Parent
Handbook
2015

An outstanding learning environment...
A culture of excellence...
Teachers who are passionate about what they teach...

Respect - Inspire - Excel
Welcome to Seymour College Years 7 – 12 Learning Community. Since our inception we have served with distinction the needs of our students and community. We are also a school which, in a historic move, amalgamated with three other Seymour schools in 2012 under the Seymour Regeneration Project, which has brought provision of an entirely new education facility to our town, along with teaching and learning opportunities to lead us into the twenty-first century. School regeneration will proceed throughout the next few years; indeed, rebuilding began in 2010 with construction work starting on a new Science facility and a new primary Games Hall. A Trade Training Centre was completed during 2013, as well as construction of a new Administration and Special School complex, and the new P-4 building, both of which were completed in 2013.

Our school has a long and proud tradition of providing a comprehensive and quality education to Seymour and the surrounding districts of Avenel, Nagambie, Puckapunyal, Tallarook, Broadford, Heathcote, Pyalong, Tooborac and Trawool. An efficient bus service with an outstanding safety record provides ready and reliable access to school for students throughout the district.

The breadth of the school’s facilities and the experience and expertise of the teaching staff allow the school to offer an extensive academic and practical curriculum. The school offers a wide program at years 7 and 8, an integrated two-year curriculum which allows students to experience a wealth of subjects within the Victorian Curriculum and Assessment Authority’s prescribed eight Key Learning Areas of English, Mathematics, Science, Humanities, Health and Physical Education, Languages other than English, Technology and The Arts. All courses are delivered and assessed in accordance with the Australian & Victorian Essential Learning Standards (AusVELS), as well as the recently-established Australian National Curriculum.

At Years 7 to 10 the school also offers the opportunity for selected students to participate in an Enhanced and Accelerated Program. This program will continue to be offered from Year 7 to Year 10 in 2015.

The junior school curriculum provides an excellent preparation for Years 9 and 10. Students in Years 9 and 10 undertake studies in the core subjects of English, Mathematics, Humanities, Science and Health/Physical Education. As well, students can choose electives from a breadth of semester length units according to their ability, ambitions and interests. Approaches to new technologies are part of the basis of the school’s ethos. Year 10 is also aligned with senior years to permit suitable students to fast-track into VCE and VET studies.

The breadth of the school’s VCE program has been structured to allow students to combine Year 11 and 12 subjects according to their particular needs and requirements. In addition to the school’s breadth of academic and practical VCE
subjects, students have access to Vocational Education (VET) courses in Hospitality, Automotive, Business Administration, Engineering, Building and Construction and Multimedia (on campus and at other locations), as well as School-based Apprenticeships. The school also offers the Victorian Certificate of Applied Learning (VCAL). Serving as an alternative to the VCE, VCAL is a practically-based, employment-oriented, state-accredited credential, which may be done over one year at Intermediate level, or two years into Senior level. The school’s extensive practical facilities, specialized technical staff and proud technology heritage ideally qualify it to conduct the Victorian Certificate of Applied Learning.

Mindful that the well-being of students underlies their scholastic success, the school has an extensive student wellbeing and management system. Students receive support and encouragement and, when needed, discipline from a concerted structure that includes year level coordinators, sub-school leaders, assistant principals and two student wellbeing coordinators. While the school believes that the unique qualities and attributes of individual students should be recognised and encouraged, it also asserts that no student has the right to jeopardise another’s learning or well-being. The school also has the services of a Defence Transition Mentor to support diverse student and family needs.

Students attending the school are able to participate in and benefit from a wealth of extra-curricular activities including public speaking and debating, Maths and Science Competitions, art exhibitions, inter-house and inter-school sports, a Student Representative Council, and the RACV Energy Breakthrough.

Our Community Arts Centre provides outstanding performance facilities for both the school and for the wider Seymour community.

Prospective students and their families are cordially invited to attend the relevant Information Evenings or to contact the school to arrange a personalised visit.

Seymour College – a family-friendly school proudly preserving a 60 year-old tradition of service to Seymour and the surrounding district.

Tim McCartin
College Principal

Gail Hardman
Acting Principal
PARENT CONTACTS

Seymour College Years 7 – 12 Learning Community
PO Box 266 Seymour  3660.
Phone 0357 711300  Fax 0357 924041

COLLEGE PRINCIPAL  MR TIM McCARTIN
ACTING PRINCIPAL  MRS GAIL HARDMAN
ASSISTANT PRINCIPALS  MRS TRISH BULLUSS, Years 7 & 8
                      MR DEREK RIMES
BUSINESS MANAGER  MS SHELLEY GRIBBIN
GENERAL OFFICE  MRS FAYE MARTIN
                MRS JANET McKENZIE
                MS VIV HALL

Note:  At the time of printing this booklet, positions for 2015 had not been finalized.  Names shown are the people who performed the roles in 2014.

YEARS 7 and 8

ASSISTANT PRINCIPAL Years 5-8  * Mrs Trish Bulluss
YEAR 7 CO-ORDINATOR  * Ms Kirsten King
YEAR 8 CO-ORDINATOR  * Ms Sharon Hill
LEADING TEACHER, YEARS 7 – 12  Mr Jurgen Frank

YEARS 9 - 12

SUB-SCHOOL LEADER  * Mr Derek Rimes
YEAR 9 CO-ORDINATOR  * Mrs Sophie Jones
YEAR 10 CO-ORDINATOR  * Mr Christy Rilen
YEAR 11 CO-ORDINATOR  * Mrs Margaret Tuckwell
YEAR 12 CO-ORDINATOR  * Mrs Sophie Rilen
STUDENT WELLBEING CO-ORDINATORS  * Ms Jeynelle McLellan, Ms Laura Powell
BUS CO-ORDINATOR  * Mr Terry Griffiths
CAREERS CO-ORDINATOR  * Mr Jeremy Linton

TERM DATES 2015

Term 1  January 28 (teachers start) to March 27
Term 2  April 13 to June 26
Term 3  July 13 to September 18
Term 4  October 5 to December 18
CURRICULUM OVERVIEW

PLEASE NOTE THAT CURRICULUM DETAILS ARE PUBLISHED IN COURSE HANDBOOKS FOR EACH YEAR-LEVEL, AVAILABLE FROM THE SCHOOL’S OFFICE.

At each year, 7-10, students study a number of core subjects for the year, plus others for a semester or term..

Year 7
English, Mathematics, Humanities, Science, LOTE (Indonesian), Health/Physical Education, Art, 7 Active TECHNOLOGY: - students rotate through a range of: Engineering, Home Economics, Needlework / Textiles, Sheetmetal, Woodwork.

Year 8

Year 9
Core: English, Mathematics, Humanities, Science, Information Technology and Health/PE. Electives: students select from a wide range of elective units across all learning areas, including LOTE (Indonesian), which is compulsory only for students in the Enhanced & Accelerated class.

Year 10
Core: English, Mathematics, Science, Humanities and Health/PE. Electives: Two elective blocks per semester allow students to select from a range of electives across all learning areas, as well as fast-tracking access to Year 11 VCE subjects.
• To ensure a breadth of study, all Year 10 students should study a minimum number of units each year from the learning areas of The Arts and Technology.
• Careers Education is conducted on a sessional basis in core classes.

VICTORIAN CERTIFICATE OF EDUCATION (VCE)
This is a two-year certificate based on the final two years of secondary education. The school offers a wide variety of subjects. VCE students will complete 22 units over two years. Most students will select 12 units in their first year (Year 11) and 10 units in their second year (Year 12). For full details of all the subjects, refer to the Senior Course Handbook.

Vocational Education and Training (VET) Courses.
The school offers students entering VCE the opportunity to undertake a course that allows them to complete their VCE as well as a vocational certificate in Hospitality, Business, Retail Operations, Community Service, Multi-media, Outdoor Education, Engineering or Automotive Studies, Building and Construction. School-based Apprenticeships are also available.

Victorian Certificate of Applied Learning (VCAL)
The College will continue to offer VCAL programs at the Intermediate and Senior Levels for Year 11 & 12 students as an alternative to the VCE. Details of these programs are available in the Senior School course handbook.
CURRICULUM SUPPORT AND ENRICHMENT PROGRAMS

CULTURAL AND ARTISTIC
Instrumental Music (limited at present)
Debating Competitions
Exhibitions - Art / Craft displays
Overseas Exchange Programs
Show competitions
Visiting artists / performers
Book Week
School Drama Production

SPORTING AND LEISURE
Interhouse sports
Interschool sport
Regional / state competitions
Intra-school lunchtime sports competitions
Valedictory Dinner

EDUCATIONAL ENRICHMENT
RACV Energy Breakthrough Competitions. eg Westpac Maths, Science Challenge, Language Certificates.
Enhanced & Accelerated Program
Museum Mentor scheme
Science Summer Schools
Integration Program
VET in Schools programs
Literacy Support
Lunchtime Maths Help
Year 12 Study Skills program
VCE after-school study and assistance sessions
Peer Support
Breakfast Club
Lunchtime activities
Parent-student information evenings

LEADERSHIP AND DECISION MAKING
School Captains
School Activities Captains
House Captains
Student Representative Council
Mitchell Shire Youth Forum

CAREERS AND WORK EXPERIENCE
Career Counselling
Career Action Planning
Work Experience Program
Careers Information Evenings and counselling
Liaison with local workplaces
Vocational Education courses
Australian School-based Apprenticeships

SOCIAL SERVICE
Ongoing fundraising for specific causes

PASTORAL CARE AND COUNSELLING
Student Wellbeing Coordinator
Sub School Coordinators
Year Level Coordinators
Visiting Professionals eg.
Guidance Officer, Speech Pathologist, Occupational Therapist
Defence Transition Mentor
School Nursing Educator
Koori Education Mentor

CAMPS AND EXCURSIONS
Central Australia tour
Outdoor Education excursions
Subject excursions eg. Zoo, Hospitality, Museum, National Gallery.
Schoolwide Positive Behaviour Framework (SWPB) – supporting effective teaching and learning across our College

Purpose Statement:
The SWPB Framework centres on expecting, promoting and acknowledging positive social interactions between all members of our college community – students/teachers/staff/parents – to ensure a safe, productive and positive learning environment.

Why the SWPB Framework?
To make explicit the social skills and core values which enable effective and engaging teaching and learning environments, and which facilitate positive working relationships between our key stakeholders – students/teachers/staff/parents. Social skills are important in all areas of life, and assist our students to be confident, respectful and community-minded people who are ready and prepared for the workforce and in everyday life.

Whilst we are in the second year of a five-year program, we believe that the SWPB Framework will allow for continuous improvement in our core business – teaching and learning. An improvement in students’ results across all key learning areas is the expected outcome.

Central to the Framework was the establishment of our College Values, voted upon by staff, students and parents. These values establish what we feel are important to inclusive learning environments which produce strong results:

Our college Values:

**Respect** - I treat others the way I wish to be treated

**Inspire** - people see the good things I do – and are motivated by them

**Excel** - My Personal Best - everywhere/every time

Through our College Matrix, students have a strong understanding of what each of our values look like in operation – whether they are learning in the classroom, socialising in the yard, or on excursion. An important element of the SWPB Framework is the acknowledgement of good decision-making by students which reflects our College values. The ‘Like It’ rewards program provides teachers with the opportunity to do this.
School Routine
School commences at 9.00 am, followed by 6 x 50 minute periods per day. Recess is at 10.40 to 11.00. Lunch is from 12.45 to 1.25. School finishes at 3.10 p.m.

General Office Hours
The General Office is open to students from 8.45 a.m. Office staff are on duty to take phone calls from 8.00 a.m. until 4.30 p.m. Students who have money to pay must do so after the morning warning bell or at recess. Students are advised not to carry any money or valuables around. Prompt payment in the morning will help to avoid any problems.

ADMINISTRATION

Principals  Mr Tim McCartin, Mrs Gail Hardman (Acting)
- Responsible for the overall management of the school and the provision of educational and administrative leadership.

Assistant Principals  Mrs Trish Bulluss (Years 5 to 8), Mr Derek Rimes (Acting), Mr Adrian Reeders (Acting)
- Responsible for the day-to-day running of the school and for an overview of student wellbeing and engagement, curriculum and student performance.

Leading Teachers  Mr Jurgen Frank, Mr David Beckett, Ms Corryn Ross
- Overall responsibility for student management, student programs and organisation.

Coordinators
- There is a coordinator at each year level. They are responsible for student wellbeing at their level. They have daily contact with their students. They play a large part in the wellbeing and discipline of students at their level.

Student Wellbeing Co-ordinators
- The College’s student wellbeing coordinators assist students with problems they are experiencing within or outside the school. All students are encouraged to speak out and to ask for advice.
- Parents are welcome to contact an SWC. Please ring the school on 57 711 300.

Careers Coordinator.
- The school has a Careers teacher, Mr Jeremy Linton, who is available to assist students and parents with career and course information.
- The Careers Room is located at the Loco St front entrance. It is open at lunchtimes as well as at various times throughout the day. Computer careers databases are available and contain up to date information on courses, educational requirements and location of courses throughout Australia. University handbooks, TAFE information and Job Guides are also available so students can check pre-requisite subjects and details of job requirements. Assistance with resumes, employment applications and interview procedures is also available.
- The Careers Coordinator oversees the Work Experience program to assist Year 10, 11 and 12 students in gaining work placements. Work Experience is an integral part of Year 10. Students who plan to leave school for employment should visit the Careers Coordinator to discuss their plans before making their decisions.
GENERAL INFORMATION

PARENTAL INVOLVEMENT

There are many opportunities for parents to become involved in the School community. The School Council meets monthly throughout the school year. Parents are invited to express suggestions or concerns regarding policy, procedure, performance or any other matters of interest or concern. Parents may also join our Seymour College Parents and Friends Association, meeting monthly – details from the school.

Parents are encouraged to:
- keep up to date with information through our **fortnightly** newsletter
- voice their ideas at special meetings held throughout the year
- join the School Council or one of the Committees or speak to representatives on the Council about the School. Parents are always welcome as observers at any School Council or Committee meeting
- become a library volunteer, or a volunteer at sports carnivals
- attend parent-teacher nights, career nights, information meetings and cultural performances
- take a positive interest in all aspects of their child’s school life including such co-curricular activities such as sport, drama, and music
- contact key people if problems arise
- attend regularly-held morning teas for parents of Year 7 students

REPORTS

Four reports are produced each year. Interim reports are issued at the end of Terms 1 and 3. Full written assessments are distributed at the end of Terms 2 and 4. Parents may request an interim report at any time, by contacting the appropriate level co-ordinator. Teacher / Parent interviews are held after reports are issued at Terms 1 and 3.

INTERVIEWS

Parents are most welcome to contact the school to discuss matters with Level Coordinators, Assistant Principals or Principals. For your own convenience, please telephone for an appointment; this then allows time for us to arrange for any other staff to be available if needed. Where circumstances warrant it, a direct approach to the Principal may be necessary and preferable. **All communication is to go through the school office: 57 711 300**

CORRECT ADDRESS AND TELEPHONE NUMBERS

Parents are requested to advise the school of any change of private or business address or telephone numbers. The School is often required to contact parents, so correct information is essential. This also applies to the details of nominated emergency contact persons.

NEWSLETTER

A newsletter containing important dates and information about the school is published each fortnight. Newsletters are issued to students during the last period of the day, normally on Thursday. Extra copies of the newsletter are available from the school office if your student is away when they are issued. The newsletter is also available on the school’s website – see below.

WEBSITE and PHONE APP: [www.seymourcollege.vic.edu.au](http://www.seymourcollege.vic.edu.au)

The school maintains an up-to-date website, as well as the Seymour College app, which has recently been developed; instructions for downloading the app (iPhone or Android) are on the College website. Parents are able to access the website or app for current information about school activities, the school calendar and the school’s Annual Report to the community. Parents can also download newsletters and are able to email messages to the school at [seymour.co@edumail.vic.gov.au](mailto:seymour.co@edumail.vic.gov.au)
SICK BAY

The school is able to provide only very limited treatment. In most cases if students become ill at school, parents are contacted to collect them. (Remember that it is vital that all contact numbers are up to date.) In cases of extreme emergency the school will call an ambulance, at the parents’ cost. YOU ARE THEREFORE STRONGLY URGED TO BECOME AMBULANCE SUBSCRIBERS.

If there is doubt whether a student is well enough to attend school, it is better if the student remains at home or is left with a relative or family friend. Parents are expected to indicate on the enrolment form any medical condition of which the school should be aware. If a student is to take regular medication while at school, please speak to the Year Level Coordinator about what is required. The School will make arrangements for the storage of medication if it is necessary. Panadol and other medications cannot be administered by the school’s sickbay staff.

SCHOOL FEES AND CHARGES

**Subject Levies**
The School Council imposes subject levies to ensure that students have access to the required equipment and material in each of their subjects. For some subjects the School Council has authorized subject coordinators to bulk buy materials to be used by students such as photocopying and class sets of text books. These levies are to be paid by ALL students but may vary according to the year level and subjects chosen by the students.

In some subjects where materials are expensive (eg. Woodwork, Food Technology, Photography, etc.), students will need to pay for extra materials if required. These amounts will be charged to your child’s account as they occur throughout the year. These must be paid, or students may be excluded from some class activities.

**Service Levy**
The school will provide a range of services to students including a student planner, locker, school magazine, newsletters, computer resources and internet access. This levy is set annually by the School Council. This is to be paid by ALL families.

**Student Equipment and Facilities Levy**
This is a voluntary levy which is used to provide much needed equipment and upgrade facilities for students. This levy is set annually by the School Council.

BOOKS and STATIONERY

Textbooks and stationery lists indicating what is needed the following year are issued to all students during Term 4. Booklists must be returned to the General Office by the due date shown on the list, or textbooks can be ordered directly from the suppliers online. This list will include school fees and charges as above. Books will be available for collection during January, or can be delivered to home addresses. A second-hand book swap will be held at the school on one specific day prior to the end of each school year. The date will be advertised in the School Newsletter.

SCHOOL PLANNERS

Every student will be issued with a School Planner at the start of the school year. Students are required to take it to each class. The planner is to be used to record homework to be done and dates for completion of set work and assignments. There is also a useful guide to thinking skills and study planning. The planner can also be used as a means of communication between parents and teachers. The cost of the planner is incorporated into your service levy.
ALLOWANCES

1. Conveyance Allowance.
   (a) Country children are provided with free transport on recognised routes.
   (b) Students who live more than 4.8 kilometres from the school and who are not carried on a school bus route may claim a conveyance allowance.
   Application forms are available at the beginning of the school year.
   (c) Parents who transport students more than 4.8 kilometres to a school bus stop may be eligible for a private transport conveyance allowance, if students are attending their nearest government school.

2. Youth Allowance
   Allowances are also available under a Commonwealth Government Scheme for students over 16. Forms are available from any Centrelink office. The Seymour Office is situated at 7 Henry St.

CANTEEN

Lunches and snacks can be purchased from the school canteen. The canteen, a privately-owned enterprise, follows recently instituted healthy food guidelines. The canteen is open at both recess and lunchtime.

STUDENT INFORMATION

UNIFORM (For full details see Appendix 1)

All students in years 7-12 are expected to wear full school uniform at all times. A uniform subcommittee of School Council revised our school's uniform policy; the new uniform became compulsory for all students in 2011.

A special VCE Year 12 top is designed by each group of Year 12 students and is available each year.

The College believes in uniform because it permits all students to attend school on a basis of equality. When in uniform, no student need fear the threat of discrimination. Uniform also allows staff to identify students and to provide best protection from uninvited visitors. We believe a school uniform helps to foster a sense of identification with the school and a feeling of belonging. If circumstances arise whereby uniform cannot be worn, students are to bring a note of explanation. The replacement clothes that they wear when out of uniform must be as close as possible to the uniform. It is not acceptable to wear items such as torn jeans or tracksuit pants.
STUDENT NETBOOKS

Each student from Years 7 to 12 is offered the opportunity to join our netbook program. This has seen the issue of a netbook computer to all students, so that students will have netbooks 24 hours a day, 7 days a week. Students will be responsible for the care of netbooks, and for ensuring that they are brought to school each day fully charged, unless families choose to opt out of the netbook program or the school withdraws a student from the program following misuse of the computer. Student use of the netbook will be governed by the College’s policy of acceptable IT use; this policy is available from the school upon request.

The only cost is a $100 bond, refundable to the family when the netbook is returned in good order to the school, as well as a $15 charge for issue of a hard protective case.

ATTENDANCE

Regular attendance and punctuality are essential. Students must maintain at least 80% attendance (allowing for illnesses, excursions, sport or family commitments) or the school may review their enrolment or promotion. VCE students cannot complete units of study without a minimum of 80% attendance.

Whenever students are absent, they must bring a written explanation, signed by parent or guardian, on the day they resume. These notes can be left at the General Office or given to their co-ordinator. It is also advisable for students in senior classes to supply doctor’s certificates if they have prolonged absences. These are necessary if consideration of disadvantage is to be requested.

LEAVING THE SCHOOL GROUNDS

After arrival at school, all students in years 7-12 are expected to remain on the premises. Leaving the school ground without permission is regarded as a serious matter as the College has a legal duty of care. For students found absent without permission, the first offence and second offences will result in parent contact and detention, and third offence in suspension.

Students who need to leave the school for medical or dental appointments, or for any other reason, must take appointment cards or written requests from their parents to an Assistant Principal for approval on the morning they wish to leave. Before they actually leave they must sign out at the General Office and sign back in when they return.

LUNCH PASSES

Students may apply to be issued with a lunch pass at the beginning of each year. The pass will need to be renewed each year. Students will have their current school photos placed onto their lunch passes.

Students will only be issued an official lunch pass to go to their own homes for lunch and to be supervised by a responsible adult. Please note - Having a lunch pass does not give the student permission to go to local shops to buy lunch.
SCHOOL BUSES

Permission for children to travel on buses is granted provided that a number of conditions are agreed to. The major conditions are that:

• the student resides 4.8 kilometres or more from the school,
• the student always acts in a safe and responsible manner whilst waiting for or travelling on a bus.

Drivers are instructed that they are not to carry students whose behaviour is unacceptable. Permission to travel on the bus may be removed by the school if behaviour is deemed inappropriate.

New students must obtain permission to travel on the bus from the bus coordinator prior to travel.

Students who wish to invite their friends on either overnight or weekend visits MUST obtain permission from the Bus Coordinator ONE DAY PRIOR to the date.

STUDENTS DRIVING CARS TO SCHOOL

Only members of the student’s immediate family will be allowed to travel in cars with a student driver, before or after school. Student cars MAY NOT be used during the course of the school day.

LOCKERS

Large lockers are made available to all students. No student will carry a bag to class, other than to Physical Education. It is the students’ responsibility to ensure that their lockers are looked after. Combination padlocks are issued with each locker. Parents may choose to provide students with their own padlock if preferred, but a back-up key should be available.

LOST PROPERTY

All items of personal property (books, clothing, bags etc.) should be clearly named in permanent ink. Unless this is done, the school cannot easily help students find any items lost or return items that are handed in.

Uncollected, un-named clothing is finally given away to charity or students in need. It is in YOUR interest to ensure that your child’s property is clearly identified. Students may check at the General Office for lost items.

PHONE CALLS

MOBILE PHONES, iPODS, HANDHELD GAMES

Parents are welcome to leave phone messages at the General Office; these will be passed to students.

In general, students should not bring mobile phones to school. If mobile phones, ipods or electronic games need to be brought to school then they MUST be kept in the student’s locker during class time. The only time students can access these are before and after school and during recess and lunch breaks. None of these items are permitted in class at any stage whatsoever. If these items are seen, heard or used in class they will be retained for the day in an Assistant Principal’s office. Students using mobile phones or SMS functions to harass others will face disciplinary action for bullying. MOBILE PHONES WITH CAMERA FUNCTIONS ARE NOT TO BE USED AT SCHOOL.
PHOTOCOPYING

A photocopier is available for student use in the library. Copies are logged on the student’s printing account.

STUDENT REPRESENTATIVE COUNCIL (SRC)

The Student Representative Council is made up of members from each year level. They meet regularly to discuss ideas for change and improvements around the school that come from the year levels. The SRC takes the meetings’ decisions to members of the Administration for discussion. It provides an opportunity for students to voice their opinions about the school and its organization and is led by senior school SRC Captains.

SPORT

Interhouse sport.
For the purpose of competitions in athletics, swimming and cross-country within the school, students are divided into four houses: Red, Yellow, Blue and Green.

Interschool sport.
The school is a member of the Southern Ranges/Hume Sports Association. We compete against Alexandra, Broadford, Euroa, Mansfield and Yea in winter and summer sport. Successful students at inter-school level compete in regional finals, and if successful there, in the Victorian finals.

LIBRARY

The school has a well-stocked library. Books may be borrowed for overnight use at home or for longer-term reading, but it must be stressed that once a student has borrowed a book it is completely his or her responsibility to care for it and return it at the correct time. Any book lost, stolen or damaged while in a student’s care must be paid for so that a replacement copy may be bought.
The library is open to all students during recess and lunch times. Tuesday and Thursday lunchtimes are designated as study times when only quiet reading, writing and research can be done.
SEYMOUR COLLEGE - HOMEWORK POLICY

**Basic beliefs**
Recognising the competitive nature of our society, the Victorian Certificate of Education, the system of entry into further study and the fact that most of our students will undertake further study at some stage of their lives, our school believes that:

- Students need to develop effective study habits if they are to achieve their maximum potential.
- Home study is an important way in which students can develop self-discipline and practise organisational skills to equip them for future study.
- Students require more time to fully practise and develop skills and techniques learnt at school than is available during normal classes.
- Students and parents should acknowledge that education is not merely a school-time activity.

**Developing good study habits - advice to students**
Homework time will be productive and satisfying for students who are well organised. **Students should:**

- take their planners to every class and record details of homework, assignments and due dates.
- have a parent check and sign the planner each week
- take home their planners and all the books and folders needed to complete their homework.
- arrange a regular time and place for doing homework; avoid distractions.
- mark on a calendar or planner the due dates for assignments and advise parents of these dates.
- set themselves realistic goals for each evening’s study time
- give themselves short breaks between tasks to maximise the effectiveness of their study time
- work steadily on assignments for the time they are set; poor organisation will not usually be considered sufficient reason for the granting of an extension of time.
- consult their teachers promptly if they have difficulties with homework.
- remember that they can learn a lot from newspapers, family discussions and some radio and TV programs.
- read for 20-30 minutes each evening
- allow themselves time for recreational, social and family activities.

**The nature of Homework**
There are many types of “homework” commonly set by teachers, these include:

- Assignment or project work
- Practising spelling, Maths tables, words or phrases learned in LOTE
- Research for work being done in class – eg collecting newspaper articles, finding information on the Internet
- Homework sheets
- Completion of work not finished in class
- Reading, either of set texts or wider reading for pleasure

As well, senior students should spend time at home organising and revising their written work. Summaries of important information can be prepared for study prior to tests or examinations. There is always work that can be done at home.

**Advice on the role of parents**

- Most teachers set homework regularly and, even if there are no specific homework tasks, students should spend time reviewing the day’s work or revising previous work.
- Ask to see your child’s school planner. Homework tasks should be recorded in it together with information about due dates for assignments etc.
- Check and sign your child’s planner each week.
- Use the planner to communicate with teachers when necessary.
- Encourage your children to read widely. You can assist your children in developing good reading habits by example, by reading yourself and by having newspapers and books about the house. Use the local library on a regular basis.
- Where possible watch quality television programs as a family and discuss them with your children. Try to present both sides of an issue to your child. Encourage your children to weigh up the facts and to arrive at their own opinion. Try to foster an enquiring mind.
- Regulate the time your child spends watching television, or time spent on the computer or playing computer games. If you have access to the Internet then monitor what your child is accessing.
• Offer to help with homework, or at least be there if you are needed. Provide advice and guidance. Textbooks may show examples to assist. Help toss ideas around. Read a piece of work if your child wants you to. Suggest changes where you think it appropriate and if invited to, but under no circumstances do the work for your child.
• Provide a comfortable physical environment for study, ie. desk or table, suitable chair, peace and quiet, good lighting.
• Help your child balance work or sport commitments with study, especially in the case of senior students.

**Suggested study times**
Students vary greatly in the speed at which they work and so definite advice on time is difficult. Homework should not be such a burden that it prevents a child’s involvement in normal family activities. The important thing is to establish a habit of regular home study.
As a guide, we recommend the following minimum times should be spent on home study each week night:

<table>
<thead>
<tr>
<th>Years</th>
<th>Time</th>
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<tbody>
<tr>
<td>Years 7 &amp; 8</td>
<td>30 – 40 minutes</td>
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<tr>
<td>Years 9 &amp; 10</td>
<td>1 hour</td>
</tr>
<tr>
<td>Year 11</td>
<td>1 ½ hours</td>
</tr>
<tr>
<td>Year 12</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

Weekends can be used to “catch up” any time missed during the week.
VCE students will need to spend significantly more time at peak periods during the year.

**Responsibilities of teachers regarding homework**
• Each learning area will develop its own policy regarding homework which will be consistent with the overall school policy.
• It is expected that, as part of their normal teaching duties, all staff will regularly set and promptly check appropriate homework tasks, as defined by the Learning Area policy.
• Each staff member will encourage and assist students to complete homework tasks and will apply appropriate sanctions to those students who do not complete homework without a reasonable excuse. Students who do not comply with these sanctions will be referred to a Level Coordinator.
• Teachers will instruct students to record set homework in their diaries together with due dates and other relevant information for parents. Dates for substantial pieces of work could also be communicated to parents via the Ultranet or parent email by arrangement.
• Staff will be aware of the wide differences in the speed at which students work when determining the amount of homework to be set. As a guide, the following minimum times are suggested.

<table>
<thead>
<tr>
<th>Average weekly homework time</th>
<th>English Maths</th>
<th>Science, LOTE, Humanities</th>
<th>Arts, H&amp;PE, Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 7 &amp; 8</td>
<td>2 ½ - 3 ½ hours</td>
<td>40 mins each</td>
<td>*20 mins each</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*15 mins each</td>
</tr>
<tr>
<td>Years 9 &amp; 10</td>
<td>5 hours</td>
<td>1 hour each</td>
<td>40 mins each</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*20 mins each</td>
</tr>
<tr>
<td>Year 11</td>
<td>7 ½ hours</td>
<td>Each subject should expect 1 – 1 ½ hours per week</td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>10 hours</td>
<td>Each subject should expect 2 hours per week</td>
<td></td>
</tr>
</tbody>
</table>

* could be averaged over several weeks
Arising from the school’s core values, the Code Of Conduct is designed to provide students and staff with the right to work in a secure and orderly environment and all parents with the right to expect that their children will be educated in a purposeful environment in which the principles of care, courtesy and respect for the rights of others are valued.

Principles

Underlying the rights of members of the school community are:
1. All individuals are to be valued and treated with respect.
2. Students have a right to work in a secure environment where, without intimidation, they are able to fully develop their talents, interests and ambitions.
3. Parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.
4. Teachers have a right to expect that they will be able to teach in an orderly and cooperative environment.
5. Parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment.
6. Principals and staff have an obligation to fairly; reasonably and consistently implement this Code of Conduct.

Behaviour Code

Every member of the school is expected to abide by the following code of behaviour:
1. To be conscientious in their school work.
2. To attend classes punctually and to bring correct equipment.
3. To treat other members of the school with respect and consideration.
4. To respect the school, its buildings, facilities and grounds.
5. To wear the correct school uniform properly.
6. To preserve the safety of other members of the school,
7. To comply with teachers’ reasonable instructions.
8. To keep away from areas designated out of bounds.
9. Not to carry or consume tobacco, alcohol or other drugs at school.
10. Not to ride bicycles, scooters, skateboards etc. in the school grounds.
11. Not to leave class or to leave the school grounds without an authorised pass.

Unacceptable Behaviour
The following behaviours are unacceptable.

- Absenteeism
- Abuse
- Bullying, fighting and intimidation
- Disobedience
- Disruptive classroom behaviour
- Endangering health or safety
- Lateness
- Leaving school grounds without permission.
- Littering
- Misuse of computers or mobile technologies
- Being out of uniform
- Lack of preparedness to work and learn
- Lateness to class
- Swearing, offensive language and obscene gestures
Theft
Possession or use of tobacco and alcohol
Possession or use of illegal drugs
Vandalism or mistreating property

Consequences of Misbehaviour

The following sanctions are a guide to the range of options that will be applied at the discretion of the school.

- Discussion followed by warning.
- A special program to reinforce a concept or a school rule.
- Removal from a group activity - written and or verbal apology.
- Required to repeat a given task to an acceptable standard.
- Parent contact.
- Withdrawal of privilege - withdrawal from class, special activities, Internet access.
- Sent to time-out room.
- Classroom report card.
- Detention, lunchtime or after school.
- Referral to review committee, discipline meetings with the inclusion of parents.
- Involvement of police where appropriate.
- Suspension from school.
- Expulsion in line with DEECD guidelines.

POLICY AGAINST HARASSMENT

The Department of Education and Early Childhood Development is committed to providing safe and supportive work environments, where diversity is valued and everyone is treated with respect, fairness and dignity.

Discrimination, sexual and other forms of harassment, bullying, violence and threatening behaviour are unacceptable.

All employees, students, parents and visitors in schools and other DEECD workplaces are expected to act accordingly.

The Department (which includes schools) and school councils will act to ensure that the safety, security, health and wellbeing of all employees, students, parents and visitors in schools and other DEECD workplaces are protected.

AIM

Our aim is to create an environment in which harassment does not exist.

BELIEFS AND VALUES

- All members of the school community have a right to feel safe and comfortable.
- All members of the school community have a responsibility to ensure that their own behaviour does not result in someone else feeling embarrassed, frightened, hurt, anxious or uncomfortable.
- Differing beliefs will be accepted provided they do not intrude on the rights of others.
- Discrimination will not be tolerated. This includes comments about gender, sexuality, race, marital status, religious beliefs, physical or mental disability or impairment or the status or condition of being a parent or childless.
- No one is to interfere with the educational opportunities of any other person.
- Harassment infringes on individual rights and adversely affects the learning of others because it has a negative impact on self-esteem.

This school regards all harassment as behaviour that is totally unacceptable.
## APPENDIX 1
### SCHOOL UNIFORM DETAILS

Items of uniform are available from C & J Kerris Menswear, Seymour Mall.

<table>
<thead>
<tr>
<th>Girls</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td><strong>Winter</strong></td>
<td></td>
</tr>
<tr>
<td>Summer dress (current pattern)</td>
<td>Navy blue tartan, pleated skirt (Outback)</td>
<td></td>
</tr>
<tr>
<td>Navy blue Skaggs girls shorts</td>
<td>Navy blue Niceline trousers</td>
<td></td>
</tr>
<tr>
<td>Navy blue Noon jumper</td>
<td>Navy blue Noon jumper</td>
<td></td>
</tr>
<tr>
<td>Pale blue Midford shirt, short sleeves &amp; straight hem</td>
<td>Pale blue Midford shirt, long sleeves &amp; straight hem</td>
<td></td>
</tr>
<tr>
<td>White socks – ankle or knee</td>
<td>Blue stockings or Blue knee high socks</td>
<td></td>
</tr>
<tr>
<td>Black leather shoes</td>
<td>Black leather shoes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
</tr>
<tr>
<td>Grey Scaggs shorts</td>
</tr>
<tr>
<td>Pale blue Midford shirt short sleeves &amp; straight hem</td>
</tr>
<tr>
<td>Navy blue Noon jumper</td>
</tr>
<tr>
<td>Grey socks; shoes as above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PE</th>
<th>Unisex</th>
<th>Other options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polo top navy / white JB</td>
<td>Navy blue blazer</td>
<td></td>
</tr>
<tr>
<td>Navy sports shorts (Midford / Podium)</td>
<td>School tie</td>
<td></td>
</tr>
<tr>
<td>Navy / white track top by JB with school logo (optional)</td>
<td>Navy scarf</td>
<td></td>
</tr>
<tr>
<td>Navy Track pants Podium by JB (optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Navy knicks (optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low cut sports socks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sports Uniform.** - All students are expected to change for any sporting activity. Students and parents are encouraged to consider the new sports uniform indicated above.

**Jewellery** - Jewellery is not to be worn; this applies for both boys and girls.

Exceptions are a wristwatch, a small identity bracelet and, if necessary, plain studs or sleepers in pierced ears. Body piercing items are discouraged. All facial piercings must involve only flat studs – no protruding items. Confirmation crosses may be worn, but they must not be visible.

- Please note that Year 12 students will be able to wear the annual polo shirt and rugby top.