quality work.

### **Student Absence**

The Department of Education and Early Childhood Development requires an explanation for every student absence.

Parents can advise us of the reasons for student absence in the following ways:

- Provide a note the next day (students can hand this into their Home Group Teacher or at the General Office)
- Email the Attendance Officer within 24 hours
- Contact the Attendance Officer by phone on the day of the absence on 9881 7111 or 9881 7131. (Both numbers have 24 hour voice mail messaging)

Once the morning roll is taken parents of absent students are sent a SMS confirming their child's absence alerting them to their child's absence.

The roll is taken each period; however absences after 11.00am cannot be notified by SMS but should be followed up by the Home Group Teacher or Year Level Coordinator.

### **Bell Times**

	<b>Normal Day</b>
Locker Bell	8:40 am
Home Group Start	8:50 am
Period 1 Start	9:02 am
Period 1 Finish - Recess Start	10:38 am
Recess Locker Bell	10:58 am
Period 2 Start	11:03 am
Period 2 Finish - Lunch Start	12:39 pm

### **Late to School**

Students who are late to school should bring a note from their parent/guardian stating the reasons why, and take this to the Reception Desk. The note will be signed and details will be recorded in the Late Book. Students will be issued with a late pass.

Students must then take the pass to all classes and show to teachers as requested. It should be handed to the Home Group Teacher the following day.

If students do not have a note they must still report to the Reception Desk to receive a late pass. A note of explanation must be given the next school day to the Office.

### **Early leavers**

Students who leave school for an appointment during the day need to provide a note to the General Office in the morning before school. The Office staff will produce an Early Leaver's Pass which must be collected from Reception at recess.

Students must show their pass to the Classroom Teacher at the time of leaving and then sign out before leaving. If returning on the same day student should sign back in at the General Office.

### **Signing In, Signing Out**

The Sign In book is located at the General Office and is used to ensure we know the whereabouts of all students between roll markings in case of an emergency. Students who arrive at the College after Home Group must sign in as soon as they arrive. This ensures they are marked on the central roll for the day. Students who leave during the day must sign out as this ensures they are marked absent from that time forward.

### **Early Dismissal**

Students are dismissed at 2.30pm on the last day of each term.

## **Awards**

Although not all students will achieve academic or sporting excellence all students will have times when they excel and challenge themselves in a range of endeavours. At Wantirna College we believe it is essential to notice and acknowledge the many great achievements students have throughout their time with us.

### **Encouragement Awards**

These awards are given out by Classroom Teachers to encourage students and acknowledge they are on the right track to achieving their goals. Encouragement awards acknowledge progress, contribution and effort.

### **Sub School Awards**

Sub School awards are presented at assemblies and are nominated by staff. They acknowledge progress, contribution and effort in addition to the idea that the student has performed at a level that is higher than their peers.

### **Principal Team Awards**

Like Sub School awards they are presented in public and maybe nominated by staff and or the Principal Team. They too acknowledge progress, contribution and effort at a level that is significant enough to be single out amongst the entire student population.

Principal Team awards may also acknowledge student effort in the broader community.

### **Academic Awards**

At the end of each semester teachers are asked to nominate the four students who had the highest level of academic achievement in each class to receive an academic award. Students who receive a significant number of awards will be formally presented in front of the parent and staff community.

### **Learning Area and Most Outstanding Student Awards**

Each of the eight learning areas is asked to nominate the best student at each year level for their Learning Area Award. Recipients of Learning Area Awards receive a trophy at Awards Night in December.

The male student and female student who receive the most Academic Awards at each year level will be named to Most Outstanding Student for the year level. Where there are two or more students of the same gender who are equal the Principal Team will nominate the ultimate winner of the award in consultation with the teaching staff. The recipients of the awards receive a trophy at Awards Night in December.

### **Whole School Awards**

Teachers are asked to nominate students for whole school awards based around leadership, citizenship and all round contribution to the College community. These are very prestigious awards; students will have their name inscribed on the perpetual shield, they will receive a trophy and their photograph will appear on the Award Winners Roll that hangs in the foyer for the following year.

### **Awards are as follows:**

**The Aston Shield:** Presented to a student from any level who has made a significant contribution in the area of citizenship at the College.

**Elgin/Marriott Award:** Named after Donnie Elgin (Australian Paralympian) and Bob Marriott (a resident of Salford Park Retirement Village), it recognises a Year 7 student who has encompassed the philosophy of "Mind, Body and Spirit"

**The Collier Award:** Presented to a Middle School student who has made a significant contribution in the area of Citizenship in the years 9 and 10 area.

**The Mason Award:** This is a Citizenship Award presented to a Later Years student in memory of George Wakely and Martha Louise Mason (pioneers of this district).

**The Paul Gavin Memorial Music Award:** Paul Gavin was a teacher at the College who helped to establish the College's Instrumental Music Program. It is presented to an outstanding music student from the Middle School.

**The Christine Horvath Award:** Nominated by the SRC this award is for the student who has demonstrated a significant commitment to improvement. It is awarded in honour of Christine Horvath, a teacher, whose outstanding commitment to improvement influenced many in our school community.

**The Jim Asimakopoulos Award:** Nominated by Student Leadership Representatives for a student who has made a significant contribution in the area of student leadership, commitment and dedication within the College.

**The D J Cocks Award:** This award is presented in honour of the memory of the foundation Principal of Wantirna College. It is presented to a Middle Years student for a consistent and significant College performance.

**The Garrett Fitzgerald Memorial Award:** This award is presented in the memory of Garrett Fitzgerald, a teacher who was tragically killed in a motor bike accident. It is presented to a student at any year level for a consistent and significant College performance in a variety of areas.

**The Caltex Best All-Rounder Award:** This annual award is presented by Caltex (Australia) to a Later Years student for excellent all-round performance.

**The Thompson Award:** This award is presented to a Later Years student who is talented and has contributed significantly to the Instrumental Music program at Wantirna College.

**The Mary Kotsiaris Memorial Award:** This award is presented in the memory of Mary Kotsiaris who was teacher of Art and Textile. It is presented to a Middle Years Art/Textiles student who displays a high degree of enthusiasm, talent and creative ability

## **Camps and Excursions**

### **Rationale**

At Wantirna College we believe camps and excursions are an important part of the curriculum. They supplement students learning and provide opportunities for them to learn in the real world and to see how they theory they study operates in practice.

## **Excursions**

Various excursions will be run throughout the year to enhance the learning experience for students. These may vary from year to year depending on what is on offer in the community and how it enhances the learning experience for students.

As a rough guide most students should expect to have at least one excursion per semester.

Where it is economically or educationally viable, students who have completed Year 9 City Experience maybe asked to use public transport independently to make their own way to an excursion venue. Parents will be notified in writing if this is the case.

Unless otherwise stated in writing students are expected to attend excursions in full school uniform including school shoes.

## **KIOSC Excursions**

All students in Years 7, 8 and 9 will visit the Knox Innovation and Opportunity Sustainability Centre twice a year. These visits are central to the Science and Humanities curriculum in the Middle Years and offer students the opportunity to explore concepts of sustainable development with state of the art technology. KIOSC is located at the Wantirna Campus of Swinburne TAFE allowing students to walk to and from the venue.

## **Year 7 Transition Camp**

The focus of the camp is getting to know other students and teachers, learning about group cooperation, team building and leadership, and understanding how the school runs, in a supportive, enjoyable, educational setting. The camp is held at Camp Oasis in Mount Evelyn.

## **Production Camp**

Each year the Production cast and crew have a three day camp to undertake final rehearsals for the show. Students who are successful at auditions commit to being available for this three day camp. It is held early in Term 3 and has recently been held at the College with students returning to their homes to sleep at night.

## **Year 9 Challenge Camps**

At Year 9 all students choose a physically challenging camp from a range of options which may include rock climbing at Mount Arapiles, kayaking and hiking at Andersons Inlet, white water rafting on the Snowy River., bike riding at Gippsland Lakes and canoeing on the Murray River. Each of these camps is based on the idea of students being outside their comfort zone and facing a significant physical challenge. Students who require less of a physical challenge can attend a base Adventure Camp which introduces students to a range of activities.

## **Year 11 Northern Territory Tour**

The Year 11 tour through Central Australia and up to Darwin is a highlight for interested students. This educational trip is traditionally 15-17 days at the end of Semester 1 and includes part of the winter holidays. Students travel by coach and camp in tents taking in

highlights such as Uluru, Kings Canyon, Mataranka and Kakadu.

## **College payments: Excursions and camps**

Whilst we actively encourage all students to participate our camps and excursions all operate on a user pays basis. We work hard to keep the cost to families as low as possible whilst providing a safe and quality experience.

Payments for excursions and camps should be made to the General Office before the final date. Late payments are generally not accepted as we are required to finalise booking arrangements with providers prior to the day.

Where we are notified early enough we are able to facilitate payment plans for families to ease financial pressure.

## **Celebrations**

### **Mid Semester Awards Presentation**

Early Semester 2 each year, we run the Mid Semester Awards Presentation. This is a presentation to all students who have received a significant number of Academic Awards in Semester 1. Parents and students will receive an invitation in the mail if they are to be presented at this event.

Students are expected to attend in full school uniform to receive their awards.

### **Awards Night**

Each year in December we run the Wantirna College Awards Night. This is formal showcase and celebration of student achievement and is held at City Life Church in Wantirna South. Students who have won a significant number of academic, sports or achievement awards will be presented on stage.

Awards Night is also the formal presentation of our major award winners to the community including the Learning Area Award Winners, the Dux at each year level, Sporting stars and teams of the year and the Citizenship Award Winners.

Students will be notified via mail of their need to attend and are expected to attend the rehearsal on the day. All award winners are expected to be in full school uniform.

### **Year 8 Personal Best Showcase**

After undertaking a Personal Best project for a term all Year 8 students develop a presentation about their project for their class and invited parents. Following this the students select the best of these projects to be formally presented to the parent community at the Personal Best Showcase. This event and student's achievements are celebrated with an afternoon tea.

### **Year 10 Formal**

Students at Year 10 organise, run and attend the Year 10 Formal. This function occurs at a local reception venue and involves a sit down meal, awards and dancing. This is

a voluntary event and takes place at the end of Term 4 for current Year 10 Wantirna College students only.

### **Year 11 Presentation Ball**

The College currently runs a Presentation Ball on an annual basis. This involves students undertaking a course of ballroom dancing outside of school hours. They are presented to the parent and local community in a formal manner at the Presentation Ball. Students and their families celebrate the presentation with a meal and dancing. These are voluntary events.

### **Year 12 Valedictory Dinner**

The College community celebrates the culmination of students' secondary schooling with subject achievement awards and Year 12 Completion Certificates being presented. The dinner for students, parents and staff is held once all Year 12 exams have finished.

## **Co-curricular Programs**

### **Outdoor Education**

We have a strong Outdoor Education program designed to provide students with the skills they will require on the various camps on offer at the College.

In Term 1 and 4 all students in years 7-9 will learn a range of Outdoor Educational skills in an excursion based program. These are generally day long activities and include bike riding, bushwalking and kayaking.

Venues used are the Dandenong Ranges, Jells Park, Nortons Park and Lilydale Lake.

### **KIOSC**



#### **Years 7-9**

The Knox Innovation, Opportunity and Sustainability Centre is a joint initiative of the schools in the Knox Network and Swinburne University, Wantirna Campus.

The mission of KIOSC is to connect students to their future by providing them with the 'green' knowledge and skills necessary for their success in the global technology focused workplace of the future.

Students in Years 7-9 undertake two excursions per year to KIOSC where they use the high level technology platforms to explore the concept of sustainability in the imaginary community of Knoxbridge. Students will experience learning related to sustainable development of communities, town planning, clean energy and sustainable technology in the work place. These programs are closely linked with their learning back at school in Science, Humanities, Technology, Maths and English.

#### **Years 10-12**

Students in Years 10-12 will use the facility to access the high quality technological equipment to enhance their school based learning and will also have the opportunity to

undertake VET certificates such as Laboratory Skills, Printing & Graphic Arts, Engineering (Megatronics), Electro technology (pre apprenticeship), Integrated Technology and Renewable Energy at Swinburne University as part of the KIOSC initiative.

These vocations have been identified as skill shortage areas nationally, thus students studying these courses will have enhanced pathways post-secondary school. Local high tech businesses will be integrally involved in the program by providing opportunities for students to connect classroom learning to the "real world" through a range of integrated programs including structured work place learning, cadetships, industry visits and mentoring.

The KIOSC Trade Training Centre program will maximise students' employment potential, broaden their career aspirations and options and respond to local industry demands for more industry focused curriculum and training.

### **Year 9 City Experience**

In order to develop a broader understanding of Melbourne all Year 9 students undertake a week long City Experience. To build responsibility and confidence they travel on public transport to and from the city each day with decreasing levels of teacher supervision. Whilst there they visit various locations to learn about the size and role of the city and undertake a research project based around the research hypothesis they have developed.

This experience has many cross curricular links that are followed up back at school.

### **Year 8 Personal Best**

We learn resilience by setting goals that require us to strive a beyond what we can already do. In Year 8 students undertake the Personal Best project which is designed to encourage students to set goals and strive to achieve them.

Students nominate a project of interest that they would like to undertake, something new or something challenging, they find themselves a coach who has knowledge or skill in the area, and they work to achieve the goal.

Projects are as varied as the students and most of the work is undertaken in their own time. Students then present their achievements to their classmates and parents.

### **Debating**

We offer Debating as an extra-curricular program to interested students from Year 7-12. The Debating team practices at lunch times and after school and competes against other schools. The ability to debate develops public speaking skills, general knowledge, self-confidence, reasoning and logic.

### **Maths/Science Competitions**

Wantirna College has a long history of participating successfully in state and nation wide Maths and Science competitions. These generally run once a year in Semester 1.

Students will be notified by their Maths and Science teachers when these are running. As they are run by outside organisations they do come with a charge that is payable through the General Office.

## **Communication**

As a large and varied organisation we do work very hard at ensuring communication with the College is as simple as possible and provide a range of options for parents to get in touch with staff during the day.

### **Email**

Each staff member has an email address that they are required to check at least once a day. Email addresses are the staff member timetable code followed by @wantirnacollege.vic.edu.au.

Teacher timetable codes are generally the first three initials of their surname or the first two letters of their surname and the first initial of their first name. These are available from the student timetable.

### **College Newsletter**

We produce a College Newsletter for parents fortnightly. This includes information about what is happening over the next two weeks and the achievements over the previous two weeks. It is placed on the College website and parents receive an email with a link to the newsletter. Families that require a printed copy should send one of their children to the General Office to request one.

### **Mobile Phones**

In order to ensure our students are able to focus on their learning and to develop independence we do request that parents actively discourage their children from having contact with them via mobile phone during the school day. It assists us in managing situations and student expectations if parents who urgently need to contact their child go via the General Office. Likewise if a student needs to urgently contact a parent we request that they go through a staff member. This is especially important if there is an emergency of any kind.

Our teachers are not allowed to provide their personal mobile phone numbers to students or parents.

### **Student Bulletin**

Each day in Home Group the Home Group captain reads out the Student Bulletin. This has all the necessary information for the day including room and program changes. It is essential that students are in Home Group to receive this information.

### **Telephone**

General staff do not have telephones on their desks but a shared phone in each staff room. Each staff member has

their own voicemail system which goes directly to their email so provided they are at school they should get your message within 24 hours. Teachers cannot be taken out of class to take phone calls.

### **Web Site**

The College Website is very comprehensive and contains a great deal of information about what the College offers and what is currently happening at the College.

The website is updated very regularly and also provides an additional way to contact the College.

On enrolment parents sign a Media Consent Form that gives consent for us to publish student's photos in College publications including the College website. Student's identities will not be tagged in electronic photos ensuring their images cannot be easily searched for.

## **Cost and Charges**

### **Fee information**

As a College we try to provide an exceptional educational experience whilst keeping the costs and charges to families as low as possible. Each year parents will receive the annual fee schedule. This fee schedule includes materials fees for all core curricular activities at the year level in addition to a charge for the locker and College planner.

It is an expectation that fees are paid at, or prior to, the beginning of the new academic year. A portion of this fee is voluntary and payment of that portion is greatly appreciated.

Fees are payable at the General Office

### **Financial assistance**

We acknowledge that at times families may experience financial difficulties and do not wish to deny students the opportunities provided through a strong and viable curriculum. Families can contact the General Office to establish a payment plan for College fees and charges. In addition the staff in the Student Well Being Centre are able to apply for funding from community agencies to assist families with school uniform and school books.

## **Curriculum**

### **Curriculum Overview**

Curriculum, what is taught and how it is taught, lies at the heart of a school's educational program. Our College offers a broad, comprehensive academic program. The College has an extensive elective program and offers over 40 VCE units, many VET courses and a VCAL program in the Later Years.

Wantirna College has traditional values, and places emphasis on each student functioning as an individual in attaining excellence. Within its diverse curriculum, our College offers a strong academic program as well as providing the opportunity for our students to pursue a curriculum that enhances creative and practical aspirations.

## **Curriculum structure Year 7-8**

The College provides students with access to a comprehensive curriculum across eight learning areas.

The learning areas are:

- English
- Health and Physical Education
- Humanities
- Languages
- Mathematics
- Science
- Technology
- The Arts

In Years 7 and 8, students undertake a common core curriculum covering subjects from each of the Learning Areas. Students study one Language in year 7 and 8 and are able to choose from Chinese and Spanish.

## **Year 9**

Year 9 is a core and elective program organised in semesters. All students undertake 2 semesters of core English, Humanities and Maths, 1 semester of core Science and Health and Human Relations and at least one elective semester of Science, Technology, The Arts and Physical Education. Students may then elect 6 different semester based subjects from any Learning Area they choose.

A Language study is no longer compulsory in year 9 although students who choose to continue with Chinese or Spanish must take it for two semesters.

## **Books and book lists**

Our textbook supplier is Champion Books. We work with them to ensure the booklist is available to families by October. We carefully consider the overall cost to families at each year level and encourage parents to access the Second Hand Bookstall which is run by our parents association. It is advisable not to order your child's books until their subjects for the following year have been confirmed.

## **Subject selection processes**

In Term 3 students in years 9-12 will be asked to select their courses for the following year. Each student will be provided with a course information booklet that includes subject descriptions for every subject and the course requirements at every year level. Some subjects have materials fees to cover the cost of additional materials students will be required to use to complete the course.

Courses in years 9 and 10 should be based around students developing breadth and depth in their knowledge whilst Year 11 and 12 students should be considering future Pathways. The College offers course counselling support for students and families in selecting subjects that meet the needs and interests of students at the various year levels.

All subject selections are completed online (SSO online). Students will be provided with a PIN that allows them to enter their choices online. We develop the timetable based around student subject choice. We aim for

students to get all their choices however due to timetable constraints this may not always be possible.

A small number of subjects have materials fees that must be paid at the time of selection. This payment does not guarantee a place in the subject and will be refunded should the student not gain a place in the subject.

## **Flexible Learning Centres**

Prior to 2012 Wantirna College ran a house system for sport and other competitions. The houses were named for the early settlers in Knox, the Mason family, the Collier family, the Rees family and the Byrne family.

In order to continue to honour the input of the early settlers and our own history as an education facility we have named each of the main buildings for one of the houses. The names were allocated on the basis of the décor of each building.

### **Mason House**

Mason House is the Year 7 Learning Centre where students will undertake most of their core program: Maths, English and Humanities.

### **Byrne House**

English and Literacy is taught in this part of the art teaching facility that incorporates team teaching spaces and encourages teachers to work together to differentiate the learning for students. This centre caters for the differing needs of the core and elective English program in addition to Quicksmart Literacy.

### **Rees House**

This is our Centre for Mathematics and Numeracy Excellence. A modern teaching space that allows students to be immersed in learning Mathematics, teachers in Rees House are strongly encouraged to work together to teach at the point of need for students.

### **Team Teaching**

In Year 7 we structure the timetable so that 4 classes are timetabled on together for Maths, Science, English and Humanities. This encourages teachers to work together and to use the flexible spaces to better meet the needs of students.

Wherever possible within the constraints of the timetable years 8-10 Maths and English classes are timetabled on together. This again encourages teachers to approach curriculum delivery as a team to differentiate the teaching for individuals.

### **Cooperative Learning**

Cooperative learning is a strategy used at Wantirna College to teach and assess the VELS domains related to Personal and Social Learning. Teachers in all subjects in the Middle Years will reinforce the College value of team work by providing learning opportunities for students to work together on a range of tasks. Team progress and individual contribution will be monitored by the Classroom Teacher.

Cooperative learning is a key strategy in promoting higher order thinking allows students to develop the skills and allows students to work as a member of a team including:

- Listening to each other
- Asking questions
- Clarifying issues
- Restating viewpoints
- Compromise.

### **Negotiated Curriculum**

One key element in successful middle year's education is involving students in decision making about what they learn, how they learn it, and how they will be assessed. Students will have opportunities throughout the Middle Years to negotiate various elements of their learning program to suit their individual interests and needs.

### **Integrated, Inquiry Based Curriculum**

The Wantirna College timetable is structured to allow for teachers to integrate components of the curriculum. The Maths, English, Science and Humanities teachers of each Year 7 and 8 class may work together to provide authentic learning situations for students. Students will have the chance to work on projects that require them to apply content and skills learned across a range of subjects.

### **VCE/VET/VCAL**

Wantirna College offers multiple pathways for students in Years 11 and 12.

#### VCE: Victorian Certificate of Education

VCE is a pre requisite for university courses and a number of TAFE courses. Each subject has a four unit sequence over two years. Students must complete a minimum of 22 units over Years 11 and 12 with at least four sequences in Year 12.

#### VCAL: Victoria Certificate of Applied Learning

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for students in Years 11 and 12. The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), the VCAL is an accredited secondary certificate.

#### VET: Vocational Education and Training

VET in the VCE or VCAL allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training from either accredited state curriculum or national training packages which may contribute to their VCE and/or VCAL.

## **General Office**

### **Opening Hours**

The General Office/Reception is open from 8.00am-5.00pm Monday to Thursday and from 8.00am – 4.00pm on Fridays.

Our telephone lines are open between 8.00am – 4.00pm each working day. Phone calls outside of these times will

go straight to message bank where you can leave a message and we will receive it the next working day.

### **Reception**

Please report to the Reception on arrival at the College for any business to be conducted on site. The reception staff will contact the person you need to see who will meet you at the General Office.

Please be aware we operate meetings on an appointment basis as our staff maybe teaching, in meetings or on other supervisory duties that are prioritised.

### **Accounts payable**

Monies can be collected when the General Office is open however they can only be processed when our Accounts Staff are on duty from 9.00am-3.00pm. Monies collected outside these times will be held securely until they can be processed.

## **Health Centre**

Where a student is feeling unwell during class (or just before class) they should tell their teacher. The teacher will send them with a pass, and assistance if necessary, to the Health Centre.

If a student is feeling unwell at recess or lunchtime and it's too long to wait for class they may report directly to the health centre.

The Health Centre is staffed three days a week by a fully qualified nurse and two days a week by a First Aid Officer. Their role is to provide first aid or assistance until the student is well enough to go back to class or they are collected from school.

Health Centre staff will call for an ambulance in case of an emergency, where this is the case parents will be contacted immediately.

The Health Centre staff also support students with on-going medical conditions such as asthma, anaphylaxis, diabetes etc.

## **Home Group**

The Home Group Teachers meets with Home Group each morning to take the morning roll, check uniform, read the Student Bulletin and discuss any issues of the day. As the only adult guaranteed to see their children every day of the week the Home Group Teacher is ideally placed to be the first point of contact for parents where there are questions or issues surrounding their child.

Each Home Group has a Home Group Captain whose role it is to provide leadership for the group and to act as a conduit between the sub school team, Student Representative Council and their Home Group.

## Homework

All students are expected to undertake Home Study; it is integral to the College Curriculum and helps students to become autonomous, self-directed learners. A wide variety of activities constitute what may be termed Home Study. These include:

- Extension of classroom learning
- Projects and assignments, essays and research
- Reading, watching and listening to the daily news
- Preparing for oral presentations
- Revising work completed in class
- Studying for a test
- Practising a musical instrument
- Daily independent reading

Suggested minimum times for Home Study per night are:

- Years 7 & 8: 45 – 60 minutes
- Year 9: 45 – 90 minutes
- Later Years of Schooling (Years 10-12):
- Home Study will generally increase and require from 1-3 hours per week night, with up to 6 hours on weekends during peak VCE periods.

As students' progress through the College there is an expectation that they will become more independent in setting and establishing their own home study regimes and timetables.

## Individual Needs

### Program for Students with Disabilities (PSD)

The Individual Needs team coordinates the learning program for students who have PSD funding. This includes establishing Student Support Groups, developing Individual Learning Plans and coordinating non-teaching staff who work with these students.

### Student Support Groups

A Student Support Group involves teachers, parents and support staff coming together to develop a consistent approach to supporting students. SSG's are established for students requiring additional support and are in place for (but not limited to):

- Students with PSD funding
- Students who are out of home
- Students with significant health issues
- Students who have been suspended
- Students who have interrupted schooling

### Student Support Group Meetings

These meetings allow those adults supporting a student to develop a targeted and coordinated approach. Student progress is discussed, learning plans are reviewed and strategies for supporting a student are developed.

Student Support Group meetings are minuted to ensure there is an accurate record of what has occurred.

## Quicksmart

We offer both Quicksmart Literacy and Numeracy in Years 7 and 8. These two programs are based around the concept of developing automaticity in functions related to numeracy and literacy.

Students are invited into the program on the basis of data regarding their capacity. The program lasts for 20 weeks and has them working one on one with a trained Quicksmart tutor once a week.

## Accelerated Learning and Enhancement

Skepsi (Greek for thought) is a class designed for high achieving students. They cover the same curriculum as the rest of the year level but with greater opportunity to study topics in more depth and to move more quickly through the course.

Students are selected based on their results from whole school testing, VELS data from primary school and teacher recommendation. Skepsi runs from Year 7 to Year 9.

## Individual Learning Plans

Wantirna College aims to have an Individual Learning Plan for every student whose VELS data indicates they are more than 24 months ahead or behind their age related peers.

## Information Communication and Digital Technology

Opportunities to connect globally with the world are a key feature of our programs. New technological approaches are developing exponentially. Our curriculum has been designed to develop key skills in our students that allow them to interact globally and appropriately in the virtual world. The College takes an integrated approach to the use of computer technology to ensure students are accessing ICT authentically and in context.

As a result computers are accessed on a needs basis. Teachers will work with students to assist them in developing the information skills they need for individual tasks including but not limited to:

- Word processing
- Use of databases
- Use of spread sheets
- Email
- Use of College portal
- Internet access
- Evaluation of information from the Internet
- A range of subject based programs.

We have outstanding access to Information Communication Technology that is regularly updated. At the time of printing this consisted of:

- Two state of the art computer laboratories equipped with Desktop PC's for the explicit teaching of Computer subjects from Year 9 onwards.
- A suite of Apple Macs for use in Media and Art subjects

- Multiple class sets of laptop and notebook computers for use in Year 7-9 classes
- iPads and Ipods for use in Languages
- Computer pods with between 6 and 20 desktops strategically located close to classrooms
- Two suites of desktop PC's in The Library and senior centre for students to use in private study

### **Year 10-12 Netbooks**

Our Later Years students have netbooks to assist them with their study. To ensure they have the necessary software and hardware to cope with the school curriculum and infrastructure the College has detailed specifications of the model and make. Please see College booklist for details.

### **Internet credits, Printing and photocopying**

All students are issued with a student ID card which is used for borrowing library books and accessing photocopying, printing and internet credits.

Students may purchase \$5 (or more) worth of photocopying and printing at the General Office. This is charged to their student ID card which is then used to access the colour or black and white photocopiers in The Library and any printer in the school

### **Mobile Phones and Digital Technology**

Mobile phones and other digital personal devices such as iPods are a fact of modern life and therefore are not banned at school. We do however, strongly advise that students leave these items at home to avoid disruptions to their learning. If students make the choice to bring any of these items to school they need to be advised of the following:

- The College does not take responsibility for the loss or theft of a student's digital technology including assisting in finding items that have gone missing.
- We are unable to provide secure storage for these devices.
- Mobile phones and other personal digital technology devices may not be used in class.
- Students who use these devices for any purpose in class can expect severe consequences

### **E Smart/Cyber Bullying**

Wantirna College is working with the Madeline and Alannah Foundation to achieve eSmart status. This process involves reviewing all school policies and programs to ensure we create an environment free from cyber bullying and that we educate students to be good cyber citizens.

We do not systematically monitor student activity on social or digital media but are obligated to act when students become involved in inappropriate behaviour online when it comes to our attention.

## **Learning Support**

### **Homework Club**

Homework Club runs in the Library from 3.30-4.30pm on Thursdays for students wishing to complete homework with teacher assistance at hand.

### **Maths Boost**

A team of Maths teachers are available to assist student on Wednesday afternoons with their Maths homework or concepts they are having difficulty understanding.

### **VCE tutoring support**

Outstanding Year 12 students from the previous year come back on Thursday afternoons to tutor current Year 12 students. Tutoring is free of charge and lasts for an hour per session.

## **Library**

### **Hours**

The Library is open for student use from 8.30am-4.30pm with the exception of recess each day. Students may access the Library independently before school, lunchtime and after school or with teacher permission during class time for borrowing or study during these times. At lunchtimes students may quietly play games provided they do not disturb students who are trying to study.

### **Facility**

A central feature of the College is the Library resource centre. It contains a wide range of fiction and nonfiction texts, an excellent reference and online collection. In addition The Library has fully networked computers to aid student learning.

### **Borrowing and returns**

Students in Years 7-10 are able to borrow up to four books from the fiction or nonfiction sections at a time. In Years 11 and 12, students are able to borrow up to six titles from the collection at a time. The usual borrowing period is three weeks.

### **Lost Books**

We all know and understand that from time to time books get lost. When a student loses a book they should report to the loss to the Library staff. The replacement cost of the book will be invoiced to the student's family. To encourage a sense of responsibility we strongly recommend, where possible parents encourage students to cover the cost of the lost book from their own pocket.

## **Parents**

Wantirna College aspires to provide a welcoming and friendly environment for parents to become a part of our community. It is our experience and belief that there are huge gains for students whose parents have an active involvement in different aspects of school life. There are a number of ways parents can formally become involved in the school.

## College Council

The College Council looks after the governance of the school and works closely with the Principal in setting the broad directions. Our council consists of six parent representatives, four staff representatives, a community representative and the Principal. Each year a number of positions are filled and nominations sought from the parent community. This process is advertised on the College Newsletter and occurs in February/March.

## College Council Sub Committees

Each member of College Council is on one or more of the Council Sub Committees. Although these are flexible, and new ones can arise as there is a need, the standard sub committees are:

- **FARM:** Facilities and Resource Management
- **Finance:** School Finances
- **CPEC:** College Policy and Education Committee, reviews policy.

## Music Parents Association

Our outstanding music program is ably supported by the Music Parents Association. This group of energetic parents raise funds for the ever growing instrumental program and assist the Leader of Performing Arts in the performance and competition elements of the program.

The Music Parents Association reports directly to College Council.

## Parents Association

Wantirna College has a vibrant and active Parent's Association. They run a variety of activities that raise funds for the College, such as the Second Hand Book sale, the Presentation Balls and food stalls at sporting carnivals. They also provide a valuable link in the communication chain, providing parents' thoughts to the Leadership Team of the College. As well, they provide social connections for parents who are going through the same experiences of parenting secondary school students.

If you are interested in becoming involved, meeting dates and times are regularly published in the fortnightly College Newsletter.

## Student Drop Off

The drop off zone for students before and after school is Amesbury Avenue on the eastern fence line of the College.

Due to safety issues and a lack of space parents are not to drop or pickup students from the main car park.

## Car Parking

Car parking in the College grounds is at a premium and very busy before school and after school as staff arrive and leave. As a result students may not wait for parents in this area.

If using the car park during the day parents are asked to park only in the bays provided.

There are two disabled car parks in the main car park. These are not loading bays and must be left vacant for

those displaying a disabled sticker. The car park is a facility owned by Knox Council and as such is subject to parking restrictions.

Be aware of the parking restrictions along Harold Street, these are, at times, patrolled by the local council with parking fines being issued.

## Pastoral Care

### Home Group Teacher

The Home Group Teacher is the first point of contact for parents with the school. A large part of their role is to develop relationships with the students and families in their Home Group. They should have a broad overview of each student's program and have a good sense of how they are travelling. In Years 7-9 the Home Group Teacher will usually also be one of the class teachers.

### Learning Mentor Group

Learning Mentor Groups meet once a week with their Learning Mentor (who is often also the Home Group Teacher). The Learning Mentos role is to teach study skills, assist students in planning their Pathways and offer advice regarding teaching.

### Sub School

As a large school it is important that every student is known and known well. For this reason we are broken up into two sub schools, Middle Years 7-9 and Later Years 10-12. Each sub school has a team of teachers and Year Level Coordinators responsible for Student Wellbeing and Engagement, Student Pathways and Transitions and Student Learning. Each sub school is led by an Assistant Principal to ensure a coordinated approach across the College.

### Planners

The College planner is an important organisational and communication tool for students and teachers. Students are required to use their planner to record all homework, due dates and reminders. This allows parents, at a glance, to see how busy their child is with school work.

We do ask parents to sign the planner weekly so we know they are aware of what is coming up for their child.

Our planners also contain a wealth of curriculum material for students and are the workbook for Learning Mentor Program. It is important that they take them to every class and take them home every day.

## Performing Arts

### Performing Arts Centre

The Performing Arts are a large part of the culture at Wantirna College. Our magnificent theatre was designed to ensure an outstanding acoustic experience for concerts and the College Production. It comfortably seats an audience of 289 and is also used for assemblies, presentations, lectures and drama.

Adjacent to the theatre is a complex of music rooms including a large rehearsal space for ensembles and practice rooms for individual or small group lessons.

### **Instrumental Music Program**

Every student at Wantirna College has the opportunity to participate in our Instrumental Music Program. An Instrumental Music Recruitment Night is held early each year for all of the new students wishing to learn an instrument at the College.

We have tuition available on a number of instruments including:

Trumpet	Violin	Oboe
French horn	Viola	Bassoon
Trombone	Cello	Clarinet
Euphonium	Double bass	Percussion,
Tuba	Guitar	Flute
Saxophone	Electric bass	Singing
	Keyboard	Piano

Many students find that their music study leads to a life-long rewarding pastime. Occasionally some even find it becomes their career. All students who take up instrumental music add something special to their time at the College and they will carry the benefits of an education in music with them for life.

### **Lessons**

The Instrumental Music Program involves weekly tuition on a chosen instrument and a weekly ensemble rehearsal. Tuition is offered in small groups and students will be withdrawn from their normal classes for their instrumental music lessons. Students can learn more than one instrument if they choose to.

Apart from working with their regular teachers and conductors, the students in the music program also have many opportunities to work with guest artists and conductors throughout the year.

### **Ensembles**

Every student having instrumental music lessons at the College will be required to participate in at least one of the College ensembles. Students who learn more than one instrument will be required to perform in one ensemble per instrument.

We welcome students who learn instruments outside of the College to participate in the ensemble program. Students will be placed into ensembles according to the instrument/s they play and their level of technical ability and musical proficiency, NOT by their age or year level. The ensembles on offer include: Junior, Intermediate and Senior Concert Bands, Senior Stage Band, String Ensemble and String Orchestra, Junior and Senior Percussion Ensembles, Junior and Senior Guitar Ensemble and Choir. These ensembles deliver a number of performances throughout the year at many school and community events. They also participate in a variety of festivals and competitions.

### **Production**

The school community produces a musical each year. Participation in College Productions provides students with the opportunity to develop interests and skills in performance areas such as acting, singing and dancing. It also develops skills in areas such as lighting, sets, costumes, back stage; make up, sound, publicity and front of house. The students become part of a cohesive group, supporting each other, and making new friends as well. Participation in the College Production is voluntary and open to all students at the school.

### **Mid-Winter Arts Festival**

This festival celebrates the hard work of our students in the Arts. A series of concerts and performances including music, dance and drama will run over the course of a week. It will be enhanced by an Art show displaying the talent of our Visual Arts students

## **Transitions and Pathways**

### **Year 7 Transition**

The transition for students from year 6 to Year 7 is a very challenging period for students and their families. Our aim as a College is make this transition as seamless as possible for students and to support them in the development of new relationships and learning about their new environment.

### **Year 7 Transition Camp**

The emphasis of the camp is on students getting to know each other and the teachers that will be working with them. The camp involves students working through a range of activities designed to promote team work and relationships. Camp usually lasts for three days.

### **Peer Support**

Peer Support is a program that helps Year 7 students into Wantirna College. They will have two Year 10 students as their group leaders who will see their group of 8-9 students for one lesson a week for in Semester 1.

The aim of this program is to make students feel safe and secure in their new environment and to assist in making links with students in the Later Years. They will be involved in many activities designed to promote trust and friendship.

### **Year 7 Family Night**

Relationships with families are incredibly important to the staff at the College. In first semester we run a family night designed to allow parents and younger siblings to see how Year 7 students are settling into their new environment, to raise any concerns before they become issues and to assist students in setting goals for the rest of the year.

### **Year 7 Scholarships**

Wantirna College wishes to share its pride and success with the community by making its outstanding programs and facilities available to students who may not otherwise be able to access them, who have demonstrated commitment as enthusiastic learners and to students with talent in a particular field of endeavour.

We offer 16 Scholarships to our new Year 7 cohort and in return these students take on a role in promoting the College, its values and achievements.

### **Managed Individual pathways**

Each student in Year 10-12 will be involved in the Managed Individual Pathways program. This program ensures all students explore a range of potential career and vocational pathways and identify the goals and steps they need to undertake to reach their potential. Each student will develop a MIPS plan which will be revisited regularly in their Learning Mentor classes and any careers or course counselling they undertake.

### **Careers Resource Centre**

Students at the College have access to the Careers Resource Centre located in the Senior School Centre. Students and parents may make an appointment to see the Careers Coordinator for counselling and other assistance with careers matters.

Careers counselling and Managed Individual Pathways are both designed to empower students to make and implement informed decisions about school and their post-school options. The emphasis is on assisting students to make decisions based on a clear understanding of their abilities, skills, interests and values. Counselling sessions also equip students with the necessary skills to make important lifelong learning decisions after they leave the College.

The Careers Resource Centre is stocked with a vast range of current course and pathway information including careers computer programs (Ozjac, Career Voyage), careers related websites, videos, DVDs, Job Guides, VTAC guides and TAFE and university handbooks. A fortnightly careers newsletter, The Careers News, is also produced for all senior school students and is emailed to all students in Years 10, 11 and 12. The newsletter contains information relating to university and TAFE courses, Open Days, Expos and Careers Events.

The Careers Coordinator is available to assist all students with pathways matters including the following:

- Subject selection (including course prerequisites)
- VCE / VCAL and VET advice
- Advice on the effect of changing a subject on career choice
- Course selection at tertiary institutions
- Career and pathway planning
- Work experience and work place issues such as occupational health and safety
- Employment, traineeship and apprenticeship options and placements
- Job application letters, resumes, interview skills
- Folio preparation advice
- Where to access careers related information
- Progression

## **Reporting**

At Wantirna College we formally report student progress to parents throughout the year. Parents may also contact their child's teachers at any time throughout the year to discuss their progress.

### **Interim Reports**

Students will receive an interim report toward the end of Term 1 and Term 3. This tick box report is designed to give parents a general indication of how their child is progressing in relation to learning progress, completion of learning tasks and learning behaviours. It is a precursor for Parent/Student/Teacher Interviews where any issues can be discussed in detail.

Interim reports are mailed home with the details for Parent/Student/Teacher Interviews.

### **Parent Teacher Student Interviews**

Parent/Student/Teacher Interviews occur twice a year. We strongly encourage all parents to make the time to visit the school to meet with teachers and discuss their child's progress. Both students who are traveling well and those who need additional support benefit when they know their parents are aware of the details of what is happening for them in class.

We devote a whole school day 1.00pm-9.00pm to Parent/Student/Teacher Interviews. Students are required to attend only for the times of their interviews. They should attend **in school uniform** and prepare themselves by bringing along samples of their work to discuss.

Booking the interviews is done online, information and a password for this process is mailed home with the interim reports.

### **Semester Reports**

Students receive a formal AusVELS, VCE or VCAL report at the end of each semester. These reports give the most comprehensive written information about student progress including learning progression, grades and detailed comments.

A report is written for each individual subject a student undertakes as well as for Home Group. These reports are distributed to the students on the last day of Term 2 and Term 4.

## **Student Leadership**

### **Formal Leadership Positions**

We have a strong belief in student's having a voice in the College and provide a great range of opportunities both formally and informally for students to be involved in student leadership.

**College Captains:** We have four whole College Captains and four Middle Years Captains. These 8 students together with the president of the SRC and the International Students captain meet with the Principal

Team fortnightly to discuss issues that impact on the student body.

Other Leadership opportunities include:

- Music Captains
- Ensemble Captains
- Peer Support Leaders
- Home Group Captains
- Production Captains
- Sport team Captains
- SRC

### **Student Representative Council**

The SRC is the representative body of Wantirna College students. In addition to being a conduit between students and the College Leadership the SRC does fundraising for both College improvement and charities.

### **Home Group Captains**

Each class votes for a Home Group Captain. The Home Group Captain is responsible for ensuring the Student Bulletin is read each day. They promote the activities of the SRC, raise issues on behalf of the class with the Home Group teacher and liaise with the Year Level Coordinators on initiatives within the Year Level.

## **School Structure and Leadership**

### **Role of the Home Group Teacher/Learning Mentor**

Home Group Teachers see their students every day and should have the overview of how things are going for each child in their group. They should be the first point of contact for anything related to the individual child and their program.

### **Role of the Classroom Teacher**

The Classroom Teacher sees their students on days when they have a class (up to 9 times per fortnight). They should have the overview of how the child is progressing academically, socially and emotionally in the class they teach. They should be the first point of contact should there be any issues relating to that class.

### **Role of the Year Level Leader**

The Year Level Leader has the overview for the whole year level. They will be aware of any issues that are occurring across Home Groups or outside of class. They should be a point of contact when the Home Group Teacher or class teacher cannot assist.

## **Services**

### **Cafeteria**

The Orchard is our modern and stylish indoor student cafeteria which seats 160 students. It operates daily serving an extensive array of hot and cold meals and snacks for breakfast from 8.15am, morning tea (recess) and lunch.

Students may pre order if they have special dietary needs or requests by placing an order with the canteen staff before Home Group. If students have not ordered they line up and select their items from what's on offer, paying

at the registers at the end of the service area. An Eftpos service is available for orders over \$7.

There is also a bank of microwaves for student's to heat meals brought from home and hot water for noodles and hot beverages.

Students who use The Orchard are asked to ensure they leave the tables clean for the next users.

### **Uniform shop**

The Uniform Shop is located in B Block in the Central Courtyard and is open during term at the following times:

Monday: 3.00pm-5.00pm  
Wednesday: 11.30am-1.30pm  
First Saturday of term: 2.00pm-5.00pm

The Uniform Shop sells all uniform items except school shoes.

### **Bus routes**

Wantirna College is well serviced by school and public buses.

*School only buses are:*

- Wantirna College/Knox Gardens Primary School
- Wantirna College/Kent Park Primary School
- Wantirna College/Mountain Gate Primary School
- Wantirna College/Knox Park Primary School

*Public Buses commonly used by students:*

- 738: Knox/Mitcham (stop outside College)
- 737: Croydon via Boronia to Knox City (stop at Studfield)

More detailed information about the actual routes the buses take is available at [www.venturabus.com.au](http://www.venturabus.com.au)

### **Lockers**

Each student is allocated a locker for the storage of their bag and possessions during the school day. The locks require a combination lock available from the General Office. Students may not use other types of locks on their lockers.

We strongly recommend that students do not leave valuable items in their lockers and they guard their locker combination carefully.

### **Second-hand book stall**

To assist families each year the Parents Association runs a second hand book stall. Families are able to sell good quality text books they no longer require and purchase good quality texts for the following year at a reduced cost.

## **Sport**

### **Interscholar team sport**

Wantirna College has a strong reputation as successful sporting school with success coming in many areas. We compete in the Knox District in a minimum of 16 sports each year, including: Football, Netball, Cricket, Softball, Volleyball, Soccer, Hockey, Tennis, Table Tennis,

Badminton, Swimming, Diving, Athletics, Cross Country, Baseball and Golf.

Students sign up for various teams in the ECA centre. Training and team selection usually occurs during lunchtime and after school.

### **Sports carnivals**

As part of our commitment to school sport we run two whole school sporting carnivals each year. The Swimming Carnival occurs in Term 1 and is a great opportunity for students to get to know their peers and to develop a sense of team in their Home Group. In Term 3 we have the Athletics Carnival and once again the competition is organised around Home Group teams.

It is an expectation that all students attend and we offer a range of competitive and novelty events to allow all students, regardless of ability to participate.

Each year we also hold a Cross Country fun run in Term 2. To encourage physical fitness and build resilience we expect all students in Year 7-10 to participate. The event is optional for VCE and VCAL students as the event coincides with a busy time of the year for their assessment.

Students who are successful in these events are invited to represent the College at the District level.

## **Student Behaviour Management**

### **College Values**

The core value of the Wantirna College community is respect. We ask all members of the community, staff, students and parents to show respect for self, for others and for the environment.

There are many different interpretations of respect so we ask our students to consider kindness as the simplest way to show respect. When someone is kind to others and considers their thoughts and feelings then they are being respectful.

### **College Values Wheel**

The College Values Wheel (inside the front cover of this document) shows the College Values at the centre of the wheel, the attitudes we educate students towards in the next layer and the behaviours (or rules) we expect of students in the outer layer.

### **Emotional Intelligence**

Emotional intelligence is the intelligent use of one's emotions. It involves intentionally making your emotions work for you by using them to help guide your behaviour and thinking in ways that will enhance your ability to satisfy your basic needs.

Our philosophy and practices in student behaviour management are based around the concept of emotional intelligence. It moves from teachers being responsible for controlling the behaviour of students to educating them to develop lifelong skills of understanding the full range of behaviours open to them, and how to choose the right

one for a specific situation. Success in this will mean students will be more effective managers of their own behaviour both in the Wantirna College and broader community.

### **Code of Cooperation**

At the beginning of each year all students participate in developing the Code of Cooperation which outlines the rules and consequences that are applied in all classes. Once developed it is the expectation that all students and teachers operate in accordance with this Code.

### **Consequences: Time In and Detention**

It is essential that students learn there are consequences of their actions. Consequences are determined to bring about behaviour change and may involve restorative practice, natural justice, punishment and/or education.

Students who misbehave in class maybe removed temporarily to allow the learning of the rest of the class to occur. Where this occurs they will be asked to complete "Time In" which requires them to stay behind after class and make up the time they have missed. It is our expectation that this will occur on the day of the incident and may result in a student being held back for up to 15 minutes after school.

Students who misbehave in the school yard may receive a detention or restricted lunch from the Year Level Coordinators. Detentions run after school for 45 minutes and are formally documented. Parents are notified of the time and date in a letter home. Restricted lunch will involve a student being confined to a particular area for either part of all of lunchtime.

## **Student Well Being**

Student Wellbeing is an integral part of the effective teaching and learning process for all students at Wantirna College. Although all teachers have a direct role in supporting the wellbeing of our students, Wantirna College has a dedicated Student Wellbeing Team whose role is to coordinate services for, and offer support to, members of the school community in relation to issues that impact on student's emotional and social wellbeing.

The Student Wellbeing Team run additional programs to assist students with identified needs and provide a range of services for students who are dealing with personal or family crisis. The Student Wellbeing Team is located in the Student Wellbeing Centre in B Block.

The Student Wellbeing Centre operates from a primary prevention and early intervention approach as this approach is most effective in enhancing the resilience of young people. The aim of the Student Wellbeing Centre is to provide an environment for students, families and staff that:

- Is positive and welcoming.
- Is supportive.
- Provides information relating to wellbeing.
- Promotes emotional wellbeing.
- Acknowledges and respects individual differences.

- Promotes independence.
- Supports peer networking.
- Encourages social awareness and social justice.
- Encourages environmental awareness.

The Student Wellbeing team consists of the Leader of Student Wellbeing, an Educational Psychologist and a number of social workers who provide support for students, families and teachers by:

- Promoting health and student wellbeing
- Short term counselling
- Making referrals to agencies
- Working with students and families
- Working with teachers and students
- Providing mediation
- Co-ordinating and running a range of programs

Students are referred to the Student Wellbeing Team by:

- Self-referring – dropping in to make an appointment
- Teachers – referring a student who they may have concerns about
- Parents – may make contact via the telephone or an email.
- Friends – come in and talk about an issue if they are worried about a friend.

The Student Wellbeing team has a large number of agency contacts to link in students and families for support with:

- Grief and loss
- Stress
- Anxiety
- Family relationships
- Drug and alcohol
- Eating disorders
- Sexuality / sexual health
- Mental health issues
- Effective communication / social skills
- Parenting
- General emotional wellbeing

### **Student Well Being Programs**

The Student Wellbeing Team coordinates and facilitates a number of curriculum programs and initiatives for targeted students. These include:

- Year 9 Safe Party Day.
- Knox Network Schools Leadership Forum
- Year 7 Girl Power Program.
- Seasons. A support program for students that have experienced grief and loss.
- Friends for Life. A Year 7-9 program that explores social skills.
- Programs for Year 7 and 8 boys and girls that explore their adolescent world.
- Bullying and harassment programs
- Core of Life. An interactive, multimedia, 'hands on' program for Year 9 students that covers areas of parenting, pregnancy and birth.
- Stress Less Program. A program for Later Years students that provides strategies for dealing with stress.

- Epic Mentoring Program. A program for Year 8 Students that is designed and delivered with the purpose of building and developing resilience and strength in young people.
- Get Bounce. A personal development program for students in Year 11.
- Think, Imagine, Become. A program to help young people build positive self-esteem and body image, celebrate health, wellbeing and diversity.
- Wantirna Acceptance Collective (WAC). A student led group that focuses on issues related to discrimination and harassment within the school, local community and the world.
- ROAR. A program specifically designed for boys at varying year levels and stages of development. The program aims to address issues such as masculinity, relationships, assertion versus aggression, decision making, peer pressure and goal setting.

### **Breakfast Club**

Wantirna College recognizes that a nutritious breakfast can have a significant and positive impact on a child's behaviour and their ability to perform at school. The breakfast club runs each Wednesday from 8.15 - 8.45am (during the school term). This is a student centred initiative that is inclusive and fun. It enables its members to make confident choices about a balanced diet and offers opportunities for them to learn new things and try out lots of different activities.

The purpose of the Breakfast Club is:

- To encourage social interaction in an informal environment among students, peers, parents, volunteers and staff
- To develop and implement strategies to promote the inclusion of all students
- To provide students with opportunities to meet students from different year levels whilst enjoying breakfast
- To strengthen relationships between Wantirna College and the broader College Community through the donation of goods and sponsorship of the program.
- To increase the profile of the Student Wellbeing Centre amongst members of the Wantirna College community.
- To promote health and positively enhance the well-being of students and staff.

## **Uniform**

Wantirna College has a strong commitment to College uniform and takes pride in the way our students present themselves and the College Community. We have high expectations of how our students are dressed and families who join us often state the way our students present themselves as a reason for selecting Wantirna as their school of choice. It is College policy, determined by College Council, that all students of the College must wear full school uniform at all times. On enrolment it is an expectation that students and parents agree to abide by the College Uniform Policy.

Our school uniform allows our staff to easily identify individuals as student of Wantirna College therefore increasing student safety and security whilst at school, on excursions and on the way to and from school. It is designed to provide a sense of belonging to the school and to foster equality amongst the students. It is expected that uniform will be kept clean and in good repair and students will behave in line with the College values whilst wearing it.

#### **Girl's Summer Uniform: Terms 1 & 4**

- Dress:** White, navy and maroon College dress (mid knee length) with College emblem.
- Jumper:** Years 7-10 Navy woollen jumper with College emblem.  
Years 11-12 maroon woollen jumper with College emblem.
- Shirt:** White polo shirt with striped collar and College emblem OR White tailored shirt with long or short sleeves (tucked in at all times)
- Skirt:** White, navy and maroon College skirt to be worn with white polo or White tailored short sleeve shirt.
- Shorts:** Navy tailored shorts with logo (to be worn with the polo shirt or White tailored short sleeve shirt.)
- Socks:** Plain white socks (between the ankle and the knees) No anklets.
- Shoes:** Black leather lace up shoes (low heel). T-bar shoes and canvas lace ups are not permitted

#### **Boy's Summer Uniform: Terms 1 & 4**

- Trousers:** Grey tailored College trousers OR
- Shorts:** Grey shorts with draw cord and College emblem
- Jumper:** Years 7 – 10 Navy woollen jumper with College emblem.  
Years 11 – 12 Maroon woollen jumper with College emblem
- Shirt:** White polo shirt with striped collar and College emblem OR white tailored shirt with long or short sleeves (tucked in at all times).
- Socks:** Plain white socks (clearly above the ankle)  
Plain black or grey socks can be worn under long trousers.
- Shoes:** Black leather lace up shoes
- Please note:** *All these items are specially designed for the College and have the College Logo on them. No other type of Polo shirt or shorts are permitted to be worn by students.*

#### **Boy's Winter Uniform - Terms 2 & 3**

- Trousers:** Grey tailored College trousers
- Jumper:** Years 7 – 10 Navy woollen jumper with College emblem.  
Years 11 – 12 Maroon woollen jumper with College emblem
- Shirt:** White polo shirt with striped collar and College emblem OR white tailored shirt with long or short sleeves (tucked in at all times).
- Socks:** Plain black or grey socks can be worn under long trousers.
- Shoes:** Black leather lace up shoes

- Jacket:** Navy, white and maroon bomber jacket (all year levels) or College Blazer (Later Years)

#### **Optional Items**

- Tie:** Worn with white tailored shirt

#### **Girls Winter Uniform - Terms 2 & 3**

- Shirt:** White polo shirt with striped collar and College emblem OR White tailored shirt with long or short sleeves (tucked in at all times)
- Skirt:** Navy, maroon and blue College woollen skirt
- Pants:** Navy tailored pants. (Note these are specific pants tailored to the school expectations, Face Off or other brands of tight fitted pants are not acceptable)
- Jumper:** Years 7-10 Navy woollen jumper with College emblem  
Years 11-12 Maroon woollen jumper with College emblem
- Jacket:** Navy, white and maroon bomber jacket (all year levels) or College Blazer (Later Years)
- Socks:** Plain white socks (between the ankle and the knees) Black/navy socks for navy trousers only
- Shoes:** Black, leather, lace up shoes (low heel) T-bar shoes are not permitted

#### **Optional**

- Tights:** Flesh coloured panty hose or navy tights – not black and not worn with sock over the top
- Tie:** Worn with white tailored shirt
- Please note** *'Face Off' or other branded tight pants are not permitted*

#### **PE Uniform**

- Shirt:** Navy blue and maroon Wantirna College sports shirt
- Shorts:** Navy blue and maroon Wantirna College sports shorts (summer) or Navy Blue and Maroon Wantirna College track pants (winter)
- Jumper:** Navy blue and maroon Wantirna College rugby jumper or Wantirna College track suit top
- Shoes:** Runners with a non-marking sole
- Socks:** White sports socks
- Hat:** Wantirna College navy blue and maroon baseball cap
- Please Note:** Students who forget their PE uniform may be excluded from the practical component of the class for health and safety reasons.

- Jewellery:** Students may wear a wrist watch. Students with pierced ears may wear plain gold or silver studs or sleepers only

- Hair Accessories:** Neutral or navy hairclips or combs maybe worn.

- Hair Colour:** It is expected that student's hair colour are natural in tone. Extremes of colouring are strongly discouraged

**Make up:** Make up including coloured nail polish should not be worn to school

**Undergarments:** Should not be visible

### **Uniform Monitoring**

School uniform is checked by Home Group Teachers in Home Group each morning. Students who are out of uniform are asked to provide a note from home explaining the circumstances. They will then be provided with a uniform pass which they must show to each teacher who requests it during the day.

Most uniform issues should be able to be resolved over a weekend so Home Group Teachers will require a new note should the student still be out of uniform on Monday where there is no legitimate reason for a student being out of school uniform or no note is supplied they should expect to have a consequence. This may include contact home regarding the issue, restriction from a prac class (if shoes are not appropriate) or a punitive consequence such as detention.