

STUDENT HANDBOOK

2017

SCHOOL PRINCIPAL

Mrs Sandra Eglezos

ASSISTANT PRINCIPALS

Mr Scott Hucker Ms Meagan McAlpine Mr Michael Caccamo



BELMONT HIGH SCHOOL

Rotherham Street, Belmont, Geelong, Victoria, 3216

Telephone: +61 3 5243 5355

Fax: +61 3 5243 2420

Email: belmont.hs@edumail.vic.gov.au

Website: www.bhs.vic.edu.au

Contents

School Profile	5
Features of the School	
School Camp - Tanybryn	7
Career and Pathway Planning	7
The House System	8
Library	9
eLearning.....	10
School Sporting Program	11
Student Engagement and Wellbeing Policy	13
Pastoral Care Structure & Student Wellbeing Support.....	13
Legal Responsibilities of Wellbeing Staff and Teachers	15
Classroom Code of Conduct	16
School Attendance	18
Belmont High School Anti-Smoking Policy	19
Anti-Harassment Policy	20
VCE	23
Year 11 and 12 School Attendance Policy 2017	27
VCE Class Attendance Policy 2017	28
Information for Parents	
Assessment and Reporting	30
Homework Policy.....	30
Parent/Teacher Communication	31
Newsletter	31
Financial Assistance	31
Voluntary Contributions	31
Parents' Association	32
School Council	32
Uniform	32
Responsibilities of Students	
Absences	37
Attendance	37
Canteen - Student Responsibilities	38
Daily Bulletin	39
Duty Students	39
Environment Students	39
Excursions	39
Exit students	39
FASCUC (Friday After School Clean Up Crew)	39
General School Rules	40
Gymnasium Rules	43
In Case of Illness or Accident	43
Leaving School for Part of the Day	44
Lockers	44
Lost Property	44
Lunch Arrangements	44
BHS ICT Acceptable Use Agreement	44
Mobile Phones	47
iPods	47
Out of Bounds Areas for Students	47
Student ID Card.....	48
Student Vehicles	48
School Curriculum	
Outline of Program of Study	49
Overview of the 2017 Middle Years Program	49
Year 7 – 9 Subjects	50
Year 10 and VCE 2017 Offerings	52
VCAL (Year 11 and 12)	54
VET.....	54
School Based New Apprenticeships.....	55
Year 13	55

2017 TERM DATES

Term 1	Monday, 30 January – Friday 31 March
Teachers commence	Monday, 30 January
Year 7, 8 and 12 students commence	Tuesday, 31 January
All students	Monday, 1 February
Labour Day	Monday, 13 March
Easter	Friday 14 – Monday 17 April
Term 2	Tuesday, 18 April – Friday, 30 June
Anzac Day	Tuesday, 25 April
Queen's Birthday Holiday	Monday, 12 June
Term 3	Monday, 17 July – Friday, 22 September
Term 4	Monday, 9 October – Friday, 22 December

2017 BELL TIMES

Monday		Tuesday / Wednesday / Thursday / Friday	
8.40 am - 8.45 am	Staff Briefing	8.40 am - 8.45 am	Staff Briefing
8.50 am - 8.55 am	Form Assembly	8.50 am - 8.55 am	Form Assembly
9.00 am - 9.20 am	School Assemblies		
9.25 am - 10.15 am	Period 1	9.00 am - 9.50 am	Period 1
10.15 am - 11.05 am	Period 2	9.50 am - 10.40 am	Period 2
11.05 am - 11.30 am	Recess	10.40 am - 11.05 am	Recess
	Bell at 11.25 am		Bell at 11.00 am
11.30 am - 12.20 pm	Period 3	11.05 am - 11.55 am	Period 3
12.20 pm - 1.10 pm	Period 4	11.55 am - 12.45 pm	Period 4
1.10 pm - 2.00 pm	Lunch	12.45 pm - 1.35 pm	Lunch
	Bells at 1.35 & 1.55 pm		Bells at 1.10 & 1.30 pm
2.00 pm - 2.50 pm	Period 5	1.35 pm - 2.25 pm	Period 5
2.50 pm - 3.40 pm	Period 6	2.25 pm - 3.15 pm	Period 6

School Profile

At Belmont High School our purpose is to provide an environment that nurtures the wellbeing of all students, and provides successfully for their ongoing learning and variety of academic needs. Our innovative academic and extensive co-curricular programs challenge and engage all students. At Belmont High School our outstanding technology facilities and commitment to students ensures a school that students and staff enjoy being at, and speak of highly.

Our motto, “**Strive for the Highest**”, underpins our work with young people.

Programming at Belmont High School ensures that:

- through the Transition Years, students successfully become a part of our unique and supportive culture;
- in the Middle Years, students are engaged in broad, dynamic and innovative learning;
- the needs of Later Years students are addressed through the provision of pathway planning and significant options for study and post school destinations;
- individual needs of students are catered for through the provision of programs such as: Managed Individual Pathways, Individual Learning Programs, Student Support Groups;
- the strong and vibrant tradition of co-curricular programs continues to flourish.

Belmont High School (enrolment of 1,245 students) is a large secondary school in the City of Greater Geelong, Victoria. Established in 1955, the majority of the student enrolment is drawn from the Belmont/Highton area, but there is significant demand for places from a wider area. Belmont High School is one of three state secondary education providers south of the Barwon River.

The school attaches great importance to:

- maintenance of high academic standards
- students striving for personal excellence
- the development of student self-discipline and independence
- personal development of students, maximising their potential
- the building of mutual respect and cooperation between staff and students and within each of these groups
- the provision of opportunities for students to exhibit leadership and citizenship
- its co-curricular and camping program.

Belmont High School students develop a strong sense of school identity and pride. All students in Years 7 to 12 are required to wear school uniform and are encouraged to develop an ownership of and respect for school property and its environment. The Year 7-12 vertical House system provides a caring and supportive environment which encourages teamwork, leadership and a sense of belonging. Each of the eight Houses has developed its own recognisable identity, but has a common commitment to shared goals. Honesty, integrity, courtesy, respect for the rights of others, the acceptance of diversity and personal responsibility are values encouraged through House and school expectations of student conduct.

The school has developed a strong reputation for the high quality and innovative teaching and learning programs which it provides. Sequential programs for students from Years 7 to 12 are provided and the excellent retention rates and high proportion of VCE students who seek and gain tertiary selection indicates that the needs of students are being addressed. Students in Year 7 and 8 are part of a Middle Years program at Belmont High School that offers maximum opportunity for growth and belonging for students at this stage of their development. There are two Year 7 and 8 groups who operate under a different timetable – the Select Entry Accelerated Learning Program. In the Middle Years Program the Year 7 and 8 groups spend approximately 60% of their learning time with their Principal Teacher. These classes take place in spaces within the school that are dedicated for use by Year 7 and 8 students. The Principal Teacher, together with another teacher, teach the core studies of Mathematics, English, Science and Humanities through an integrated approach using themes. All students have a Personal Learning Plan that will specify targeted areas for improvement or achievement. Literacy and Numeracy remain the central focus of learning in the Middle Years program. Year 7 and 8 students also undertake studies in Arts/Technology, Physical Education, Sport Education and Languages.

In Years 9 and 10, students undertake studies in a core curriculum covering the Domain Areas of English, Mathematics, Arts, Science, Languages, Health and Physical Education, Studies of Society and Environment (SOSE) and Technology. Belmont High School has an extensive core, plus elective program for students in Years 9 and 10. The vertical curriculum at Years 9 to 12 allows students to work at their ability levels. Students in Year 9 take part in STRIVE, a pastoral care program. Students in Year 10 may accelerate into VCE Units 1 and 2 while Year 11 students may study VCE Units 3 and 4. Significant numbers of senior students select Vocational Education and Training (VET) studies. Belmont High School is a Registered Training Organisation for the delivery of Certificate III Music, Certificate III Information, Digital Media and Technology, Certificate II Outdoor Recreation and Certificate III in Sport and Recreation. Many students take part in VET at other providers including TAFE. Belmont High School offers an extensive range of VCE Studies. The Victorian Certificate of Applied Learning (VCAL) caters for students with applied learning styles.

Enrichment and acceleration programs are offered to talented students in Years 7-12. Belmont High School is registered as a provider of Select Entry Accelerated Learning Programs (SEALP) for academically able students beginning in Year 7. Literacy and Numeracy Support programs have been implemented for students with special needs. Belmont High School provides education for an increasing number of overseas students who wish to come to the Geelong region. All students in Years 10 to 12 complete a Managed Individual Pathway Plan to assist them with pathway planning.

The school has a strong tradition in the Performing Arts, in particular in music, theatre and Wakakirri. Student and staff endeavor has been marked by considerable success in local, state and national competitions. Belmont High School encourages student participation in sport at House, school and interschool level which has resulted in many local and state championship successes. The School has been Geelong Champions in Swimming, Athletics and Cross Country for many years.

Student leadership and contribution to decision making is developed through the Student Representative Council and student House Leadership positions. Students are represented on the School Council and its range of sub-committees. School Captains, House Captains and Deputies are elected to these significant leadership positions by their peers. Leadership is also developed through other positions including Sport Captains and Music Captains. The junior school is also represented by Junior School Captains elected by students in Year 8.

Extensive recreation, sporting and educational facilities including a gymnasium, cafeteria, library, computer centre, laboratories and computer pods, music centre, courts, oval, a Health Centre and a Careers Centre are provided within spacious landscaped grounds. Master planning for the provision of physical facilities that address the learning needs of students into the twenty-first century has been undertaken.

We have a 1:1 student/computer ratio arrangement for all Belmont High School students, Years 7 to 12.

The BioLAB: Victorian BioScience Education Centre, was completed during 2011 and became operational in 2012. It is located at Belmont High School. This is an exciting project of around \$4.5m that is a state wide resource and offers significant benefits for our students and teachers, as well as those from around Victoria.

Parent participation is highly valued, with a strong Parents' Association and numerous formalised support groups assisting staff with co-curricular programs. The School Council has a strong commitment to devolution which has resulted in a productive, efficient, decision making structure. The core purpose of teaching and learning is seen as a shared process involving parents, teachers and students.

Features of Belmont High School

School Camp – Tanybryn

Tanybryn Camp is situated on Wild Dog Road in the Otway Ranges, approximately 14km from Skenes Creek. Its surroundings are magnificent as it is situated on the divide between two large and richly forested river valleys that allow for a wide range of hikes and exploring activities. Walks are made to view waterfalls, fern glades and the large Mountain Ash forests.

Our camping program is firmly structured and designed to provide each student with new skills and challenging situations. We aim to give students experiences that help to develop self-confidence, self-reliance, initiative and cooperation with others to achieve solutions to challenges.

Students from Year 7 attend a camp each year as part of the on-going program. Special interest groups use the camp at other times. These may include special study groups, pastoral care groups and groups wishing to use the facilities whilst visiting other areas in the Otways. We hope that each student can attend the camp at least twice in his or her time at Belmont High School as it is considered part of the school program and of benefit and enjoyment to all.

Tanybryn camp has recently been through a building upgrade, with a new kitchen built on the south side of the recreation hall. Following renovation, the camp is now used extensively by both our own and other school students. Additionally, in partnership with a private company, many other community groups and organisations are taking advantage of the unique setting. In 2014 the camp was expanded further with an additional accommodation wing.

The camp is a fabulous resource and with the upcoming changes will be a more comfortable place to stay providing many more years of wonderful memories for Belmont High School students.

The telephone number of Tanybryn camp is **5237 6780**. Please keep this number for reference.

Career and Pathway Planning

Career Education and pathway planning is considered a very important part of the students development at Belmont High School. In Years 7 and 8 Career Education activities are integrated into the curriculum to assist students in developing their self awareness and understanding of the world of work. The students complete Personalised Learning Plans to assist in identifying strengths, weaknesses, and learning styles. In the Later Years, Years 10 to 12 Managed Individual Pathway Plans are completed encouraging students to start planning for a Career. These plans are updated annually in consultation with the student's House Leaders. Career Education is integrated into the Year 9 STRIVE program. During Years 10 to 12 the students have the opportunity to take part in many activities that will assist in making wise career choices and prepare the students to manage the transition from school to a career.

Belmont High School has a well-resourced Careers Centre staffed by a qualified Careers Counsellor. A wide range of resources provides students with the latest information about courses and entrance requirements to tertiary institutions. Information is also available about Vocational Education and Training programs, School Based Apprenticeships, Apprenticeships and Traineeships. The Centre also provides access to on-line resources. Students can gain assistance in course planning, preparation of personal resumes, presentation for job interviews, applications for tertiary studies and general career counseling.

Mr Nick Masters

Careers and Pathways Manager

The House System

The House System at Belmont High School has been operating successfully for more than 50 years. It provides a structure which develops an important sense of identity and belonging, providing students with opportunities for participation, involvement and leadership – key aspects to developing self esteem, confidence and maturity.

Organisation

- The school population of around 1200 students is divided into eight vertical Houses. Currently these are Blue, Ebony, Gold, Green, Mango, Purple, Red and Silver. There are approximately 140 students in each House with one group from each of the levels 7 to 12. Students are placed in a House when they enrol and will usually remain in that House for the whole of their school career.
- A considerable number of school activities are organised at the House level. All Year 7 and 8 classes, with the exception of electives and Language classes, are conducted in House groups, as are the Athletics, Swimming and Fun Run Carnivals and the Music House Competitions. Early in the year, a lunchtime sport competition between Year 7 House groups is run as part of the Year 7 transition program. Students also attend camp in House groups. On occasions, one House might issue a challenge to another in some area such as debating or public speaking which would then be run as a combined social evening. All of these activities allow students to identify with one smaller group within the relatively large school community and so foster a feeling of belonging.

Benefits to Students

- The House System provides opportunities for social development since all Houses organise social activities for their students. These include House barbecues, theatre nights, dinners, bowling and video nights. Each House has a Year 12 House Dinner in the second half of the year and many invite past students to these evenings.

- Students within the House have the opportunity to become involved in a variety of committees and so develop the skills associated with these. Each House has a Social Service Committee which raises money for community projects. Students also assist with the production of their House Newsletter items.
- The Senior students are encouraged to participate in the broader curriculum by taking on leadership roles within the House. They may run House and committee meetings, assist with sport teams, initiate and co-ordinate House activities or take on more formal roles as House Captains and SRC representatives. Participation in House administration provides real-life experiences and allows students to develop a valuable curriculum vitae.

Role of the House Leader

- The House Leader is responsible for overseeing the academic and social development of students within the House. As part of a pastoral care role, the House Leader encourages students, monitors academic progress, counsels and assists individuals with specific academic problems and takes a personal interest in each young person's growth toward adulthood. They are also responsible for discipline matters. Parents are encouraged to establish strong relationships with their child's House Leader, as he or she is vitally interested in the overall development of each student in the House.

Summary

- Belmont High School is proud of its House structure because it provides a stable base from which academic and personal development can grow.
- The vertical House System is one of the key factors contributing to the success students experience at this school through the promotion of a close partnership between student, family and school.



Library

Facilities

The library is open from 8:15am until 4:30 pm most days, including recess and lunchtime. The Access-It catalogue provides access to a large range of reading and eLearning resources to support the educational requirements of the school community. The library facilities include a quiet, comfortable reading area with a large screen TV, a class teaching area, a computer area and a private study room for silent work. We have printers and photocopiers for staff and student use.



We have an extensive Fiction collection with genre labels on the spine to make finding a good book easy. Green stickers represent Senior Fiction. We have a new Classic Fiction collection and a large Non-Fiction collection. We have copies of the Geelong Advertiser, the Herald Sun and The Age for students to read and a vast number of resources on current issues. Students are responsible for any resources they borrow and will have to pay for replacement if they are lost or damaged.

Our catalogue allows students to self-renew, reserve and personalise their details so that they are notified of new books that may be of interest to them. It provides access to eBooks, Links-Plus websites, ABC Splash, Scootle and the State Library of Victoria. The catalogue is found via the Library Link in Sharepoint, which takes users to our LibGuides page. Libguides is an online resource centre which guides students in locating information to support their students in each subject area. The link to our Access It catalogue is on the top left hand side of the LibGuides page.

We subscribe to Clickview which allows both staff and students to view high quality, relevant clips, TV shows and movies at home and at school. Age restrictions ensure students do not watch programs above their allowed level.

Teachers often book classes into the library for research activities or quiet reading. The teacher librarians promote a love of reading and often show classes book trailers and assist students to find suitable high-interest books. The teacher librarians organise annual Readers' Cup competitions at Years 7 and 8 and run the Premier's Reading Challenge with interested students from Years 7-10. Students can borrow Fiction and Non-Fiction books for three weeks and magazines for one week.

The library can be used by large groups for film viewing, guest speakers, music performances, information sessions and art exhibitions. At recess and lunchtimes students enjoy reading, talking quietly or playing chess or other games. Fridays are "No technology" days, where students are encouraged to step away from their screens and talk, read or play a hands on game. Students are expected to work quietly in the library during their study periods.

Equipment such as cameras can be borrowed from the library for class use or overnight if parental permission is given.

The library has a supply of Dayuse laptops for students to use with their teacher's permission. These must be returned by the end of the day so they can be charged overnight. Students need to bring a note with them when they come to the library from a class to borrow a laptop, book, camera etc. A note is not required for the collection of printing.

Students should bring their ID cards with them to the library when they want to borrow, photocopy and to enable printing to be released.

Student identification cards (ID cards)

Students need to have their I.D. Card with them every day as the I.D. Card is required to:

1. Borrow materials from the Library, including Dayuse laptops.
2. Use the student photocopiers and printers.
3. Required for late arrival (signing in) or departing school (signing out)
4. General identification purposes within the school grounds

Lost, damaged or defaced cards – Care must be taken not to lose, damage or deface the card. Replacement cards will be issued at a cost of \$5. If a card is lost it is most important that this is reported to the Library staff as soon as possible so that a new card can be ordered.

Printer and Photocopier charging system:

Printing and photocopying are charged to the one account for each student. At the start of each year students receive a \$5.00 credit; this equals 100 pages of B & W printing and/or photocopying. Colour printing is \$0.30 for A4, \$1.20 for A3 and black and white printing is \$0.05 for A4 and \$0.10 for A3. The school has a colour and black and white photocopier available for student use in the library. Costs as for printing.

To add credit to an account, students must pay the Bursar at the general office, to the value of \$1, \$2, \$5 and \$10 or any combination of these multiples. She will then give the student a voucher with a number on it, students log onto the Intranet, select Printer credits and enter the one-time-use code printed on the voucher to activate the credit to their account. If students have difficulty with this process, please see an IT technician.

Students are expected to regularly check their printer credits on the Intranet and ensure they have enough credit to complete school work requirements.

Use of computer area

1. The class booked into the computer class area has priority access to computers in that area.
2. Students may use the desktop computers in the Library at recess, lunchtime or after school for school work only.

eLearning

All students live and work in a digital age. Belmont High School creates a 1:1 learning environment and digital curriculum, where students and staff embrace ICT in their learning and teaching. All Domains strive to improve learning outcomes, by employing ICT to enhance engagement, collaboration, creativity and personalised learning. The school community works to create and maintain an eSmart culture, where all members are responsible and respectful users of ICT.

The school network is currently running Windows 10 Enterprise. Students have access to the wireless local area network and the Internet at no cost. Software provided includes the Adobe Master Collection. All students and staff have their own email accounts.

The school currently has four computer labs throughout the school, as well as a number of desktop computers in the library, music room, graphics room and computer suites. There are also some banks of netbooks for day use that can be borrowed from the Library (when available) if the student presents a current school ID card.

We have a 1:1 program for Years 7 to 12, whereby each student has a notebook for educational use at home and school. The 1:1 Information booklet, which has been given to all applicable students, contains details about this program.

The school provides student access to peripheral devices such as digital cameras, scanners, graphics tablets and equipment such as projectors and electronic whiteboards to aid in learning.

Students must agree to the Acceptable Use Agreement before they can access the school network. This is done the first time the student logs in to the school network. The agreement is also published on the Intranet (<http://sharepoint.bhs.vic.edu.au/Pages/default.aspx>). The students who are participating in the 1:1 program have also completed a Checklist of mandatory procedures.

Technical support is provided to all students through our team of technicians in the technical portable. The technicians will be available from 8:30 am until 4:30 pm on week days. If you have an issue with your device you will have the opportunity to access the technician before school, at recess, lunch time and after school. If you are allowed to bring your device during class time you must bring a note from your teacher.

In 2016 Belmont introduced the Unmanaged Bring Your Own Device program for students in Years 10 – 12, whereby students can bring a device to school that was not purchased through our school portal, instead it can be a device that the student and parent have agreed upon. Students can use this device at school to access Belmont's Sharepoint, the Internet and basic printing access, however, it does not include the class-specific provided programs or, for legal reasons, the support of the IT team. The students who take part in this option are still accountable under the Belmont's Acceptable Use Agreement.

At the beginning of 2017 Belmont will be moving from our current Learning Management System Daymap, to Compass. This program will allow for increased communication between school and home, and for parents to be more consistently updated of their child's learning and progress. In Term 1 parents will be sent a letter informing them of their log in for Compass so that you can familiarise yourself with the lay out and stay connected.

School Sporting Program

All students at Belmont High School have the opportunity to participate in Swimming, Athletics, Cross Country running and seasonal sports in which they can compete against other Geelong schools and depending on their success, the team may progress through the School Sport Victoria (SSV) competition to the State Finals.

School sporting facilities

These include:

- long jump pit
- one football/cricket oval
- four basketball courts
- the Belmont High Community Gymnasium

The gymnasium is also utilised for table tennis and various indoor games (cricket, soccer, basketball, netball, badminton, minor games, etc).

The gymnasium contains changing facilities for both boys and girls. Physical Education classes use the gymnasium extensively.

Sport at Belmont High School

1. House Competition

There are three main house competitions: Swimming, Athletics and Fun Run.

- **Swimming:** Is conducted as an age-group competition: (i.e. 12-13 year, 14 year, 15 year, 16 year, 17 year and 20 year. Ages are calculated as at **December 31st**, in the year of competition. In the first week of the school year swimming trials are held for Year 7 students wishing to try out for their house team. Senior students of each house who are not participating assist their house leaders with organisational duties. The House Swimming Carnival is then held in the first week of the school year at Kardinia Pool. The whole school attends. Pennants are awarded in eight divisions: Junior boys, Intermediate boys, Senior boys, Boys Aggregate and the same for girls. The champion house receives the Grand Aggregate Pennant. Medallions are awarded to the individual champions of each age-group.
- **Athletics:** Is organised in exactly the same way as swimming except there are no trials. The House Athletics Carnival is held second week of term two at Landy Field. As with swimming the whole school attends.
- **Fun Run:** It is held towards the end of term 2. The event is a whole school event once again and is held as a beach run/walk from Point Lonsdale to Queenscliff. The day has a real carnival atmosphere with a BBQ lunch provided for the students at Queenscliff football ground. The students also receive lunch and drinks. There are also recreational activities available to the students as well as a rock concert featuring a number of bands.
Students compete as Junior (12, 13 & 14 year old), Intermediate (15 & 16 year old) and Senior (17-20 year old). Girls and Junior boys run approximately three kms whilst the older boys run approximately five kms. The first five placegetters in each section receive medallions. There is a trophy for the champion House.

2. Inter-School Competition

There are four levels of Inter-school Competition. Firstly the Geelong Championships run School Sport Victoria (SSV) Geelong Division. Secondly the Barwon South Western Conference Championships run by the School Sport Victoria (SSV) followed by Western Conference run by SSV, then State Championships again conducted by SSV. Champion Geelong schools or individuals progress to Barwon Western Metro Conference competition and if successful there, then progress to the state championships.

In the School Sport Victoria (SSV) Geelong Division there are two groups for Swimming and Athletics with Belmont competing in the stronger group (Division 1) against the larger Geelong schools. The Belmont teams are selected from performances at the House Carnivals. If a student's performance at the Interschool competition is one of the 2 best, he/she progresses to Barwon Western Metro Conference Championships run by the School Sport Victoria (SSV) followed by State Championships.

The cross country championships are conducted in the same manner as swimming and athletics with the Belmont team being selected from performances at the school fun run, athletics carnival and current training form.

In all these divisional pennants and a Grand Aggregate for the champion school are awarded.

3. Inter-school Team Sport Competition

Team sport competition is conducted at the same levels outlined above with Belmont teams firstly competing against other schools in the School Sport Victoria (SSV) Geelong Division competitions. Team sport is conducted as a **year level competition** with boys teams and girls teams in all sports as follows:

Senior (Year 11 & Year 12 combined):

Term 1: cricket, baseball, softball, tennis and volleyball

Term 2: football

Term 3: hockey, soccer, basketball, netball, table tennis and badminton

Intermediate (Year 9 & Year 10 combined):

Term 1: baseball, softball, tennis and volleyball

Term 2: football

Term 3: netball, hockey, soccer and badminton

Term 4: cricket, basketball and table tennis.

Year 8:

Term 2: football, soccer, badminton & netball.

Term 3: basketball, volleyball, hockey & table tennis.

Term 4: cricket, baseball, softball & tennis.

Year 7: SAME AS YEAR 8.

Selection in Belmont High School Teams

In the weeks prior to teams playing the Sports Coordinator publicises upcoming team sport at general assemblies and staff members who are coaching/managing teams use the daily student bulletin to announce meetings and/or team training sessions for prospective players who just record their interest with the teacher in charge. Training may take place at lunchtime or after school and from these sessions each team will be picked. Students can also contact the school sports coordinator to gain more information on upcoming events. Further information is available on the school network.

If a student is selected he/she will bring home a notice outlining all details, including the date of competition, the venue, times leaving and returning to school, the cost and any other sport specific items, such as special clothing or protective gear required, such as a mouthguard. Team uniforms are provided by the Sport Department.

Sports Coordinator

Student Engagement and Wellbeing Policy

Belmont High School will provide a supportive, caring environment which promotes positive student and teacher relationships and fosters a positive attitude to learning and the pursuit of excellence in all students.

Rationale

- The Pastoral care of all students is the essential focus of all teaching and learning at Belmont High School. It provides the optimum environment for learning and is the common responsibility for all staff at the school. It provides the very ethos upon which the school is founded and is best achieved through a caring and supportive environment.
- This school endeavours to promote a healthy, supportive and secure environment for all students and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities and increase coping skills.
- Student wellbeing is a shared responsibility between school, home and the community.
- Pastoral care is continuously reviewed to ensure it is meeting the needs of students, staff and community and that they are responsive to contemporary research findings, understandings and innovations.
- The House system and form room in particular are the fundamental pastoral structures within the school. It is also recognized, however, that pastoral care permeates all areas of activity within the school community.

Aims

- All teachers assume responsibility for student wellbeing and pastoral care, endeavouring to provide successful and positive experiences.
- Students feel safe and secure in a supportive environment where a sense of belonging and wellbeing are strengthened.
- All members of the school community develop positive social behaviours and problem solving skills.
- Staff are confident, skilled and proactive in the management of student welfare issues and pastoral care.
- Communication processes and protocols are clear and well known to ensure the effectiveness of student support.

Pastoral Care Structure and Student Wellbeing Support

Pastoral care affects staff, students and families associated with Belmont High School and is the responsibility of all. It is reflected in the teaching and co-curricular programs of Belmont High School. Most specifically, the House system is the fundamental structure that exists to implement pastoral care for students at the school. Pastoral care provides young people with a sense of security and connectedness within the school community and is facilitated through:

- House structure
- Form room program
- Curriculum
- Camp program
- Co-curricular activities
- Student Wellbeing Support

In this role of fostering student wellbeing, staff can access advice and guidance from a range of services within the school, the Barwon South Network and Community agencies.

- **FORM TEACHERS**
The Form teacher upholds an integral part of a student's support and is the first and central link in the pastoral care structure.
- **HOUSE LEADERS**
 - Provide academic, social and emotional support to all students
 - Liaise closely with parents, welfare staff and teaching staff
 - Should be consulted about issues that are affecting student wellbeing
 - Are a critical part of the welfare network.

- **STUDENT WELLBEING STAFF**

Student Wellbeing Coordinator

- Support students, families and staff with wellbeing issues
- One on one family and student counselling and mediation
- Provision of uniform and educational materials when support is required
- Refer to community organizations
- Provide students with the development of social skills and coping strategies
- Provide educational programs and resources to students, parents and staff such as literature on mental health issues, drug and alcohol information.
- Develop policy, organize programs and staff professional development
- Develop and implement wellbeing program budgets
- Member of Student Management and Student Wellbeing committees
- Provide links between community organizations and BHS
- Source funding to assist with programs and student wellbeing area
- Links with Barwon South Network Support staff
- liaises with alternative education programs, e.g. Diversitat

School Nurse

- Provides students and staff with support on health related issues
- Monitors and applies student medication
- Provides students with emotional support
- Member of Student Wellbeing Committee.

Barwon South Network Student Support

Provides:

- psychologist for psychological and academic assessment
- student, family and staff welfare support and referrals
- case management of students at risk of not completing their education
- crisis management
- group programs

Learning Support Program

- Accepts referral by Students, Parents, Teachers or Wellbeing staff.
- Identified learning difficulties and considers modifications to curriculum offerings.
- May alter academic programs to meet individual needs.
- Communicate and share information with classroom teachers regarding students' special learning needs.
- Provide teachers with access resources to accommodate special learning needs.
- Provides for all students who are funded under the *Students with Disabilities and Impairments Program*.
- Staff apply for funding; organise Program Support Group meetings; develop and implement a program budget; provide Professional Development to staff.
- Establish program support groups for all eligible students to facilitate curriculum planning and resource provision.
- Communicate with relevant consultants and support agencies on a needs basis.
- Support the needs of individuals during transition to and from secondary school.

The Principal and Assistant Principals

- Support students, families and staff with wellbeing issues
- Case manage individual students
- Liaise closely with House Leaders and Wellbeing Staff
- Convene Student Management and Student Wellbeing Committees

The school provides forums for consultation for parents, staff, students and the community. This encourages connectedness and ownership in our school eg. School Council, Parents Association, Junior School Council, SRC, Uniform Committee, Canteen Committee.

Belmont High School fosters strong community links through working with various Community groups to promote student engagement. In 2007 our relationship with the Geelong 'Rats of Tobruk' Association was formalised. A moving ceremony saw our School Captains accept, and commit into their care, the banner that has represented this group of returned soldiers over such a long period of time. It is a relationship that we will treasure and maintain. Our relationship is maintained by members attending our ANZAC Day Service and

participating in our annual Leadership Program. Each year a successful community member, who is a past Belmont High student, is invited to share their life experiences with Belmont High students in our “Back to School Day”. Other associations are with Belmont Rotary and the Barrabool Hills Baptist Church.

Our school encourages parent understanding and support through initiatives such as parent information sessions and services offered such as The Keys Please Program, Parent Information Nights on student wellbeing issues, academic curriculum information and student pathway planning, celebration activities such as Graduation Ceremonies, Valedictory Dinners and Formal Evenings.

In continuing to grow the cultural diversity of the school we host International students on study tours and welcome International students, on exchange and as enrolled students. Aboriginal students are integrated in the school community and they are supported both academically and socially through the Wannik Strategy. The School coordinates individual academic and behavioural management plans for Koori students. This management plan will include strategies to meet the student’s individual learning needs.

Our School meets the cultural, physical and religious needs of our students, staff and parents and carers by celebrating cultural diversity through special celebrations. We are aware of and have respect for different religious beliefs.

The physical environment at our school provides a safe, healthy and pleasurable place to work. It caters for all students and includes wheelchair access.

Legal Responsibilities of Wellbeing Staff and Teachers

Relationships between staff and students are based on trust and a mutual respect for one another. Pastoral care respects the personal rights and confidences of each individual. Staff will be informed on a “need to know” basis of information pertinent to the care of any individual student. Where it is deemed appropriate, students will be referred on to those with professional expertise for help and guidance. A referral to a District Guidance Officer or Psychologist is directly related to providing the student’s education and requires the permission of a parent. Referral is either via a parent directly, or a school staff member, usually in consultation with the House Leader.

When students access a health or counselling service at school, they **have the right to provide or withhold consent to** their personal or health information obtained from them being disclosed to any other person, including their parent. An individual acquires that right when they have sufficient maturity to understand the consequence of this disclosure. Unless a student has an intellectual disability or is particularly immature, it is likely that a secondary student has the capacity to make this choice.

Where disclosure of health information is necessary to lessen or prevent a serious or imminent threat to the student’s health or safety, consent by a student to this disclosure of information is not required.

If a secondary school student self refers to a counselling service provided to students at school, the school does not have to disclose this to parents. However, consent from the student to share information with a parent or staff is always sought, when it is in the best interest of the student.

Similarly, in most instances House Leaders will be informed that a student is accessing wellbeing support but occasionally in consideration of a student’s right to privacy the House Leader may not be informed.

All teachers have a duty of care to protect a student from harm. If a student mentions circumstances that could put the student, or others at serious and immediate risk of harm, then permission from a student to disclosure is not required, and the most appropriate, immediate action should be taken. A teacher must seek advice and support for this situation, from a wellbeing staff member or the Principal of the school, when a student is not wanting parental support.

Classroom Code of Conduct

Listed below are the general principles and expectations of students at Belmont High School.

Through negotiation, the teacher and the students will develop and agree upon consequences for behaviour within the classroom. The consequences selected should be documented and be meaningful, practical and appropriate to the age group. They will include positive consequences in the cases of acceptable behaviour, as well as negative consequences for misbehaviour.

COMMUNICATION

Follow instructions.
Listen when others are speaking.
Wait your turn before speaking.
Bring student organiser to class.

RESPECT

Respect the individuality of others.
Express ideas and feelings without hurting others.
Respect the right of others to learn.
Respect other people's work, ideas and property.
Arrive to class on time.
Stay in allocated work space.

ACADEMIC PERFORMANCE

Stay on task.
Complete assigned class work.
Work productively in group situations.
Work to ability.
Work neatly.
Complete homework.
Independent work is to be completed without plagiarism, collusion or cheating.

EQUIPMENT/ENVIRONMENT

Bring own equipment to class.
Care for school property and personal equipment.
Care for the classroom environment.
Report damage to staff.

Procedures for Classroom Management

The Belmont High School Teaching and Learning Charter notes:

“that the school will provide a supportive, caring environment which promotes positive student and teacher relationships and fosters a positive attitude to learning and the pursuit of excellence in all students.”

The Student Organiser and/or Home Contact is an important tool for organisation as a means of communication between the school and home. Students are required have their Student Organiser in each class.

STEP 1:

Through negotiation, the teacher and the students will develop and agree upon consequences for behaviour within the classroom. The consequences selected should be documented and be meaningful, practical and appropriate to the age group. They will include positive consequences in the cases of acceptable behaviour, as well as negative consequences for misbehaviour.

STEP 2:

Individual Restorative Conference involving the classroom teacher and the student(s). As a part of this conference, a Restorative Commitment Form will be negotiated.

Breaking the Commitment Form

When a student breaks the agreement:

- The completed commitment form will be forwarded to other staff identified as being involved with this student. It may include the student's House Leader, Assistant House Leader, Student Wellbeing Team or Assistant Principal.
- The student will meet with the teacher and additional staff member(s) to discuss the commitment form and possible extra strategies.
- Parents will be contacted at this stage.

Procedures to be followed when the above strategies have not worked for individual students

STEP 3: EXIT FROM CLASS

In the event of a serious breaking of rules by a student, such as:

- When a student repeatedly interferes with the teacher's ability to teach and other students' ability to learn or
- Where a one-off incident occurs that is serious.

Possible actions are as follows:

- Classroom teacher will email the incident to an Assistant Principal. The student will be sent to the Assistant Principal.
- The student's House Leader (and when needed, the Student Wellbeing Team) will be informed as soon as possible.

The managed course of action for this situation may include:

- Forfeiture of Free Time/Detention
- Consequential Task
- Make-up Time
- Parent/Student and School Conference, and
- Suspension as set out in the Student Code of Conduct publication 1994.

STEP 4: FURTHER AND/OR SIGNIFICANT BREACH OF SCHOOL POLICY

Assistant Principal, House Leader and Student Wellbeing Team will meet and discuss with the student and parent to determine the next course of action. This may involve withdrawal from class for a specified time, voluntary exiting, transfer to another school, or expulsion under the guidelines set out in the Student Code of Conduct publication 1994.

Definitions

1. Forfeiture of free time/detention class

Students may be required to attend a supervised 30 minute lunch time detention class during which they will do constructive school work, e.g. homework, reading or assigned exercises or alternatively assigned jobs around the school. Students will be required to take their organiser to these lunch time classes and they will record their attendance at the detention in the organiser so that parents are aware of the applied consequence. If a student is directed to attend one of these classes, he/she must do so during the **next** available lunch hour he/she is present at school. Attendance at these classes takes precedence over all other extra-curricular activities and private detentions. If a student fails to attend without an adequate excuse, he/she will be required to attend for one hour of make-up time – Friday Afternoon School Clean-up Crew (FASCUC).

2. Consequential task

A student may be asked to undertake a specific task as a result of misbehaviour. This task will have a direct relationship to the misbehaviour and be appropriate to the year level. Examples include – work in Library for continual noisy behaviour in the Library, work on a classroom display for defacing/stealing posters, canteen duty for misbehaviour in the canteen queue.

3. Make-up time

Students who skip classes, are absent from the school without permission or who miss the assigned lunch time classes described above will be required to attend school at times which are otherwise student-free. Parents will be notified if their child is required to attend school under these circumstances.

4. Procedures concerned with students who are late

Students who are late to Form Assembly and School must:

- present to the Administration Centre with their ID card and note explaining their reason for being late;
- the student's late arrival to school will be recorded on the school's electronic student attendance data base program;

- if there is no satisfactory reason for the student being late, the student will receive a detention in the second half of lunchtime for that day;
- any discrepancies should be referred to the Assistant Principal.

School Attendance

Our school encourages punctual, regular attendance of all students at school. To achieve this we aim to engage students cognitively, behaviourally and emotionally. Our school promotes regular and punctual student attendance and monitors this by an electronic data system, Daymap. Regular attendance is further supported by a Secondary Teacher Assistant position and through the pastoral care provided by the 8 House Leaders.

Our school uses a variety of strategies and support to assist teaching staff to encourage attendance and positive behaviours. These include Student Wellbeing Consultants, the School Nurse and the House System.

Regular school attendance enables students to maximise their full educational potential and to actively participate and engage in their learning. It is important that children develop habits of regular attendance at an early age. Students who are regularly absent from school are at risk of missing out on fundamental aspects of their educational and social development. The School will promote "It's Not OK To Be Away" Program.

It is the responsibility of students to attend school at all times. Students are required to remain on the school premises during school time unless they have permission to leave. Students are required to provide a written explanation from parents/carers when they are absent from school. Parents have a responsibility to ensure that their son/daughter attends school and has regular attendance at school. Student attendance is a legal obligation of parent/carers.

The Education and Training Reform Act 2006 states that it is the duty of the parent of a child aged between six and seventeen years to enroll the child in a registered school and to ensure the child attends the school regularly. This act also describes examples of reasonable excuses for non attendance.

The school has rigorous procedures to monitor, record and follow up on student absences.

- When a student is absent from school, appropriate evidence must be provided to explain the reason for the absence.
- The school will create supportive learning environments where all students experience success, through active participation and engagement in purposeful learning.
- The school will provide support for students at risk of non attendance. Examples of this support may include student supports groups, individual learning plans, flexible learning arrangements, development of attendance improvement goals and the use of outside agencies.

Belmont High School Anti-Smoking Policy

The uptake of smoking occurs predominantly among teenagers and procedures have been established to discourage the practice of smoking.

Smoking is not permitted in most buildings and areas in the broader community. For health and safety reasons, this school community mirrors that position.

Belmont High School recognises the danger smoking and passive smoking causes to health and has established a policy to ensure that the entire school grounds are smoke free.

Belmont High School has established the following procedures to be followed in instances of student smoking.

Smoking is not permitted in any area of the school property, nor at any school related activity or function, by students, staff or visitors. There are consequences if students decide to smoke on school premises or during school.

Consequences following a student's choice to smoke at school:

First Instance

- (a) The student discusses her/his reasons for smoking with the Student Wellbeing team member to develop a "Risk reduction Agreement". This agreement will outline the steps that the student and school will take to assist the students to not smoke at school, with regular progress reports.
- (b) Students will work through material with Student Wellbeing team member in relation to immediate, short term and long term effects.
- (c) Students will be given a Friday after school clean up (FASCUC) duty.
- (d) Parents/Guardians will be advised by an Assistant Principal or House Leader explaining what follows from further incidents of smoking at school.
- (e) The incident will be recorded on the DAYMAP data program.

Second Instance

1. The student will discuss his/her reasons for continuing to smoke with the Student Wellbeing Coordinator. The school policy regarding smoking will be reiterated.
2. Further materials outlining short-term and immediate effects of smoking and the dangers of passive smoking will be worked through.
3. Further counselling would work towards an agreement where the student agrees not to smoke during school hours or school activities. The school's Assistant Principals would be informed, along with the student's parents, of any agreement reached. The parents would also be kept informed of the process being followed.
4. A peer-based activity that encourages the student to explore their smoking behaviour and alternatives, would be offered. Developing a range of activities as alternatives to smoking during breaks, would be discussed.
5. House Leaders would be informed of the student's behaviour. The consequences of breaking the school's rule regarding smoking would be discussed and followed through with a one-day suspension.

Third Instance

A formal discussion involving the student, Student Wellbeing Coordinator, Assistant Principal, or Principal and parents would be held, highlighting the importance of observing policy recommendations. It may be necessary to determine whether the central problem is the student's smoking behaviour or that the particular student continues to breach school rules.

Continued participation in the peer-based program will be encouraged. The student will research the impact of smoking on the individual. Examination and reviewing of the student's decision-making skills will also occur.

- (a) The student will be encouraged to make positive health choices. A student caught smoking would be encouraged to be part of alternative activities to smoking; use their own time to increase their awareness of the dangers of smoking and passive smoking, and provide support for others trying to stop. Follow-up is important for the students to evaluate their progress. Any progress needs to be acknowledged and that setbacks are taken in context.
- (b) The consequence of breaking the school rule regarding smoking will be two day suspension.

Belmont High School's Engagement and Wellbeing Policy regarding drugs in school

Alcohol and drug misuse falls within the context of the school's Engagement and Wellbeing Policy. The response to drug misuse needs to be clear and understood by the members of the school community. Drug education is part of the Year 7 to 10 Health Education Program in the school.

Response to Drug Misuse

- Teachers must inform the school administration of cases involving drug misuse by students to ensure that they are acting within their role and responsibility. All details need to be documented and the Department of Education and Training may need to be informed.
- Parents have a right to know when their children are misusing substances and will be informed by the school.
- The Student Wellbeing Team will be notified and appropriate services will be made available.
- Outside agencies, for example, Health and Community Services and Police may be contacted and their expertise utilised by staff within the school.

Consequences for drug use/possession may involve suspension or expulsion under the guidelines of the Student Code of Conduct publication 1994.

Anti-Harassment Policy

All students have the right to a safe and caring environment which promotes learning, personal growth and self-esteem. The school is committed to providing this and each student has the responsibility to make this happen.

The school will provide a positive culture where bullying is not accepted. All members of the school community have the right to be respected by others, the right to learn, participate and teach; and the right to be safe and secure.

When implementing this policy, the school will apply a "restorative approach" to student wellbeing. The focus of a restorative approach to intervention will be on:

- Addressing the underlying cause of behaviour;
- Acknowledging and accepting responsibility for the harm caused to the school community;
- Using restorative practices to address the behaviour, repair the harm and reintegrate students back into the school community;
- Making the commitment of time and resources necessary to repair relationships restoratively.

Restorative approaches may be addressed on an individual basis or through group conferences depending on the circumstances.

Bullying and Harassment

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

Belmont High School will provide a safe and friendly environment for students and staff and to encourage care,

courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include:

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle: (The most common)

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

Explicit: (obvious)

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as:

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

Cyberbullying

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (eg copyright)
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

Appropriate Use of Technology

Under no circumstances do schools condone the use of technologies for the purpose of bullying/harassing others. Examples of inappropriate use of technology may include cyberbullying, improper use of mobile phones (text/camera) or email. Acts of bullying and harassment may impact on the wellbeing of all members of the school community.

Offensive Materials Policy

Acceptable Use Policy for the Department's Information, Communications and Technology (ICT) Systems

To ensure that students are not subjected to materials or themes which may be regarded as offensive or obscene, the school's practice is in line with Executive Memorandum No 98/048 (June 1998), *The Classification Enforcement Act* (1995), and section 6.22 of the Schools of the Future Reference Guide.

Belmont High School will:

- issue forewarnings when materials or themes may be considered offensive by a reasonable student or parent (a sample parent letter is available for staff);
- ensure that faculties regularly review the themes and materials used to ensure that they are not offensive to students and their parents;
- involve School Council in the approval of materials or themes if required;
- ensure that parents are aware that they have the right to object to offensive materials or themes;
- put in place procedures to deal with objections, in line with Executive Memorandum No 98/048 (June 1998);
- ensure that information and amusements available on computers and in films and publications comply with the *Classifications Act* 1995.

VCE INFORMATION

Welcome to the senior school at Belmont High School You may be pursuing VCE studies, VET, VCAL or a combination of all three. The Victorian Curriculum and Assessment Authority (VCAA) manages the curriculum and assessment for each of these certificates. You will now be enrolled in a State wide system which has its own separate rules for students. You should read these carefully as they apply to all students in Victoria who are studying for these certificates. For more detailed information you should contact the following:

VCE/Year 11 and Yr 12 Coordinator- Mr McAndrew

VCE Assistant- Mr. Kasperovic

VET Coordinator- Mr Masters

VCAL Coordinator- Mr Lynch

You should make maximum use of the school's services available for you, particularly the Careers Room where Later Years Pathways Manager, Mr Masters can provide you with outstanding and important information relating to suitable subject selection and career options.

The information on the following pages relates to students studying any of the options above, but not to Year 10 studies. If you are in Year 11 or 12, or accelerating into Year 11 or 12 VCE, VET or VCAL, this organiser contains important information for you.

LEADERSHIP

All Year 11 and 12 students are expected to be outstanding role models in all aspects of their school life and behaviour, for junior students in the school. You will be rewarded for this by achieving excellent relationships with, and maximum assistance from teachers. For Year 12 students particularly, this will result in you having a happy, memorable and rewarding final year at school.

ATTENDANCE AT SCHOOL

As Year 11 and 12 students you are accorded some privileges. Please read the Belmont High School Attendance Policy carefully.

EXTRA CURRICULAR ACTIVITIES

Belmont High School offers an extensive range of very popular extra activities for students and encourages them to pursue their interests outside the classroom. However, students need to be realistic about the number of extra activities that they can commit to, without jeopardising their success in their academic program. You will need to be in class for assessment of outcomes and coursework. In 2017, students will be required to complete a Missed Class Work Proforma before involvement in an activity will be Approved.

COMMUNICATION

In 2017, all important information and notices will be posted here as well as on the School's internet and Facebook page. Students should check the Daily Bulletin for notices and also check the noticeboards in the CWing regularly. Important notes can be collected from the Suspended File Holders stationed at the Duty Student's desk. These notices will initially be distributed at Assemblies. There are many important deadlines to be met throughout the year. Stay alert for these. There will be several year level meetings during the year and attendance is compulsory.

The VCE Coordinator cannot accept responsibility for students not receiving important information if these meetings are missed.

VCAA ENROLMENT

Early in the year you will be required to complete an enrolment form for VCE, VET and VCAL. After this information has been keyed into the VCAA database you will receive a printout that you must check for accuracy. This is the information that the VCAA has about you and it is YOUR responsibility to make sure that it is accurate. If any of these details change during the course of the year you must notify the VCE Coordinator who will amend these for you.

PRIVATE STUDY

Areas available for private study during class time are:

1. The library- available for quiet work.
2. The VCE Study Centre in C Wing for quiet work.
3. Any vacant room- see the Daily Organiser/Compass for locations each day. Work in these areas should be quiet in consideration of adjacent classes. Normal bells are to be observed at all times.

As a rough guide, you should be expecting to spend approximately three hours at home each night on homework and revision. Careful organisation of time should allow you time for recreational activities.

HELP

One of the most important keys to success in VCE/VCAL/VET is good time management. Use your BHS Organiser to plan workloads and deadlines. Please remember that there are people available to help you if you need it. If you begin to fall behind in your work, seek assistance before you become tempted to take short cuts in completing work. The penalties for cheating are severe (see the VCAA rules). Possible sources of support are: Form Teacher, House Leader, VCE/VET/VCAL Coordinators, Student Wellbeing Staff, or any staff member you may wish to speak to.

The following information applies to YEAR 12 students ONLY

Although students may turn 18 during the year, as students enrolled at Belmont HS, normal school rules still apply. No lunch passes are issued.

If you have your driver's licence, you may drive a car to and from school. Permission from the Assistant Principal is required first. Siblings may be transported. Rules regarding transporting students are governed by the Department of Education and students will be required to gain special permission and follow special conditions to allow this to occur.

UNIFORM

Normal school uniform applies with the addition of your Year 12 windcheater. Normal sanctions will apply. As the year progresses and some items of clothing may need replacing, the Parents' Association has a stock of good quality second-hand uniform items available for sale at reasonable prices. New items purchased may be sold at the end of the year.

PARENT MEETINGS

There will be an information evening for parents of students enrolled in Units 3 and 4 early in the year. Parent Teacher interviews will probably be held during Terms 2 and 3. Parents are invited to contact the school at any time.

TEN UNITS

As full-time Year 12 students, all students are expected to undertake the equivalent of ten units of study. In exceptional circumstances students may be able to drop a unit. This procedure will require:

1. A written request from student and parent.
2. A report from the subject teacher.
3. Consultation between any of: Assistant Principal class teacher, Careers Advisor, House Leader, parent, student and VCE Coordinator. Careful consideration should be given to undertaking less than ten units as all extra marks may be required to reach ATAR scores. In past years, results have revealed that students studying less than ten units had not necessarily used the extra time available for study to their advantage.

VCE PROGRAM REQUIREMENTS – WHAT I MUST DO

At Year 11 level, students are expected to attempt six units per semester.

At Year 12 level, students are expected to attempt five units per semester. You must include four units of English/Literature/English Language/EAL and eighteen other units to make a total of at least 22 units studied in your VCE certificate. Some units may be VET studies. Students who accelerate into VCE or VET at Year 10 level will complete VCE with more than 22 units.

SATISFACTORY COMPLETION

To gain your VCE certificate at the end of Year 12 you must:

Satisfactorily complete 16 units to complete VCE. Included in the minimum of 16 units there must be at least:

3 English/Literature/English Language/EAL (Units 3 & 4 required for an ATAR score)

3 sequences of Units 3 & 4 other than English/Literature

Other units to make up at least 16 units.

VCAA RULES

As all VCE students in the state are enrolled with VCAA, there are some statewide rules for VCE. These are reprinted from the VCAA Administrative Handbook. The VCAA sets down five rules which a student must

observe when preparing work for assessment. These rules apply to Coursework and School-assessed Tasks.

They are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his or her own.
2. A student must acknowledge all resources used, including: Text, websites and source material. The name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. A student must not receive undue assistance from any other person in the preparation and submission of work.
Acceptable levels of assistance include:
 The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or notetaking) but which has been transformed by the student and used in a new context.
 Prompting and general advice from another person or source which leads to refinements and/or self-correction.
Unacceptable forms of assistance include:
 Use of, or copying of, another person's work or other resources without acknowledgement.
 Corrections or improvements made or dictated by another person.
4. A student must not submit the same piece of work for assessment in more than one study.
5. A student who knowingly assists other students in a breach of rules may be penalised.

ASSESSMENT

Units 1 & 2:

Students must receive 'S' (satisfactory) for all outcomes in a unit to receive 'S' for the overall unit result.

Assessment tasks are graded excellent to satisfactory. N/S is not satisfactory. Some outcomes will also be assessment tasks (SACs). In 2017, students will be formally scored for all SAC's with a cumulative total awarded for each Unit of Study. The students will be awarded a final score and grade for both Units including the Exam mark at the end of the year and will be given a year 11 Predicted ATAR.

Units 3 & 4:

Students must receive 'S' (satisfactory) for all outcomes in a unit to receive 'S' for the overall unit result. SACS- these will be spread through Units 3 & 4. Your teacher will give you a score for these and VCAA will convert these scores to grades (A+ to UG) at the end of the year. UG is unsatisfactory.

NOTE: Units 3 & 4 must both receive 'S' before SACS will be scored for tertiary entrance.

SCHOOL REFERENCE

A school reference will be issued to students who apply for one.

SUBMISSION OF SET WORK

If work is not completed and submitted for assessment in class, it should be submitted to your teacher by 3.30pm on the due date. As this work is very important for your assessment it must be given directly to your teacher (NOT put in pigeon holes). If you cannot find your teacher, you may sign the work in at the VCE Office.

LATE SUBMISSION OF WORK

Units 1 & 2 - If the work is submitted late and it is an assessment task you will be penalised one level per day late. If the work is more than one week late and is an outcome, unless you negotiate a new submission date with your teacher, you risk receiving 'N' for the outcome and consequently 'N' for the unit.

Units 3 & 4 - If the work is a SAC or SAT there is NO opportunity (except under Special Provision) for late submission. You will receive 'N' (no assessment) for this work.

A student who uses a computer to produce work for assessment is responsible for ensuring that:

There is an alternative system available in case of computer or printer malfunction or unavailability

Hard copies of the work in progress are produced regularly

Each time changes are made the work is saved onto a backup file. The backup file should not be stored with the computer.

AUTHENTICATION

This means being able to demonstrate that all the work that you submit is your own. You must acknowledge all sources of information that you have used, even help given by your parents or a tutor. Remember that it is your responsibility to be able to authenticate your work. This means that you can demonstrate that the work is yours and nobody else's. You must work consistently in your classes, so that teachers have the opportunity to see your work in progress.

If it is suspected that part or all of the work that you have submitted for assessment is not your own, or that you have had an unfair advantage in the production of the work, the following procedures will occur:

1. Your teacher will discuss the situation with Mr McAndrew (VCE Coordinator).
2. If it is felt that you need to answer some questions relating to the authentication of your work you will be asked to attend an interview.
3. You will meet with a panel consisting of your class teacher, a VCE Coordinator and an Assistant Principal and be given an opportunity to demonstrate that the work is clearly your own.
4. If you are unable to demonstrate that the work is your own, you will have broken VCAA rules and the panel will discuss the severity of this, and assign a suitable penalty following VCAA guidelines. The most severe penalty would be to receive 'N' for the outcome/SAC and therefore 'N' for the unit.
5. You will be notified at the end of this meeting of this penalty, and the panel will assist you in ensuring that you understand your mistakes and do not break the rules again.
6. You and your parents will receive notification of the outcome of the meeting in writing. This letter will also contain information on how you may appeal to VCAA if you think that (a) you did not break the rules or (b) that the penalty imposed was too severe.

SPECIAL PROVISION

This is available for students who are experiencing difficulties in completing their work because of illness, family problems, etc. Please see the VCE Coordinator as soon as possible if you think that you may be eligible. You will need to supply some supporting documentation, e.g. a letter from a doctor, specialist or psychologist/psychiatrist..

ATTENDANCE POLICY

VCAA states that all VCE units require a minimum of 50 hours class time. Thus, attendance in all classes is compulsory. One missed class means that you are behind in your work. See the Belmont High School VCE/VCAL Class Attendance Policy in regards to approved/unapproved absence.

SAC classes contribute to your VCAA grades and ATAR for Units 3 & 4 and your Belmont High School grade for Units 1 & 2. They may also enable you to demonstrate that you have achieved the outcomes required to receive 'S' for the unit. **It is therefore essential that you are present in SAC classes to complete this work.** Your teachers will notify you of SAC class dates at the beginning of each unit and will ensure that SAC classes do not clash with any whole school activities eg. Production, Wakakirri, sport. Where possible teachers will also negotiate with you around other smaller school activities.

Please remember:

SAC classes will only run once -you will need to be there. If you miss a SAC class you will receive a score of 'NA' (no assessment). You may also receive 'N' for the unit as you may not have demonstrated that you have achieved that outcome. If you are sick or have other significant problems when a SAC class is run you must have a **medical certificate**, or you may also apply to the VCE Coordinator for a VCE Approved Absence as soon as possible, before the SAC. This may not necessarily enable you to sit for the SAC at another time. Each application will be considered individually by your class teacher and VCE Coordinator and a decision will be made based on the supporting documentation (eg. Doctor's letter) that you supply and your demonstrated work ethic to date.

SAC MAKE UP CLASSES

If you are permitted to sit for the SAC at another time, you will be placed in a VCE SAC make up class run on Wednesday and Friday afternoon. You **MUST** attend the SAC make up class. If you miss this, you will need a medical certificate or other VCE Approved Absence.

Students who miss SAC classes without a medical certificate or a VCE Approved Absence, will have their enrolment status at school questioned. Students must obey VCAA rules for the completion of SACs.

YEAR 12 EXAMS AND GAT

Year 12 performance exams begin late October and the written exams at the start of November. In most cases the exam is worth 50% of your end of year score so careful preparation for these is essential.

The GAT will be held mid June. All students who are doing a VCE scored subject (Unit 3/4) must sit for the GAT. It is a general knowledge test made up of multiple choice questions and writing tasks. You cannot study for the GAT but you should be prepared for the style of questions by looking at past GAT papers. **It is essential that you complete the GAT to your best ability** as it is used as an indicator of your performance in your subject exams. It will also be used to help calculate scores for students who are unwell, or have other circumstances which unexpectedly reduce their ability to achieve their best in their exams. The GAT can only ever improve your score, not reduce it. It is a type of insurance policy against things that might go wrong.

YEAR 11 and 12 SCHOOL ATTENDANCE POLICY 2017

1. Students must attend all timetabled classes in accordance with the 'VCE Class Attendance Policy 2017' and the attendance requirements for VCAL students. This policy is **in addition** to the class attendance requirements.
2. During the school week there are times when students do not have timetabled classes. These are known as 'study periods'. **Students are expected to be in designated areas completing study during these times.**
3. **ALL** students must attend school from the beginning of each day and be present at Form Assembly. This is irrespective of first class starting time. There will be no exceptions to this rule.
4. Students once in attendance at the school must remain at school until the designated finish time for that day. That is 3:40 on Monday, 3:15 on Tuesday, Thursday and Friday and 12:45 on Wednesday. Students are not permitted to sign out at any time unless a valid reason is provided from a parent.
5. Wednesday finishes at 12:45 for Year 11 and 12 students unless they study a VET subject.

Please Note: On some Wednesday SAC classes will be held, seminar or study sessions organised and students are required to attend these and non-attendance will be regarded as an unexplained absence.

English and Maths tutorials will also run on Wednesday afternoons.

1. **Friday Week B afternoons are now official study periods.** All students must attend these periods. The Library will be made totally free for revision classes as well as allocated classrooms. Seminars, learning activities, mentoring, tutoring and some SAC assessments will be held during this time.

VCE CLASS ATTENDANCE POLICY 2017

RATIONALE:

VCAA states that each study must have a minimum of 50 hours class time. It is a requirement at Belmont High School that students attend all timetabled classes so that teaching and learning opportunities can be maximised. Attendance in class provides opportunities for student work to be authenticated by teachers. Work which cannot be authenticated will not be accepted for assessment and will be awarded 'N'.

It is important that students minimise the number of days away from school; this includes extra-curricular activities. For information about attendance at Form Assembly please see the Year 11 and 12 School Attendance Policy.

Family holidays during school time is not recommended.

OPERATION:

1. How many classes can a student miss without a medical certificate?

Students are allowed to miss only **four lessons* per subject per semester without penalties being applied.**

* One double period is counted as one lesson. Different arrangements apply to students undertaking Outdoor and Environment Education and VET subjects. Please see your teacher for clarification.

2. What does the student have to do when they return to school after ANY absence?

It is the student's responsibility to ensure that absences are explained. Medical certificates must be presented to the General Office before being shown to teachers and then will be approved by the VCE Coordinator. Non-medical absences must be discussed with the VCE Coordinator.

3. How will I know if I am approaching the limit of my absences in a class?

Students are expected to keep a record of classes that they have missed in their organiser. Students and parents will receive a warning that the student is approaching the limit of absences after three and/or four absences have been accrued.

4. What happens if a student has a fifth absence in any subject?

A meeting will be convened between VCE Coordinator, Assistant Principal, House Leader, student and parent. If attendance cannot be accounted for, the student may receive a 'N' for the unit.

5. What if the student is absent for more than two consecutive days?

A medical/dental/approved absence certificate **must** be produced.

6. What if the absence is for a school activity, e.g. excursion, sport team?

Students must **obtain clearance from each class teacher prior to the absence.** Lists of students participating in school events submitted to the General Office before the activity takes place.

All students will be required to complete the 'Missed Class Work Proforma' sheet and return it to Mr. McAndrew/Mr. Kasperovic before absence is approved.

If approved, these absences do not count towards the total of missed classes. Students are expected to make up work that has been missed.

Students with a number of absences (approved or not) due to illness or other activity will not be permitted to participate in non-academic excursions.

7. Holidays: Holidays during class time including orientation is not recommended.

Families may apply for an approved absence on a holiday with each application considered individually based on personal reasons, student's progress and attendance. Unless extenuating circumstances apply, applications need to be made at least 2 weeks in advance and where possible before bookings are made. If an extended holiday is approved and taken (over a week), the student will be ineligible to participate in any non-compulsory activity for the whole Semester.

8. What if I am absent for a class in which a SAC is held?

Students must have a medical certificate/VCE approved absence to cover this. If you fall ill during the day and leave the school, you must be signed out by the nurse. This will then be a VCE approved absence and you will be allocated to a SAC make up class to complete the work that has been missed.

9. What is a VCE Approved Absence?

If there is a reason (not covered by medical certificates) why the student cannot attend school eg. Family emergency, the student can apply to the VCE Coordinator for a **VCE approved absence**, which is regarded in the same manner as a medical certificate. Students are expected to meet a minimum of 50 hours class time. Students who accrue a large number of approved absences may receive a 'N' for a unit if it is deemed they

have not been able to satisfy the requirements of an outcome due to attendance. It is the student's responsibility to take this into account before committing to extra-curricular activities or holidays during class time.

10. What if a student continues to suffer on-going effects from an illness and obtaining medical certificates for each absence could prove very costly?

The student should apply to the VCE Coordinator for an **extended** approved absence. (Documentation of illness will generally be required.)

11. How many 'N' results can a student receive because of breaches of the attendance requirements?

Any student who receives two 'N' results (due to poor attendance) in one semester may have their **enrolment cancelled in all units for the current year**. The student may apply to re-enrol in the following year.

12. What does the student do about any work they have missed?

It is the student's responsibility to catch up on missed work and collect any handouts that were given to the class in their absence.

Students and parents are advised to contact the VCE Coordinator with any inquiries about this policy.

Information for Parents

Assessment and Reporting

The full version of the Assessment and Reporting policies are available for your consideration at the school.

Assessment

Assessment is used to promote a positive attitude toward learning, to encourage the pursuit of excellence and to contribute to the access and success of all students within a comprehensive curriculum. It also provides the basis for reporting the progress of individual students.

In Years 7 to 10 assessment will chart the progress of students through the progression points described in AUSVELS and will determine the grades given for specified discipline based learning and interdisciplinary learning areas. In VCE Units 1 and 2 assessment tasks will be similar to those for the same subjects in Units 3 and 4.

Reporting

Reporting to students and parents will clearly communicate the achievements of students, including AUSVELS Standards and results of learning activities. It will provide comments about students' progress and recommendations to assist students' learning. It will also foster co-operation and encourage communication between parents, teachers and students concerning the student's progress.

Reporting occurs in a variety of ways:

- regular verbal and written feedback to students in class as a result of class activities and assessment tasks;
- use of the student organiser as necessary;
- interim reports each semester;
- parent/teacher interviews each semester;
- reports written at the end of each course of study and available via DayMap Connect (our online learning management system) each semester.

VCE reports for all students will provide information about completion of work requirements. Grades for assessment tasks will only be given for Units 1 and 2. All grades for Units 3 and 4 will be provided by the Victorian Curriculum and Assessment Authority (VCAA).

Homework Policy

Belmont High School Community believes that homework plays an important role in the academic and personal development of students.

General Statements:

1. Homework includes completion and/or extension of classwork, assignments, reading, revision and learning of material.
2. Homework is to be completed to the best of the student's ability; the quality of the work done in the time spent, is important.
3. For senior students, private study sessions are conducted as part of homework time.
4. The guidelines assume that students do homework five nights per week. For Years 7-10, work on weekends and during school holidays should only be necessary if the suggested times are not completed on week nights.
5. One method of organising homework is for students to design a good homework timetable. Another is to use a flexible time management method.
6. Some House Leaders provide homework clubs after school. Students are encouraged to attend these sessions.

Students:

1. Students are expected to complete, on average, the following amount of homework five times a week.
Year 7 Minimum 30 minutes; Maximum 1 hour

Year 8 Minimum 45 minutes; Maximum 1 ½ hours

Year 9 Minimum 1 hour; Maximum 1 ¾ hours

Year 10 Minimum 1 ½ hours; Maximum 2 hours

Year 11 Minimum 2 ½ hours; Maximum 4 hours

Year 12 Minimum 3 hours; Maximum 6 hours

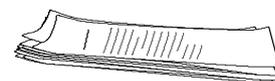
2. Students who easily deal with the academic requirements need to complete at least the minimum amount prescribed. Those who have difficulty with the work will need to do more, possibly up to the maximum prescribed. It is easy to under-estimate the amount of time needed for a particular homework task, and students should take this into consideration when planning work.

Parent/Teacher Communication

Parents are encouraged to communicate with teachers via the Student Organiser or by email. Teachers will sometimes write a note for parents in the organiser and ask for a signature. Parents are asked to check the organiser **weekly** to see if homework is being recorded, and to place a comment in the organiser, confirming that they are aware of their child's completion of homework. Communication is also encouraged by the use of email between teaching staff and parents. It is recommended that parents provide current email addresses to the school so that instant communication can occur between home and school.

Newsletter

The School's comprehensive newsletter is published fortnightly. It contains news of coming events, student achievements, parent group activities, school developments and community news. A term planner is published near the beginning of each term and each newsletter has a list of upcoming activities (which may represent alterations/additions to the planner).



The Belmont High School fortnightly newsletter is available online. You can access the newsletter from our web page at: www.bhs.vic.edu.au and follow the link to the current Newsletter, or via Compass.

Financial Assistance

Families who have a current health care or concession card may be eligible for assistance in the form of an annual payment to the school to be used towards camps, sports and/or excursion expenses for the benefit of eligible students.

Year 7 government school students who are CSEF recipients are also eligible for a uniform voucher. Secondary schools are required to make applications on behalf of parents. Details and application forms are available at the School office.

State Schools Relief

SSR is an autonomous, charitable organisation that assists students experiencing short term crisis and long term chronic needs attending government schools in Victoria with school clothing, footwear, textbooks and other essential items. SSR is supported by the Department and comprises representatives of the principals' associations, school council organisations, teacher unions and the Department.

The Victorian Government has provided additional funding for 2015 - 2018 to enable SSR to extend their school uniform distribution program to meet growing demand. Application must be made by a school representative.

Voluntary Contributions

The School Council in setting the budget has required the financial assistance of parents in meeting the shortfall between government monies and costs of financing school resources and programs. All such charges are ratified by School Council and allow us to provide the high quality facilities and educational opportunities that are a feature of life at Belmont High School.

Parents' Association

Belmont High School Parents' Association

- The Parents' Association provides the opportunity for all parents to meet and discuss issues concerning the welfare and general education of their child and to assist in the development of a shared parent view.
- The Association also promotes friendship and a sense of community within our School, liaises regularly with school administration, reports to School Council and assists where possible with the co-ordination of school activities.
- The Association is actively involved in raising funds that are used to benefit the school.
- Training programs or information sessions for parents are organised as needed to extend the understanding that parents have on school issues.
- The Parents' Association meets once a month with at least one night meeting per term. Dates and times are advised in the School Newsletter. School staff give a report at these meetings and there is an opportunity for questions.

The yearly activities include:

- (i) Staffing the Lost Property / Uniform Office one day per week at lunchtimes;
- (ii) Operating the kiosk at the House Athletics Sports;
- (iii) Operating the second hand textbook and clothing sale in December;
- (iv) Support at the annual presentation balls;
- (v) Support at school functions, e.g. BBQ's, Fun Run, Graduation Dinner, Parent/Teacher Interviews, Information Nights.

A warm welcome is extended to all parents and information regarding meetings and other activities of the Parents' Association can be found in the School's fortnightly newsletter.

School Council

School Council composition

The School Council consists of representatives of parents (6), staff (5), students (2), and co-opted community members (2), together with the Principal as Executive Officer.

Council Committees

The Council Committees consist of: Finance, Uniform, Canteen and BioLAB.

School Council elections are held in February each year and the establishment of a regular meeting schedule for the year (two per term) is decided at this meeting.

Uniform

Student Dress Code

1.0 Introduction

- 1.1 The Belmont High School Dress Code has been established by School Council and describes the expectations that the Council holds with regard to student appearance.
- 1.2 School Council, through the Uniform Committee which is representative of the total school community, has the authority and responsibility to develop, implement and monitor the code.
- 1.3 The purpose of the code is to create a sense of individual pride in students and their identification with the school.
- 1.4 Common dress code requirements apply to all students (except as detailed below).
- 1.5 The code applies during school hours, while travelling to and from school and when students are engaged in school activities out of school hours.
- 1.6 The written requirements of the School Council Dress Code take precedence over a student's individual preference in matters of dress.

2.0 Exemptions

- 2.1 Grounds for Exemption: Exemptions to the Dress Code are allowed in the following circumstances.
- 2.1.1 When the student is mature-aged in terms of enrolment.
 - 2.1.2 Where an aspect of the code offends a religious belief held by the student.
 - 2.1.3 Where an aspect of the code prevents the student from complying with a requirement of his/her ethnic background.
 - 2.1.4 Where an aspect of the code prevents students with disabilities from being able to attend school or participate in school activities on the same terms as other students.
 - 2.1.5 Where the student has a particular health condition that requires an aspect of the code to be departed from.
 - 2.1.6 Where the student or the parents can demonstrate particular economic hardship that prevents them from complying with the code. In this circumstance, the School will endeavour to assist the family so that the student can comply with the dress code.
- 2.2 Granting of Exemptions
- 2.2.1 Except for mature-age students, a letter requesting an exemption must be presented to the Assistant Principal detailing the reasons for the request.
 - 2.2.2 After consultation with the parents and the student the Assistant Principal will determine the nature of any exemption granted.
 - 2.2.3 The Assistant Principal will document and communicate the nature of the exemption in an appropriate manner.
 - 2.2.4 A report of exemptions granted will be presented to School Council.

3.0 Review of the Dress Code

- 3.1 The Dress Code is subject to ongoing review by the Uniform Committee which meets on a regular basis and reports to School Council. Requests for alterations to the dress code are brought to the Uniform Committee from the Student Representative Council, the Parents' Association, the Staff Association and in some cases individual members of the community.
- 3.2 When significant changes are considered, there will be extensive consultation with the school community and careful consideration will be given to the viewpoints expressed, the practicality of proposed changes and the cost involved.
- 3.3 If a change is considered to be desirable, an appropriate time-line for implementation will be developed.

4.0 Enforcement of the Dress Code

- 4.1 The disciplinary measures related to the Dress Code are described within the Student Code of Conduct and are consistent with the Statewide Disciplinary Procedures, 1994. They consist of a graded series of sanctions.

5.0 Communication of the Dress Code

- 5.1 The Dress Code is published in the Student Handbook and Student Organiser. Information regarding uniform is also included in parent newsletters, and the staff and student daily bulletins. Reinforcement of uniform requirements occurs at student assemblies.
- 5.2 Any proposed changes to the Dress Code will involve contact with contracted suppliers, extensive consultation with the school community, and the communication of the procedures to be adopted for the implementation strategy and time-line.

6.0 Arrangement with Suppliers

- 6.1 School Council will comply with the contracts it undertakes with clothing suppliers.
- 6.2 School Council will enter into written contracts where the design or material of the uniform is distinctive.
- 6.3 Where possible School Council will use multiple suppliers, use a tender process to select suppliers and limit the period in which an exclusive agreement is to operate to no more than three years.

7.0 Belmont High School Uniform

- 7.1 The Belmont High School uniform which forms the basis of the code, has resulted from extensive consultation with the school community and therefore mirrors the values and cultural norms of the community.
- 7.2 It reflects contemporary standards of dress, respects individual rights with regard to personal appearance and preference and takes account of relevant health and safety issues.
- 7.3 It is suitable to the role of being a student and to the tasks and functions associated with that role.
- 7.4 Uniform is to be worn every day and to all school activities, excursions etc. unless otherwise specified.
- 7.5 The wearing of the uniform is an accepted condition of enrolment at Belmont High School.

Uniform and Supplier details

1. Uniform items are available from:

- **Bellarine Uniforms**, 162 Moorabool Street, Geelong, Tel: 5221 9199
- **A Plus Uniforms**, Shop 5, Belmont Walk, Belmont Shopping Centre, Tel: 5243 7240
- **Parents' Association Secondhand Uniform Shop**, Belmont High School, Tel: 5243 5355

2. Uniform items must be individually named. The cost of replacing un-named items can be a very expensive exercise.

3. WARM WEATHER UNIFORM

3.1 Girls

- Green and white regulation dress
- White socks (ankle length or above)
- Black leather T-bar or lace-up shoes (No boots, ballet style shoes or canvas shoes)
- Green Belmont High School jumper, round neck with school logo

OR

- Navy shorts, Surrey Clothing style No.203
- Regulation white square-tailed, school shirt
- White socks (ankle length or above)
- Black leather T-bar or lace-up shoes (No boots, ballet style shoes or canvas shoes)
- Green Belmont High School jumper, round neck with school logo

3.2 Boys

- Grey regulation school **OR** Midford **OR** Scags cord shorts
- Regulation white square-tailed, school shirt
- Plain white, round necked, T-shirt which may be only worn under white School shirt – no logo
- Grey or white socks. Socks must not have any logo on them.
- Black rigid leather, lace-up, regulation, traditional school shoes – (no boots, runners, skate, canvas shoes)
- Green Belmont High School jumper, round neck with school logo

3.3 OPTIONAL (Boys & Girls)

Belmont High School tie
Belmont High School blazer

Bellarine Uniforms

Please note that NO OTHER jackets or jumpers are to be worn over the school uniform.

Students are encouraged to wear a suitable hat for sun protection when in the school yard. Hats are not permitted to be worn inside school buildings.

4. COOL WEATHER UNIFORM

4.1 Girls

- “Black Watch” tartan kilt – length – 20cm above ground (no shorter)
- Regulation white square-tailed, school shirt
- White or black socks (ankle length or above) **OR** navy or black tights
- Black leather T-bar **OR** lace-up shoes (no boots, ballet style shoes or canvas shoes)
- Green Belmont High School jumper, round neck with school logo

Bellarine Uniforms
A Plus Uniforms

OR

- Dark navy trousers - navy blue wool trousers **OR** navy blue tailored viscose trousers - Surrey
- Regulation white square-tailed, school shirt
- Navy/black socks worn only with trousers
- Black leather T-bar or lace-up shoes (no boots, ballet style shoes or canvas shoes)
- Green Belmont High School jumper, round neck with school logo

4.2 Boys

- Grey trousers, double pleat front, p/viscose
- Regulation white square-tailed, school shirt
- Grey or white socks
- Plain white round necked T-shirt which maybe only worn under white school shirt – no logo
- Black rigid leather, lace-up, regulation, traditional school shoes – (no boots, runners, skate, canvas shoes)
- Green Belmont High School jumper, round neck with school logo

4.3 OPTIONAL (Boys & Girls)

- Belmont High School tie
- Belmont High School blazer
- Belmont High School Winter Jacket
- Scarf – black, navy, bottle green or black-watch tartan

Bellarine Uniforms
Bellarine Uniforms
Bellarine Uniforms

OPTIONAL (Girls)

- Headbands must be plain navy blue, bottle green, black or white.

4.4 **School Bags** are available from Bellarine Uniforms and APlus Uniforms.

Please note that NO OTHER jackets or jumpers are to be worn over the school uniform. Sport rugby tops are not permitted to be worn as a school jumper.

Students are permitted to wear a navy, black, bottle green or black-watch tartan scarf in class. However, in classes where the scarf may be considered inappropriate or dangerous, students will be asked to remove them for safety reasons. Gloves may be worn for extra warmth when in the yard. Beanies are not permitted to be worn at school.

5. Physical Education/Sport (Compulsory)

5.1 Girls

- Bottle Green polo top with school logo
- Navy blue microfibre sports shorts with school logo (not board or cargo shorts)
- Tracksuit pants - navy blue microfibre with school logo
- Rugby top with school logo (only permitted for sport)
- Sports shoes and white sports socks to suit activity
- **Optional – Belmont High School Winter Jacket**

5.2 Boys

- Bottle green polo top with school logo
- Navy blue microfibre sports shorts with school logo (not board or cargo shorts)
- Tracksuit pants - navy blue microfibre with school logo
- Rugby top with school logo (only permitted for sport)
- Sports shoes and white sports socks to suit activity
- **Optional – Belmont High School Winter Jacket**

Responsibilities of Students

Absences

Any absence from school must be explained by a note from parents or guardians, **either before or immediately after the absence**. The student is to return the note to the general office. It is preferable that parents phone the Absence Line at the school on 5241 0090. This provides a recorded service for **parents only** to leave the student's name and form, the date and reason for absence, preferably by 11.00am on the same day. If an anticipated absence will occur, due to extended holidays or hospitalisation then parents should endeavour to notify the school prior to the absence.

VCE students have special requirements regarding absences as outlined in the VCE Attendance Policy. **Students on Youth Allowance** are reminded that absences which are **not authorised** may result in payments being affected. A process has been developed for independent students where they are required to register their status with the school. The school has established a mentoring program for these young people.

Attendance

All students must be regular and punctual in their attendance. School hours are:

Monday	8.50 am - 3.40 pm
Tuesday, Wednesday, Thursday, Friday	8.50 am - 3.15 pm

Students may be detained at school for 1 hour after normal dismissal time, provided 24 hours notice has been given to parents, or for 30 minutes at lunchtime.

Year 12 students are normally dismissed after their final classes for the day, if not required for other purposes. At times VCE teachers may require students to attend extra classes and these will be treated as normal classes with regard to the VCE Attendance Policy.

Canteen – Student Responsibilities

General School Rules apply plus the following special rules.

Rule	Consequence for Initial Offence
1. Lunches can be ordered in the canteen 15 minutes before the commencement of the school day. Ordered lunches can be collected from the cashier; the student does not have to wait in the normal queue.	
2. Students must follow the instructions of any teacher at the cafeteria.	Referred to House Leaders.
3. Years 7 – 11 students intending to buy food must form a single line queue on the designated pathway, behind the barriers. Year 12 students should line up at the steps and follow the teacher's instructions.	Asked to leave the cafeteria.
4. Students who are not in the queue, may not hand money to students in the queue or ask students in the queue to purchase food for them.	Asked to leave the cafeteria area.
5. Only six students to be at the servery at any one time.	
6. Year 12 students are allowed to form a queue at the top of the steps near the server. Teachers will ask Year 12 students to wait to allow some students from other year levels to pass if the queue has been slow moving.	Asked to leave the Year 12 line and line up in the normal queue. Any students not cooperating will be referred to House Leaders.
7. Students are not to eat or drink food until the item is paid for.	Referred to House Leaders.
8. Students are not to stand in the area around the servery or cashier, outside the barriers.	Asked to leave the cafeteria area.
9. Students must use bins provided for all rubbish.	Student will be placed on clean-up duty.
10. Cafeteria is closed for sales on the 5 minute bell at recess and the end of lunch.	Students to leave the cafeteria.
11. Any inappropriate behaviour.	Referred to House Leaders.



Daily Bulletin

The Daily Bulletin is the main method of notifying students of day meetings, activities, or other notices including Duty Rosters.

The Daily Bulletin is read during Form Assembly. Students should listen carefully to the notices that concern them, to avoid the disappointment of missing involvement in extra-curricular activities sponsored by staff and students.

The Daily Bulletin is available on Compass. Students can view the electronic version at anytime during the day.

Duty Students

Years 7 to 9 students assist with the communication processes in the school by delivering messages. Classes do not then have to be interrupted by announcements. Students are rostered on for the whole day. They operate from a work station in the administration area. Students develop negotiation, problem solving and decision making skills by being rostered on as a Duty Student.

Environment Students

Year 7-9 students are rostered on in groups to complete environment duty during the day. Students have a series of tasks to complete around the school to assist with maintaining a neat and litter free environment. Each student earns a Caf voucher for their work.

All students are expected to respect the school environment by placing litter in the bins provided. Students not meeting these expectations will be placed on clean-up duty.

Excursions



Excursions are important and all students are encouraged to attend. Every student taking part in an educational excursion beyond the local area is required to have a form completed by the parent giving permission for the child to attend the excursion and receive emergency medical treatment if necessary. At the time of enrolment, students complete a permission slip for taking part in local excursions.

In order to ensure appropriate staff supervision of excursions (and camps) the cost of the excursion includes a component that permits the school to employ extra staff to replace those involved in the excursion.

Exit Students

All students leaving the school, either on transfer or into the workforce, must register this fact by completing an Exit Form obtainable from the Assistant Principal. Completed Exit Forms are to be returned to the Assistant Principal.

FASCUC

FASCUC (FRIDAY AFTER SCHOOL CLEAN UP CREW)

FASCUC is a clean up process where students who have severely breached school rules are required to remain at school to undertake clean up duties.

General School Rules

Rule	Consequence for Initial Offence
<p>Property</p> <p>Students will respect the school's property and the personal property of others which includes school work.</p>	<p>Graffiti: Student to spend appropriate time cleaning. Damage: Referral to Assistant Principal and student organiser for parent contact and possible suspension. Repair or replacement of article. Borrowing of bicycles without permission: Referral to Assistant Principal for parent contact, consequential task and possible suspension. Theft: Referral to Assistant Principal for suspension. Police notified at the discretion of Principal.</p> <p>House Leaders will be notified of any students who do not respect property.</p>
<p>Littering</p> <p>Students are expected to care for the school environment. Littering is not acceptable. Chewing gum is not permitted at school.</p>	<p>Organise for the student to undertake an appropriate yard duty task. Students who litter or chew will be placed on clean up duty at lunchtimes.</p>
<p>Uniform</p> <p>(a) Students will wear full uniform correctly or carry an out of uniform pass, current for up to 3 days (signed and dated by Assistant Principal or House Leader) if out of uniform. Students must provide a note from a parent indicating the reason for being out of uniform.</p> <p>(b) Students wearing incorrect jumpers or jackets.</p> <p>(c) No parkas, jackets, printed or coloured T-shirts are to be worn whilst at school.</p> <p>(d) Writing on or defacing uniform in any way or at any time is forbidden.</p>	<p>(a) Students out of uniform, without a note, will be given a detention. The House Leader will be notified. Contact with parent by House Leader is recommended. Persistent offenders referred to Assistant Principal to be sent home to put on correct uniform, after parent notified of this action.</p> <p>(c) If a note has been provided to explain why the school jumper is not being worn, the student must hand the jacket to the Assistant Principal or House Leader</p> <p>(c) Removal as requested by teacher (student to collect at end of the day). The House Leaders is notified.</p> <p>(d) Referral to Assistant Principal (student whose uniform is defaced will be sent home). Parent contact for student who defaced the uniform. The House Leader is notified.</p>
<p>Personal Appearance</p> <p>Students are expected to take pride in their personal appearance. Jewellery, make-up, hair colour and style must be discreet in the opinion of the School Administration. Earrings must consist only of sleepers or studs in the ears. It is the School's preferred position that students do not have facial piercing, ie. Any facial piercing other than the ears. However, a single (one) facial piercing may be allowed, in consultation with the House Leader. This facial piercing must be discreet and fitted with a clear, plastic retainer. <u>Under no circumstances will metal facial piercings be accepted.</u> Students must be clean shaven.</p>	<p>Student directed to remove/remedy the situation. Possible removal of jewellery by staff. Students are not permitted to attend classes with inappropriate facial piercing. Students who are unable to remove inappropriate facial jewellery, will be sent home immediately to remove jewellery before returning to classes. House Leader and parents notified. Referred to Assistant Principal if necessary.</p>
<p>Out of Bounds</p>	

Rule	Consequence for Initial Offence
Students are expected to stay in defined allowable areas while at school. Being in out-of-bounds areas is not acceptable.	Student reprimand by teachers and directed to leave the area. Students will be given a detention for being out of bounds. House Leader is notified.
Trespassers Students, while at school, are expected to interact only with members of the school community. Talking to trespassers is not acceptable. Trespassers must be reported to an Assistant Principal immediately.	Student reprimanded by teacher and directed to move away.
Skateboards/Rollerblades/Rollerskates/Scooters These must not be brought to or used at school.	Confiscation of items (collection at later date). The House Leader is notified.
Bicycles Students are expected to ride their bikes in a safe lawful manner. Safety helmets are compulsory. Bicycles must not be ridden in the school grounds.	Reprimand by teacher. The House Leader is notified. Parent contact is advisable.
Punctuality Students arriving late to school will only be allowed entrance by their subject teachers after signing in at the General Office. Students must have their ID card and a note explaining their lateness when signing in at the General Office. (Please note that students arriving late to class are to be dealt with by the classroom teacher as described in the Section 'Procedures concerned with Students who are Late'.)	If the student has arrived late for school, with no note of explanation, a detention will be issued.
Explanation of Absences from Class/School The absence line number for student absences is 5241 0090. All absences must be covered by signed documentation from a relevant authority on the next day after a school absence or by a phone call on the day of absence.	Parent contact and referral to House Leader. Make-up time to be assigned. For VCE students, refer to VCE Attendance Policy.
Leaving School During the Day Students must bring an explanation note, signed by their parent and their Form Teacher, House Leader, Assistant Principal, Principal, or Nursing Sister in order to leave school at any time during the day (including lunchtime and recess). Students must sign out at the General Office using their ID cards. A parent must be present at the time of departure and also sign the book at the office.	Referral to the House Leader. Counselling. Make-up time or detention to be assigned. Parent contact.
Forging Signatures Students are expected to present notes etc. with authentic signatures. Forgery of any signature is not appropriate.	The House Leader and parent are notified, counseling and possible detention.
Dangerous and Undesirable Behaviour Students are expected to behave in a socially acceptable safe manner at all times. Dangerous/undesirable behaviour is not acceptable.	Immediate reprimand by teacher. Referral to Assistant Principal and House Leader for counseling and possible detention/suspension.

Rule	Consequence for Initial Offence
Language	
Students are expected to use language that is socially acceptable. Language deemed offensive is not acceptable.	Immediate reprimand by teacher. The House Leader is notified. Counselling and further action. Parent contact recommended.
Intimidation	
Students are expected to respect others. Causing physical harm, intimidating or harassing another person or using abusive language are not acceptable behaviours.	Referral to Student Welfare Co-ordinator, mediators, House Leaders or Assistant Principals for counselling and possible detention/suspension. Action as per relevant Policy in the case of harassment.
Student Organiser	
The Student Organiser is provided by the school and is to be used for recording school matters and as a means of communication between parents and school. Students are expected to show any school communication entered in their Organiser to their parents/guardians. The Organiser should be viewed and acknowledged by the parent each week. This acknowledgement is to be presented to the Form Teacher each week so the school has evidence that the parent is aware of the student's progress. (Years 7 to 9)	Reprimand by Form Teacher. House Leader is notified and parent is contacted.
Drugs	
Use or possession of cigarettes, alcohol or other drugs are forbidden.	Referral to the Assistant Principal. Action as per relevant Policies. The House Leader is notified.
Possession of Weapons	
No student shall be in possession of firearms, knives (except when used under teacher's direction) or other objects intended to be used as a weapon.	Immediate confiscation of weapon by teacher. Referral to Assistant Principal for possible suspension. Immediate notification to parents. Police notified at the discretion of Principal. Referral to Student Welfare Leader for counselling. The House Leader is notified.
Disobedience	
Students are expected to follow directions. Persistent refusal to follow instructions is unacceptable. Normal school rules apply at excursions, camps and school organised functions. Any special rules of the camp or excursion are expected to be adhered to.	Reprimand by teacher. Referral to House Leader or Assistant Principal for action (e.g. consequential task). Normal consequences to apply. Students suspended for misbehaviour of this type may be banned from further involvement in these activities.
Consequences for Persistent Rule Breaking	
Students are expected to accept and follow the rules of the school; persistent rule breaking is deemed unacceptable. The consequences for initial offences require referral to the House Leader. Students who persistently break school rules will come to the attention of the Assistant Principals. The House Leaders and Assistant Principals are responsible for allocating the consequences for persistent rule breaking. These include forfeiture of free time, assignment of a relevant consequential task or suspension.	

Gymnasium Rules

Normal School Rules apply plus the following special rules.

	Rule	Consequence of Breaking Rule
1.	Do not bring food or drink into the gymnasium.	Immediate exclusion from gymnasium
2.	Do not run in spectator area.	Immediate exclusion from gymnasium
3.	Do not use gymnastic equipment (including mats) unless supervised by a teacher.	Immediate exclusion from gymnasium
4.	Use appropriate footwear. (No shoes with heels, no desert boots, no socks only.)	Immediate exclusion from gymnasium
5.	Toilets will be used only by physical education classes.	Detention
6.	Do not enter change rooms to change for physical education classes until directed by a teacher.	Detention
7.	No use of gymnasium at recess or after school unless with special permission.	Detention

In Case of Illness or Accident

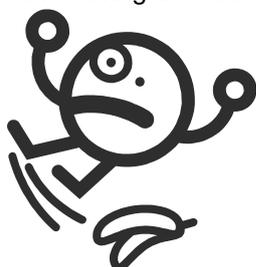
In cases of illness, the student should:

1. Report to the School Nursing Sister, or
2. If not able to do this, ask a friend to do so.
3. If the School Nursing Sister is not available, report to an Assistant Principal or any teacher.

Students are not kept at school if they are not likely to return to class that day, or if early treatment is advisable.

In cases where a student is required to take medication whilst attending school, parents are asked to provide written information of this fact. As young children frequently use the school grounds, it is dangerous for students to carry emergency medication, in case it should be lost or dropped. Parents are asked to supply, in container, clearly marked with the student's name and the directions for use, a small quantity of medication, which the First Aid Attendant will have available should the need arise. An exception will be made for students with asthma who will be permitted to carry medication.

Parents are asked to contact the School Nursing Sister regarding any medical problem which may require some special or recurring attention.



In the case of accident, the following procedures are followed:

1. Parents (or nominated person) are notified, if possible.
2. An ambulance is called, if necessary.
3. The school has authority to arrange emergency treatment, but every effort is made to contact parents and give them the opportunity to make decisions regarding their child.

In less urgent cases, the student may be taken to a doctor. This would be your nominated doctor, if he is available, and within a reasonable distance from the school.

NOTE: It is essential that the school is kept informed of any changes of address, contact phone numbers, or guardianship.

To enable the most effective support to be provided, ANY change to the legal status of a young person MUST be notified to the school.

No student is sent home before normal time unless:

1. Parents have been contacted and suitable arrangements made regarding the student, **or**
2. The person nominated as the emergency contact has agreed to accept responsibility, **or**
3. Parents request early departure, in writing or by contact with the General Office, and approval is obtained from the Principal or Assistant Principal.

Leaving School for Part of the Day

If, for any reason, a student is to leave the school for part of the day, a note of explanation or diary note signed by the student's parent/guardian is to be presented to the Form Teacher, House Leader or Assistant Principal during Form Assembly time for signature. The student is to then bring this note to the General Office at the time of departure where the student will be required to present their ID card to sign out. If the student is coming back to school, they will need to sign back in at the office.

NB: No student is to leave the school during the day without signing out at the General Office. A parent or guardian must be present at the time of departure and also sign a book at the office.

Lockers

Every student is allocated a locker. It is expected that the locker is kept clean and tidy at all times. Students who cannot maintain acceptable care of their locker (or who cause damage to someone else's) will lose the use of their locker for one term and pay for repairs if appropriate.

Students are advised to purchase a good quality combination padlock from the school to avoid loss of property. The School accepts no responsibility for the padlock or lost property.

If there are any other problems concerning lockers, the student should inform their Form Teacher who may be able to deal with the problem immediately.

Property

All articles of school clothing, books and equipment must be marked with the owner's name. Unmarked articles are very difficult to locate if lost.

Lost Property

Lost Property should be reported to the General Office or one of the Assistant Principals.

The Parents' Association operates the Lost Property Office which is open for claiming articles **one day per week at lunchtime between 12.45pm and 1.45pm**. A nominal charge is made when property is claimed.

Notices regarding items lost can be included on the daily student bulletin.

Items found should be handed in promptly to the General Office or to an Assistant Principal.

Lunch Arrangements

The school has a canteen which operates at morning recess and at lunchtime. **Students are to have lunch either at school or at home. The school does not allow students to leave the school grounds to buy lunch.** Lunch passes are issued to students going home to lunch and those students are expected to use the shortest practical route, both going home and returning to school. The school strongly advises parents not to allow their children to go home to an empty house, and the school further asks that parents **do not invite students other than their own to lunch**. A student going home only occasionally for lunch must obtain permission from the House Leader or from an Assistant Principal on each occasion.

Parents must apply in writing to the House Leader for a lunch pass stating the days on which the child will be going home to lunch with parents or nominated guardians.

Belmont High School ICT Acceptable Use Agreement

Part A – School Responsibilities:

Belmont High School uses internet and digital technologies as teaching and learning tools. We see the internet and digital technologies as valuable resources, but acknowledge they must be used responsibly. Your child has been asked to agree to the following Acceptable Use Agreement, to use internet, desktop, BYOD and mobile technologies responsibly at school. Parents/carers should be aware that the nature of the internet is such that full protection from inappropriate content can never be guaranteed.

At **Belmont High School** we:

- have policies in place that outline the values of the school and expected behaviours when students use digital technology and the internet.
- provide a filtered internet service.
- provide access to the Department of Education and Early Childhood Development's Search Engine Connect www.education.vic.gov.au/secondary which can be used to direct students to websites that have been teacher recommended and reviewed.

- provide supervision and direction in online activities and when using digital technologies for learning in the classroom.
- support students in developing digital literacy skills.
- have a cyber-safety program which is reinforced across the school.
- use mobile technologies for educational purposes. (e.g. podcasts or photos from excursions)
- provide support to parents/carers through information.
- work with students to outline and reinforce the expected behaviours online.

It is imperative that students read the Acceptable Use Agreement, and understand the expectations while using digital technologies.

The Acceptable Use Agreement must be signed and provided to the school before the device will be issued or used.

Part B - Student Agreement

When I use digital technology* I agree to:

- be a safe, responsible and ethical user whenever and wherever I use it.
- support others by being respectful in how I communicate with them and never write or participate in cyber bullying. (this includes forwarding messages and supporting others in harmful, inappropriate or malicious online behaviour)
- talk to a teacher, parents, technician, counsellor or nurse if I feel uncomfortable or unsafe online or see others participating in unsafe, inappropriate or hurtful online behaviour.
- seek to understand the terms and conditions of websites and online communities, and be aware that content I upload or post is my digital footprint, and is often viewed as a personal reflection of who I am.
- protect my privacy rights and those of other students by not giving out personal details including full names, telephone numbers, passwords, addresses and images.
- use the internet for educational purposes, and use the computer equipment in a safe and respectable manner.
- use social networking sites for educational purposes and only as directed by teachers.
- abide by copyright procedures when using content on websites. (request permission to use images, text, audio and video and cite references where necessary)
- think critically about other users' intellectual property and how I use content posted on the internet.
- not interfere with network security, the data of another user, or attempt to log into the network with a user name or password of another student.
- not reveal my password to anyone except the system administrator or the teacher.
- not bring or download unauthorised programs, including games, to the school or run them on school computers.
- not deliberately enter or remain in any site that has obscene language or offensive content e.g. racist material or violent images.
- not use the school name, motto, crest, logo and/or uniform in any way which would result in a negative impact for the school and its community.
- uphold the values of Belmont High School in my online presence.
- not post photos of either myself and/or other students which clearly identify me/them as a member of the Belmont High School community, nor post photos taken during any school sanctioned activity. This includes off campus events such as sports days and camps. Students and parents must not take photographs or otherwise record members of the school community (other than themselves or their own child) and/or post to the internet without the written permission of the person photographed. Members of the school community also have a responsibility to ensure that all online communications are in keeping with the schools expectations in relation to appropriate and respectful interactions with teaching and non-teaching staff.
- not post inappropriate comments about individual staff members which, if said in person, would result in disciplinary action being taken.
- handle ICT devices with care (both School owned and BYOD).
- use School servers for school work, and understand that files stored on the server are not private.
- understand that Belmont High School teachers and technicians may issue random searches throughout the content on my BYOD and may use information as supporting evidence if required to resolve issues.
- not change computer settings that block network access to Teachers or Network Administrators
- not remove school monitoring software or software supplied by Belmont High School.
- keep prohibited software / content off my device and the school network and computers.

- allow technicians to delete or remove files on my computer or network drives that are deemed inappropriate (e.g. games, music)
- notify my teacher or IT staff immediately when I notice damage to computers.
- return the computer to have the DEECD software licences removed when leaving Belmont High School and using a BYOD. Failure to complete this action will result in the computer being unusable within a certain time frame.
- only use computers purchased from the recommended supplier or computers supplied by Belmont High School on the Belmont High School network.
- have my device confiscated and detained during school hours, if the use of my device causes disruption to the normal school routine through activities which breach the acceptable use agreement.
- understand the Acceptable Use Agreement may change at any time.

When I use my mobile phone, iPod or other mobile device I agree to:

- keep the device on silent during class times and only make or answer calls and messages outside of lesson times – except for approved learning purposes
- respect others, and communicate in a supportive manner, never verbally or in writing participate in bullying.
- protect the privacy of others and never post or forward private information about another person using Short Message Service (SMS)
- only take photos and record sound or video when it is part of an approved lesson
- seek permission from individuals involved **before** taking photos, recording sound or videoing them (including teachers)
- seek appropriate (written) permission from individuals involved **before** publishing or sending photos, recorded sound or video to anyone else or to any online space
- be respectful in the photos I take or video I capture and never use these as a tool for bullying.

This Acceptable Use Agreement also applies during school excursions, camps and extra-curricular activities.

*Definition of Digital Technologies

This Acceptable Use Agreement applies to digital technologies, social media tools and learning environments established by our school or accessed using school owned networks or systems, including (although are not limited to):

1. School owned ICT devices (e.g. desktops, laptops, printers, scanners, co-contribution)
2. Student owned ICT devices (e.g. BYOD)
3. Mobile phones (e.g. SMS, MMS, iChat)
4. Email and instant messaging (Snapchat, Viber, Kik)
5. Internet and Intranet
6. Social networking sites (e.g. Facebook)
7. Video and photo sharing websites (e.g. Picasa, YouTube)
8. Blogs
9. Micro-blogs (e.g. Twitter)
10. Forums, discussion boards and groups (e.g. Google groups, Whirlpool)
11. Wikis (e.g. Wikipedia)
12. Vodcasts and podcasts
13. Video conferences and web conferencing

Belmont High School's policy on games:

Legally obtained games are permitted on Student owned devices (BYOD) & School leased devices only. However, games are not to be played during class time. All other times (recess, lunchtime, before and after school) are permitted. It is however expected that the device be available for school use at all times of the day. Playing games decreases battery life dramatically. Games made during class time (E.g. Game Development, Software Development) and any teacher instructed / approved are permitted. Belmont High School will not be held responsible for any damage / loss / data loss of the unit. The owner has full responsibility for the content and how the device is used. If the user breaks this Acceptable Use Agreement, access to the Belmont High School network can be revoked without warning and disciplinary action taken.

If you have any questions about the Acceptable Use Agreement, please see IT, or Principals.

Mobile Phones

In general, students are requested not to bring mobile phones to school. In instances where there is an emergency, change of plans or other important reason for a call to be made, students are able to use school phones upon request.

In instances where students do bring mobile phones to school, the following guidelines strictly apply:

- Students must have their mobile phones on silent in class, students are not permitted to use phones in class or phones are not to be visible in the classroom, unless requested by the teacher.
- Under no circumstances are mobile phones to be taken to examination periods.
- Teachers have the right to confiscate mobile phones if they are used inappropriately.
- Under no circumstances are mobile phones to be used to take photographs or video around the school unless a teacher has requested this for educational purposes. There are privacy and legal issues surrounding the misuse of phones in this way. Students who do not follow this policy will have their mobile phones confiscated.
- The school will accept no responsibility for the loss or damage of mobile phones.

iPods

iPods and devices capable of playing other music files are not permitted to be taken to class by students, unless specifically requested by the teacher for academic purposes. iPods will not be permitted in class to listen to recreational music.

Students who do not follow the Mobile Phone and iPod policies will have their electronic devices confiscated. First offence – device will be confiscated for 1 day, second offence – 1 week and following offences will be until the end of term and parents will be expected to meet with the Assistant Principal and student.

Out of Bounds Areas for Students

1. AT ALL TIMES

- (a) Along the boundary fence beside Barwon Valley School and the BHS basketball court.
- (b) Along the boundary fence between the oval and Rotherham Street and boundary fence behind the oval.

2. WHILE EATING

- (a) In corridors.
- (b) In ANY room.

Exceptions

- (i) While teacher is present and with permission.
- (ii) On announced wet days.

3. BEFORE SCHOOL, AT RECESS, AT LUNCHTIME AND AFTER SCHOOL

- (a) Any room without a teacher being present.

Exceptions

- (i) With **written** permission on lunchtime room pass for a special purpose.
- (ii) Year 12 students at recess and lunchtime in designated rooms, on the same conditions as given above.
- (b) In corridors during lunchtime without reasonable excuse in the opinion of duty teachers.

Student ID Cards

All students are required to have a student identification card. This card is used to provide access to library borrowing and photocopying services as it has a rechargeable magnetic stripe. ID cards must be presented at the General Office if a student wishes to sign in or out of the school. Because of this stripe students are advised to keep their ID card in a safe location. As it also offers proof of age and student status it may also be accepted by a number of outside organisations.

Student Vehicles

Students' Cars/Motor Cycles

The School Council will grant permission for Year 12 students to drive to school on the following conditions. A form must be collected from the Assistant Principal, completed and signed to indicate acceptance of the conditions.

1. The car is only used for travel to and from school. No other use during the day is permitted.
2. The car is to be parked in Rotherham Street on the School side only.
3. Students are expected to drive their cars in a responsible manner. Drivers must ensure that they exercise extreme caution in driving their cars around the school area because of the risk of students on foot and bikes.
4. The only passengers allowed with drivers are siblings and permission for this must be approved by the school.

Note: This approval is a privilege not a right, and may be revoked.
The school is not responsible for the damage to student cars.



School Curriculum

Outline of Program of Study

Periods are 50 minutes in length. There are six periods per day, giving a maximum of thirty periods per week. The school timetable is currently organised on a two week cycle, 30 periods in Week A, and 30 periods in Week B. Belmont High School has a Select Entry Accelerated Learning Program (SEALP) that caters for children of high intellectual ability and enables them to complete secondary education in a shorter-than-usual time.

Curriculum Guide Notes

1. Plain figures are the number of lessons per fortnight.
Above the single lines are core subjects taught in house groups.
2. Year 7 and 8 Arts/Technology students study each subject for 13 weeks – 3 subjects in each unit.
Year 9 students study 5 Arts/Technology elective units each year.
Year 9 Mathematics students study one of the three listed mathematics subjects with some movement allowed between classes.
3. Year 10 students undertake a core plus elective program that, within guidelines, offers a broad choice of units. Year 10 students are also able to select accelerated VCE studies or VET programs.
4. Years 11 and 12 make up the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL). Students may also take part in VET or School Based Apprenticeships.
5. Years 11 and 12 subjects listed are those offered currently. The actual subjects operating may vary slightly from this list.
6. In addition to the stated timetabled subjects, all students may partake in Camps at Years 7, 9 and 12, work experience at Year 10 and major sports carnivals, whilst other musical, sporting, cultural or academic extensions are available.

Overview of the 2017 Middle Years Program

The Year 7 & 8 classes (apart from SEALP) undertake a program of study that sees them spend approximately 60% of their learning time with two principal teachers in an integrated curriculum. These classes take place in spaces within the school that are dedicated for use by Year 7 and 8 students. The two or three teachers deliver the core studies of **Mathematics, English, Science, Humanities and Health** through an integrated and thematic approach. This curriculum is designed in line with the new Australian curriculum and occurs over extended periods, allowing time to explore new concepts in-depth. Students have access to **Information and Communication Technologies** (ICT) through the use of 1:1 laptop environment. The continuing development of **Literacy** and **Numeracy** is a central focus of learning in the Middle Years program. Year 7 & 8 students also undertake studies in the **Arts, Technology, Physical Education, Sport Education** and **Languages**, and it is in this part of the program that they will have the opportunity to interact more widely with other teachers and students in their year level.

The Middle Years program provides an opportunity for students to develop strong rapport with their two or three Core teachers. Self-directed learning is embraced as students guide the direction of their studies with teachers facilitating and supporting. Toolbox sessions are skills based and allow for students to learn at their own level.

Year 7 – 9 Subjects

	YEAR 7	Periods/ Fortnight	Year 7 Accelerated Learning Program (SEALP)	Periods/ Fortnight
CORE SUBJECTS	English	Refer to explanation of the Year 7 program	English	9
	Study of Society & Environment (SOSE)		History	6
	Science		Digital Technologies	2
	Mathematics		Science	7
	Health	34	Mathematics	9
	Digital Technologies	2	Health	3
	Physical Education (SEPEP)	6	Physical Education (SEPEP)	6
	Language	Indonesian or Italian	6	Indonesian or Italian
	Art		Art	
	Visual Communication		Visual Communication	
	Food Technology		Food Technology	
	Materials Technology	3x4	Materials Technology	3x4
	Fibre Technology		Fibre Technology	
	Systems Technology		Systems Technology	
	Drama		Drama	
	Ceramics		Ceramics	
	Music		Music	

	YEAR 8	Periods/ Fortnight	Year 8 Accelerated Learning Program (SEALP)	Periods/ Fortnight
CORE SUBJECTS	English	Refer to explanation of the Year 7 Program	English/Digital Technologies	9
	Study of Society & Environment (SOSE)		Geography	6
	Science			
	Mathematics		Science	7
	Health	34	Mathematics	9
	Digital Technologies	2	Physical Education	6
	Physical Education (SEPEP)	6	Health	3
			Digital Technologies	2
Language	Indonesian OR Italian	6	Indonesian OR Italian	6
	Art		Art	
	Visual Communication		Visual Communication	
	Food Technology		Food Technology	
	Materials Technology	3x4	Materials Technology	3x4
	Fibre Technology		Fibre Technology	
	Systems Technology		Systems Technology	
	Drama		Drama	
	Ceramics		Ceramics	
	Music		Music	

	YEAR 9	Periods/ Fortnight	Year 9 Accelerated Learning Program (SEALP)	Periods/ Fortnight
CORE SUBJECTS	English	9	English	9
	History (1 Sem)	5	Science	9
	Geography (1 Sem)	5	VCE Legal Studies Units 1&2	9
	Science	5		
	Maths – Advanced Maths – General Maths – Practical	9	Maths – Advanced Maths – General Maths – Practical	9
	Economics (1 Sem)	5	Physical Education	4
	Physical Education	4		
	Health	4		
	Indonesian OR Italian }	5	Indonesian OR Italian	5
	STRIVE	6	A total of 15 periods choice from Year 10, VCE or VET blocks	
	Art			
	Visual Communication			
	Food Technology	4 or 5		
	Materials Technology - Wood			
	Fibre Technology	periods		
	Systems Technology			
	Drama	per		
	Ceramics			
	Music	semester		
	Painting & Drawing			
	Guitar			
	Games Programming			
	Multimedia			
	Barwon Valley	4		
	Materials Technology – Metal	4		



Year 10 and VCE 2017 Offerings

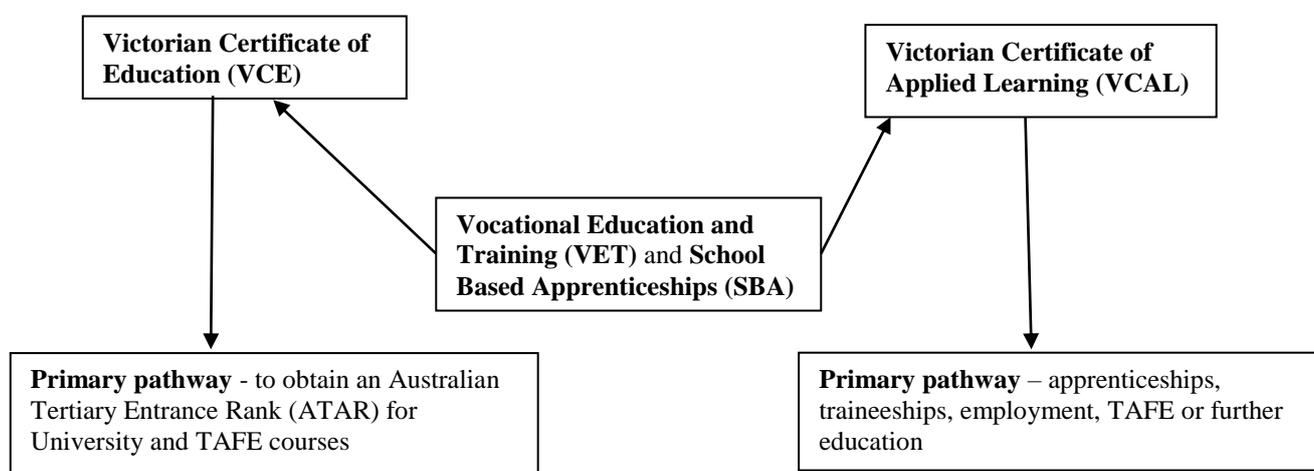
Summary of courses

FIELD OF STUDY	YEAR 10	YEAR 11 – VCE UNITS 1 & 2	YEAR 12 – VCE UNITS 3 & 4
THE ARTS: PERFORMING ARTS	Drama Music Music: Certificate III (VET Program) Rock Guitar	Music Certificate III Music (VET) Theatre Studies	Music Investigation Music – solo Music – group Certificate III in Music (VET) Theatre Studies
THE ARTS: VISUAL ARTS	2D - Art Printmaking 3D - Art Ceramics The Built Environment: A Design Approach Photography Visual Communication Computer Visual Communication Manual	Art Studio Arts Visual Communication Design	Art Studio Arts Visual Communication Design
ENGLISH	English Core English as an Additional Language Media Studies	English English Literature English Language English as an Additional Language Media Studies	English English Literature English Language English as an Additional Language Media Studies
HEALTH & PHYSICAL EDUCATION	First Aid PE Core A PE Core B Health Certificate II Outdoor Education (VET)	Physical Education Health and Human Development Outdoor Education Certificate II Outdoor Education (VET) Certificate III in Sport and Recreation	Physical Education Health and Human Development Outdoor Education Certificate II Outdoor Education (VET) Certificate III in Sport and Recreation
LANGUAGE	Indonesian Italian	Indonesian Italian (VCE or VET)	Indonesian Italian (VCE or VET)
MATHEMATICS	Advanced Mathematics General Mathematics Practical Mathematics	Mathematical Methods Specialist Mathematics General Mathematics Foundation Mathematics	Mathematical Methods Specialist Mathematics Further Mathematics
SCIENCE	Introduction to Psychology Science Core Forensic Science Environmental Science Further Chemistry	Psychology Biology Chemistry Physics	Psychology Biology Chemistry Physics

Summary of courses

FIELD OF STUDY	YEAR 10	YEAR 11 – VCE UNITS 1 & 2	YEAR 12 – VCE UNITS 3 & 4
SOSE: COMMERCE	Teenagers and the Law The World of Business Money	Legal Studies Accounting Business Management	Legal Studies Accounting Business Management
SOSE: GEOGRAPHY	Environmental Change and Management Global Human Geography	Geography	Geography
SOSE: HISTORY	History	History Unit 1 20 th Century (1900-1945) Unit 2 People and Power	History (Revolutions) Unit 3 The French Revolution Unit 4 The American Revolution Global Politics
FOOD AND TECHNOLOGY	Food - Bon Appetit Food - Special Occasions Food	Food and Technology	Food and Technology
DIGITAL TECHNOLOGIES	Computer Programming IT Applications Web Page Design Certificate III in ICT (VET)	Computing Certificate III in Information, Digital Media and Technology (VET)	Software Development Computing Certificate III in Information, Digital Media and Technology (VET)
SYSTEMS ENGINEERING	Systems Technology	Systems and Technology	Systems and Technology
DESIGN AND TECHNOLOGY	Metalwork Woodwork Fibre	Design & Technology – Wood Design & Technology - Fibre	Design & Technology – Wood Design & Technology - Fibre

Senior School Certificates Summary



VCAL

The Victorian Certificate of Applied Learning (VCAL) is an alternative senior certificate to the VCE for Year 11 and 12 students offered at Belmont High School. The VCAL gives students practical work related experience, literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Students taking part in VCAL typically are looking at a pathway into an apprenticeship, traineeship or employment.

VCAL is offered at three levels:

- Foundation – Year 11
- Intermediate –Year 11
- Senior – Year 12

What do students study?

- *Literacy and Numeracy skills:* Students in the VCAL program must include literacy and numeracy subjects. These may be chosen from VCAL Literacy and VCE Mathematics.
- *Industry Specific skills:* The VCAL program must include industry specific units from Vocational Education and Training programs (VET). The range of VET options are extensive and include automotive, engineering, building and construction, hospitality and retail, multimedia, information technology, agriculture, horticulture, and hair and beauty.
- *Work Related skills:* In order to develop “employability” skills VCAL gives you the choice of undertaking a structured work placement or part time apprenticeship/traineeship. You also study units that will help prepare you for work, e.g. occupational health and safety or job interview skills.
- *Personal Development skills:* As part of your VCAL program you will participate in community based projects and/or structured activities, self-confidence and other skills important for life and work.

Where can VCAL take students?

If students are interested in going to University straight from school VCAL is not the best option. Students taking part in VCAL usually, after leaving school, seek an apprenticeship or traineeship or go onto further training at TAFE. This may still provide a pathway to University.

VET (Vocational Education and Training)

At Belmont High School we have many students taking part in VET programs. Students taking part in VET programs obtain a nationally recognised certificate and gain contribution towards their VCE or VCAL in the same way as any other unit of study. VET is recognised as a pathway to a number of careers.

We have approximately 200 students across years 10 to 12 taking part in VET programs.

Examples of VET programs Belmont High School students have taken part in are:

- | | | |
|-----------------------|-----------------------------|--------------------------|
| • Automotive | • Equine Studies | • Information Technology |
| • Clothing and Design | • Building and Construction | • Children’s Services |
| • Community Services | • Hairdressing | • Music |
| • Dance | • Horticulture | • Outdoor Recreation |
| • Engineering | • Hospitality | |

Parents and students should consider the study options provided by the VET program as part of the VCE or VCAL. Many students taking part in VET programs are successful in gaining employment in that vocational area or continue on to Tertiary study.

VET Pathways

Students completing VET programs obtain either a scored assessment or percentage increment towards their VCE score (ATAR). VET also satisfies the Industry Specific Skills strand for VCAL. Students taking part in VET have, after leaving school, gone onto University, further training or an apprenticeship/traineeship often in the vocational area of the students VET program.

At Belmont High School we offer the following VET programs.

Certificate III in Music

At Belmont High School we are a provider of the Certificate III in Music. This program develops in students' advanced and diverse performing, technical and business skills in relation to the contemporary music industry. This program is a performance program and includes areas of study in which students must learn an instrument and perform on that instrument with others and by themselves.

Certificate III in Information, Digital Media and Technology

This course provides students with skills in the ICT industry and has pathways to further education in Information Technology

Certificate II in Outdoor Recreation and Certificate III in Sport and Recreation

The certificate has pathways into the fitness and recreation industry and into further education. The focus is: surfing, skiing, bushwalking and fishing.

Students may take part in a wide range of other VET programs at other providers including TAFE.

School Based Apprenticeships and Traineeships (SBAT's)

The students at Belmont High School may take part in School Based Apprenticeships. This initiative will see students employed as a part-time apprentice or trainee, take part in vocational training and complete secondary schooling. Many students take up this opportunity with their part-time employment. We do have increasing numbers of students integrating their SBAT's into the school week. Students can obtain credit towards their VCE or VCAL.

Enquiries regarding VET and VCAL can be directed to Darren Lynch.

Year 13

Students at Belmont High School have the opportunity to take part in programs that provide preparation for University and TAFE.

Extension Programs

Extension programs provide the opportunity for students to take part in a first year University subject. Students can complete Mathematics as part of the Melbourne University extension program at Belmont High School. Classes are conducted on Monday evenings out of school hours at the school. Students also take part in other extension studies at participating Universities. Some students are studying subjects in an off campus mode whilst others take part in classes at the University. Extension studies provide students with credit towards their university degree, enables students to gain an insight into University life thus easing the transition and provides students with an increment towards their VCE.

GAP Year

Students at Belmont High School have taken part in programs where a year is taken off before attending University. These programs have included:

- Completing a Year 13
- Taking part in a formal GAP year as a volunteer overseas
- Camps USA
- Student exchange programs.
- Employment

Courses of Study

Students also have the opportunity to take part in courses often at TAFE Institutes and university foundation study courses as a pathway into University.

Enquiries regarding Post Compulsory programs can be directed to **Post Compulsory & Pathways Manager Mr Nick Masters**