

YEARS 7 & 8 HANDBOOK

2016

PRINCIPAL

WENDY POWSON

HEAD OF JUNIOR SCHOOL

GENAHA THOMPSON

HEAD OF YEAR 8

ADAM SHERWIN

HEAD OF YEAR 7

KATIE WILSON

**STUDENTS MUST RETAIN THIS BOOK FOR REFERENCE TO
YEAR 8 COURSES FOR 2017**

YEAR 7 - 8 HANDBOOK 2016

LILYDALE HIGH SCHOOL

YEAR 7 AND 8 HANDBOOK

2016

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LILYDALE HIGH SCHOOL

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December 8, 2015

Dear Parents and Guardians,

Welcome to Lilydale High School. Congratulations, you are now a member of this School's community. We are very proud of our school and we hope that you and your family will enjoy your time with us. In particular, we sincerely hope that your child will experience every success during their time as a student of Lilydale High School.

Lilydale High School is an outstanding school which enjoys a reputation second to none in Victorian State Education. An important feature of our school is that it enjoys the confidence, support and participation of its community. No matter the capacity in which you choose to become involved, you are assured of a very warm welcome at your child's new school.

Parents and Guardians are invited to join the School Council. This group works tirelessly for the betterment and well-being of our school. Parents and Guardians are always welcome to assist with and/or accompany students on excursions, as well as to contribute to the school via our parent-student tutoring program and working in the school library.

The school views its relationship with parents as a partnership. We are always happy to discuss any matter of concern you may wish to raise and will always consider your opinions and advice carefully. We ask that you provide us with any information that may be relevant to your son or daughter's education in a timely fashion. In return we will make every effort to keep you fully informed regarding educational progress and events within the school.

You will be notified in advance of Three Way Conferences so that consultation appointments can be made. Naturally, appointments can be made anytime for consultations with the Year Level Co-ordinators or other staff as well as with myself and the Assistant Principals.

At Lilydale High School the aim is to provide parents and guardians with timely, up to date reporting on your child's academic and general progress. This is done through the Compass Portal for which you will receive a log in code. Assessment items will be regularly posted for each subject. This will culminate in an End of Semester report that can be printed at home. You can obtain interim reports from time to time. You need only give the Year Level Co-ordinators sufficient notice. Naturally, the school would be in contact with you if matters of concern in this area become evident.

A newsletter will be emailed to you every two weeks and can be accessed via our website.

I hope your partnership with Lilydale High School is a very rewarding, successful and happy one.

Best wishes,

A handwritten signature in black ink, appearing to read 'Wendy Powson'.

WENDY POWSON
PRINCIPAL

SCHOOL PROFILE

Lilydale High School has a long tradition of providing excellent educational programs for students Years 7 to 12 and is highly regarded in the community. Great efforts are made to see that its students consistently attain outstanding achievements in a wide variety of areas, including VCE results, sports and community service activities. Collaborative decision making processes, resulting in clearly defined policies and programs, aim to ensure that each child is challenged and extended academically, creatively, socially and physically.

Secondary education in Lilydale commenced in 1919 and the strong community spirit shown then continues to this day. It is represented by the Lilydale High School symbol of a lighted flame above an open book, which appears on our distinctive uniform, and by the name of the school magazine, 'Salamander', a reminder of the strong school spirit that endured after the 1958 fire.

The school offers a comprehensive curriculum for Years 7 to 12 in the following eight Key Learning Areas: English, Languages, Technology, Science, Mathematics, Humanities, Physical and Sport Education and the Arts. All Year 7 and 8 students study units from these core areas. Year 9/10 students select from a wide range of units offered by all areas of study within set requirements. VCE subject choice is determined by vocational or further study ambitions and is made from a comprehensive range of courses. Special features of the curriculum include the provision of an accelerated program for academically gifted and talented students and the study by Year 10 students of VCE units. The current Charter Priorities are: Improved Student Outcomes including improved NAPLAN and VCE results; Improved Connectedness and Improved Transitions from Year 8 to 9 to 10.

The school's philosophy is firmly based on the belief that every student has the ability to learn. It stresses the development of initiative, integrity and self-discipline through a structured Discipline and Welfare Policy, which incorporates positive and non-discriminatory relationships amongst boys and girls and is governed by clear expectations of the whole school community, all of whom are expected to take responsibility for their own actions. The school believes that each student's happiness, confidence, feelings of security and sense of belonging are dependent upon an environment where all members are considerate, respectful and courteous to each other. A strength of the school is its ability to maintain a pastoral concern for each student from the initial enrolment to post school experience.

Teachers are caring, dedicated and committed to providing an excellent quality of education for their students; there are specialist teachers in Careers and Student Wellbeing. Staff involvement in school life is all encompassing, including extra-curricular activities and work on various committees. Teachers are involved in policy writing and review and in responding to the needs of the school community, as well as setting up innovative programs.

Lilydale High School enjoys the support and confidence of its constituent groups who are actively involved in all aspects of the school's decision making processes. The School Council is a most active and effective group. Valedictory Presentations, Award Nights, Presentation Occasions, Parent-Teacher Conferences, Information Nights, Education Week Activities, Council and Council Sub Committee Meetings, Curriculum and other committee and Working Party meetings are but some of many opportunities for members of the Lilydale High School community to participate in and contribute to the school.

Lilydale High School has extensive facilities and equipment covering all Learning Areas.

- Designated Year 7 & 8 playground area; Separate areas for Years 8 & 9; locker rooms for all year levels
- School-wide Internet access; iPad/Notebook Program; Multi Media Centre; fully equipped computer rooms; Multi Media Centre; fully equipped computer rooms
- Year Level and Sub School offices
- Science and Technology Centre with specialist technology rooms
- Outdoor tennis, basketball/netball volleyball courts; extensive playing fields; weight training area; indoor basketball/netball stadium; cricket practice nets; Fun and Fitness Track
- New canteen facilities

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- Student Wellbeing office
- Careers and Work Experience office
- Reptile House, including outdoor enclosure
- Performing Arts Centre
- Amphitheatre
- Covered walkways to school buildings
- Ceramics room with kiln; Art display areas
- Hall
- VCE Centre with Study Hall
- Photographic laboratory
- Barbeque areas with picnic facilities; attractive treed setting
- Computerised library resource centre; wireless access points for Internet access

Lilydale High School is proud of its years of service to the people of the Shire of Yarra Ranges and the Yarra Valley and looks forward to continuing to provide for the educational needs of this outer eastern area of Melbourne well into the new millennium.

1. LILYDALE HIGH SCHOOL CURRICULUM

1.1. CURRICULUM PROFILE

PREAMBLE

Lilydale High School provides a high quality comprehensive curriculum across eight Learning Areas. Exposure to each of these Learning Areas is ensured at Years 7 - 10. At Year 11-12, VCE studies operate within the requirements of the Victorian Curriculum Assessment Authority.

The school week is based on 30 x 47 minute periods.

- Year 7 - 8 consists of core studies.
- Year 9: Core English and Maths five periods per week (ppw); all other units are semester length of two or three ppw. Selection of units must meet set requirements.
- Year 10 all subjects five periods per week (ppw) and students may elect one VCE unit each semester (five ppw).
- VCE operates on five ppw for each unit.

CURRICULUM SUPPORT AND ENRICHMENT PROGRAMS

Cultural and artistic

- Music and Drama facilities are housed in a separate facility known as the Performing Arts Centre. A wide variety of musical groups meet. They include - Bands: concert, junior, rock. Ensembles: flute, saxophone and brass. These groups perform to a variety of audiences.
- Annual drama production as well as multiple small year level productions
- Regular student art exhibitions
- Regular film and theatre excursions
- Visiting theatre and musical groups

Sporting and Leisure

- Interschool and in-school sports: basketball, soccer, netball, softball, golf, football, cricket, tennis, badminton, swimming, diving, athletics, volleyball, lawn bowls, shooting, equestrian
- Fun runs
- The school has a four court competition size basketball stadium
- Two sport ovals
- Presentation Ball

Educational Enhancement

- Select Entry Select Entry Accelerated Learning Program Year 7 - 10
- Literacy Recovery Program
- Academic competitions: including Mathematics & Science, English Writing competitions, Arts, Language, Humanities competitions
- Debating and public speaking
- School Magazine
- Ceramic area with kiln and pottery wheels
- Graphics: air brushing facility
- Photography room and dark room
- Library: Year 7 library skills program, eBook collection, online databases, services and support
- Awards at all levels for academic, sport and general achievement
- VCE Presentation Evening, Valedictory Dinner
- End of Year Program Years 7 and 8
- Vocational Education and Training programs
- Arts performances

Leadership and Decision Making

- Student Representative Council
- School Council Representation
- General committee representation
- Student guides for visiting groups
- Daily office assistant
- Library support group
- Peer Support Leadership Program
- Year Level Captains
- Leadership camps
- Leadership elective

Careers and Work Experience

- Individual careers counselling
- Work experience program
- Course selection evenings
- Career nights
- Work/course guest speakers
- Managed Individual Pathways (Years 9 – 12)
- Vocational Education & Training

Social Service

- Fundraising for specific causes such as State Schools' Relief Fund, Red Nose Day, 40 Hour Famine, Red Cross.

Pastoral Care and Counselling

- Student Wellbeing Co-ordinator, Year Level Co-ordinators, Form Teachers
- Study and organisational skills programs Years 7 - 12
- Information evenings
- Parent/teacher interviews
- Parent morning teas
- Grade 6 orientation visits
- Peer Support Program
- Health & Well-being Retreat Days

Camps and Excursions

- Year 7 Orientation Camp
- Year 7 Leadership Camps
- Year 8 Camp
- Year 9 Camp
- Year 9 City Experience
- Year 10 Camp
- Outdoor Education camps Years 10 - 12
- VCE Ski Camp
- Planned excursions for all Learning Areas

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1.2 THE YEAR 7 & 8 COURSE

An Overview

Year 7 & 8 students complete a thorough introduction to life at high school with a sound grounding in a broad range of subjects. To aid the transition from primary to secondary, the school runs a Peer Support Program and an organisational skills program for Year 7 students.

Year 7 & 8 students study 10 different subjects during a normal week.

2016 TIME ALLOCATION AT YEARS 7 AND 8

KEY LEARNING AREA	YEAR 7 Periods/week/year	YEAR 8 Periods/week/year
ENGLISH English Language	5 3 Nominated students	5 3 Nominated students
MATHEMATICS	5	5
LANGUAGES	3 A choice of French or Indonesian on entry to the school	3 Continued from Year 7
SCIENCE	3	3
THE ARTS (Visual and Performing)	4 Semester Units of: Graphic Art, Music, Drama, Art	4 Semester Units of: Art, Music, Drama, Ceramics
TECHNOLOGY	1 (IT) + 2 During Year 7 and 8 students will complete four semester units from the following: Systems Technology, Materials and Design, Wood Technology, Home Economics (2 periods per week, per semester plus ICT (Year 7 only, 1 period per week, all year)	
HUMANITIES	3 Semester Units of: History, Geography.	4 Semester Units of: History, Geography
PHYSICAL AND SPORT EDUCATION	4	4

1.3 SUBJECT DESCRIPTIONS

KEY LEARNING AREA - THE ARTS

YEAR 7

UNIT TITLE: ART

UNIT DESCRIPTION

Students will, through observation, personal experience and research, produce artworks that display various elements of visual arts. Students will explore the many ways in which visual art works are made. Through planning, selection and modification, students will display confidence in producing and presenting artworks. They will learn to appreciate and discuss how artworks are made.

Assessment includes: Common Assessment Tasks, practical activities and completion of a folio.

UNIT TITLE: DRAMA

UNIT DESCRIPTION

Drama introduces students to performance and encourages creativity through role play and improvisation. Students will explore and develop their skills through a range of topics such as:

- Mime
- Story telling
- Improvisation
- Fractured Fairytales
- Script

The course uses Drama as a means of enhancing personal development, confidence and self-esteem. Students work collaboratively with others to extend their decision-making and problem-solving skills, while examining theatrical conventions and expressive skills to develop their performances.

Assessment includes: Common Assessment Tasks, practical activities and written tasks.

UNIT TITLE: GRAPHIC ART

UNIT DESCRIPTION

Students will explore and demonstrate skills in communication, presentation and technical graphics. The course aims to help students become aware of the wide range of Graphic Communication devices and their role in our society. Throughout the course students develop their ability to communicate graphically and develop observation and problem solving skills.

Assessment includes: Common Assessment Tasks, practical activities and completion of a folio.

UNIT TITLE: MUSIC

UNIT DESCRIPTION

Theory

This topic covers the basics of reading and writing music, the instruments of the orchestra, history of music styles and basic music, through listening, creating and performing.

Practical

- a) Students participate and learn how to play a variety of instruments, for example: a selection of un-tuned percussion instruments, glockenspiels and keyboards. Students explore the sound and use of the instruments and learn to perform with them.
- b) Students also learn about creating their own music, using either traditional notation or graphic notation.

Listening and Appreciation

Students listen to different types of music from different cultures, styles, instrumentation and eras.

Assessment includes: Performance and Written Assignment.

YEAR 8

UNIT TITLE: ART

UNIT DESCRIPTION

This unit engages students in exploration and discovery through a range of topics that introduce a variety of techniques and media. Past experiences are built upon and students develop confidence through involvement. Using the elements of design, planning, selection and modification, students will produce and present artworks. Through discussion, students develop an understanding of how artworks are made.

Assessment includes: Common Assessment Tasks, practical activities and completion of a folio.

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UNIT TITLE: DRAMA

UNIT DESCRIPTION

Year 8 Drama encourages students to gain an understanding of how people think and feel in a variety of situations. Students will imagine, project and identify with a variety of new situations through role play and realisation of character.

Topics covered will include:

- Mime – creative movement and improvisation
- Character – role play, voice, expression and gesture
- Puppetry – script development and production skills
- Comedy – history of comedy and skills in developing comedy

The course uses Drama as a means of enhancing personal development, confidence, self-esteem and creativity and of working constructively with others.

Assessment includes: Common Assessment Tasks, practical activities and written tasks.

UNIT TITLE: CERAMICS

UNIT DESCRIPTION

This unit enables students to develop and refine a range of sculptural and functional forms. Students will use starting points such as observation, experience and research while studying resources of Egyptian art and of animal forms. Students will structure artworks by organising the elements of visual arts e.g. to find surface qualities to suit the form.

Students will plan, select and modify visual stimuli, aiming to create models suited to individual or group display. Students will be involved in class discussion prior to the development of ideas, using appropriate language to describe the images and forms.

Assessment includes: Common Assessment Tasks, practical work and sketchbook activities.

UNIT TITLE: MUSIC

UNIT DESCRIPTION

Theory

Year 8 Music covers the basics of reading and writing music, rock music, history of music and basic music, through listening, creating and performing.

Practical

- a) Students develop basic skills on either keyboard, guitar and drums. They explore the sound and use of the instruments and learn to perform.
- b) Students also learn about creating their own music, using either traditional notation or graphic notation. They also experience playing together in a group.

Listening and Appreciation

Students listen to different types of music from various cultures, styles, instrumentation and eras.

Assessment includes: Common Assessment Tasks and performance.

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KEY LEARNING AREA - ENGLISH

YEAR 7

UNIT TITLE: ENGLISH

UNIT DESCRIPTION

The course offers a balanced and integrated approach to language development, combining the three strands of Reading & Viewing, Speaking & Listening, and Writing. Students learn the ways in which language varies according to content, purpose, context and audience, and construct written texts for various purposes. ICT is used in the development and presentation of students' writing. Through shared and individual reading, students extend their understanding and enjoyment of a wide range of texts such as: novels, poetry, short stories, plays and film. They are encouraged to become familiar with the writing styles of various authors; develop the ability to critically analyse texts; discuss the issues involved and relate these to society and their personal experiences. Students use planned and spontaneous speaking and listening to explore, discuss and practise the language used in various contexts. Their learning about language involves accumulating knowledge through experience, exploration, investigation and reflection.

Assessment includes: Common Assessment Tasks, Writing Folio and other writing, reading speaking and listening tasks.

UNIT TITLE: LITERACY AND LEARNING SUPPORT

UNIT DESCRIPTION

The course is designed to strengthen and refine students' literacy skills and so improve their confidence in speaking and listening, writing and reading in all their subjects. It complements the English course and will include: expression skills, comprehension, research skills, oral presentations and vocabulary study. Explicit assistance will also be given with classwork from other subjects across each of the Key Learning Areas.

Selected students will study this subject in the Language block.

YEAR 8

UNIT TITLE: ENGLISH

UNIT DESCRIPTION

The course offers a balanced and integrated approach to language development, combining the three strands of Reading & Viewing, Speaking & Listening, and Writing. Students learn the ways in which language varies according to content, purpose, context and audience, and construct written texts for various purposes. ICT is used in the development and presentation of students' writing and to assist students to visualise their thinking as per VELS. Through shared and individual reading, students extend their understanding and enjoyment of a wide range of texts such as novels, poetry, short stories, plays and film. They are encouraged to become familiar with the writing styles of various authors; develop the ability to critically analyse texts; discuss the issues involved and relate these to society and their personal experiences. Students use planned and spontaneous speaking and listening to explore, discuss and practise the language used in various contexts. As per AusVELS, their learning about language involves accumulating knowledge through experience, community engagement, exploration, communication, investigation and reflection.

Assessment includes: Common Assessment Tasks, Writing Folio and other writing, reading speaking and listening tasks.

UNIT TITLE: LITERACY AND LEARNING SUPPORT

UNIT DESCRIPTION

This course strengthens the literacy skills addressed in the Year 7 Literacy and Learning Support Program and continues to provide explicit assistance for students with classwork from across each of the Key Learning Areas.

Selected students will study this subject in the Language block.

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KEY LEARNING AREA - HUMANITIES

YEAR 7

UNIT TITLE: HISTORY

UNIT DESCRIPTION

Students will be introduced to the world of History. They will come to understand how past events have shaped the world we know today. In this subject, students will look at evidence from ancient times to come to an understanding of what life was like in these times. They study the people, events and ideas that changed societies in the past and come to an understanding of why people behaved in the way they did. Students will compare Ancient Societies' daily life, social features and government with people in the modern world. Students experience first-hand historical research using documents and oral historical evidence.

Assessment includes: Common Assessment Tasks, research assignment, fieldwork, practical work and analytical exercises, tests, glossary and workbook.

UNIT TITLE: GEOGRAPHY

UNIT DESCRIPTION

In this unit of work, students look at sustainable use of water as a resource. Students will investigate the interaction of human activities with the resource. Place and liveability focuses on the concept of place through an investigation of liveability. Students will examine factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

In this unit students will undertake a range of activities: Common Assessment Tasks, research assignment, fieldwork/practical work/analytical exercises, tests and group work.

YEAR 8

UNIT TITLE: GEOGRAPHY

UNIT DESCRIPTION

In this unit students undertake the study of mountain landscapes. They will also investigate how culture and society change nations, paying particular attention to the movement of people contributing to the changing of nations. Students' mapping skills will also continue to be developed. Students will undertake research, complete investigations and they will collect and analyse data.

Assessment includes: Common Assessment Tasks, field work and presentations of student investigations and findings.

UNIT TITLE: HISTORY

UNIT DESCRIPTION

In the discipline of History, students study Medieval Europe, the Black Death and Medieval Japan. Students further develop a sense of time as they study these eras. As well as studying how people lived in these times, students come to see the reasons why certain events in world history occurred and how they helped shape the world we know today. Students compare medieval societies (daily life, social features and government) with the modern world.

Assessment includes: Common Assessment Tasks, research assignment, fieldwork/practical work/analytical exercises, tests and group work.

YEAR 7

UNIT TITLE: FRENCH

UNIT DESCRIPTION

In this unit, students begin to develop their ability to interpret, create and exchange information in French. This is done through a variety of activities, designed to cover the four language skills of listening, speaking, reading and writing. These activities include role plays, conversations and games, as well as written exercises. The course also aims to analyse and understand the relationship between language and culture.

Topics covered may include:

- Greetings and Introductions
- France and its geography
- Likes and Dislikes
- Pets
- Family

Assessment includes: Common Assessment Tasks, written exercises and participation in speaking and listening activities.

UNIT TITLE: INDONESIAN

UNIT DESCRIPTION

In this unit, students begin to develop their ability to interpret, create and exchange information in Indonesian. This is done through a variety of activities, designed to cover the four language skills of listening, speaking, reading and writing. These activities include role plays, conversations and games, as well as written exercises. The course also aims to analyse and understand the relationship between language and culture.

Topics covered may include:

- Greetings
- Numbers
- My Family
- Nationalities
- Colours and Clothing

Assessment includes: Common Assessment Tasks, written exercises and participation in speaking and listening activities.

YEAR 8

UNIT TITLE: FRENCH

UNIT DESCRIPTION

In this unit, students will participate in a variety of activities designed to further develop their listening, speaking, reading and writing skills in the French language. These include role plays, conversations and games, as well as written and listening exercises. They will continue to explore the relationship between language and culture and complete assignments on a cultural theme.

Topics covered may include:

- Telling the time
- Weather
- Leisure activities
- Family Holidays and transport
- Houses and homes
- The Calendar

Assessment includes: Common Assessment Tasks, written exercises and participation in speaking and listening activities.

UNIT TITLE: INDONESIAN

UNIT DESCRIPTION

In this unit, students will participate in a variety of activities designed to further develop their listening, speaking, reading and writing skills in the Indonesian language. These include role plays, conversations and games, as well as written and listening exercises. They will continue to explore the relationship between language and culture and complete assignments on a cultural theme.

Topics covered may include:

- Hobbies
- The Classroom and Schooling
- Telling the Time
- Transport
- Around the Town

Assessment includes: Common Assessment Tasks, written exercises and participation in speaking and listening activities.

YEAR 7

UNIT TITLE: MATHEMATICS

UNIT DESCRIPTION

Mathematics involves: Number and Algebra, Measurement and Geometry, Statistics and Probability
The aim of this course is to enable all students to develop, within their capabilities, the mathematical skills needed for everyday living, for employment and for further study and training, as well as to develop in the students an appreciation of and enjoyment of Mathematics.

In Year 7 the emphasis is that Mathematics is interesting and useful. As not all students learn in the same way, to teach and reinforce basic skills and to maximise interest, a variety of learning activities, such as practical work, problem solving and investigative activities, are included. The Maths 'With Attitude' activities and the iPad Program provide a base for a multi-faceted program.

Both traditional and new topics are studied, and basic skills are taught and reinforced in the context in which they are used. The emphasis is on application, how and where Mathematics is used in real life. Web-based programs, such as Mathletics, are used to develop and build on the skills and concepts of the topics covered.

Estimation, the ability to develop the sense of a reasonable answer, is seen as important and students are encouraged to estimate and make predictions, then calculate. This is particularly important with the increased usage of calculators. Students are required to have their own calculator as outlined on their booklist. Spreadsheet applications in arithmetic are also investigated.

- **Skills Practice and Standard Applications**

Students will be required to learn standard algorithms and techniques, as well as completing the work set. This will involve class work, tests, homework and other assignments.

- **Common Assessment Tasks**

These tasks will demonstrate a student's ability to comprehend problem-solving and modelling strategies, evaluate results, and communicate the results succinctly and effectively.

- **Analysis Tasks**

These activities will involve both major and minor reports. Both will involve demonstration of comprehension of the problem-solving and modelling strategy to work towards a solution for the problem, evaluation of the results, and an ability to communicate the results succinctly and effectively.

- **Application Tasks**

These will consist of inquiry work involving the collection, analysis and presentation of data. Both major and minor reports will be required.

Assessment may include but are not limited to: Concept tests, Journal entries, Common Assessment Tasks, Book work and Mathletics tasks.

YEAR 8

UNIT TITLE: MATHEMATICS

UNIT DESCRIPTION

Mathematics involves: – Number and Algebra, Measurement and Geometry, Statistics and Probability.

The aim of this course is to enable all students to develop, within their capabilities, the mathematical skills needed for everyday living, for employment and for further study and training, as well as to develop in the students an appreciation of and enjoyment of Mathematics.

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Assessment may include but are not limited to: Concept tasks, Journal entries, Common Assessment Tasks, Book work and Mathletics tasks.

YEAR 7

UNIT TITLE: PASE (Physical & Sport Education)

UNIT DESCRIPTION

This unit is aimed at developing students' general body awareness, fundamental motor skills and knowledge of the principles and elements of human movement. The theoretical components, together with the practical work, enhance the student's knowledge and understanding of physical education and health issues.

This unit is also aimed at developing the student's skills in many sporting activities by enhancing awareness of individual and group competition and safe practices in sport. Codes of behaviour and rules of the games will be taught. The area examines team strategy, sportsmanship, leadership, co-operation, responsible behaviour and using and adapting a range of motor skills.

Students will also study the area of health knowledge and promotion. This area examines personal action, beliefs, attitudes and values held by families and the wider community; public policies affecting health and physical activity; and the setting and contexts of activities in the area.

Assessment includes: Common Assessment Tasks, fundamental motor skills and participation, health related knowledge, practical laboratory report and Sport Education in a Physical Education Program (SEPEP) – student-centred learning requiring students to take on specific responsibilities and leadership of class lessons to simulate a community sporting competition by working collaboratively with their peers.

YEAR 8

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Students will also study the area of health knowledge and promotion. Students will develop a sound knowledge and understanding of emotions, feeling and caring in family/personal relationships; communication and development of interpersonal relationships and to become aware of how to make responsible, informed decisions.

Assessment includes: Common Assessment Tasks, fundamental motor skills and participation, health related knowledge, practical laboratory report and Sport Education in a Physical Education Program (SEPEP) – student-centred learning requiring students to take on specific responsibilities and leadership of class lessons to simulate a community sporting competition by working collaboratively with their peers.

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KEY LEARNING AREA - SCIENCE

YEAR 7

UNIT DESCRIPTION

Life sciences, classification and life cycles are studied and linked to the history of life on Earth. Students will gain an understanding from where life evolved as well as classification taxonomy that will raise an awareness of the biological world around them. The chemical sciences will allow students to master techniques to separate pure substances from mixtures with the aid of specialised scientific equipment. These techniques model real world applications that are used in industry every day. By studying the physical sciences, students will attempt to represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. Students will also gain an appreciation of real world issues of friction and air resistance through modelling investigations. They will analyse how the sustainable use of resources depends on the way they are formed and cycled through the systems of the Earth and begin to appreciate the scarcity of non-renewable materials. Students will discuss and debate real world applications of problems and solutions of energy misuse and identify their own ecological footprint. Through independent investigation and experimentation students learn to develop hypotheses, use appropriate tools and technology, display and interpret data. Finally, students will use their investigative skills to communicate the steps of an investigation, evaluate evidence, and identify changes in natural phenomena.

Assessment includes: Common Assessment Tasks, experimental practical investigations, assignments, Science theory, homework and end of unit tests.

YEAR 8

UNIT DESCRIPTION

Students in Year 8 study the physical sciences where they build on prior knowledge of the different forms of energy. They will describe how energy transfers and how transformations cause change that affects a plethora of change within a simple ecosystem. Students will investigate their own environment and use this as a model for the real world applications of endangered and extinct species. This will link into the life sciences; where students analyse the relationship between structure and function at cell, organ and body system levels. Through this, students will conduct many investigations that study each biological system in detail and link the systems through the transport mechanisms that link all the systems. The study of chemistry centres on the behaviour of atoms and molecules and the chemical makeup of living systems. The implication of chemical compounds in the real world will be investigated and students will gain a sound understanding of the periodic table. This in turn will be built upon and strengthen students' grasp of chemical compounds and their importance to industrial advances. They consider safety and ethics when planning investigations, including designing field or experimental methods and they identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions.

Assessment includes: Common Assessment Tasks, experimental practical investigations, assignments, Science theory and homework and end of unit tests

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KEY LEARNING AREA - TECHNOLOGY

YEAR 7

Students will study the following in Year 7 only.

UNIT TITLE: INFORMATION TECHNOLOGY

UNIT DESCRIPTION

The Information Technology course introduces a range of skills in Information Processing and Management and is designed to ensure that our students can efficiently gain the level of skill required to properly take advantage of the educational opportunities the school's computer resources provide.

The course of study provides students with instruction in such topics as File Management; Effective Internet Searching; Evaluating the reliability and currency of Information on the Internet; Privacy and Security; iPad Power Management; Expectations for the use of iPads and desk-top computers in the classroom; Pages, Numbers, Keynote; Navigating the LHS Network; Printing; emerging technologies Cyber bullying and Backups.

Assessment includes: Competency assessments on each of the above mentioned topics.

YEARS 7 & 8

Students will study one of the following each semester over Years 7 & 8.

UNIT TITLE: WOOD TECHNOLOGY

UNIT DESCRIPTION

Students will develop an awareness of the process for transforming wood and related materials into useful objects with aesthetic qualities. Students will gain an appreciation of a variety of tools, machines and techniques.

Students will participate in the design process for a number of projects during the semester and will have creative freedom in their interpretation of design briefs for each project. A variety of timbers and related materials to be shaped, finished and joined together will be used. Students will use a wide range of tools and equipment and learn to use these with safety and competence.

Assessment includes: Common Assessment Tasks, Design Folio & Planning, Production, Research Project and Evaluation.

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UNIT TITLE: MATERIALS AND DESIGN

UNIT DESCRIPTION

Students develop an awareness of the process for transforming plastic and various materials into functional products. Students use and gain an appreciation of a variety of tools, machines and techniques while participating in the design process, allowing creative freedom in their design briefs for each project. They work with acrylic sheet and various metals. A journal containing drawings, records and evaluations of all projects undertaken will be kept.

Assessment includes: Common Assessment Tasks, Design Folio & Planning, Production and Evaluation.

UNIT TITLE: SYSTEMS TECHNOLOGY

UNIT DESCRIPTION

Working individually and in groups, students will learn to explain the elements and operations of electrical and mechanical systems. They will learn how systems are controlled and used by people. The design process will be used to develop a range of solutions for the production of simple and complex systems which can be effectively controlled and managed by varying inputs. The productions will be based on simple electronic systems. Students will prepare a report that evaluates the effectiveness and suitability of the system products constructed in class.

Assessment includes: Common Assessment Tasks, Design Folio & Planning, Production, Research Project and Evaluation.

UNIT TITLE: HOME ECONOMICS

UNIT DESCRIPTION

Students will learn the safe use of equipment and procedures in the kitchen and develop fundamental skills. Productions (practical work) will be undertaken weekly. A design brief will be submitted which will involve investigation of breakfast foods, designing some healthy breakfast menu choices, producing an option and an evaluation of the production.

Assessment includes: Common Assessment Tasks, organisation skills, process of production, final productions, safe work practices, Research Project and Evaluation.

ADDITIONAL INFORMATION

A combined booklet and food fee is required, payable by the fourth week of the semester.

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1.4 PARENT PAYMENT 2016

The parent payment for 2016 is:

Year 7	General Fee \$380.00	plus Locker/Internet Fee	\$65.00	=	\$445.00
Year 8	General Fee \$380.00	plus Locker/Internet Fee	\$55.00	=	\$435.00
Year 9	General Fee \$380.00	plus Locker/Internet Fee	\$55.00	=	\$435.00
Year 10	General Fee \$380.00	plus Locker/Internet Fee	\$55.00	=	\$435.00
Year 11	General Fee \$400.00	plus Locker/Internet Fee	\$60.00	=	\$460.00
Year 12	General Fee \$400.00	plus Locker/Internet Fee	\$60.00	=	\$460.00

This School Council student fee is absolutely vital so that Lilydale High School can continue to provide improved facilities and sufficient resources for all teaching programs.

A \$30 discount will apply to all parent payments paid in full on or by February 26, 2016.

The fee will be used as follows:

- Class materials.
- Parent portal.
- Maintaining and extending our library resources.
- Providing students with a school diary.
- Providing students with a copy of our school magazine - Salamander.
- Providing and maintaining a Careers Department.
- Providing physical education and sporting equipment.
- Awards, certificates and report folders.
- Ongoing provision and upgrade of computer facilities.
- Providing students with welfare support and peer support programs.
- Bus passes to students.
- Provision of ID Cards for new students.
- Provision of photocopier and printer facilities to Library.
- Subsidising inter-school sport buses.
- Provision of on-line resources.

Other Costs

Throughout the year students participating in the following activities will be expected to contribute towards the costs involved.

- (a) Educational Tours/Excursions
- (b) Home Economics. Home Economics Fee for Years 7 and 8 - This is to meet a portion of the costs of foods/ingredients supplied.
- (c) Technology subjects may incur an extra cost to contribute towards the cost of materials - timber, metals, materials for garment construction etc.

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1.5 SUBJECT FEE SCHEDULE

English:

Humanities:

Languages:

Mathematics:

Physical and Sport Education:

Science:

Technology :

- Home Economics \$70

The Arts:

SUBJECT	MATERIALS ETC. ISSUED TO OR USED BY STUDENTS
ENGLISH AND ENGLISH LIBRARY RESOURCES	Class sets, video cassettes, audio cassettes, duplicated materials, printed materials, records etc.
LANGUAGES	Class sets, video cassettes, audio cassettes, duplicated materials, magazines, printed materials.
HUMANITIES INCLUDING HISTORY, GEOGRAPHY, ACCOUNTING, ECONOMICS, LEGAL STUDIES.	Class sets, video cassettes, audio cassettes, duplicated materials, printed materials, maps, charts, overhead projector materials, typing paper.
SCIENCE - INCL. PHYSICS, CHEMISTRY, BIOLOGY	Class sets, laboratory items, audio visual materials, duplicated materials, printed materials, experimental kits.
MATHEMATICS INCL. ALL SENIOR LEVELS	Class sets, special texts, exam papers, duplicated and printed materials, overhead projection materials.
VISUAL ARTS INCLUDING CERAMICS, ART, GRAPHICS ETC	Provision of materials, clay, paper, paint etc. Tools, brushes, inks, audio visual material, duplicated and printed materials.
PERFORMING ARTS INCLUDING MUSIC, DRAMA	Instruments, sheet music, song books, records, cassettes printed materials.
TECHNOLOGY INCLUDING MATERIALS AND DESIGN, WOOD TECHNOLOGY, FOOD TECHNOLOGY	Class sets, duplicated materials, metal, wood, paint, wire, tools, printer paper etc.

1.6 PARENTS' GUIDE TO THE AUSTRALIAN ESSENTIAL LEARNING STANDARDS (AusVELS)

AusVELS provides a single curriculum for levels F-10 that incorporates the Australian Curriculum as it is progressively developed within a framework that reflects particular Victorian priorities and approaches to teaching and learning.

AusVELS is based on three interconnected areas of learning called strands:

Physical, Personal and Social Learning

Students learn about themselves and their place in society. The area of Health and Physical Education teaches students how to stay healthy and active. Students develop skills in building social relationships and working with others. They take responsibility for their learning, and learn about their rights and responsibilities as global citizens.

Discipline-based Learning

Students learn the knowledge, skills and behaviours in The Arts, English, Humanities, Mathematics, Science and Languages.

Interdisciplinary Learning

Students explore different ways of thinking, solving problems and communicating. They learn to use a range of technologies to plan, analyse, evaluate and present their work. Students learn about creativity, design principles and processes.

AusVELS Standards

End of Prep	Foundation
End of Year 1	Level 1
End of Year 2	Level 2
End of Year 3	Level 3
End of Year 4	Level 4
End of Year 5	Level 5
End of Year 6	Level 6
End of Year 7	Level 7
End of Year 8	Level 8
End of Year 9	Level 9
End of Year 10	Level 10

The table above shows the general pattern of progress that most children will follow through primary school and up to Year 10. The benefit of using these scales is that it provides a clear and standard way of describing students' progress, which can be used in any school setting. Levels are like learning milestones. They are not a series of hurdles that mean success or failure at given points. For example, a child will not fail because he or she has not reached Level 3 in all strands by the end of Year 4. That is because each student will progress at different rates in different strands.

Achievement Levels vary

In any class of students about the same age it is common for a teacher to find students whose achievement varies up to three levels. Despite this range in achievement the AusVELS Standards will strengthen the learning progress of each student in a number of ways, by

- Helping to build a clear picture of what your child has learned. This helps teachers decide what is best for your child to learn next.
- Allowing your child's progress to be reported clearly to you.
- Providing a standard scale for reporting, showing clearly where extra attention is needed.
- Helping to map achievement over time, clearly showing the progress your child has made.

When students change schools

Another benefit of the AusVELS is that it can help teachers map the progress of children *from school to school*. If your child changes schools, teachers at the old school can use the AusVELS to clearly describe your child's progress. Teachers at the new school will then know where to pick up with your child's program, so the learning is disrupted as little as possible.

Primary to secondary – making the 'jump' a step

The move from primary school to secondary school is one of the biggest changes children face. AusVELS help primary and secondary schools work together to plan programs that link Year 6 (end of primary school) and Year 7 (beginning of secondary school). A smooth link between primary and secondary programs helps students to keep progressing through this time of change. Your child will find that teachers won't be going over too much old ground, but they won't be jumping too far ahead either.

School Reports to parents

Over time reports to parents should provide a picture of their child's development. This aspect of the reporting process supports the development of effective partnerships for learning between teachers, students and their parents.

School reports will summarize your child's curriculum program and indicate his/her progress in each learning area. If your child has not fully achieved a level at a time of the report, the report will show progress towards that level, describe the types of assessment used, your child's strengths and weaknesses, as well as ideas for additional support or advanced work.

1.7 REPORTING STUDENT PROGRESS

Reporting will be in both oral and written forms, in appropriate language and may be informal as well as formal.

1.8 CURRICULUM COMMITTEE

The Committee comprises:

- Curriculum Director
- Staff representatives
- Parent representatives
- School Council representatives
- Principal or Principal's nominee
- Assistant Principal (Programs and Budgets)

The committee meets regularly during the school year and develops the Curriculum Plan for the forthcoming year. The committee is also responsible for the development of policy related to all aspects of teaching and learning. Recommended policy is forwarded to the School Council.

Sub-committees of the Curriculum Committee have included:

Vocational Education and Training Working Party

Managed Individual Pathways Working Party

Attendance Working Party

Middle School Engagement

Learning Technologies Implementation Committee

Assessment and Reporting Working Party

VCE Achievement Working Party

Parents and students are encouraged to participate in these committees to ensure collaboration and ownership of decisions.

1.9 COMMUNICATION BETWEEN HOME AND SCHOOL

Rationale

The school recognises the need for regular communication between all members of the school community. Communication ensures that productive relationships exist between parents, students and teachers that will enable every student to experience success at Lilydale High School.

Purpose

1. To provide a framework of effective communication in all of its forms including; phone calls, email, messaging on the Lilydale High School parent/student portal, voicemail and any printed material including notices, newsletters, handbooks and letters.
2. To provide a shared expectation in the school community regarding the form, style, method and regularity of communication.
3. To enable academic, social and behavioural information to be to be exchanged between home and school in a timely and effective manner.
4. To ensure that all communication is consistent with the development and maintenance of respectful relationships within the school community.

Guidelines

1. Communication between members of the school community includes:
 - Email
 - portal messages (i.e SMTTool messages)
 - phone calls
 - voice mail
 - letters
 - diary/planner use
 - SMS messaging from school to parents/guardians
2. All communication should be respectful and courteous.
3. For the purposes of this policy, normal working hours apply for all communications, these are between the hours of 8.15 am and 4.15 pm.
4. Teachers will endeavour to answer messages from parents/guardians as soon as practically possible. A phone call is the quickest method of communication in the case of urgent information.

1.10 STUDENT PLANNER

All students are expected to have with them a school planner. This is to be with them for all classes and it is to be used for homework, assignment dates and other school related issues. Students are not to deface their planner with graffiti, stickers or photos, or remove pages from it. It is suggested that parents check the planners as well as the student/parent online portal to ascertain if homework is being completed. Planners are another form of communication between home and your child's teachers. If you are unable to send a message via the online portal, a note can always be written into the planner. Your child will then need to show that to their teacher. Parents/Guardians should feel free to contact the Year Level Co-ordinator with queries about their student's planner or the online portal – both effective ways in which to keep the communication channels open.

2. WELFARE AND DISCIPLINE

2.1 WELFARE AND DISCIPLINE

Lilydale High School has always enjoyed a reputation for looking after all members of its community. The Welfare/Discipline Policy establishes formal structures in order to maintain a happy school where the rights of all members - parents, students, teachers, support staff - are respected and where all take responsibility for their own actions.

The goals of this policy are:

1. To promote and maintain:
 - a) a happy school
 - b) a positive social and learning environment
 - c) an environment which fosters a sense of achievement and success for both students and teachers.
2. To ensure that all members of the school community:
 - a) respect one another and their rights.
 - b) take responsibility for their own actions and learn and behave in a positive way.
3. To ensure that the school facilities and environment are pleasant and safe.
4. To ensure that the school has a set of rules that:
 - a) establish a secure environment for all.
 - b) are consistently enforced with appropriate consequences when rules are breached.

We have developed procedures to prevent problems from arising.

We establish support systems for staff, students and parents and, when required, problem-solving procedures for students with special needs.

It is the right of parents, pupils and teachers to:

- Participate in the establishment of the school rules.
- Expect school rules to be enforced and obeyed.
- Expect that appropriate action will follow if agreed rules are broken.

Guidelines for Implementation:

In order to implement this policy a range of strategies are used.

1. Student education about the Student Code of Conduct.
2. Implementation of School Rules that reflect the Student Code of Conduct.
3. Proactive Strategies: including a Peer Support Program, Student Representative Council, communication of information through newsletters, counselling with Co-ordinators and Student Wellbeing Co-ordinator.
4. A well-structured curriculum that aims to meet the needs of students of mixed abilities. e.g. through such programs as the Select Entry Accelerated Learning Program, Literacy and Numeracy Programs, extensive use of electives and a variety of teaching strategies.
5. Graded Discipline Procedures (consistent with Department of Education, which include counselling, detention, parent meetings, withdrawal from class (Relocation), suspension and expulsion).

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6. Key personnel responsible for the welfare and discipline of students:
 - a) Management team, consisting of Principal and Assistant Principals
 - b) Year Level Co-ordinators
 - c) Student Wellbeing Co-ordinators
 - d) Form Teachers
 - e) Classroom Teachers

Expectations of Students

Students are expected to:

- Complete school work to the best of their ability.
- Allow others to work undisturbed.
- Treat all members of the school community with respect.
- Care for the school's environment and equipment and respect the property of others.
- Ensure that their behaviour does not endanger the safety of others or themselves.
- Bring only property that is directly related to their studies.
- Ensure that their behaviour does not bring disrepute to the good name of the school.
- Obey the school rules as determined by the school community.

Expectations of Teachers

Teachers are expected to:

- Have a well-developed knowledge of the curriculum they deliver and a sound understanding of the ways students learn.
- Use a range of teaching strategies and provide a positive learning environment in which students are:
 - a) treated equitably and justly.
 - b) encouraged to achieve their full potential and to take increasing responsibility for their own learning.
- Exercise their duty of care towards students.
- Treat all members of the school community with respect.
- Communicate with parents regarding students' progress and well being.
- Administer all agreed rules and consequences.
- Take care of the school environment and property and respect the property of others.

Expectations of Parents

Parents are expected to:

- Support the school in its efforts to:
 - a) create a co-operative, supportive and stimulating learning environment.
 - b) promote continuing learning and development of children.
 - c) apply the agreed rules and discipline procedures.
- Ensure that their children attend school regularly, are punctual and in uniform. To contact the school via a note when any of these conditions cannot be met.
- Show an interest in their children's school work and attend parent/teacher meetings and other meetings as requested.
- Provide the school with relevant personal information such as contact and emergency phone numbers, advise of extended illness and inform the school of any changes which may affect their child.

2.2 ANTI-HARASSMENT POLICY

Rationale

Students have the right to be treated in a fair manner and be part of a safe and secure environment free from harassment and intimidation. All forms of bullying and harassment result in a sense of powerlessness and have a negative effect on individuals and can adversely affect one's workplace or learning environment. Harassment may be experienced by anyone. Under The Equal Opportunity Act 1995 many forms of harassment are unlawful and are forms of discrimination.

Purpose

- Lilydale High School is committed to promoting positive relationships and encouraging tolerance among staff, students and all school community members.
- Lilydale High School does not tolerate harassment or bullying in any form.
- Lilydale High School will act on all reported instances of harassment.

What is Harassment?

Harassment is any behaviour which embarrasses, upsets or hurts another person. Harassment can include bullying, racial harassment and sexual harassment.

1. **Bullying** is a deliberate act of aggression causing embarrassment, pain or discomfort to another and includes:
 - pushing hitting, spitting, damaging the property of others, written and verbal bullying, e.g. repeated "put downs", calling names.
 - ridiculing, threatening or spreading rumours, offensive pictures or notes.
 - making rude or threatening signs.
 - forcing others to act against their will.
 - demanding money, food or other belongings.
 - hurtfully excluding others from a group.
 - publishing, exchanging or uploading multimedia content that is either hurtful or malicious or demeaning to any member of the school community.
2. **Racial Harassment** is making comments, gestures, or any other conduct which hurts people, based on their nationality or culture, country of origin, colour of skin, ancestry or any related beliefs or behaviours.
3. **Sexual Harassment** is sexual behaviour which is deliberate, uninvited, unwelcome and usually repeated and which is perceived by the recipient to be embarrassing, offensive, demeaning or compromising. Sexual harassment does not refer to occasional compliments or common courtesies, such as assisting people with heavy loads or opening doors for them. Forms of sexual harassment could include:
 - inappropriate staring.
 - suggestive comments about a person's physical appearance or sexual preference.
 - smutty or "put down" jokes.
 - persistent comments about a person's private life.
 - questions about another's sexual preference.
 - negative comments which 'put down' another person based on their gender.
 - offensive remarks of a sexual nature.
 - repeated requests for dates, especially after refusal.
 - inappropriate displays of material with a sexual content.
 - sending obscene letters or making obscene phone calls including electronic communication.
 - physical contact, e.g. purposefully brushing up against another's body.
 - pinching, patting, touching, embracing.
 - indecent exposure.
 - attempted or actual rape.

There are grievance procedures in relation to harassment.

2.3 STUDENT CODE OF CONDUCT

Lilydale High School aims to create an environment where effective teaching and learning can occur. The school community has devised a set of guidelines to govern the standards of student behaviour. These guidelines cover student responsibilities which include learning, respect for others, property and safety. The school will ensure that the Student Code of Conduct is effectively implemented and regularly reviewed.

Approach to Discipline

The school is committed to:

- Promoting student responsibility, self-discipline, self-confidence and positive relationships.
- Encouraging tolerance and respect of differences among students and staff.
- Providing strategies with the aim of preventing problems from arising.
- Ensuring that there is a consistent enforcement of rules.
- Taking action when rules are breached through the involvement of relevant personnel.

Student Rights

Students have the right to:

- Respect from all members of the school community.
- Be treated in a fair manner.
- Be part of a safe and secure environment.
- Have access to a comprehensive curriculum, at the appropriate level, which aims to promote a sense of achievement and success.
- Open communication regarding decisions made within the school.
- Representation as appropriate by the Student Representative Council.

Student Responsibilities

These responsibilities include:

- Completion of school work to the best of their ability.
- Allowing others to work undisturbed.
- Treating all members of the school community with respect.
- Caring for the school's environment and equipment, and respecting the property of others.
- Ensuring that their behaviour does not endanger the safety of others or themselves.
- Bringing only property that is directly related to their studies.
- Ensuring that their behaviour does not bring disrepute to the good name of the school.

Sanctions

There are a variety of sanctions that apply for breaches of the Student Code of Conduct:

- These sanctions are detailed in the school's Student Welfare and Discipline Policy.
- These sanctions will be applied fairly and consistently according to the circumstances.
- Where necessary, external sanctions may apply to serious breaches of the Code.
- Where there is a dispute about the sanctions, there are appropriate avenues for resolution.

2.4 SCHOOL RULES

The School Rules of Lilydale High School are based on common courtesy, common sense and health and safety considerations.

The School Rules have been compiled by parents, students and teachers to ensure that our school is a happy, safe and attractive place.

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Preamble/Rationale

1. It is in the interests of all students to become familiar with the school rules.
2. On the admission of students to Lilydale High School all parents/guardians sign the Admission Form which contains this statement:

Your child will be required to obey the school rules and it is expected you will fully co-operate with the school in this matter.
3. At all times, both in and out of the classroom, the school expects reasonable, responsible behaviour of its students. Students are reminded that the law applies to their actions on school property.
4. The school's rules are framed on the premise that no student has the right to interfere with the learning of others.
5. It is expected that teachers will negotiate rules for their own classroom.

General Rules

1. Students must walk in the corridors.
2. Students must respect the property of other students and staff.
3. Students must respect the school's property.
4. Students must be at school on time and arrive to class on time.
5. Students must remain within the school grounds throughout the day unless they obtain an early leaver's pass from the Year Level Co-ordinator.
6. Students may not leave the class without a pass from the class teacher.
7. Students are not to bring expensive items of equipment to school, including iPods.
8. If mobile phones are brought to school they MUST be locked securely in lockers at the beginning of the day and taken out only at day's end. They may not be used until the student is no longer on the school grounds. Phone calls to parents/guardians can be made through the Sub School Offices.
9. Students must carry their planner to all classes.
10. There are certain areas of the school grounds out of bounds to students. These are marked on the school map in the student planner.
11. All local shops and shopping centres are out of bounds to students on the way to and from school and during school hours for security and safety reasons (unless written parent permission is gained).
12. Students will wear correct school uniform at all times.
13. Students are not permitted to go to their lockers between periods. Books should be collected for 2 periods before school, at recess and at lunchtime.
14. Students must secure their hats/caps in their locker during class time. Caps/hats must not be worn inside the school buildings.
15. Facial jewellery is completely banned at LHS.
16. Make up should not be worn at school.
17. Students are not to consume food in class or corridors unless supervised by a teacher.
18. Eating or chewing of gum is not permitted at Lilydale High School.

19. Students are not permitted to use any drugs at Lilydale High School - this includes cigarettes and alcohol.
20. Students must not interfere with other students either physically or verbally.
21. Students must place their bags in the appropriate place on or under their locker and must not bring them to class.
22. Students must not enter a classroom without their teacher's permission.

In the Yard/Grounds

23. Students must not bring visitors to school without written permission from the Principal or Assistant Principal.
24. Students must not ride bikes or drive cars in the school grounds.
25. Students' cars can only be parked in the Stadium car park.
26. Students must not climb trees, buildings, fences or sheds.
27. Students must not bring skateboards or scooters to school.

In the Canteen and Student Centre

28. Students must treat the canteen like a shop within the school and behave courteously and responsibly.
29. Students must fully co-operate with student supervisors.
30. Students must not leave any rubbish on tables or the floor, move furniture or touch heaters.

2.5 RELOCATION

As part of our Welfare/Discipline structure, Lilydale High School utilises a Relocation process.

Students are Relocated if:

- (a) their behaviour in class persistently interferes with other students' right to learn OR
- (b) their behaviour in class is dangerous or severely disruptive.

A child is warned before they are Relocated. They will be Relocated if their misbehaviour continues. If their behaviour puts others in danger or is **severely** disruptive, then they may be sent without a warning.

What Happens when a student is Relocated?

Your child is sent to the relevant Sub-School office assistant where they are then relocated to another teacher's classroom, for the remainder of that class. They are given a Relocation contract sheet which they must complete during this time. Following the Relocation they are required to see their teacher at an allocated time to discuss the relocation.

If the teacher feels the Relocation contract provides an accurate indication of the behaviour that resulted in your child being relocated from class the teacher will sign the relocation contract. The teacher may require your child to indicate further information on the relocation contract.

All parents are requested to sign the student's Relocation contract form. The student then obtains the Year Level Co-ordinator's signature and returns the signed contract to the relevant Sub-School office assistant. A copy of the contract is kept by the Sub-Schools.

2.6 YEAR LEVEL CO-ORDINATOR

The co-ordinator has responsibility for the organisation and conduct of students. The duties of the co-ordinator include enrolling students, placing them in form groups and organising courses and student reports. The co-ordinator meets with parents via organised parent/teacher nights and through interviews arranged for specific purposes. The co-ordinator also has a welfare role which is concerned with the education of the student, as well as with discipline and school rules such as uniform and attendance. The co-ordinator is the liaison person between the Principal, Student Wellbeing Co-ordinators, Student Services and the teachers. Should you have a concern about any matter related to the school, the Co-ordinator is the first person to contact.

2.7 FORM TEACHER

The Form Teacher has the first contact with the students each morning. Form teachers work in conjunction with the Year Level Co-ordinators to ensure that each student is happy, safe and progressing academically. The form teacher may also be your first point of contact with any concerns regarding your child.

2.8 DUAL TEACHER PROGRAM

In primary schools students are generally used to seeing one main teacher and sometimes a few specialist teachers. One of the most daunting prospects of high school for Year 7 students is the increase in the number of teachers they see regularly. At Lilydale High School we have addressed this issue with our Dual Teacher Program.

Two main teachers teach the students for 4-5 subjects per week. One of these teachers also acts as the form teacher. In total, this means that the two dual teachers teach the students for approximately half of the week i.e. 14 periods out of a weekly 30. This allows the students to see these teachers more regularly and allows the teachers the opportunity to monitor the students closely. This program also continues into Year 8 with one main teacher teaching two subjects to the students.

2.9 PEER SUPPORT PROGRAM

Why is there a need for Peer Support?

Some young people entering secondary school can feel isolated and insecure. It can be difficult adjusting to life in a new and bigger school. Some extra support can make the transition a bit smoother.

How does the Program Work?

Groups consisting of 12-13 Year 7 students will meet with their Year 11 student leaders for six sessions during the Term One. Each session lasts for one period. This period will change each week so that no student consistently misses the same subject. The program provides a nurturing atmosphere for Year 7 students while they assimilate into the school. The Year 11 leaders have received intensive leadership training to equip them for the role.

It is expected and anticipated that all Year 7 students will have access to, and will participate in, the Peer Support Program.

What does Peer Support Achieve?

Not only does Peer Support assist Year 7's to make new friends, but it also helps develop self-esteem, self-acceptance, confidence and the ability to make sound decisions. By providing the opportunity for friendly contact between senior and junior students it encourages friendships and support networks across the year levels.

2.10 STUDENT WELLBEING CO-ORDINATORS

The role of the Student Wellbeing Co-ordinators can be summarised as:

- (1) Introducing and maintaining support structures for students.
- (2) Being available to help students, parents and teachers.

The majority of the Student Wellbeing Co-ordinator's time allotment is spent with students on a one-to-one basis.

Other aspects of the Student Wellbeing Co-ordinator's job include:

- Organising support groups for students needing help.
- Assisting individual students with work plans, personal problems.
- Negotiating extra help for students falling behind in their work.
- Reconciling differences of opinion between individuals and between groups.
- Holding discussions with parents who are worried about their children.
- Visiting parents who want to talk in privacy (at home).
- Organising outside agencies to help families when necessary.
- Informing staff of students who are likely to be upset.
- Liaising between staff and student where conflict occurs.
- Working closely with co-ordinators and staff.

3. LILYDALE HIGH SCHOOL ADMINISTRATION

3.1 LILYDALE HIGH SCHOOL COUNCIL

What is School Council?

School Council is responsible for the educational and financial policies of the school. Lilydale High School is a partnership of parents/guardians, staff, students and community representatives.

What Does it Do?

The Council has a specific role formulating and reviewing school policies but also considers many of the "nitty-gritty" issues concerning the organisation of the school and the welfare of its students and staff.

How?

Council has a number of sub-committees, which look at specific areas:

Curriculum	Buildings and Grounds
Camps, Tours and Excursions	Finance
Community Relations	School Uniform

By having sub-committees, issues and needs can be investigated more deeply. Each sub-committee reports to the Council for approval of recommendations and actions. Members of the sub-committees do not have to be Council members - each sub-committee can invite people with expertise and/or interest to participate.

The Council functions even more effectively when it taps into the pool of skills and expertise of our parent population - in areas such as finance, business, education, legal, building, maintenance, etc.

Can I Help?

As your child enters Lilydale High School an exciting opportunity presents itself to become involved in a thriving school community of approximately 2100 students, their parents and guardians, and a teaching and education support staff in excess of 250 people.

Through your children we hope you will form new and continuing friendships and acquaintances and that your association with the school will be happy and rewarding.

The staff, students and Council will actively seek your involvement in, and support for, the many activities of the school such as Drama/Musical Productions, Concerts, Sports Days, Information and Award Presentation occasions, Barbeques and a variety of social and fundraising activities.

All members of these committees would like to see as many people involved as possible and would welcome anyone who would like to come along to their meetings or assist in any way possible with their activities.

Lilydale High School enjoys widespread esteem within the community and we aim to keep it that way, but we need support from all sectors of the school and wider community.

The names of current School Council members can be seen on the Lilydale High School website.

3.2 STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) is a student forum to express ideas about positive changes that can improve the school. It can present ideas which are of benefit to all students, to the School Council. The SRC also informs its peers of any important information which affects the student body.

Another purpose of the SRC is to teach students how the school works, how decisions are made and how to achieve changes. Being on the SRC teaches skills which you can use in later life. In the past, Year 7 representatives have been very active and did some important negotiations with the Principal and Assistant Principal.

Students participating in the SRC need to be well organised and be prepared to work towards having input in the running of the school.

Year 7 students are invited and encouraged to join the SRC. We believe they have a valuable contribution to make by voicing new ideas and in ensuring that their expectations of high school are fulfilled.

Issues likely to be discussed at SRC meetings are:

- (a) Problems or concerns that students have and which need to be discussed by the School Council.
- (b) Letters and requests from various organisations.
- (c) Any fundraising that is seen as important to the school.
- (d) Organising and running end of term activities such as discos and videos.

Any student who is interested in joining the SRC must attend meetings and sign an agreement that they will abide by the rules set down.

SRC involvement can be very rewarding, particularly if students present good ideas at the meetings and are then able to follow them through to fruition.