

Create The Future

Year 7-9 Middle Years Handbook 2020



Create The Future

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Foreword

At Victoria University Secondary College the vision which our students, staff and parent community work towards each day, is

"Create The Future"

We work towards this vision by:

- Aspiring to Achieve
- · Strengthening our Community
- · Respecting Ourselves and Others

Our College Logo

The symbol is based on the appearance of a wreath. Wreaths are commonly associated with success and eternity. Each leaf of the wreath is intended to represent the school's success and the success of the students.

The flowing movements of the leaves stand for the progressive journey of students. This is accentuated by the dots on the side, which gradually enlarge to indicate students going through each year of secondary school.

The final leaf separated from the wreath symbolises the successful students brought up by the school, who enter and strengthen our community. The fact that leaves fly to new and unknown places relates to the multitude of students' aspirations beyond their secondary schooling.

Wreaths are also evergreen plants lasting throughout all seasons. The strength of these plants signifies the strength of the school community and the bond between teachers, students and their parents.

Proposed Year 7 2020 Planner

	First Assembly — Introduction to Year 7
	School Photos
	Year 7 Immunisations
Term 1 Events	Swimming Carnival
	Interim Reports, Parent Teacher Conferences
	Open House
	Anti-bullying Day
	Athletics Carnival
	NAPLAN
	School Assembly
T 0 F	Student Attitudes to School Survey
Term 2 Events	Exams
	Semester 1 Reports, Parent Teacher Conferences
	Year 7 Immunisations
	Semester 1 Award Assembly
	Year 7 Immunisations
	Sister School Visit
	Year 9 – 10 Course Counselling
Term 3 Events	Literacy Week
	Later Years Expo
	Year 9 Camp
	R u Ok Day
	Interim Reports, Parent Teacher Conferences
	Final Assembly
	Year 7 & 8 Financial Literacy
	Year 7 Camp
Term 4 Events	Transition Program
	Awards Evening
	Exams
	Semester 2 Reports

Exact Dates to be Advised

Please refer to Compass notices and the Newsletter for more exact dates throughout the year.

Message from the College Principal



At Victoria University Secondary College we teach and learn within the College's core values.

We expect students to: **Create the Future** by Aspiring to Achieve Strengthening the Community and Respecting Themselves and Others

Welcome to Victoria University Secondary College, a learning community where students are guided to discover their talents, set aspirational goals for themselves and grow and develop into independent, resilient and adaptable individuals.

Our vision at VUSC is for our students to be educated and enabled to Create the Future: their own future, their communities' future and the global future.

The Year 7 and 8 curriculum is grounded in the areas of Literacy and Numeracy, with Information Communication Technologies and AVID strategies also at the foreground of each subject area. Students undertake a breadth of discipline areas, allowing them to explore their interests.

Working within a Learning Village in flexible learning areas, lifelong learning skills such as good organisation, strong work ethic and a desire to achieve their full potential are promoted throughout these years.

At Year 7, the focus is on the student and their transition from primary to secondary school. The Year 7 teaching team work closely with Grade 6 teachers to ensure the transition into Year 7 is a smooth and positive experience. Much care and thought is put into the placement of students into classes. Year 7 is administered by a Middle Years Engagement Leader, Year Level Coordinators and the support of Home Group teachers.

Each student works with their Home Group teachers, meeting with them each day in their homeroom. The Home Group teacher also teaches that group throughout the week so that a strong and trusting relationship can be built. This enables teachers to take an active interest in each student's wellbeing and get to know their family. Students have the opportunity to attend a three day pastoral camp in Term 4 to help them strengthen newly formed friendships and familiarise themselves with their teachers.

Students at Year 7 and 8 have the majority of their classes in their Learning Village area. Students are required to bring their own device for use at school as ICT technologies are incorporated throughout the curriculum and are facilitated by a wide range of online teaching and learning applications. Each student is provided with a locker close to their Learning Village.

Regards,

Elaine Hazim **Elaine Hazim**

College Principal

Our College

Transition to Year 7

The transition from primary school is seamless for our Year 7 students. Our orientation program brings Year 6 students into the College where they quickly begin to develop new friendships and familiarise themselves with their teachers. Students start the secondary school year with confidence, supported by the Year 7 Learning Village team.

At Year 7, each student works with their Home Group teachers, meeting with them each morning after Period 2 in their homeroom. The Home Group teacher also teaches that group throughout the week so that a strong and trusting relationship can be built. This enables teachers to take an active interest in each student's wellbeing.

Students at Year 7 have the majority of their classes in a specialised area, with access to reading libraries and a vast range of ICT. Each student is provided with a locker in a separate area to the older students within the College, as well as being situated close to all of their classes and school facilities such as the Front Office and Canteen area.

Junior Campus in Deer Park (7, 8 and 9)

As students progress through Year 7 and 8, their curriculum is grounded in the areas of Literacy and Numeracy, with Information Communication Technologies also at the foreground of each subject area. Students undertake a breadth of discipline areas, allowing them to explore their interests. Working within the Year 7 and 8 Learning Villages and situated within open plan and flexible learning areas, life long learning skills such as good organisation, strong work ethic and a desire to achieve their full potential are promoted throughout these years.

Throughout Year 9, students have the opportunity to engage in exciting new programs within a range of electives and specialised classes. Students focus on developing their life skills by strengthening and engaging with the broader community. Students are also involved in a range of programs and initiatives designed to build their self-confidence, foster independent learning and develop a greater sense of respect for themselves as well as others. Through a teams approach, students prepare for the challenges and decisions they will make as they move into the final stages of their secondary education. The program ensures our students enter the Later Years with confidence and a clear sense of direction.

Senior Campus in St Albans (10, 11 and 12)

Victoria University Secondary College takes pride in guiding and supporting students as they travel through secondary school life and beyond. Our expert staff coordinates our Managed Individual Pathways (MIPS) and Careers programs. Together we help plan individual learning needs and preferences. Subject selection and VCE (Victorian Certificate of Education), VET (Vocational Education Training) and VCAL (Victorian Certificate of Applied Learning) programs are discussed with each student. Industry based work experience and structured workplace learning is also facilitated at all levels within the Later Years.

The Later Years staff work to ensure the individual success of every student, with extensive support for all to achieve their goals in the final years of their secondary schooling and beyond. They are supported by the Later Years Learning Village team, with a separate study area and continual support programs in the areas of study techniques, well-being, additional tuition and careers advice.

Students have access to a wide range of aspirational opportunities and partnerships. These include:

- · The Kwong Lee Dow Young Scholars Program
- The Hall & Wilcox Aspirations Program
- Victoria University
- The Beacon Foundation
- Western Chances Scholarship Program
- Orchestra Victoria
- Sport and Rugby Academy

As students progress through to post-compulsory education, we look at every opportunity to pursue tertiary studies, traineeships and apprenticeships. Each step provides exciting new possibilities for the future of each of our students.

This handbook contains all of the information that students and their parents need to know about the Year 7 learning program at Victoria University Secondary College in 2020. We have created a curriculum that provides students with a broad range of learning experiences and allows them to begin to sample a range of subjects in order to recognise their talents and identify their own personal interests and strengths for future pathways.

Student Responsibilities and Parent Information

School-Wide Positive Behaviour Support

The College has a focus on positive behaviour to encourage students to do their personal best. Introducing, modelling and reinforcing positive social behaviour is an important component of a student's educational experience. Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.

AT VICTORIA UNIVERSITY SECONDARY COLLEGE	CLASSROOM / STUDY AREAS	COLLEGE ENVIRONMENT Schoolyard Lockers Canteen Oval	COMMUNITY EVENTS Excursions Assemblies Sporting Events Information Evenings	DIGITAL COMMUNICATION All electronic devices
Respect ourselves and others	 I am mindful of others' feelings. I use positive language. I respect others' right to learn. I give everybody the opportunity to contribute. I am punctual and I arrive to school and class on time. I follow all instructions. 	 I use positive and respectful language. I am accepting of others. I help others who need assistance. I walk between class rooms quietly. I only go to the canteen when I have my own money. 	 I arrive on time. I use a quiet voice. I display positive behaviours. I listen and follow instructions. I respect the environment we are in. I exhibit sportsmanship. 	 I respect privacy. I am mindful of others' opinions. I speak positively about others. I discourage the spreading of rumours. I use ICT according to the Student Computer Use Agreement.
Aspire to Achieve	 I aim high by completing all tasks to the best of my ability. I pay attention to instructions. I bring all essential materials to class. I ask questions if I don't understand. I act on feedback as provided. 	 I use break times to complete unfinished work. I participate in study groups. I engage in College activities. I am a positive role-model. I accept consequences without arguing. 	I represent my school and work place positively. I participate in extracurricular activities. I use my initiative to react positively to new and/or different experiences.	I contribute to meaningful discussions. I use technology for enhancing my learning and understanding. I share digital resources to assist my classmates learning. During my time at school my use of digital devices is directly related to classroom learning.
Strengthen the Community	I contribute to collaborative tasks. I encourage others to contribute. I line up and enter the classroom quietly. I look after the class room, including equipment provided. I am helpful and approachable.	I share activity spaces with others. I make new friends. I contribute to a safe environment. I move safely between classrooms and in the yard. I take pride in our learning community by keeping it clean. I wear my school uniform correctly.	 I wear my school uni form correctly. I help others who need assistance. I am aware of others' rights in public areas. I am an ambassador for my school, family and community. I return payments and permission forms on time. 	 I maintain appropriate behaviour. I report inappropriate behaviour. I promote the school in a positive way. I look after others' well being by letting some one in authority know if I am worried about someone.

Uniform

College Blazer is compulsory for all students in Years 7 to 11. Students in Year 12 can choose to wear the College Blazer or the Year 12 College Jacket. The blazer and jacket must be worn every day to and from school including home group and periods 1 and 2.



DOVO LINIEODIA	
BOYS UNIFORM	
SUMMER UNIFORM – To be worn Term 1 & 4 ONLY	WINTER UNIFORM – To be worn Term 2 & 3 ONLY
College Shorts or College Long pants	College Shorts or College Long pants
College Short Sleeve Shirt	College Long Sleeve Shirt
College Jumper (Optional)	College Jumper (Optional)
College Tie (Optional)	College Tie
Plain Black Socks	Plain Black socks
College Baseball Cap Only Permitted	College Scarf Only Permitted
(To be worn in outdoor spaces only)	
All Black Leather School Shoes to be worn all	All Black Leather School Shoes to be worn all
year round.	year round.
Slip on boots (that is, any shoe above the ankle) are	Slip on boots (that is, any shoe above the ankle) are
not permitted to be worn.	not permitted to be worn.

SPORTS UNIFORM		
COLLEGE SPORTS UNIFORM MUST BE WORN FOR ALL SPORT/PE CLASSES		
College Track Pants	College Micromesh Shorts	
College Polo Shirt	Sport Footwear	
PE Jacket		

GIRLS UNIFORM	
SUMMER UNIFORM - To be worn Term 1 & 4 ONLY	WINTER UNIFORM – To be worn Term 2 & 3 ONLY
College Summer Dress or College Summer shorts or College Long Pants	College Winter Skirt or College Long Pants
College Short Sleeve Blouse	College Long Sleeve Blouse
College Jumper (Optional)	College Jumper (Optional)
College Tie (Optional)	College Tie (Optional)
Plain White Socks	Long Plain Black Socks or Black Tights
College Baseball Cap Only Permitted (To be worn in outdoor spaces only)	College Scarf only permitted
All Black Leather School Shoes or T-Bars that fully enclose the toes to be worn all year round. Slip on boots (that is, any shoe above the ankle) are not permitted to be worn.	All Black Leather School Shoes or T-Bars that fully enclose the toes to be worn all year round. Slip on boots (that is, any shoe above the ankle) are not permitted to be worn.

SPORTS UNIFORM		
COLLEGE SPORTS UNIFORM MUST BE WORN FOR ALL SPORT/PE CLASSES		
College Track Pants College Micromesh Shorts		
College Polo Shirt	Sport Footwear	
PE Jacket		

Student Planner

All students are required to purchase and use the school planner. This planner is to be used exclusively for school related matters. It is not a personal planner. If this planner is not maintained in good condition, free of stickers, graffiti and personal annotations, the planner must be replaced. Failure to bring the school planner to class results in disciplinary consequences.

This planner is a very important document and our students are expected to take this to each class. The planner outlines important information. It contains detailed information on uniform requirements, school policies, student goals, study plans, class timetables and other information relevant to our students.

The planner is used to record homework for each class a student attends. If there is no explicit homework assigned students are to write RCN (Review Cornell Notes) or NH (No homework). Students record each piece of homework twice, once on the date it is given and once on the due date for that piece of work. They monitor their homework by ticking tasks once they have been completed. Planners are a key part of how students develop the organisational skills to help them succeed at school and beyond. Students will be explicitly taught how to use their planner effectively. Further information on using the planner is included in the School planner.

The planner can be used as a means of communication with teachers, if parents wish to write messages back to the Coordinator, the Home Group Teacher or the Class Teacher.

Homework

Homework is an important part of education. It is designed to provide enrichment to class work, practice and revision. It may take a number of forms: finishing off class work, revising, completing set tasks, researching, redrafting, homework assignments or completing class assignments, practising an instrument and reading.

All students are expected to review their Cornell Notes taken during the day's classes every evening. This process may only take a few minutes for each class. Students will be taught the process of reviewing Cornell notes over the course of their first semester at the College. All students are expected to do thirty minutes of reading each night, this might include reading with a parent, reading a school text or reading a book the student has chosen for fun. Students have regular library lessons to ensure they have an appropriate book to read.

Year 7-9 students are expected to complete at least 30-60 minutes of homework daily.

Lockers

All students are issued with a locker. On entry to the school, students are requested to pay \$12 to the General Office where they will be issued with a combination lock.

Students are required to keep their bags in their lockers at all times. They are not permitted to carry their bags into class or at recess and lunchtime.

For security reasons, students are not permitted to go to their lockers during class time unless they have signed permission in their planner from their classroom teacher.

Compass

The school uses a service to communicate with parents called Compass School Manager. Compass helps you communicate with the school and access information about your child and their learning. You can use Compass to:

- · Check attendance and enter approved absences from school
- · Update your contact details
- · See what classes and events your child has this week
- · See what assessment tasks and homework your child has
- View your child¹s assessment results two weeks after assessments are completed and see any teacher feedback
- · Book parent-teacher conferences
- Access school reports
- **Email Teachers**

You can access Compass through the link on the school website at www.vusc.vic.edu.au. Each family has a unique login and password which will be provided to you or can be reset at the front office of the school. Parents have their own login which allows them to approve absences and access other features which are not available to students. Compass can be accessed through a home computer or through an App downloaded to most mobile phones.

Absences/Attendance

All students are expected to be punctual and regular in their attendance. Students are required to maintain a minimum 90% attendance rate at school. Parents are required to notify the College if their child is absent. If your child is absent from school and we have not been notified, parents will receive an automatically generated text message reminding you to contact the school and explain the absence. A follow up note and/ or medical certificate must be given to the General Office upon the student's return.

Dental or doctor appointments should not be made during school times unless absolutely unavoidable.

If your child is away for an extended period of time, please contact your child's Coordinator.

If families are planning an extended absence from the school during the term students must contact their coordinators at least four weeks prior to their absence to complete a leave of absence form. This allows planning so that students will have a full program of work to complete while away. It is highly recommended that absences during term time be avoided wherever possible.

Sick Bay and First Aid at the College

First aid assistance is available to deal with minor injury or illness. It is College policy that if students require medication during the school day parents/ guardians should notify the College and leave the medication at the General Office.

Students who feel ill must have their planner signed to leave class and report to the General Office. The school will contact the parent or guardian before sending the student home. Students are not permitted to go home unless the school has contacted the parent or guardian. Students are not permitted to use mobile phones to contact parents if they are unwell, without permission from a staff member. Students will not be permitted to walk or catch public transport home but will only be allowed to leave school early in the company of a parent or quardian.

It is important that when students are enrolled at the school, emergency phone numbers are provided as well as a contact number for the parent/quardian. It is also important that these phone numbers are kept up to date and changes are noted through the General Office.

If contact is not possible it may be necessary to use a taxi or ambulance to obtain medical assistance; in this case the costs must be met by the parent/quardian. The costs can be significant; parent/quardians are urged to take out a subscription with the ambulance services.

Permission to Leave the School

Students are not permitted to leave the school grounds during the school day without official permission. If it is necessary for a student to leave the school during school hours, they need a parent note to be signed off by either their Home Group Teacher or Coordinator prior to submitting the note to the General Office.

Students may not leave school before the end of the school day except in the company of a parent or guardian.

Contacting the School

If you have any enquiries regarding your child's program or progress, please contact your child's Home Group Teacher who will either answer your queries or direct you to the appropriate person. The Home Group Teacher and Coordinator closely monitor all students in their care, so it is important to notify them of anything which may affect your child's progress at school.

Teacher Contact

Parents are invited to contact teachers via the General Office, however if you wish to see a teacher, parents must ring and make an appointment. Please be aware that teachers are not always available as they have classes, meetings and other commitments during the school day.

School Detention

An official detention runs from 3.05pm until 3.35pm. Students required to attend an after school detention will be issued with a detention notice and parents will be given 24 hours' notice.

Excursions/Sporting Events

All activities that involve students leaving the school grounds require parent/guardian permission in writing. It is the student's responsibility to ensure the appropriate forms are taken home, completed with all relevant contact numbers, and returned by the due date (with monies if there is a cost) to the general office. If this is not done, students may miss the opportunity to be involved in the activity/excursion.

Text Books

We are aware of the cost to our parents in educating their child. We take particular care not to have an extensive book list so that we can reduce the cost for our parents. It is important that all our students have the necessary textbooks for all their subject areas. Second hand books are available on the sustainable school shop website, www.sustainableschoolshop.com.au E-books are available for several subjects and are cheaper than text books.

VUSC requires that each student have direct access to their own computer that they take with them to all classes and then home to complete their work and to further their studies. VUSC recommends that parents purchase the prescribed computer through our nominated supplier as this represents the best value and support available. Full details will be outlined in a letter accompanying this handbook.

Essential Items Charge

The College Essential Items Charge provides a range of essential education items, which will be used in the course of instruction in the standard curriculum program. These items include materials that each individual student takes possession of, including student stationery and materials for learning and teaching where the student consumes or takes possession of the finished articles. This overall payment will also include payment for the student planner.

A minimum deposit is required prior to the start of term one. The Student Planner, Locker and Combination Lock will be available upon receipt of deposit. The deposit also covers half of the Food Technology charge and will ensure student inclusion in this elective. The balance of the Essential Items Charge must be paid in full by the end of term one 2020.

Alternatively parents may wish to establish a payment plan prior to the 28 February 2020.

For payment plans please contact our Business Manager Kerri Trevaskis on 9363 1155.

Canteen

The College provides a complete canteen service to students and follows the Healthy Food program. Lunches can be pre-ordered by students in the morning or purchased at the canteen at lunchtime. Drinks, fruit, rolls, sandwiches, salads, wraps, toasted sandwiches, hot food and daily specials are available at the canteen. There is no credit available for students who forget to bring their lunch or money. Students can see their Coordinator if they have forgotten their lunch.

Students are not permitted to go home or leave the College grounds at recess or lunchtime.

Mobile Phones

Private phone calls and messages may not be made or received during the school day. Mobile phones are to be switched off or on silent. iPods/MP3 players must be turned off, unless it is part of the set classroom activity, as directed by the teacher.

Unauthorised or inappropriate use of these devices will lead to them being confiscated for the remainder of the day.

Punctuality

We expect all our students to be punctual to school and class. Students are expected to be at school by 8:45am so that they can collect their books from their lockers.

Students who arrive late may face disciplinary procedures.

School Bell Times	Monday, Tuesday, Thursday, Friday
Period 1	8:50am - 10:02am
Period 2	10:02am - 11:14am
Home Group	11:14am - 11:24am
Recess	11:24am - 11:49am (25mins)
Period 3	11:49am - 1:01pm
Lunch	1:01pm - 1:51pm (50mins)
Period 4	1:51pm - 3.03pm
End of Day	3:03pm

School Bell Times	Wednesday: Alternate Bell Times
Period 1	8.50am - 10.02am
Period 2	10.02am - 11.14am
Home Group	No Home Group
Recess	11.14am - 11.44am (30mins)
Period 3	11.44am - 12.56pm
Period 4	12.56pm - 2.08pm
End of Day	2.08pm

Student Services

Victoria University Secondary College has the services of the following:

- · Student Wellbeing Manager
- · Health Nurse
- · Youth Worker
- · Learning Support Program

The College has a Student Wellbeing Team that students may speak to during recess and lunch time.

ICT

Students are expected to bring their own networked device to the school. Details about the school's prescribed device(s) as well as how to obtain one will be provided separately. Students are expected to read and adhere to the College's Computer Use Policy that is detailed in their planner.

Students need to pay for their printing, which can be done at the General Office either before school or at Recess or Lunchtime.

Parent Involvement

At Victoria University Secondary College we strongly promote a partnership between parents and staff in order to provide the best education for each individual child. An important aspect of this partnership is to keep our parents informed about the progress of their child and the events that are occurring at school. We do this in a variety of ways:

Parent Newsletter

The newsletter is issued regularly through the Compass School Manager. The newsletter informs parents of the events taking place in the school. Please read this newsletter, as it will keep you up to date with all the important events and activities that are going on in the school.

The newsletter and important dates can also be found on the school website: www.vusc.vic.edu.au.

Parent Participation

There are many ways parents can be more involved in the College programs. These include many of the committees that operate within the School. Please let the staff at the General Office know if you are interested in being a member of the School Council or its various Sub Committees.

Assessment and Reporting

Reporting to Parents

Parents are invited to contact their child's Home Group Teacher to discuss their progress at any time. Teachers may contact the parent via the diary, e-mail or by making a phone call to the parent.

Formal reporting of a child's progress occurs four times a year, at the end of each term.

At the end of Term 1 and Term 3, Interim or Progress Reports are issued and Parent Teacher Conferences are conducted.

At the end of Term 2 (Semester 1) & Term 4 (Semester 2) a detailed statement of results is provided via COMPASS.

Specialist Programs

Deep Learning Pathway at Years 9 & 10

At VUSC, Years 9 & 10 are focused on providing an adaptable curriculum to meet students' needs. During these years, some students are ready to specialise in their learning and develop their knowledge and skills in specific subjects in greater depth.

The Deep Learning Pathway allows students who are ready for increased complexity in specific subjects to access a greater level of challenge. Students can specialise in the areas of English and Humanities, taking an extension English class, Literature, and 12 months of their chosen Humanities, either History & Politics (Years 9 & 10) or Economics & Legal Studies (Year 10 only). Students can also specialise in the areas of Mathematics and Sciences, being part of an extension Mathematics class and having additional periods of Science where they undertake inquiry-based learning. Some students are able to specialise in all areas.*

Students in Year 10 are able to take advanced placement in a Unit 1 & 2 VCE subject. These students may also take Introduction to Extended Investigation, which is an inquiry-based learning unit where students are able to pursue academic research in a field of their interest.

Students who wish to apply for the Deep Learning Pathway need to ask for an application form at the office and submit this form prior to Course Counselling Day.

*Student who take AVID or Band are unable to specialise in all areas.

AVID

Advancement Via Individual Determination is a program run at the College to support students' academic success. AVID is underpinned by five key skills, these being Writing, Inquiry, Collaboration, Organisation, and Reading (WICOR).

The College runs an AVID elective class as well as using the strategies school-wide in every class.

AVID Elective

Primary School students enrolling at the College to commence in Year 7 have the opportunity to apply for entrance into the AVID elective. Students who take the elective will have two periods of AVID in Year 7 and then three periods a week from Year 8.

In the AVID elective class, students undertake a rigorous and engaging curriculum that extends and develops their skills in the five key areas of WICOR. Developing these skills allows students to succeed in all their subjects and sets them up for success in both VCE and Tertiary education.

AVID students are ambitious and aspirational. They spend time thinking about their futures and determining what they will need to do in order to reach their goals.

From Year 8 onwards, students in the AVID elective participate in weekly tutorials. In a tutorial, students work collaboratively in groups of 5-7 to address points of confusion in their coursework; drawing new strategies for learning during this process.

Students also have the opportunity to attend excursions to universities, so that they are exposed to the learning and entry requirements of tertiary education.

Students undertake regular binder, planner and CN checks to ensure they are able to meet important deadlines in their school work.

AVID School-wide

At the College, the WICOR strategies are implemented school-wide. This includes the use of a binder, which students use to organise their Cornell notes and resources for every subject.

Cornell note-taking is a system every student uses in all subjects. Cornell notes are designed to support student learning by teaching them to identify new vocabulary, summarise their ideas, take detailed, wellorganised notes, and develop questions about their notes in order to test themselves later. Students are expected to review their notes 10 minutes after writing them, 24 hours later, and then after 7 days in order to retain new information they have learnt in class.

All students at the College are encouraged to work collaboratively with their peers, in order to develop interactive and leadership skills. Students regularly participate in activities which develop these skills. For example, Philosophical Chairs enable students to discuss and debate ideas, and Socratic Seminars encourage students to develop key questions, and discuss texts they have read with strong perspective.

Music and Performing Arts

Victoria University Secondary College has a long-standing reputation for excellence in Music and the Performing Arts. Through a multitude of performance ensembles and theatre productions incorporating music, drama and vocals, we encourage our students to develop their individuality and talents, and increase their self-confidence.

Our unique and innovative music curriculum provides students with numerous live performance opportunities, both at the College and in the wider community. Students may perform in:

- Junior Concert Band
- Senior Concert Band
- **VUSC Honours Band**
- Solo Performances

The Music and Performing Arts Faculty performs a range of concerts throughout the year which all families are encouraged to attend. These include the Annual Music Concert, Junior Soiree, VCE Performance Evenings and annual Theatre Production.

College Production

The production involves selected students from both the Junior and Senior Campuses. The standard of performance is very high and productions incorporate singing, dancing, musical performances, stage building and backstage work.

Rugby League Academy

This is a specialised select entry program which provides opportunities to students in Years 10-12 to further develop their rugby skills and development. Students work closely with trained Victoria University Secondary College staff and Melbourne Storm personnel to develop their skills and expertise.

An elective in Year 9 is available for Junior Rugby, and our coaches also work with Year 7-8 students in rugby skill development.

Student Scholarships and Awards

Victoria University Secondary College is committed to ensuring that students are recognised and rewarded for their achievements and contributions within the school community. Students are encouraged to maintain a portfolio of evidence that demonstrates achievements and successes in areas such as:

 Academic Sport

 Leadership · Performing Arts

 Community Arts

At the end of each year a student may qualify to be a recipient for an award in any one of the following categories;

 Academic Excellence · Contribution to the community

 Artistic Excellence Sporting Excellence · Outstanding Effort · Excellence in AVID



The students of Victoria University Secondary College are also fortunate to directly benefit from the many organisations and educational institutions that share partnerships with our College. The following are examples of scholarships offered as a result of such partnerships.

- 1. The Hall and Wilcox (Law Firm) Scholarship Award - this is awarded to a Year 12 student who has demonstrated dedication to their studies in the area of Legal Studies.
- 2. The Victoria University Achievement Scholarship - this is awarded to a Year 12 student who has excelled in the area of Law.
- 3. Defence Force Long Tan Awards these awards are presented to Year 10 and 12 students for excellence in leadership and teamwork.
- 4. Kwong Lee Dow Young Scholars Program at the University of Melbourne (the Kwong Lee Dow Young Scholars Program is an academic enrichment program designed to support highachieving Victorian school students in realising their full potential. The program provides access to events, activities and resources to give them a head start into university. It also creates a community of students to allow scholars to network and make new friends) - this is awarded to Year 10 students.
- 5. AMEB Award (AMEB is the Australian Music Examinations Board and it is an exam system for instrumental students to sit exams) - this is awarded to students that excel with high achieving results.
- 6. PSW Awards PSW is our College's uniform supplier and have kindly offered awards to students in Years 7 - 10 who have shown commitment to their studies.
- 7. Caltex All-Rounder Awards this award is presented in recognition of student's excellence in academic, leadership, sporting and community service activities.
- 8. Western Chances Scholarships this scholarship supports motivated young people who have an obvious talent and who may not otherwise have an opportunity to pursue their education and their dreams.

Student Activities

The College offers our students the opportunity to be involved in a number of activities throughout their time in the school. These include the following:

Debating Team

Students at Victoria University Secondary College have the opportunity to develop their skills in speaking and listening, developing arguments, and researching topics by joining the College Debating Team. Throughout the year, students work with other members of the college to tackle challenging and interesting topics.

Throughout each term, members of the debating team participate in intraschool competitions, competing against other teams in the school.

As well as this, from Year 9 onward, students have the opportunity to participate in the Debating Association of Victoria's interschool debating competition. This event is held every few weeks on Wednesday evenings, where they compete against other schools.

Debating is an excellent way for students to develop their confidence, expand their knowledge by thinking critically about a range of topics, improve their ability to work collaboratively with different types of people, and improve their skills in English.



Student Leadership

There are a range of leadership opportunities for students at the College. These students work with the student body to represent their views to the College Leadership Team. They advocate on behalf of their peers over questions regarding their learning and experience at the College.

Being part of the student leadership team enables students to develop their skills in organisation, public speaking, and collaboration by working with their peers.

Students who gain a position on the team are role models amongst the student body, exemplifying the school values by Aspiring to achieve, Strengthening the community and Respecting themselves and others. More than this, these students encourage and promote these amongst the student body.

Inter-School Sports

The whole school participates in a number of sporting events and students are encouraged to be involved in any of the school's sport teams. Students interested in a particular sport should attend the information meeting and any practice sessions outside class hours as required by the coach of that team. Parents are most welcome to attend any of the sporting events. Information concerning the times of training sessions is published via COMPASS.

House Sports

All students are allocated a House Team and participate in the annual Swimming Carnival and Athletics Day.

Camps

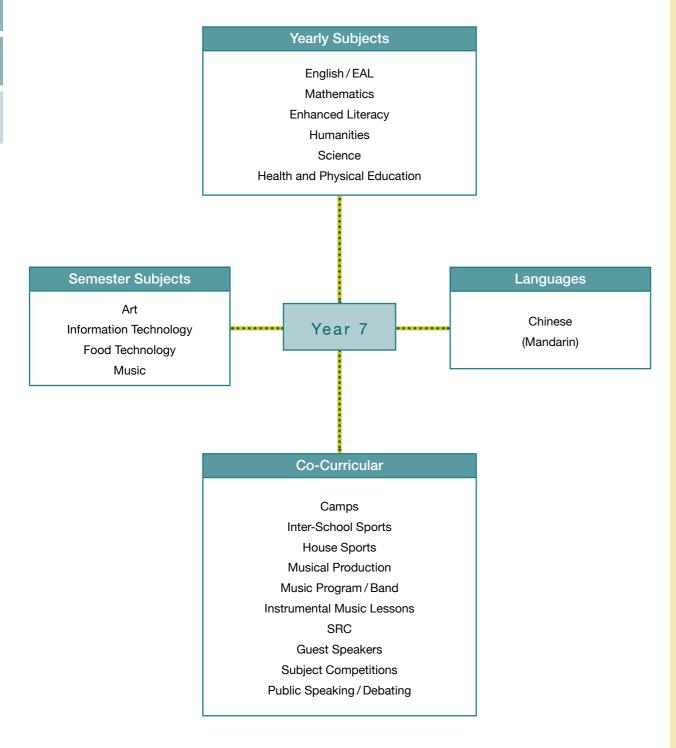
Year 7 Camp

Year 7 students have the opportunity to attend a three-day adventure camp. Victoria University Secondary College believes that the timing and choices of activities on the camp are crucial to the consistent success of building student-peer relationships in Year 7. The transition from primary to secondary school is one of the biggest changes in a young person's life. The camp program encourages students to step out of their comfort zone and build their self-esteem, positive relationships and a sense of belonging at the College creating a strong stepping stone for success on their educational journey here at the College.

Year 9 Camp

Year 9 students have the opportunity to attend a three-day adventure camp during Term Three at The Summit, Trafalgar. Victoria University Secondary College aims for each student to aspire and achieve personal growth, enabling students to discover their true capabilities whilst letting go of the hindering self-imposed beliefs. All activities encompass the core foundations of problem solving, communication and teamwork that are required to be successful in a range of diverse activities required at school and in life in general.

The Year 7 Program



Overview of Year 7 Curriculum

The structure of the Year 7 learning program is intended to provide students with a balanced, rigorous and engaging curriculum. All students will study Mathematics, English, Enhanced Literacy, Science, Humanities, Languages (Chinese) and Health and Physical Education for the entire year. They will also study two electives, which are semester based. All subjects have been developed to reflect the Victorian Curriculum.

The table below gives an overview of the Year 7 curriculum and indicates the number of periods per week allocated to each subject or Key Learning Area. Each period is of 72 minutes duration.

Subjects	Periods Per Week	
English	3	
Enhanced Literacy / AVID / EAL	2	
Humanities	2	
Maths	3	
Science	2	
Health and Physical Education	2	
Languages - Chinese	2	
Elective 1 (Food / IT)	2	
Elective 2 (Art / Music)	2	
TOTAL	20	



Year 7 Core Subjects

English

The study of English combines the necessary literacy skills of reading, writing, speaking and listening. Students will be introduced to overarching thematic studies, building the skills to interpret and construct a variety of text types for different audiences and purposes. They will develop a deeper level of comprehension in analysing different texts, including poetry, speeches, articles and short stories and begin understanding formal approaches in responding to these texts. Students will also have the opportunity to work in small independent groups in their discussions surrounding their own selected text for Literature Circle studies, whilst building their independent reading skills and interests throughout the year. Students will learn important comprehension skills in studying fiction, non-fiction and visual representations as well as the fundamentals of grammar, punctuation and spelling.

English as an Additional Language (EAL)

The EAL program is designed to meet the unique and varied needs of students for whom English is not the mother tongue. These are small, specialised classes, provided in addition to mainstream English classes and are designed to meet individual student needs. The focus is learning how English functions in the Australian context. Students explore how to use their English to enable effective communication. Students utilise the four language modes; speaking, listening, reading and writing to express and exchange knowledge, attitudes. feelings and opinions. They examine language patterns including spelling, grammar and punctuation at the word, sentence and extended text levels. Students learn to reflect upon their own speaking and writing, enabling them to continue to improve upon their use of English.

Humanities

Year 7 Humanities includes History, Geography and Economics units. In the History component, students explore the ancient civilisations of Egypt and China. They interpret primary and secondary sources and present historical research. In Geography, students learn skills in representing and interpreting geographic data. They apply these skills to a range of spatial data including maps, photographs and graphs. Students learn about the concept of the 'global citizen' and investigate Australia's aid program with a particular focus on responses to natural disasters. In the Economics component, students learn about budgeting and explore the benefits and challenges of effective money management. Throughout Year 7 Humanities, there is a focus on developing students' academic vocabulary and their skills in the interpretation of data.

Mathematics

In Year 7, a significant amount of time is devoted to fundamental number skills and the consolidation of understanding our number system and how it works. The concept of patterns and the language of algebra to describe these patterns is introduced, as well as the graphing and solving of linear relationships. This forms the basis for Semester 1. In Semester 2, measurement and geometry, including the properties of triangles and quadrilaterals as well as angle measurements, are studied for approximately 10 weeks. Interpreting data and the study of probability (assigning numerical values to chance) take up the remainder of the year.

Science

In Year 7, students are introduced to working in a laboratory safely and learn how to use a variety of equipment. They learn how to classify living things and the interactions between them and humans. They will explore the differences between pure substances and mixtures and how to utilise a variety of separation techniques. They will investigate predictable phenomena such as the motion of the Earth and moon and look at what is meant by renewable and non-renewable resources, as well as the cycling of water through the environment. They also explore Earth's gravity and the effects of force on objects. Students will conduct experiments to explore relationships between components in systems. They will also make predictions and propose explanations, drawing on evidence to support their views.

Chinese (Mandarin)

The study of an additional language provides students with an opportunity to broaden their horizons. Chinese offered in Year 7 and 8 not only introduces them to the actual language but also lets them explore the country of the language, through exposing them to many aspects of China, including music, history, food, important events and festivals, and major cities/regions.

Health Education

This subject has two major components; Health and Physical Education, In our Health unit, Year 7 students explore their individuality and begin to develop an understanding of themselves and others. They explore what it means to be healthy, investigate their identity, and establish and challenge their values and influences on their sense of right and wrong. As students' individual understanding develops further, students explore the changes to the body and relationships during adolescence, physical changes for boys and girls, factors that influence development and make them unique, and learn ways to seek help and advice in regard to their health and development.

Enhanced Literacy

The Enhanced Literacy course supports the development of literacy skills that can be applied across subject areas. With a focus on writing, students create a range of texts in different genres. They learn how to establish and maintain a writers' notebook and are introduced to the writing process. Students edit, proof-read and publish their work into a folio at the end of the course. Students are streamed into classes in this subject to allow them to work at a suitable level.

Literature

Literature is designed to improve students' ability to read and respond to increasingly complex texts. Students are selected for this course based on their reading comprehension ability, which this course aims to extend. The texts are chosen because of their literary merit and are designed to offer a challenge to the students. They read the texts closely and consider the way that language has been used by the author. They respond to the texts in using different genres, with a focus on academic writing.

Literacy Intervention

Literacy Intervention is designed to support students' reading. The students participate in the Macquarie Literacy Program, an evidence-based intervention for reading where they work in small groups with close support. Student work on the basic skills needed to improve their reading for all subjects and to build confidence with reading generally. In this subject, students work towards demonstrating key capabilities in reading, rather than completing assessment tasks.

Numeracy/Mathematics at VUSC

At VUSC, the first ten minutes of Years 7, 8 and 9 Mathematics classes are dedicated to the development of students' number skills through the completion of Number quizzes, Number talks or cyclical revision activities.

At Year 7, a Mathematics support program has been established which involves students being withdrawn from Mathematics classes where appropriate to receive intensive (small group) support or extension instruction.

An after school Mathematics class operates on Friday afternoons from 3:10pm until 4:00pm in the Junior School Library to provide opportunities for Years 7, 8 and 9 students to receive additional support or extension for the topics that they are studying.

AVID (Advancement via Individual Determination)

AVID (Advancement Via Individual Determination) is a teaching system that provides students with the academic skills that prepare them well for university.

Students who successfully apply for the AVID program are encouraged to take the most difficult subjects in the later years of their schooling and are taught the skills to be successful through their junior years. Statistics have shown that students who study in the AVID program have triple the success rate of getting into and completing university.

AVID students are grouped together to study core subjects of English, Maths, Science and Humanities. AVID trained teachers teach these subjects. AVID students are further extended in their learning through an AVID elective subject that runs two times per week.

Victoria University Secondary College enjoys a partnership with Victoria University, which provides the College with the use of university students who attend the AVID elective classes once per week to run small group tutorial sessions.



Concert Band

At Victoria University Secondary College, our Music Program is held in very high regard. In particular, our College Concert Band Program provides students with opportunities to Aspire to achieve, through learning an instrument and participating in a large Concert Band during two designated periods per week. Students have a primary role in Strengthening the community, through both school and public performances on a regular basis.

Here at the College, we provide Instrumental Music Lessons for a range of different instruments. These include all brass instruments, woodwind instruments, guitar and bass guitar, percussion and voice. Lessons are thirty-five minutes in length. Students that are involved in the Concert Band Program receive a lesson on a weekly basis, with a highly-qualified instrumental tutor.

Students hire out an instrument for the duration of their involvement with the Concert Band program. This is covered by a small music levy, which is paid at the beginning of each year.

Year 7 Elective Program

In Year 7, students will study two elective subjects, (one per semester) and study these subjects in depth. Students will complete all elective subjects over the course of years 7 and 8. Students involved in the AVID program or with the Band will only study one elective.

Costs for some Elective Subjects

Parents and students should be aware that some of the electives require payment of a materials cost.

Art

Students explore and experience the creation and making of artworks. Students learn how design elements are used to draw people, animals, places or objects and how to combine these art elements to express and communicate ideas about their world. Students experience a variety of mediums such as pencil, charcoal, paint, pastel and clay, and practice techniques thereby improving and broadening skill levels in the use of these materials.

Students research artists and learn to recognise how artists from the past and how contemporary artists use the same art elements, which they themselves are studying to create artworks. Students will access the internet for their research, write and combine visual data to present assignments based on the chosen artists to be studied.

Music

During their studies students will experience music in a variety of different ways including performance, active listening, analysing and creating. They will learn beginner keyboard and use these skills to play contemporary music and create their own original music. They will become familiar with practical theory and instruments of the orchestra and apply this understanding to make instruments of their own. They are exposed to a variety of different learning scenarios including performance, presentations, written work and using computer software to create original music and even sound effects to synchronise with film footage. They will discover the origins of rock and popular music and use this information to better evaluate genres of music both past and present.

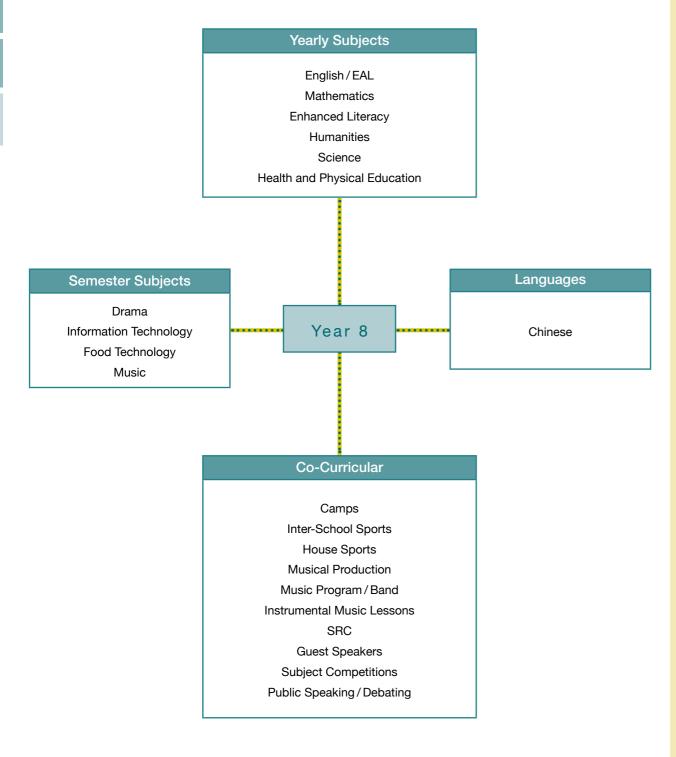
Information Technology

Students engage with contemporary forms of digital information. They develop a range of ways to use information technologies, solve information problems and explore and develop ICT skills and techniques. Students are introduced to coding, 2D animations, and the use of multimedia platforms.

Food Technology

In Year 7 Food Technology students learn to design, select, produce and evaluate products for design projects. They also learn about the correct and safe use and function of food utensils and appliances. They use recipes, and learn about the format and abbreviations commonly used. Students are shown how to prepare, process and cook food in a safe and hygienic manner. They are also taught about the relationship between the nutritional value of foods and health.

The Year 8 Program



Overview of Year 8 Curriculum

The Year 8 learning program builds on the balanced, rigorous and engaging curriculum from previous years. The structure of the Year 8 learning program is designed to provide students with a range of learning experiences and strengthen their fundamental skills. All students study Mathematics, English, or English as an Additional Language (EAL), Science, Humanities, and Health & Physical Education. Core subjects at Year 8 reflect the Victorian Curriculum and build upon the essential skills, knowledge and understandings that students have developed in Year 7. Year 8 students continue to study Enhanced Literacy to further develop the essential literacy skills of reading and writing.

The table below gives an overview of the Year 8 curriculum and indicates the number of periods per week allocated to each subject or Key Learning Area. Each period is 72 minutes in duration.

Subjects	Periods Per Week	
English	3	
Enhanced Literacy / AVID / EAL	1	
Humanities	2	
Maths	4	
Science	2	
Health and Physical Education	2	
Languages - Chinese	2	
Elective 1 (Food, Music, Drama, or IT)	2	
Elective 2 (Food, Music, Drama, or IT)	2	
TOTAL	20	



Year 8 Core Subjects

English

Year 8 English continues the focus of reading, writing, speaking and listening in the College. Students are exposed to a wider range of more difficult texts, and complete detailed study into them. Students are increasingly asked to form and justify opinions about contemporary issues. Reading continues to make up a central part of the course, and students read widely and use journals to record their reading.

English As An Additional Language (EAL)

EAL classes are designed to support students who have recently arrived in Australia and for whom English is not their first language. The classes are small and allow for the teacher to target their teaching to the needs of the students. The subject looks closely at language and what is needed to communicate, as well as cultural aspects to help students succeed in their written and spoken English.

Humanities

Humanities in Year 8 expands students' skills and understanding of topics in Geography, History, and Economics. In History, students study aspects of Medieval, Viking, and Polynesian history while conducting source analyses and research. In Geography, students learn skills in representing and interpreting geographic data. They apply these skills to a range of spatial data including maps, photographs and graphs In Economics they consolidate their knowledge of budgeting and explore the benefits and challenges of effective money management

Mathematics

For Year 8 Mathematics, the topics covered during Semester 1 include; Number and Place value, which focuses on the index laws, Integers, Real Numbers (Fractions and decimals), Rates and Ratios, Money and Financial Mathematics, Patterns and Algebra (Simplifying expressions) and (Factorising and Expanding) and Linear and Non-Linear relationships. The topics covered during Semester 2 include Data representation and interpretation, Chance, Using units of Measurement and Geometric reasoning.

Science

In Year 8 Science, studies include engaging investigation of the topics: Chemistry, Physics, Geology and Biology. The program presents challenges for students to develop critical and creative thinking skills, identify questions, explain scientific phenomena and draw evidence-based conclusions using a range of scientific inquiry methods. Students work in a laboratory safely and learn how to use a variety of equipment.

Chinese (Mandarin)

Students in this course learn to express themselves and understand others on topics closely related to their experience and daily life. The course continues to focus on developing the students' capacity to interact in familiar situations and identify what they have read or heard. The emphasis will be on developing fluency in reading and writing.

Health Education

In Year 8, Health and Physical Education students continue to develop their fitness, skills and understanding of health. Students work on improving their own fitness in a practical component. They also participate in a wide range of team sports throughout the year, including soccer, netball, and cricket. In the theory components, students consolidate their understanding of health and wellbeing through units on personal fitness and sexual health.

Enhanced Literacy

The Enhanced Literacy course supports the development of literacy skills that can be applied across subject areas. With a focus on writing, students create a range of texts in different genres. They learn how to establish and maintain a writers' notebook and are introduced to the writing process. Students edit, proof-read and publish their work into a folio at the end of the course. Students are streamed into classes in this subject to allow them to work at a suitable level.

Literature

Literature is designed to improve students' ability to read and respond to increasingly complex texts. Students are selected for this course based on their reading comprehension ability, which this course aims to extend. The texts are chosen because of their literary merit and are designed to offer a challenge to the students. They read the texts closely and consider the way that language has been used by the author. They respond to the texts in using different genres, with a focus on academic writing.

Literacy Intervention

Literacy Intervention is designed to support students' reading. The students participate in the Macquarie Literacy Program, an evidence-based intervention for reading where they work in small groups with close support. Student work on the basic skills needed to improve their reading for all subjects and to build confidence with reading generally. In this subject, students work towards demonstrating key capabilities in reading, rather than completing assessment tasks.

Numeracy

At VUSC, the first ten minutes of Years 7, 8 and 9 Mathematics classes are dedicated to the development of students1 number skills through the completion of Number quizzes, Number talks or cyclical revision activities. At Year 8, a Mathematics support program has been established which involves students being withdrawn from Mathematics classes where appropriate to receive intensive (small group) support or extension instruction. An after school Mathematics class operates on Friday afternoons from 3:10pm until 4:00pm in the Junior School Library to provide opportunities for Years 7, 8 and 9 students to receive additional support or extension for the topics that they are studying

AVID (Advancement via Individual Determination)

AVID is an exciting program that originated in the USA to support students in enhancing their educational outcomes and preparing students for a university education. The AVID elective has a strong emphasis on collaborative problem-solving, inquiry and study skills. Tutors from Victoria University will support students in the AVID elective.

Students who are interested in enrolling in the Year 8 AVID program, even if they have not completed the Year 7 program, need to obtain an application form from their Campus Principal. Students will be required to attend a formal interview to determine their suitability for the program.

Year 8 Elective Program

In Year 8, students will study two elective subjects (one per semester) and study these subjects in depth. Students will complete all elective subjects over the course of Years 7 and 8. Students involved in the AVID program or with the Band will only study one elective.

Costs for some Elective Subjects

Parents and students should be aware that some of the electives require payment of a materials cost.

Drama

In Year 8 Drama, students create a range of devised and scripted performances in a range of styles. They respond to their own and other's performances. Students develop their expressive capacity in voice and movement as they explore and communicate ideas.

Music

During their studies students will experience music in a variety of different ways including performance, active listening, analysing and creating. They will learn keyboard and use these skills to play contemporary music and create their own. They will become familiar with practical theory and instruments of the orchestra and apply this understanding in their own music. They are exposed to a variety of different learning scenarios including performance, presentations, written work and using computer software to create original music and even sound effects to synchronise with film footage. They will discover the origins of different music styles and use this information to better evaluate genres of music both past and present

Information Technology

Students engage with contemporary forms of digital information. They develop a range of ways to use information technologies, solve information problems and explore and develop ICT skills and techniques. Students expand their knowledge of multimedia platforms including the use of 2D and 3D programming and design tools. Students create games, design web pages, and create video stories.

Food

Students will explore a range of international cuisines. Students will participate in practical classes to prepare and share food for good health. Students will explore eating patterns, the types of food consumed and the skills and equipment needed to prepare the foods.



The Year 9 Program

Outline of Year 9 Curriculum

We are excited to announce a new and improved Year 9 Curriculum! From 2020 our students will have access to more electives, an inquiry learning subject and a greater focus on real world engagement.

With student voice and agency at its core, this curriculum was developed by a dedicated team of teachers in consultation with a student focus group. In conducting this review our team focused on our school's vision for our students to be educated and enabled to Create the Future: their own future, their communities' future and the global future. Our ultimate aim was to build a curriculum that would provide students with opportunities to engage in deep learning - learning that 'situates the learner as someone who acts upon the world, thereby transforming her or himself and the world itself' (Fullan et al. 2018).

Our unique Inquiry Learning subject is designed to ensure that our Year 9 students engage in real world learning and research projects in their passion areas, anything from robot design to resolving climate change or the history of poetry to video game development! In addition to this, students will have another elective block filled with new and exciting electives from the Arts, Science and Physical Education learning areas. For our academically ready students we have designed a Deep Learning program which offers increased specialisation in their preferred area (see details on the Deep Learning page). Primarily, students now have

Students will build a close working relationship with their Team 9 teaching team made up of an Inquiry Learning teacher and a specialised Physical Education and Health teacher. This team will support students as they build strong and positive relationships with others, enhance their health and wellbeing and begin to consider their career pathway options in our interconnected global world. Fundamentally, this unique Year 9 program is designed to ensure that our students at VUSC grow into lifelong learners and develop their capacity for critical and creative thinking and ethical, intercultural, and personal and social capabilities.

Core Subjects
English or English as an Additional Language
Inquiry Learning
Health & Physical Education
Mathematics
Science
Humanities
Enhanced Literacy
Literacy Intervention
(Macquarie Literacy Program)
Literature (Deep Learning)

Electives
Visual Art
Visual Communication
Digital Art
Drama
Modern Music
Music Performance
Information Technology
Food Technology
Sport Education (SEPEP)
Health Education
Exercise Physiology
Sport Leadership and Coaching
Year 9 Rugby Pathways
Chinese (Mandarin)
Italian
Forensic Science
Marine Biology
AVID (Advancement Via
Individual Determination)

Reading Program

How do we improve students' reading at VUSC?

Year 7-9 students at VUSC take part in reading for 10 minutes at the beginning of every lesson in all subjects except Mathematics (Students undertake Maths guizzes at this time instead to improve the fluency of their basic mathematical skills). All teachers ensure students are engaged in the reading of fiction or non-fiction texts during this time. Teachers will discover the types of books, fiction and non-fiction, which interest students and recommend appropriate reading material to students to expand their literacy and cater to their interests.

English classes have one reading lesson per fortnight in the library which is focused on building students' reading comprehension skills, and growing their awareness of the range of books/genres available to them.

Students are also expected to read for at least half an hour each night, and they are able to choose the books they read as long as they have chosen a 'Just Right Book'; a book which is of interest and appropriately challenging to the student's reading level.

WHY do students need to read so much?

Students who read:

- 1 min/day read 8,000 words/year
- 5 mins/dav read 282.000 words/vear
- · 20 mins/day read 1.8 million words/year

Students who read more than 20 minutes a day have a greater chance of accessing learning across all subject areas, and successfully developing as academic learners.

Reading is also fun! Students can have amazing experiences by entering the world of books.

How do English teachers monitor students' reading skills?

As soon as teachers meet their classes for the first time at the beginning of the school year, all students in Years 7-10 (across junior and senior campus) will sit the PAT (Progress Achievement Tests) in Reading, Grammar, Punctuation and Vocabulary. This will occur in weeks 2 and 3 of Term 1 every year. These online tests are completed over two periods (approximately 2 and half hours). This test is managed nationally by ACER (The Australian Council for Educational Research)-the national database allows us to compare student data with students across Australia. You can view more information about each test here: https://www.acer.edu.au/oars/tests-available. They provide teachers and students with data which will flag whether a student is reading at their expected level in relation to their age group

Students and parents will be informed of results in each test at the first parent teacher meeting of the year. Students will then be encouraged to set goals about their reading with their teachers. Teachers will not only use the PAT data for this process, they will also look at the Victorian Curriculum levels in English, and other assessments completed. We encourage all of our students to have a 'growth mindset' that is, we want everyone to improve their reading regardless of where they start the year. All English teachers will also use common success criteria to provide students with a grade relating to their reading on their English semester reports. Students will also have Enhanced Literacy classes which will support the development of their reading and writing skills.

How do Enhanced Literacy classes support student reading and writing skills?

At VUSC, students in Years 7-9 have Enhanced Literacy classes where English teachers will continue to work with students on improving their reading and writing skills. Years 7 and 8 students will be grouped in accordance to their skill levels to help them reach their goals; these groups will be fluid in that students will be able to move between them to learn the skills they need to achieve success. Information about the groups and student needs will be available in Term 1, once students have been tested.

English and Enhanced Literacy teachers will explicitly teach the skills that are demanded in reading text; this may be a mini-lesson or a number of lessons depending on the area of learning. Critical reading strategies will also be explicitly taught with a variety of texts, so that students are well equipped to read and understand any type of text, in readiness for senior school and their future pathway.

What are Reading Conferences?

Teachers will also conduct reading conferences with all of their students, either in a library lesson or in the 10 minutes at the start of the lesson. Each student will engage in a reading conference at least once per term, and teachers will keep records of skill development in that time. A conference schedule will be used to record what the student is reading and to determine which comprehension skills need further development. This is also the time that students will set reading goals with their teachers, based on the outcomes of the conference. For example: I need to practice making inferences while I read or I will practice asking questions while I am reading. These goals will sometimes be drawn from the mini lessons teachers have taught, and students will use a reading journal to write and reflect on the books they are reading. The reading journal is on the student booklist annually; it is an A4 exercise book which students will use to record and react to what they are reading.

How Parents Can Help

Parents can help by ensuring their children have an independent reading book in their bags at all times. Parent involvement during home reading is an essential element in developing life-long readers. Encourage your child to read on a nightly basis, record their reading in the reading journal and work with your children to complete regular written responses.

It is fantastic to be able to listen to your child read, either for part of their nightly reading time or on a few occasions each week, however, when that isn't possible, a conversation about their reading is also effective.

Where can students find great books to read?

Students are expected to read for at least half an hour each night as well as during the first 10 minutes of each class each day. That adds up to a lot of reading! It is important that students have a 'Just Right Book'. A 'Just Right Book' is neither too hard to read nor too easy and above all is something that the student is interested in and will have fun reading.

If a student needs assistance with choosing a 'Just Right Book' they can be encouraged to speak to their English teachers as well as the school librarians. Our librarians do a fantastic job recommending books to students as they have a vast knowledge of past and new books that are sure to spark student interest. Students can also join the local library and it is free! Brimbank library is on the corner of Station Rd and Neale Rd near the Brimbank shopping centre.

Students, teachers and parents may also like to browse through the books that have appeared on the Children's Book Council Awards: http://cbca.org.au

Other websites which can help with book selections:

http://www.education.vic.gov.au/about/events/prc/Pages/booklist.aspx

http://www.goodreadingmagazine.com.au

http://www.goodreads.com

Keys To School Success

Students of Victoria University Secondary College can assist their progress and achievement at school by focusing on development of the following 'Keys to School Success'.

Growth Mindset

In a growth mindset, young people believe they can develop their abilities through effort, persistence, dedication and hard work. Such students believe they can learn and are accepting of failures and challenges by not thinking badly about themselves when they make a mistake but view them as opportunities to improve their learning. A growth mind set is revealed when young people try hard and do not give up when something feels like it's too difficult to do. They continue to try and don't allow themselves to be distracted even when doing school work they find frustrating and challenging, yet persist to finish their work on time.

Organisation (Binder, textbooks, laptop, materials & equipment)

Organisation is revealed when young people keep track of their tasks / assignments, schedule their time effectively, set goals for how well they want to do in specific areas of their schoolwork and in other endeavours. Organisation also means having in hand all materials, textbooks and equipment needed to do schoolwork and having a system for storing previously learned material.

To assist with organisation our students use a binder to store their notes and handouts for all subjects. You are expected to take your binder home each night and review and revise the notes you have taken during the day. Reviewing the notes the day you have taken them means you are more likely to remember the information you have learnt. Checking your binder each night means you will also remember to complete your homework. (Refer to appendix A for more detail).

Organisation also means setting a goal to do your best in your schoolwork, planning your time so you're not rushed, having all your supplies ready, and keeping track of when your tasks / assignments are due. Examples of organised behaviours are making sure you understand the teacher's instructions before you begin work, having all your school supplies ready, recording your tasks / assignments and their due dates, and planning when you're going to do your homework and revise your Cornell notes so you have enough time. Students at VUSC are expected to have a study/homework timetable (Refer to Appendix B for a sample timetable).

Cornell Notes

The Cornell Note System is a well-recognised way of taking notes. The system was created to assist students to remember what they have learnt. It allows you to review and reflect on the notes you have taken. Students are expected to review their notes 10 minutes after writing them, 24 hours later, and after 7 days in order to retain new information they have learnt in class.

You should re-read your notes at home and using a different coloured pen add information you may have forgotten to add during class time. You can also cross out any notes you have taken that don't seem essential and you can use a code to indicate information you are unsure about. Your teacher will give you instructions about the symbols and code you can use.

Your memory for the content contained in the notes is further extended when you formulate questions and write a summary based on these questions. Cornell Notes are extremely useful for study purposes. If you fold the notes so that only the question column is visible you can quiz yourself about what information is contained in the notes section.

Reviewing your notes the day you have taken them means you are more likely to remember the information you have learnt. (Refer to Appendix C).

Student Planner

You should always take your Student Planner home along with your binder. Your homework should be written into your planner and any worksheets that go with the homework should be neatly located in your binder. Check your planner every night. This means you will never forget to do your homework. You should also be checking and organising your binder as well as completing and reviewing your note taking for the day.

Homework

Homework reinforces the learning that happens within the classroom. The brain requires repetition and revision in order for it to store information in long-term memory. It helps you develop positive study skills and habits that will serve you well throughout life. It helps you to get ready for the next day's class. It allows you to extend your learning by applying skills to new situations. Homework helps your parents to learn more about what you are learning in school.

In Years 7 & 8 you need to devote at least five hours a week at home for school related tasks and Year 9 & 10 students need to complete at least six to seven hours and Year 11 & 12 students 17-21 hours. Also make sure to read every night for about 30 minutes.

Checklist - Studying to Succeed

- Ensure you have the following materials and equipment; textbooks, laptop, 4 ring binder, fully stocked pencil case, calculator, dividers, plastic pockets, student planner and Cornell note paper.
- Use a planner to assist with organisation and meeting deadlines.
- · Have a homework/study timetable and stick to it.
- Have goals (Motivation comes easier if you do)
- · Set one day aside on the weekend to study.
- Set one day aside on the weekend to play sport / spend time with family and friends. It's all about balance but if you have to study for a test, exam or complete a major project, you are to study not socialise.
- · Review what you have learned (Cornell notes):
 - 10 minutes after writing them
 - 24 hours later
 - Then after 7 days in order to retain new information they have learnt in class.
- · Attend study groups to discuss what you learn in class. (This also helps to get information from your short term memory to your long term memory)
- · At home study at the same time and at the same space every time. (Your body and brain love rhythm and predictability)
- How long to study for?
 - 50 minutes at a time. Then take a 15 minute break to relax. Improves recalling of information. Use a timer.
- · Can I listen to Music while studying?
 - The answer is YES, but NOT with lyrics if having to remember words.
 - Classical music can enhance memory when doing Mathematics.
- · Read for at least 30 minutes every night.
- Eat well, make time to exercise and always get a good night sleep: 8.5 9.5 hours of sleep

Appendix A

What should a VUSC Binder look like?

Students at Victoria University Secondary College are expected to arrive for school each day organised and ready to learn in each of their classes with their school binder.

A binder includes:

- · A good quality, sturdy 4 ring binder. (We recommend a 50mm binder). The binder should be clearly labelled with the students name and should be in good condition. By the end of the year many binders become a bit battered. If students don't take good care of them they may need to be replaced.
- · The School Planner
- A dedicated binder section (with a divider & label) for each subject you are studying, which should include:
 - Any handouts for the course. Each handout should have its own plastic pocket (or at most two handouts to a pocket back to back) so that students can leaf through all their handouts. They should not have all of the handouts stuffed into the one plastic pocket.
 - Cornell notes for the course. Students should be taking Cornell Notes for every class, every day.
 - Some courses require additional materials in their binder sections. For example, junior English students will have a Readers Journal (an exercise book where they record their reading), Chinese students need a Write Chinese exercise book, Maths students need a Maths Resource book for most year levels.
- · A pencil case including:
 - At least Two working black or blue pens
 - At least One working red pen
 - At least One working highlighter
 - A calculator

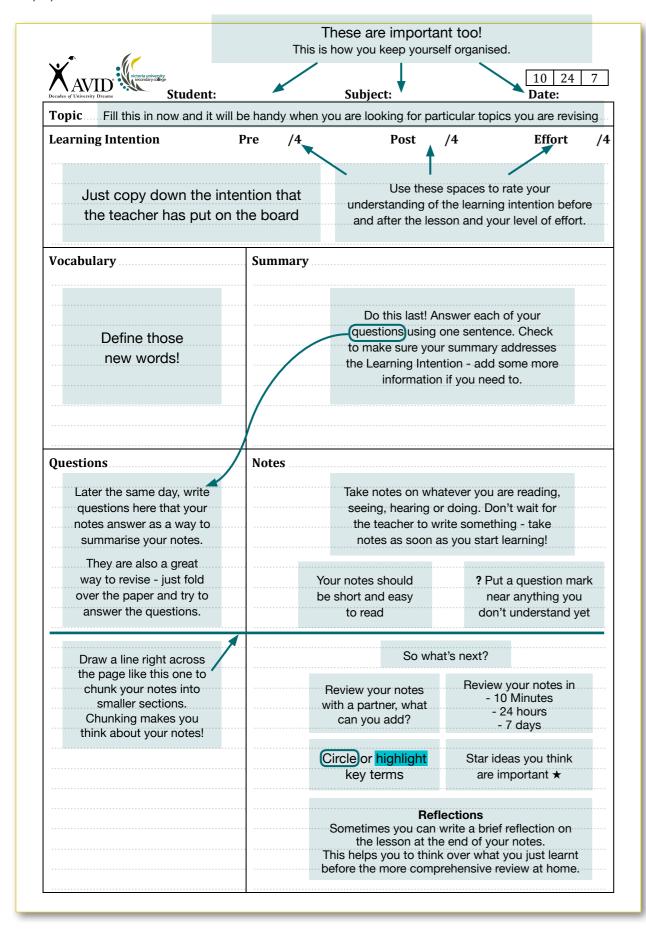
 - A pencil case which clips into the binder is ideal.
 - Drawing Pencil, sharpener and eraser
 - Glue and scissors
- Blank Cornell Note Paper (This should be already ruled up before class students can buy pre-printed notepaper at the front office on either campus. Notepaper must be replaced before it runs out)
- Plain loose leaf binder paper (We recommend the kind with reinforced holes. Again this paper must be replaced before it runs out)
- Spare plastic pockets (For new handouts. There should always be at least 10 of these and they must be replaced before they run out.)
- · We will regularly check that students bring organised binders to class and a binder grade will be posted on Compass and included in the statement of results for each subject, each semester.

Appendix B

Example Study and Homework Timetable

	Mon	Tue	Wed	Thur	Fri	Sat	Sun
3:30-4:30	Free time	Reading	Homework				
4:30-5.00	Study Cornell notes	Free time	Free time				
5:00-6:00	Homework	Homework	Homework	Homework	Homework	Free time	Free time
6:00-7:00	Dinner						
7:30-8.00	Reading	Reading	Reading	Reading	Reading	Free time	Reading
8:00-9:30	Relax Shower Bed time	Free time	Relax Shower Bed time				
9:30- 10:00	Lights out	Relax Shower Bed time	Lights out				

Appendix C





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F 03 8312 0211

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P 03 9363 1155

F 03 9363 8681

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