Two Years of Learning in One Year

Our College Mantra – ‘Two Years of Learning in One Year for all our Students in 2014’ is our focus as a Learning Community. We can only achieve this when all our students improve in all areas of studies.

The academic success of our students is ensured by a new and updated Year 7-12 curriculum and dedicated teachers and support staff. Our focus is student learning to enable students to lead successful lives and pursue further education and employment as planned.

Our guiding principles are reflected in the College logo:

**ACHIEVEMENT**
Supporting all our students to achieve their personal best.

**DIVERSITY**
Recognising the diverse backgrounds, cultures, talents and aspirations of our students and providing rich learning opportunities for all.

**SUCCESS**
Developing the knowledge, skills and personal attributes that will enable our students to lead successful lives beyond school.
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1. COLLEGE FACILITY

Hume Central Secondary College has excellent facilities and resources which enable us to provide a safe and comfortable learning environment that is conducive to high achievement. These include:

BLAIR STREET CAMPUS – Year 7-9
- Learning spaces to accommodate flexible learning environments
- Emphasis on current teaching facilities and digital technologies to address the learning needs of learners
- Environmentally sustainable design
- Safe and supportive learning environment
- Close to public transport

DIMBOOLA ROAD CAMPUS – Year 7-9
- Learning spaces to accommodate flexible learning environments
- Emphasis on current teaching facilities and digital technologies to address the learning needs of learners
- Safe and supportive learning environment
- Buildings based on environmentally sustainable design
- Close proximity to community and sports facilities
- Close to public transport

TOWN PARK CAMPUS – Year 10-12
- Senior learning spaces
- Emphasis on current teaching facilities and digital technologies to address the learning needs of learners
- Facilities and resources that connect senior students with learning, tertiary studies and Career Pathways
- Safe and supportive learning environment
- State of the art facilities that reflect sensitivity to the natural setting as well as proximity to a business precinct
- Close to public transport
1.1 Essential Educational Items Charges 2014

Essential Educational items: These are items or services provided by the College that are essential for your child’s learning.

The Education and Training Reform Act 2006 empowers School Councils to determine the resources allocation of the College. In order for the College to achieve the desired outcomes for students, School Council has determined that Essential Curriculum and Materials Levy will be set for each child.

| All Years 7-12 students Essential Curriculum and Materials Levy $250.00 |

This essential levy will cover:
- classroom materials and resources that cover cross curriculum needs for learning (i.e. handouts, timber, food, paint, etc)
- school diary and pen
- literacy and numeracy resources
- new and maintenance of sports equipment
- a Library and ID card
- printing needs
- a locker, lock and locker maintenance
- network access including internet

The College School Council values the payment of this Levy, as it significantly enhances what resources students will be able to access.

The College does not charge any Voluntary Levies. Please see flyers on finance support by way of the Government Education Maintenance Allowance available at your Campus Reception.

1.2 Excursions and Camps

Our teachers provide enhancement to educational learning through excursions and incursions. It is believed that these will give students wider understandings and experiences. We ask that parents/guardians support these activities by promptly returning permission slips and the required payment for the activity.

The College Excursion and Incursion Policy aims to provide students with opportunities to experience a range of activities and experiences, and develop their understanding of their world and the opportunities available to them by enriching the curriculum and improving student connectedness to the College.

Further these activities aim:
- To provide all children with the opportunity to participate in a sequential program
- To provide shared class or group experiences and a sense of group cohesiveness
- To reinforce and extend classroom learning
- To provide a program that delivers skills and knowledge that may lead to a lifelong involvement in worthwhile leisure pursuits
- To provide a program that promotes self-esteem, resourcefulness, independence, leadership, judgement, cooperation and tolerance
- To provide connectedness with the school community and build relationships between all members of our community

1.3 CCTV Policy

In order to maintain our facilities, CCTV operates across the College in order to:
- To eliminate vandalism, theft, damage and destruction to College buildings, facilities, equipment and resources
- To assist in the identification of individuals responsible for such acts
- To act as a deterrent to individuals contemplating such acts
- To maintain the good order of the College environments
- To augment other additional security measures the College has in place
2. STUDENT LEARNING

2.1 Curriculum
At Hume Central Secondary College we aim to provide challenging programs in all National Curriculum areas and to achieve their personal best.

The Year 7-10 Curriculum is based on the National Curriculum Standards. Students participate in a sequential Curriculum program across the following disciplines:

- English
- Mathematics
- Science
- Humanities
- Health and Physical Education
- Technology – Food, Materials resistant and non-resistant, Systems, Information and Communications Technology (ICT)
- The Arts – Visual Communication and Design, media, Music, Drama, 2D art and 3D art

In Year 10, in addition to core units, students have the opportunity to pursue particular aspirations through specialisations offered.

(*High achieving students at the end of Year 9 are encouraged and invited to select VCE/VCE VET units as part of an Accelerated Studies Program. This program permits students to achieve units/certificates prior to Year 12 which may improve their ATAR, required for entry into University or TAFE College.*)

In Years 11 and 12, students have access to a range of senior programs: VCE, VET and VCAL. The program of VCE studies offered at the College is designed to ensure all students have the opportunity to gain entry into their chosen tertiary courses and future pathways. For current VCE, VET and VCAL -units offered at Hume Central Secondary College please refer to the Senior School Course Selection Handbook.

2.2 One to One Personal Learning Devices Program

Personal Learning Devices (PLD – this includes Netbooks, Laptops, Computers) have changed how and when our students learn, PLD’s are now an essential learning tool. Our students have access to educational software programs which are loaded on to each PLD. The types of activities that have become possible for our students include:

- Using the internet and encyclopaedia software for research
- Creating animation, movies and 3D designs
- Recording and editing photographs, sound or video
- Creating media-rich presentations
- Collaborating online with students and teachers locally, interstate or overseas

It is part of the College eLearning Program to enrich opportunities for learning with access to PLD’s that can be used during and outside of school. Wireless internet access is available at all Campuses and PLD’s can also be used at home – with or without internet access.

It is essential that all families participate in the PLD Program. This ensures consistency in the classroom, and promotes shared learning. Once the PLD Agreement is signed and payment of $100.00 (bond) is made, each student will receive a wireless-enabled PLD Computer for their learning. We have a dedicated ICT (Information Communications Technology) team of technicians that support this program.
2.3 Academic Challenge and Excellence Program (ACE) for high-achieving students

The ACE program has been especially developed to cater for the needs of high-achieving students by providing them with the opportunity to be challenged and extended in their learning. ACE operates at Year 7-10.

If your child has demonstrated:
- A high standard of academic achievement in primary school
- A willingness to work at a high level in all subjects
- Evidence of being an independent and reflective learner
- High level of motivation, persistence and flexibility
- High school attendance (90% or above)

Then will be eligible to apply for our ACE extension program. Please ask for a brochure for more information.

2.4 Reading Block

The College recognizes that reading ability is a major factor in academic success. In addition to seven (75min) English periods per fortnight, students at Years 7-9 will be receiving four additional (75min) periods of guided reading each fortnight. Reading Block will provide students with strategies to improve reading comprehension skills across all disciplines and give high performing students an opportunity to work with like learners and be extended further.

2.5 Program for Students with Disabilities (PSD)

Our PSD Leader oversees this program, co-ordinates assessments, arranges Support Group Meetings with families, leads the development of Individual Learning Plans and supervises the work of our Educational Support Aides.

2.6 Language Support Program

Students who are funded under the Language Support Program are placed in small groups at Years 7-9 and receive specialised support. Our Speech Pathologist undertakes assessments to make a diagnosis and works closely with teachers and students in this program to maximise student learning.

2.7 Satisfactory Completion Policy

Hume Central Secondary College has a Satisfactory Completion Policy which outlines the minimum requirements for students Years 7-12 to satisfactorily complete units of work each semester. (Contact Campus Reception for a detailed copy)

This policy has three main aims:
- To ensure that students and parents/carers clearly understand the requirements for ‘Satisfactory’ completion of an academic year, so that students can move from one year level to the next with confidence
- To make sure that teachers across the College use a common and fair process for assessment and making judgments
- To provide common and consistent opportunities for all students to meet the minimum requirements of the set COMMON ASSESSMENT TASKS (CATs) for each unit of work

If your child brings home a ‘SATISFACTORY COMPLETION POLICY - REDEMPTION FORM’, talk to them about why they did not achieve the minimum requirement on a Common Assessment Task. Make sure they understand what they have to do in order to ‘redeem’ on the task. If you are worried that your child might not achieve the minimum requirement, ring the teacher and speak to them about your concerns.
**In order to be considered for promotion to the next year level Year 7, 8 and 9 students must achieve Satisfactory Completion of:**

- Both semesters of English
- At least 1 semester of Maths
- At least 4 other areas of study (Health &PE, Science, Humanities, Technology, Arts)

**WITH A TOTAL OF 12 SEMESTER**

**In order to be considered for promotion Year 10 students must achieve Satisfactory Completion of:**

- Both semesters of English
- At least 1 semester of Maths
- At least 4 other areas of study (Health &PE, Science, Humanities, Technology, Arts)

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**WHAT YOU CAN DO TO SUPPORT YOUR CHILD TO SATISFACTORILY COMPLETE ALL UNITS OF WORK:**

- **YEAR LEVEL ASSESSMENT TASK CALENDAR** (Your child will receive a which will show the due dates for all Common Assessment Tasks.) Encourage your child to start working on each task well before the due date.
- Support your child to develop a good homework and study routine.
- Attend Student Support Group and Parent/Teacher/Student Conversations with your child and talk to your child’s teachers about your child’s progress.
- Look carefully at your child’s Progress Reports (which are sent home every three weeks). If your child receives an ‘AN ‘(ATTENTION NEEDED) for any unit, ring the school and speak to the teacher about what your child needs to do to improve.
- Show an interest in what your child is doing and encourage them to do their best (e.g. Ask your child to explain what they have to do for each Common Assessment Task. Ask them about the criteria they will be assessed against).
2.8 Reports
At Hume Central Secondary College students will receive Progress Reports at least twice each term and End of Semester reports. Please speak with your son/daughter about their reports and keep reports for future purposes i.e. applications/interviews

2.9 Creative and Performing Arts
At Hume Central Secondary College, Music, Dance and Drama play a vital role in the College curriculum. The creative and performing arts provide students not only with skills and artistry in different artistic fields, but also promote self-expression, confidence, team work, and leadership.

Drama is offered to students from Years 7 to 12, and Music classes to students in Years 7 to 12. Since 2012 Dance and Music classes have been extended into the Senior curriculum in accordance with the College’s commitment to providing a broad range of Performing Arts subjects to support the learning and career pathways of our students.

All areas of Performing Arts work together to present concerts and performances throughout the year to showcase the talent, dedication and hard work of the students at Hume Central. This works in collaboration with the College production and instrumental music program.

Students have the opportunity to see live theatre and dance performances as well as participate in exclusive dance and drama workshops as part of their studies in the Performing Arts.

2.10 Instrumental Music
We currently offer an extensive Instrumental Program; Tuition is delivered individually or in small group in guitar, drums, woodwind, percussion and voice. The College ensures that all students participating in the Instrumental Program have regular opportunities to perform in both informal and formal settings.

Currently students can develop and extend their skills in small group ensembles that perform for students, staff and other members of the school community during assemblies, special events and concerts. Expressions of interest forms are available from Campus Reception.

2.11 College Production
Each year, the College puts on a major College Production. Students presented 'Alice in Wonderland' in 2010, 'James and the Giant Peach' in 2011, 'Peter Pan' in 2012 and 'The Lion, The Witch and The Wardrobe' in 2013. These performances showcase the many talents of our students and provide opportunities for students to undertake backstage support roles and develop skills in lighting, sound, costumes, makeup, construction and design of sets and props.

2.12 Student Learning Support
In order to support all students to achieve academic success the College runs 2 Student Learning Support sessions weekly after school. It is an opportunity to complete study and homework and be supported to successfully complete assessment tasks.

2.13 Student Leaders (SRC)
Student Leaders selected across Year 7-12 provide an opportunity and a forum for students to address the interests and concerns of fellow students and to develop leadership skills. Each year every class is represented by two elected members.
3. STUDENT ENGAGEMENT AND WELLBEING

3.1 Student Learning Behaviour Policy *

Rationale
Respectful relationships are intrinsic to a positive and engaging school environment. Every member of our school is responsible for creating and promoting a positive and safe learning environment.

Purpose
The purpose of the Student Learning Behaviour Policy (SLBP) is to:
- establish a cooperative, supportive and safe environment where effective teaching and learning occurs
- define appropriate behaviour that will lead to effective teaching and learning
- establish processes that focus on prevention and early intervention to create a positive school culture

We recognise the values that underpin the Student Learning Behaviour Policy:
- the right to learn and the responsibility to allow others to learn
- the right to feel safe and comfortable and the responsibility to allow others to feel comfortable and safe

source: Lewis, R. The Developmental Management Approach to Classroom Behaviour ACER 2008

As a learner at our school, you can expect to:
- enjoy a safe and supportive learning environment
- be treated respectfully
- be informed about work requirements and assessment dates in writing
- supported to establish learning goals
- be given timely and appropriate feedback about your progress
- be informed about expectations in writing and verbally
- have staff speak with you in a calm and appropriate way when you are not meeting expectations
- use mobile telephones/devices during breaks only
- learn in well maintained buildings and grounds

As a learner at our school, you have a responsibility to:
- attend all classes daily and be punctual
- wear school uniform
- respect all others and their views
- follow all reasonable instructions given by staff
- be prepared for class
- meet all course requirements
- submit your own work for assessment
- be safe at and when travelling to and from school
- remain at school for the school day in specified areas unless otherwise authorised
- use communication technologies and the school network appropriately, have mobiles telephones/devices out of sight, switched off/silent during class
- be free from the influence of alcohol and other drugs
- respect all property

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1 See Attendance Policy and Appendix 1 Time Counts
2 See Uniform Policy
3 See Healthy Relationships Policy
5 See Appendix 2 Behaviour Support System
6 See Out of class/School Grounds Policy
7 See Satisfactory Completion Policy-Student Learning
8 See Smoke and drug-free College Policy

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## Implementing our rights and responsibilities:

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<tr>
<th>Learning behaviour</th>
<th>Student responsibility</th>
<th>Staff responsibility</th>
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| **Attend all classes daily and be punctual** | - maintain 100% attendance with a minimum of 90% each semester  
- Hand in a medical certificate or equivalent for any absences (only 5 absences can be explained by a Parent/Guardian note)  
- Regularly speak to Mentor about attendance  
- when absent, collect all missed class and home work  
- be at the allocated classroom on time (by the bell)  
- check for daily news  
- accept that ‘Time Counts’ and missed time will lead to a session at lunchtime  
- patiently wait for the teacher to explain any missed instructions | - mark rolls correctly including lateness  
- support students return to school by providing class and home work  
- liaise with Mentors/Team Coordinator/Team Leader about unexplained absences  
- follow the Satisfactory Completion Policy process for attendance  
- check the attendance at risk register weekly  
- be at the allocated classroom by the bell  
- check for daily news  
- explain any missed instructions to late students when time permits  
- plan and prepare for classes in advance  
- understand the uniform policy  
- wear correct uniform  
- accept any teacher asking you to remove any item that does not comply  
- be prepared to be sent home until you have the correct uniform/have your uniform brought to school and accept ‘Time Counts’ for missed class time  
- on the rare occasion that you are out of uniform bring a signed note for that day from parent/guardian | - understand the Uniform Policy  
- implement process and ask student to remove any item that does not meet the policy and place in the bag  
- refer any student who refuses to comply to the Team Coordinator/Team Leader with telephone call to Parent/Guardian for permission for student to leave school and change/bring the uniform to school  
- be consistent and rigorous in maintaining student uniform |
| **Wear school uniform** | - respect the safety of all students and staff  
- report to a teacher when you feel unsafe or threatened  
- use strategies provided in Mentoring to build relationships  
- accept support from staff to ensure you are building learning relationships | - respect the safety of all staff and students  
- maintain an adult voice at all times to build relationships  
- report to a Team Coordinator/Team Leader any student who makes others feel unsafe or threatens  
- refer students to Student Services if skills in building strong learning relationships are needed | - listen to instructions the first time they are given  
- ask for clarification if needed and when appropriate | - give clear written, verbal and visual instructions and provide clarification when asked  
- implement Behaviour Support System in class if needed |
| **Respect all others and their views (avoid verbal or physical harassment /bullying)** | - respect the safety of all students and staff  
- report to a teacher when you feel unsafe or threatened  
- use strategies provided in Mentoring to build relationships  
- accept support from staff to ensure you are building learning relationships | - respect the safety of all staff and students  
- maintain an adult voice at all times to build relationships  
- report to a Team Coordinator/Team Leader any student who makes others feel unsafe or threatens  
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- refer students to Student Services if skills in building strong learning relationships are needed |
| **Follow all reasonable instructions given by staff** | - give clear written, verbal and visual instructions and provide clarification when asked  
- implement Behaviour Support System in class if needed | - listen to instructions the first time they are given  
- ask for clarification if needed and when appropriate | - give clear written, verbal and visual instructions and provide clarification when asked  
- implement Behaviour Support System in class if needed |
| **Be prepared for class; meet all course requirements and submit own work for assessment** | have all materials required for learning  
- accept a verbal warning for not having the correct equipment – first offence  
- accept a lunchtime or recess detention – second offence  
- ask Team Leader for support if there is difficulty in obtaining equipment  
- listen to all teacher explanations  
- ask questions to clarify using basic protocols, hands up, one person talking at a time  
- be open to a challenge and accept support when needed  
- use assessment rubrics to improve learning  
- have all materials  
- deliver verbal warning for not having the correct equipment – first offence  
- administer a lunchtime or recess detention – second offence  
- ask Team Leader for support if there is difficulty in students obtaining equipment  
- explain and provide written, verbal and visual instructions for all tasks  
- seek feedback and support from colleagues  
- use assessment rubrics to provide feedback |
| **Be safe at and when travelling to and from school; remain at school for the school day in specified areas unless otherwise authorised** | follow indoor/outdoor protocols including walking not running  
- keep to the left of paths and stairs  
- use ‘inside’ voices  
- do not throw objects  
- do not chew gum at school  
- consume food and drinks in specified areas only  
- enter and exit where specified  
- Year 7 - 11 students only leave the school grounds with a signed Parent/Guardian and Team Leader note  
- Year 12 students sign in and out at Campus Reception during spares  
- comply with conditions about driving to/from school when holding a probationary/licence  
- enforce all indoor/outdoor learning protocols  
- question students and seek support from Team Coordinator/Team Leader if needed |
| **Use communication technologies and the school network appropriately** | switch mobile phones to off/silent in classes  
- electronic music devices to be off/away unless the teacher has given permission for their use for learning activities  
- use netbooks/laptops for the relevant learning task only  
- switch mobile phones to off/silent in classes  
- use laptops for student learning purposes only  
- give clear written, verbal and visual instructions and provide clarification when asked  
- implement Behaviour Support System in class if needed |
| **Be free from the influence of alcohol and other drugs** | read and understand our Smoke and drug-free College Policy and ask for clarification if needed  
- enforce Student Learning Behaviour Policy  
- report student to the appropriate year level team immediately |
| **Respect all property** | follow all indoor/outdoor protocols  
- respect the furniture and equipment and return it where it belongs  
- accept consequences causing damage  
- enforce all indoor and learning protocols |

Please also refer to “Suspension and Expulsion” guidelines as determined by the Department of Education and Early Childhood Development.  

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9 Appendix 3 Suspension and expulsion
3.2 Anti-Bullying Policy

NOT IN OUR SCHOOL

All students have the right to learn and feel comfortable in a safe, secure and stable environment. All students have the responsibility to ensure others feel comfortable, safe and secure.

What is bullying?

Bullying is when someone, or a group of people, upset or harm another person—either psychologically or physically— or their property, reputation or social acceptance on more than one occasion.

There are three broad categories of bullying.

Direct physical bullying

This includes repeatedly hitting, tripping and pushing, or damaging someone’s property.

Direct verbal bullying

This includes repeated name-calling, insults, homophobic or racist remarks and verbal abuse.

Indirect bullying

This form of bullying is harder to recognise and is often carried out behind the bullied persons back. It is designed to harm someone’s social reputation or cause humiliation.

Indirect bullying includes:

- lying and spreading rumours
- playing nasty jokes to embarrass and humiliate
- mimicking
- encouraging others to socially exclude someone
- damaging someone’s social reputation and social acceptance
- cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress.

What should you do if you are bullied?

Every incident of bullying is different, but there are some basic guidelines you can use if you are bullied.

- Firmly ask the bullying to stop what they are doing
- Ignore the comments and walk away
- Walk calmly to a safer area (towards a teacher or another group of people)
- Talk to your Mentor Group Teacher or another staff member who you feel comfortable with
- Talk to friends or parents about the best way to deal with the situation
- Talk to your Team Leader, Coordinator, Youth Worker or Student Welfare Coordinator

Remember you have a right to be safe and you do not have to put up with being bullied.

What should you do if you witness someone being bullied?

If you see someone being bullied you need to take action, but never put yourself in danger.

- Encourage the student being bullied to leave the situation with you
- Firmly explain to the people bullying that their behaviour is not acceptable or amusing
- Reassure the student being bullied they do not have to put up with this
- Ignore rumours and negative comments about other people
- Encourage the student to talk to a Teacher, Team Leader, Team Coordinator or Welfare Coordinator
- Listen to the person being bullied
BULLYING AT SCHOOL IS EVERYONE’S PROBLEM

Using the “Habits of Mind” to reduce bullying

What the College will do

All staff members at Hume Central Secondary College are committed to creating a safe and secure environment free of bullying behaviour.

If bullying does occur we will support the person being bullied and work with the person bullying to help them change their behaviours.

Parents/Carers will be notified of the incident. The College’s Student Behaviour Learning Policy will guide our decisions in terms of consequences. People who may be involved in providing support when bullying occurs:

- Classroom teachers
- Mentor
- Team Leader/ Co-ordinator
- Youth Worker
- Student Welfare Coordinator
- Educational Psychologist
- Assistant Principal
- Campus Principal
3.3 Uniform Policy*

Why do we have a uniform?
By having a compulsory uniform, the College aims to:
- Enable students to develop a greater sense of belonging and connectedness.
- Promote a positive image of our students and the College within our community and beyond.
- Make school safer by identifying our students from students from other schools and outsiders.
- Ensure that we are compliant with current Occupational Health and Safety guidelines.

What we expect of students
All students from Years 7 – 12 are expected to wear full college uniform daily, including to and from school and on most excursions. It is the expectation that parents/guardians ensure that their child arrives at school in complete uniform. Physical Education and Sport uniform may only be worn at school during Physical Education/ Sport classes or, if permission given by school, to an adventure based excursion.

Students who arrive out of uniform without an approved note may be sent home to change or parents will be contacted to bring uniform to the school.

Items of uniform can only be purchased from Lowes at the Broadmeadows Town Centre.

Footwear
Students are required to wear black leather school shoes.
BLACK LACE UP LEATHER SCHOOL SHOES OR BLACK LEATHER T-BAR

Acceptable footwear:

Dress/Skirt/Shorts length
Winter skirts, summer dresses (shorter version) and shorts must be worn in a manner that complies with the dress length guideline - the finished hemline must be no more than 10 centimetres above the knee. Students who wear these items shorter than this will be required to lengthen the item or have it replaced with a new one. Shorts must be hemmed rather than rolled.

Hair and Make-up
All students with hair longer than shoulder length are encouraged to tie their hair back for health and safety reasons. Students are asked not to wear excessive make up to school. All students are required to maintain natural hair colour. If students choose to alter the colour of their hair, they must ensure that the colour remains one that occurs naturally.

Facial Piercing
Facial piercings are not permitted, with the exception of small studs which sit flush to the skin. Students who wear protruding facial jewellery, including rings, will be required to remove the item.
## COMPULSORY UNIFORM ITEMS YEARS 7-12

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<td><strong>ACADEMIC UNIFORM</strong></td>
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<td>- College White shirt – long sleeve</td>
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<td>- Boys – Grey College trousers or shorts</td>
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<td>- Blazer (optional 7-9 )</td>
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<td>- Black leather school shoes(Lace up or T-Bar)</td>
<td>- Blazer (optional 7-9)</td>
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<td>- White socks can be worn with or without tan stockings (dress/skirt/shorts)</td>
<td>- Black leather school shoes(Lace up or T-Bar)</td>
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<td>- Black stockings only with skirt</td>
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<td><strong>SPORTS UNIFORM</strong></td>
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<td><strong>Summer - Terms 1 &amp; 4</strong></td>
<td><strong>Winter – Terms 2 &amp; 3</strong></td>
</tr>
<tr>
<td><strong>ACADEMIC UNIFORM</strong></td>
<td><strong>ACADEMIC UNIFORM</strong></td>
</tr>
<tr>
<td>- College White shirt – long or short sleeve</td>
<td>- College White shirt – long sleeve</td>
</tr>
<tr>
<td>- Boys – Grey College trousers or shorts</td>
<td>- Boys - Grey College trousers or shorts</td>
</tr>
<tr>
<td>- Girls - Grey College trousers or shorts, College skirt or dress</td>
<td>- Girls - Grey College trousers or shorts, College skirt</td>
</tr>
<tr>
<td>- College Jumper</td>
<td>- College Jumper</td>
</tr>
<tr>
<td>- Blazer / Spray Jacket</td>
<td>- Tie</td>
</tr>
<tr>
<td>- Black leather school shoes(Lace up or T-Bar)</td>
<td>- Blazer (compulsory Years 10 -12)</td>
</tr>
<tr>
<td>- White socks can be worn with or without tan stockings (dress/skirt/shorts)</td>
<td>- Black leather school shoes(Lace up or T-Bar)</td>
</tr>
<tr>
<td>- Black stockings only with skirt</td>
<td>- White socks can be worn with or without tan stockings (skirt/shorts)</td>
</tr>
<tr>
<td>- Black stockings only with skirt</td>
<td>- Black stockings only with skirt</td>
</tr>
<tr>
<td><strong>SPORTS UNIFORM</strong></td>
<td><strong>SPORTS UNIFORM</strong></td>
</tr>
<tr>
<td>( only for P.E classes and Sporting events)</td>
<td>( only for P.E classes and Sporting events)</td>
</tr>
<tr>
<td>- Sport shorts or track pants</td>
<td>- Sport shorts or track pants</td>
</tr>
<tr>
<td>- Sport polo</td>
<td>- Sport polo</td>
</tr>
<tr>
<td>- Rugby top</td>
<td>- Rugby top</td>
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</tbody>
</table>

**NB:** Sports uniform to be worn only for Physical Education and sporting events. The Academic uniform will be worn at all other times. Students can be dismissed after period 4 in sports uniform if dressed correctly (i.e. in complete sports uniform)
Accessories:
- **Beanie** - plain navy for winter (for outdoors only)
- **College navy cap** (for outdoors only)
- **Winter scarf** - navy only
- **Hijab** - Navy or white only
- **Hair accessories** - navy only - Bandannas are not permitted
- **Jewellery** - simple jewellery only e.g. studs, sleepers, single bracelets, etc
- **Belts** - only black for trousers or shorts

3.4 College Attendance Policy*
Hume Central Secondary College requires that Year 7 – 12 students attend 90% of the College program without a medical certificate. Students who fail to meet this requirement will jeopardise their chances of successfully completing their year of study.

3.5 Out of School Grounds Policy*
Hume Central Secondary College values a learning environment where all students are safe and have the responsibility to ensure the safety of others. The Out of School Grounds Policy aim is to ensure all students are accounted for during the school day.

**Signing out of school procedures**
Students who are required to leave the college during the school day must have parent authorisation. This includes a parent/guardian note signed and dated. This note must be counter signed by the Team Leader/Coordinator and the student must be collected and signed out by the parent/guardian at the Campus Reception.
Year 12 students are permitted to leave school grounds during study periods. They must sign in and out at the Campus Reception.

**Out of class/grounds without permission**
Any student who is out of the school grounds during the school day without following the signing out procedures is in breach of the policy. Students who breach this policy will have their parents notified and will need to attend Time Counts. Reoccurring incidents will result in suspension and a Student Support Group meeting.
Any further incidents will result in further consequences as deemed appropriate by the Team Leader in consultation with the Principal.

3.6 College Homework Policy*
Hume Central Secondary College teaching staff set homework to complement and reinforce classroom learning. The homework that is set will support educational requirements and is:
- appropriate to the student's skill level and age
- purposeful, meaningful and relevant to the curriculum
- assessed and returned promptly by teachers with feedback and support provided
This assists in fostering good lifelong learning skills and study habits and provides the opportunity for students to become responsible for their own learning.
3.7 Learning Teams
Hume Central Secondary College offers a range of supports for students across the College and also addresses the special needs of individual students through specialised programs and services. These include: Separate Communities at Years 7, 8 and 9 at both Junior Campuses Blair Street and Dimboola Road and a Senior Campus Years 10-12 at Town Park. This enables us to maximise our capacity to get to know our students well and to support every aspect of their academic and social development.

Each Year Level is managed by a highly effective team led by a Team Leader and Team Coordinator work closely to ensure that students develop their academic and social potential, that students in their respective year levels are engaged and achieving success at school and that they take advantage of all that is offered to them. They newly established Mentor groups (Pastoral Care groups) provide ongoing support to students to ensure that students meet the requirements of the Student Learning Behaviour Policy, the Attendance Policy and Satisfactory Completion Policy.

3.8 Student Welfare Co-ordinator (SWC)
Each Campus has a Student Welfare Officer who essentially liaises with parents, teachers and specialists in delivering services and support to students who require assistance with emotional, social, financial and academic issues. The SWC also liaises with community agencies that assist students and their families who are experiencing difficulties for a range of reasons.

3.9 Secondary School Nurse
Our School Nurse works in the College to support teachers and students in the delivery of a range of health promoting programs e.g. Nutrition, Body Image, Life Skills, Healthy Relationships, Breakfast Club, Quit Program, SAPPS Program (Sexual Assault Prevention Program in Secondary Schools etc.) they are part of the Student Welfare team and have links into the Regional Support Network.

3.10 Psychologist and Speech Pathologist
The College has access to an Educational Psychologist and Speech Pathologist who work across each Campus to assess student needs and make recommendation regarding how to best support student learning.

3.11 Youth Worker/Health Worker
The College in 2014 will have a full time Youth Worker/Health Worker on each Campus. Youth Workers/Health Workers are a part of the Student Engagement and Wellbeing team and provide vital support to students and families when required.

*Complete copies of policies are available upon request from your Campus Reception.
4. STUDENT PATHWAYS AND TRANSITIONS

4.1 Career Education - Future Pathways Planning
Hume Central Secondary College assists students in Years 7-12 to develop a carefully tailored Managed Individual Pathways plan. This plan allows students to explore potential careers, seek support and obtain advice with regard to making decisions about their post school education and training options. Our students develop skills in the area of setting goals, developing clear and achievable career directions and experiencing the real world of work.

4.2 Work Experience
At Year 10 students undertake two weeks of Work Experience each year. Extensive career planning and preparation precedes the Work Experience program and is delivered through the Mentoring program.

4.3 VCE Course Planning, Careers and Tertiary Entrance Advice
Our experienced Careers leaders and Senior Years team provide ongoing advice and support to students in VCE related to appropriate course planning and careers and tertiary entry pathways. A range of workshops, parent information meetings and course selection days are offered with individual student counselling sessions.

5. QUICK GUIDE

5.1 TERM DATES 2014
Term 1: 28 January (school teachers start) to 4 April *
Term 2: 22 April to 27 June**
Term 3: 14 July to 19 September
Term 4: 6 October to 19 December

* The first day of Term 1 is a student-free day in all government schools to allow for appropriate planning to take place for the arrival of students. Each year government schools are provided with four student-free days for professional development, school planning and administration, curriculum development, and student assessment and reporting purposes. The remaining three student-free days are determined by each individual school, so contact your school for details.

** Term 2 starts on Tuesday 22 April as Monday 21 April is a public holiday for Easter Monday. Please note: Friday 25 April is ANZAC Day.

BELL TIMES 2014

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8.50 - 10.05</td>
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<tr>
<td>Period 2</td>
<td>10.05 - 11.20</td>
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<tr>
<td>Lunch</td>
<td>11.20- 12.10</td>
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<tr>
<td>Period 3</td>
<td>12.10 - 1.25</td>
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<tr>
<td>Recess</td>
<td>1.25 – 1.45</td>
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<tr>
<td>Period 4</td>
<td>1.45 - 3.00</td>
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</tbody>
</table>
5.2 Need some help?
You may contact:
- Your child’s Mentor
- Your child’s Team Co-ordinator
- Your child’s Team Leader
- The Student Welfare Co-ordinator (SWC)
- Youth Worker/Health Worker
- Secondary School Nurse
- Assistant Principal
- Campus Principal
- College Principal
- Any staff member

5.3 School Documents
Please contact your Campus Reception if you need any of the following documents or look on our web site: www.humecentralsc.vic.edu.au:

- Student Enrolment Applications (apply at reception with the appropriate paperwork or email enrolment applications to the College at www.humecentralsc.vic.edu.au)
- Uniform Pricelist
- PLD Program and Digital Network Code of Conduct
- Ministerial Order 90 (Anaphylaxis Management)
- School Asthma Action Plan
- Privacy Notice
- Parent Consent Form – College and External Organisations (Student Photograph, Film or Interview)
- Excursion permission forms
5.4 If your child is absent from school:
Contact the College (i.e. SMS, telephone) during your child’s absence or submit a medical certificate or a note of explanation with your child’s name, date of absence and signed by parent/guardian for the Mentor Group Teacher on your child’s return to school. This can be handed in at the Campus Reception.

5.5 If your child arrives late:
If you know that your child will be late for school please ensure that you send them with a note, dated and signed by you or contact the school to inform us. If your child arrives late during a week on 3 or more occasions, a Time Counts detention will be issued.

5.6 If your child feels sick:
The College is not able to supply pain relief medication without written permission. You will be contacted and, if necessary, your child will be sent home. Students feeling ill and requiring to go home must communicate with parent/guardian through Reception or a staff member. Parent/guardians are requested to direct their children to follow this procedure.

5.7 If your child has to take medication at school:
Parents/guardians need to send clear instructions in writing. The medication needs to be clearly marked with the child’s name and details of prescribed dose, along with a notification from the doctor. Medication must be given with instructions to the Assistant Principal before school.

5.8 If your child needs to use the telephone:
If it is necessary to communicate with your child during school hours, we ask that you do this through the at your child’s Campus Reception. Students are not permitted to use mobile phones during class time. (See the Student Learning Behaviour Policy for details)

5.9 Lost property:
If your child loses any of their belongings they should report the loss to the their Team Leader or Team Coordinator and check at the Campus Reception in case the item has been handed in. Make sure all books, uniform and other items are clearly marked. If students find personal property they should take it to your child’s Campus Reception.

5.10 If your child needs to leave the school for an appointment:
Please send a note of explanation with your child signed and dated by you. This note will need to be counter signed by your child’s Team Co-ordinator or Team Leader for your child to be signed out at your child’s Campus Reception.

5.11 If you have a change of address / telephone number / family circumstances:
Provide details to your child’s Campus Reception immediately. The school needs this information in case we have to contact you in an emergency.

5.12 If your child is unable to participate in sport / Physical Education lessons for medical reasons:
Please provide a signed and dated note explaining why your child is not able to participate in physical activities.

5.13 VALUABLES / PERSONAL PROPERTY
Valuables and personal property are not to be brought to school. If students do so then they should leave them at the Campus Reception during the day. Students should exercise special care with valuable items permitted at school such as calculators etc.

The College is not responsible for any loss or damage to valuables and personal property.
5.14 VISITORS TO THE COLLEGE
Parents/guardians and visitors to the College are required to report to the Campus Reception. They will then be directed to the appropriate member of staff. If you would like to speak to a member of staff please arrange an appointment through the staff at the Campus Reception.

5.15 ACCIDENTS/ SERIOUS ILLNESS / AMBULANCE POLICY
In case of an accident, a College representative will contact parents / guardians (or emergency contacts). Initial assistance will be offered by staff trained in First Aid. An ambulance will be called if the illness/injury appears serious and requires urgent medical attention. A member of the school’s staff will stay with the child until a parent/guardian arrives at hospital.

Hume Central Secondary College strongly advises Parents/Guardians to have a current ambulance membership. Ambulance services are not free and the College is not liable for costs incurred for an ambulance response.

5.16 USE OF CARS BY SENIOR STUDENTS
Department of Education & Training requirements.
Victorian Government Schools Reference Guide sections 4.4.2.10 and 4.10.6.3 state that: Students are not permitted under any circumstances to transport other students in private cars in connection with any school programme or function whether held during normal school hours or at other times.

Hume Central Secondary College additional requirements are:
Any student of legal driving age who intends to drive to school, either on a regular basis or occasionally, must comply with the College policy and is required to complete the Parent Permission and Student Agreement Form. (Available from the Year 12 Team Leader)

Car make and registration details must be recorded with the College.
Students are not permitted to carry other passengers to and from the College without the written permission of their Parent/Guardian and the passenger’s Parent/Guardian.

The College does not take responsibility for damage to cars whilst on the College grounds.