



2019
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

PORTLAND SECONDARY COLLEGE

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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 Global Learning Centre was opened in October 2011. February 2013 saw the opening of the Portland-Heywood Trade Training Centre and in 2019 the Administration and General Purpose classroom area was gutted and completely rebuilt internally.

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. Patricia Nunan

ASSISTANT PRINCIPAL

Ms. Jo Kindred

SENIOR SUB-SCHOOL ASSISTANT PRINCIPAL

Ms. Belinda Bothe

MIDDLE SUB-SCHOOL ASSISTANT PRINCIPAL

Mr. Matthew Powell

JUNIOR SUB-SCHOOL ASSISTANT PRINCIPAL

Ms. Kirsten Mitchell

LEARNING SPECIALIST – CURRICULUM & WHOLE

SCHOOL INSTRUCTIONAL MODEL LEADER

Mr. Ben Heenan

LEARNING SPECIALIST – ASSESSMENT &

PROFESSIONAL LEARNING COMMUNITIES

Mr. Andrew Harris

BUSINESS MANAGER

Ms. Michelle Boreham

YEAR LEVEL LEADERS

Year 12

Ms. Joanne Logan

Year 11

Mr. Dale Radcliffe

Year 10

Ms. Cheryl Edwards

Year 9

Ms. Lainey Beavis

Year 8

Mr. Ashley Elijah

Year 7

Ms. Melissa Down

RESOURCE CO-ORDINATORS

CAREERS

Ms. Suzanne Patterson

LIBRARY

Ms. Janelle Collins

STUDENT SERVICES

Ms. Tania Beard

COLLEGE COUNCIL PRESIDENT

To be confirmed

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 670 students consists of about two thirds townsfolk 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 six Principal Class Officers, 2 Learning Specialists, and 47 teachers, and is strongly supported by an active College Council and various sub-committees including Finance, Physical Services, Curriculum & Student Services. 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, sustainability, music, drama, and The Arts.

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 Koori

enrolments and enjoys a close relationship with a variety of support services for the Koori 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.

The College prides itself on the leadership opportunities offered to all students and Student Voice and Agency will be a focus over the next few years.

COLLEGE PRIORITIES

Portland Secondary College has developed its Strategic Plan (2019 – 2022).

The Strategic Plan consists of four main goals which guide our practice and their purpose is underpinned by the values of respect, success, resilience and creativity, and the College's Mission Statement - To create the opportunities to develop articulate, respectful and resourceful young people able to contribute positively to the global community.

These goals are:

- To provide a challenging, differentiated whole of school curriculum that caters for the needs of all students with a particular focus on literacy.
- To provide a stimulating learning environment with all students actively engaged and capable of achieving their full potential.
- To provide an inclusive, safe nurturing learning environment to enhance all student's capacity to be respectful, resilient and successful learners.
- To ensure the allocation and performance of resources optimises the achievement, engagement and wellbeing of all students and staff.

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

TERM DATES

TERM 1 29th January – 5th April 2019

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

TERM 2 23rd April – 28th June 2019

TERM 3 15th July – 20th September 2019

TERM 4 7th October – 20th December 2019

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

Assembly	8.50am - 9.00am
Form Assembly	9.00am - 9.10am
Period 1	9.15 am - 10.05am
Period 2	10.05am - 10.55am
Recess	10.55am - 11.20am
Period 3	11.25am - 12.15pm
Period 4	12.15pm - 1.05pm
Lunch	1.05pm - 1.40pm
Reading Time	1.50pm - 2.00pm
Period 5	2.00pm - 2.40pm
Period 6	2.40pm - 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 BPay, Payment contracts, at the General office or 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
- 5 Department of Education and Training representatives.
- 2 Student representatives
- 4 Co-opted members (parents and/or community)

Current members of the College Council were elected in March 2018 and 2019.

ACTING PRINCIPAL

Ms. Patricia Nunan

TELEPHONE

5523 1344 (work)

(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
- Curriculum & Student Services
- Physical Services
- 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.

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.

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.

- **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.

- **Teaching strategies that increase rigour across all year levels**

The College has adopted a range of instructional strategies provided by AVID (Advancement via Individual Determination). These strategies centre on writing, inquiry, collaboration, organisation and reading.

- **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.

2019 Years 7 - 10 Curriculum Structure

YEAR	SEMESTER 1	ppc	SEMESTER 2	ppc
7	Social Emotional Learning	4	Social emotional Learning	4
	English	10	English	10
	Maths	10	Maths	10
	Science	10	Humanities	10
	Drama	4	Music	4
	LOTE	6	LOTE	6
	Tech Studies (Wood & Metal)	10	Art	10
	Physical Education	6	Physical Education	6

YEAR	English	8	English	8
8	Mathematics	8	Mathematics	8
	Science	10	Visual Art	10
	HL & PE	9	HL & PE	9
	LOTE	5	LOTE	5
	Performing Arts (Music/Drama)	10	Tech Studies (Food & Textiles)	10
	Humanities (Hist/Geog/Civics/Eco)	10	\$20 Boss/Digital Technology	10

YEAR	English	10	English	10
9	Mathematics	10	Mathematics	10
	Adventure Bound	10	Adventure Bound	10
	Science	10	Science	10
	Humanties	10	Humanities	10
	Elective	10	Elective	10

YEAR	English	10	English	10
10	Maths	10	Maths	10
	Science	10	Global Perspectives	10
	Elective A	10	Elective D	10
	Elective B	10	Elective E	10
	Elective C	10	Elective F	10

ppc = periods per cycle

HL = Health

YEAR 9 EXTENSION SUBJECTS

Languages other than English

Indonesian

Languages other than English

Technology

Creative Plastics

Creative Wood Skills

Emerging Technologies

Fabrics and Fashion

Food Studies

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
Nazi Germany
Ancient Greece and Rome

Science

Biology
Chemistry
Marine Science
Physics

Technology

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

The Arts

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

LOTE

Indonesian (whole year)
LOTE (via Distance Education)

VETiS

VET Ready

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

2019 Senior School Information

ENGLISH

Foundation English
English
Literature
VCAL Senior Literacy

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
VCAL Senior Numeracy

TECHNOLOGY

Systems Engineering
Product, Design & Technology
■ Wood
■ Textiles
Food & Technology

HUMANITIES

Accounting
Business Management
Geography
Legal Studies
Economics
Ancient History
History (20th Century)
Sociology
Industry and Enterprise

VOCATIONAL EDUCATION & TRAINING

Furniture Making
Hospitality
Engineering

PORTLAND SECONDARY COLLEGE
APPLIED LEARNING CURRICULUM

Year 11 Intermediate VCAL

11 Foundation English	10ppc
11 Foundation Maths	10ppc
11 Personal Development &	10ppc
11 VET (own choice)	8ppc
11 WRS	6ppc
11 Elective 1	<u>10ppc</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

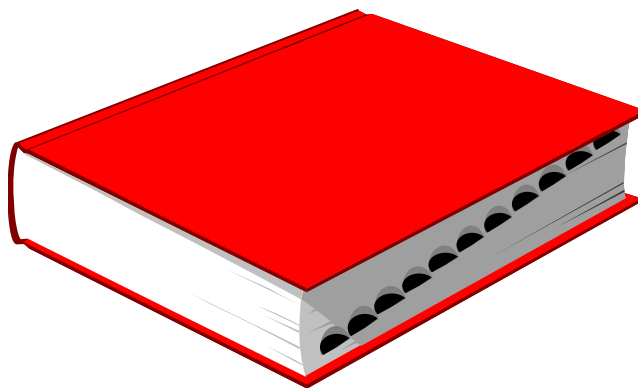
At Portland Secondary College language development is fostered through programs that are relevant to the everyday lives of our students. This is encouraged through the provision of good models of oral and written language. Listening, Writing and Reading are seen as fundamental ways of widening and extending 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 and enables 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

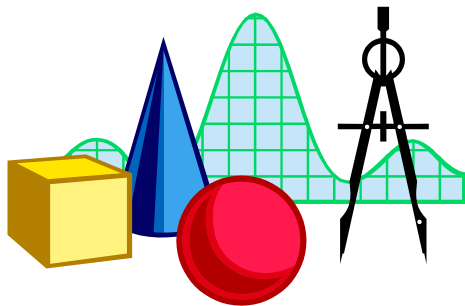
The Maths Area of Learning of this College provides opportunities that ensure all students develop skills, concepts, applications and processes which support their meaningful participation in society.

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 the use of 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. Applying problem solving strategies to solve problems in unfamiliar 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

The Humanities is the study of human progress. It seeks to answer the question *how did we get here and where are we heading?* The Humanities studies how humans organise themselves and their resources and interact with the physical environment.

The Humanities seeks to develop active and informed citizens through providing a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

There is a particular focus in The Humanities on exploring Indigenous Australian cultures, histories and economies. Studying elements of Gunditjmarra society, and other Indigenous groups allows students to develop a stronger connection to the land and community around Portland.

The Humanities allows students to develop their language and communication skills. Students learn effective inquiry skills including how to gather and analyse information and appreciating alternative perspectives. These skills are particularly important in the era of 'fake news' and with so much information available online. Students need the skills to filter important and useful information.

The study of The Humanities aims to empower students to shape their society, develop passions and engage others in tackling challenges facing the global and local community. The Humanities gives students the tools to thrive in the 21st Century world.

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 bi-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

- Bi-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
- We regularly have students selected for the annual National Gallery of Victoria 'Top Arts' exhibition
- 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 provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and values on which further learning and adult life can be built. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and provide students with the foundation knowledge to participate in science-related careers.

The Science curriculum develops students’ ability to:

- Use science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- Understand the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- Understand the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions
- Communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- Solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- Create a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.”



CURRICULUM PROGRAMS

LANGUAGES OTHER THAN ENGLISH (LOTE) – INDONESIAN

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities in the 21st century requires people to negotiate experiences and meanings across languages and cultures.

The languages of the Indonesian archipelago have been used in Australia since contact several centuries ago between the peoples of the islands now known as Indonesia and the Aboriginal and Torres Strait Islander peoples of northern Australia. The ties between Australia and Indonesia are constantly developing, with an increasing number of Australians travelling to Indonesia, for leisure, business and education purposes; numbers of Indonesians visiting Australia are also increasing.

By studying Indonesian, students develop skills to be able to engage with Indonesian-speaking communities in Southeast Asia, enabling them to take advantage of educational, career and cultural opportunities in the region. Students will not only develop communication skills in Indonesian, they will enhance their literacy through their understanding of grammar and the rules of language in English.

Year 7 & 8 Indonesian

In Year 7 Indonesian, students develop the knowledge and skills to be able to communicate in Indonesian about themselves, daily life and their personal worlds. In Year 8, students expand upon these skills and engage with the idea of Indonesia as a travel destination and compare and contrast environmental issues in Australia and Indonesia.

Year 9 & 10 Indonesian

Year 9 and 10 Indonesian are elective subjects in which students enhance their ability to communicate in Indonesian through experiential learning. In Year 9, students use Indonesian food and food culture as a spring board into a deeper understanding of the language. In Year 10 Indonesian, students consolidate their ability to communicate in Indonesian about their personal worlds and Indonesian society with a focus on youth culture and careers.

VCE Indonesian Units 1 - 4

VCE Indonesian Second Language focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Indonesian on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Indonesian in a range of contexts and develop cultural understanding in interpreting and creating language. Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

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. During Semester One students participate in a bushwalking unit along The Great South West Walk to prepare them for camp in Term 2. Semester two focusses on teamwork skills and includes the sports of Softball and Volleyball.

Year 9 Health and Physical Education focusses on lifelong lifestyle and participation in sport. Semester One concentrates on water and beach safety and culminates in an open water bay swim. Semester two focusses on community sports and the facilities that are available to students. Health investigates drugs and alcohol and lifestyle diseases.



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, digital 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 through problem solving and designing briefs
- 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, interpreting and contributing to design briefs, developing conceptual and orthogonal drawings, costings, 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.

STUDENT ENGAGEMENT POLICY

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Portland Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values. This Policy applies to both Campuses of Portland Secondary College.

This policy applies to all school activities, including camps and excursions. The College's Student Wellbeing and Engagement Policy is part of the suite of policies which are linked to the Child Safe Policy which mandates zero tolerance to child abuse.

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.

This is achieved through:

- having high and consistent expectations of all staff, students and parents and carers
- prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- providing multiple and diverse opportunities for students to experience success
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- delivering a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- developing a fair, respectful and consistent whole school behaviour management system

- teachers at Portland Secondary College using the AVID instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Portland Secondary College adopting a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values being incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- gradually refurbishing all classrooms to create an environment conducive to learning
- inviting students to become active participants in their education
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement being acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitoring student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students having the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- Creating opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- All students being welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, Year Group Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers
 - Safe Schools
 - Peer Mentors
 - eSmart
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs
- each year group has a Year Level Leader responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support

- all students from Year 7 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Portland Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- Out of hours programs to foster student engagement such as the Homework Program, Resit Program for VCE, VCAL and VETiS students, Holiday Revision Program for VCE, VCAL and VETiS students, Drama Production rehearsal
- Development of particular programs to address needs such as Literacy and numeracy support and MIPS supported pathways
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- Student Support Groups
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Re-Engagement Program
- Doctors in Schools

Student Support Group meetings will:

- Develop an understanding of the young person
- Utilise data collection and monitoring systems that will inform decision making
- Identify the young person's learning, social, emotional, behavioural and environmental needs, and the support or resources the student requires for improvement
- Involve key specialist learning and wellbeing support staff, for example the literacy or numeracy coach, student welfare coordinator, primary welfare officer, and/or school psychologist and also Regional Educational Staff if appropriate
- Develop an Individual Learning Plan with the student's classroom teacher/s and ensure support to implement the plan
- Support referrals to community support agencies for specialist interventions

Portland Secondary College implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan

- 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.
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
 - Re-engagement program

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

Portland Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Portland Secondary College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, coping skills, stress management, mood, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

Data on these issues will be collected and collated by the Student Services who will consult with parents, teachers, Principal Class Officers and outside agencies for ways to

best support the student(s) involved. Data could be attendance figures, educational data such as VELs, Naplan results, On-demand testing results, discipline and welfare incidents, the number of times a student has required welfare support, etc. Parent support and permission to access outside agencies will be sought in all cases expect in mitigating circumstances.

RIGHTS AND RESPONSIBILITIES

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

All members of our school community have the right:

- To participate fully in their education
- To feel safe, secure and happy at school
- To learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- To express their ideas, feelings and concerns
- 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

Students have the responsibility:

- To participate fully in their educational program
- To display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- To respect the right of others to learn
- 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

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

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.

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Portland Secondary College's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Portland Secondary College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

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.

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

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. Disciplinary measures that may be applied include:

- increased vigilance
- a reminder of the rules
- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Mentor or Year Level Leader
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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.

Portland Secondary College values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

Portland Secondary College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS
- Suspension Data
- Compass Data
- Parent forums
- Mentor Survey data

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 reporting cycle will be completed by teachers every five 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 the opportunity 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 results 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 on Compass 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.

Stage 2 response – Initial Meeting

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

Subject Teacher will:

Subject teachers should note on Compass 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.

Mentors will:

At this stage a 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 actions initiated.
- Where the student has failed to complete class work or homework, or has demonstrated insufficient application, this must be immediately noted on 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 Mentor. If the student is still not meeting appropriate benchmarks the Mentor will inform the Year Level Leader.

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, 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	1 – 1 ½ hours
Year 9 and Year 10	1½ - 2 hours
VCE	2 to 3 hours (more on weekends)

The suggested weekly amount of homework to be set is:

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

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).

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 Compass 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 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.

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
- Take initiative for own independent learning and revising for exams, tests, outcomes, etc.

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, Library or PSC's Facebook Page for second hand items. People then contact you to make the sale.

Books

Booklists are usually issued in early November each year. Professional Learning Area Team Leaders 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 routes 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 and all students complete Career Action Plans. 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 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.

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)

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 (SSG), 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.

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 under certain guidelines. 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 Mentor 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. 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.

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. Like the Victorian Certificate of Education (VCE), it is a recognised qualification.

Students who do 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 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 two VETiS subjects on Campus and the opportunity to attend the local TAFE to complete three other courses.

Whaler's Cafe

The College operates the Whaler's Café staffed by a manager and Hospitality students. It serves breakfast, lunch and hot drinks to staff and Senior students.

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 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, 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

Year Level Captains and 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 and conducting events

Form Group Captains

These positions involve:

- organising teams for the inter-house and inter-form competitions
- 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, Vice President, Secretary/Media Liaison 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. Other interested students make up the remainder of the committee.

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.

Other positions of leadership include Music Captains, Sport Captains, Peer Mentors and Student Monitors.

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 three day camp is based in the Grampians and is the culmination of a Semester of preparation in the Personal Development area. The current format of the camp has 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 Geelong and involves a city experience as well as a number of adventure and initiative activities.

The Year 10 camp is based in Melbourne and involves a city experience as well as a number of initiative activities.

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 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 30 minutes 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 overseas and enjoys an excellent reputation. We also performed at the Olympic Torch Concert and with the Australian Navy Band in Cerberus.

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

Portland Secondary College Rock Bands give students experience in rock music and singing.

Portland Secondary College Vocal Group 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 and board games occur in the library.

School Production

Each second 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

Visitors to schools may include, but are not limited to:

- Prospective parents and employees
- Those who are addressing a learning or developmental need, such as
 - Parent and community volunteers
 - Invited speakers
 - Sessional instructors
 - Representatives of community, business and service groups
 - Local members of the State and Commonwealth Parliaments
- Those who are conducting business such as
 - Uniform suppliers
 - Booksellers
 - Official school photographers
 - Commercial salespeople
- Trades people
- Children's services agents
- Talent scouts
- Department of Health and Human Services Child Protection Workers, and Victoria Police
- Persons who are authorised to enter on to the school premises, for a specific purpose (e.g. Worksafe or Environmental Health Workers)
- Allied health practitioners
- Public officials

Portland Secondary College (Must Street & Victoria Parade campuses) is committed to implementing and following practices which protect the safety and wellbeing of children and our staff and volunteers. The College's Visitors in Schools Policy is part of the suite of policies which are linked to the Child Safe Policy which mandates zero tolerance to child abuse. The procedures set out below are designed to ensure the safety of all persons on Portland Secondary College (Must Street & Victoria Parade campuses) site.

- All visitors must report to the Front Office.
- All visitors must sign in on the compass kiosk in the front office
- Visitors will be met and collected by a staff member, excluding;
 - Tradesman
 - Counsellors
- All visitors will comply with relevant legal considerations and DET policies concerning privacy, the safety of students, the photographing of students and mandatory reporting
- All visitors are expected to comply with the Portland Secondary College (Must Street & Victoria Parade campuses) 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.
- 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 Portland Secondary College (Must Street & Victoria Parade campuses). 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 oithe approved navy blue and white 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 Mentors and Year Level Leaders.
- Uniform compliance will be monitored regularly by Mentors, 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, 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

ITEM	Description	Supplier	Size/Specification	Cost
Summer Dress	Blue/white check with green/gold stripes	Squidlydids	Size 8 – 18+	\$76 +
Shorts	‘Billabong’ gabardine school shorts	Gunnas	dark grey	\$60 +
	Plain grey elastic waist shorts	Squidlydids	dark grey	\$30 +
		PSC		\$20
	Plain grey tailored shorts	Squidlydids	dark grey	\$35 +
		PSC		\$25
Shirt	Plain white polo: with collar or skivvy neck	Squidlydids	White short/long	\$20 +
			White - polos with logo	\$25 +
		Scan a Logo	with logo (long/short)	\$15 +
	Plain white cotton shirt: long or short sleeve	Squidlydids	White (long /short)	\$24 +
		PM Prestige Promotions	with logo (long/short)	\$15 +
	<ul style="list-style-type: none">• <i>Displayed brands, illustrations, names, logos are not permissible.</i>• <i>T Shirts worn under the white tops must be plain white.</i>• <i>Skivvies not to be worn under short sleeve white tops or dresses.</i>• <i>Polo tops not to be worn over summer dress.</i>			
Jumper	Plain navy, cotton/polyester V neck jumper with logo	PSC	Size 10-22	\$50
			Size 24-26	\$60
	Yr 12’s will have the option of wearing the official Yr 12 ‘Hoodie’ when available.			
Winter Skirt	Navy/green tartan with teal blue stripes. ‘Black Watch’ tartan.	PSC	Most sizes in stock.	\$75
	Orders take place at PSC mid Term 1			
Trousers	‘Scag’ and ‘Midford’ traditional grey College trousers.	Squidlydids	< Size 18	\$49 +
	Size 20 >		\$55	
	‘Buxwear’ traditional grey College trousers	PSC	traditional grey	\$45
	‘Cargo’ and ‘street pants’ are not permissible			
PSC Jacket	Plain navy/white Spray Jacket, polar fleece, lined, with school logo.	PSC		\$85
	No Hoodies. No other ‘over garment’ is permissible.			
Blazer	Order through PSC	C.E. Wise		\$185
School Tie	Plain navy blue	Alex Cancian Menswear		\$20
Shoes	Plain black T-bars	Squidlydids	Girls	\$63
	Plain black polishable shoes (black laces) <u>OR</u> Plain black polishable elastic sided ankle boots	Elijahs	Boys	\$80
		Squidlydids		\$55 +
Hats/Beanies	Plain navy fabric baseball cap	PSC	Plain Navy	\$10
	Beanies must be plain navy		With logo	\$15
	Wide brimmed hat ‘Billabong’ brand	Portland Disposals	Plain navy	\$12
Socks/ Stockings	Plain white with dresses			various
	Navy tights an option with winter skirt			various
	Plain black, white, grey, navy with shorts or pants			various
Belt	Plain black leather			various
Gloves, headbands & scarves	Plain navy, black, white.			various

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.

FOOTWEAR	Clean sports footwear
SOCKS	Plain navy, or white socks
WAIST DOWN <u>NOTE:</u> No denim, drill, jeans, cargo pants etc.	Plain navy or black shorts or Plain navy track pants
WAIST UP	PE T shirt or white polo top.
OVERGARMENT	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
TIE - navy tie	A	\$20
NAVY WIDE BRIMMED HAT - Plain	PD	\$12
GLOVES - plain black or navy only		
BELT - black leather, plain		
HEADBANDS/SCARVES - plain navy, black or white		
Portland Secondary College Blazer	C.E. Wise (order through PSC)	\$145

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

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 Compass newsfeed, along with your students name and form and price.

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