

# RINGWOOD SECONDARY COLLEGE



# JUNIOR SCHOOL HANDBOOK 2016

Last updated: 1.01.2016

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## Junior School Information

<b>College Principal:</b>	Mr Michael Phillips
<b>Assistant Principals:</b>	Mrs Julie Hughes Mrs Maria Allison (Junior School) Mrs Eleni Stathatos (Middle School) Mr James Barut (Senior School)
<b>Head of Junior School:</b>	Mrs Elizabeth Keenan
<b>Junior School Community Coordinators:</b>	Year 8: Mr Peter Anderson Year 8: Miss Faith Stepniewski Year 8: Miss Annie Van Eeden Year 7: Mr Andrew Scott Year 7: Miss Samantha Asbury
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# 1 Welcome to Ringwood Secondary College

Thank you for your interest in Ringwood Secondary College. Our school has served the City of Maroondah and surrounding areas of eastern Melbourne with quality education for 61 years. We have a proud tradition of excellence across all fields of endeavour.

Ringwood Secondary College has an excellent academic reputation, providing a broad range of VCE subjects and a strong focus on University and tertiary entrance. We achieve this in an atmosphere where care for the individual is the first priority and due emphasis is given to community service, social skills, discipline, leadership and traditional values. The excellent Year 7 Transition Program reinforces this approach and the use of iPad technology throughout the junior school enables all students to develop 21<sup>st</sup> century learning skills.

As a College which performs, Ringwood Secondary College provides Music teaching from Years 7 to 12 and extensive opportunities are provided in dance, drama and theatre production.

Our members of staff are carefully selected, highly qualified, committed and professional. It is especially for this reason that Year 7 students have an enormous range of involvement opportunities.

Students entering Year 7 have the opportunity to establish continuity in their academic progress, early integration into the culture of the school, as well as benefiting from a broad range of learning experiences and the extra-curricular options available.

Facilities at Ringwood Secondary College are constantly being upgraded to provide improved student learning conditions. Our current focus on grounds improvement includes the recent addition of “The Hub” for student shade and shelter, an ICT support centre and improved sustainability with water tanks, solar panels and a newly added BBQ facility in the Canteen area throughout the College.

Encouragement is provided for students to participate in sport within the College and in competition against other schools. Emphasis is placed on the importance of individual participation and team effort.

The transition arrangements organised by our Junior School team, in particular the Community Coordinators, Form Tutors and teachers will assist in ensuring that your child is able to move with ease from primary to secondary education at Ringwood Secondary College.

Michael Phillips  
College Principal



## VISION AND VALUES

**Ringwood Secondary College**  
fosters a learning community that caters  
for the individual academic, physical,  
social and emotional needs of all our  
members

and is achieved through

**Learning to  
BE  
YOURSELF**

Be positive and resilient  
Be fair and friendly  
Be supportive and honest  
Be a person of integrity

**Learning to  
DO**

Be your best  
Be independent  
Be inquisitive  
Seek to improve

**Learning to  
THINK**

Be creative and innovative  
Reflect analytically  
Be flexible  
Challenge yourself

**Learning to  
LIVE  
TOGETHER**

Care for others  
Work collaboratively  
Demonstrate respect  
Share and build together

Our community characterised  
by the values of:

respect  
integrity  
personal best

enables individuals to be responsible and productive citizens in a global  
community

### **3 Profile of a College which performs**

Opportunity and interaction characterises the educational experiences offered at Ringwood Secondary College. A traditional College, teachers and support staff, provide the rapport that motivates, challenges, interests and cements achievement. Staff, parents and students all engage in a collective sharing of excellence.

#### **Introduction to our College**

- Single campus with over 1460 students
- Excellent academic tradition
- Traditional curriculum with a broad range of electives
- High level of student involvement, achievement and leadership
- Easily accessible by train and bus
- Enrichment and acceleration programs
- Learning support program in Literacy (Years 7 and 8) and Numeracy (Years 7 and 8)
- Extensive use of ICT to support student learning
- iPad program in Year 7 and Year 8
- Laptop program commences in Year 9 continuing throughs Year 10 and 11
- Year 9 CHALLENGE program
- Well-equipped library and internet facilities
- All-encompassing Performing Arts Program: instrumental music, dance, drama, singing, productions
- Comprehensive Student Services Program
- Pastoral care facilitated through the Sub-School Leader and Community Coordinators
- Gymnasium, playing fields, soccer and all weather multi-purpose tennis courts
- International Program and Sister Schools
- Halls of recognition in Sports, Science, The Arts and Heritage
- Vocational and Educational Training (VET) programs across a wide variety of areas
- Victorian Certificate of Applied Learning program (VCAL) for students in Years 11 and 12
- Ringwood Trade Training Facility (RTTF). Students undertake Certificate II or III studies in combination with VCE or VCAL program

### **4 Year 7 Transition and Junior School**

Transition from primary to secondary college is an exciting time with many new opportunities for students. Meeting new teachers, subjects and classmates; establishing new routines; learning the structures and processes of a vibrant secondary school all contribute to a successful transition; however some students may find it to be a challenging time.

Primary students exit a familiar and comfortable environment and enter their secondary school education to a world of change. For many, the well-established support structures that they have known and relied upon no longer exist, and against this backdrop, the care provided by the secondary college is paramount.

Ringwood Secondary College is committed to the provision of a comprehensive, caring and high quality transition program. It is founded upon contemporary educational research and the following key college beliefs:

- All students are capable of succeeding at secondary college
- Each individual is valued and has an important contribution to make to the school community

- Success at secondary school is based on strong partnerships between parents, staff and students
- Students require appropriate opportunities to develop friendship and trust with staff and students
- Students are most likely to succeed if they feel happy and secure in their school environment

## **4.1 Key components of our Transition Program**

### ***Grade six program***

Ringwood Secondary College works closely with primary schools to ensure a smooth transition process. Up-to-date information is disseminated to primary schools and staff visits are carefully planned throughout the year. Other features of the program include our Information evening, regular school tours, Orientation Day, Small Schools' Day, academic challenges, music performances and primary/secondary curriculum initiatives.

### ***Year 7 Study Skills and Wellbeing***

In Term 1, a whole-day program comprising three sessions looks at study skills, bullying and wellbeing with a focus on resilience and optimism, particularly related to friendships. This program is held at the Heathmont Baptist Church. Students will undertake workshops on a range of areas such as time management. The Community Coordinators and REACH facilitate these sessions.

### ***Adventure Park excursion***

This action packed fun day at Adventure Park in Geelong is designed to build friendships between students and staff. Paddleboats, Water Slides and Mini Golf are some of the activities that provide great entertainment.

### ***Staffing***

We aim to staff Year 7 classes with a reduced number of teachers to maximise the opportunity for students to establish connections with their teachers and to provide additional pastoral care during the transition process.

### ***Parent meetings***

Parent meetings held early in the year provide opportunities to raise issues, talk to staff and gain information on specific College areas. Parent teacher evenings allow for discussion of student progress and are held on several occasions throughout the year.

### ***Musical concerts***

Supporting our extensive Performing Arts program, a range of events introduce students to the wonders of music.

### ***Supportive Friends program***

A modified version of a well-established Peer Support Program adopted in many schools provides Year 7 students with friendship and support from trained Supportive Friends Leaders.

### ***Wellbeing evenings***

The wellbeing of our students is pivotal to their education success. During these evenings our Student Wellbeing Coordinator details assistance available for students and provides parents and students with strategies for hypothetical scenarios.

### ***Home room/toilet facilities***

A homeroom for each Year 7 Form promotes a sense of ownership and security. *Toilet facilities*-the main toilet blocks are located centrally between the quadrangle and the all-purpose courts. In addition, the library toilets are available for Year 7 students throughout Term 1; and there is a girls' only toilet block in the Junior School area.

### ***Recreation area***

We have a junior school recreation area with facilities including all weather multi-purpose courts with provision for basketball, netball, volleyball and down ball; tables and bench seats, a shade structure and a Junior School barbeque.

## 4.2 Key components of our Junior School program

Years 7 and 8 are years of excitement, service and involvement. A carefully planned range of extra-curricular activities and support services complement and enhance the traditional academic foundation provided by classroom teachers. Activities include:

**Student Leadership** - Positions available include Ambassadors, Form Captains, and Student Representative Council (SRC) members, Sports, Environment and Performing Arts Captains. Students receive detailed job descriptions for each of the Leadership positions and application forms. Successful applicants take part in a training program and receive badges or certificates at presentation assemblies.

**Wellbeing** – An extensive range of programs caters for the diverse needs of students. Support is available through individual counselling and by participation in key programs.

**Study Group** - This educational supportive program involving carefully selected Year 12 tutors, provides valuable assistance to junior students on a weekly basis. Students receive assistance with individual subjects, time management and organisation. Study Group takes place between 3.30 and 4.30 pm on Tuesday afternoon. A small fee applies.

### ***And so much more to engage our students!***

There are a wonderful variety of activities including athletics, inter-school sport, debating, swimming, instrumental music, cross-country, common level assemblies, luncheons, morning teas, performing arts, inter-house competitions, international program, aerobics, dance, football, outings and camps.

## 4.3 Initiatives in Junior School – Years 7 and 8

Sub-schools are organised into communities, which are each lead, by a Community Coordinator. A community comprises three classes (70-80 students). In addition to transition and junior school programs, the College has implemented many initiatives to improve the quality of teaching and learning in the Junior School. They include:

- A Junior Sub-School Leader and five Community Coordinators in Years 7 and 8 to improve the quality of service and care
- A readily accessible Junior Sub-School office, facilitating assistance and wellbeing for students
- A focus on students achieving their personal best through academic endeavour and community based competitions
- An extensive student leadership program
- Pastoral care facilitated through the Sub-School Leader and Community Coordinators together with positive education (Bounce) tutors, to promote values and life-learning skills
- Development of specific recreational areas for junior students
- Comprehensive wellbeing programs
- 'No put down policy' and strong anti-bullying procedures
- An extensive award program and recognition of academic excellence, effort and involvement in the junior School
- A strengthening of links with local Primary Schools to facilitate the transition process
- Assigned recreational areas for Year 7 students

## 4.4 Organisation/Communication

Parent communication is always welcome and regarded as vital for each student's social and academic progress. Parents may ring the college to speak to or arrange an appointment with a Sub-School Leader, Community Coordinator, subject teacher or contact can be made through email. Compass is also an excellent avenue for communicating with teachers.

- Bounce (Positive Education) session per fortnight
- Fortnightly assemblies to promote leadership, citizenship and collegiality
- Administration, Student Services, Curriculum Committees
- Student Representative Council - meets regularly
- Parent Groups: PCTA, Music Association, Heritage Group, Extra PArts
- College Council and subcommittees of Facilities, Policy and Education; and Resources
- Parent Forums
- Daily bulletin notices on Compass
- ENewsletter, distributed several times a Term available electronically from the College website
- College Magazine distributed to families at the end of the year

## 4.5 Pastoral Care

For most students their experience at our College will be a positive and enjoyable one. However, during the years they are with us there may be times when students encounter learning difficulties, social/emotional concerns or other problems that affect their studies. The College offers a comprehensive and integrated pastoral care program to meet these needs underpinned by a belief in the value and potential of every child.

### Junior Sub-School Leader

The Junior Sub-School Leader liaises closely with the Community Heads and College administration in overseeing Years 7 and 8. Typical areas of responsibility include the development and implementation of programs and policies in close consultation with the Student Wellbeing Coordinator and Community Coordinators. Parents are most welcome to contact the relevant staff.

### Community Coordinators

The Community Coordinators are responsible for the wellbeing and discipline at their particular level. In addition, they closely monitor the academic progress of students under their care, conduct assemblies, organise day-to-day activities and ensure the smooth running of the year level. Parents should not hesitate to contact the appropriate Community Coordinator by email, letter or telephone as the need arises.

### Classroom teachers

The teachers of each class discuss strategies and ideas to maximise both the wellbeing and educational progress of each student. Team meetings occur during Junior School teacher meetings or informally in a variety of settings.

## 4.6 Student Services

At Ringwood Secondary College, we believe each student has the potential to become a skilled, successful and fulfilled adult making a positive contribution to the community. Through the provision of a comprehensive Student Services program, the College has a strong commitment to maximising the learning and development of each student throughout their time at school. Students are better prepared for learning when they are healthy, safe and happy.

The College offers a comprehensive and integrated pastoral care program. A range of staff including Tutors, Community Coordinators, Sub-School Leaders, Social Workers, Student Wellbeing Coordinators and Assistant Principals work closely with students. ESSO Workers and a variety of agencies provide individual counselling.

#### 4.7 Student Wellbeing Coordinator, Social Worker & School Chaplain

Parents and students are encouraged to approach, in confidence, our Student Wellbeing Coordinator, Social Worker or School Chaplain to assist in resolving any difficulties that may arise in the daily lives of students. Resolutions may involve 'one to one' counselling, development of appropriate strategies, and the coordination of assistance from College services such as our Social Worker and/or Chaplain, or referral to outside agencies.

As well as dealing with individual students, programs are in place to meet specific needs of students including, Peer Support (modified version), Seasons for Growth, Wellbeing Days and Supportive Friends and Anti-bullying sessions.

Parents are encouraged to contact the Student Wellbeing Coordinator, Chaplain, Junior Sub-School Leader or a Community Coordinator with concerns they may have regarding their child's progress.

### 5 Curriculum Program

At Ringwood Secondary College, we believe that all students have the ability to learn and to make progress. The success and reputation we enjoy in the school community is predominantly attributable to the success our students have experienced in their learning over a sustained period of time.

The College offers a comprehensive and challenging curriculum for all students. For students in Years 7-10, the program offers a breadth of study across three major domains of the Australian Curriculum in Victoria (AusVELS): Disciplinary Learning, Interdisciplinary Learning; and Physical, Personal and Social Learning.

Disciplinary Learning	Interdisciplinary Learning	Physical, Personal and Social Learning
<ul style="list-style-type: none"> <li>• Arts</li> <li>• Economics</li> <li>• English</li> <li>• Geography</li> <li>• History</li> <li>• Languages Other than English (LOTE)</li> <li>• Mathematics</li> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Design, Creativity and Technology</li> <li>• Information Communication Technology</li> <li>• Thinking Processes</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Physical Education</li> <li>• Personal Learning</li> <li>• Interpersonal Development</li> <li>• Civics and Citizenship</li> </ul>

#### 5.1 Year 7 and 8 Curriculum

Students in Years 7 and 8 study a common core curriculum, which encompasses studies from each of the VELS strands

##### Timetable Structure

- The College runs a 10-day timetable and a four period day. Throughout the term we run with Week 1 and Week 2 timetables.
- The start of every new Term will commence with the Week 1 timetable.
- Most studies run for the entire year however, several studies are offered for only one semester.

### Year 7 Program

<b>Subject</b>	<b>Periods per fortnight</b>
English OR English as an Additional Language	6
Maths	6
Science	4
Geography (semester)	6
History (semester)	6
French or Indonesian	4
Physical Education	4
Art	3
Music	3
Technology Textiles (semester)	4
Technology Metal (semester)	4

### Year 8 Program

<b>Subject</b>	<b>Periods per fortnight</b>
English OR English as an Additional Language	6
Maths	6
Science	4
Geography (semester)	5
History (semester)	5
French or Indonesian	4
Physical Education	4
Art	3
Music/Health	3
Food Technology (semester)	4
Technology Wood (semester)	4

## 2016 Curriculum – Years 7-10

Year 7	Year 8	Year 9	Year 10					
Art * English OR English as Another Language Geography * History * LOTE: French or Indonesian Mathematics Music Physical Education Science Tech Metal * Textiles * Visual Communication *	Art * English OR English as Another Language Geography * Health * Food and Technology * History * LOTE: French or Indonesian Mathematics Music * Physical Education Science Tech Wood * Visual Communication	<p><b>CHALLENGE program</b>                      Culture and Communication (includes an EAL group)                      Mathematics                      Science                      interGREAT                      Physical Education                      Health *</p> <p><b>Elective program:</b>                      Students select several /semester length subjects.</p> Art CAD (Computer Aided Drawing) Dance Digital Citizenship Drama French*** Duke of Edinburgh program*** Food and Technology Indonesian*** Information Technology United Youth Media Media Materials and Technology Music Performance Photography Robotics Textiles Visual Communication Wood Technology	English OR English as Another Language Health * History * Mathematics Science*  Students select 5 x 6.5 ppf electives.  <p><b>Electives – 6.5 periods per fortnight</b></p> Active for Life Art Art Styles Auto Small Engine Technology Bakery Delights Biochemical Science Business and Economics Creative Writing Dance Design in the Real World Digital Citizenship Dollars and Sense Drama Flavours of the World Forensics French*** Geography Help Homer to Hollywood Hunger Games Indonesian*** IT Essentials A IT Programming Journalism	<p><b>Electives – 6.5 periods per fortnight</b></p> Literature Materials and Technology Media Music Philosophy Physical Education Visual Communication	Students must select one Science unit ***Students intending to undertake a Science study in Year 11 are recommended to take at least one additional Science study	Biology, Chemistry and other issues in Science. Forensic Science. Projectile Physics, Chemical Reactions and Disease. Light, Chemistry and Natural Selection. Psychology (elective only)	Restaurant Delights Robotics Theatre Studies Textiles Technology Visual Communication Wood Technology	<p>***<i>must be selected both semesters</i></p> Students may apply to undertake a wide selection of Unit 1 and 2 VCE studies – conditions apply.
<p>* <i>Indicates semester length subject</i></p>		<p>*** <i>must be selected both semesters</i></p>						

## 5.3 Year 7 Subject Outlines

### YEAR 7 ENGLISH

**Length:** Whole year for 6 periods per fortnight

#### COURSE OUTLINE

The English course is based on the learning outcomes-Reading, writing, speaking and listening skills are promoted and developed through a wide range of activities which includes spelling, grammar, comprehension, oral work, reading of novels, film as text, short stories, poetry and short stories and writing in a range of modes. One half lesson per fortnight is spent in the library undertaking 'Reading Ladders', a program which encourages reading for pleasure.

#### ASSESSMENT

- Oral Presentation
- Craft of Writing
- Text Response

### YEAR 7 ENGLISH as an ADDITIONAL LANGUAGE (EAL)

**Length:** Whole year for 6 periods per fortnight. Eligible students will undertake EAL instead of the mainstream English program.

#### COURSE OUTLINE

An EAL program is provided for students of non-English speaking background who require assistance with their English. Students are given assistance in small groups to increase their English communication skills and to assist them with their language based core subjects. Students participating in the program must meet the Victorian Curriculum Assessment Authority (VCAA) selection criteria.

#### ASSESSMENT

- Listening
- Speaking
- Reading
- Writing

### YEAR 7 GEOGRAPHY

**Core subject** - One semester for 6 periods per fortnight

#### COURSE OUTLINE

During the course students will learn important skills such as mapping and atlas work in a context of Australia's land and people. Particular study is also made of the desert environments and endangered species. Students are introduced to geographical issues such as desertification, land care and protection of species.

#### ASSESSMENT

- Tests
- Research Assignments
- Fieldwork
- Classwork

## YEAR 7 HISTORY

**Core subject** - One semester for 6 periods per fortnight

### COURSE OUTLINE

At Year 7, the course is Ancient History. It begins with some consideration of the nature of History and its sources. Several major civilisations are studied including Egypt, Greece and Rome. Work requirements involve a range of activities including document studies, assignment work, documentaries and imaginative exercises involving the use of the iPad. Where possible, excursions are held. The Year 7 course is designed to link with Year 8. There is also the opportunity for civics and citizenship related activities.

### ASSESSMENT

- Test
- Oral Presentations
- Research Assignments

## LANGUAGES OTHER THAN ENGLISH (LOTE)

Students are able to make a choice of language to study and should select one of the following languages to study during Years 7 and 8: French or Indonesian.

## YEAR 7 FRENCH

**Core subject** – Whole year for 4 periods per fortnight

### COURSE OUTLINE

Students enjoy a range of activities, which makes their language learning meaningful and relevant to their lives. The language courses are designed to give students the experience of expressing themselves within another framework, linguistically and culturally.

### ASSESSMENT

Assessment is an ongoing part of the curriculum in all key areas of language: speaking, listening, reading and writing.

## YEAR 7 INDONESIAN

**Core subject** – Whole year for 4 periods per fortnight

### COURSE OUTLINE

Students enjoy a range of activities, which makes their language learning meaningful and relevant to their lives. The Language courses are designed to give students the experience of expressing themselves within another framework, linguistically and culturally.

### ASSESSMENT

Assessment is an ongoing part of the curriculum in all key areas of language: speaking, listening, reading and writing.

## YEAR 7 MATHEMATICS

**Core subject** – Whole year for 6 periods per fortnight

### COURSE OUTLINE

In Year 7, the maths course covers areas including whole number arithmetic, fractions, decimals, geometry, probability, measurement and introductory algebra.

Teaching methods are varied and include problem solving, projects, computer use, hands-on activities, and group work.

Small group help is available for those students who would benefit from extra attention to their basic arithmetic.

### ASSESSMENT

Assessment is by means of topic tests, common tests, projects and reports on problems. A homework program is followed on a regular basis. Student goal setting and self-assessment is encouraged.

## YEAR 7 MUSIC

**Core subject** – Whole year for 3 periods per fortnight

### COURSE OUTLINE

The Year 7 course serves as a comprehensive introduction to Music in general. Students are also given an outstanding opportunity at the commencement of the year to try all of the Orchestral/Symphonic instruments that we use in our college Band program that they may apply to learn. Classroom music covers four main areas of study. These are Instruments of the Orchestra; Musicianship; Composers and Listening Analysis; and Aboriginal/Folk Music of Australia.

Skills developed include musicianship, listening/appreciation, research assignments, composition using music technology and performance.

### ASSESSMENT

- Musicianship tests
- Research Assignments
- Compositions
- Performance

## YEAR 7 PHYSICAL EDUCATION

**Core subject** – Whole year for 4 periods per fortnight

### COURSE OUTLINE

Students undertake a variety of team and individual activities with an emphasis on developing appropriate skills and attitudes relevant to Physical Education. Activities include fitness, athletics, ball-handling activities, netball, cricket, gymnastics, dance, soccer, bike education and tennis. Students are expected to wear the Ringwood Secondary College PE uniform.

### ASSESSMENT

Participation and level of skill in class activities, assignments and/or tests

## YEAR 7 SCIENCE

**Core subject** – Whole year for 4 periods per fortnight

### COURSE OUTLINE

Students learn basic laboratory skills in Term 1, which they can use for the rest of the year in other topics. Topics studied during the year include Understanding matter: Solids, liquids and gases; Mixtures; Living and Non Living Things; Plants and Animals; Sun and the Planets; Cells of Life; Electric Circuits and Magnetism.

### ASSESSMENT

Tests, assignments, laboratory skills and homework.

## YEAR 7 TECHNOLOGY TEXTILES

**Core subject** - One semester for 4 periods per fortnight

### COURSE OUTLINE

Design Briefs are presented to students, which encourage the development of skills through investigation, design, production and evaluation. The use of textile tools and equipment is a major part of the course.

### ASSESSMENT

Students are assessed on their design and production of projects as well as their folio work.

## YEAR 7 Material Technology METAL

**Core subject** - One semester for 4 periods per fortnight

### COURSE OUTLINE

Design Briefs are presented to students, which encourage the development of skills through investigation, design, production and evaluation. The use of tools and equipment in the manufacture of set projects is a major component of the course.

### ASSESSMENT

Students are assessed through production, assignments and written work.

## YEAR 7 VISUAL ART

**Core subject** - One semester for 3 periods per fortnight

### COURSE OUTLINE

Students study a range of visual art forms, such as painting, drawing, mixed media and collage. Both 2 dimensional and 3 dimensional forms are studied. Students develop a range of skills by producing art works and by studying art works. All Year 7 students have the opportunity to participate in the college's Art and Technology Exhibition.

### ASSESSMENT

- Folio/practical tasks
- Written work
- Homework

## YEAR 7 VISUAL COMMUNICATION

**Core subject** - One semester for 3 periods per fortnight

### COURSE OUTLINE

Students develop knowledge of drawing systems such as orthogonal, isometric, maps, symbols and logos. They learn about the design process and its relevance to audiences, marketing and advertising. All Year 7 students have the opportunity to participate in the college's Art and Technology Exhibition.

### ASSESSMENT

- Folio/practical tasks
- Written work
- Homework

## 5.4 Year 8 Subject Outlines

### YEAR 8 ENGLISH

**Core subject** – Whole year for 6 periods per fortnight

### COURSE OUTLINE

The Year 8 English course is based on the Learning Outcomes outlined in the VELs. The extension and development of English skills, outlined in Year 7, continues and work of a higher standard is required. Each week has a designated spelling and grammar focus, and one lesson per fortnight is spent in the library, encouraging reading for pleasure.

### ASSESSMENT

- Oral Presentations
- Craft of Writing
- Text Response
- Spelling and grammar

## YEAR 8 ENGLISH as an ADDITIONAL LANGUAGE (EAL)

**Core subject** – Whole year for 6 periods per fortnight. Eligible students will undertake EAL instead of the mainstream English program.

### COURSE OUTLINE

An EAL program is provided for students of non-English speaking background who require assistance with their English. Students are given assistance in small groups to increase their English communication skills and to assist them with their language based core subjects. Students participating in the program must meet the selection criteria.

### ASSESSMENT

- Listening
- Speaking
- Reading
- Writing

## YEAR 8 GEOGRAPHY

**Core subject** – One semester for 6 periods per fortnight

### COURSE OUTLINE

Students build on the skills learnt in Year 7 Geography. Topics studied are Weather and Climate, Forests, and Antarctica. Forests are studied both in class and in the field, as an important resource both in Australia and the world. Students also participate in the Integrated Project on Sustainability

### ASSESSMENT

- Test
- Research Assignments
- Fieldwork
- Classwork
- 

## YEAR 8 HEALTH

**Core subject** – One semester for 4 periods per fortnight

### COURSE OUTLINE

Health Education is a core subject for students in Year 8. It covers areas such as factors that influence our health, relationships with friends and family, and managing health issues associated with adolescence. In the area of health promotion students consider the role of healthy eating, looking after their skin and maintaining a healthy body image.

### ASSESSMENT

Tests, visual displays, worksheets, assignments, media review and class participation

## YEAR 8 HISTORY

**Core subject** – One semester for 5 periods per fortnight

### COURSE OUTLINE

At Year 8 the course is Early Modern History. Topics covered include a study of the 'Invaders of Britain', the Middle Ages, covering the way people lived, great events, the Tudors, the Renaissance and the Age of Exploration. Where possible, excursions are held.

### ASSESSMENT

- Test/s
- Oral Presentations
- Research Assignments

## YEAR 8 FOOD TECHNOLOGY

**Core subject** – One semester for 4 periods per fortnight

### COURSE OUTLINE

In Food Technology, students study basic food preparation techniques, safety and hygiene in relation to working with food and sensory properties of food through the practical application of these methods. Healthy food choices are explored through a range of well-planned but simple meals. To reinforce this, students are taught to make thoughtful evaluations of all the products they make throughout the semester. The process of the Design Brief is central to the course and students are given the opportunity to use this skill in the planning of a food item.

### ASSESSMENT

This may include:

- Evaluations of practical activities
- Participation in a range of practical activities
- Design Brief project
- Range of short written activities

## LANGUAGES OTHER THAN ENGLISH (LOTE)

Students will continue to study French or Indonesian.

## YEAR 8 LOTE: FRENCH

**Core subject** – Whole year for 4 periods per fortnight

### COURSE OUTLINE

Students will continue to use their iPads to enhance their learning of French. The aim of the course is to reinforce language skills taught at Year 7 and to enhance vocabulary and language structures at a slightly more sophisticated level. Emphasis is on the enjoyment of learning new things about the French culture and language. In some years a theatre troupe visits the school to perform a play in French. French cooking may take place in the classroom and Robert, the crepe man visits, selling his crepes and offering students an opportunity to practise their French-speaking in an authentic environment.

### ASSESSMENT

Assessment is an ongoing part of the curriculum in all four areas of language learning: listening, speaking, reading and writing plus cultural assignments.

## YEAR 8 LOTE: INDONESIAN

**Core subject** – Whole year for 4 periods per fortnight

### COURSE OUTLINE

The aim of the course is to reinforce language skills taught at Year 7 and to enhance vocabulary and language structures at a slightly more sophisticated level. Emphasis is on the enjoyment of learning new things about the Indonesian culture and language. At this level students may be offered the opportunity to participate in an educational tour to Indonesia or Malaysia.

### ASSESSMENT

Assessment is an ongoing part of the curriculum in all four areas of language learning: listening, speaking, reading and writing plus cultural assignments.

## YEAR 8 MATHEMATICS

**Core subject** – Whole year for 6 periods per fortnight

### COURSE OUTLINE

The Year 8 Maths course includes directed number, ratio, percentages, geometry, Cartesian graphing, measurement, probability, statistics, algebraic techniques and solving of linear equations.

Teaching methods are varied and include a range of activities. Problem solving skills are practised.

### ASSESSMENT

Assessment is by means of topic tests, common tests, projects and reports on problems. Homework is given on a regular basis.

## YEAR 8 MUSIC

**Core subject** – One semester for 4 periods per fortnight

### COURSE OUTLINE

The Year 8 Music course covers five main areas of study. These are Modern Music, My Music, Blues/Jazz, World Music and Film Music/Musicals.

Skills developed include musicianship, listening/appreciation, research assignments, composition using music technology and performance.

### ASSESSMENT

- Musicianship tests
- Research assignments
- Compositions
- Performance

## YEAR 8 PHYSICAL EDUCATION

**Core subject** – Whole year for 4 periods per fortnight

### COURSE OUTLINE

The Year 8 Physical Education course covers a range of activities which fitness, athletics, softball/baseball, basketball, bike education, gymnastics, dance, hockey, volleyball and tennis. There is a focus on building individual skills, tactical skills, teamwork and cooperation. Students are expected to participate in all classes and wear the Ringwood Secondary College PE uniform.

### ASSESSMENT

Participation and level of skill in class activities, assignments and/or tests

## YEAR 8 SCIENCE

**Core subject** – Whole year for 4 periods per fortnight

### COURSE OUTLINE

Students learn to be scientific, including how to plan and design experiments. Topics studied during the year include Exploring the Universe; Machines and Levers; Energy; Systems for Survival; Chemical Reactions; Acids and Bases; and Ecosystems.

### ASSESSMENT

Tests, assignments (including use of ICT), laboratory skills, homework and model making

## YEAR 8 WOOD TECHNOLOGY

**Core subject** – One semester for 4 periods per fortnight

### COURSE OUTLINE

Design Briefs are presented to students, which encourage the development of skills through investigation, design, production and evaluation. The use of woodworking tools, machinery and equipment in the manufacture of set projects is a major component of the course.

#### **ASSESSMENT**

Students are assessed through production, assignment and written work

### **YEAR 8 VISUAL ART**

**Core subject** – One semester for 3 periods per fortnight

#### **COURSE OUTLINE**

Students study a range of visual art forms, including painting, drawing and mixed media. Students will be taught a range of drawing techniques and complete artworks based on observational drawing. They will undertake a portraiture unit and study a range of famous artists. They will also analyse and discuss artists from different movements. Students are encouraged to maintain a folio of their work. All Year 8 students have the opportunity to participate in the college's Art and Technology Exhibition.

#### **ASSESSMENT**

- Folio/Practical tasks
- Written work
- Homework

### **YEAR 8 VISUAL COMMUNICATION**

**Core subject** – One semester for 3 periods per fortnight

#### **COURSE OUTLINE**

Students acquire skills and knowledge related to a variety of drawing systems, such as orthogonal, isometric, symbols and illustrations. Design elements and principles are studied, via the design process. Students undertake a sustainability unit where they explore house designs, architectural drawing and create a 3-dimensional model. All Year 8 students have the opportunity to participate in the college's Art and Technology Exhibition.

#### **ASSESSMENT**

- Folio/Practical tasks
- Written work
- Homework

## **5.5 Year 8 Integrated Project**

All Year 8 students participate in an Integrated Project, an exciting curriculum venture which integrates a number of subjects: English, Maths, Science, Geography, Music and Visual Communication around the theme of Sustainability – Creating a Sustainable Space. Guest speakers and exciting activities lend depth to the project, which extends over 6 weeks. The program is designed around challenge based learning and covers areas including water, recycling, energy and food. Students work collaboratively in teams to produce a digital portfolio, and create a model of a sustainable space to demonstrate their understanding. Students put their learning into practice at school and at home by participating in a range of activities related to sustainability.

## **5.6 e-Learning across the College**

Technology is integrated into all aspects of the curriculum throughout Ringwood Secondary College. All students have individual email and Internet accounts and their own work area on the school server to save their work to. The school is dual platform, offering students opportunities and training in Mac and PC use and applications. The College has three fully equipped Mac labs, where students have access to both Mac OS and Windows OS, all with access to other digital peripheral equipment.

The iPad program was introduced for all Year 7 students to support them in their learning. The iPad replaces the

use of textbooks and enables students to use appropriate creative, productive and subjects based apps, read eBooks, access resources via the Internet or use other electronic resources their teachers have created and posted.

Students in Years 7 and 8 will not be required to purchase textbooks as they will be using iPads, eBooks, and applications (apps) for anywhere, anytime learning. This allows students to access up to date resources. With the assistance of apps and the Internet, students are able to engage more fully with the curriculum and apply their understandings and knowledge in creative ways using a range of applications. Students have greater access to tools that allow them to collaborate and celebrate their work, sharing it with their peers easily both in the classroom and around the globe.

The College has a 1:1 laptop program from Years 9-11, where students are prepared for the 21<sup>st</sup> Century digital environment they live in and will work in. Students in all year levels have the opportunity to create, collaborate and design using Web2.0 and 3.0 tools. Students continue to have access to their own laptop in VCE (Year 12) and may borrow an iPad from the library.

Students have many opportunities to take part in global projects, where they work co-operatively and collaboratively with students from other countries and within Australia on project based work. Online e-Learning competitions to create design or investigate various issues and tasks are also offered to students across all year levels. Educational *wikis, blogs, podcasts, forums* and other Web 2.0 learning tools are widespread throughout the college.

## **5.7 How does the College respond to talented students?**

The College offers a wide range of experiences for enrichment and enhancement within both classroom courses and extra-curricular activities. Many of these additional activities are in cross-aged groups. Depth and breadth should not be compromised during a period where social development is so important.

### **Acceleration**

Acceleration of individual students takes place across learning areas. Students may be accelerated within the existing structure or given the opportunity to undertake a variety of extension programs, which focus on areas including problem solving, collaborative learning and use of ICT.

### **ACE Program- Achievement, Commitment, Excellence**

In 2016, the College is introducing the ACE program for high achieving students. The aim of the program will be to engage and challenge high ability students to reach their full intellectual, social and emotional potential in an enriched educational program. It will be offered to Year 7 students who demonstrate academic skills above those of their peer group, are self-directed and strongly motivated to achieve academically.

Students in the Year 7 ACE class will undertake an enriched and rigorous curriculum for the core subjects of English, Mathematics, Science and Humanities (History, Geography and Economics). The language offered for ACE students is French. It is expected that students will undertake their language studies for a minimum of three years. For other subjects, students will participate in mainstream, mixed-ability classes.

### **Enrichment and Enhancement Activities**

The responsibility of providing enrichment and enhancement lies foremost with the individual classroom teachers. In addition, the College runs a variety of activities on a regular basis to provide students with the opportunity to develop their knowledge and skills in a different setting. The following list does not include the extensive range of extra-curricular activities such as Leadership, Performing Arts, Sports, Camps and Excursions, which are detailed elsewhere in the handbook.

- Debating – interschool
- Da Vinci Decathlon
- Public speaking forums
- Mathematics extension and challenge programs
- Artist/Writer/Musician in Residence programs
- Tournament of Minds
- Annual Art and Technology Exhibition
- Foreign language dinners
- Entry to community based essay and poetry competitions
- Participation in Australia wide Mathematics, English, Science, Geography and Computer competitions

## 5.8 Special Learning Needs

For many years the College has lead in the region with a comprehensive assessment program for students entering Year 7. Following testing, we are able to identify students for our Learning Support programs in Literacy and Numeracy. These students work in small groups and teacher/student bonds can establish a positive learning environment. Teachers for this program are specially selected and are supported by our Student Services program. These classes are available for selected students in Years 7-8. Teacher and Aide support is also provided in the classroom for selected students.

## 6 Assessment and Reporting

### Progress Reports

The College reports at the end of Term 1 with a Progress Report in all subjects for students. Progress Reports are produced in Term 3 for selected students. Parents or teachers may ask for progress reports at any time where there is a concern with a student's progress.

### Semester Reports

Ringwood Secondary College formally reports to parents twice a year in all subjects: at the end of Semester 1 (July) and at the end of Semester 2 (December). Each subject report will include an overall subject grade, grades for assessment tasks, work habits, a written comment about the student's achievements and areas for improvement/future learning, VELS assessment and absences from class.

### Parent/Teacher/Student interviews

Parent/Teacher/Student interviews are held for Year 7 at the end of Term 1 when Progress Reports are distributed and again in Term 3. Parents are strongly encouraged to attend these interviews and are able to arrange interview times using Compass. Families are advised when they are able to access the program as the time for interviews nears.

Key to Grades for Assessment Tasks and Achievement	
HD	High Distinction
D	Distinction
VG	Very Good
G	Good
S	Satisfactory
U	Unsatisfactory
NA	Not Assessed

For each subject, students are also assessed on their demonstrated work habits of:

- Effort
- Class behaviour
- Completion of work

## 6.1 Awards/Recognition

We encourage students to strive for excellence in all areas of their schooling. The three major areas we acknowledge and recognise are:

- Academic Certificates
- Academic Distinction Certificates
- Merit Certificates

Certificates are presented at a Presentation afternoon mid-year and at the Presentation evening at the end of the year.

**Note:** Merit Certificates may also be awarded according to the year level Community Coordinators discretion, particularly for students who have performed strongly under difficulties of some nature.

### Involvement Certificates

These are awarded to students who have made a significant contribution to extra-curricular activities such as: Leadership, Community Service, Sport, Performing Arts, Debating, SRC and general assistance.

### Special annual awards available to students

**Year Level Dux:** Awarded to the student who gains the greatest number of High Distinction or Distinction Academic ratings across both semesters. Where students cannot be separated on this criterion, additional academic information, such as performance in subject tests/exams and subject competitions will be considered. Instrumental reports will not be considered in fairness to all students. Winners are chosen by year level Community Coordinators.

**Performing Arts and Arts Awards:** Awarded to the best Arts student. This award covers the vast array of extra-curricular Arts activities such as Production, Singing, Music and curriculum subjects including Art, Graphics and Music. The Arts Learning Area Coordinator chooses winners in consultation with relevant staff and Community Coordinators.

**Music Awards:** Awarded to students who distinguish themselves in the extra-curricular Music Program. Winners are chosen by the Music learning area.

**Sport Awards:** Awarded to the best male and female Sports students. Encompasses the full and extensive range of College sporting programs including swimming, athletics, cross country and interschool sports. The Director of Sports in consultation with Community Coordinators chooses winners.

**Coordinators' Awards:** Awarded to male and female students who have achieved outstanding results under special circumstances such as personal difficulties or disadvantage of some description.

Further awards are available from other activities such as National Academic and Essay Competitions.

## 6.2 Year 7-10 Work Submission Policy

### Rationale:

The submission of work for assessment is an integral part of the teaching and learning process. At Ringwood Secondary College we have developed a process that is equitable and fair to all students and applied consistently across all sub schools and learning areas.

### Aims:

- To establish protocols and procedures that defines the process for students to submit work.
- To ensure that students and parents understand the importance of completing and submitting work.

- To provide a structured framework to assist students who need assistance in establishing a homework routine and/or who have difficulty in effectively managing time to meet deadlines.

## Implementation

### 1. Protocols and procedures

- The submission of all assessment material by the due date is the responsibility of the student. Students must plan their workloads to meet deadlines and not leave assessment tasks until the last minute.
- Submission items and dates will be clearly communicated to students and must be recorded by the students in their diaries.
- All submitted material must be the student's own work. Plagiarism and copying of other students' work is not permitted.
- If the submission is handwritten, it must be legible and presented neatly with name of student, date and teacher written on the submission.
- Ringwood Secondary College recognises that on occasion, meeting submission deadlines is difficult due to extended absence, illness and medical conditions. In such cases, students need to provide their teacher with a written explanation from their parent/guardian, which notifies the work, will be submitted late, preferably 24 hours before the submission date. In the event of a student absence due to illness, the explanation can be submitted on their return.
- Extensions will only be given by the teacher in respect of illness, medical condition, and absence or in exceptional circumstances. Students are advised that commitments outside of school are not sufficient reasons for an extension.
- In cases where students do not meet the deadlines for submission, the following steps will be taken in order for the submission to take place:

Type of work	Action	Late Graded Penalty
Short submission – class-work or homework	Students will be required to complete the work in a time set by the class teacher. This will usually be at lunchtime or after school. Their teacher will inform students when they are expected to attend. There is an expectation that students record and manage due dates and turn up promptly at the designated time.	A typical penalty could be 10 per cent reduction for each day late, up to 50 per cent reduction.
Common Assessment Task	Parents/guardians will be advised via a Chronicle entry in Compass or email of non-completion/non-submission of work and the date the work is required. This work will be assessed but there will be a penalty grading on the semester report.  In the event of this work not being submitted by the revised date, students will be required to complete the work as per the short submission requirements.	10 per cent reduction for each day late, up to 50 per cent reduction.  Work not submitted by the revised date will receive an Unsatisfactory.

- h. In the case of a major assessment task such as a CAT (Common Assessment Task), Community Coordinators will be alerted of the Compass Chronicle entry for future follow-up if deemed necessary.
- i. Prior to the preparation of semester reports, students must ensure they have completed and submitted for correction, all work designated by each of their subject teachers. The final date for submission for overdue work is five school days prior to the Report Writing Day in June. For semester two reports, the final date for overdue submissions is the end of Week 6 in Term 4.
- j. If a student continues to fail to meet due dates and submissions are not made then parents may be called for a meeting and further action shall be taken. At this meeting, an agreed action plan will be developed for assisting the student in meeting future deadlines.

## **2. Parent and Student understanding**

It is an expectation that students complete all assessment tasks for every subject that they study. Non-submission of work will impact on the level of achievement a student receives during a semester.

The Work Submission Policy is required to be signed by student on enrolment. Parents and students must read the policy and sign it as an agreed understanding of college expectations to ensure successful submission of all work.

The Work Submission Policy is published in the student information document published on Compass and included in the year level handbooks.

## **7 Extra curricular**

### **7.1 Performing Arts**

#### **Instrumental/Vocal Music**

Students have the opportunity to learn a variety of musical instruments while at College. The popularity of this program is evidenced by the 450 plus students involved! A levy for Instrumental Music is charged and students are expected to own or purchase their own instrument. However, some of the larger, more expensive instruments can be hired from the College or other companies. Students have the opportunity to participate in the College concert bands, orchestras, stage bands and choirs. They have the opportunity to participate in Band Tours, Festivals, Musicians in Residence and community performances. A special Recruitment/Information Evening for Year 7 is arranged early in Term 1.

#### **College Musical Production**

A full-scale Musical Production is held each year – musicals such as “My Fair Lady”, “Oliver”, “Kiss Me Kate”, “Wizard of Oz”, “Annie Get Your Gun”, “Guys and Dolls”, “The Music Man”, “Showboat”, “Calamity Jane” and “Sweet Charity” and “Hairspray”, have been presented. Auditions are held in February and March and rehearsals are held after school on Tuesdays. A camp in July for crew, orchestra and cast fosters cohesion for the final run. Students are also involved in publicity, make-up, lighting, costume, staging, props and ushering. The 2015 Production was “Oliver” with performances held in August.

#### **Junior Musical Production**

A smaller scale musical production is created specifically to encourage students from Years 7–9. This production occurs as part of the End-of-Year program. In December 2015, the Junior Production was ‘The Lion King’.

### **7.2 Sport**

Students are given the opportunity to participate in a wide variety of sports and inter-school sport. Traditional whole school events include the swimming, athletics and cross-country carnival days, where students compete as members of a House competition. Many competitors are selected to represent the College at region levels, and a number of teams and individuals win through to State level competitions. Practices for inter-school sport are held

at lunchtimes and after school. The College has had considerable success in a range of inter-school sports in recent years, including: Cross Country champions 23 of the last 24 years, Swimming champions for 20 consecutive years and Athletics champions for 22 of the last 25 years.

*Common sports include:* Aerobics, Badminton, Baseball, Basketball, Cricket, Netball, Volleyball, Soccer, Tennis, Football, Softball, Table Tennis, Squash, Hockey.

Sporting activities are often organised at lunchtimes between classes or between students and staff.

### **7.3 Student Leadership and Responsibility**

The College encourages the development of student leadership. We believe participation in any form of leadership develops personal confidence; responsibility and self esteem and offers students other long-term benefits such as enhanced job prospects.

Many positions of leadership are available for students across all year levels. These include Sports Captains, Ambassadors, Environment and Performing Arts Captains. A detailed job description and link to the online application form is provided to students. Successful students early in Term 1 undertake an Ambassador training session. Certificates and badges are presented to students who have a leadership position.

### **7.4 Social Service**

Each year the College raises a large sum of money for Social Service. Students have participated in raising funds for a range of organisations including: State Schools' Relief, Red Shield appeal, Anti-Cancer Foundation and Research and the 40 Hour Famine. Whole school and year level enterprises include such things as out-of-uniform days, stalls, socials, activities, and the annual Walkathon.

We greatly appreciate the commitment our students demonstrate in supporting these activities and believe participation assists in their personal development.

### **7.5 Camps and Excursions**

Camps and excursions are an essential part of the learning environment and the majority have a specific curriculum focus to support classroom activities: eg Year 10 and VCE Physical Education and VCE Geography.

A Musical Production and Music Camp is organised to improve student performance. A Band Tour is held early in Term 4 for students in Years 7-10 to visit rural Victoria and play before a variety of audiences. In 2016, the College will undertake its sixth World Performing Arts Tour, showcasing our students' talents in many countries: eg- USA, Canada, England, France, Netherlands, Czech Republic and China. World Tour occurs every three years.

Groups of students have the opportunity to visit our sister schools in Thailand and France. Language Study tours to New Caledonia/Indonesia, may be offered to students of French or Indonesian to enhance language skills and cultural knowledge.

All Year 9 students will take part in a camp in term 1 to encourage community building and personal growth. The Duke of Edinburgh camps for students in Year 9 have a strong emphasis on leadership and outdoor activities.

Excursions are seen as an important part of the learning program, providing a range of experiences that are impossible to deliver in the classroom. In all cases, parents will receive notice in writing of excursions and the costs involved. Written permission must be given for a student to go on an excursion. Students must wear full College uniform *unless* a special note is included in the excursion details.

Other camps are organised by year level coordinators to assist students in developing social skills, teamwork and leadership and to provide unique and enjoyable opportunities. Trips to Central Australia in Year 11, Queensland in Year 10, Bike Tour in Year 9 are most popular with the students.

## 8 Student Attendance

Regular and punctual attendance is essential. If your child is going to be absent for more than one day, please notify the Student Attendance Officer or the General Office.

**Student Attendance Officer - 9845 7519**  
**General Office - 9870 2002**

A student who has been absent from College is required to present a note signed by the parent to the office on the day he/she returns to College.

The College is using Compass, an electronic attendance system and close tracking of students with poor attendance is available including parent notification of student absence via SMS. Regular and punctual attendance is essential.

### Early Leaving/ Lateness to School/Class

If a student arrives late or needs to leave early, he/she should go to the General Office to sign in/sign out using the Attendance system. In all cases, students should have a note from home explaining the late/early arrival. If a student is late and no note or acceptable reason is given, they may be given a lunchtime detention. Similarly, if students are late to class, their teacher may give them a classroom detention.

### Out of class

Students should not be out of class except in special circumstances. If permission is given, teachers will provide a pass which they should carry whilst absent from the classroom.

## 9 General Information

### Administration Office

The Administration Office is located at the front of the school. Students should come to the reception area to pay money, hand in forms, or to provide notes for a late pass or early leavers pass. Students may also ask for general assistance here.

### Administration Office Hours

8.15 am till 4.30 pm during the school term.

### Breakfast Club

A Breakfast Club operates at the college on Tuesday mornings between 7.30 and 8.30 am in the Senior Study Centre. Students are able to visit and have a breakfast before classes commence – it is a great opportunity to meet other students. Youth workers run breakfast Club from the Heathmont Baptist Church.

### Canteen

A school canteen is available which provides the following services:

Recess	11.28 – 11.54 am	Hot food, drinks and snacks
Lunch	1.07 – 2.00 pm	Hot food, drinks and snacks, as well as pre-ordered food. Orders must be placed by the end of recess.

A full menu and price list is published on the website and in the Newsletter at the start of each year.

## Daily Bulletins

The Student Bulletin is available to students every day via Compass. It contains valuable information about current and upcoming activities for students.

## First Aid Centre

A First Aid Attendant is available for students from 9.00am to 3.15pm daily. A medical record is prepared for each student at enrolment. Parents are asked to keep this record up-to-date by informing the College of any significant injuries or illnesses which occur. Any student who is taking medication should report to the Sickbay and leave the medication in the care of the First Aid Attendant. Medication will not be given to students unless by prior arrangement with parents. Assistance can be given with management of medication and/or ongoing illnesses if required.

If students are unwell in the morning, it is obviously better for them to be kept at home, however, in the event of a child becoming ill during the day, parents or emergency contacts will be contacted. Please ensure the college has current details for parents/guardians and emergency contacts. ***On no account should a student who becomes ill at the College, leave without permission.***

## Homework/study

All students need to complete home study regularly at home. The following times are recommended.

Year Level	Amount per day
7 and 8	45-60 minutes per day
9 and 10	60-90 minutes per day
11	2-2½ hours per day
12	3 hours per day

Teachers don't necessarily set tasks to be completed each night, however, students are encouraged to develop a regular home study timetable to assist them in being organised and managing their time. Some examples of work include:

- Completion of work begun in class
- Reading for understanding and learning of a day's work in a subject
- Reading of newspapers or library books
- Learning, eg vocabulary, spelling, maths
- Practice of musical instruments or sports
- Viewing of selected TV program
- Assignment/project work
- Specific tasks set for completion before the next lesson
- Revision of work completed at school

## Library

Students are able to use the library during opening hours

Before school - 8.30 – 9.00 am (except Monday and Wednesday)

Lunch - 1.07 – 2.00pm

After school - 3.15 – 4.00 pm

## **Lining Up for classes**

Students should arrive on time for classes and wait outside quietly. There should be no loud noise and students should line up beside the classroom. Enter rooms only when a teacher is present.

## **Lockers**

Lockers will be allocated to Year 7 students on their first day at school. Combination locks are issued to all Year 7 students as part of the transition program and students should ensure they keep their lockers locked and their combination number confidential. Students should not go to their lockers during a lesson or between Period 1 and 2 except where there are special circumstances. Students should keep all of their personal property (books, bag, PE uniform, jacket, musical instrument, lunch) in their locker. If a student is learning a large musical instrument, it can be stored in the Performing Arts Centre (PAC) during the day it is required at school. Students should avoid bringing valuables to school eg recreational media, large sums of money. Where this is necessary, the item/money should be given to their Community Coordinator for safe storage.

## **Lost Property**

The Lost Property area is located in the Link Corridor near the entrance to the Staffroom. It is open on Tuesday and Wednesday lunchtime between 1.20-1.35 pm. Families are reminded to ensure that all books, clothing and shoes are clearly labelled.

## **Message Screens**

A number of message screens are located around the College and display messages from the Daily Bulletin and visual displays of college activities and events, providing another source of communication.

## **Newsletters**

E-Newsletters are published several times a term and are located on the website. Families are emailed a notification when the newsletter is published. Dates of publication are also available on the website.

## **Out of Bounds**

Students are not allowed to leave the school grounds during the day unless they have a signed pass. There are some designated Out of Bounds areas ie the grass slopes beyond the oval at the back of the school. Students must know them. Failure to comply will result in discipline measures.

## **Rules and Expectations**

All rules exist to preserve the health, safety and good order of the students.

## **School Hours**

School begins at 8.50am each day. It is important that students arrive at school prior to these times to ensure they have collected the correct books and materials for their lessons and arrive punctually to their classes.

Classes are dismissed at 3.15 pm each day of the week. No student is allowed to leave the College grounds without permission. Where parents desire that their students go home regularly for lunch, a lunch pass will be issued on completion of an application form obtainable from an Assistant Principal in the Administration building.

## **Second hand Uniform and Book Sale**

A second-hand uniform and book sale is organised by the Ladies' Auxiliary in early December.

## **Timetables**

Timetables are posted around the school with one located at the Junior School Office. Students access their timetables via Compass. Students need to read their timetable and know the subjects they are completing, their teachers and rooms. All modifications to the daily structure are uploaded to Compass in real time.

## Travelling to and from School

Students travelling to and from school must use the pedestrian crossing on Bedford Road. Students are strongly discouraged from travelling through the Ringwood Lake area. Students are reminded that when travelling to and from school in their school uniform, we expect they will display appropriate behaviour and courtesy to other members of the community.

- **Bicycles-** Students **MUST** wear a helmet at all times when riding their bicycle to and from school. Bicycles can be stored in the bike racks at the back of the Library during the day and students should use a lock to secure their bicycle. Riding in the school grounds is not permitted.
- **Scooters-** Students who ride their scooter to school must store it in the Scooter Bay between Room 402 and 403. This storage area will be locked during the day and only opened prior to the end of Period 4. If students need to leave the school early, they will not be able to access their scooter till the following day.

## Uniform

All students are required to wear uniform if they wish to attend Ringwood Secondary College. The uniform is designed to be attractive, comfortable and safe and is available from:

**PSW**  
**8A/51 Lusher Road Croydon Vic 3136**  
**Ph: 03 9725 4664.**

Shop online or view current store hours at [www.psw.com.au](http://www.psw.com.au)

The uniform list and information relating to general appearance can be found at the end of this section and is also on the College website. A second-hand book and uniform sale is held early in December, in the College Hall.

## Unsatisfactory Progress

When a student's progress is of concern due to non-submission of work or work of an unsatisfactory standard an email will be sent via Compass to students and parents listing details and the requirements to remedy the situation.

## Variations in College Routine

Where there is any change in requirements for attendance of students due to Curriculum Days, absence of teachers, etc, notification will be posted on Compass and also in the newsletter.

## 10 School Dress Code - Uniform 2016

In 2014, a new uniform was introduced for **all Year 7 students and other students new to the College**. The new uniform is compulsory for these students. A condition of enrolment at Ringwood Secondary College is that the correct uniform be worn by all students to and from the college. This applies where there are excursions unless permission for free dress has been given. We ask for parents/guardians co-operation in helping us to ensure that the correct uniform is worn at all times, in accordance with College policy.

Students not in full uniform should bring a note signed by the parent/guardian and obtain a 'short term' Uniform Pass from their Community Coordinator prior to the start of the school day. Failure to do so may result in a Detention.

**Summer uniform** is worn from the beginning of the school year up to the end of April, and Term 4

**Winter uniform** is worn from the beginning of May up to the end of Term 3

Mixing the summer and winter uniform with the PE/Sport uniform is not permitted.

All items of clothing (including shoes) need to be labeled to ensure lost items can be returned.

If you are unsure if an item is within the policy, please contact the College for confirmation.

### Girls Uniform

#### Summer

College Dress – no shorter than just above knee  
College tailored charcoal shorts or grey slacks  
Short or long sleeved white shirt with college logo  
White anklet or knee high socks

#### Winter

Winter skirt – no shorter than just above knee  
College tailored charcoal slacks  
Short or long sleeved white shirt with college logo  
Black tights or black socks (plain – no patterns)

**Shoes:** College black leather lace-up, T Bar or buckled shoes that take polish – these must be worn done up correctly

### Boys Uniform

#### Summer

College tailored charcoal shorts or trousers  
Short or long sleeved white shirt with college logo  
White socks

#### Winter

College tailored charcoal shorts or trousers  
Short or long sleeved white shirt with college logo  
College tie  
Black socks

**Shoes:** College black leather, lace-up, low heeled shoes which must take polish – these must be worn done up correctly

### All Students – All year

Charcoal jumper with logo (Years 7-10)  
CHALLENGE polar fleece jumper (Year 9)  
Maroon jumper with logo (Years 11 and 12)

### Physical Education / Sport

Boys/Girls college PE polo shirt with logo  
Boys/Girls Black PE shorts with logo  
Black cap with logo (compulsory for Year 7-12 students)  
White socks and safe track shoes  
College Tracksuit pants  
College Rugby top

### Accessories – Girls and Boys

Scarf - black with logo (in winter)  
Gloves - black  
College black cap with logo – may be worn at recess or lunch but not in class.  
Black college waterproof jacket with logo  
College blazer (optional)

# Year 9-12 Uniform 2016

A condition of enrolment at Ringwood Secondary College is that the correct uniform be worn by all students to and from the College. This applies where there are excursions unless permission for free dress has been given. We ask for parents/guardians co-operation in helping us to ensure that the correct uniform is worn at all times, in accordance with college policy.

Students not in full uniform should bring a note signed by the parent/guardian and obtain a 'short term' Uniform Pass from their Community Coordinator prior to the start of the school day. Failure to do so may result in a Detention.

A new uniform - see below, new items shown as **(N)** - was introduced for all Year 7 students and new students to the College in 2014. A phasing in period is applicable for other year levels with the expectation that most would be in new uniform by 2015 and all by the start of the school year in 2016.

## Items that may continue to be worn by Year 9-12 students are:

- Years 9-10 girls green jumper; Year 9-10 boys grey jumper, Boys green polo shirt, Boys grey shirt

Girls should wear black tights or black socks with their **winter uniform** – all year levels in 2016.

Mixing the summer or winter uniform with the PE/Sport uniform is not permitted.

If you are unsure if an item is within the policy, please contact the College for confirmation.

All items of clothing (including shoes) need to be labeled to ensure lost items can be returned.

**Summer** uniform is worn from the beginning of the school year up to the end of April, and Term 4

**Winter** uniform is worn from the beginning of May up to the end of Term 3

## General Appearance

- Students are required to present neatly and appropriately for school each day
- All items of uniform must be well presented and in good order
- Obvious and excessive make-up and coloured nail polish must not be worn to school
- No coloured T-Shirts, hooded tops or other garments should be worn with the uniform
- Footwear – No exceptions permitted. See Uniform list
- Tattoos must be concealed at all times

## Jewellery

- A watch may be worn and students may wear one pair of earring studs or sleepers or hoop (max 10 cent size) only. Other jewellery is not permitted.
- **Piercings or substitute studs are not permitted at any time.**
- No responsibility is taken for any loss of jewellery worn to school.

## Hair

- Hairstyles must be neat and suitable for school. Hair should be kept tidy and away from the face.
- Long hair should be tied back where appropriate for safety reasons, especially in Science, Technology classes, PE and Sport.
- If girls wish to wear ribbons or headbands, they must be in the school colours of green, white, black, grey or maroon.
- Extreme hairstyles (eg mohawks, dreadlocks, rats-tails etc are not allowed).
- Extreme hair colours are not permitted.
- Boys are expected to be clean-shaven.

## PE Uniform

- Students who have a timetabled PE class Period 1 may wear their PE uniform to school. Students who have a PE class Period 4 may wear their PE uniform home. At all other times in the day, students should change back into their college uniform and school shoes.
- If participating in a morning or all-day interschool sport event, students may wear their PE/Sport uniform to school. If the event is scheduled to conclude before the end of the school day, where students will be returning to normal timetabled classes, they are expected to change into normal school uniform after the event. If the sport activity is after recess or lunch, students should change into their PE/Sport uniform prior to leaving for the game.

### Hats/Sunscreen

The official college cap must be worn for all PE classes, sports events and outdoor excursions during Terms 1 and 4. Students are encouraged to wear protective hats for outdoor activities, including at recess and lunchtime. Parents are asked to ensure that their child (ren) apply sunscreen before all outdoor activities (extra supplies are available at school)

### Bags

**The college school bag is strongly encouraged** - Black standard backpack with college logo on front pocket

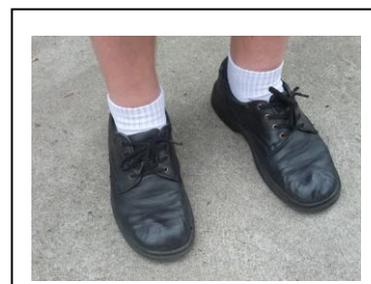
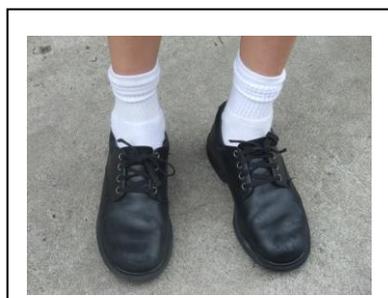
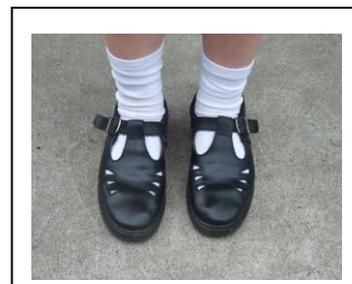
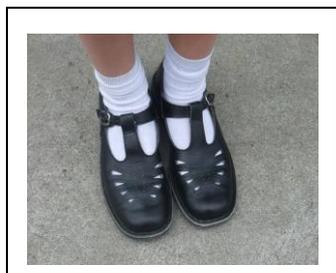
### Out of Uniform Days

The college runs several 'out of uniform' days over the school year as part of our community service program to raise funds for college resources or charities. Students in Years 7-10 also have the opportunity to come out of uniform on their designated 'Duty' days during the year. Dress on these days should be smart casual and appropriate to the college context (singlet tops, tops with bare midriffs and very short shorts are not acceptable). As they present a real occupational, health and safety risk, particularly in Science and Technology classes, **thongs, or other open/ill fitting footwear are not permitted at any time.** Please note that students are still required to bring appropriate clothing for PE classes on these days.

## Shoes acceptable for 2016

### Examples of shoes for girls

Girls may also wear the traditional lace-up leather school shoes



### Examples of acceptable boys shoes

**All shoes must be fastened**

## 11 Parent and School Community Involvement

The **College Council** meets several times a term on a Wednesday evening. The Sub committees of School Council are Resources, Facilities, and Policy and Education with each meeting several times a term. Council President-Mrs Sandra Kitching. Contact the General Office at the College for further details.

The **Parents', Citizens' and Teachers' Association** meets several times a Term on Tuesday evening. It is essentially a fundraising body, with control over each year's Debutante Ball(s) and major fund-raising events. All interested parents are welcome. Contact the General Office at the College for further details.

The **Ladies' Auxiliary** meets monthly on the first Tuesday and supports the College in many ways, including the Year 12 Valedictory Dinner, second-hand book and uniform sales and other fundraising activities.

The **Heritage Group** meets twice a term. Contact the General Office at the College for further details.

The **Music Association** fosters the development of music programs and facilities for the students. Fundraising efforts include a chocolate drive and concerts. President – Mrs Sandra Kitching.

**Extra PArts** supports the performing arts area, including the school production.

## **Working bees**

Working Bees help to improve the College grounds and facilities. These are held regularly – ‘Twilight Working Bees’ in terms 1 and 4 and on weekends in Terms 2 and 3.

Parents give support in many other ways, including:

- Making costumes for the musical production.
- Being members of council sub-committees.

## **12 Student Code of Conduct**

### **Statement of Belief:**

Ringwood Secondary College believes that it should provide a challenging, secure and harmonious learning environment, which meets the needs of students at all, levels of their secondary school life.

### **Principles:**

This code of conduct is based on the following principles:

- All individuals are to be valued and treated with courtesy and respect.
- Students should share the responsibility for their own learning.
- All students have the right to learn and develop in a safe environment, free from intimidation, bullying or harassment.
- Students should co-operate with one another and their teachers to create an orderly and cooperative learning environment.
- Parents have the right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.
- Positive and respectful relationships between all students, regardless of gender, ethnic origin or disability.

### **Standards of Behaviour**

Ringwood Secondary College’s Student Wellbeing and Discipline Policy clearly outlines the expectations and guidelines expected to ensure a safe and orderly learning environment.

Students are encouraged to adopt a code of behaviour that:

- Encourages establishing positive relationships in a safe and caring environment.
- Promotes the view that people are accountable for their choices about behaviour.
- Develops self-discipline and self-esteem.
- Promotes the values of honesty, fairness, courtesy and cooperation.
- Develops pride and sense of belonging.
- Fosters and promotes student leadership and whole school involvement.
- Encourages sharing, tolerance, acceptance and compassion.
- Celebrates cultural diversity.
- Respects the physical environment.

### **Self-discipline and Responsibility**

Ringwood Secondary College endorses a process to enable a student to be on task with his/her learning, to develop self-control and to foster a sense of responsibility for his/her behaviour.

The process will:

- Allow effective teaching and learning to take place.
- Promote the values of fairness and respect for others.
- Develop students' ability to participate and be productive contributors to their environment.
- Enable students to be focused on their learning.
- Enable students to recognise and respect their rights of others and to be accountable for their behaviour.
- Develop students' self-discipline and self-control.

This approach is detailed in the College's Wellbeing and Discipline Policy.

## **The Learning Environment**

### **To maintain an effective College environment:**

- Students are expected to know the clearly defined rules, which are published on the College website, and other rules as they are formulated and announced.
- Students are expected to obey all College rules, understand that they are responsible for their own actions and become increasingly self-disciplined.
- Clear rules are established within the classroom.
- Classroom behaviour is expected to be orderly, cooperative and purposeful.
- High standards of behaviour and appearance are expected in classes, around the College and when travelling to or from the College.
- Department of Education and Early Childhood Development regulations and guidelines concerning student behaviour and punishments will be followed.
- Students will not possess, store, or use, tobacco, alcohol, illegal drugs, and other prohibited substances, solvents, or apparatus associated with illegal drug use.
- Students will not possess or use any object, which might endanger self or other members, of the school community.
- Students will treat all members of the school community with courtesy and respect.
- Students will not engage in discriminatory behaviour (including harassment) towards another person based on sex, race, appearance, marital status, parent status, beliefs, physical or mental disability or impairment or any other condition.

### **Ringwood Secondary College will:**

- Provide a secure environment without intimidation, bullying or harassment so that all students are able to fully develop their talents, interests and ambitions.
- Encourage participation in the wide range of extracurricular activities, which are offered.
- Offer programs that provide student support and leadership opportunities.
- Provide opportunities for students to be involved in the international exchange program.
- Develop a curriculum, which encourages an understanding of physical, emotional and social differences and promotes positive, healthy relationships.
- Encourage cooperative learning both in the classroom and in extracurricular activities.

Ringwood Secondary College implements the use of positive reinforcement to enable a focus on desired rather than unwanted behaviour. It is hoped that the use of individual encouragement will create classrooms that inspire responsible behaviour.

## 13 Transport

Many students commute to Ringwood Secondary College by train or bus. Metlink will provide public transport details: <http://www.metlinkmelbourne.com.au>

For further and specific information on the bus routes:

Invicta bus services: 9737 2000 <http://www.grenda.com.au/default/invicta-bus-services>

Ventura/National bus lines: 9488 2100 (<http://www.venturabus.com.au>)

### **Some of the bus routes used by students:**

#### **Invicta School Services**

RSC to Knox City via Wantirna

Lilydale Lake (Swansea Rd) via Mt Dandenong Tourist Rd, Dorset Rd, Canterbury Rd to RSC

5 Mt Dandenong Tourist Rd, Grant Rd and Colchester Rd to RSC

7 (pm) RSC to Burnt Bridge Shopping Centre, Kalinda PS, Yarra Valley Grammar,

Luther College, Wonga Park General Store, North Croydon, Chirnside Park Shopping Centre

9 (am) Return trip for Route 7 as above

11 Mooroolbark Station, Croydon Station to RSC

#### **Normal Routes**

Chirnside Park to Ringwood via Mt Evelyn, Montrose and Canterbury Road

Ringwood to Swinburne University, Lilydale via Croydon and Chirnside Park

Croydon to Chirnside Park

#### **National**

Ringwood, Croydon Station via Croydon Hills

Ringwood, Croydon via East Ringwood and Maroondah Highway

271 Ringwood, Box Hill via Mitcham and North Nunawading

#### **Ventura School Services**

Mt Dandenong, Montrose, Ringwood via Bedford Road

Bayswater, Eastfield Road, Dorset Road to School

#### **Normal Routes**

367 Ringwood Croydon Station via Dublin Road, East Ringwood and Maroondah Highway

3431/2 Alpine Way/Cambridge Road via Collins Place and Mt Dandenong Road

## 14 Important Dates 2016

### **Term Dates**

**Term 1** January 28 – March 24

**Term 2** April 11 - June 24

**Term 3** July 11 - September 16

**Term 4** October 3 - December 20

The first day of Term 1 is a student-free day in all government schools to allow for appropriate planning to take place for the arrival of students. Each year government schools are provided with **four student-free days** for professional development, school planning and administration, curriculum development, and student assessment and reporting purposes.

## Sample Timetable Explained....

Each teacher is represented by his or her teacher code

The Block heading can be ignored by students – it is for administration purposes

Three English classes are blocked at the same time. 7A are in Room 406, 7B are in Room 502. The Literacy Support class is in Room 411B.

Period 1	Period 2	Period 3	Period 4
FR07A SJo 402	B7MA1/A	B7EN1/A	HI07A BRa 402
HI07B SKr 508	MA07A JBe 408	EN07A BRa 406	IN07B VMr 509
HI07C TKe 502	MA07B PTe 410	EN07B KHa 502	EN07C BCu 502
SC07D FSa 300	MS07A AKe 407	ES07J RGi 411B	MU07D FUl 401
B7MA2/A	MA07C SYu 405	SC07C FSa 301	HI07E MRo 504
MA07E DMc 410	B7B1	HI07D ALi 503	SC07F PBh 306
MA07F LMc 408	PE07P KSi	MU07E VWy 401	
MS07B KUs 407	PE07Q ECh	FR07F SHo 507	
	TM07N DOr 207		
	TX07O EKe 9		

7D have Music in Room 401

Three Maths classes are blocked at the same time. 7E are in Room 410, 7F in Room 408 with their teachers. The Numeracy Support class is in Room 407

Students from 3 classes are split into 4 groups. Two classes of PE will run, gender inclusive. Tech Metal will run in Room 207 and Textiles will be in Room 9