Handbook 2015

Year 7 Walhalla Camp

2014 College Captains

Achievement ~ Respect ~ Commitment ~ Community
College Contact Details:

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College Website: www.drouinsc.vic.edu.au
College Motto: “Finem Respice” Look to the End
College Slogan: “Proud to be your Community College valuing Achievement, Respect, Commitment and Community

College Vision and Values:

OUR VISION: Drouin Secondary College is committed to ensuring every student develops the knowledge, skills and behaviours needed to positively contribute as responsible and caring citizens of a changing global community.

VALUES: Drouin Secondary College aims to provide an effective learning community through the core values of:

1. Achievement
2. Respect
3. Commitment
4. Community

We believe each core value can be expressed simply in the following statements:

<table>
<thead>
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<th>RESPECT</th>
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<th>COMMUNITY</th>
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<td>We treat each other with</td>
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<td>We support and build partnerships with our</td>
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Drouin Secondary College continues to be a forward looking and dynamic secondary college which endeavours to offer the highest quality educational opportunities for all students in our community. The College prides itself on its ability to cater for individual’s needs, abilities and interests. We also emphasise the power of a strong partnership between our students, staff, parents and the local community.

Our vision states: “Drouin Secondary College is committed to ensuring every student develops the knowledge, skills and behaviours needed to positively contribute as responsible and caring citizens of a changing global community.” This vision is supported by the College’s four core values of Achievement, Respect, Commitment and Community. The College’s new Strategic Plan 2015 – 2018 will set our direction for the next four years. The major focus overarching this plan is “Learning Growth”. Our goal is to maximise learning growth for all students within our College community.

The structure of our Year 7 program offers students a core curriculum which includes a challenging, integrated unit. Our ongoing work with the Drouin Cluster of Schools has meant that the transition process from our primary schools includes a comprehensive orientation program. This ensures teachers understand our new student’s learning needs and are able to support students in feeling confident in their new school.

The College further personalises learning by tailoring pathways for students from year 8 to 12 by way of a flexible vertical blocking system. Our structure allows for students to accelerate their learning in their pathways of interest and ability. Many middle year units combine both year 8 and 9 students in the same unit. There are pathways provided at these levels to allow gifted and talented students to access enhancement studies, with many year 8 and 9 student accessing units at the next level. Year 10 is considered the first year of a senior pathway where students have a broad range of choices including enhancement VCE units and VET units. We have continued to broaden pathways and to enhance the delivery of our senior year’s programs at year 11 and 12 including the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET). The College currently offers 35 VCE study options for students as well as VCAL classes at the Intermediate and Senior level and four onsite VET subjects.

Mr Shane Wainwright

PRINCIPAL

The College has excellent fully trained teachers who work in Professional Learning Teams to continually reflect on and to improve their practice as “lifelong learners”. The College has a wide range of excellent and specialised learning facilities following the completion of several large building projects over the past 10 years. These new facilities include a commercial Kitchen and Restaurant, a Library, Senior Centre, Science Centre and two Flexible Learning Centres. The College has also refurbished many of its other teaching spaces including the installation of ICT infrastructure such as interactive whiteboards, data projectors and a College wide wireless network. Our Flexible Learning Centres provide students with inquiry based and student centred learning opportunities at years 7, 8 and 9. These new facilities have further enhanced the learning environment for all our students.

The College also provides extra support and interventions in a range of areas including Literacy and Numeracy. We have employed a Special Education qualified teacher this year to lead and support our interventions. We use extra resources to program specialist interventions programs including providing a boys “Hands on Learning” program at Year 8, a Year 9 Pre-Apprenticeship program and targeted tutoring by university students. The College has a school wide 1 to 1 netbook program where all students in Year 7 and Year 10 receive a new netbook for their use both at school and at home. The students will keep possession and have responsibility for these netbooks over a three year period. This is consistent with the College ICT mantra “Learning, Anytime, Anywhere”. The College Staff also have their curriculum online for 24/7 student access and a Comprehensive Learning Management System.
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1. Summary of the College Annual Report to the Community

Drouin Secondary College’s vision is “To ensure every student develops the knowledge, skills and behaviours needed to positively contribute as responsible and caring citizens of a changing, global community.” The College’s daily life is linked closely to its core values: ACHIEVEMENT, RESPECT, COMMITMENT AND COMMUNITY.

Drouin Secondary College is a steadily growing medium sized rural year 7 to 12 secondary college with 972 students in 2013. Students attending the College come from a large geographical area. The nature of the community is changing with steady growth in the major centres of population – Drouin, Bunyip, Garfield and Longwarry. The geography of our feeder area means that an extensive bus network is co-ordinated by the College. About 60% of our students travel to school by country or town service buses. We increasingly draw students from beyond our traditional feeder primary school with over 120 students travelling by rail on the Pakenham line. The College has 73 teaching staff including 4 Principal Class and a further 40 support staff. We also employ 4 trainees each year in Education Support and Sport and Recreation.

Our Strategic Plan was finalised at the end of 2010 for the 2011 to 2014 period. Our goals are: 1. Maximise student learning growth across all areas of the curriculum. 2. Develop whole school strategies for improving writing and numeracy across the school linked to learning needs identified by student data. 3. Improve student engagement and wellbeing by developing a stimulating and supportive learning culture. 4. Improve positive post-school pathways by further developing transitions into the College and through the College

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Engagement</th>
<th>Wellbeing</th>
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<td>Drouin Secondary College has been proud of its ability to support our students in successfully completing their senior certificates. We have achieved increased enrollment and retention in VET and VCE. Our VCE results in 2011 to 2013 were excellent with a median study score of 29 in all 3 years. In 2013 the VCE study score mean was 29.6. These results have achieved the College’s target in our strategic plan with a study score of average above 29 and are significantly better than our expected “Like School” result.</td>
<td>The College’s student attendance rate trend was steady or in some levels improving in 2013 and is consistent with “like” schools attendance data. However, there continues to be a large number of students missing more than 5 days each year especially in years 8 and 9. Therefore, attendance will continue to be an area of focus in 2014. The College will continue to use period by period electronic role marking and SMS messaging to ensure all parents are notified immediately a student is absent. The College will increase contact with parents and implement the DEECD “every day counts” initiative and attendance will be highlighted in our progress reports to parents each 5 weeks and throughout the parent information portal in our online system called “Sentral”. Level Teams will continue to support students with poor attendance rates. The College’s student attitude survey results demonstrate student motivation as improving but still low. This will continue to be an area of work in 2014 with the completion of our updated Learning Culture Plan.</td>
<td>The College has an Education Plan which is underpinned by a personalised learning approach. One element is to provide relevant pathways for our students. The College has an Innovative curriculum structure that allows vertical movement for all students in year 8 to 12. Over 20% of students access units at least one year ahead of their normal year level. This initiative is supported by a comprehensive careers and course selection process. At year 10 close to 100% of students will complete a Year 11 VCE or VET unit. Our exit destination at Years 10 to 12 was positive and work completed in 2013 to improve the number of students completing university applications and entry proved highly successful with a 38% of our students accessing University courses and 26% accessing TAFE or further training.</td>
</tr>
<tr>
<td>Writing has been identified as requiring further improvement and there will be a continued focus on improving writing and standards in 2014. The College still has a significant number of students who are more than 12 months behind in their academic progress. We have begun implementation of classroom and school wide interventions with a view to improve our support of these at risk students. Staff continue to work in Professional Learning Teams (PLT) in their learning area. In 2014 we have increased the meeting time in Learning Areas to allow teachers greater opportunity to work in these teams to complete collaborative evidence based teaching cycles. These cycles include analysing student data, planning the next level of student learning and reflection on the effectiveness of their teaching. Drouin has 1 to 1 computers where all students have a Netbook. They also have online 24/7 access to support their learning through the use of a curriculum content program called “Moodle” and a management system called “Sentral”. In 2014 we are part of the Melbourne University Network of Schools and are one of 15 schools in this initiative which includes the opportunity to collaborate with other schools and leading education researchers.</td>
<td>The College has built a quality student wellbeing team which supports the College’s learning culture and student wellbeing. The team work within a case management model. The College has increased wellbeing support with the introduction of a 3rd Assistant Principal in 2013 and a Psychologist in 2014. The College has a strong student leadership structure. In 2014 further development is planned to increase student voice. We will continue to give student leaders formal training and opportunities to lead both at the College and beyond. Over the past 3 years the College has used ex-students as tutors and mentors for indigenous students and students at risk with low literacy or numeracy skills. This program was highly successful and will continue in 2014. The staff at the College have completed restorative practice professional development throughout last year to ensure teacher practice when dealing with student management is fair, restorative and consistent.</td>
<td>The College has strong relationships with our feeder primary schools and has a strong focus on ensuring a smooth and seamless transition for our students. The College meets with major feeder primary schools on a regular basis at cluster meetings focused on transition and provision. The College has an extensive pathway structure for gifted and talented students where they access units at higher levels. In 2014 the Curriculum team is investigating pathway opportunities for gifted and talented students when they transition from primary schools.</td>
</tr>
</tbody>
</table>
2. Website - www.drouinsc.vic.edu.au

Our website is aimed at giving Students / Parents / Teachers and the wider community general information about Drouin Secondary College.

Our aim is to keep our Website updated so it can be used as an educational tool for Drouin Secondary College.

The HOME Tab will give you quick access to Parent Information / Upcoming Events / College Staffing / Student Links / Staff Links and Special Bulletins (example during Term 3 you would find information about Course Selection).
For new families the Parent Information Tab is a great place to start. You will find information regarding:

- Moodle
- Booklists
- Bulletin
- Bus Information
- Our School Calendar
- Canteen
- Student Support
- Student Wellbeing
- Transition to Secondary
- School Policies
- Uniform

School Policies can be found under the Parent Information Tab. Some of these policies include Uniform; Equal Opportunity and Anti Harassment; Student Engagement; Anaphylaxis; Camps and Excursions; Drug Education; Internet.

The Curriculum Tab has information about our Key Learning Domains (KLD) at Drouin Secondary College. You will find a brief description and photos showing you about a particular subject. These include Technology / Arts / English / Science / Hands on Learning / Humanities / Karobran / Lote / Mathematics / Moondah / Outdoor Education / Physical Education / VCAL / VET / Woorgan.

Login to Moodle at http://student.drouinsc.vic.edu.au/moodle and you can see your child’s course, using your child’s login details. From your child’s Home Page you can navigate around to see upcoming events, outstanding tasks, grades and comments.

Students will login Moodle to find their work for each class, they will also submit their work to their teacher via Moodle. Grades, test results and feedback on student work can also be viewed in Moodle.

Your Login page will look like this.

![Login page screenshot]

Your Home page will look like this.

![Home page screenshot]

A possible course page for your child could look like this:

4.1 Sentral Login

You will need to login to Sentral this will enable you to check your child’s attendance, reports and book Parent/Teacher interviews; and read the daily bulletin.

Once logged in to your child’s page you will be able to click on the Dashboard or read the daily bulletin, or your child’s attendance data.
4.2 Sentral - DASHBOARD

- Dashboard includes daily notices; todays timetable; school applications (Papercut / Student Handbook / Moodle / School Email / DSC Website
- My Profile is your students profile; journal; gallery
- My Timetable has your students timetable, this can be printed or exported as an iCal
- Resources has access to various school applications including Papercut, College Policies, Moodle, School Email, DSC Website, Student Handbook
- Activities shows the students participation within the College e.g. Sport, Excursions and Camps.
- Wellbeing area links you to ARCC Awards, Academic Progress, Misbehaviours, Progress Score Level Placements, Detentions
- Plans will have students Individual Learning Plans and Student Support Plan.
- Reporting click on the Published Reports icon and you will be able to read reports for your student
- School Records will show Naplan Results and Continuum Tracking this area is not in use as yet.

4.3 Sentral - Attendance

If you child has been absent from school with no explanation Sentral will put a notification bar on the Parent Portal student page.

Click on link to open absentee page; then click on individual absent date to then type in explanation for absence and send. Administration will then update the data.
The Learning Culture Plan has been developed on the following premises:

SchoolWide Positive Behaviour Support (SWPBS) is a proactive approach made up of intervention practices and organisational systems.

These systems are aimed at establishing the social culture, learning and teaching environment and individual behaviour supports needed to achieve academic and social success for students.

SWPBS has six defining characteristics – It is preventative, instructionally oriented, culturally responsive, function based, evidence based and systems implementation focused.

The primary level prevents the development of new cases of problem behaviour for all students and staff across all settings – school wide, classroom and non-classroom settings.

The secondary level reduces the number of existing cases of problem behaviours by establishing efficient and rapid response to problem behaviours.

The tertiary level reduces the intensity and complexity of existing cases of problem behaviour that are resistant to primary and secondary prevention strategies.

• To effectively support student learning, it is necessary that the attitude and behaviour of all stakeholders is guided by our College Values of “Achievement”, “Respect”, “Commitment” and “Community”

• Supportive and positive relationships between students, staff, parents and the wider community are vital to the success of young people whilst at school and beyond

• Restorative practice is embraced as the primary means of developing effective and positive relationships and addressing situations where relationships have been harmed

• Punitive approaches are not a first option but can be used in conjunction with restorative process if necessary.

• Regular and individual feedback to students is necessary in order to allow students and other interested parties to track their learning behaviours and attitudes (learning culture)

• Personalised learning is delivered through student driven curriculum choices enabled via vertical timetable blocking.

We believe a school wide positive behaviour approach to student wellbeing is fundamental to reinforcing the College values. This framework assists in the development of pathways aimed to encourage engagement, purpose, direction and the development of lifelong learners. A supportive and positive learning environment, along with the promotion of restorative principles is pivotal to establishing a positive learning culture.

As a College community, we look to capitalise and build on the experiences, strengths, interests and aspirations of our community.

We have an awareness and tolerance of students’ backgrounds, cultural perspectives and diverse individual needs.

We aim to acknowledge and celebrate student achievement, success, improvement and self-awareness.

Teaching, modelling and importantly, rewarding positive behaviour in all aspects of student lives, promotes connectedness at College level and in the wider community, and enhances learning opportunities.

We strive to encourage young people through effective teaching and learning, to develop the skills and knowledge to make connections between the educational programs on offer and their future aspirations and pathways.
5.2 Key Elements

Key Elements

We realise that a successful learning culture can only be achieved with a balance of proactive and reactive strategies. The Key Elements section of the Learning Culture Plan therefore is categorised into three main strategic areas of practice:

1. Establishing a Positive Learning Culture (Primary Level)
2. Maintaining a Positive Learning Culture (Secondary Level)
3. Restoring a Positive Learning Culture (Tertiary Level)
Establishing A Positive Learning Culture

The Drouin Secondary College Learning Culture Plan reflects the Values of Achievement, Respect, Commitment and Community through its policies, processes and practices.

It is important that the college community establishes a learning culture with agreed practices across all areas of the college and within each classroom.

The key to a positive and supportive learning culture includes clearly setting negotiated agreed classroom guidelines in all classes. These understood boundaries are fundamental to building and maintaining positive relationships between teachers, students and parents.

Beyond the classroom the College community will establish a set of clear expectations that ensure a safe, just and respectful learning environment for all.

We expect our community members will aim to accept responsibility for their actions, work to repair harm and to then rebuild and strengthen relationships.

The College values below, guide all initiatives and effort associated with “Learning Culture”.

College Values

The ethos of the College community is reflected in our values of Achievement, Commitment, Community and Respect which are summarized in the table below:

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<thead>
<tr>
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<tbody>
<tr>
<td>We always strive to do our best.</td>
<td>We value excellence.</td>
<td>We treat each other with consideration and regard.</td>
<td>We are inclusive.</td>
</tr>
<tr>
<td>We value effort and endeavour.</td>
<td>We pursue excellence.</td>
<td>We build positive relationships.</td>
<td>We welcome and accept diversity.</td>
</tr>
<tr>
<td>We are life-long learners.</td>
<td>We encourage independent and critical thought</td>
<td>We respect a teacher’s ’right to teach’ and a student’s ’right to learn’.</td>
<td>We support and build partnerships with our community.</td>
</tr>
<tr>
<td>We persevere to finish what we start.</td>
<td>We value curiosity and a questioning mind.</td>
<td>We resolve conflict in a constructive and peaceful way.</td>
<td>We care for our environment.</td>
</tr>
<tr>
<td>We show initiative.</td>
<td>We celebrate our successes.</td>
<td>We respect another person’s point of view.</td>
<td>We value and support our friends.</td>
</tr>
</tbody>
</table>
Maintaining A Positive Learning Culture

Our College practice needs to demonstrate a commitment to managing conflict and tensions with respect for all involved. There will be times when an individual or group's behaviour moves outside the 'Establishing a Learning Culture'. When this occurs, there needs to be an acceptance of responsibility, repair of any harm caused and an opportunity to restore relationships.

This Key Element incorporates clear accountability for when behaviour is inappropriate or when an individual and/or group has been affected. It also identifies at risk or disruptive behaviours.

It is essential the classroom teacher lead any intervention. At this stage the classroom teacher will work with the student and, where appropriate, the parents to maintain the learning environment and restore relationships.

There is no doubt this Key Element can be challenging and at times may require working in partnership with other College personnel to achieve a positive outcome. It is fundamental that the classroom teacher maintains a leadership role through the process.

Restoring A Positive Learning Culture

This key element involves students who are identified as high risk through persistent and challenging behaviours, which damage the College's Learning Culture. It would be anticipated that no more than 5% of the student population would ever require this level of intervention.

At this stage more specialised strategies are required for these students. The types of strategies are varied but acknowledge the need to ensure students have an appropriate pathway to achieve success and the Learning Culture of the College is restored. Most often, the aim will be to reintegrate students back into the classroom environment. A crucial aspect of this process is acceptance of responsibility of harm caused to the College's Learning Environment.

This key element accesses specialised knowledge including Learning Culture Team members, principal class and external support services.

Investigating viable alternative pathways, services and programs may be undertaken. Parent and classroom teacher involvement and support are paramount.
### 5.5 My Responsibilities as a Drouin Secondary College Student

**My responsibilities as a DSC student**

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<thead>
<tr>
<th></th>
<th>Achievement</th>
<th>Respect</th>
<th>Commitment</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a responsibility to:</td>
<td>Try to achieve to the best of my abilities</td>
<td>Be kind to other members of the school community.</td>
<td>Attend school whenever I am not sick</td>
<td>Attend school in full school uniform.</td>
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<td></td>
<td></td>
<td>Provide a note to the school if I am absent for any reason</td>
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</tr>
<tr>
<td>In the Classroom I have a responsibility to:</td>
<td>Bring appropriate materials to class</td>
<td>Follow teacher directions promptly</td>
<td>Attend class on time</td>
<td>Never interfere with the learning of others</td>
</tr>
<tr>
<td></td>
<td>Remain in class unless given permission by my teacher to leave. This including at the end of a lesson. I am not dismissed until my teacher says so.</td>
<td>Use phones, iPods or other electronic devices only with teacher permission. If I use them without teacher permission I know they will be confiscated.</td>
<td></td>
<td>Not bring my bag to class. (Except for PE and Sport)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Not bring food or drink into the room with the exception of bottled water.</td>
</tr>
<tr>
<td>On the way to and from school:</td>
<td>Be a positive role model for our College.</td>
<td></td>
<td>Be in full school uniform.</td>
<td></td>
</tr>
<tr>
<td>On the train</td>
<td>Follow the instruction of the Conductor and Train Captains</td>
<td>Allow other passengers on and off the train first.</td>
<td>Be in full school uniform.</td>
<td>Sit in seats and not stand in the doorways.</td>
</tr>
<tr>
<td></td>
<td>Be courteous to members of the public.</td>
<td></td>
<td>Come directly from the station to school. I don’t go to the main street.</td>
<td>Behave in manner that enhances the image and reputation of the college we choose to attend.</td>
</tr>
<tr>
<td></td>
<td>Achievement</td>
<td>Respect</td>
<td>Commitment</td>
<td>Community</td>
</tr>
<tr>
<td>-----------------------</td>
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<td>--------------------------------</td>
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</tr>
<tr>
<td><strong>In the Locker Areas</strong></td>
<td>Collect my books for period 1 before school, 2&amp;3 at recess and 4 at the end of lunch.</td>
<td>Keep the locker area litter free. Take my turn and let others have time too.</td>
<td>Keep my locker organised and orderly.</td>
<td>Keep my locker locked when I am not near it. Keep my bag locked in my locker during class time, recess and lunch.</td>
</tr>
<tr>
<td><strong>In the wider community</strong></td>
<td>Make positive use of community facilities. Make a contribution to my community.</td>
<td>Be polite and use appropriate language. Be honest. Look after community facilities.</td>
<td>Organise my time at home so I can be up to date with my school work.</td>
<td>Wear clothing appropriate to the community activity I am undertaking. Assist others by waiting my turn and being a good citizen.</td>
</tr>
<tr>
<td><strong>In the Yard</strong></td>
<td>Select activities that allow me to perform well in class.</td>
<td>Follow yard duty teachers directions promptly. Be kind to others eg Make others welcome, open doors for people, not use putdowns or bullying behaviour. Play safe by not sliding down handrails or climbing anything above ground level Use appropriate language. I know swearing is inappropriate. Keep my hands to myself. Don’t touch others. This includes “play fighting” and holding hands. Use water for drinking not water fights. Respect and look after school grounds and property.</td>
<td>Be on the school grounds unless I have signed out at the office.</td>
<td>Walk on hard surfaces, not run. I can run on the oval or grassed areas. Lock my bag in my locker during recess, lunch and class time. Be in the “in-bounds” area and not go “out of bounds”. I know where these are because they are in the planner. Keep the yard free of litter. Play safe by not throwing things at others. Not congregate in corridors or locker areas. I know these are thoroughfares not congregating areas. Only play ball games in areas with lines marked for ball games.</td>
</tr>
<tr>
<td>Achievement</td>
<td>Respect</td>
<td>Commitment</td>
<td>Community</td>
<td></td>
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</tr>
<tr>
<td><strong>In the Canteen</strong>&lt;br&gt; I have a responsibility to:</td>
<td><strong>Eat a healthy and balanced diet which includes drinking water to enhance my learning</strong></td>
<td><strong>Follow teacher directions promptly</strong>&lt;br&gt; <strong>Be polite to canteen and parent volunteer workers showing respect</strong>&lt;br&gt; <strong>Be in full school uniform. Only when I’m in full school uniform can I use the Cafe.</strong>&lt;br&gt; Line up while waiting to be served&lt;br&gt; Sit down on chairs never on a table&lt;br&gt; Line up with no more than 3 people per line in front of the windows.&lt;br&gt; Enter from W side and Exit from E side to make crowd flow safe for everyone.</td>
<td><strong>On my computer</strong>&lt;br&gt; Use the computer only for learning in class time.</td>
<td><strong>Be mindful of what I download as I know that internet speed for everyone is affected by what I do.</strong>&lt;br&gt; <strong>Charge my computer at home and bring it to school every day.</strong>&lt;br&gt; Follow the acceptable use agreement I signed.</td>
</tr>
</tbody>
</table>
6. Decision Making Structures

Drouin Secondary College

Decision Making Process Diagram

College Council Subcommittees

- Uniform Sub Committee
- eLearning Sub Committee
- Finance Sub Committee
- Building & Grounds Sub Committee
- Policy Sub Committee
- Parents & Friends Sub Committee

College Council

Principal Team

Staff Meeting

College Committees

- Special Purpose Committees
- Leadership Team
- OHS Committee
- Curriculum Team Leaders
- Principal's Advisory Committee

Student Representative Council (S.R.C.)

Australian Education Union (A.E.U.)
7. Drouin Personnel

**Principal:**
Mr Shane Wainwright

**Assistant Principals:**
Ms Deb Gentle
Mr Rob Monk
Mr Michael Wilson

**Office Staff:**
- Business Manager: Ms Josie O'Connor
- Daily Organiser: Mrs Natalie Fisher
- Office Personnel: Mrs Leanne Bell, Ms Chris Deppeler, Ms Linda McMillan
- Learning Culture Office 7: Ms Jessica Sutton/Mrs Chloe Whelan
- Learning Culture Office 8/9: Ms Maureen Hickman
- Learning Culture Office 10-12: Mrs Melissa Tyrrell

**Positions of Responsibility Student Management and Wellbeing:**
- Year 7 Learning Culture Leader: Mrs Rose Allen
- Year 8 & 9 Learning Culture Leader: Ms Ashti Mullen
- Year 10/11/12 Learning Culture Leader: Mrs Diane Croft
- Year 10/11/12 Learning Culture Leader: Mrs Heather Daldry
- Student Welfare Leader: Ms Anne Wilson

**Positions of Responsibility Curriculum:**
- Curriculum Leader Structure: Mrs Kathleen Edelman
- Curriculum Leader Interventions & Programs: Mrs Kerrie Wainwright
- Curriculum Leader Pedagogy: Mrs Rebecca Williams
- Curriculum Leader ICT: Ms Teresa Fanning

**College Council:**
- President: Mr Adam Tyson
- Vice President: Mrs Anne Marie McCabe
- Minute Taker: Ms Josie O'Connor

**Parent and Friends Association:**
- President: Mrs Jeannine Taylor
- Vice President: Mrs Kathleen Rosewarne
- Secretary / Treasurer: Ms Josie O'Connor
- Debutante Ball: Mrs Raelene Fry
- College Representative: Mr Rob Monk

**Important Term Dates 2015:**

**Term 1 -**
- **Teachers**
  Wednesday 28th January to 27th March 2015
- **Students**
  Friday 30th January to Friday 27th March 2015

**Term 2 -**
13th April to 26th June 2015

**Term 3 -**
13th July to 18th September 2015

**Term 4 -**
5th October to 18th December 2015
8. Administration, Parent And Student Bodies

8.1 College Council and Sub Committees

College Council:
The Drouin Secondary College Council is made up of representatives of parents, staff, community and students. The fifteen College Councillors have the responsibility of overseeing the College's operation and to determine College policy. Sub-committees including Finance, Buildings and Grounds, Education Policy, Uniform and eLearning report to each College Council meeting. The Council operates within Department of Education and Early Childhood Development (D.E.E.C.D) guidelines providing advice to the Principal on the operation of the College.

Finance Committee:
The Finance sub committee is responsible for development and overview of both the College credit and cash budgets. Each month the committee must ratify accounts and endorse major spending items at the College. The committee will develop all motions to College in relation to College income and expenditure. The committee operates within College and DEECD policies and guidelines.

Buildings and Grounds Committee:
The Building and Grounds subcommittee is responsible for maintenance and development of the buildings and grounds at the College. Each month the committee will monitor and prioritize maintenance, gardening and projects to be complete within the College. The committee will develop all motions to College Council in relation to College Building and Grounds maintenance and developments. The committee operates within College and DEECD policies and guidelines.

Education Policy Committee:
The Education Policy subcommittee is responsible for the development and review of the college Education and operational policies. Each month the committee will develop and review College policies to be ratified by the College Council. The committee will ensure all policies are consistent with DEECD policies in related areas. The committee will develop all motions to College Council in relation to College Policies. The committee operates within College and DEECD policies and guidelines.

eLearning Committee:
The eLearning subcommittee is responsible for ICT infrastructure at the College. The committee will develop the College's eLearning plan and be responsible for the implementation of the eLearning plan. The committee will develop all motions to College Council in relation to College ICT infrastructure, initiatives and costs. The committee operates within College and DEECD policies and guidelines.

Uniform Committee:
The Uniform subcommittee is responsible for the development and overview of the College's Uniform policy and implementation. The committee meets as required and makes recommendations about uniform policy, uniform items and costing to be ratified by College Council. The committee will develop all motions to College Council in relation to College uniform. The committee operates within the College and DEECD policies and guidelines.

Parents and Friends Association:
The Parents and Friends Association meets monthly in the Staffroom. The Parents & Friends Association provides a forum for parents/guardians and friends to participate in their child’s/children’s education; discuss College and educational issues; convey parent views to the College Council; organise training and information sessions; raise and expend funds for the benefit of students.

8.2 College Committees

Leadership Team:
The Leadership Team is made up all Principal class and leading teachers at the College. They are responsible for the implementation of the College’s Strategic plan and Annual Implementation plan as well as the goals set out by each Level Team. The meeting will be used for Professional and Leadership Development, Strategic planning and administration relating to all Level Teams.

Principal’s Advisory Committee (P.A.C.):
This committee is made up of the Principal class and elected members of the teaching and support staff. The PAC is responsible for advising the Principal and Assistant Principals about decisions related to College programs and the organisation of staff so as to satisfy the decisions of the Leadership Team and Curriculum Committee, the conditions of teacher and support staff employment, and at times, the wishes of other groups in the College community.

Curriculum Team:
A group consisting of the Principal, the Assistant Principals, the Curriculum Coordinators, the Key Learning Domain Coordinators and other program leaders as required. The Curriculum Team Leaders are responsible for Teaching and Learning, curriculum delivery consistent with the DEECD policy and the College’s Strategic and College Education Plans. The meeting will be used for Professional and Curriculum and Leadership Development, Strategic Planning and administration related to all curriculum teams. The Curriculum Team Leader is responsible for making decisions about curriculum development and implementation taking into account Department of Education and Training, Victorian Curriculum Assessment Authority (V.C.A.A.) and College Council policies and requirements.
Occupational Health & Safety Committee:
The OHS committee is made up of Principal Class Officer and representatives from support and teaching staff. The Committee is responsible for OHS compliance and OHS policy development and implementation. The OHS committee reports to the Principal on OHS matters. The OHS operates within College, DEECD and Work Safe policies and guidelines.

College Staff Meeting:
The College Staff meeting is a compulsory meeting for all teaching staff working on the day of the meeting. The staff meeting has a constitution which guides its purpose, meeting protocols and voting on motions. The purpose of the staff meeting is for reporting of school committees, discussion, consultation, whole staff development and advice to the Principal through endorsement of motions.

Special Purpose Committee:
A special purpose committee may be formed as a College Committee and report back to the Staff Meeting. The formation of a Special Purpose Committee is normally to complete a set task, research or goal and the committee only exists for a defined period until the goal or task is completed.

8.3 College Staff Positions:

Principals and Assistant Principals:
The Principal is responsible for providing effective educational leadership of the College in accordance with Department of Education and Early Childhood Development contracted agreements, expectations and Codes of Conduct, Victorian Curriculum Assessment Authority (V.C.A.A.) guidelines and frameworks and the particular needs and emphasis as determined by students, staff and parents through the College Strategic Plan.

The College has three Assistant Principals who are responsible for managing the administrative structures and procedures to ensure the efficient operation of the College on a day to day basis and to support the implementation of the College Strategic Plan.

Student Welfare Leaders:
Responsible for the development and maintenance of the College’s support structures and programs that enhance the welfare and learning of students. This involves: providing counselling for students; group support programs; facilitating student leadership programs such as Supportive Friends and support for families including referral to professional welfare services and financial assistance.

Learning Culture Leaders:
Responsible for the teaching and learning, and overseeing of the Drouin Secondary College Learning Culture Plan, student learning and extra-curricular activities at their particular year levels. They lead a Level Team which is a group of teaching staff allocated to particular year level.

Learning Culture Assistant:
Assists the Learning Culture Leader at their particular levels.

Learning Group Teachers:
Responsible for personal learning and wellbeing of students. They lead students through personal learning activities, including goal setting and learning plans. They are also responsible for tracking absences, uniform and assist in supporting their particular group of students throughout the year. At year 7 to 9 Learning Group teachers are given time to complete a role for a particular home group similar to Learning Culture Assistant.

Integration Teacher and Aides:
The Integration Teacher is responsible for enrolling and overseeing special programs for students with disabilities. They are responsible for liaising with the families and teachers to maximise educational progress for these students. They are also responsible for supervising the work of the Integration Aides. Integration Aides assist students with disabilities to learn profitably and happily in the College.

Curriculum Leaders:
Responsible for overseeing the implementation of the Drouin Secondary College Education Plan and, College Council, V.C.A.A. and D.E.E.C.D policies relating to curriculum, assessment and reporting. They are also responsible for becoming informed on the latest teaching and learning initiatives and disseminating such information appropriately.

Key Learning Domain Leaders:
In Victoria subjects are organised into fourteen Domains of Learning; Health and Physical Education, Interpersonal Learning, Personal Learning, Civics and Citizenship, The Arts, Humanities, English, LOTE, Maths, Science, Communication, Design, Creativity and Technology, Information Technology and Thinking Processes. KLD Coordinators are responsible for observing and developing curriculum in these domains.

At Drouin our KLD Domains are: Arts; English; Health & PE; LOTE; Mathematics; Science; SOSE and Technology.
8.4 Student Leadership Positions

**College Captains:**

Year 12 students, 2 boys and 2 girls, voted by Levels 7 – 11 and staff, to represent the student body and lead the SRC.

**House Captains:**

There are four houses: Dennis, Gordon, Lawson, and Paterson - A boy and girl for each House take a leadership role in organising and encouraging their students to participate in sports teams for swimming, athletics, cross-country and team competitions. House Captains and Assistant House Captains accept the responsibility of training and acting as Peer Mediators, working with the Student Welfare Coordinator with Level 7 and 8 students.

**College Council Representatives:**

Two students are elected by Year 12 students to lead the SRC and represent students on the College Council. Student Representatives are also elected to each College Council Committee.

**SRC Representatives:**

Are elected at each year level. The SRC represents and presents the student body’s ideas and views on issues to the College administration, teachers, parents and College Council Sub-committees including Fundraising, Publicity and Promotion and Lunchtime Activities, all aiming to involve students in College based decisions and activities.

**Bus and Train Captains:**

Assistants to bus drivers and the Transport Coordinator in maintaining a good atmosphere on buses and trains, ensuring new students are looked after, and in keeping lists of students on buses and trains up to date.

**Level Representatives:**

Level Representatives work with their Learning Culture Leaders to decide on: activities for their Year Level; manage their Level’s physical space eg. wet day room/locker area/ Senior Study Centre; discuss ideas to assist the Year Level, organise lunchtime activities, assemblies, social events, etc.
9. Parent Contact With The College

Parents are encouraged to make regular contact with teachers.

Phone Calls (5625 1002) and Visits:
As teachers hold classes parents should telephone the General Office to make an appointment.

Absences:
Students are to give absence and out of uniform notes to their Learning Group Teacher. Other notes should be given to the relevant staff member. Parents are asked to respond to SMS messages from the College relating to absences of their student.

Assistance In College Activities, Excursion, Sports Days and Classes:
We welcome Parents to attend College activities and assist the College in any way they can with regards to activities, etc.

Parents and Friends Association:
Meetings are held on the third Tuesday of each month at 7.30 p.m. in the College Staff Room and everyone is welcome.

College Council:
Meetings are held on the fourth Tuesday of each month at 7.30 p.m. in the College Staff Room.

Communicating by Text Message:
Personalised SMS text messages sent direct to and from your mobile phone are the best solution for student safety, attendance management and significant event reminders.

Benefiting you and your child

1. You have the right to know that your child is safe. If your child has not arrived at school, you need to know immediately. A personalised text message will be sent by the school to your mobile phone. This is the fastest, most reliable way of reaching you, discretely whenever you are and whatever you are doing.

2. Your child deserves the best possible chance of success. Regular attendance is a key factor in school success. If your child shows any sign of poor attendance, SMS text messaging will immediately inform you that a problem may exist, allowing swift intervention.

3. You deserve the most responsive delivery system available. A text message direct to your mobile phone is fast, effective and discrete.

4. You must have immediate notification in times of crisis. There may be times when the school will need to reach a large number of parents instantly. A broadcast SMS text message is by far the most effective solution.

Parents must:

1. Keep your mobile phone details up to date. Please notify the school of any changes with your contact details.

2. Notify the school in advance when your child will be absent.

3. Respond to Schools SMS message if you are sent one concerning your child’s absence.

Email:
The College Administration will often communicate with parents via email. Teachers will also email parents in relation to student progress. Please keep the College informed of your current email address.

DSCN (Newsletter):
The DSCN is emailed home three times each term. The DSCN is also available on the school website www.drouinsc.vic.edu.au. The DSCN contains important information about the College and forthcoming events. Paper editions are available at the General Office.
10. Curriculum

10.1 Drouin Secondary College Curriculum
Years 7 to 12

Year 7 students complete a set group of subjects, and stay in the same Learning Group for all their classes to aid their transition to Secondary College. Subjects at Year 7 include 2 Units each of English, Maths, Languages, Sciences, Moondah (an integrated unit that incorporates Humanities, Health and ICT) and Physical Education, and 1 Unit each of Performing Arts, Visual Arts, Food Technology and Materials Technology.

Boys in Years 8 who prefer hands on learning, and require extra support with literacy and numeracy can study in the Hands on Learning Program. This program consists of a set group of subjects, including Literacy, Numeracy and Themes. Students at Year 9 who are interested in pursuing an apprenticeship can study in the pre-apprenticeship program which is open to boys and girls.

In Years 8 – 12, our curriculum is structured vertically. This means that students in Years 8 – 12 can access subjects at more than one level, where ability, interest, recommendation and availability allow. The diagram to the left outlines the standard units required to be taken at each year level by most students.

Students in years 8 - 11 study 12 Units each year, for 3 periods each week, and requirements and choice of type of Compulsory Core, Compulsory Elective and Free Choice Units vary at each level. At years 10 – 12, Free Choice Units become even more broad, including the Victorian Certificate of Education (VCE), Vocational Education and Training (VET), Australian School Based Apprenticeships (ASBA), Work Placements, Enhancement Studies and Private Study Periods.

Students in Years 11 and 12 who are not intending to go to University may choose to study the Victorian Certificate of Applied Learning (VCAL) instead of VCE, these students study a set group of subjects including Literacy, Numeracy, Personal Development, Work Related Skills and a VET study.

In addition, all students across the College participate in a Silent Uninterrupted Reading for Fun (SURFF) and Learning Group (LG) for one session each per week. All students can study instrumental music as an extracurricular subject, and some students access subjects through Distance Education and the Victorian School of Languages when they are not available at the College.

The names of subjects available at each level, offered in the different domains are listed on the following page, and more detailed descriptions of them can be found in the Drouin Secondary College Course Selection Guide 2015 found on our website: http://student.drouinsc.vic.edu.au/wordpress/courseselection/index.html
### Key Learning Area Units offered at Drouin Secondary College in 2015

*more information can be found in our Course Selection guide on the website*

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>VCE/VCAL</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>Professional &amp; Creative Writing</td>
<td>VCE English Language Units 1 - 4</td>
</tr>
<tr>
<td>HOL Literacy</td>
<td>English Communication</td>
<td>Literature</td>
<td>VCE Literature Units 1 – 4</td>
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<td></td>
<td></td>
<td>Advanced English</td>
<td>VCE English Units 1 – 4</td>
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<tr>
<td></td>
<td></td>
<td>English</td>
<td>VCE Foundation English Units 1 &amp; 2</td>
</tr>
<tr>
<td>Standard Maths</td>
<td>Advanced Maths</td>
<td>Standard Maths (CAS)</td>
<td>VCE Pre Specialist Units 1 &amp; 2</td>
</tr>
<tr>
<td>HOL Numeracy</td>
<td>Standard Maths</td>
<td>Methods (CAS)</td>
<td>VCE Maths Methods (CAS) Units 1 – 4</td>
</tr>
<tr>
<td>9 Pre-App Numeracy</td>
<td>9 Pre-App Numeracy</td>
<td></td>
<td>VCE General Maths (CAS) Units 1 &amp; 2</td>
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<tr>
<td></td>
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<td></td>
<td>VCE Foundation Maths Units 1 &amp; 2</td>
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<td></td>
<td>VCE Specialist Maths (CAS) Units 3 &amp; 4</td>
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<td></td>
<td>VCE Further Maths (CAS) Units 3 &amp; 4</td>
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<td></td>
<td></td>
<td>VCE Numeracy Units 3 &amp; 4</td>
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<td></td>
<td>Foundation/Intermediate/Senior</td>
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<tr>
<td>Science</td>
<td>Car Science</td>
<td>Introduction to Electronic Studies</td>
<td>VCE French Units 1 – 4</td>
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<tr>
<td></td>
<td>Forensic Science</td>
<td>Forensic &amp; Sports Science</td>
<td>VCE Biology Units 1 – 4</td>
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<td></td>
<td>Science Dimensions</td>
<td>Science for Scientists</td>
<td>VCE Psychology Units 1 – 4</td>
</tr>
<tr>
<td></td>
<td>Agricultural Studies</td>
<td>Science Dimensions</td>
<td>VCE Agriculture &amp; Horticulture Studies Units 1 – 4</td>
</tr>
<tr>
<td>Humanities</td>
<td>Commerce: Managing my Life</td>
<td>Commerce: Mind your own Business</td>
<td>VCE Industry &amp; Enterprise Units 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>History: What makes us Australian?</td>
<td>Geography: Simulated Cities</td>
<td>VCE Business Management Units 1 – 4</td>
</tr>
<tr>
<td></td>
<td>SSOE: Our Past to Present World</td>
<td>History: History through Cinema</td>
<td>VCE Economics Units 1 – 4</td>
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<td></td>
<td>History: Rock into History</td>
<td>VCE Accounting Units 1 – 4</td>
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<td>VCE Legal Studies Units 1 – 4</td>
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<td></td>
<td>VCE Geography Units 1 – 4</td>
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<td></td>
<td>VCE History Units 1 &amp; 2</td>
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<td>VCE History: Revolutions Units 3 &amp; 4</td>
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<tr>
<td>LOTE</td>
<td>French 2</td>
<td>French 4A</td>
<td>VCE French Units 1 - 4</td>
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<td></td>
<td>Japanese 2</td>
<td>French 4B</td>
<td>VCE Japanese Units 1 - 4</td>
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<td>Japanese 3A</td>
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<td></td>
<td></td>
<td>Japanese 3B</td>
<td></td>
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<tr>
<td>Arts</td>
<td>Photography – Picture This</td>
<td>Photography</td>
<td>VCE Art Units 1 – 4</td>
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<td></td>
<td>3 D Art</td>
<td>Art Insight</td>
<td>VCE Studio Art Units 1 – 4</td>
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<tr>
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<td>Art Media in the Making</td>
<td>Airbrush</td>
<td>VCE Visual Communication &amp; Design Units 1 – 4</td>
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<td></td>
<td>Graphic Design</td>
<td>Technical Drawing</td>
<td>VCE Media Units 1 – 4</td>
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<td></td>
<td>Elements of Dance</td>
<td>Drama</td>
<td>VCE Dance Units 1 – 4</td>
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<tr>
<td></td>
<td>Acting How To (Theatre or Drama)</td>
<td>Choreographic Principles of Dance</td>
<td>VET Dance Year 2</td>
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<tr>
<td></td>
<td>Making Music</td>
<td>VET Dance Year 1</td>
<td></td>
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<tr>
<td></td>
<td>The Voice</td>
<td>Comedy to Tragedy</td>
<td>VCE Drama Units 1 - 4</td>
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<td></td>
<td>Music Performance</td>
<td>VCE Theatre Studies Units 1 – 4</td>
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<td></td>
<td>VET Music Year 1</td>
<td>VCE Music Performance Units 1 – 4</td>
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<td></td>
<td>Painters Studio</td>
<td>VCE Music Investigations Units 3 &amp; 4</td>
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<td></td>
<td>Graphic Design</td>
<td>VET Music Year 2</td>
</tr>
<tr>
<td>Health &amp; PE</td>
<td>Coaching &amp; Instruction</td>
<td>VCE Physical Education Units 1 – 4</td>
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<td></td>
<td>Mixed Team Sports</td>
<td>VCE Outdoor Environmental Studies Units 1 – 4</td>
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<td></td>
<td>Team Professionals Boys/Girls</td>
<td>VCE Health &amp; Human Development Units 1 – 4</td>
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<td></td>
<td>Team Specialist Boys/Girls</td>
<td>VET Sport &amp; Recreation Year 2</td>
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<td></td>
<td>Childhood &amp; Adolescent Studies</td>
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<tr>
<td>Technology</td>
<td>Eating for Health</td>
<td>Cafe Cuisine</td>
<td>VCE Food Technology Units 1 – 4</td>
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<td>Food around the world</td>
<td>Food by Design</td>
<td>VET Hospitality Year 2</td>
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<td>Food Glorious Food</td>
<td>Travel Explore Eat</td>
<td>VCE Systems Engineering Units 1 – 4</td>
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<td>Metalwork for starters</td>
<td>VET Hospitality Year 1</td>
<td>VCE Product Design &amp; Technology Units 1 – 4</td>
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<td>Wood Technology</td>
<td>Electronics</td>
<td>VCE Information Technology Units 1 &amp; 2</td>
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<td>Textiles Fashion</td>
<td>Engineering Workshop Practice</td>
<td>VCE Software Development Units 3 &amp; 4</td>
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<td>Digital Imaging</td>
<td>Technology</td>
<td>VCE IT Applications Units 3 &amp; 4</td>
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<td>Introduction to Electronics</td>
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<td>VCAL Personal Development</td>
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<td>HOI Themes</td>
<td>World Expedition</td>
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<td>VCAL Work Related Skills</td>
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<td>Learning Groups</td>
<td>SURF (Silent Uninterrupted Reading For Fun)</td>
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<td>Lifeskills (Elective)</td>
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Over 30 VET Courses are also available to Drouin Secondary College students in 2015, and the following three Certificate II courses will be offered on the Drouin Secondary College Campus – Building and Construction (Pre-apprenticeship Carpentry), Dance, Hospitality (Operations) and Community Recreation.
10.2 Curriculum Support And Enrichment Programs

Camps and Excursions:
- Camps/ tours for Levels 7, 8, 9, 11 & 12
- Year Level Social Excursions
- Subject based excursions

Careers & Work Experience:
- Course selection information sessions Level 12 Transition Evening
- Work Experience for all Level 10 students
- Careers counselling and talks
- Careers displays, workshops & expo
- VET programs for VCE and VCAL students
- Tertiary Information Session

Cultural and Artistic:
- Choir
- Instrumental Music
- Art and Technology Displays
- Autumn and Spring Concerts
- Drama Performances
- School Production
- Dance Concerts
- Theatrical Performances
- Visiting Artists and Performing Groups
- Literacy and Numeracy Week
- Excursions to Drama Productions
- Concert, Stage, Percussion and Clarinet Bands

Educational Enhancement:
- Supervised private study
- Literacy/Numeracy support for Levels 7 & 8
- English competitions
- Science competitions
- Mathematics competitions
- Individual and peer tutoring
- Integration program
- Scholarships and awards
- Interschool debating competitions
- Selected guest speakers

Leadership and Decision Making:
- Student Representative Council
- Year 12 Valedictory Dinner Committee
- College Council Student Representatives
- Supportive Friends
- Senior Study Centre Committee

Pastoral Care and Counselling:
- Principal and Assistant Principals
- Learning Culture Leader
- Learning Culture Assistant
- Learning Group Teacher
- Literacy/Numeracy Coordinator
- Student Welfare Coordinators
- Equal Opportunity Coordinator
- Koorie Support Programs
- Cultural and Artistic
- Careers/Pathway Advisors
- Pathways Coordinator
- House Teachers
- Blackwood Centre for Adolescent Development

Community Services:
- Assistance in collecting money for charitable organisations
- Donations by SRC to organisations
- Pastoral Care and Counselling
- University program

Sporting and Leisure:
- Interschool sports - swimming, athletics, cross country and team sports
- Lunchtime activities in the Stadium
- Learn to swim and lap swimmers club
- Canoe club
- House team competition
10.3 1 to 1 Program

Drouin Secondary College is very proud of its 1 to 1 ICT Program. All students have permanent access to a portable computer device (both at school and home) for their 6 years at the College.

The purpose of this device is to improve the connection between the learning students do at home and the learning they do at school, with anywhere, anytime access to a wide and diverse range of educational software, innovative digital resources and interactive learning tools. This device will allow access to digital resources which link with, and add interest to, planned classroom activities.

All classes have a Moodle course where teachers put learning activities, required tasks, due dates and feedback. Students submit work on Moodle, check their calendars for upcoming events and due dates, complete learning activities and access feedback from teachers. Parents can check their children’s progress, homework and upcoming work on Moodle.

Teachers record attendance, lateness, uniform and behaviour issues and posts notices on the daily bulletin on Sentral. Here, students can access their timetables, reports, and the daily bulletin. Parents can access their children’s timetables, attendance, reports, and book Parent Teacher Interviews.

Use of ICT at DSC is governed by our Acceptable Use Policy which is available on the College Website. Students learn about their rights and responsibilities under this policy in ICT Bootcamp - all students complete a tailored ICT Bootcamp course every year.

Computers are required at school every day and need to be in full working order. All damage or problems need to be reported as soon as possible to the ICT Centre. Loan computers are provided to students while theirs are being repaired in order to minimise disruption to their learning.
11. Books & Materials

11.1 The Booklist

a. Students receive a book list in November.
b. Books and equipment may be purchased independently, from places other than our supplier Campion or can be organised second hand. Campion has been most reliable and supportive of our College and its community over many years.
c. Students need to fill in the book list and return it to the College by the due date. Booklists can also be submitted via the Internet.
d. Campion then makes up packages for each student over the December-January period.
e. Campion organises the collection of books from the College on one of two days in the week prior to school’s return. (These days are published on the Booklist.)
f. If books cannot be collected at this time, they will be distributed when school returns.
g. Important - keep a photocopy of your order, check books received against the list of what should be there. Do this when books are picked up.
h. Campion faithfully supplies any items which are not in stock to the students when the materials arrive.

What does the Materials Curriculum and Services Charge cover?

This charge covers a range of materials supplied throughout the year, such as use of class sets of text books, curriculum handbooks, course selection materials, locker levy, and Proteus, a credit for internet usage and printing account for each student and the supply of DSCN (newsletter).

This Charge covers materials and services provided to all students in the College. The Charge will also include costs for known whole-year level events and activities. These charges are approved by the Department of Education and Early Childhood Development.

The locally raised funds we collect are essential to the operation of the school. While the College receives a substantial level of Government funding, the additional funds raised by the College from activities such as fundraising, canteen operations, hire of facilities and the Curriculum Materials and Services Charge are essential to supplement Government funding and ensure the services provided by the College meet student needs.

When do I have to pay the Materials Curriculum and Services Charge?

College Council have asked the charges can be paid as soon as you get your booklist and course selection otherwise by the end of Term 1, 2015. If parents need more time, a payment plan can be put in place with the agreement of the Business Manager.

Don’t parents already supply all text books?

No. Although parents purchase a large number of text books for their child, there are subjects where the College supplies students with access to class sets of text books and novels.

For example, in Years 7, 8 & 9, students in English are required to purchase one novel which is studied in one of the four terms. In each of the other three terms, students study novels supplied from class sets previously purchased by the College.

Why do I have to pay for some subjects?

To minimise the Essential Curriculum Materials and Service Charge, College Council has decided students who elect to study particularly costly subjects in years 8-12 will incur an additional charge. This also applies to Food Technology in Year 7. Please refer to Course Selection Costings which can be accessed on the college website.

The College works hard to keep these charges to a minimum, and they are approved by the Department of Early Childhood and Development.

Are there other things I will need to pay for during the year?

Other optional items will need to be paid for by parents, such as College Photographs and most excursions including sport. These charges are approved by the Department of Education and Early Childhood development.

Tax Deductible Building Fund Donation

All families will be invited to contribute to the College Building Fund. All contributions to the Building Fund are tax deductible and a voluntary charge will appear on your account. This voluntary charge contributes towards maintenance and upgrading of school buildings.

Subject Levies in Years 9-12

Subjects such as Outdoor Education, Art, Dance etc. incur a compulsory subject levy. Please see details of these costs in the relevant Course Selection Booklet. The College Council requires elective charges to be paid within two weeks of the commencement of the elective subject. If payment is not made or arrangements in place by this time, students may be required to choose alternative subjects.

Camps, Tours

Voluntary camps and tours are offered at Years 7, 8, 9 &11, VCE Orientation Activity/s for Year 12. These will incur additional payment which is to be paid in advance or alternately an agreed payment plan is to be in place. In accordance with College Policy Extra Curricular activities such as camps, Deb Ball, Val Dinner, Formal can only be attended by financial students. That is all essential fees and charges are paid or a payment plan has been organised with the Business Manager.
Day to Day
School Photos, Excursions etc., during the year will depend on the subjects studied and the projects selected. These additional expenses are listed in detail in the Course Selection Booklets.

Year 10 Presentation Ball
This is an optional activity. Students must pay the costs of participation. Money raised from ticket sales by the Parents & Friends Association goes toward many extra items at the school to improve the teaching and learning environment of students. Projects such as the adolescent playground, seating and landscaping and overhead projectors have been completed with these funds.
11.2 Assistance To Parents

Changes to Education Maintenance Allowance EMA

From 1 January 2015, Parents will not be able to apply for the Education Maintenance Allowance. The government will provide extra financial support directly to Victoria’s neediest schools instead of providing the Education Maintenance Allowance directly to parents.

Not all schools will be receiving funding in 2015. Drouin Secondary College will not be receiving this funding.

If you are experiencing financial hardship, please contact the college about how you can access assistance from the State Schools’ Relief Committee for clothing and uniforms.

The end of EMA direct payments to parents will not affect any other payment you may be receiving such as Schoolkids Bonus, which is provided directly to eligible parents to assist with education costs.

If you have any questions about this change, please speak to our Business Manager or Principal.

Centrepay

Centrepay is a fantastic facility available to all parents in receipt of any type of Centrelink payment. The service provides an easy way to make regular payments to the College to cover their child’s education expenses. Many families use the Centrepay facility and appreciate the benefits of spreading payments over an agreed period. Contact the General Office if interested in more information about Centrepay.

Payment Plans

Any parent who wishes to use a payment plan to manage and spread their child’s educational costs should contact the Business Manager. The College is always pleased to work with parents to negotiate a realistic payment plan.

Youth Allowance – Austudy (for students 16 years and over)

A “means tested” allowance paid to the parents of secondary school students. Austudy eligibility is assessed against parental income and the value of family assets. Student attendance is audited each term by Centrelink as the allowance is deducted if students have more than 5 days unapproved absences in any one term. Information is available from Student Welfare Coordinator. Applications are made through Centrelink.

Conveyance Allowance

Eligible if you live more than 4.8 km from the nearest bus route. Apply to the Transport Coordinator, Maureen Hickman.

Second Hand Books and Uniform

Buxwear are the schools sole supplier of uniform. Buxwear will also sell 2nd hand uniforms and books on a consignment basis for our families. Uniform Shop is open weekly on a Thursday 10:00am to 6:00pm (see website for extra opening hours at End of Year and Start of 2015)

Co-Curricular Payments Policy

DSC College Council requires payments and/or payment plans to be up to date.

If this is not the case students will not be approved to participate in non-essential activities, such as Presentation Ball, Yr11 Formal, NON Curricular Camps and Activities (see D.S.C Website www.drouinsc.vic.gov.au)
12. Student Uniform

12.1 Student Dress Code

Drouin Secondary College expects that students wear the approved College uniform. This is consistent with Department of Education guidelines relating to uniform. The College takes the matter of uniform seriously, so do our students and parents.

- It safeguards our students, as an intruder or outsider may be more easily spotted and can be dealt with appropriately.
- It benefits the College because the wearing of uniform fosters school spirit, a sense of belonging and commitment to the College. When students are in the wider community they are easily identifiable which can further promote the College and enhance College spirit.
- It promotes equality amongst students by discouraging competition and short-term fashion trends. Uniform discourages peer acceptability being based upon the clothing worn by students.
- It is economical because uniforms are of very good quality, last longer and are cheaper than most casual clothes that students may want to wear. The peer pressures to keep up with the frequent fashion changes associated with casual dress, and the subsequent costs, are controlled.
- It enables students to fully participate in all College curricular and co-curricular activities without being impeded by dress or footwear.
- The family of any student unable to wear uniform due to economic hardship can approach the College for assistance.
- Parents seeking exemption to this policy due to religious, ethnic or cultural background or health considerations must apply to the relevant Learning Culture personnel for approval.

12.2 Uniform Requirements

Uniform should be worn:

Travelling to and from school, during a school day, immediately after Phys Ed or any session where students are wearing alternative clothes. (This applies at the end of the school day for travelling home.)

Uniform need not be worn:

On camps and tours, college production and rehearsals out of College hours, Drouin Secondary College Sports days (House Athletics & Swimming), casual clothes day.

Uniform May Or May Not Be Required (parents will be informed of exceptions):

- Excursions: uniform is usually required.
- Inter school sport involving only a portion of the day. The Drouin Secondary College Sport Uniform will usually be worn.
- Special College programs: musical and band, debating and other formal presentations where students represent the College.

Students Need To Note The Following Procedures And Consequences Regarding Uniform:

The College has developed a very structured set of procedures, ranging from detentions to possible conferences with parents, for dealing with students who fail to wear correct College uniform.

- Students can only bring a note from home to cover three days in which they are out of uniform during one term. This note must be signed and dated by the Learning Group Teacher or Level Leader. Students must carry this signed note with them at all times or they will be regarded as out of uniform.
- Students who for an approved reason cannot wear uniform for more than three days in a term will need to see the Student Welfare Co-ordinator or the Level Leader to get a Red Uniform Exemption Card which will cover the necessary period of time. It is the responsibility of the student to ensure this is organised. This card will need to be produced when asked about uniform. A student with this card will not be considered out of uniform.
- On the first day a student is out of uniform without a note he/she will automatically have a lunchtime detention on that day and any subsequent day he/she is out of uniform without a note.
- Students can expect teachers will conduct on the spot checks daily. Students must be able to show a dated note signed by the parent and signed and dated by the Learning Group Teacher or Level Leader, or a valid Red Uniform Exemption Card to avoid immediate detention that day.
Wearing Hats

The College Sunsmart Policy (2014) now includes a Sunsmart hat as part of the College uniform, it is a wide brimmed dark blue hat. These approved uniform hats are available to purchase from the College Uniform Shop. Approved Sunsmart hats can be worn inside buildings but students may be asked to remove them in classrooms. Peaked caps can still be worn only outside the school buildings but are not recommended as they are not “Sunsmart”. A College approved beanie and scarf are available for purchase. NO other beanies or scarves are permitted. Bandannas and sweat bands are not permitted.

Extra Clothes For Warmth

A water-resistant College jacket or fleecy bomber jacket can be worn with the College jumper. Non-uniform jackets are not permitted to be worn. Students wearing non-uniform jackets are deemed out of uniform. Additional clothing can be worn underneath uniform as long as it is not visible. A plain white T-shirt may also be worn, but the sleeves should not be visible under the shirt.

Wearing Uniform - Keep it neat and clean.

Make Up And Jewellery

The College believes that in an institution where over 1,000 people have to live closely together, there has to be a balance established in allowing people to express their individuality, and asking them to conform to group behaviour. We also believe young people should be encouraged to understand that individuality need not just be expressed by physical appearance. Make up and jewellery are allowed, but it should be minimal and unobtrusive. Necklaces need to be under clothes. School badges, studs or sleepers are allowed. Large earrings are discouraged for safety reasons.

We do not accept responsibility for loss of jewellery or infections caused by jewellery. Jewellery must be removed for Sport, Physical Education, and in some practical classes, such as Metalwork.

Lost Clothing - Please label all clothes and shoes !!!!!

If twenty jumpers are in Lost Property, we cannot return yours, UNLESS IT IS CLEARLY LABELLED WITH YOUR NAME. It is advisable to clearly label articles in less obvious places as well as on the back.

12.3 Uniform Styles

All students are expected to be wearing the approved Drouin Secondary College uniform.

Please do not purchase any new Uniform from any outlet except the Drouin Secondary College Uniform Shop. All approved Drouin Secondary College uniform items are embroidered with the lyrebird logo.

The approved uniform is only supplied by the Drouin Secondary College Uniform Shop. Uniform items purchased at any other outlet are not approved. Please be aware that if students wear non-approved uniform items they will be out of uniform.

All Students - Boys and Girls

There is no defined changeover period between Summer and Winter Uniform. Students may choose from the approved uniform according to personal comfort levels.

Shirt - College blue collared shirt short or long sleeved. A plain white T-shirt with no visible logos may be worn under the shirt for warmth - the sleeves must not extend beyond College shirt sleeves when the jumper or jacket is off.

Jumper - Maroon College jumper with College colours. Drouin Secondary College dark blue jumper for Year 11 and 12 students only. Year 12 Top optional for Year 12 students.

Jacket - College Spray Jacket and / or Fleecy Jacket. No other jacket is permitted.

Footwear - Shoes 100% black lace up. Leather shoes are recommended for foot health and value, but not compulsory. Laces must be also be 100% black.

NOTE: Fashion shoes with a raised heel or platform sole must not be worn. Slip on or shoes with straps and / or buckles are not permitted for safety reasons. Boots that cover the ankle are not uniform. Boots are not shoes.

Hats, beanies, scarves - Dark blue brimmed sun smart hat. Dark blue beanie and scarf.

Optional - Drouin Secondary College logo school bag. College ties may also be worn.

Boys Uniform Requirements

**Shorts** - Drouin Secondary College grey tailored or elastic waisted above knee shorts.

**Trousers** - Drouin Secondary College tailored or waisted long grey trousers

**Socks** - Plain white socks (no logo) with shorts. Grey or black socks with trousers. Socks must be above ankle length. NO sockettes or short tennis socks.

Girls Uniform Requirements

**Dress** - Drouin Secondary College summer school dress.

**Skirt** - Drouin Secondary College summer skirt in the same fabric as the dress. Winter skirt in the College tartan pattern.

**Shorts** - Drouin Secondary College dark blue above knee tailored shorts.

**Pants** - Drouin Secondary College dark blue tailored pants.

**Socks** - Plain white (no logo) ankle or knee length socks with dress, shorts and summer skirt. Dark blue socks or dark blue opaque tights (no pattern) with winter skirt and pants. Socks must be above ankle length. NO sockettes or short tennis socks.

**Hair bands and ribbons** - Must be blue or white.

You will be able to view the uniform at the DSC Uniform Shop or on the DSC web site.

The DSC Uniform Shop will also supply socks, tights and white under-shirts. Optional items such as: beanies, scarves, ties & school bags will also be available for purchase.

Second Hand Uniform & books are available at the Uniform Store

Cost

A current price list can be seen on the DSC website www.drouinsc.vic.edu.au. New uniform items are of excellent quality and will wash & wear very well.

Lay-by is available. This will be very handy for purchase of winter uniform.

Parents should also note that they may approach the College for financial assistance in cases of hardship.

The Drouin Secondary Uniform Shop

The Drouin Secondary College Uniform Shop is located towards the back of the College on the roundabout in front of the Auditorium.

To ensure uniform quality and style are consistent the uniform is supplied by Buxwear. All approved uniform items are embroidered with the Drouin Secondary College lyrebird logo.

Buxwear will also manage the Uniform Shop ensuring excellent service for parents.

Normal Trading Hours for 2014/2015

**Thursdays** 10:00am - 6:00pm

The first Saturday of the month 9:30am - 12:30pm

Additional Trading Hours

1st November 2014 to 19th December 2014
Thursdays 10:00am - 6:00pm
Every Saturday 9:30am - 1:30pm

Fittings for uniforms are available on Saturday mornings at 15 minute intervals per student. It is important to have the uniform fitted by the end of 2014, so the uniform can be ordered, packed and is ready for collection in January 2015.

Tuesday 9th December 2014 - Year 7 2015 Orientation Day
11:00am - 6:00pm

Back to School Trading Hours 2015

Tuesday 20th January 2015 10:00am - 4:00pm
Wednesday 21st January 2015 10:00am - 4:00pm
Thursday 22nd January 2015 9:30am - 5:30pm
Thursday 29th January 2015 10:00am - 6:00pm
Friday 30th January 2015 10:00am - 4:00pm
(Students’ 1st day)

Normal Trading Hours for 2015

Commencing 5th February 2015
**Thursdays** 10:00am - 6:00pm
First Saturday of each month 9:30am - 12:30pm

Second-hand uniform and books

Can also be sold and purchased at the Uniform Shop.
Items may be left at the Uniform Store or at the General Office.

Uniform information is available at www.drouinsc.edu.au
Or please ring

Uniform Shop Manager: Tina Van t’Hoff on: 0427 592 201
General Office: (03) 56 251 002
13. Personal Property

13.1 Lockers

a. Students are provided with a locker at the beginning of the school year. Bags and valuables should be stored inside lockers.

b. Students must provide a lock for their lockers. Combination locks can be purchased at the College and are the recommended lock to use.

c. A spare key or the lock combination is given to the Learning Group Teacher.

d. Lock locker to prevent loss of items.

e. Keep the locker neat.

f. Don’t leave food in it beyond a day.

g. There are periodic locker inspections by Learning Group Teachers.

h. Use lockers quickly, before school, at recess, at lunch time and after school. NOTE: Bags should never be carried to class except for P.E. and sport.

i. Lost key or no key for a day - see the Learning Culture Centre.

13.2 Money - Valuables - Extra Gear

a. It is recommended that students do not bring valuables to school. This includes cameras, ipods, CD players, mobile telephones, iPads or expensive jewellery.

b. We cannot accept responsibility for your valuables at school.

c. During PE or Sport classes, valuables need to be locked in lockers or held by the class teacher.

d. During Year 10, 11 and 12 exams, valuables need to be handed in to the Senior LCC in named snap-lock bags.
13.3 Mobile Telephones And Other Electronic Devices

Whilst on College grounds, students are permitted to access mobile phones and portable music devices during recess and lunchtime, as well as before and after the official commencement and completion of school. During all other times, these devices should be turned off and be out of sight. They can only be used during class time with teacher permission.

During off-campus activities, phones and portable music players may only be used at times when students are given explicit permission by supervising staff.

The audio, camera or video recording functions of phones and portable music devices are to be disabled by students at school, during off-campus activities, at bus transfer points or when travelling to and from school on public transport. These functions may be enabled under the direction of a teacher when needed to satisfy the educational requirements of the learning activity.

The College accepts no responsibility for phones, portable music devices which are lost, damaged or stolen whilst on the College premises, during off-campus activities or whilst the student is travelling to and from school.

Implementation Guidelines:

A. Mobile phones and portable music players used outside permitted times without teacher permission e.g. during class time, will be confiscated and stored safely. The following steps regarding their return will be followed:

- On the 1st occasion, the phone or portable music player will be confiscated, given to Learning Culture Centre. The student would need to complete a restorative contract on Mobile Phone and Portable Music Player usage before the device will be returned. This contract would be sent home to parents.

- On the 2nd occasion, the phone or portable music player will be confiscated, given to Learning Culture Centre, parents will be contacted and the phone will be returned after a week.

- On the 3rd occasion, the phone or portable music player will be confiscated and returned only to the parents. At this point, should the phone continue to be a necessity, as agreed to by parents and the College, it will need to be signed in and out at the beginning and end of each day. This is to be done at the Learning Culture Centre.

In all cases students will be asked to turn phone off, leave the SIM card in and, at some stage, during recess or lunch, go to the office in order to contact parents and let them know they cannot be contacted by mobile. This is to avoid needless angst on the part of parents wishing to contact children and not being aware of why they cannot.

B. If a mobile phone is used in any of the following ways, the students involved will face further disciplinary action:

- Storing, transferring or accessing pornographic images or similarly inappropriate material.
- Enabling the camera, video or audio recording functions of the phone or portable music player at the College, while involved in off-campus activities or travelling to and from school on public transport.

C. Mobile phones are never to be brought into examination rooms. This applies for College as well as VCAA and other conducted examinations.

D. It is a criminal offence to use a mobile phone to menace, harass or offend another person. The Crimes Legislation Amendment (Telecommunications Offences and Other Measures) Act 2004 provides for offences under the Criminal Code Act 1995. As such, the College may involve the police if there is suspicion that such an offence has occurred. In such cases, the parents or guardians will be informed immediately.
14. Student Health

14.1 Parent Information

We seek information when students enter the College. This should be updated by parents telling the appropriate Assistant Principal, Sub-School Co-ordinator, Level Co-ordinator or Student Welfare Co-ordinator as situations arise. We are legally required to have information about students on Consent Forms for Excursions, Camps and Tours.

14.2 Accident Or Sickness At School

a. Students should not make private arrangements to go home if feeling sick during the school day; they must report to their relevant Learning Culture Centre (LCC).

b. The LCC Administration Officer will attend to the student regarding their illness.

c. Students may rest, return to class or parents are called to collect them. Treatment is given if appropriate.

d. NOTE: DEECD discourages us from giving any form of oral medication (see (h) below).

e. Parental contact is normally made by phone or note, informing home of symptoms and treatment.

f. The note should be signed and returned to the Form Teacher and subsequently to Sick Bay.

g. In the case of an accident, attempts will always be made to first speak to parents or the emergency contact if the teacher believes the treatment required is beyond what the College can provide. It is the Policy of the College to notify parents if a child receives an injury to the head. Therefore it is important that the office is kept up to date with current phone numbers for both home and emergency contacts.

h. Students Bringing Medication From Home: Some students may need medication to control illnesses such as asthma, epilepsy and conditions causing hyperactive behaviour. The student’s continued attendance at school and benefits from education is dependent on this therapy. It is important that every student who has a medical condition or illness have an individual written management plan which is attached to the student’s records. Each management plan should be provided by the student’s parents and doctor and should contain details of:

- the usual medical treatment needed by the students at school or on school activities.
- the medical treatment and action needed if the student’s condition deteriorates.
- any special cautions.
- the name, address and telephone numbers for an emergency contact and the student’s doctor.
- when the medication is no longer required.

14.3 When Is A Child Too Sick To Attend?

a. You know your child best! You can assess the accuracy and severity of the claimed symptoms! Please inform the relevant Level Co-ordinator if your child will be away from school for more than a couple of days.

b. Please do not send a sick child to school to use Sick Bay as a “day hospital”. It is for problems which arise during the school day. Where both parents work, we ask that a standing arrangement be made with a friend or family relative to provide care for a sick child.

c. If a child is recovering from sickness, particularly contagious disease, consult your doctor regarding appropriate return time and ring the College regarding DEECD guidelines.

d. If you are in doubt about your child’s health when sending him or her to school, send a note for the Learning Group Teacher to read and then give to the First Aid Attendant.

14.4 Services Provided For Physical Health

a. Free vaccinations from the Shire of Baw Baw - Sabine (anti Polio), Diphtheria, Tetanus, Chicken Pox, Hepatitis B, HPV.

b. Notification to parents of any problems such as head lice.
15. Cafeteria

The College Cafeteria offers a mixture of lunch and snack foods, using the Governments Healthy Eating Guide. There is a small profit margin, that is used by the College e.g. awards. Lunches can be ordered before school or at recess. Students can purchase snacks, at recess and lunch by making a queue in the cafeteria and ice creams are sold at the external window during the second half of lunch. Price lists can be obtained on our website.

16. What To Do When ...........

Change of Address, Telephone, Email address and Doctor please tell the General Office as soon as possible so we can keep our files up to date.

Late To School

Students are to go to the General Office to be marked present and to receive a Late Pass to take to class. Repeated lateness will result in the College contacting parents.

Leaving School During The Day

Students must have Parent permission and sign out at the General Office.

- Students bring a note signed by a parent, saying when they will be absent.

- Before Period 1 place the note into the tray provided near the Learning Culture Centre to be signed by the Year Level Learning Leader. Collect the note from the ‘signed notes’ tray.

- Leave class at the appropriate time and go to the General Office.

- Hand in the note and sign the Leave Book before you leave the College.

Lunch Passes

If students wish to go home on a regular basis for lunch, parents are to make a written request to the Student Welfare Co-ordinator who will then issue you with a Lunch Pass. This pass is then given to the General Office where students are to sign out. Students are not encouraged to always go home for lunch as mixing with friends at this time is an important part of the College day.

Absence

a. If you know of it in advance, please inform the Level Learning Leader. Work can be arranged, if for an extended period and 48 hours notice is given.

b. VCE Students: On the day VCE students are absent they must notify their Level Learning Leader on 56251002. VCE students are reminded that they must attend 100% of their class, unless illness or personal circumstances prevent this happening. Students whose attendance falls below 90% are in danger of failing unit/s.

c. All VCE students who will miss an assessment task must either provide a medical certificate or telephone the Level Leader, or if unavailable the Assistant Principal (10-12) PRIOR to the missed task (please see the VCE Student Handbook or Study Planner for detailed information about the College’s ‘Extension Policy’).

d. If it is not anticipated, please contact the College as soon as possible regarding your child’s absence.

e. A parent/guardian-signed note explaining the absence must be provided to the Learning Group teacher on the student’s return to school. This is a legal requirement of D.E.E.C.D.

Leaving School

a. Whether transferring to another school or leaving for employment, please inform the College as soon as possible. Please note the school leaving age is now 17 years of age. An exemption from the Education Department must be approved by the Regional Director.

b. Important for parents - if a child is deciding to leave the College, for his / her sake, ensure that discussion takes place first with appropriate teachers: Careers Teacher, Learning Culture Co-ordinator, Student Welfare Co-ordinator, Subject Teachers, etc. It is a major decision in a child’s life and if upset, young people can make it rashly.

c. A Drouin Secondary College exit form must be completed. Also a DEECD Exit form must be completed and sent to the Gippsland Regional Office. Students must see Year Level Learning Culture Leader to start this process.

d. Return all school books and equipment a week before departure.

e. See the Pathways Coordinator to complete the Managed Individual Pathways Plan.

f. Give materials and/or uniform to Uniform Shop for second-hand sale if you wish.

g. A College Reference may be requested which is prepared by the Careers Teacher and is based on the student’s personal file, reports and teachers’ comments. Students who complete V.C.E are presented with a folder containing a range of documents at the Valedictory Dinner. Students may ask teachers for personal character references but these are not official College documents.
17. Transport To And From School

There are various forms of transport available to and from the College on a daily basis for students. Below is an outline of the key aspects of each mode of transport available and information regarding regulations and procedures set in place to ensure the safety of all students, staff and community members at all times.

Walking

a. One of the two supervised school crossings on Main South Road should be used by students, especially during the peak periods that occur before and after school.

Bicycle

a. A bike shed is available for students who choose to travel to and from school by bicycle and a lock will assist with security.

b. Helmets must be worn by riders in accordance with existing Road Laws.

c. A supervised school crossing should be used to cross South Road.

Skateboards / Scooters

a. Students are able to ride skateboards / scooters to school but are not to ride them on College grounds.

b. Skateboards / Scooters must be stored in the secure cabinets in the Year 8-11 Locker Bay area.

Private Vehicles

a. Parents who wish to transport their children to and from school are able to safely do this in the designated point within the eastern car park of the College.

b. Parents should not use the Bus Loop as a pick up / drop off point between: 8.10 am - 9.00 am & 3.15 pm - 4.15 pm.

c. Parents should not park or stop at the designated no parking zones directly in front of the College. These zones are put in place for safety factors and are policed regularly.

d. Senior students who wish to drive motor vehicles or motor bikes to the College must obtain approval and have a parking permit BEFORE driving to school. Student drivers must abide by Drouin Secondary College rules which have been developed using D.E.E.C.D and TAC requirements.

A non-negotiable rule is that:

“Students are not permitted under any circumstances to transport other students in private cars in connection with any school program or function whether held during normal school hours or at other times.” (Ref: Department of Education and Training’s policy on ‘Prohibition on use of student cars’ - DE&T Schools of the Future Reference Guide - 4.10.6.3)

This includes transporting friends to school functions (eg. to examinations, sport, after school music practice etc).

Bus Services

There are two forms of bus transport available to the College:

a. Town Bus Services


Town Bus Services

a. These are supplied by the local bus company as a commercial operation to the community on a user pays system.

b. The routes followed and availability of the service is dependent on patronage by students. The routes, bus stops and times of operation are available by contacting the Bus Coordinator at the College.

c. Approximate costs of a bus trip are:
   * Drouin Township - One Way Journey = Myki Card = $1.10
   * Warragul to Drouin - One Way Journey = $1.70
Country Bus Services

a. These are run by the Department of Education and Early Childhood Development and provide free travel for eligible country student travellers.

   **Eligibility is dependent on:**
   * residence being more than 4.8 kms from the College
   * and whether the student is attending the nearest secondary school.

b. If students live more than 4.8 kms from the nearest route and fulfil the nearest College rule, parents can claim a monetary transport allowance.

c. The D.E.E.C.D. clearly outlines in its Policy that access to the school bus service is a privilege and not a right. As such, a number of rules are in place to ensure safe transport for all travellers.

   **Basic Bus Safety Rules:**
   * Having arrived at the College you must not leave the College grounds.
   * Do as requested by the Bus Drivers and Bus Captains.
   * Don’t put any part of your body out of the bus windows.
   * After getting off, wait at the roadside until the bus has gone then check in both directions before crossing the road.
   * Dangerous, distractive or inappropriate behaviour will result in contact with parents and can lead ultimately to removal of the privilege to use the bus service.

d. Procedures for being granted access to buses are:
   * Application must be made on a TR701 proforma available from the College.
   * The Bus Coordinator will check the eligibility of the applicant and if deemed eligible the applicant will be allocated a bus with due consideration to location of residence, loading on buses, etc.
   * Parents/guardians will be notified by letter of the outcome of their application. No travel is allowed prior to such time.
   * Where a student does not automatically meet the criteria, special consideration may be sought from the D.E.E.C.D. Regional Office through the College. This will then be forwarded to the student Transport Unit for consideration.

e. Missing a bus:
   * Before school-tell home, a neighbour or friend, (have an emergency contact organised for your years at school)
   * After school-tell a Duty Teacher. Usually it means a phone call home or to a friend as above. A lift may be possible. Do not catch another bus home. This leads to problems and is illegal.

Casual travel: A written note from both Parent or Guardian is to be given to the Transport Coordinator three days before travel. No Bus Pass will be issued for any reason other than to facilitate short term emergency housing.

When you know you won’t be catching your bus tell the Driver or Bus Captain.
18. College Facilities

18.1 Rules Within College Buildings And Grounds

a. Help keep them clean, neat and undamaged.
b. Report any damage to the teacher concerned or an Assistant Principal.
c. Keep noise down.
d. Leave classroom equipment alone unless a teacher gives you permission.
e. Stay out of classrooms and corridors at recess, lunch, before and after school, unless the room is available as a Private Study or Wet Weather facility or a teacher gives permission.

18.2 Wet Weather Rooms And Private Study Facilities

a. The College Administration is responsible for declaring particular days to be ‘Adverse Weather Days’. On these days students will be permitted to use certain rooms in the school at lunchtime. These rooms are supervised by a teacher. The Cafeteria is available at recess and lunchtime.
b. Level 12 are permitted to use their Senior Study Centre throughout the year, before and after school and at recess and lunchtime.

18.3 Library

a. We have a collection of approximately 17,000 books, consisting of both fiction and non fiction books and including audio books and study guides.
b. Back copies of newspapers kept, with index.
c. Computerised catalogue and borrowing system.
d. Operates all day including before and after school, lunchtimes and recess on SURFF and LG days.
e. Printer/photocopiers is available for student use.
f. Network computers for students.

18.4 Sporting Facilities

c. Tennis Courts - Basketball, tennis and netball.
d. Asphalt Area - Use before and after school, recess and lunch. No football or cricket here.
e. Bat Tennis - Serve under arm, to prevent window breakage. If a ball is accidentally hit onto the roof - you have to leave it there until a member of staff organises retrieval of tennis balls.
19. Camps And Excursions

19.1 Camps And Excursions Policy

1. Statement Of Belief:

Drouin Secondary College encourages and supports student and staff participation in a wide range of academic, social, sporting and cultural co-curricular activities. We believe that such activities are vital in supporting the classroom curriculum and in the provision of a comprehensive education. They facilitate student learning, social development and enjoyment of school.

2. Objectives:

- To provide broader learning experiences and promote and understanding by students that learning can occur outside the classroom and school setting.
- To assist students, through access to affordable activities, to meet the aims and objective of subject curricular.
- To ensure that camp/tour programs provide a range of activities which give access to all, taking into account varying skills, interests, prior experiences and financial situations.
- To complement the school curriculum by broadening the historical, social and cultural horizons of the students.
- To promote cohesion in the year levels and sub schools.
- To foster active participation and commitment in a variety of situations.
- To provide opportunities which foster leadership and organisational skills.
- To foster co-operation between the school and the community.
- To promote students’ confidence and ability to interact with new people in new situations.
- To provide opportunities for students to develop self awareness and social skills needed in group situations.

To challenge students by offering them the opportunity to confront new experiences and to develop particular interests and talents.

NOTE: In some circumstances some students will not be able to participate in Non Curriculum Extra Curricular activities please refer to the Non Curriculum Extra Curricular Activities and Parent Payment Plan Policies at www.drouinsc.vic.edu.au

19.2 Camps - Tours Run By The College

Level 7  3 day Orientation Camp early in Term 1.
Level 8  5 day ‘Adventure Experience’ in Term1.
Level 9  5 day interstate tour during Term 1.
Level 11 Central Australia - 14 days all bus tour through SA and going from Ayres Rock to Alice Springs - camping, OR 2 - 3 day Melbourne Orientation program.
Level 12 Year 12 students have day and evening orientation experience in February.
Year 9-11 Tour to China for Years 9 - 11 students – every 2 years.

19.3 Excursions

a. Educational

Key Learning areas organised specific activities. The auditorium is a suitable venue for many visiting artists and speakers.

b. Social - Educational

Various year levels, organise social functions and activities. Year 10 students participate in the Debutante Balls in October and Year 11 students have a Formal in August –September. A Valedictory Dinner is organised for Year 12 students, Parents and Teachers in November to celebrate their years at Drouin Secondary College.

NOTE: All extra curriculum activities (e.g. VET / VCAL / Material Cost for Electives / Debutante Ball / Year 11 Formal / Camps etc) costs are to be paid before permission to attend.
20. Sport In The College

a. Sporting and recreational pursuits are fundamental parts of our lives. They are a means whereby individuals can experience much enjoyment, exercise and develop exciting skills as well as enhance their own self-esteem as they enjoy success in these fields. They are also a primary means whereby individuals gain the opportunity to mix socially and learn social skills. They help students develop character and refine moral understanding, as they meet personal challenges and confront the needs for teamwork, sportsmanship and commitment to goals larger than their own personal interest.

b. The College provides opportunities whereby students:
   - Can enjoy a variety of sports and activities regularly.
   - Can choose from a wide variety of pursuits to develop skills.
   - Can experience the challenge of sporting competitions.
   - Are involved in activities where the primary emphasis is on good sportsmanship and where appropriate, the priority of the team or group over the individual.
   - Can exercise their abilities to the highest level of achievement possible.
   - Can receive recognition for achievements and skills displayed in pursuits beyond the classroom curriculum.

c. The College organises various activities:
   - Provision of lunchtime sport facilities.
   - Provision of sports grounds for recreation before and after school and at recess.
   - Apart from Physical Education and other subjects within the school curriculum, provision is made for extra skills training sessions in a variety of athletic skills and sports.
   - House Competition: The College has four ‘Houses’ - Dennis - Red, Gordon - Blue, Lawson - Yellow, Paterson – Green - and each student is assigned to one. At present they compete against each other in three areas, on three days spread through Terms 1 and 2. These areas are: Swimming, Athletics and Cross-Country. At the end of these competitions, points are added up and the best overall House is awarded the Jarrett Cup. All students are encouraged to participate in the House competitions.

d. Commitment to the West Gippsland Secondary School Sports Association (WGSSSA), where students enjoy:
   - The opportunity to participate in round-robin sports days against local schools in Terms 1, 2 & 3.
   - Athletics, swimming and cross-country carnivals against local schools.

e. Commitment to the Victorian Secondary Schools Sports Association (VSSSA), whereby students who enjoy success in any of the West Gippsland competitions can subsequently compete in Gippsland Competition and, if successful, can continue through Southern Zone to Victorian Secondary Schools Competition. Drouin frequently has students or teams competing at State Final level.

f. Encouragement of students to become involved in local or other activities outside the College’s programme e.g. local hockey and volleyball and the Victorian Schools Netball Competition.
21. Extra Activities Provided For Students

21.1 Activities

Clubs and Activities
A wide variety of clubs and activities are available and the involvement of students in these is greatly encouraged.

School Production
There has been a Production bi-annually since 1977. These Productions often involve between 50 and 150 students on stage and behind the scenes. The College has been presenting a variety of Productions using professional or staff written scripts or home-grown variety shows.

School Concerts
Each semester there is an evening concert show-casing the talents of the College Bands, Choirs and individual students. Drama and Dance evening performances are also held, giving students the opportunity to perform for parents, relatives, friends and staff.

Presentation Balls
These are an annual event and operate for Year 10 girls and boys. Often large numbers of participants mean two balls are conducted. The balls take place in Term 4 and are organised by the College’s Parents and Friends Association.

Casual Clothes Days
The SRC organises Casual Clothes Day (approximately one per term). They raise money, usually by gold coin donation for the students to have the privilege of wearing casual dress. The money is donated to charity or student nominated project.

Presentation Evening
This is a whole school event at the end of the year, incorporating the following activities:

- Principal’s report
- College Captains’ Report
- Certificates and awards given to students
- Scholarships donated by local groups and individuals
- Student Performance Items and displays
- The DUX of Year 12 is announced

Recoggnition of Student Achievement
The following awards are made during or at the end of each Semester.

- Special Achievement Certificates (awarded at Year Level Assemblies),
- Subject or Faculty Prizes for excellence in different subjects at the different levels.

The following awards are made to students at the beginning of year and at mid-year presentation ceremonies: These awards reflect the College Values.

- Excellence in Achievement
- Excellence in Respect
- Excellence in Commitment
- Excellence in Community
- Creative Arts Awards

21.2 Clubs

- Percussion / Rock Group
- Lunch Time Band
- Choir
- Stage Band / Drum Crew
- Intermediate Band
- Training Band
- Art Club
- Human Powered Vehicles
- Chess

The purpose of the bookclub is to provide students with the opportunity to buy interesting reading material suitable for their age group at a lower cost than retail bookshops. The ultimate aim is to promote reading. Order leaflets are sent to the College approximately 8 times a year and students can order when they wish and are not compelled to order again.

For more details please contact Ms Davies in the Library.
22. School Map

Shaded areas are out of bounds to all students
Achievement ~ Respect ~ Commitment ~ Community

Handbook 2015
Community
Commitment
Respect
Achievement

Gippsland Swimmers

SECONDARY COLLEGE

Year 7 Walhalla Camp