



2017  
Prospectus

Portland Secondary College

## MISSION STATEMENT

To develop articulate, respectful and resourceful young people able to contribute positively to the global community.

**Be Respectful    Be Successful**

**Be Resilient    Be Creative**

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# HISTORY

Portland Secondary College has developed from the amalgamation of Portland High School and Portland Technical School. 1993 was the first year that all students were finally on the same campus in Must Street, which had been the site of the Technical School.

Portland Higher Elementary School, with an enrolment of 30 students, was established in 1912 as part of the Palmer Street Primary School. Senior education continued on this site until 1945 when Portland High School was finally established with 192 students.

By the time new buildings were built in Julia Street in 1957 and ready to move into, there were already 480 students enrolled. The school continued to grow until 1969 when the enrolment was 800 students.

1970 saw the opening of the Boys Technical School with 65 students. The initial accommodation was in the "Terrapin" building. The school operated in temporary classrooms until 1972. The Terrapin was demolished to make way for the first stage of our building program in 1995.

The emphasis at the "Tech" was on the provision of trade and apprentice training. From humble beginnings the school grew to an enrolment of over 450 students in 1976. A major milestone was the introduction of girls in 1983.

After years of discussion, the two schools decided that the best way to provide comprehensive education to the Portland community was to amalgamate on its current site; hence the formation of Portland Secondary College. The old gymnasium became an extensive resource centre and library and a multi sports stadium for Drama performance, Physical and Sports Education was constructed. This latter complex also houses the canteen.

Our new technology centre was officially opened in May 1999. The centre provides for the study of wood, textiles, automotive, electrical, electronics, welding, plastics and engineering. Food Studies, Science and Art facilities were newly built and more recently, the Year 9 Global Learning Centre and Language Lab was opened in October 2011. February 2013 saw the opening of the Portland-Heywood Trade Training Centre.

The College Council are currently working to ensure the remainder of our learning areas are rebuilt and refurbished in a similar manner.

# ADMINISTRATION

**PRINCIPAL**

Mrs. Toni Burgoyne

**ASSISTANT PRINCIPAL**

Ms. Jo Kindred

**ASSISTANT PRINCIPAL**

Ms. Brandi Galpin

**BUSINESS MANAGER**

Ms. Alison Edwards

**PEDAGOGY, LEARNING & DEVELOPMENT**

**DIRECTOR**

Ms. Donna Bassett

**CURRICULUM & PROFESSIONAL LEARNING**

**DIRECTOR**

Mr. Matthew Powell

**APPLIED LEARNING, RE-ENGAGEMENT & SENIOR**

**TRANSITIONS DIRECTOR**

Mr Chris Thomas

**SCHOOL DATA & ACCOUNTABILITY DIRECTOR**

Ms. Belinda Bothe

**STUDENT VOICE & LEADERSHIP DEVELOPMENT**

**DIRECTOR**

Mr. Liam Doyle

**JUNIOR SECONDARY TRANSITIONS DIRECTOR**

Ms. Kirsten Mitchell

## **YEAR LEVEL LEADERS**

**Year 12**

Ms. Mara Satins

**Year 11**

Mr. Ben Langdon

**Year 10**

Mr. Michael Ciechowicz

**Year 9**

Ms. Mallory Fleming

**Year 8**

Ms. Christine Dixon

**Year 7**

Ms. Nancy Outtram

## **RESOURCE CO-ORDINATORS**

**CAREERS**

Ms. Suzanne Patterson

**LIBRARY**

Ms. Jan Colliver

**STUDENT SERVICES**

Ms. Tania Beard

**COLLEGE COUNCIL PRESIDENT**

Ms. Karensa Smith

## COLLEGE PROFILE

Portland SC is a forward-thinking, visionary state secondary school set in an 11.12 hectare regenerated bushland setting. The College is located in Portland, a coastal town of about 10,000 people. Located on a peninsula with ocean on three sides, the town is situated about 4 hours from Melbourne, towards the South Australian border. The rural city of Portland is growing and supports a range of professions and industries. Our student population of approximately 700 students consists of about two thirds townfolk and one third bus travellers. The student gender balance of the College is fairly even.

In addition, the College supports a Re-engagement Program which caters for approximately 36 students who need different levels of support.

The College employs approximately 55 teaching staff and 36 Education Support staff, some of whom work part time. The staffing profile includes three Principal Class Officers, 6 Leading teachers, and 46 teachers, and is strongly supported by an active College Council and various sub-committees including Finance, Physical Services, Curriculum & Student Services, Strategic Planning, Uniform and Parents Auxiliaries. Additionally parents are welcomed and encouraged to participate in all College activities, both in and out of the classroom and currently parents work with students in the canteen, music, school production, sport, debating and public speaking areas.

The College's mission statement declares our commitment to develop articulate, respectful and resourceful young people able to contribute positively to the global community. Despite its rural isolation the College's dedicated staff provide a wide range of special co-curricular programs that support and extend all students. A wide range of studies are offered at senior levels including VCE (Victorian Certificate of Education), VCAL (Victorian Certificate of Applied Learning), VETiS (Vocational Education and Training in Schools) and School Based Apprenticeships. Supportive Leadership and high levels of staff morale and commitment leads to a quality education resulting in higher than normal academic results. The College has an extensive record in debating and public speaking, sport, music, drama, and The Arts. The College is currently developing a sustainability program.

Portland Secondary College places a strong emphasis on the welfare and well-being of its school community with excellent transition, pastoral care and mentoring programs established. The College works extensively with eight feeder primary schools to assist and support transition from Primary School into the College. The College has adopted a sub-school structure, consisting of Years 7 and 8, Years 9 and 10, and the Senior School of Years 11 and 12; all of which provide the basis for student management with form mentors in place for all year 7-9 classes and senior mentors for all 10/11/12 students.

Student management is based on clear expectations, consistency and the development of self-discipline skills in students. These approaches contribute to students' self-esteem and to their growing sense of the wider society.

College Council, in conjunction with the College staff, believe students should be challenged and extended, offered success in worthwhile learning and given the chance to take increasing responsibility for their own education. The College welcomes enrolments from students with diverse racial, ethnic and religious backgrounds and prides itself on teaching students to respect and celebrate differences. The College supports a number of Koorie enrolments and enjoys a close relationship with a variety of support services for the Koorie community. Additionally the College extensively assists approximately 20 funded students who require Disability and Impairment support as well as providing additional Literacy and Numeracy to all students who require a little extra assistance. Extension and Enhancement and Co-curricular activities are also offered at all levels.

## **COLLEGE PRIORITIES**

Portland Secondary College has developed its Strategic Plan (2015 – 2018).

The purpose that has been identified is:

To create the opportunities to develop articulate, respectful and resourceful young people able to contribute positively to the global community.

Our purpose is underpinned by the values of respect, success, resilience and creativity.

## **COLLEGE GOALS**

Our College goals are presented in detail in our current Strategic Plan (2015 - 2018) document.

The improvement areas are categorised as:

ACHIEVEMENT

ENGAGEMENT

WELLBEING

PRODUCTIVITY

Our goals are:

- To develop a consistent whole school focus on Literacy to improve learning outcomes across the curriculum.
- To enhance the active engagement of each individual in their learning.
- To further develop an inclusive and safe learning environment for respectful, creative, resilient and successful learners.
- To ensure the effective allocation of financial, physical and human resources to support the successful delivery of the school's Strategic Plan.

The Strategic Plan and College Goals and Priorities remain in place until a new plan is developed and approved.

## TERM DATES

**TERM 1      30<sup>th</sup> January – 31<sup>st</sup> March 2017**

30 <sup>th</sup> , 31 <sup>st</sup> January	Staff ONLY (No students required at school)
1 <sup>st</sup> February	Year 7 and Year 10, 11 and 12 students return
2 <sup>nd</sup> February	Year 8, and 9 students all resume

**TERM 2      17<sup>th</sup> April – 30<sup>th</sup> June 2017**

**TERM 3      17<sup>th</sup> July – 22<sup>nd</sup> September 2017**

**TERM 4      9<sup>th</sup> October – 22<sup>nd</sup> December 2017**

## HOURS

A warning bell goes each morning at 8.45am.

**Assemblies** (if required) will be held from 8.50 - 9.00am.

Senior School students have an assembly scheduled as part of their timetable.

All students are required at school in sufficient time for these meetings and to be at class for lessons to commence on time.

Warning Bell    8.45am

		<b>Assembly</b>	8.50am - 9.00am
		<b>Form Assembly</b>	9.00am - 9.10am
		Period 1	9.15 am - 10.02am
		Period 2	10.02am - 10.49am
		<b>Recess</b>	10.49am - 11.15am
Warning	11.00am	Period 3	11.20am - 12.07pm
		Period 4	12.07pm - 12.54pm
		<b>Lunch</b>	12.54pm - 1.35pm
Warning	1.35pm	<b>Reading Time</b>	1.45pm - 2.00pm
		Period 5	2.00pm - 2.45pm
		Period 6	2.45pm - 3.30pm

## COLLEGE CHARGES

All schools receive a sum of money from the Department of Education and Training (DET) to provide for the operation of the school, the supply of utilities, such as gas and electricity etc, and to cover general maintenance of the College and its grounds. There is also funding for the provision of basic curriculum and related resources.

Following a rigorous budgeting procedure, our College Council arrives at a figure necessary for the running of the College which reflects the educational needs of our students. This is to ensure that our students receive a quality education, rather than a basic one. We believe that this is what our parents expect of us. We therefore ask our parents to pay these essential fees for the benefit of our students.

**Council wishes to reassure parents that no family with financial difficulties will ever be pressured to pay beyond their means. We do ask that our parents contact the College to discuss their needs in a confidential manner with our Principal or Business Manager.**

For parents who qualify for Centrelink payments and/or others who wish to pay in instalments, special arrangements concerning the payment of these charges can be made, by completing an agreement form available from the College's Business Manager.

Council will continue on behalf of our students to identify and obtain any grants or other monies possible that can assist the College to lessen the financial burden on our parents. College Council believes that we are able to provide the best possible opportunities for our students and with your payment of essential charges, this will be ensured. We thank our parents for their ongoing support in this area. It is very much appreciated.

Money can be paid to the School by electronic transfer to:-

Bank Australia

BSB 313140

A/N 12067508

# ALLOWANCES

Financial assistance is available to parents in many ways.

**Youth Allowance** (17 to 25 years) Full time student  
**Abstudy** - Aboriginal and Torres Strait Islander students

This is available under similar circumstances to the maintenance allowance, but is means tested on income. It is designed to keep older students at school, who might otherwise have had to leave and find work. This allowance is also available for tertiary education.

## **Conveyance Allowance**

School buses are provided for country students, but if a student needs to travel a radial distance of more than 4.8 kilometres to catch the bus, or if the bus service is not available and this distance is exceeded in travelling to school, an allowance for travelling can be claimed. Such allowances and rights of travel are subject to the student's good conduct.

## **Other assistance is available to:**

- **Handicapped children** who must live away from home to attend a special institution, or must study at home by correspondence.
- Students who must live away from home to undertake a **special type of course** or specialised remedial teaching.
- Students who must live away from home for a short period to undergo special **diagnostic testing** of an educational nature.
- Students of **itinerant families** i.e. families who move frequently in the course of the year because of occupations of one or both parents.
- Students who must live away from home **to avoid changing schools** when their families move house during the school year.
- Students whose homes are **geographically isolated** from suitable government schooling.

## COLLEGE COUNCIL

This is a group that has representation from parents, staff and members of the community. The College Council is the official governing body of the College. It sets the College's educational policy and controls the finance. The College Council meets on the fourth Wednesday of each month.

Composition:

- Principal
- 6 Parent representatives
- 4 Department of Education and Training representatives.
- 2 Student representatives
- 2 Co-opted members (parents and/or community)

Current members of the College Council were elected in March 2016 and 2017.

**PRINCIPAL**

Mrs Toni Burgoyne

**TELEPHONE**

5523 1344 (work)

**PRESIDENT**

Mrs. Karensa Smith

Contact details available upon request

***(Please contact the General Office for current details of College Council members.)***

College Council elections are usually scheduled for March of each year.

The Council has sub-committees for:

- Finance & Administration
- Physical Services
- Uniform
- Curriculum & Student Services
- Strategic Planning & Development
- Reengagement Program

**If you feel you would like to make some contribution to the College, involvement with one of the committees may be the way to do it.**

# PARENT INVOLVEMENT AND PARTICIPATION AT THE COLLEGE

Without students there would be no College. Without parents there would be no students. The College staff and parents must work together for the best benefit of students.

The main point of parent and teacher contact is through the portal Compass. Parents and students will be given instructions on how to use Compass on enrolment. On Compass, parents can view their child's attendance online, approve past and future absences, read about current school events, access the newsletter, read your child's timetable, update your contact details, contact teachers, and view your child's upcoming and completed assessment and Learning Tasks.

The PSC Compass portal can be found at <https://portlandsc.vic.idlf.com.au>. There is also an app that can be downloaded on your device.

There is, in fact, a lot of **contact** between the College and parents for instance:

## **the College communicates via:**

- **Compass**
- letters to parents re: infringements etc
- invitations to awards, etc
- regular reporting on student work
- specific letters on camps/excursions and courses
- an annual magazine.

## **the parents send in**

- enrolment forms
- notes concerning absences, uniform, problems, queries
- excursion permission forms and money.

## **parents and teachers get together for**

- parent/teacher interviews
- information evenings about camps, course selections, etc.
- concerts, fetes and expositions, award ceremonies
- sports days.

**Student Planners** are an effective means of communication between teachers and parents. A student planner helps students to organise their homework and the materials needed for each day.

Parent contact is welcomed and encouraged, however it is not really involvement or participation.

This College and the staff would like to invite all parents to become more involved in the work and decision-making at the College. Please feel welcome!

## **Parent Involvement**

The College Council and staff encourage parent involvement in the school. We do not just mean parents attending functions to raise money for the school, but parent involvement in all aspects of the College:-

### **The advantages of parents being involved in our school activities are:-**

- Knowledge of the school operations which will assist when we are discussing the school with the child.
- Opportunity to meet teachers who are teaching your child and as a result you are better able to discuss your child's progress with staff.
- As a parent, gain confidence in the school and feel much happier about entering the school to talk to the administration.
- Become more familiar with the student's work, particularly in Mathematics and English. As a result you will be better able to help your child with work at home.
- Your child sees that you have a real interest in him/her and a better relationship may result.
- The child, parent and teacher are better able to work as a team to educate your child.
- Your child builds up confidence in the school.
- You hear of possible changes and future directions in the College and are able to express your opinion and/or assist in decisions.

## **How Can Parents Help?**

- Assisting in our library
- Judging, officiating or helping at College and inter-College sports
- Participating on Staff/Professional Development days
- Raising funds and special projects
- Laundering our sports uniforms
- Being on the College Council or Sub-committee
- Helping out in the canteen
- Accompanying students and staff on excursions
- Driving buses for student activities
- Join the a specific auxiliary
- Participate in our monthly working bees (held on the first weekend of each month during Term)
- Provide sponsorship for specific activities
- Offer skills and expertise for minor maintenance works
- Plant trees
- Accept a student placement on work experience

We wish to be partners in education. Please feel free to contact the Management team at any time.

## ADMISSION POLICY

Enrolment at Portland Secondary College is dependent on –

- Students and parents accepting the **Student Engagement Policy** which includes the **College Rules and Discipline Procedures** and the **Attendance Regulations** of the College.
- Students and parents agreeing to the **Uniform Regulations** of the College.

College policy, supported by the College Council, is that College uniform should be worn at all times.

The College reserves the right to determine whether clothing worn to school is acceptable. Parents wishing to check the acceptability of a certain item of clothing should contact an Assistant Principal.

### Year 12 Students

**Year 12 students are considered the leaders of the student body and as such are expected to provide positive role models, both as a group and as individuals in all aspects of College life. This responsibility is matched with a number of special privileges given to senior students.**

Year 12 students have the privilege of selecting a different pullover or Bomber Jacket for their final year.

Year 12 students must have an adequate commitment to their studies. If after counselling there is a demonstrated lack of responsibility such as failure to attend class, submit work and cooperate with others, a review of their enrolment will take place.

## Year 7 - A FLYING START

The “Flying Start” program at Year 7 has proven to be an excellent transition model. It involves students having fewer teachers, and those teachers working in small teams. Form Mentors take the students for two or three classes hence developing good relationships.

Form Mentors have now been extended to include Years 8, 9, 10, 11 and 12 where each student has pastoral contact with one staff member on a daily basis.

# ATTENDANCE PROCEDURES

1. Attendance at College is compulsory on each day in the year of enrolment. (Parents will be notified via Compass if students are not required on a particular day). **Please note:** The College Athletics Carnival and Swimming Carnival are considered school days, so attendance is **compulsory**.
2. Students must be present at College between 8.45 am and 3.30 pm each day or as notified in the College newsletter. The College is responsible for students during these times.
3. Schools are required to maintain accurate records of non-attendance. An attendance roll is marked each period every day. Any absence from College due to illness or unforeseen circumstance must be followed by a note of explanation from the parents/guardians on returning to school.
4. Communication with the College should be made if an extended absence is likely. This will allow work to be sent home, if appropriate. The Year Level Leader will contact parents in cases of long or regular un-notified absence.
5. Please note that frequent absences without appropriate explanation will cause problems with school work but can also lead to:
  - court action for the parents of students under 15.
  - withholding of Centrelink payments
  - cessation of Youth Allowance payments. (After 5 unexplained absences)
  - consideration of the ongoing enrolment of the student concerned at the College. (This is particularly applicable to Senior School students.)
6. **Lateness**  
Students are expected to be on time for school. Lateness to class will not be tolerated and will be recorded and will be dealt with by detention.
7. **Leaving during the school day:**  
Notes from parents are necessary for any student required to leave school during the day. These must be shown to the Office staff who will then "Sign Out" the student through Compass. These notes from parents must be:
  - dated
  - signed
  - give reason for early departureSpecial privileges apply to Year 12 students.
8. **Leaving school/transferring to another school:**  
Students who leave school or transfer to another school are required to complete an "Exit Form". "Transfer Notes" are also necessary where students are transferring to any other Victorian State school.
9. **Lunch passes**
  - A permanent lunch pass (a coloured background card) is available from the Assistant Principals.
  - A temporary lunch pass for a single day can also be obtained from the Assistant Principals.

# CURRICULUM

The breadth of curriculum at Portland Secondary College enables students to choose subjects appropriate to further education and career options. The College offers a full range of subjects in the Victorian Curriculum areas and a very wide range of subjects at Senior School.

The College provides a coherent program of learning which involves students in experiencing a range of studies and activities in English, Mathematics, Science, Humanities, Health and Physical Education, Technology, The Arts and Languages other than English (LOTE).

- **Excellence in teaching and learning**

The College expects, values and supports the highest standards of its staff and students. The programs and teaching methods aim to have students understand how they learn. A key aspect of this is the establishment of a professional development plan that effectively meets the needs of the school curriculum teams and individual teachers. Excellence in teaching and learning will arise largely from College-based initiatives using the expertise and experience of classroom teachers (although not exclusively).

- **Preparation for change and diversity**

Learning is a lifelong process of which school is a part. Individual responsibility for learning will be emphasised in programs. The content of programs will encompass the concept of diversity. This may include investigations of cultural, individual and religious diversity for instance. The momentum of change is unavoidable and our students are citizens of the twenty first century. Our responsibility to equip them for change requires them to be confident and assured independent learners throughout their lives. They also need a clear set of values on which to base their learning.

- **Learning experiences that are inclusive of all students and which offer opportunity for individual success**

All curriculum programs established offer the opportunity to succeed regardless of ability, gender, religion, race or culture. In practical terms programs will be based on the principles of equal opportunity and social justice. Assessment and reporting of student progress should allow for a range of achievement and not focus narrowly on a limited range of competencies. Students must, nevertheless, be challenged by their studies. The expectations of the wider community are a consideration in designing curriculum programs.

- **Acknowledgment that people learn in a variety of ways and at different rates.**

Curriculum teams endeavour to provide programs that allow for a range of responses by individual students and which, as far as possible, allow for varying rates of progress. In order to achieve this, a significant aspect of the professional development plan will be devoted to improving the skills of teachers in achieving excellence of teaching and learning in mixed ability classrooms.

- **Evaluation**

All curriculum programs will be required to conduct an annual evaluation, the terms of which will be established by the Curriculum and Student Services Committee of College Council.

## 2017 Years 7 - 10 Curriculum Structure

<b>YEAR</b>	<b>SEMESTER 1</b>	ppc	<b>SEMESTER 2</b>	ppc
<b>7</b>	Personal Development	4	Personal Development	4
	English	10	English	10
	Maths	10	Maths	10
	Science	10	Humanities	10
	Drama	4	Music	4
	LOTE	6	LOTE	6
	T.S. (Wood & Metal)	10	Art	10
	Physical Education	6	Physical Education	6

<b>8</b>	English	8	English	8
	Mathematics	8	Mathematics	8
	Science	10	Visual Art	10
	HL & PE	9	HL & PE	5
	LOTE	5	LOTE	5
	Performing Arts (Media/Music/Drama/Perf.)	10	Tech Studies (Food & Textiles)	10
	Humanities (Hist/Geog/Civics/Eco)	10	Elective (one per term)	10
			Personal Development	4

<b>9</b>	English	10	English	10
	Mathematics	10	Mathematics	10
	Adventure Bound	10	Adventure Bound	10
	Enquiry/Science	10	Science/Enquiry	10
	Elective A	5	Elective E	5
	Elective B	5	Elective F	5
	Elective C	5	Elective G	5
	Elective D	5	Elective H	5

<b>10</b>	English	10	English	10
	Maths	10	Maths	10
	Elective A	10	Elective E	10
	Elective B	10	Elective F	10
	Elective C	10	Elective G	10
	Elective D	10	Elective H	10

ppc = periods per cycle  
TYF = Technology Food

HL = Health  
TX = Textiles

# YEAR 9 EXTENSION SUBJECTS

## **English Electives**

The Art of Writing  
Specialist English

## **Health and Physical Education**

Physical Education

## **Humanities**

Asian History  
History - Revolution  
History – World War I  
Law for Living I  
Show me the Money

## **Languages other than English**

Indonesian  
Languages other than English

## **Science**

Biology  
Chemistry  
Marine Science  
Physics

## **Technology**

Creative Plastics  
Creative Wood Skills  
Food Technology  
Electronics  
Working with Metals

## **The Arts**

Drama  
Graphic Design  
Media Studies  
Music  
Photography  
Three Dimensional Studies  
Two Dimensional Studies

# YEAR 10 EXTENSION CHOICES

## **English**

The Art of Writing  
Specialist English

## **Health and Physical Education**

Child Studies  
Fun and Fitness  
Health  
Physical Education

## **Humanities**

Geography  
World War II  
Commerce  
Law for Living II  
Rights and Freedoms

## **Science**

Biology  
Chemistry  
Marine Science  
Physics  
Science

## **Technology**

Creative Wood Skills  
Engineering Technology (CAD/CAM)  
Food Technology  
Systems Engineering  
Working with Metals

## **The Arts**

Animation Studies  
Drama  
Design Studio  
Media Studies  
Music  
Photography  
Three Dimensional Art  
Two Dimensional Art  
Visual Communication and Design

## **LOTE**

Indonesian  
LOTE (via Distance Education)

Indonesian, VETiS subjects and VCE subjects are also able to be studied.  
These subjects take up two of the eight electives studied as they run for a whole year.

# 2015 Senior School Information

## **ENGLISH**

Foundation English  
English  
Literature

## **SCIENCE**

Biology  
Chemistry  
Physics  
Psychology

## **THE ARTS**

Art  
Visual Communication & Design  
Music Performance  
Studio Arts  
Drama  
Media Studies

## **LOTE**

Indonesian  
Also Correspondence via Distance  
Ed.

## **HEALTH & PHYSICAL EDUCATION**

Health & Human Development  
Physical Education

## **MATHEMATICS**

Foundation Mathematics  
General Mathematics  
Further Mathematics  
Mathematical Methods  
Specialist Mathematics

## **TECHNOLOGY**

Systems & Technology  
Design & Technology  
■ Wood  
■ Textiles  
Food Technology

## **HUMANITIES**

Accounting  
Geography  
Legal Studies  
Economics  
History  
Sociology

## **VOCATIONAL EDUCATION & TRAINING**

Furniture Making  
Desktop Publishing  
Business Administration  
Hospitality  
Make Up  
Engineering

**PORTLAND SECONDARY COLLEGE**  
**APPLIED LEARNING CURRICULUM (2015)**

**Year 10 Foundation VCAL:**

10 Applied English	10ppc
10 Applied Maths	10ppc
10 Personal Development & WRS	10ppc
10 Elective	10ppc
10 Applied Science	4ppc
10 VETiS Hospitality	8ppc
10 Industry and Enterprise	<u>8ppc</u>
	60ppc

**Year 11 Intermediate VCAL**

11 Foundation English	10ppc
11 Foundation Maths	10ppc
11 Personal Development &	10ppc
11 VET (own choice)	8ppc
11 WRS	7ppc
11 Elective 1	<u>9ppc</u>
	54ppc

**Year 12 VCAL**

12 Literacy	10ppc
12 Numeracy	10ppc
12 Personal Development &	10ppc
12 VET (own choice)	8ppc
12 WRS	4ppc
12 Elective	<u>10ppc</u>
	52ppc

# CURRICULUM PROGRAMS

## ENGLISH

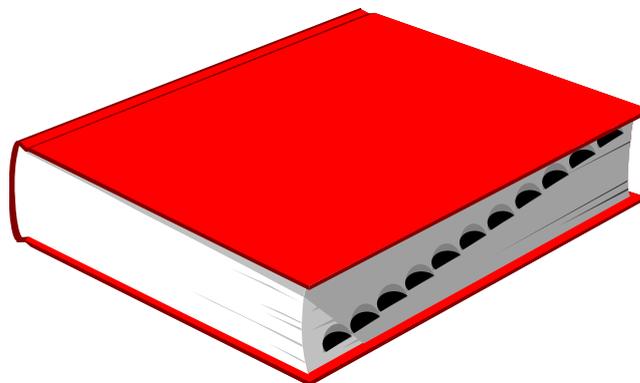
At Portland Secondary College language development is fostered through programs that are relevant to the everyday lives of our students. This is encouraged through the provision of good models of oral and written language. Listening, Writing and Reading are seen as fundamental ways of widening and extending experience, and of creating opportunities for complex thinking. These skills are emphasised in the Victorian Curriculum dimensions of Reading, Writing, Speaking and Listening. Value is placed on the skills of reflection, evaluation, analysis and critical appreciation.

Through literature (which includes Film as Text), students are exposed to a wider range of experiences and values beyond their own. This is designed to deepen their understanding of the society in which they live.

It is the goal of this College that by the end of compulsory schooling students will be able to listen and speak with a high level of proficiency according to their developing maturity, and will have developed reading and writing skills which will support their own learning needs and a wide range of life's purposes.

Students from non-English-speaking backgrounds are also catered for with recognition and support for the differences in background, schooling, cultural experiences that they may bring to a mixed-ability classroom.

Students with particular interests in aspects of English are able to develop skills through a negotiated curriculum which allows for flexibility in interest and ability ranges. Team teaching and matched classes enable students to have some say in the areas of study in Years 7 – 10. The Year 10 Curriculum is modelled on the VCE programme to prepare students for the requirements and workload, while still providing team teaching and flexibility options.



# CURRICULUM PROGRAMS

## MATHEMATICS

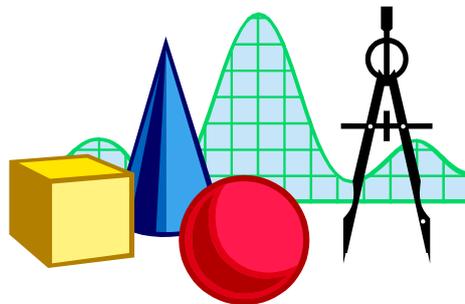
The Maths Area of Learning of this College provides opportunities that ensure all students develop skills, concepts, applications and processes which support their meaningful participation in society.

Mathematics aims to:

- expose students to a wide range of mathematical ideas
- develop an awareness of modern technology and its implication in mathematics
- emphasise the dynamic nature of maths

The skills that have been identified for effective participation in society and are included in mathematical studies at this College are:

1. Number skills and computational skills including calculators
2. Geometry concepts and terminology
3. Measurement in all its forms
4. Estimation and approximation techniques and practices
5. Alertness to the reasonableness of results using a variety of calculating devices
6. Reading, interpreting and constructing tables and graphs for a variety of purposes
7. Learning how to use mathematics to apply the notions of probability
8. Problem solving to new situations
9. Applying mathematics to everyday situations and interpreting their conclusions
10. Being able to read, comprehend, write, interpret and speak mathematically including the use of symbols.



# CURRICULUM PROGRAMS

## HUMANITIES

Humanities is a study of human progress and how people have organised themselves into societies over time, and how they have interacted with their physical environments. Humanities comprises the domains of History, Geography, Legal Studies, Commerce and Economics.

Humanities examines how humans organise themselves into communities and states to form institutions and systems. The study of these societies at a local, national and international level is critical for young people to develop an understanding of their world and its historical development.

Humanities provides a framework for developing student knowledge of a range of societies past and present, and urban and natural environments. The knowledge, skills and values students acquire in this study enable them to participate as confident, responsible and active citizens in a democratic society which functions in a global context. Students will gain a broad knowledge of the history and functioning of key elements of society in order to become well informed citizens able to form judgments and make critical decisions affecting the modern world in which they live. This knowledge also includes the development of aspects of economics to understand financial systems and to participate as informed, enterprising adults in personal and work situations.

Humanities focuses on the complex range of knowledge comprised of a mix of traditional disciplines and vocational and integrated studies, including the disciplines history, geography, economics, legal studies and political studies.

These disciplines provide Humanities with many important areas of knowledge:

- Australia and all its people
- Ancient and Medieval Societies
- Civics and Citizenship education
- Environmental awareness
- Global understanding
- The law
- The economy
- Enterprise skills

Studies in the Humanities key learning area assist students to develop knowledge, skills and values that enable them to participate as active and informed citizens in a democratic society and the global community.

# CURRICULUM PROGRAMS

## THE ARTS

The Arts provide a range of stimulating and distinctive experiences for students essential to their total development. The Arts allow us to explore our own feelings and ideas in ways that are not possible in other forms. The development of specific techniques and skills and the emphasis on self expression increases our perceptual awareness and appreciation of our cultural heritage. We have multi-talented staff who work closely together offering a range of high quality arts experiences and opportunities.

Our annual School Production is a showcase for the dramatic talents of our students. Music has been for many years a strength at P.S.C with our senior, junior and school band, vocal groups and rock bands that perform at many school and public engagements. Our Art Department runs many classes that include photography, media and video, 2 and 3 Dimensional studies as well as very successful V.C.E. classes. We have had students selected many times for the prestigious Top Arts show at the National Gallery.

The range of Arts experiences include opportunities to:

- To compose, perform and listen to music
- Instrumental lessons available
- Communicate ideas and information through symbols, plans and diagrams
- Explore , express and communicate their experiences through drama
- Analyse how reality is constructed in the media
- Communicating ideas through video and audio and animation programs
- Make a range of 3 dimensional sculptural forms including ceramics
- Learn about the Arts in many cultures
- Reflect on and analyse the meanings and messages in a range of artworks
- Understand the messages carried in a variety of graphic communications
- Learn how to use a SLR camera and use darkroom printing techniques
- Make a range of 2 Dimensional art forms such as painting, photography, drawing, printmaking and stencil art
- Use a personal lap top computer with a range of software and use of interactive white boards and digital cameras.

Enrichment

- Annual School Production
- Instrumental classes
- Term 1 - Chalk Art Day
- Music Tour
- Annual Music Concert
- Term 2- Annual Top Arts Tour to Melbourne
- Art Competitions
- Term 3 - Annual smART art exhibition Years 7-11 at Portland Arts Centre
- We regularly have students selected for the annual National Gallery of Victoria 'Top Arts' exhibition
- Airbrush tuition Workshops
- Term 4 - Annual Year 12 Art Exhibition at Portland Arts Centre
- Visiting artists and experts
- Visits to local and regional Art Galleries.

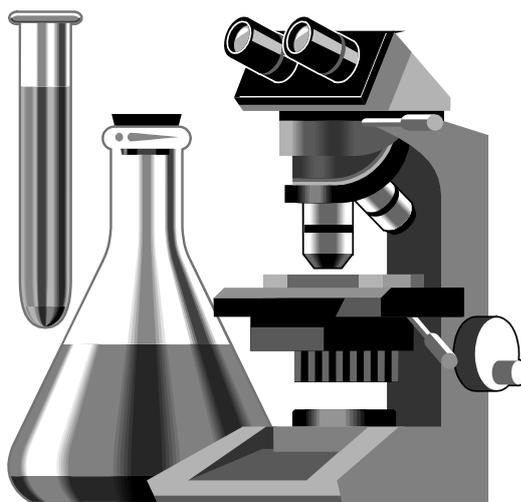
# CURRICULUM PROGRAMS

## SCIENCE

The Science curriculum aims to provide students with a solid foundation in science knowledge, understanding, skills and values on which further learning and adult life can be built. Science curriculum should foster an interest in Science and a curiosity to speculate and explore the world.

The science curriculum develops students' ability to:

- Use the skills of scientific investigation, reflection and analysis,
- Apply scientific knowledge and understanding of some key scientific theories,
- Communicate scientific understanding to different audiences,
- Appreciate the role of science in society.



# CURRICULUM PROGRAMS

## LANGUAGES OTHER THAN ENGLISH (LOTE)

(Broadening horizons through language and Cultural Studies)

Learning another language extends students' ability and knowledge in several ways. It makes them consider aspects of another culture and take a new look at their own accepted patterns of thought. It improves their English through broadening their understanding of how language is created and used, as well as promoting listening, observation and reading skills. It helps them to relate positively to people from a non-English speaking background and it gives them a whole new language of communication with which to approach our increasingly complex and multicultural existence. All Indonesian classes are conducted in Indonesian and English.

### **Year 7 & 8 Indonesian**

Students enrol in Year 7 Indonesian. That language continues until the end of Year 8. This beginner course is designed to develop students' basic communication skills in the language, and no previous experience is necessary. The activities closely follow the Victorian Essential Learning Standards and are based on realistic situations.

### **Year 9 & 10 LOTE**

Indonesian will be offered as a core extension in Year 9 to those who have successfully completed Year 8 in the language. The course will introduce students to a more sophisticated use of the language and emphasise active verbal participation and creative approaches to written work.

Indonesian will be offered as a core extension in Year 10 to those who have successfully completed the language in Year 9. The course aims to ensure that all students have extensive communication skills and a sound grammatical understanding of the language prior to VCE.

### **VCE Units 1 - 4**

Units 1 and 2 of the VCE course are designed as preparation for Units 3 and 4 with the aim of ensuring that students have plenty of time to familiarise themselves with both the style of assessment used in Year 12, and the level of language competence expected of them.

# CURRICULUM PROGRAMS

## HEALTH and PHYSICAL EDUCATION

This curriculum program promotes understanding of physical activity and movement, diet and nutrition, health, safety, human development and human relations. The program includes at least one core unit at each year level (Years 7 – 9), which progressively adds to every student's store of knowledge. Together with a variety of core extensions in Years 9 and 10 the collective effort of these subjects aims to develop the skills and knowledge necessary for each student to make lifestyle decisions that directly affect both their short and long term health.

In Year 7 knowledge and skills related to physical wellbeing are developed through a wide range of activities which improve student physical performance and encourage fitness. Health and Physical Education courses address effective communication skills, acceptance of responsibility and resolution of conflict necessary for improved self-esteem and effective human relationships.

Year 8 Health and Physical Education is a course that covers a range of topics designed to develop social skills and to enhance physical and emotional health. Specific areas covered include sexuality and drug education, both taught to enhance student's decision-making skills. Body image and peer pressure are also issues covered in the course.

Year 9 Adventure Bound is a core subject incorporating Outdoor Education and Physical Education. In first semester students undertake the unit "Adventure Bound" in which they plan and prepare for their activities at camp at Dunkeld in Term 2. Students practice and organise activities such as orienteering, bush hut construction and other survival skills. The second semester focuses on the community resources in Portland, available to improve the health of adolescents culminating in an open water swim. Open water survival skills are emphasised through both semesters.



# CURRICULUM PROGRAMS

## TECHNOLOGY

Technology Studies provide students with experiences that are essential in our constantly changing technological world. Technology Studies encompasses all other aspects of the curriculum. Technology has a number of dimensions including: information, materials and systems, and there are clearly identified links between these dimensions and all other studies offered at Portland Secondary College.

Technology education gives students the knowledge and skills to produce quality products that solve problems or meet needs. It involves students studying materials, electronic, mechanical, foods and other technological systems and also examining the effects the use of particular technologies or processes have on society and the environment.

Technology Studies will form an integral part of the total curriculum and will offer students a range of technological experiences.

Technology education aims to develop in students:-

- a systematic and creative approach to generating technological solutions
- the knowledge and skills to use a variety of equipment and resources
- an understanding of the principles for safely operating equipment
- the ability to explore and assess the past and potential consequences of using technology
- a sense of self-confidence and self-sufficiency in dealing with technology.

Students gain a knowledge and appreciation of the roles that people play in using technological systems. Positive outcomes include an appreciation of the environmental, social and economic issues related to the increasing use of technology.

A problem solving approach is nurtured through investigation of a problem, trialling possible solutions, developing schedules of work that are inclusive of correct use of tools, equipment, machines and materials and producing a product which is evaluated in terms of the original problem.

Students at Portland Secondary College can experience Technology in the following core and extension subjects.

### **Materials**

Textiles Food  
Engineering  
Wood  
Metals  
Plastics

### **Systems**

Engineering Technology  
Engineering Systems

## STUDENT ENGAGEMENT POLICY

Portland Secondary College and the wider community share a number of expectations in the areas of student engagement, attendance and behaviour. The College supports the rights and articulates the expectations of every member of the school community to engage in, and promote a safe and inclusive educational environment and acknowledges that social and emotional well-being underpin effective student learning and positive behaviour. The College aims to work with all students on academic, social and extra curricula achievements, their sense of belonging and connectedness to school and their investment in learning and their intrinsic motivation and self-regulation.

Portland Secondary College aims to create a positive school culture that is fair and respectful where all members of the school community can feel safe and supported in a comfortable environment. Particular initiatives to address this include:

- A whole school focus of building rapport with students through forming positive and respectful relationships.
- Provision of multiple and diverse opportunities for students to experience success.
- Recognition of students as individuals with specific individual needs.
- Development of Individual Learning Plans and Pathways Plans for students.
- High expectations of student learning by staff and the recognition of student achievement through awards in public forums.
- Development of a fair, respectful and consistent whole-school behaviour management system.
- Development of positive peer relationship systems.
- Tolerance and respect for others and their differences are an integral part of the curriculum.
- Students are encouraged to provide feedback to staff.
- Extensive transition programs designed to minimise anxiety, increase resilience and assist students to develop a readiness to enter a new environment or transition between year levels.
- Gradual refurbishment of all classrooms to create an environment that is conducive to learning including the implementation of extensive I.C.T. resources, interactive whiteboards, and cooperative learning table groups.
- Encouraging students to take ownership of the yard and to keep it a safe place for all students.
- Implementation of the eSmart Program

The College implements a number of programs that encourage positive, supportive and respectful relationships that value diversity and constantly tries to promote pro-social values and behaviours. Particular initiatives to address this include:

- Expectation amongst whole school community that positive behaviours will be exhibited at all times.
- Staff actively work on building rapport with all students.
- Diversity is encouraged and supported.
- Students are encouraged to take up positions as leaders and act as role models for the whole student body.
- Parents are regularly invited into the College to play an active role in the education of their children.
- The adoption of an extensive Mentoring and Pastoral Care system across all year levels.
- The development of interdisciplinary units and the constant evaluation of curriculum.
- Extra assistance in programs as such Integration, Literacy, Numeracy, etc.
- Physical improvements to the College environment to cater for students with disabilities.
- Adoption of the eSmart Program.

Students are encouraged to participate in a wide range of programs, both in and out of the classroom and are encouraged to take up the opportunity of leadership. The role of the student voice is seen to be particularly valued by the College. The College continues to build on opportunities for our students to take on meaningful responsibilities both within the school and the broader community. Particular initiatives to address this include:

- Election of School Captains at Year 12, Deputy Captains at Year 11 and Year Level Captains at Years 9 and 10. Students in these positions sit on College Council Committees and meet regularly with Principal Class Officers.
- Inviting students to become active participants in their education and involving them in decisions about what and how they learn and how their learning is assessed through the introduction of negotiated curriculum.
- Student involvement in Student Representative Council (SRC), College Council, College Forums, etc.
- Input into policy development

- Student involvement in representative sports teams, public speaking and debating, Extension and Enrichment Programs, music program, College drama production, sustainability programs.
- Running of out of hours programs to foster student engagement such as the Homework program, Resit Program for VCE students, Holiday Revision Program for VCE students, Drama Production rehearsal.
- Representation of the College in public forums.
- Representation on the eSmart Committee.

The College aims to implement preventive and early intervention approaches to individual student issues and proactively engages with parents and carers. Particular initiatives to address this include:

- Foster high expectations of school performance and school completion for students.
- Ensuring all parents are aware of the School's Engagement Policy.
- Inviting parents to provide feedback to the College through the Parent Opinion Survey and Parent Forums.
- Providing social occasions for parents to meet with staff through College Barbeques.
- Conducting effective school-to-home and home-to-school communications.
- Providing volunteer opportunities to enable parents/carers to contribute to the College.
- Involving families with homework and other curriculum-related activities.
- Involving families as participants in school decision making.
- Coordinating resources and services from the community for families, students and the school.
- Providing opportunities to enhance parenting knowledge and skills.
- Allowing for early identification of students at risk of disengagement at school.
- Establishing social/emotional/educational support for vulnerable students using the School Nurse and Student Services Coordinator with the assistance of community agencies such as Brophy, Quamby, Child & Adolescent Mental Health Service, Centre Against Sexual Assault and Portland District Health.
- Curriculum and Drug Education programs which aim to minimise harm, educate students in resilience to encourage an attitude of abstinence and strategies based on early intervention, special treatment and supply control.
- Developing personal learning plans for students.

- Conducting parent/teacher interviews and reporting to parents at least four times a year.
- Development of particular programs to address needs such as the Koorie Cultural Studies program, Literacy and Numeracy support and MIPS supported pathways.
- Inviting parents to be part of the eSmart Committee and to participate in parent forums.

The College encourages students to form links with the local community. Particular initiatives to address this include:

- Development of partnerships with other schools and community-based service providers.
- Students encouraged to complete Work Experience.
- Holding Career Information and Parent Information Sessions on Transition, subject information, etc.
- Offering programs such as VETiS/VCAL, Work Placement and School Based Apprenticeships.
- Applying for and receiving Registered Training Organisation Accreditation for Hospitality, Furniture Making, Engineering, Desktop Publishing, Business Management and other VETiS programs.
- Tracking exit students on the On Track Program.
- Forming Community Links through eSmart implementation.

## **RIGHTS AND RESPONSIBILITIES**

Portland Secondary College places a strong emphasis on the welfare and well-being of its school community. Its mission statement is to develop articulate, respectful and resourceful young people able to contribute positively to the global community. College Council, in conjunction with the College staff, believe students should be challenged and extended, offered success in worthwhile learning and given the chance to take increasing responsibility for their own education. The College promotes excellence in learning, positive relationships and personal growth. Our purpose is underpinned by the values of respect, success, resilience and creativity.

All members of the school community will conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others. Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. This is pursued through:

- Providing quality educational experiences and teaching students how to be responsible for their own learning and behaviour
- Maximising student engagement by promoting learning in a stimulating, enjoyable, student centred context where risk taking and emotional resilience is actively encouraged
- Valuing the professionalism of staff to respond proactively to the learning and behavioural needs of students
- Developing a learning environment where students are taught positive learning behaviours that lead to academic and social and emotional success
- Fostering a strong sense of community where parents, teachers and students form productive partnerships and forge a spirit of responsibility, respect, tolerance and concern for each other.

### **Rights and Responsibilities of Parents / Students / Staff/Wider School Community**

All students have the right to receive a quality education.

All students are expected to make the maximum use of their educational opportunities and to fully participate in all College programs and initiatives.

All members of the College community have the right to safety, security and comfort at all times.

All members of the College will treat others with respect and courtesy and make positive attempts to keep our school a pleasant place for all.

All members of the College will behave in a way that will allow everyone to learn effectively.

All members of the College will act with due regard for the physical safety of others and ourselves.

All members of the College will respect school property, the physical environment and the property of others.

All members of the College will respect accepted school standards of dress, appearance and hygiene.

All members of the College will be treated equitably.

All members of the College will respect the cultural rights of others.

All members of the College will respect the privacy and reputation of others.

All members of the College are entitled to be involved in the decision making process in curriculum and discipline.

All members of the College are expected to abide by the Charter of Human Rights and Responsibilities Act of 2006 which outlines that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services. This includes the right not to be discriminated against, the right to privacy and reputation, the right to freedom of thought, conscience, religion and belief and Cultural Rights. It is important to understand that with human rights comes a responsibility to respect other human rights.

All members of the College can expect to be given individual care and attention.

All members of the College have the right to feel safe from bullying at school. This includes direct physical bullying such as hitting, tripping, pushing and damage to property; direct verbal bullying such as name calling, insults, homophobic or racist remarks or verbal abuse; indirect bullying such as that designed to damage someone's social reputation through lying and spreading rumours, playing nasty jokes, mimicking, and encouraging others to socially exclude someone; and Cyber Bullying that is carried out through an internet service such as email, chat room, discussion group or instant messaging or through mobile phone technologies such as short messaging service and involves teasing, spreading rumours online, defamation or threats and abuse. If a student sees another person being harassed or bullied they should tell the person that they witnessed the incident and advise them to report it to an appropriate person. Students are also encouraged to stop their friends from harassing another person by letting them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

**Subtle: (The most common)**

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

### **Explicit: (obvious)**

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

### **Bullying can involve such things as**

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

### **Cyberbullying**

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (eg copyright)
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

All concerns will be taken seriously. All complaints will be treated confidentially. See the following section on school actions for procedures with dealing with bullying and harassment issues.

No member of the College shall be discriminated against on the grounds of disability, gender identity, race, marital status, breastfeeding, parental status or status as a carer, physical features, political belief or activity, pregnancy, religious belief or activity, sexual orientation, or personal association with a person who is identified by reference to any of the above attributes.

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with a disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- The nature of the student's disability
- His or her preferred adjustment
- Any adjustments that have been provided previously
- Any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- Costs associated with additional staffing, providing special resources or modifying the curriculum
- Costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- Benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers
- Any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

All students are expected to attend regularly to maximise their full educational potential.

Enrolment at Portland Secondary College is dependent on students and parents accepting the principles of the Student Engagement Policy, College rules, attendance regulations, eSmart compliance and uniform requirements.

# SHARED EXPECTATIONS

The Portland Secondary College Community endeavours to provide an educational environment that ensures that all students are valued and cared for, feel that they are part of the school, and can engage effectively in their learning and experience success. To achieve these end results the College recognises that successful education is a partnership between staff, students, parents and the school environment.

The College has adopted four values:

**Respect** – we value respect by showing consideration for each other and the environment when we show empathy and understanding for other people’s point of view.

**Success** – we demonstrate success when we take responsibility for our learning; are innovative; are passionate about learning; and are reflective and pro-active.

**Resilient**- we demonstrate resilience when we strive to achieve our personal best; when we aim to strengthen our relationships with others despite adversity; when we persevere when facing difficulties.

**Creative**- we demonstrate creativity when we use imagination and inventiveness to solve problems; when we recognise each person is an individual who contributes to the collective whole.

These values are built into our College Curriculum and are part of the College’s eSmart Implementation.

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

## **General Expectations**

- To be treated as an individual
- To be treated in a dignified and respectful manner
- To be able to work without unnecessary interruption
- To be involved in the decision making process in curriculum and discipline
- To be given individual care and attention
- To experience an educational environment which aims to develop fully the skills and abilities of all students such that they can function effectively in the wider community
- To be able to discuss any issues of concern in a non-threatening environment
- To be fully informed regarding all school policies and practices
- To be punctual, enthusiastic and well prepared
- To be part of inclusive teaching practices

## **General Responsibilities**

- To respect and care for others and for the school environment
- To be involved in the development of educational philosophy and principles

- To provide for the individual student a meaningful learning experience - interesting, relevant and with achievable goals
- To support the development of school facilities
- To exhibit positive relationships
- To value difference

#### **Expectations of students include:**

- Positive participation at all times
- Ask for help/ask questions to maximise learning
- Enjoy being in class
- Treat classmates/teachers with respect and dignity
- Value school resources, school property and the property of others
- Attend regularly and be punctual
- Remain on school premises during school time unless they have permission to leave from both the school and parents
- Provide a written explanation from their parents/carers when they have been absent from school
- Support classmates
- To make the most of all their learning experiences provided by the school and help others to do the same
- To promote a good school image
- To be treated on an equal basis with other students, and with dignity and respect
- To be able to work without undue interruption
- To wear full school uniform
- To complete homework and all work for assessment
- To be involved in the decision making processes in curriculum and discipline
- To be cared for as an individual
- Act as appropriate role models for others
- To embrace all opportunities that come their way
- To manage their own learning and growth by setting goals and managing resources to achieve these goals
- To display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community
- To be safe from direct bullying and cyber bullying
- To experience an educational environment which aims to develop fully the skills and abilities of all students such that they can function effectively in the wider community

#### **Expectations of Staff**

- To create an engaging, informative, interesting and stimulating classroom where all contributions from students are welcome
- To ensure every student has an equal opportunity to participate and experience success
- To listen to students and value their input and contribution
- To provide a wide range of learning resources, pedagogy, styles and assessment
- To ask for student input into curriculum and the class environment and encourage students to be involved in decisions about what and how they learn and how their learning is assessed
- To receive the support of colleagues generally, and the Principal and experienced staff in particular as well as the parents, school councillors and Department of Education and Training
- To direct student seating

- To formally report to parents four times a year
- To celebrate student success by displaying student work, awards and other acknowledgements
- To follow principles of the Classroom Management Policy
- to have a working environment in which the skill of the staff can be practised effectively
- To be fully informed regarding school policies, procedures and support services
- To be conscious of their unavoidable role as a model for students
- To keep parents informed of their children's progress at school
- To report any marked change in students' performance or progress as soon as possible to the Mentor, Level Leader, students and parents
- To create and maintain a positive learning environment which facilitates the full development of the skills and abilities of all students
- To be aware of and implement school policy consistently
- To understand support the needs of all students and to acknowledge diversity
- To be understanding and caring, respectful of confidentiality and non judgemental about student circumstances

### **Expectations of the Principal Class**

- Provide leadership to the entire school community
- Ensure the smooth running of the College on a day by day basis
- Ensure staff, students and the wider school community understand their expectations
- Ensure the school is adequately resourced to maximise educational opportunities
- Encourage the participation of parents in the school
- Support and guide staff professional development
- Be a visible presence around the College
- Promote a safe, inclusive and supportive environment
- Promote student attendance through clear expectations and procedures
- Develop and implement rigorous and effective systems to record and monitor attendance
- Maintain accurate attendance records on CASES21 using appropriate codes
- Ensure the prompt processing of student transfers by immediately contacting the student's transferring school upon the student's enrolment at their new school
- Monitor and analyse school attendance records regularly and utilise the Student Mapping Tool for early identification and the provision of timely, targeted support to students at risk of poor attendance and possible disengagement from school
- Monitor and follow up all individual cases of student absence promptly and consistently by contacting parents via the absence call out system
- Pursue and record an explanation for every absence
- Work collaboratively with parents/carers and students to develop an agreed Student Absence Learning Plan when a student will be absent from school for an extended period of time
- Convene a student support group meeting which is attendance focused with parents/carers and students when a student's attendance pattern is of concern to the school.
- Provide ongoing intensive support for students if communication with parents/carers has not been possible or if the student's attendance pattern continues to be a problem after the initial student support group meeting

### **Expectations of Student Support Staff**

- To provide support for students
- To be available and accessible to students
- To be non-judgemental
- To respect student trust and confidentiality
- To be understanding and caring
- To provide educational programs in the classrooms to encourage emotional resilience and appropriate strategies to deal with bullying and cyber bullying
- To provide advice and support to parents where appropriate
- To develop programs promoting a healthy life style
- To make referrals to outside agencies where appropriate
- To liaise extensively with outside community groups in the development and implementation of student support programs
- To mandatory report suspected cases of abuse or maltreatment
- To be involved in staff professional development

### **Expectations of Parents**

- To ensure reasonable access to teachers
- To be regularly informed of developments within the school
- To be informed of all support services
- To be regularly informed of matters relating to their children's progress and conduct
- To encourage and support the school, teachers and students
- To create a positive learning environment at home and an appropriate place to study
- To be aware of and aim to meet their children's total needs - physical, emotional and intellectual and to recognise the importance of these in the learning process
- To inform the school on matters which affect their children's progress
- To keep themselves informed regarding their children's education and school matters generally
- To play an active role in the life of the school and the education of their children
- To ensure their child attends school at all times and is punctual
- To notify the school in advance of an extended absence of a student
- To work cooperatively and collaboratively with the school to support their child to return to school after a long absence
- To ensure that contact details for students are up to date

# SCHOOL ACTIONS AND CONSEQUENCES

## School Actions and Consequences

The whole College community is reminded of behaviour management and attendance expectations each year through the newsletter, planner, prospectus and parent information sessions. Each year College staff undergo Professional Development about the care, safety and welfare of students. This school has procedurally fair processes for managing student behaviour. Corporal punishment is prohibited in all government schools. Corporal punishment is not used at this school under any circumstances.

### Attendance

Student attendance at school is a legal obligation of parents and carers and the College has a number of strategies in place to promote and maintain high levels of student attendance and participation. These include:

- Articulating high expectations to all members of the school community
- Adopting consistent, rigorous procedures to monitor and record student absence
- Following up student absences promptly and consistently implementing data-driven attendance improvement strategies
- Creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- Providing early identification of and supportive intervention for students at risk of non-attendance
- Linking with local community groups and agencies to maximise program and individual support
- Providing a staged response to student absenteeism including:
  - Clear written and verbal statements made regularly to parents/carers and students about school and community attendance expectations,
  - Promotion of awareness that absence results in quantifiable lost learning time and opportunities
  - Whole-school modelling of punctuality
  - Delegation of responsibilities to all staff, with a key member of staff leading attendance improvement initiatives
  - Regular discussions on student attendance in staff meetings
  - Understanding of the causal factors of absence, and the need for targeted interventions
  - Implementation of effective and supportive transition programs, including student transitions between different learning areas and levels within the school, and pathways and Careers support programs
  - Class and Home Group structures and environments that enable opportunities for increased connectedness to individual teachers and peers
  - Individual Student Learning Plans, including attendance and punctuality goals
  - Provision of out-of-school programs, such as the Homework Program
  - Providing structures and activities encouraging parents/carer's involvement in the life of the school
  - Collaborating with other schools, community groups and agencies

- Organising attendance focused meetings with parents/carers and students
- Forming student support groups to enable a coordinated response to support for individual students and parents/carers
- Individual student attendance goal setting and data-driven improvement plans
- Transparent and immediate follow-up of any problems identified by students and parents/carers
- Formal procedures for supporting the learning of a student absent for an extended period
- Positive and flexible support and follow-up with students on their return to school, including the modification of learning outcomes where required
- Referring of individual students and parents/carers to community agencies for additional support.

## **Behaviour**

The College believes that everyone has the right to be treated with courtesy and consideration and a right to be able to learn in a positive and caring environment. The College also encourages all students to take responsibility for their own behaviour.

It is expected that students of PSC will, at all times, behave in such a way as to bring credit to the College. Where the College's shared expectations are not met and there is unacceptable behaviour by students at school, on the way to and from school, or whilst the student is identifiably part of the school will be regarded as a breach of school rules and will not be tolerated.

It is an expectation of the College that every student will seek to fully achieve their social, physical and academic potential.

## **General College rules**

- All students should be punctual to school and class and have all correct materials.
- All students should work safely and respect all property and equipment.
- All students should respect the rights of other students to learn in a productive manner.
- All students must be respectful and polite towards all.
- The following behaviours are not acceptable – unsafe behaviour which endangers others such as fighting; vandalism; possession of a weapon; bullying and harassment; possession, consumption or supplying of alcohol or drugs; smoking; theft; obscene language; leaving class or College grounds without permission; eating and chewing in class; littering and spitting.

## **Consequences and Restorative Practices**

The school is committed to the use of restorative practices with students who do not comply with College rules and expectations. Restorative Practices:

- Are underpinned by student learning and facilitate an environment of safety, trust and connectedness
- Promote awareness of others, responsibility and empathy
- Involve direct and voluntary participation of those affected by misconduct in its resolution
- Promote relationship management rather than behaviour management
- Separate the deed from the doer

- Are systematic, not situational
- Are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied.

It is agreed that minor infringements of College rules are best dealt with by the individual classroom teacher who can make use of a range of approaches in order to reward and improve the classroom behaviour of students. All consequences are to be implemented calmly, respectfully and consistently with all students using the Agreed Restorative Practices Guidelines. These approaches include increased vigilance, a reminder of the rules, verbal warnings, isolation in the room, name on board. If a student continues to disrupt they are issued with Restorative Sheet A (a mauve sheet). The student is asked to complete Sheet A which takes them through the process by asking them to reflect on a series of questions.

What happened?

What were you thinking?

Who has been harmed or disrupted?

How have these people been harmed or disrupted?

How do you feel about your choice of behaviour now? Good choice or bad choice?

What are you going to do to put the situation right?

If the student completes the sheet to the teacher's satisfaction, then resolution is reached and the student remains in the classroom working.

Sheet A information is later recorded on Compass by the issuing teacher.

If no resolution is reached the student is sent to A.P Office with Sheet A and work to complete.

The Assistant Principal logs the student into Reflection Room. Sheet B is completed and the teacher and student have a restorative conversation before the student returns to the class. The teacher contacts home to inform parents of incident and resolution and then emails Level Manager and puts incident on Compass.

If the Issue is not sorted, a restorative conference involving parents, student, Level Managers, AP, etc. is conducted.

When all other measures have been implemented without success a suspension may be the next step. The suspension will be of the shortest time necessary and meaningful work will be provided to the student to complete whilst on suspension. Alternatively an immediate suspension may be implemented if student behaviour is such that they are putting the health, safety and wellbeing of themselves, staff or other students at significant risk.

The Principal Class and/or relevant Year Level Managers will manage suspension in accordance with sections 4.3.2 to 4.3.7 of the Effective Schools are Engaging Schools – Student Engagement Policy guidelines.

The Principal will manage expulsion reviews in accordance with sections 4.4.1 to 4.4.11 of the guidelines.

# **RULES AND DISCIPLINARY PROCEDURES**

## **PORTLAND SECONDARY COLLEGE CLASSROOM MANAGEMENT GUIDE**

This is a framework to support classroom teachers and should be used as a positive and coordinated approach to student management.

### **INTERRUPTION TO TEACHING AND LEARNING**

- 3 relaxed vigilance strategies
- Restate agreed classroom expectations/increase vigilance
- Warning given
- Move student
- Restorative Sheet A-what happened?
- Enter on Compass later
- Student buddied out to another class if necessary
- Restorative Sheet B if needed

### **REFUSAL TO ENGAGE IN LEARNING/DEFIANCE**

- Know your students and check suitability of work
- 3 relaxed vigilance strategies
- Restate agreed classroom expectations/increase vigilance
- Warning given
- Move student
- Restorative Sheet A-what happened?
- Enter on Compass later
- Restorative Sheet B if needed Out of class – report name to Level manager or AP
- Ongoing /Total Defiance – AP exit with note

### **NO EQUIPMENT FOR CLASS**

- 1<sup>st</sup> time student is given equipment or directed to get it with a note
- Student gives reason for no equipment – teacher records and follows up if necessary
- 2<sup>nd</sup> time student is given equipment or directed to get it with a note
- Student given teacher supervised detention
- Teacher informs Level manager and contacts home
- 3<sup>rd</sup> time Restorative Sheet A

### **SAFETY**

- Remove student from class to complete Sheet A
- Follow RP Process
- Enter on Compass
- Alert Level Manager/AP who makes home contact

### **CHEWING GUM/LITTERING**

- Ask student to place in bin
- If repeated report student's name to Level Manager for appropriate follow up

## **VANDALISM/THEFT/VERBAL ABUSE OF STAFF**

- AP Referral immediately
- Enter on Compass
- Student engaged in restoration to school community

## **NON ENGAGEMENT IN RP PROCESSES**

- Warn student they are moving towards stronger action being taken involving parents and Level Managers
- RP questions offered again
- Support Group Meeting involving parents, teachers and student

## **PE/SPORT TEACHERS**

- 1<sup>st</sup> time no gear – record and send student to negotiated buddy with work to complete
- 2<sup>nd</sup> time no gear - record and send student to negotiated buddy with work to complete. Letter sent home
- 3<sup>rd</sup> time no gear – After School detention. Record and send student to negotiated buddy with work to complete. Restorative sheet A
- 4<sup>th</sup> time – Restorative Sheet B

## **LATENESS**

- Discuss when convenient
- Record on Compass
- 3-2-1 lates is lunch detention
- Level Manager contacts home if ongoing

## **NON-SUBMISSION OF WORK (without note)**

- Sheet A completed in classroom
- Lunch detention
- Contact parents/note in planner
- Notify Level Manager
- Senior Students sent to negotiated buddy to complete work
- Senior Students have letter sent home
- Period of time to complete, detention or grade implications

## **FIGHTING**

- Report to AP immediately
- Documented on Compass
- Restorative Process followed
- Likely immediate suspension

## **MOBILE PHONES/IPODS**

- No phones or IPODS in class at teacher's discretion.
- Discuss school rule with student/fair for all
- Confiscate phone and put in safe at General Office
- Refusal to submit phone - move to defiance consequences

## **INAPPROPRIATE USE OF TECHNOLOGY**

- Discuss school rules with students and issue warning
- Judge severity. If necessary confiscate device and report incident to A.P. and Computer Manager to follow up.

# CYBERBULLYING & HARASSMENT POLICY

Bullying in any form is unacceptable. Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety - either psychologically or physically - or their property, reputation or social acceptance on more than one occasion. Bullies deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

Bullying that is carried out through an internet service, such as email, chat room, discussion group or instant messaging or through mobile phone technologies such as short messaging service (SMS) is cyber bullying. Cyber bullying will not be tolerated at any level, and consequences exist for students who choose to bully others.

## **Aims:**

- To reinforce within the school community what bullying is (including cyber bullying), and the fact that it is unacceptable.
- For everyone within the school community to be alert to signs and evidence of cyber bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of cyber bullying are investigated appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

Parents, teachers, students and the community will be aware of the school's position on cyber bullying. Teachers will be regularly reminded of their duty of care regarding protection of students from all forms of bullying.

Staff have the responsibility to monitor their own use of the school internet in accordance with DET guidelines for employees.

The school has the right to monitor access and review internet access of all staff and students. This includes sent and received e-mails.

The school also has the right to access to audit the use of privately owned ICT equipment such as memory sticks bought onto the school premises and school folders on the network.

When information is forthcoming on cyber bullying the school has the responsibility to inform parents and the relevant students/staff.

The school will adopt a four-phase approach to bullying through esmart implementation.

## **A. Primary Prevention:**

- Professional development for staff relating to all forms of bullying including cyber bullying, harassment and proven counter measures.
- Education for the school community about the seriousness of cyber bullying, its impact on those being bullied and how this behaviour is unacceptable.
- Community awareness and input relating to bullying (including cyber-bullying), its characteristics and the school's programs and response.

- Provision of programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Each classroom teacher to clarify with students at the start of each year the school policy on bullying, including cyber-bullying.
- All students to be provided with individual and confidential computer and network log ins and passwords. Processes to be put in place to ensure tracking of student activity on the school's computer equipment and network. Firewalls to be installed to eliminate outside traffic into the school's network and intranet.
- The use of mobile phones by students will be limited with consequences to be implemented for any students who use mobile phones inappropriately.
- Explicit curriculum to be covered at all levels.
- Student Representative Council, peer support delegates, staff and students to promote the philosophy of 'No Put Downs'.
- A vigilant and accountable yard duty roster for teachers will be put in place.
- Structured activities available to students at recess and lunch breaks.
- The school will publish, via the school newsletter, information on cyber bullying to parents.

#### **B. Early Intervention:**

- Encourage children and staff to report bullying incidents involving themselves or others.
- Classroom teachers on a regular basis reminding students and staff to report incidents of bullying.
- Regular monitoring of student traffic on school's computer networks to identify potential problems.
- Parents encouraged to contact school if they become aware of a problem.
- Public recognition and reward for positive behaviour and resolution of problems.
- The school will block/filter sites deemed inappropriate for student usage.
- The school will block the use of 'chat rooms' on school equipment during school hours. Exceptions will only be made under teacher direction for appropriate education based programs.

#### **C. Intervention:**

- Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Parents to be contacted.
- Students identified by others as bullies will be informed of allegations.
- Both bullies and victims will be offered counselling and support.
- Removal of cyber-bullies from access to the school's network and computers for a period of time. Loss of privilege to bring a mobile phone to school for students who bully via SMS or similar telephone functions.
- If student bullying persists parents will be contacted and consequences implemented consistent with the school's Student Engagement Policy.

#### **D. Post Violation:**

- Consequences for students will be individually based and may involve:-
  - exclusion from class.
  - exclusion from yard.
  - school suspension.
  - withdrawal of privileges.

- ongoing counselling from appropriate agency for both victim and bully.
- Reinforcement of positive behaviours.
- Support Structures.
- Ongoing monitoring of identified bullies.
- Rewards for positive behaviour
- Contact with the police on the discretion of the Principal.
- Banning from the school network.

This policy should be read in conjunction with the Bullying and Harassment Policy.

# READING POLICY

## 15 MINUTE SILENT READING SESSION 1.45pm to 2.00pm Daily

1. This 15 minute silent reading session is to be adhered to throughout the College and is **NOT NEGOTIABLE**. The only exception is for Year12 classes at the discretion of the teacher.
2. All students (7-12 inclusive, as well as yard duty and timeout students) are expected to participate.
3. Members of staff are invited to participate (including administration, office staff, teacher aides, non-timetabled teachers etc.) Modelling what we expect of students is a powerful message. Classroom teachers must model reading during this time.
4. Students are expected to provide their own reading material.
5. Preferred reading material is a bound book, although appropriate magazines may be suitable (at the discretion of staff). Students' netbooks must either remain closed during reading time or students are able to read e-books on their personal netbooks as long as they show the teacher the e-book they will be reading, position their screen so the teacher can see it and leave their hands away from the keyboard except for moving to the next page.
6. All staff are expected to establish and strictly maintain an atmosphere conducive to silent reading in their classroom.
7. There should be **NO MOVEMENT** around the College at this time (no release to Library, toilet, locker, general office, etc.) and no interruptions via the public address system.
8. Lateness should not be tolerated. Students who arrive **LATE** to reading should (as usual) have their names recorded on the roll marking system.
9. **NO READING MATERIAL**: Staff should employ their own consequences based on the following:
  - (a) Provide reading material using the book bags located in the bottom staffroom or on the shelves in some classrooms OR  
Ensure that the student sits quietly OR  
Instruct them to read a textbook
  - (b) If non-compliance continues, allocate a lunch time reading detention.
  - (c) Warn student that continued defiance of Reading Policy will result in after school detention.
  - (d) Submit names of those who persistently refuse to participate in, disrupt, (or undermine) the Reading Program to Mentors for after school detention.

# ASSESSMENT AND REPORTING

## **Assessment**

Assessment is a process concerned with gathering information about students' competencies. Its focus is not only on what has been achieved by students, but also on how they have gone about their learning.

All assessment practices are designed to promote a positive attitude towards learning, encourage the pursuit of excellence and contribute to the access and success of all students.

In Years 7-12 teachers will use activities, classroom work, projects, research projects, tests, assignments and examinations as the basis for assessment tasks.

Parents and students will find marks, grades and subjective terms assigned to individual pieces of work; however, they should be accompanied by explanatory notes and comments interpreting the result.

Please note that marks and grades will not be totalled over a period of time to arrive at a single summative grade for the purpose of measuring ability or achievement in a subject.

The Victorian Curriculum and VCE have a strong emphasis on students achieving a specific set of learning outcomes.

Overall successful completion is indicated as "S" - satisfactory or "N" - not satisfactory.

### **Assessment for all students will:**

- Be based on clearly identified CRITERIA.
- Be based on tasks which are within their capabilities, given a conscientious effort by the student.
- Allow teachers to diagnose student strengths/weaknesses.
- Allow students to identify their own strengths/weaknesses and provide help in overcoming weaknesses.
- Be based upon a CUMULATIVE record eg. Performance.
- Based on the state-wide new report system
- Students will be given a grade from A-E for each domain within each subject area.
- Each task will be given specific feedback.

## Reporting

The purpose of reporting is to communicate to students and parents/guardians the progress of students, and will provide recommendations, which will assist the students' future learning. Other groups or individuals who require statements about a student's learning experiences will be provided with a school reference at the student's request, or a student profile at Year 12.

### **Frequency:**

Reporting will take place on the following basis:

- ◆ Issue of **written reports**. For Years 7 to 11 these are issued twice a year at the end of each Semester. For Year 12 at the end of Semester one only. Due to the comprehensive nature of these reports a formal interview evening is not organised but parents can, individually, request an interview with particular teachers.
- ◆ A six week reporting cycle will be completed by teachers every six weeks. All student assessment will be on Compass.

**Please note these reports are provided separately to those provided by the Victorian Board of Studies, which in Units 1 & 2 will be based on completion of a set of learning outcomes, whilst Units 3 & 4 are based on learning outcomes, school assessed course work as well as external examinations.**

## Parent/Teacher Interviews

These interviews enable parents/guardians to collect reports and you are encouraged to discuss in detail the progress of your son/daughter, with classroom teachers. Parent/Teacher interviews occur in Terms 1 and 3 with parents being taken through the result currently on Compass.

**Remember**, you do not have to wait for these interviews if you especially want to see a teacher - contact the College and arrange a suitable time.

# PROMOTIONS POLICY

## **Year 7 - 10**

Portland Secondary College has a clear commitment to ensure that students perform to the best of their ability in a safe, caring and stimulating learning environment.

Students who are enrolled at the College are expected to meet the academic commitments required of them in terms of application, attitude, effort and participation.

A student may be deemed 'at risk' by the Form Mentor or a subject teacher when the student has failed to apply themselves satisfactorily to their academic studies in terms of application, attitude, effort and participation. The failure to complete assessment tasks and being significantly below the expected Victorian Curriculum level will also be a consideration.

## **Stage 1 response – Initial contact**

Student is not meeting the minimum standards as set by the College.

### **Subject Teacher will:**

The subject teacher will contact the Form Mentor when he or she has a concern about the performance of a particular student. At this stage the subject teacher would have dealt with minor transgressions (such as failure to complete homework, poor quality of work, and inattention in class) through counselling of student and application of appropriate sanctions, such as parent contact, letters sent home etc.

The failure to complete any common assessment task must be communicated to parents shortly after the missed due date and a 2 week period where work can still be submitted (pass but late) instigated. Subject teachers must document in teacher and student planner the occasions/instances when the student has failed to perform or has failed to submit work by the two week deadline.

### **Form Mentors will:**

At this stage the student's mentor should gain a general sense of student's performance by contacting the student's other subject teachers. Depending on the outcome of the information gathered, the mentor may implement one or more of the following actions.

- Interview student and suggest alternative strategies for achieving greater success.
- Contact parent/guardian (by telephone) and outline concerns.
- Place students on a monitoring card for an agreed period of time.

## **Stage 2 response – Initial Meeting**

Student is not responding to program set in Stage 1 response.

### **Subject Teacher will:**

Subject teachers should note in planner and inform the student's mentor teacher immediately if the student continues to fail to meet expectations and doesn't submit all common assessment tasks.

## **Form Mentors will:**

At this stage a Form Mentor should gain a broader sense of the student's performance by interviewing the student, contacting the student's other subject teachers as well as the counsellor. Depending on the outcome of the information gathered, the Form Mentor may implement one or more of the following actions.

- Initial interview with parent/guardian, student counsellor and student (concerns outlined, gathered information presented).
- Individual Learning Plan for student developed.
- Set targets and timeframe required indicating acceptable academic performance.
- Examine whether additional help is required; testing, tutorials, homework club.
- Student to present to each lesson with homework planner and correct equipment for the lesson.
- Monitoring card initiated.
- Monitoring card to be signed by subject teacher at conclusion of each lesson noting the record of homework and work completion.
- Monitoring card and planner to be signed by Form Mentor at conclusion of each day.
- Where the student has failed to complete class work or homework, or has demonstrated insufficient application, this must be immediately noted in planner or the monitoring card or Compass.

### **Stage 3 response – Promotion Meeting**

After agreed period of time on monitoring program / stage 2 response (6 weeks – 10 weeks), the student's progress will be reviewed by the Form Mentor. If the student is still not meeting appropriate benchmarks the Form Mentor will inform the Year Level Leader.

### **Form Mentor/Level Leader**

The Level Leader will organise a second meeting with parent / guardian and student to discuss insufficient progress and their child being 'at risk'. Information gathered will be presented and parent / guardian and student informed that if their child continues to have insufficient progress, they will be contacted and notified of the College's decision re further educational paths.

Involved in the promotion meeting are Level Leader, Form Mentor, counsellor, aide (where required), parent/guardian and student.

This meeting will consider pathway options including promotion, repeating, part programs, alternate settings, attendance at end of year program, working at different levels etc.

The following factors may also be considered:

- **Deficiency in attitude and application to an extent where promotion to the next year level has not been earned and is unwarranted.**
- That separation from the peer group may cause the individual to become a 'problem student'
- Age of student
- Maturation level of student
- Parent request for student to repeat
- The effects of the student on their peers

- Attendance rate above 90% (Unless because of a serious illness documented by Certificate).

**EACH STUDENT'S CASE WILL BE TREATED ON ITS INDIVIDUAL MERITS.**

**Promotion Policy for Year 10 to Year 11 (VCE)**

All of the following criteria will be used:

Recognising that this may be caused by:

- demands of subject being too difficult
- absences or lateness
- non completion of set work
- lack of effort or attendance
- inappropriate classroom behaviour
- Ability to choose a course at the VCE level
- Psychological and social factors
- Possibly endangering the progress of fellow students either by:
  - unsatisfactory attitude
  - serious academic incapacity
- Participation in the end of year orientation program
- Students must have an attendance rate of above 90%

**Promotion Policy for Year 11 to Year 12**

Students must have passed 8 units (over the year) at Year 11 to be automatically promoted to Year 12. The attitude and effort demonstrated by the student towards his/her studies is particularly relevant in arriving at a decision on promotion to Year 12.

# HOMework/HOMESTUDY GUIDELINES

Quality homework does have a significant influence on student performance. A regular home study program assists the students' educational progress and may contribute to feelings of achievement and satisfaction.

Progressive development of home study skills is a necessary part of students' learning experiences. This is especially important if successful transition from Junior to Senior School is to be achieved.

Suggested nightly study times for each year level are:

Year 7 and Year 8	<b>1 – 1 ½ hours</b>
Year 9 and Year 10	<b>1½ - 2 hours</b>
VCE	<b>2 to 3 hours (more on weekends)</b>

The suggested weekly amount of homework to be set is:

Year 7 and Year 8	<b>½ hour per subject per week</b>
Year 9 and Year 10	<b>1-1½ hours per subject per week</b>
VCE	<b>at least 2 hours per subject per week</b>

Homework in Years 7, 8 and 9 is more likely to be focussed on completing work unfinished in class, completing work that was covered while absent, working on a special project or assignment, revising for a test, reading, playing a sport or regular skill checks. Homework tasks should be short, frequent, novel, related to a current topic and to the world outside school and be able to be undertaken independently by the student.

Homework in the Senior School will be necessary for all the above reasons but also for revising for exams and further development of concepts and knowledge and revision of notes and preparation for outcomes.

All VCE units are designed for 100 hours of work. Students complete approximately 60 hours in class time, the other 40 hours must be completed within private study lessons or as homework. (This is equivalent to two hours per subject per week).

## WHY HOMEWORK?

Contrary to the beliefs of some, teachers do not set homework because they are mean and want to interrupt the students' social life, sporting commitments or T.V. viewing, etc.

Rather, teachers set homework to assist students achieve a number of key objectives which are important for future educational success.

Homework assists students:

- i. To develop a regular work ethic towards their education.
- ii. To develop and enhance independent learning skills.
- iii. To develop time management skills in order to meet due dates.
- iv. To apply theory to practical examples.
- v. To prepare for work in class.
- vi. To reflect on their learning.
- vii. To revise or learn class work.
- viii. To complete extra work to make up for missed work
- ix. To master poorly developed skills.

Some argue school work should only be done at school. This argument is not realistic. Indeed if we look at many occupations some work is required to be completed at home. The small business person does not stop work when they lock the shop. The lawyer does not stop work when they leave the courtroom, nor a teacher when they leave the classroom.

If a parent or student believes that too much (or too little) homework is being set they should contact the relevant Level Manager and discuss the situation. Homework can allow parents to see the kind of work the student is doing and how successfully he/she is coping.

Working at home helps students and parents to recognise that learning takes place in many areas of life, not just in schools.

### **Responsibilities**

**It is the CLASSROOM TEACHER'S role to:**

- Set short, regular tasks to be completed at home
- Model good examples of homework for students
- Help students plan and organise their homework
- Check that set work has been completed, and notify parents through the planner or via phone if homework is repeatedly not completed
- Notify the relevant Year Level Leader if work is regularly missed
- Correct set work (within a reasonable time)
- Comment on homework completed on Compass and in the end of Semester Report.
- Ensure homework has a clear purpose
- Provide opportunities for extension
- Set 3-5 formal tasks per term to be completed

**It is the PARENT'S role to:**

- Check the planner and/or Compass regularly to monitor student compliance and success.
- Plan a study program / timetable with your child. Set aside a regular time, making allowances for such things as family and work commitments, sport and leisure activities. Also help them keep to their timetable.
- Be aware that student concentration and efficiency decreases over a long period. Students should vary their home study activities and allow a short break between each study segment.
- Encourage students to ask their teacher promptly for help if they are having difficulty or if too much is set for the one night.
- Not accepting "I haven't got any homework!" Even though there may be no homework set, remember that revision, wider reading, some T.V. and radio programs, reading newspapers and family discussions are valuable.

- Provide a warm, well-lit study area away from distractions. Monitor “screen time” ie, the television, computer games, etc.
- Ask what homework has been set and if it has been done.
- Encourage children to maintain a homework schedule.
- Understand the difference between homework (set and marked) and home study (extension work, optional).
- Discuss key questions or suggest resources
- Let the child know you are willing to help - perhaps by reading the work and making comments' – but that you won't do the work..
- Ask for your child's personal best, nothing more.
- Don't argue. If the completion of homework becomes a point of contention between you and your child, remember to ask teachers for assistance.
- Encourage a balanced lifestyle with plenty of play/recreation.
- Be careful when giving advice it could differ from the teacher's and be confusing.
- Above all, take an interest in your child's work.
- Check planner for good study tips.

**It is the STUDENT'S role to:**

- Record and organise what tasks have been set for homework
- Regularly access set homework tasks on Compass or from classroom teacher
- Complete the set tasks, and hand in for correction on time
- Ask the teacher for help, both during class and outside the classroom
- Talk with parents, and /or other family members about their work
- Make an effort to achieve the best result possible
- To catch up on any missed work if absent from a class even if on a school approved excursion
- Read and utilise the study tips in the planner
- Take initiative for own independent learning and revising for exams, tests, outcomes, etc.

### Student Planner

**How can this assist in the management of homework?**

- The planner helps student to organise their homework and the materials they need each day
- The planner is a document to record time spent on Home Study tasks
- The planner can help parents see what work the student need to do
- The planner can be used by the subject teacher in planning a task over a period of time
- The planner can allow teachers and students to ensure that the workload is not too large
- The planner can be used as a means of communication between home and the College
- The planner can be used to prioritise tasks to be completed.

# GENERAL ORGANISATION

## Bicycles

The College will not accept responsibility for the safety or damage to student's bicycles or scooters brought to school and NOT left in the locked enclosure. The College does have a locked enclosure which we encourage students to use. We also advise students to use a combination lock and chain. The wearing of helmets is compulsory when riding bicycles or scooters. Bicycles or scooters are not to be ridden in the College grounds.

## Book Re-sale

Students may offer their used textbooks for sale by preparing a notice with books available, price and your phone number listed and placed on the noticeboard in the GLC. People then contact you to make the sale.

## Books

Booklists are usually issued in early November each year. Key Learning Area Managers when compiling booklists try to keep costs at a minimum. Our extensive library houses many class sets. We expect these to be treated with care so they remain in good order for other students.

The College will be open during December and January for parents to collect books that have been ordered and to pay College fees.

## Buses

Buses are available for students from outlying country areas to travel to Portland Secondary College. Information on availability and bus route is obtainable from the Bus Co-ordinator at Portland Secondary College, who is responsible for country bus travel in this area. Students must be residing 4.8 kilometres or more from the College to be 'eligible' bus travellers. Buses are for transportation 'to' and 'from' school only. Visitors are not allowed to travel on country buses.

**Please note:** The town bus routes provide a pay-as-you-go service. Information can be gained by contacting the General Office of the College.

## Canteen

**Manager: Mrs. Cath Yuill**

The College operates a canteen staffed by voluntary helpers under the guidance of a paid manager, to supply well-prepared lunches to students.

**Students are requested to order lunches before school each day**, so they are ready at the beginning of lunch hour thus reducing time in queues. Ice creams, drinks and other snack foods are available at morning recess and at lunch time. Breakfast is available before school.

Please encourage students to support the canteen as our profits, if any, go into school funds and thus directly benefit students. Prices are kept at a minimum and parents can be sure that their child is obtaining a wholesome meal.

**Staffing of the canteen:**

**Voluntary staff are always required. If any parent can help, please contact the College.** One day per term is all that is required if all parents would help. Time required is approximately 10.00am – 1.30pm on the day of duty.

## Careers

The Careers Centre is open to all students of all ages at all times on a formal and informal basis. There are a large number of resources available covering general education on careers; courses at school, TAFE colleges and tertiary institutions, financial assistance available, and the employment scene generally.

Career information is integrated into the curriculum at all levels. Guest speakers from different career areas and tertiary institutions are invited to the College to speak to students, and the school works closely with officers from the local Job Network agencies. The careers adviser is available to advise parents, students and employers. Please phone for an appointment on 5523 1344.

The Managed Individual Pathways Officer (MIPS) is also available in the careers room for advice on careers issues and active assistance in linking up with community organisations and employers.

## Computer Resources

**Hardware**

The College computer facilities are structured around IBM compatible computers running on a network server. The network is based on major optic fibre links from the administration wing through the library, technology wing and Global Language Centre. The network is connected to Netspace for general Internet services, and Vic Smart network for Department of Education and Training.

**Software**

The main operating system is Windows 10, and the general purpose software is based on DET “*edustar*” software suite.

**Student Access**

The Library has 7 computers whose prime use is Internet access. Pods of computers exist in other areas of the school; Graphics, Music, Media, Science, SOSE. Most students utilise either a Portland Secondary College netbook or their own device and are subject to a number of rules and regulations covering its use.

All students are given a login code, password and personal storage space on the network. Students are usually permitted to use computers in out-of-class times if it is for school purposes.

### **Internet access**

Student private access is available at certain times from the Library, subject to adherence to guidelines printed in the student planner. Internet access is a privilege, not a right.

### **General Policies and Guidelines**

Student use of computer resources and Internet access is subject to students agreeing with a set of rules and guidelines.

Portland Secondary College uses the internet and digital technologies as teaching and learning tools. We see the internet and digital technologies as valuable resources, but acknowledge they must be used responsibly.

Each student will be asked to agree to use of the internet and mobile technologies responsibly at school. Parents/carers should be aware of the nature of the internet is such that full protection from inappropriate content can never be guaranteed.

At Portland Secondary College we:

- Have policies in place that outline the values of the school and expected behaviours when student use digital technology and the internet
- Provide a filtered internet service
- Provide supervision and direction in online activities and when using digital technologies for learning
- Support students in developing digital literacy skills
- Have a cybersafety program at the school which is reinforced across the school
- Use mobile technologies for educational purposes (eg Podcasts or photos from excursions)
- Provide support to parent/carers through information evenings and through the netbook information document attached to this agreement for parents to keep at home.

## **Integration-Disabilities and Impairments Program**

It is the policy of this school to actively promote acceptance of individual differences, rights and potential under the principles of equal opportunity. The Integration program operates under the guidelines of the Department of Education and Early Childhood for Students with Disabilities and Impairments. The program emphasises the importance of inclusion across all aspects of the curriculum and individual student success within the classroom. It recognises that security, independence and self-esteem are of paramount importance in ensuring successful student outcomes.

Specific student goals are set and evaluated by each student's program support group (PSG), which includes the student, parent or carer, advocate (if requested), the Integration teacher and aide. This group meets once per Semester or more often if required.

Students benefit from the expertise, care and flexibility of the Integration staff. Assistance includes classroom support across all curriculum areas, modification of work requirements where appropriate, additional computer access, assistance with daily routines, overnight camp support, para-medical assistance, medication, health and hygiene needs.

Integration students usually attend Portland Secondary College on a full-time basis; however they may prefer to share dual enrolment arrangements with the nearby Portland Specialist School. Both schools work in close cooperation and find dual enrolments to be particularly rewarding for the students, parents and teachers involved.

## **Library Resource Centre**

The Library Resource Centre houses a large collection of books, newspaper, periodicals, audio-visual, CD ROM, computer database resources and Internet connection. The Library is a member of a regional information network, which also gives us access to many other resources.

### **HOURS OF OPENING**

8.30 am – 4.30 pm.

Senior School students may use the library all lunchtime at the discretion of the library staff. There is a dedicated study area set aside in the library with computers and reference texts.

### **BORROWING**

Year 7 to 10 students

3 items for a period of two weeks, plus Class Set books as required.

Senior School students

5 items for two weeks, plus long term Class Set books.

### **PHOTOCOPYING**

Students must purchase photocopy cards at the General Office at a cost of \$2 or \$5.

### **PARENTS**

Are invited to offer assistance (regular/occasional) in the following areas -

\*Book shelving / tidying

\*Dusting / cleaning library shelves and computers (this is not covered by the school cleaning contract).

\*Book processing (stamping, covering etc.)

## **Lockers**

Lockers are issued to each student early in the year. It is the responsibility of the student to provide their own lock. Tags should be put on their key with their name and form ONLY on it. This will facilitate easy return if found. At Year 7 and 8 a spare key should be given to the Form Coordinator for safekeeping. If both keys are lost this will necessitate the removal of the lock using bolt cutters which must be signed in and out of the General Office. Please buy good quality locks, and ensure that your child uses it. Additional spare keys should be kept at home.

All students are required to pay a locker levy at the beginning of the year.

## **Lost Property**

This is collected by the Assistant Principals and students can make contact each morning between 8.30am and 9.00am to locate lost items if they have been handed in. Lost items are located in the Student Services Centre.

## **Personal Property**

It is Department of Education and Training policy that personal property brought to school is the responsibility of the student and is not covered by insurance. Students are encouraged not to bring expensive items to school (this includes mobile phones and IPODs).

## **Student Cars**

The College has developed a policy for students who drive to school.

Students are to park their vehicles in the Fawthrop Street car park facility (ONLY).

Under no circumstances are students to bring their vehicles into the school grounds.

Students are not to have other students (passengers) in their vehicles. (The only exceptions to this would be where parents have provided written authorisation to the Year Level Manager).

Year 12 students who drive motor vehicles to school have the same obligations as other Year 12 students - you may only leave school at lunchtime if:

- you are going HOME to study.
- you do not have scheduled classes for period 5 and 6.

## **Student Welfare**

The College has a Leadership committee comprising staff responsible for student management, across all levels of the College. Its role, in conjunction with the Student Welfare Coordinator is to deal with any issues relating to the welfare of an individual or group of students and to investigate appropriate courses of action.

Student welfare and guidance is a total College responsibility and will involve the following:

- Permanent support for staff in carrying out their part in curriculum and social organisation, planning and guidance.
- Co-ordination and liaison between teachers within the College and outside agencies involved with student welfare.
- The involvement and support from student services and other specialist agencies.
- The development of a positive school experience for students through the expression and resolution of their problems and the provision of alternative strategies for the student.

## **Uniform Store**

The College maintains a uniform store which is located outside the General Office. Further details can be obtained from Jenny Eldridge on 5523 1344.

If you no longer have a need for your College uniform and would like to sell it do up a notice and you can place it in the Library window along with your phone number and price.

**Donations** are also welcome. Many items of our uniform can be purchased from the Uniform Store.

## **Victorian Certificate of Applied Learning (VCAL)**

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for Years 10, 11 and 12 students who previously have only had the option of the VCE or a normal Year 10. The VCAL gives students 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. And like the Victorian Certificate of Education (VCE) it is a recognised qualification. Students who do the VCAL are likely to be interested in going on to training at Technical and Further Education (TAFE), doing an apprenticeship, or getting a job after completing secondary school. However, if you start your VCAL and then decide the VCE is the right option for you after all, it won't be too late to change your mind. In fact, any VCE units you complete as part of your VCAL will count towards your VCE, should you decide to transfer between certificate courses. The VCAL is offered at Foundation, Intermediate and Senior levels.

Within VCAL students can do a Vocational Education and Training (VETiS) course or a School-Based Apprenticeship (SBA). Further details on the relationships between VCAL, VCE and the complementary programs of VET and SBA are shown in diagrammatic form in the Senior School Handbook.

Students will be counselled as to their options and parents will be involved in this counselling process to ensure they are fully aware of the options for their child. More details can be obtained by contacting the Careers Advisor at the College.

## **VETiS**

Vocational Education and Training in Schools is an Industry specific course that can be undertaken as part of a student's studies in Years 10, 11 and 12. It is a national accredited course and is normally conducted by TAFE or a Registered Training Organisation, of which PSC is one. Portland Secondary College currently offers three VETiS subjects.

## **Year Level Leaders**

Each Year Level has a Leader.

Year Level Managers share with the Principal, the responsibility for supporting the College Council and its constituencies in the development and implementation of Administration and Management Policies and for ensuring that the reputation and standing of the College within its community is of the highest order.

Year Level Leaders and Form Mentors (one for each form at Years 7-9) assume overall responsibility for the day-to-day management of students. At Senior School level students are allocated to a teacher mentor. Students should ensure that they know their Year Level Leader, Form Mentor or Mentor, who will be an important contact for them.

Parental contact with these people is encouraged and appointments with these staff can be made by telephoning the College on 5523 1344.

# STUDENT ACTIVITIES

## Leadership Positions

### **Junior College Captains and Senior College Captains**

These positions involve:

- providing positive leadership for the student community
- providing exemplary role models for other students
- providing a voice for students within the College
- representing the College at official functions
- conducting or playing a significant part in College assemblies.

### **Form Group Captains**

These positions involve:

- organising teams for the inter-house and inter-form competitions
- participation in the Student Representative Council
- encouraging student participation in the school activities
- providing positive leadership to the student community
- being involved in presentations at assemblies.

### **Students' Representative Council Executive**

The Student Representative Council (SRC) provides a forum through which students can make suggestions and initiate projects which they feel will benefit the College community. Committee membership is made up of interested students who are elected from each year level. The executive consists of; President, Secretary and Treasurer. The SRC gives students the opportunity to become actively involved in meeting procedure, fundraising activities, student issues and the College environment within a positive, encouraging atmosphere. Accreditation is given to students who actively participate. The staff member appointed to this position, works with the Students' Representative Council giving guidance to the students' involvement with College programs and decision-making bodies. The coordinator therefore provides the focus and aid to the students wishing to initiate and undertake ideas, issues and fundraising programs for social, communal and scholastic needs.

**Senior Student Leadership Team** is made up of a group of Year 12 students who work closely with the Principal to action student suggestions and to act as role models for other students.

**Nominations and Elections** of 2017 leadership positions will be finalised prior to the conclusion of the 2016 school year. 2017 student leaders will be presented to the school community at the 2016 College Presentation Evening in December.

# STUDENT ACTIVITIES

## Camping Program

The camping program is viewed as an essential component of all children's' total education. The program has been designed to meet the needs of students, offering them the opportunity to develop recreational skills, social skills and relate classroom studies to the real-life situation.

Through participation in the camping program students have the opportunity to develop self-esteem, social responsibility, cooperation, tolerance and understanding, communication skills with both staff and students as well as an appreciation for our natural environment and a desire to conserve these areas for the future.

The Year 7 Camp has a strong orientation theme and is held early in the year in the local district. The current format of the camp is based on form groups with a strong emphasis on developing close relationships, including peers and teacher relations. The students complete a series of activities, which encourage the development of supportive and cooperative learning skills.

The Year 8 Camp has a strong participation theme. The current format of the camp is based on form groups with a strong emphasis on developing close relationships, including peers and teacher relations. The students complete a series of activities, which encourage the development of supportive and cooperative learning skills.

The Year 9 camp is based in the Grampians and is the culmination of a Semester of preparation in the Personal Development area. In 2017, Year 9 will attend a camp of two and a half days duration.

The Year 10 camp is based in Melbourne and involves a city experience.

Year 9 and 10 and VCE students are given the opportunity (when it is available) to attend Melbourne-based camps and activities. These are organised by individual faculties and are usually conducted in the term holidays and throughout the year.

Other camps are offered from time to time, depending on staffing and student interest, such as "Snow Trip" or overseas activities.

We suggest you encourage your child to earn their own money for part or whole of the expenses, which will be incurred.

## College Year Book Committee

Each year the College produces a Yearbook that is distributed to all fee-paying students. The Yearbook records the highlights of the year.

## Debating and Public Speaking

Public speaking is an integral part of the curriculum at Portland Secondary College. The school has representatives in the major competitions, such as Rostrum Voice of Youth, Plain English Speaking and Legacy Junior Public Speaking.

There is an debating competition which is run primarily by students. These debates are held at junior and senior level.

Debating and Public speaking is open to all interested students, whatever their level of experience.

## Excursions

Most learning areas offer students the opportunity to take part in excursions which they consider to be an important supplement to class room learning. While they are not compulsory at Years seven to ten, there are some that are an integral part of the VCE study design as set by the Victorian Board of Studies. Every effort is made to keep the costs to a minimum so that all students can participate and thus enhance their learning.

## Instrumental Music

The Portland Secondary College is very proud of the achievements of our instrumental music program. Auditions are held for interested students, at the beginning of the year for the following instruments - Trumpet, Trombone, Flute, Clarinet, Saxophone, Keyboard, Guitar, Bass Guitar, and Drums. Instrumental tuition is for one period per week, in which students are taught in small groups.

***Students are withdrawn from other classes for their instrumental lessons on a rotational basis.***

Our music program offers students of all ages opportunities to perform in public in a variety of bands. Our Senior Band has performed interstate, toured China in 1997 and enjoys an excellent reputation. We also performed at the Olympic Torch Concert and with the Australian Navy Band in Cerberus.

Our long-term association with Don Burrows has given the band strength in Jazz and improvisation.

Portland Secondary College Soul Band gives students experience in soul, funk, rhythm & blues and rock styles.

Portland Secondary College Rock Band gives students experience in rock music and singing.

Portland Secondary College Choir gives students experience in singing and performing.

Portland Secondary College music students are great ambassadors for the school and the Portland community.

Increased self-discipline, self-motivation, socialising skills and confidence will develop through participation in the instrumental music program.

**For further information, please do not hesitate to contact the Portland Secondary College music staff.**

## Lunchtime Activities

Each term there is a focus on a particular year level competing in an interform competition. Activities include continuous cricket, Battleball, Welcome to the Jungle, Basketball, Staff vs VCE matches, fitness in the weight room and the gym is open every lunchtime. More passive activities like Uno and chess occur in the library.

## **School Production**

Each year the College writes, produces and performs a School Production in Term 3 or Term 4. Students from all year levels can become involved through performing, backstage crew, technical assistance, lighting, sound, front of house, promotions and advertising.

## **Sport**

Students can play a wide variety of sports within the College. Two major form-based competitions are conducted annually (Swimming and Athletics). Additionally, Junior and Senior students participate in inter-school activity and sport days. Successful teams and individuals have the opportunity to go through to regional and state competitions. Unfortunately, sport at this level requires an aspect of 'user pays'. Students at this level will be asked to contribute to the cost. The major aims of the College sporting program are maximum participation of students and the opportunity for individuals and teams to proceed to the highest level of competition they are capable of reaching.

## **Open Day**

A familiarisation and Transition induction program for Year 6 students is conducted within the College. The Transition Manager coordinates this program.

All Grade 6 students are invited to spend a full school day at the College in Term 2. A broad range of documentation is provided to parents. Open days, information evenings and tours of the school also take place at this time each year.

At the end of the year, Grade 6 students who have enrolled in our College participate in an Orientation Day.

## VISITORS POLICY

Parents and families are welcome in the College Community as they are critical to students' development and learning and staff are encouraged to build partnerships with community groups and agencies, businesses and philanthropic organisations in order to improve educational outcomes for students.

Interaction between schools and their communities inevitably leads to the presence of a range of visitors in schools. These may typically include parent and community volunteers, invited speakers, sessional instructors, representatives of community, business and service groups, prospective parents and employees, trades people, employees of relevant children services, talent scouts, official school photographers, and commercial salespeople.

All visitors to the Secondary College must adhere to the following regulations:

1. All visitors must report to the General office where they will be asked to sign into Compass which will record the details of the visit. If the visitor is leaving the immediate vicinity of the Administration area the visitor will be issued with a visitor's badge. Upon completion of the visit the badge needs to be returned and the visitor sign off in Compass.
2. The Office staff will contact the relevant staff member to collect the visitor. No visitors should be wandering around the College unattended (Tradespeople will be supervised by the Operations Manager).
3. Visitors are to be encouraged to ring the General Office and make an appointment to visit the College rather than just arriving.
4. Staff should notify an Assistant Principal of a planned visitor who will have immediate contact with students prior to the visit so necessary arrangements can be made. These visits should clearly serve an educational purpose, be consistent with curriculum objectives, be relevant to the age group of the students and be consistent with the values of public education. Where possible parents should be informed in advance of the proposed visit. Any visitor who will have direct contact with students without a staff member being present must have a relevant Working with Children's Check.
5. Any visitors who have a wholly or partly commercial, advertising or marketing purpose or one who has potential to cause controversy within the school or broader community must be cleared by the Administration Team prior to having contact with students. Special consideration should be given to the activity's suitability for the age group of students, whether the visit will enrich learning and skill development and complement student education and whether the individual or organisation has an appropriate record in terms of their 'duty of care' for young people.
6. All visitors will comply with relevant legal considerations and DET policies concerning privacy, the safety of students, the photographing of students and mandatory reporting.
7. All visitors are expected to comply with College rules and expectations about behaviour and no visitors will be allowed to disrupt the learning of the students. These people will be asked to leave the school grounds immediately.
8. Visitors who refuse to comply with the above policy guidelines may be issued with a 'Warning under section 9 of the Summary Offences Act 1996 which restricts their access to the College. Furthermore these people may be reported to the Police and DET Emergency Management.

## DRESS CODE

For reasons of neatness, economy and pride in belonging to the College, students are required to wear the complete and correct uniform at school, on excursions, and on their way to and from school.

An overwhelming majority of parents have expressed support for the principle of a compulsory school uniform. The supervision of student dress is considered to be the parents' responsibility, but is supported by staff who will inform parents when students are incorrectly dressed.

### Dress Code

A characteristic seen by the College as being desirable in its students, is for them to show a personal pride in their appearance and dress. As a result the following are considered reasonable expectations of students throughout the College:

- Groomed hair.
- Clean clothes and black polishable shoes.
- Wearing all clothes in an appropriate neat manner.
- Minimal jewellery. Students are requested to wear no more than plain basic jewellery. They will be requested to remove excess jewellery.
- Minimal make-up / nail polish.  
We reserve the right to ask students to remove make up and nail polish if it is excessive.

The College reserves the right to determine whether clothing worn to College is acceptable.

**Parents wishing to check the acceptability of a certain item of clothing should contact the Assistant Principals or appropriate Year Level Leaders.**

### Physical Education

1. Students must change into sports attire for Physical Education and Sport, and must change completely back into normal College uniform immediately afterwards.
2. **NO** part of the sports uniform, including footwear, may be worn to or from school or to classes other than PE.
3. Students using the **Gym** complex will not be permitted to wear street shoes and/or sports shoes, which have been worn outside, into the courts area.
4. The normal requirement for Physical Education and Sport is a full change including footwear (gym boots, or approved sneakers), socks, shorts or track pants, a T-shirt or top, and a swimming costume for summer. We would certainly encourage all students to wear navy or black track pants/shorts and their form coloured t-shirt or the approved navy blue sports top.

## **Extra Curricular and co-curricular activities (including PE, PD, Outdoor Education, Sport)**

The standing arrangement for all such activities is that students wear FULL SCHOOL UNIFORM (to school, to the activity, from school, from the activity).

- There will be departures from this standing arrangement. School camps, special events, some full day extra and co-curricular activities and some Outdoor Education activities come readily to mind.

Any departure from this standing arrangement:

1. will be approved by the Assistant Principal
2. will be conveyed in writing to relevant students and parents.

Students not complying with the standing arrangement will NOT attend the activity.

## **EXEMPTIONS FROM P.S.C. UNIFORM POLICY COMPLIANCE**

- Where parents wish to have their children exempted from the College uniform policy on the grounds of: RACE, ETHNICITY, CULTURE, RELIGION, DISABILITY, or HEALTH CONDITION they should contact the Assistant Principal
- A conference may be convened between the Assistant Principal or Year Level Manager, parent, student, Welfare Coordinator.
- The Assistant Principal / Year Level Manager will make the decision after consultation with all parties.
- An appeal against the decision can be lodged by the parent with the College Principal and/or the Regional Network Leader.

## **ECONOMIC HARDSHIP**

Where parents feel that economic hardship is a factor causing difficulty in their children complying with the code, the College can and will assist in the following ways:

1. Maintain a second-hand uniform store.
2. Access the State Schools' Relief Fund financial assistance.
3. Lend unclaimed lost property uniform items.

We ask that parents contact the Welfare staff at the school as soon as possible.

## **ENFORCEMENT OF THE UNIFORM POLICY**

- Uniform compliance is the responsibility of the Year Level Leaders.
- Uniform compliance will be monitored regularly by Year Level Leaders and Welfare staff at assemblies and other appropriate times.
- So as to ensure the enforcement of a graded series of sanctions, the Year Level Leaders will maintain written records of uniform non-compliance.
- Initial non-compliance will be met with - an explanation of why the College maintains a uniform policy and compliance encouragement, and a copy of the Uniform Policy.
- Ongoing non-compliance (without written and satisfactory explanation from parents /guardians) will be met with a letter sent home requesting an immediate rectification of the problem and after school detentions will result.
- Further non-compliance will be met with a letter sent home requesting a conference takes place (Year Level Leader, parent, student).
- Where the College feels ongoing, unwarranted uniform non-compliance has become defiant in nature, regular disciplinary measures may be invoked (including detention, Time Out, suspension, withdrawal of privileges, non attendance at school and interschool activities. In such an instance, senior students may be sent home to quickly rectify the problem.)

**PARENTS SHOULD BE AWARE THAT THE PRIMARY RESPONSIBILITY FOR CORRECT WEARING OF COLLEGE UNIFORM COMES FROM HOME.  
PLEASE SUPPORT THE COLLEGE ON THIS ISSUE.**

## UNIFORM REQUIREMENTS GIRLS

	Supplier	Approx Cost
<b>SUMMER DRESS</b> - Blue/white check with green/gold stripes.	S	\$80.00
<b>SHORTS.</b> Billabong dark grey garbardine school shorts. Billabong grey shorts (not corduroy) <b>No other shorts are permissible</b> NOTE: Shorts must be above knee length.	SI S G	\$59.95 \$29.95 \$59.95
<b>SLACKS</b> – ‘Buxwear’ traditional College grey slacks Buxwear draw-cord elastic waist.  (Other slacks, such as “Stussy style street look”, flares or Cargo Pants, are <b>NOT permissible</b> ).	S PSC	\$51.95 \$45
<b>WINTER SKIRT</b> - Navy/green tartan with teal blue stripes. (Fittings take place at school during Feb/March) NOTE: Additional cost for longer than 82cm.	PSC	\$75
<b>SHIRT</b> - <u>Plain</u> white polo with collar or skivvy neck (long /short sleeve). Displayed brand names, Logos, illustrations not permissible. Long sleeve polo <b>T Shirts worn under the white tops must be plain white.</b> <b>Skivvies not to be worn under short sleeve white tops.</b> <b>Polo’s not to be worn over summer dress.</b>	PMPP SAL S	\$15 plain \$25 logo \$25
<b>SOCKS/STOCKINGS</b> - Plain white, grey, black, navy, (navy stockings an option with winter skirt.) NOTE: Socks should be above the ankle.		
<b>SHOES</b> - <u>Plain</u> , black, polishable shoes (black laces) OR <u>Plain</u> black, polishable elastic sided ankle boots Lace up boots only to be worn under long trousers	E	\$80
<b>JUMPER</b> - Plain navy, poly cotton V neck jumper.	PSC	\$60 (woollen)
<b>OVERGARMENTS</b> Navy and White Spray Jacket, Fleecy lined (strongly recommended)  Other jackets are <b>NOT permissible</b> .	PSC	\$85.00

## UNIFORM REQUIREMENTS BOYS

	Supplier	Approx Cost
<p><b>SHORTS.</b>  Billabong dark grey gabardine school shorts.  Billabong grey shorts (not corduroy)  <b>No other shorts are permissible</b>  NOTE: Shorts must be above knee length.</p>	SI S G	\$59.95 \$29.95 \$59.95
<p><b>SLACKS</b> – ‘Buxwear’ traditional College grey slacks  Buxwear draw-cord elastic waist.</p> <p>(Other slacks, such as “Stussy style street look”, flares or Cargo Pants, are <b>NOT permissible</b>).</p>	S PSC	\$51.50 \$45
<p><b>SHIRT</b> - Polo or <u>plain</u> white with collar or skivvy neck(short sleeve).  Displayed brand names, Logos, illustrations not permissible.  Long sleeve polo  <b>T Shirts worn under the white tops must be plain white.</b>  <b>Skivvies not to be worn under short sleeve white tops.</b></p>	S PMPP SAL	\$19 plain \$25 \$25 logo
<p><b>SOCKS</b> - <u>Plain</u> white, grey, black, navy.  NOTE: Socks should be above the ankle.</p>		
<p><b>SHOES</b> - <u>Plain</u> black polishable shoes (black laces)  OR  <u>Plain</u>, black, polishable elastic sided ankle boots  Lace up boots only to be worn under long trousers.</p>	E	\$80
<p><b>JUMPER</b> - Plain navy, woollen V neck jumper.</p>	PSC	\$60
<p><b>OVERGARMENTS</b>  Navy and White Spray Jacket, Fleecy lined (strongly recommended)</p> <p>Other jackets are <b>NOT permissible</b>.</p>	PSC	\$85.00

# SPORT & PHYSICAL EDUCATION UNIFORM

## PHYSICAL EDUCATION

**A full change of clothing and footwear is compulsory for all students for PE lessons.**

This FULL CHANGE must include footwear, socks, top and shorts or track pants.

Gymnasium footwear needs to be clean-soled footwear (ie not street footwear).

The school PE T shirt is recommended for PE.

## INTERSCHOOL SPORT

The following is COMPULSORY TEAM MEMBERSHIP uniform for all students representing Portland Secondary College at any interschool level.

<b>FOOTWEAR</b>	Clean sports footwear
<b>SOCKS</b>	Plain navy, or white socks
<b>WAIST DOWN</b> <u>NOTE:</u> No denim, drill, jeans, cargo pants etc.	Plain navy or black shorts or Plain navy track pants
<b>WAIST UP</b>	PE T shirt or white polo top.
<b>OVERGARMENT</b>	Navy jumper. College regulation overgarments only.

- The PE T shirts are available from the uniform shop.
- Shorts and track pants are available at Elijah's Sports power or Gunnar's Surf and Sport.
- Students should note that **uniform non-compliance** will result in **non-participation**.

OPTIONAL UNIFORM ITEMS		
	Supplier	Approx. Cost
<b>TIE</b> - navy tie	A	\$20
<b>CAP</b> or <b>NAVY WIDE BRIMMED HAT</b> - plain navy fabric baseball cap or sunhat (P.S.C. logo & plain navy available)	PSC	\$8 - \$12
<b>BILLABONG – navy wide brimmed hat – girls and boys</b> Style No: 003167	PD	\$15 logo
	PD	\$12
	SI	\$27.50
<b>GLOVES</b> - plain black, grey, navy or bottle green only		
<b>BELT</b> - black leather, plain		
<b>HEADBANDS/SCARVES</b> - plain navy, black or white or combination navy, white tartan.		
<b>Portland Secondary College Blazer</b>	C.E. Wise (order through PSC)	\$145

KEY TO SUPPLIER CODE			
<b>G</b>	Gunnar's Surf & Sport	<b>PD</b>	Portland Disposals
<b>SAL</b>	Scan A Logo	<b>PMPP</b>	PM Prestige Promotions
*	Supplier attends PSC for orders at start of academic year.	<b>PSC</b>	Portland Secondary College
<b>P</b>	Protector Alsafe	<b>S</b>	Squidlydids
<b>A</b>	Alex Cancian Menswear	<b>SI</b>	Portland Surf In
<b>E</b>	Elijah's		

**PS:** Please note prices were correct at time of printing and may change without prior notice.

### P.S.C. Second-hand Uniform

If you no longer have a need for your College uniform and would like to sell it, do up a notice with the uniform item you want to sell and place it on the newsfeed, along with your students name and form and price.

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