

**SELECT ENTRY ACCELERATED  
LEARNING PROGRAM  
HANDBOOK**

**LEVELS 1 & 2**

**2016**

**PRINCIPAL**

**WENDY POWSON**

**SELECT ENTRY ACCELERATED LEARNING PROGRAM  
CO-ORDINATORS**

**JANINE SAYERS**

**SANDRA SMITH  
(Assistant)**

**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  
LEVEL 2 COURSES FOR 2017**

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| <p style="text-align: center;"><b>SELECT ENTRY ACCELERATED LEARNING PROGRAM<br/>LEVELS 1 &amp; 2, 2016</b></p> |
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**PARENTS:           Principal's Welcome**

**SCHOOL PROFILE**

**1.    CURRICULUM**

1.1   Curriculum Profile

1.2   The Select Entry Accelerated Learning Program Structure  
      The Level 1 Course  
      The Level 2 Course

1.3   Subject descriptions:

**The Arts**

Level 1     Art  
              Music  
              Drama  
              Graphic Art

Level 2     Art  
              Drama  
              Music

**English**

Level 1     English  
Level 2     English

**Humanities**

Level 1     Geography  
              History

Level 2     Geography  
              History  
              Economics

**Languages**

Level 1     French  
Level 2     French  
Level 1     Indonesian  
Level 2     Indonesian

**Mathematics**

Level 1     Mathematics  
Level 2     Mathematics

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**Physical and Sport Education (PASE)**

Level 1      Physical and Sport Education  
Level 2      Physical and Sport Education

**Science**

Level 1      Science  
Level 2      Science

**Technology**

Level 1      Information Technology  
Levels 1 & 2 Systems Technology  
                 Home Economics  
                 Wood Technology  
                 Materials and Design

- 1.4 School Fees
- 1.5 Subject Fees
- 1.6 Parents' Guide to the AusVELS
- 1.7 Reporting Student Progress
- 1.8 Curriculum Committee
- 1.9 Communication between Home & School
- 1.10 Student Planner

**2. WELFARE AND DISCIPLINE**

- 2.1 Welfare and Discipline
- 2.2 Anti-Harassment Policy
- 2.3 Student Code of Conduct
- 2.4 School Rules
- 2.5 Relocation
- 2.6 Year Level Co-ordinator
- 2.7 Form Teacher
- 2.8 Dual Teacher Program
- 2.9 Peer Support Program
- 2.10 Student Wellbeing Co-ordinators

**3. ADMINISTRATION**

- 3.1 Lilydale High School Council
- 3.2 Student Representative Council

# SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016

## LILYDALE HIGH SCHOOL

Melba Avenue, Lilydale 3140

Telephone: 9735-5644

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Email: [lilydale.hs@edumail.vic.gov.au](mailto:lilydale.hs@edumail.vic.gov.au)

Website: [www.lilydalehs.vic.edu.au](http://www.lilydalehs.vic.edu.au)



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,

WENDY POWSON  
**PRINCIPAL**

## **SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016**

### 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, Study in Society and The Environment, 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
- 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

## **SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016**

- Year Level and Sub School offices
- 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
- New canteen facilities
- 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.

# SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016

## 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.

- Levels 1 & 2 consist of core studies from all key learning areas.
- Level 3 consists of core and elective studies. English and Maths five periods per week each; all other units are semester length of two or three periods.
- Level 4 consists of core and elective studies, including VCE subjects. All subjects five periods per week.
- VCE operates on five periods per week 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

- Academic competitions: including Mathematics & Science, English Writing competitions, Arts Language, Humanities.
- 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 & 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.

# **SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016**

## **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

# SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016

## THE SELECT ENTRY ACCELERATED LEARNING PROGRAM STRUCTURE

As the name implies, it enables gifted and talented students to complete their secondary schooling at an accelerated pace. This enables students to be further challenged and further prepared for their VCE.

### How is the program different from the mainstream?

- Faster paced curriculum with less repetition.
- Opportunity to reach more abstract, complex and in depth texts and issues.
- Opportunity to work independently and co-operatively with other students of commensurate intellectual ability.
- Accommodates specifically for the needs of the above average student.
- Opportunity to commence more VCE subjects at Year 10.

### Select Entry Accelerated Learning Program

### Mainstream Program

|         |                           |
|---------|---------------------------|
| Level 1 | Year 7<br>Year 8          |
| Level 2 | Year 8<br>Year 9          |
| Level 3 | Year 9<br>Year 10         |
| Level 4 | Year 10 plus VCE subjects |

Enhancement Studies  
3 year VCE

NOTE: The class operates as a discrete group at levels 1 and 2 and for core subjects at levels 3 and 4. Opportunity does exist in curriculum and “extra” curricula activities for students to interact with mainstream students.

### Other possible features of the program

Students are given the opportunity to participate in activities such as:

- Mentoring Program & Academic Tutors
- Enrichment Programs:
  - Mathematics Competitions*
  - Science Competitions*
  - Arts Competitions*
  - Writing Competitions*
  - Melbourne University Kwong Lee Dow Program*
  - Zoo and Museum Programs*

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## **THE LEVEL 1 COURSE - SUBJECT DESCRIPTIONS**

### **SUMMARY**

**Area of Study:**

- |  |  |
|--|--|
| <b>1. English</b>                      |  |
| <b>2. Mathematics</b>                  |  |
| <b>3. Physical and Sport Education</b> | Physical and Sport Education   |
| <b>4. Science</b>                      |  |
| <b>5. Arts</b>                         | Art<br>Graphics<br>Music<br>Drama  |
| <b>6. Humanities</b>                   | Geography<br>History   |
| <b>7. Technology</b>                   | Information Technology<br>Home Economics OR<br>Materials and Design OR<br>Wood Technology OR<br>Systems Technology |
| <b>8. Languages</b>                    | French   |

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## THE LEVEL 2 COURSE

### SUMMARY

#### Area of Study

- |    |                              |  |
|----|------------------------------|--|
| 1. | English                      |  |
| 2. | Mathematics                  |  |
| 3. | Humanities                   | Geography<br>History<br>Economics  |
| 4. | Science                      |  |
| 5. | Arts                         | Art<br>Drama<br>Music  |
| 6. | Physical and Sport Education | Physical and Sport Education   |
| 7. | Technology                   | Information Technology <i>plus</i><br>Home Economics OR<br>Materials and Design OR<br>Wood Technology OR<br>Systems Technology |
| 8. | Languages                    | French   |

**SELECT ENTRY ACCELERATED LEARNING PROGRAM  
LEVELS 1 & 2, 2016**

**1.3 SUBJECT DESCRIPTIONS**

**KEY LEARNING AREA - THE ARTS**

**LEVEL 1**

**UNIT TITLE: ART**

**UNIT DESCRIPTION**

Through observation, personal experience and research, students will 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 gain 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: MUSIC**

**UNIT DESCRIPTION**

The course covers the following topics:

- **Theory**  
This topic covers the basics of reading and writing music, history of music and general 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 perform with them.
  - b) Students also learn about creating their own music, using either traditional notation or graphic notation.

Assessment includes: Performance and Common Assessment Tasks.

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**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

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 completion of a workbook.

**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.

**SELECT ENTRY ACCELERATED LEARNING PROGRAM  
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**LEVEL 2**

**UNIT TITLE: ART**

**UNIT DESCRIPTION**

This unit engages students in exploration and discovery through a range of topics that introduce skills 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. An understanding of how artworks are made is developed through discussing and describing images and forms.

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

**UNIT TITLE: DRAMA**

**UNIT DESCRIPTION**

Level 2 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. Various units of study will be included in the semester course. These include:

- Mime - Creative movement and improvisation.
- Character - Role play, voice, costume, expression and gesture, and improvisation.
- Puppetry - Script development and production skills.
- Comedy - Role play, costume, make-up, historical & cultural influences.

This 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 completion of a workbook.

**SELECT ENTRY ACCELERATED LEARNING PROGRAM  
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**UNIT TITLE: MUSIC**

**UNIT DESCRIPTION**

**THEORY**

Students continue learning the basics of reading and writing music, the history of music and general music making, 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, xylophones, marimbas and keyboards. Students explore the sound and use of the instruments and learn to both compose and perform with them. There is also the opportunity to gain basic knowledge and skills to play one of the following: the keyboard, guitar or drums.
- b) Students also learn about creating their own music, using either traditional notation or graphic notation. They then perform their own composition.

**MUSIC STYLES**

Students explore different styles of music, from classical times to contemporary. They also look briefly at different cultures and their music.

**COMPOSITION**

Students explore the basics of music writing, including rhythm, melody, chord progressions and standard music notation.

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

# SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016

## KEY LEARNING AREA - ENGLISH

### LEVEL 1

#### UNIT TITLE: ENGLISH

##### UNIT DESCRIPTION

The English course aims to enable students to:

- speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts;
- understand the ways in which language varies according to context, purpose, audience and content and to apply this knowledge through an incorporation of community engagement and communication skills;
- understand linguistic patterns used to construct different texts and to apply this knowledge;
- develop a broad knowledge of a range of texts and relate this to contemporary society and personal experience;
- discuss and analyse critically texts and language;
- develop reasoned arguments about the ways textual interpretation and understanding varies according to cultural, social and personal differences; and
- visualise thinking through the use of information and communication technology.

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

### LEVEL 2

#### UNIT TITLE: ENGLISH

##### UNIT DESCRIPTION

The English Course aims to enable students to:

- speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts;
- understand the ways in which language varies according to context, purpose, audience and content and apply this knowledge;
- understand linguistic patterns used to construct different texts and apply this knowledge;
- develop a broad knowledge of a range of texts and relate this to contemporary society and personal experience;
- discuss and critically analyse texts and language;
- develop reasoned arguments about the ways textual interpretation and understanding varies according to cultural, social and personal differences.

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

# SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016

## KEY LEARNING AREA - HUMANITIES

These courses follow the same topics as the mainstream courses but involve more in depth study, analysis and extension questions.

### LEVEL 1

#### 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 and they will begin to design policies, ensuring the sustainability of 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.

#### UNIT TITLE: HISTORY

##### UNIT DESCRIPTION

In this unit students discover the role that history plays in our world and how they themselves can be historians. Using an inquiry approach, students become history 'detectives'. Students study Ancient History, investigating different civilisations and their legacies. 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 the ancient societies. Students will experience research using artefacts, documents and oral historical evidence.

In this unit, students are involved in a wide range of activities: Common Assessment Tasks, research, community activities and analytical activities aimed at extending and enriching their understanding of this historical era.

## **SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016**

These courses follow the same topics as the mainstream courses but involve more in depth study, analysis and extension questions.

### **LEVEL 2**

#### **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. 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.

In this unit students are involved in a range of extension and enrichment activities: Common Assessment Tasks, research, fieldwork, practical work, essay writing and analytical exercises.

#### **UNIT TITLE: ECONOMICS**

##### **UNIT DESCRIPTION**

In this unit, students make informed economic and consumer decisions demonstrating the development of personal financial literacy. The students will make use of an inquiry process to plan an economic investigation and to analyse and evaluate a specific consumer product. They will form and express their opinions in the form of a report.

# SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016

## KEY LEARNING AREA - LANGUAGES

Students study either Indonesian or French. They are surveyed as to their preferred language of study and the language chosen by the majority of students will be the one to proceed. This language will then become a compulsory study through to Level 3 of the Select Entry Accelerated Learning Program.

### LEVEL 1

#### UNIT TITLE: FRENCH

##### UNIT DESCRIPTION

The aims and objectives of this course are to develop the student's capacity to:

- identify and repeat words, phrases and sentences in French
- take part in conversations and to interact in familiar situations
- read and understand familiar material in French
- record information gained through listening, oral interaction or reading
- write short paragraphs in French
- analyse and understand the relationship between language and culture.

The course covers grammar and language content as well as the culture of France. Topics may include:

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



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

### LEVEL 2

#### UNIT TITLE: FRENCH

The aim of this course is to further develop the student's capacity to communicate effectively in both spoken and written French. It builds on the skills developed in Level 1. Students are exposed to a variety of text types including Internet sites, advertisements and songs.

The course covers grammar and language content as well as the culture of France. Topics may include:

- Family
- Leisure
- Telling time & dates
- Housing
- Daily life

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

# SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016

## LEVEL 1

### UNIT TITLE: INDONESIAN

#### UNIT DESCRIPTION

The aims and objectives of this course are to develop the student's capacity to:

- identify and repeat words, phrases and sentences in a meaningful context in Indonesian.
- take part in conversations and transactions and to interact in familiar situations.
- read and understand familiar material in Indonesian.
- communicate in writing and record information gained through listening, oral interaction or reading.
- write linked sentences
- select and record relevant information in reading material
- analyse and understand the relationship between language and culture.

The course covers grammar and language content, as well as the culture of Indonesia. Topics may include:

- Greetings & introducing oneself
- Nationalities
- Families & Clothing
- Hobbies & Schooling

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

## LEVEL 2

### UNIT TITLE: INDONESIAN

#### UNIT DESCRIPTION

The aim of this course is to further develop the student's capacity to communicate effectively in both spoken and written Indonesian. It builds on the skills developed in Level 1. Students are exposed to a variety of text types including Internet sites, advertisements and songs.

The course covers grammar and language content as well as the culture of Indonesia. Topics may include:

- Food & Bargaining
- Housing
- Holidays and Transport
- Sports
- Film and Television

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

# SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016

## KEY LEARNING AREA - MATHEMATICS

### LEVEL 1

#### UNIT TITLE: MATHEMATICS

##### UNIT DESCRIPTION

This unit involves the study of: Number and Algebra, Measurement and Geometry, Statistics and Probability.

The program will enable students to:

- extend and develop their higher or abstract mental processes.
- extend and develop their capacity to successfully and competently complete problem solving tasks and investigative work in mathematics.
- develop an awareness, appreciation and enjoyment of mathematics, presented in the context of the real world, using practical based experiences.
- become confident in working successfully with others and communicating efficiently both within and without the group.
- develop confidence and competence in the use of technology and computing software including spreadsheets and various applications as well as Web-based programs, such as Mathletics, for investigation of mathematical concepts and problem solving.

##### Assessment:

- **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 and homework.
- **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.
- **Concept Tests:**  
These small regular tests assess a student's level of understanding of individual concepts and offer an opportunity to improve their result on each of the concepts throughout the year.
- **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 tasks may include but are not limited to: Concepts tests, Journal entries, Common Assessment Tasks, Book work and Mathletics tasks.

# SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016

## LEVEL 2

### UNIT TITLE: MATHEMATICS

#### UNIT DESCRIPTION

This unit involves the study of: Number and Algebra, Measurement and Geometry, Statistics and Probability.

The program will enable students to:

- extend and develop their higher or abstract mental processes.
- extend and develop their capacity to successfully and competently complete problem solving tasks and investigative work in mathematics.
- develop an awareness, appreciation and enjoyment of mathematics, presented in the context of the real world, using practical based experiences.
- become confident in working successfully with others and communicating efficiently both within and without the group.
- develop confidence and competence in the use of technology and computing software including spread-sheets and various applications as well as Web-based programs, such as Mathletics, for investigation of mathematical concepts and problem solving.

#### Assessment:

- **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 and homework.

- **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.

- **Concept Tests:**

These small regular tests assess a student's level of understanding of individual concepts and offer an opportunity to improve their result on each of the concepts throughout the year.

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

# SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016

## KEY LEARNING AREA - PHYSICAL AND SPORT EDUCATION

### LEVEL 1

#### UNIT TITLE: PASE (PHYSICAL EDUCATION AND SPORT EDUCATION)

##### UNIT DESCRIPTION

The program aims to provide students with an understanding of the need for physical activity and the benefits physical fitness provides in everyday life. Students will develop skills, co-ordination and confidence through a wide range of activities. The theoretical components link with the practical work, enhancing students' understanding of physical education and health issues.

This unit develops student's general body awareness, fundamental motor skills and knowledge of the principles and elements of human movement.

This unit also develops 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 course 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 & participation, health related knowledge, practical laboratory report & 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.

### LEVEL 2

#### UNIT TITLE: PASE (PHYSICAL AND SPORT EDUCATION)

##### UNIT DESCRIPTION

This unit is aimed at improving the student's social development, physical fitness and movement potential. Each practical component is accompanied by theory of physical education and health. This unit will also assist students to develop a positive attitude towards physical activity and a deeper understanding of the importance of leading an active life. The course 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.

Students will participate in practical activities such as: Reception, Fitness, Kicking, Body Movement, Striking and Athletics. These activities promote understanding of physical activity and movement, safety and sportsmanship.

Assessment includes: Common Assessment Tasks – fundamental motor skills & participation, health related knowledge, practical laboratory report & 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.

**SELECT ENTRY ACCELERATED LEARNING PROGRAM  
LEVELS 1 & 2, 2016**

**KEY LEARNING AREA - SCIENCE**

**LEVEL 1**

**UNIT TITLE: SCIENCE**

**UNIT DESCRIPTION**

The life sciences will assist students to find the differences between groups of organisms and discover how classification can organise the diversity found within their own community. By studying the effect that organisms have on their environment, students will master the interactions of renewable and non-renewable energy resources and explain through the earth sciences how cycles are important in nature.

When studying the chemical sciences, students will link their understanding of minerals and how the earth's resources can be separated by a range of techniques using specialty equipment techniques.

The principles of motion and the action of unbalanced and balanced forces will be identified throughout the physical sciences component of the course.

Also, students at Level One, will understand that scientific knowledge is fluid and can change with new discoveries. The technological development of society will be introduced and defined through the development of industrial processes. Questioning techniques will increase students' metacognition skills. Students will be supported and guided through independent inquiry-based questions which focus on prior knowledge. They will communicate their findings and attempt to solve 'big picture' questions through debates and class discussions. Independent and collaborative investigations will be at the forefront of their understanding of concepts taught.

Assessment includes: Common Assessment Tasks, topic tests, practical investigations, assignments, the Science Talent Search and the Big Science Competition.

# SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016

## LEVEL 2

### UNIT TITLE: SCIENCE

#### UNIT DESCRIPTION

Students will build on their prior knowledge of classification into the next tier of living biological systems. They will investigate the structure of a living organism from its atomic level to the whole organism. By understanding the systems individually, students will understand the importance of each system and its role in the transport systems of the organism as a whole.

The chemistry unit will fabricate the students' understanding of mixtures to step back to the arrangement of particles within a structure. Atomic theory and history of the atom will be investigated.

Students will have a sound understanding of the periodic table and the history which encompasses it. They will understand the importance of groups and periods on the periodic table and the reactivity that will lead them into electro valency and bonding. Once students have mastered the periodic table, they will continue with writing word and chemical equations that will identify compounds and mixtures.

By understanding elements, students will be introduced to the elements that are found naturally over the Earth and investigate their origins. By identifying the rock cycle and the processes involved, students will also investigate the age of the Earth. They will continue to build on prior knowledge of extinct species and debate theories that led to them. Students will also use knowledge from the past geological phenomena to predict changes that could occur in the future and link that to the physical sciences of change within a system.

Students will predict and use open-ended questions to discuss real-world issues based on the theories currently in place. By collaborating with their peers, students will investigate a range of investigations including fieldwork and show their understanding of a concept with the use of models. Students will communicate ideas by finding solutions to problems using scientific language and representation using digital technologies.

Assessment includes: Common Assessment Tasks, topic tests: practical investigations, Science Talent Quest and the Big Science Competition.

# SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016

## KEY LEARNING AREA - TECHNOLOGY

Students will study five units of Technology over Levels 1 and 2. The units to be studied are Home Economics, Systems Technology, Wood Technology, Materials & Design and Information Technology.

### LEVEL 1

Students will study the following at Level 1 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.

### LEVELS 1 & 2

Students will study one of the following each semester over Levels 1 & 2.

#### **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. Students will use the design process to develop a range of design 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 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.

## **SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016**

### **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 regularly.

A design brief will be submitted which will involve investigation of breakfast foods, designing some healthy breakfast menu options, 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.

### **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. They will use a range of timbers and related materials to be shaped, finished and joined together. They 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.

### **UNIT TITLE: MATERIALS AND DESIGN**

#### **UNIT DESCRIPTION**

Students will 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. They keep a journal containing drawings, records and evaluations of all projects undertaken.

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

## SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016

### 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.

|   |
|---|
| <b>SELECT ENTRY ACCELERATED LEARNING PROGRAM<br/>LEVELS 1 &amp; 2, 2016</b> |
|---|

**1.5 SUBJECT FEE SCHEDULE**

**English:**

**Humanities:**

**Languages:**

**Mathematics:**

**Physical and Sport Education:**

**Science:**

**Technology :**

- Home Economics \$70

**The Arts:**

| <b>SUBJECT</b>   | <b>MATERIALS ETC. ISSUED TO OR USED BY STUDENTS</b>  |
|--|--|
| 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.  |

# SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016

## 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 Year | 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.

# **SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016**

## **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.

# SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016

## 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.

# SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016

## 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 which include counselling, detention, parent meetings, withdrawal from class (Relocation), suspension and expulsion.

## **SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016**

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.

# SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016

## 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.

# SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016

## 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.**

# SELECT ENTRY ACCELERATED LEARNING PROGRAM LEVELS 1 & 2, 2016

## 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.

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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.

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## **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.

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### **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.

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## 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 non-teaching 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.**

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### **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.