timboon P-12 School

Year 6/7 Transition
Timboon P-12 School
2012 - 2013

Strength through Understanding
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Welcome to Timboon P-12 School

To all families beginning the secondary school experience I say a very warm welcome. It is an exciting, busy time but nothing is more important to us than ensuring that your child has a smooth, supported transition into secondary education.

Education in the 21st Century may be very different to your own educational experience. Over the last few years there have been massive changes in the ways schools are resourced and managed, the role played by School Council and the curriculum opportunities available for students. As a school we value parental involvement and I encourage all parents to actively involve themselves in our school. This can be done through assisting with classroom programs and sporting activities, attending excursions and special events, or through involvement with the Timboon Schools Parents’ Association or School Council. It is through such involvement that you will become familiar with school operations and also have the opportunity to provide input into your child’s education.

Our school is one of the largest country P-12 schools in the state and is one of an increasing number of Government schools that provides education from prep to year twelve. Many private schools have provided prep to year twelve education for a number of years because it is recognized that educational opportunities for students are greatly enhanced when a student is able to complete their pre-tertiary education at the one school. This is the reason that our school became P-12 in 1995, when the Consolidated and High School merged.

While every year level is important, we believe that it is essential that students are given the very best start at school. For this reason, we keep our classes small, provide a broad curriculum and employ only the very best teachers who can cater for our students and their wide range of needs.

It is essential that communication between home and school is kept as open as possible. Our teachers write a regular newsletter to keep you informed about what is occurring at school and will contact you personally if they feel a need to inform you about school events.

It is very important that your child’s educational experience is as positive as possible and I would ask that if, at any time, you have a concern or query to contact your child’s teacher or myself.

Once again, welcome!

Rosalie Moorfield
Principal
Timboon P-12 School Location Map

Office staff

Reception
Raelene Wicks

Business Manager
Cheryl Cooper

Finance Manager
Nicki Stockings
Assistant Principal
Sean Fitzpatrick

I would like to warmly welcome all current and prospective families to the 7-12 Timboon School Campus. Our school is rich in history. Our Iconic Red brick Secondary school building was built in 1948 and it has played and continues to play a significant role in providing a quality education to our local community.

The transition from Primary school to Secondary School is fluid and seamless. The beautiful school grounds are a feature of our P-12 School. The Secondary campus offers a broad range of programs to cater to your child’s physical, emotional and academic needs.

In 2012 a new innovative Year 7 and 8 curriculum was introduced with a focus on engagement and student choice. A revamped Year 9 and 10 curriculum was introduced in 2010 to provide students with a solid preparation before entering into the senior years of their education. This curriculum offers both strong core and elective subjects with the focus on learning. At the senior levels (Year 11 and 12), The VCE and VCAL certificates are offered to cater to all learning needs. The focus of these certificates is to develop student pathways into future learning and employment. The large selection of VCE subjects and the offering of all VCAL certificates (Foundation, Intermediate and Senior) enables our school to be a competitive local educational provider.

Our school culture strives hard to develop and maintain effective partnerships with students and parents and I am confident that your child will be supported to fulfil their potential and your expectations.

Student Leadership Team

2012, a new year and another step closer to achieving our full potential. As the new school leaders we have high expectations that each and every member of our school community will feel valued and connected to our unique rural school. Our school specialises in providing all students with a personalised education. Together with our supportive school community we will aim to ensure every students needs are achieved. Timboon P-12 School has a strong student voice and all students are encouraged to express their views to improve our school. We look to a successful 2012.

Rhys Kenzie, Christopher Vogels, Hannah McDonald, Alex Kerr, Toni-Mae Sutherland & Ashley Bentley
The 5-8 Sub school caters for the social, emotional and educational needs of students as they move from childhood to adolescence. To ensure that the curriculum developed is based on sound educational practice, the sub school has been involved in a range of Middle Years reform, Innovations and Excellence and Thinking, Leading Schools and study leave research initiatives.

Members of our staff work hard at continually improving student outcomes in the key Middle Years priority areas of literacy, numeracy and individual welfare. Sub school members work in teams to develop and deliver interesting and challenging teaching and learning that caters for individual needs.

In recognition of our vision for team teaching and developing an ethos of principle-centred behaviours, our school earned a place in the Leading Schools program during 2005. An integral part of this program was the construction of an open-plan, team teaching educational facility in 2006.

The philosophy of teaching and learning at Timboon P-12 School is underpinned by the common language and application of personal principles; the values of Covey’s 7 Habits of Highly Effective People. These core principles guide the effective learning and behaviour of all staff and students, and support a curriculum which will set the knowledge, habits, choices and thinking required for successful life-long learning.

As a Sub school, we require staff and students to adopt a restorative approach to sorting out issues. In this process, all affected parties work together to solve problems and to determine what is needed to put things right; accountability and responsibility, rather than blame, are the focus of restorative discussions.
The transition from primary to secondary education is an important period of change in terms of expectation, independence and personal organisation. Although the Sub school reduces many of the gaps that traditionally exist between primary and secondary education, there are still obvious differences in teaching practices that secondary students will need to be prepared for. These include:

- An increased amount of time spent in specialist teaching areas.
- Storing books and resources in a locker.
- An increased exposure to different and subject-specific teaching styles.
- Making choices about subject selection.

There is a particular expectation that, as students become older, they will make increasingly more responsible choices about their personal learning and interactions with others. Our subschool recognises that, by trying your hardest and being your best, you provide for yourself an excellent opportunity to achieve and feel success.

As a staff we are committed to ensuring that our students are able to learn in a safe and supportive environment, and as such we have established a range of welfare structures to provide support for our students. Please contact me to discuss any matters relating to transition or the 5-8 Subschool.

Ms Kylie Orr
CORE SUBJECTS

English     Mathematics     Science     History

Students will complete each of the core subject areas for the duration of the year

ENGLISH — Five sessions per week
MATHEMATICS — Five sessions per week
HISTORY — Two sessions per week
SCIENCE — Two session per week

COMPULSORY SUBJECTS

Geography (Semester one only)     Physical Education     LOTE     Trade Technology     Community Partnerships (Semester two only)

GEOGRAPHY — Two sessions per week (Semester one only)
PHYSICAL EDUCATION — Two session per week (Each term)
LOTE — Two sessions per week (Each term)
TRADE TECHNOLOGY — Two sessions per week (Each term)
COMMUNITY PARTNERSHIPS — Two sessions per week (Semester two only)
ELECTIVE SUBJECTS

Students will choose at least one elective each term

THE ARTS — At least one per term

FOOD AND FABRIC TECHNOLOGY — At least one per term

OPTIONAL ELECTIVES

Students are encouraged to try each optional elective

EXTRA SCIENCE — Offered each term

INFORMATION TECHNOLOGY — Available semester two

EXTRA GEOGRAPHY — Available semester two

CREATIVE METAL — Available semester one

EXTRA PHYSICAL EDUCATION — Offered each term
Elective Subjects

Community Partnerships
- Surf Awareness
- Junior Park Rangers
- Our Buddies

The Arts
- Printmaking
- Creative Graphics
- Funky and Functional
- Painting
- Sculpt-it
- Mad Mosaics
- Snap Shot Photography
- Crazy Clay Creations
- Spray-It Graffiti Art
- Masterpiece—Team Art
- Guitar
- Keyboard
- Computer Music
- Bands
- Drama Improvisation
- Puppetry
- Play Making
- Drama
- Dance

Food and Fabric Technology
- Bake your cake and eat it!
- What to Eat, Not to Eat!
- Snacking with a difference
- Food, Fabulous Food!
- The Bread Basket
- Funky Fabrics
- Trendsetters
- Crazy Toys
- Patchwork Frenzy
- Applique Action

Information Technology
- Computer Skills

Humanities
- Sudden Disasters

Extra Science
- A Bug’s Life
- Cows Create Careers
- Non-explosive Myth Busters
- Dinosaurs and Palaeontology

Extra Physical Education
Our Curriculum Profile

DISCIPLINE BASED LEARNING

ENGLISH

Why we study English:
- So that students can use written and oral language well for a range of purposes and appropriately for a variety of audiences
- To develop student confidence and skill in the use of writing conventions
- To create a classroom atmosphere conducive to oral language development which allows students to build freely on existing skills
- To develop a positive attitude towards reading through enjoyable, challenging and satisfying interactions with print.

What we do: Students will participate in and undertake a range of activities that encompass reading, writing and oral skills. These activities will include keeping a journal, writing creative stories, poetry and/or plays, reading for pleasure and the study of class novels, participating in prepared and impromptu speeches, public speaking, drama performances, research projects and story telling.

Students participate in circle time/tribes to foster personal development while using the Covey habits.

Year 7 & 8 English Teachers: Mr Mackieson, Ms Deppeler, Ms Orr & Ms Murray

How we are assessed: Participation in all class activities and weekly spelling tests.

The homework we will have: Approximately 30-40 minutes per week of vocabulary activities.

HUMANITIES

Why we study Humanities:
Humanities provides students with the opportunity to develop their knowledge and understanding of Australian society and the societies of other countries and cultures in our region. It is concerned with the interaction of people with local and global environments; now, in the future and in the past. The study of humanities aims to assist students in developing the knowledge and attitudes required to live as respectful, informed and considered future citizens.

What we do: Various teacher-directed and inquiry based activities.

What themes do we explore in Humanities?
- Early and Ancient civilisations
- Mapping and basic geography
- Geography of the Asia-Pacific region
- Australian WWII history
- Cultural diversity and global thinking
- Work today and in the past
How we are assessed: Assessment will take many forms. It will be based on skill development, completion of set tasks and participation in group activities.

The homework we will have:

Students are expected to complete some work at home, including work not finished in class.

LOTE: JAPANESE

Why we study Language other than English:

To broaden student knowledge of another culture and language

To gain efficiency in the four language skills of the LOTE - comprehending, speaking, reading and writing to a level suitable to the individual's capabilities

What we do: Units of work will focus on activities to do with every day life and experience.
MATHEMATICS

Why we study Maths:

To increase student ability to model the “real world” using problem solving and lateral thinking exercises that have mathematics as their basis.

What are the aims of the Maths program: To ensure that all students are achieving at least within their indicated VEL’s Level in Mathematics, and to improve and extend mathematical abilities in all strands.

How do we do it?:

Approaches may vary according to individual styles and the requirements of students, and may include:

• Hands-on activities
• Group/Individual activities
• Maths 300 software
• Mathletics

The Year Seven Mathematics program will introduce students to new concepts across all five mathematics strands, increasing both their depth and breadth of knowledge in each strand, and improve skills in cooperative tasks.

The homework we will have: Students complete a weekly MathsMate homework sheet to practice their basic skills.

SCIENCE

Why we study Science:

• To develop a knowledge and understanding of the physical, biological and chemical world
• To develop a scientific approach to the solution of practical problems
• To foster an appreciation of the place of science in our lives and its application to technology
• To develop interest and curiosity in science
• To foster positive attitudes to learning including initiative, cooperative work habits and participation.

What we do:

• Introduction to Science and safe use of equipment
• Classification of animals
• Chemistry - separating mixtures, mystery powders, muddy water/sea water/drinking water, the water cycle, and crystal formation
• Small mammals and their behaviour
• Astronomy
• Electricity
ART

Why we study Art:

• To use starting points such as observation, experience and research to express ideas and feelings when making visual art works
• To structure art works by organising the elements of visual arts and applying skills, techniques and processes
• To plan, select and modify visual arts presentations for particular occasions, taking into account factors such as purpose, space, materials and equipment
• To use appropriate language to describe the way images and forms are organised to express ideas and feelings in visual art works
• To show an understanding of the ways visual art works are made in particular cultural and historical contexts

What we do:

• Drawing and Painting - pencils, crayons, pens, pastels, charcoal, inks, paint etc.
• Constructing models using clay, plaster bandage, papier mache, found objects etc.
• Printing images using stencils, lino, screen etc.
• Graphic design and communication
• Students will improve in the areas of design, colour theory, layouts, mixing and applying paints, neatness and proportion
• Manipulate pliable (such as clay) materials and join various media
• Develop safe, efficient and correct use of equipment and materials

Appreciation will be fostered through:

• Written and observation tasks either individually or in small groups
• Use of library, DVDs, books and other materials as resources

PERFORMING ARTS

Students are involved in a range of workshops in music, drama and dance. The keyboard lab, guitar, rock band, combined with sessions about instrumenta- tion and sound production, assist students to develop musical skills. In Drama the emphasis is on developing and exercising imagination. Mime, movement, improvisation, and script writing are all explored.
HEALTH

Why we study Health:
The Health course is designed to assist students to take responsibility for their own wellbeing, and to provide accurate information about health issues and activities. Students are encouraged to develop self-awareness and to make responsible choices in matters affecting their personal well-being. Health provides a secure environment in which personal issues relevant to students can be explored. Staff draw on the support of the Community Health Centre in this subject.

What we do: Identify values, choices, self-esteem, emotions, decisions, positive thinking, child development, adolescence, sexuality, assertive behaviours and anti-bullying.

PHYSICAL EDUCATION / SPORT

Why we study Physical Education:

- To provide students with the opportunity to experience, acquire and develop skills in a wide range of activity areas.
- To develop an understanding of the rules, tactics and teamwork strategies within these areas. Student fitness levels are assessed at the beginning and end of the year, and activities are included to improve general fitness levels for each student.
- To develop an awareness of and ability to cooperate with other students in group and team situations.


Participation and enjoyment are at the heart of the Physical Education/Sport program.

THINKING ORIENTED CURRICULUM

To ensure that students are challenged by the curriculum, they must also be supported in their quest to explore beyond their current areas of interest and to strive for in-depth learning. This will ensure that students are able to comprehend issues from a number of perspectives, and in a way that creates links with previous learning. Students must have the skills to be able to think their way through problems and issues that have an effect on themselves, their community and the wider world.

To achieve this we:

- Have a curriculum that is designed to increase the level of complexity of student research, responses and problem solving. We educate students in the use of a range of ‘thinking tools’ and teach them how to take responsibility for their own learning.

Students learn how to learn by:

- Making curriculum choices-selecting some of the learning outcomes and topics that they wish to explore, therefore creating increased student engagement based on personal interest
- Involving Information and Communication Technology in the curriculum, providing powerful opportunities to share and access personal and global learning.
INFORMATION TECHNOLOGY

Why we study Information Technology:
Students need to be able to use the computer equipment available to them and to demonstrate basic skills in the management of the computer network, home folders and printing.

What we do: We ensure students are able to apply, navigate and use core software programs such as Microsoft Word, Excel, PowerPoint and Publisher. Students develop and demonstrate efficient keyboarding skills, including correct techniques and posture. Effective use of the Internet is encouraged, and appropriate referencing of research material is documented.

How to do we ensure appropriate Internet use?
Students are required to sign a User Agreement before access to the Internet and network can be gained. Inappropriate use of the Internet is treated seriously, and attracts appropriate sanctions.

HOME ECONOMICS

Gabby Theologus & Judith Devlin

Why we study Home Economics:
Students need to be able to:
• Acquire knowledge about food and nutrition.
• Understand the relationship between food and health.
• Learn the correct procedures and methods for working effectively in a kitchen environment.

Gain skills in making wise food choices based on learnt information.
• Read, interpret and implement instructions to successfully undertake food preparation.
• Develop practical skills in the preparation of food.
• Exercise respect and tolerance to fellow students.
• Work constructively either individually or in groups.
• Accept responsibility for their actions.
• Develop planning and organisational skills.

TEXTILES

Why we study Textiles:
• To develop inquiry, creative and practical skills.
• To gain knowledge about handling, selection, care and use of fibres and fabrics.
• To develop confidence and skills in the safe use of tools and equipment.
TECHNOLOGY STUDIES

Why we study Technology Studies:
To introduce to students to:
- An awareness of safety factors in the use of tools and equipment
- A variety of skills in the use of hand tools and materials
- The links between drawing and prototype making to the construction of small models.
- The use of hand tools and a variety of materials, like wood, metal and plastic

How much time per week in this subject: Each student in Year Seven will have two periods of Technology Studies per week for the whole year.

What we do: Students are exposed to a variety of practical tasks and research investigation, using the problem solving approach. Articles to be made are negotiated with the students.

All work must be attempted to satisfy the work requirements.

Ian Harris
LIBRARY

The new Timboon Library is a combination of the school secondary and primary libraries as well as the former town library. It is a bright, vibrant new building that is well stocked with a diverse range of resources. The Library is open from 8:30am till 4:30pm. We close for 20 minutes at recess and are open for the second half of lunchtime. During lunchtime students can read, use computers, assist with communal jigsaw projects and engage in the many games and activities that are available. The library has 3 full time experienced staff who can assist with all enquiries.

Year 7 & 8 students attend the library for weekly class sessions. During these times they have the opportunity to:

- Participate in resource based learning.
- Revise, reinforce and develop library and information skills.
- Develop and maintain healthy reading habits.
- Promote regular home reading.
- Develop their understanding of library procedures, locations and use of resources and the development of a rapport with the Library Staff.

SUPPORT SERVICES

There are times when students have specific learning needs that require special intervention. At Timboon P-12 we run a variety of programs to assist students with specific learning needs.

LITERACY PROGRAMS

Reading, writing, spelling, speaking and listening are all very important skills, which students need for all subject areas. They are also used regularly in everyday life. However, some people find these skills easier than others. There are millions of people worldwide who face difficulties with literacy, including many students.

At Timboon P-12, students who battle with their language skills are supported in their classes to ensure that their existing skills are maintained and extended. Classroom work is always pitched at an achievable level so that students experience success while improving their skills. Regular testing is used to measure the improvement that individual students are demonstrating. Making the commitment to tackle a literacy difficulty takes courage and determination.

Students are also encouraged to participate in extension activities including Public Speaking and Debating in the Warrnambool Eisteddfod, as well as the ICAS English, Writing and Spelling Competitions.
NUMERACY SUPPORT

The maths numeracy program involves regular lessons working on a structured curriculum, emphasising important basic skills as well as laying the foundation for future years. Lunchtime Maths tutorials are held every day of the week to help students with their homework and to revise or finish class work. For those students who like a challenge, we regularly enter students in the ICAS Maths Competition and the Deakin Maths Competition.

The maths program for Year 5-8 students is also designed so that students are involved in regular problem solving and cooperative group work. Problem solving skills are extended through opportunities to be involved in the Maths Olympiad; the ability to work efficiently and effectively on practical mathematical problems is recognised as an important life skill.

SPECIAL NEEDS

There are a number of students in our school with a variety of special needs. Our aim is to identify and cater for these individual needs as comprehensively as possible. Students have access to our network psychologist, speech pathologist and social worker. In consultation with parents and teachers these people can administer appropriate assessments to determine each student’s needs. An Individual Learning Program is then formed. Support groups involving staff, parents and specialist providers are then established so that the special needs of each individual student are explicitly catered for. Our aim is for every student in our school to attain his or her maximum learning potential.

PEER SUPPORT

In Year Seven, you will spend one session per week with a small group of your classmates and two Year Ten Peer Support Leaders. It is a time of sharing and friendship. You will get to know older students and be able to talk to them about a variety of issues such as settling into school, friendship and your hopes and concerns for the future. You will be able to participate in activities that develop trust in your friends and confidence in your own ability to communicate with others. In this time, you will be encouraged to listen to others and talk and write about lots of different issues that you are interested in. Through our Peer Support Program you will get to understand the school, have someone older to talk to, discover new friends and HAVE FUN.
STUDENT REPRESENTATIVE COUNCIL (SRC)

Membership:
One elected representative from each Year 5 -12 class.

Meetings:
Fortnightly

What we do:
- Discuss matters brought up by SRC representatives from their classes
- Give opinions on school policies e.g. uniform policy
- Organise fund raising activities for charities such as World Vision through the 40 Hour Famine, Shave for a Cure, Loud Shirt Day, Footy Colours Day and barbecues
- Organise activities for students such as Battle of the Bands and the 5-8 Disco
- Decide on how to spend SRC funds e.g. to buy furniture for the cafeteria, or to support international aid charities
- Go on an end of year excursion as a group to Melbourne

Two SRC representatives attend school council meetings every month. The overall aim of the SRC is to have fun and try to organise great activities for our school.

CAFETERIA

We wish to welcome you to our café. Our cheerful friendly staff, Cheryl, and volunteers (your mums, dads and guardians) are here to sell our yummy food. Lunch orders are taken from 8.30 to 9am and at morning recess. The nutritional menu is based on the ‘Go for Your Life’ healthy eating guidelines. We have a wide range of hot food, cakes, drinks, snack bars and ice-creams at very reasonable prices. The café has a large eating and entertainment area. Booths and tables are available to sit and eat at or to meet up with friends. There is air conditioning for hot days and heating for cold days. Table tennis is also played at recess and lunchtime. We look forward to seeing you at the café.
Timboon Youth Worker

Timboon Youth worker Natasha Neal, works with young people between the ages 12-25, on a one to one basis or groups.

- Assists Timboon P12 School with student welfare support (counselling) for 12+ students.
- Strong advocate for young people with other service providers.
- Natasha assists community service manager Amanda Nash with year seven, eight, nine and ten, health and wellbeing programs for Timboon P12.
- The Youth Access Centre (YAC), which is a space designated solely for the young people of our region. Where young people can come utilise the space allocated just for them, and or have a chat with Natasha whose office is adjoined to the YAC.

The YAC youth group has newly formed to provide young people a group “just for them” to assist the youth worker on running youth events.

NEWSLETTER

The School Newsletter is distributed to the youngest child in each family each Thursday. Please ensure that you do read it so as you are aware of any forthcoming events. If you wish to include any items in the Newsletter they must be forwarded to the Administration staff by Tuesday. The School Newsletter is a vital link keeping families informed about school events.

FAMILY DETAILS

If any family details change throughout the year - address, telephone number, bus number etc. please notify the school immediately so as school records can be updated.

Dress Code

It is policy of the school that all students wear a school uniform to all school functions, unless special exemption has been granted and notified by the Principal. The policy is enforced and persistent offenders are brought to the attention of the Year Level Coordinators or Assistant Principal, who will seek the assistance of the parents in remedying this situation.

OUT OF UNIFORM PASSES

Students who are not in uniform are expected to bring a note from home requesting a “uniform pass” for that day. Passes can be issued for several days if necessary, and are obtained by bringing a note to form assembly.

JEWELLERY

Parents are advised to ensure that their children do not wear jewellery that could be caught on things. Ear and nose rings and the like have the potential to cause injury to the wearer and as such it is recommended that students only wear studs. Due to the risk of severe injury, eyebrow rings should not be worn to school.
**Uniform**

**Pants**
The wearing of plain navy track pants permitted at years Prep to 6.
- Navy or grey cords 720 brand
- Navy blue flares (DJC, Stubbies or Face Off brand)
School Shorts — Plain grey cord 720 brand (cotton permitted at years P-6)
School Shorts — Plain navy

**Dress / Skirt**
- Timboon P-12 school summer dress
- Timboon P-12 school winter skirt
- Navy blue check dress permitted at years Prep to 6.

**Shirt**
- Pale blue school polo/cotton shirt – long or short sleeve
- The wearing of pale blue skivvies permitted at years Prep to 6.
- A shirt must be worn under jumpers – undergarments (e.g. long sleeve shirts) that do not meet the uniform dress policy are not to be visible.

**Jumper**
- Timboon P-12 School jumper
- Timboon P-12 School navy polar fleece windcheater
- Timboon P-12 School navy polar fleece vest
- Year 11/12 students are permitted to wear a Timboon P-12 School VCE/VCAL jumper

**Jacket**
- Timboon P-12 school navy coat

**Footwear**
- Black enclosed polished leather shoe (includes Kustom, Rossi, Mulga or traditional dress shoe)
- Covered (heel and toe) black leather sandal or T Bar style (not permitted in technology classes)
- Grey or white socks, Navy tights
- Runners permitted at years P-6

**Hats**
- P-6 students must wear a Timboon P-12 School hat when outside from September 1st to April 30th. It is strongly recommended that students in years 7-12 also wear a hat when outside from September 1st to April 30th.

School uniform is to be worn on all occasions, including excursions and sporting occasions, unless approved by the Principal and noted on the parent information sheet.
Who looks after Year Seven?

YEAR SEVEN TEAM

Teachers in Year Seven are all very friendly and kind people. They really enjoy working with their students and are very aware of what students feel. All teachers are approachable and will always listen to you, so always feel free to talk to any of your teachers!

Year Seven sits in the middle of our 5-8 Sub school. All Year Seven students throughout Victoria follow the same course of study. At Year Seven, a great deal of emphasis is placed on having as few teachers as possible work with each group; to achieve this end, students have two home teachers – one for English, SOSE and Health and another for Maths. We want all our students to work in a cooperative fashion – to be involved in problem solving and team building. Strategies like cooperative learning, small table teams and integrated curriculum are utilised. Our students have access to a strong support system; there are a wide number of people who can provide assistance, including:

- Home Group Teachers
- Year Level Coordinators
- Subschool Leaders
- School Counsellor
- School Chaplain
- School Principals

HOME TEACHER

These are teachers who will be working with you every day. These teachers will be there to help you with any difficulties whether it is with your studies or cut in the playground.

YEAR SEVEN AND EIGHT COORDINATORS

These leaders look after student in Year Seven and Eight, and provide advice and assistance. The Year Level Coordinator takes care of all business concerning absences, uniforms, difficulties with school, discipline, student reporting and individual progress.

This year our coordinators are Ms Pennie Heazlewood and Mr Horne.

Ms Orr is the 5-8 Sub school Leader, and works closely with all staff and students in the Sub school.