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Appendix A – Parent Payment Policy
## College Contacts

### College Principal
Mr. Frank Vetere

### Assistant Principals
- Wellbeing and Engagement Leader
  - Mrs. Robyn Fincher
- Prep – Year 4 Community Leader
  - Mrs. Marg Holness
- Year 5 – Year 9 Community Leader
  - Ms. Bernadette Cronin
- Specialist – Leadership / 21st Century Learning
  - Mrs. Jennifer Hayes
- System Leadership / 21st Century Learning
  - Mr. Daryl English

### College Business Manager
Mrs. Janette Carey

### Address
18 – 50 Ponsford Drive
POINT COOK VIC 3030

### Postal Address
PO Box 6497
POINT COOK VIC 3030

### College Telephone
03 8348-7100

### Student Absence Line
03 8348-7100 (Option 1)

### College Fax
03 8348-7199

### College email
point.cook.p9.co@edumail.vic.gov.au

### College Website
www.pcc.vic.edu.au
Welcome

At Point Cook College, we are committed to providing 21st century education. Academic rigour is valued at all stages with a consistent and high quality curriculum that develops individual pathways and realises the potential of every student. The Point Cook College learning community is underpinned by our vision of ‘creating tomorrow today.’

Point Cook P-9 College (Point Cook College) opened in 2010 as the re-location of Point Cook Primary School, which had operated on the RAAF Williams Point Cook Base since 1923.

Point Cook College is a Public Private Partnership facility in accordance with the Victorian Government's Partnerships Victoria framework. Partnerships Victoria is designed to combine Government facilities with the expertise that the private sector has in designing, financing, building and maintaining infrastructure projects. All education and school curriculum services will continue to be publicly delivered in line with state government policy. Our College includes many unique features including wetlands, an environmental science room, a Stephanie Alexander Kitchen Garden and state of the art teaching and learning spaces designed in collaboration with Dr Julia Atkin. The College is in partnership with the YMCA for the provision of childcare facilities and our Middle Years outdoor education program.

The College recognises the differences in stages of learning within a P-9 context. Our instructional model is based around all students spending the majority of learning time in their home room with their home room teacher. Our programs focus on developing the whole person – academically, socially, emotionally, physically. We scaffold learning to develop independent learner and provide various pathways so that our graduating year 9 students are ready for the rigours of senior secondary education. (Please visit other pages on this website to discover the broad range of curriculum offerings across the College). The College Specialist programs include: Visual Arts, Performing Arts, Science, Environmental Science, LOTE Indonesian, Food Technology, Stephanie Alexander Kitchen Garden, Health and Physical Education, interschool sport carnivals, ICT and Year 9 pathways. The College also has an ongoing commitment to Environmental Sustainability Education and Studies of Asia.

Learning Technologies are an integral part of everyday teaching and learning within the College. The Year 3 to 9 students have a parent funded 1 to 1 iPad program. The Year P - 6 students have access to multiple class sets including iPads and Netbooks. All teaching and learning spaces have an Interactive Whiteboard (including Specialists) and high speed Internet connectivity due to continuously upgraded infrastructure.

The College has developed a common approach, language, and understanding in order to promote positive behaviours. We have been ‘Living the PCC Matrix’, and our whole College Behaviour Purpose Statement reads: ‘At Point Cook College we develop academically, socially and emotionally within a safe, engaging and inclusive learning
environment.’ The 4 overarching expected behaviours are: We are learners, we are responsible, we are respectful and we are safe.

The College values and encourages partnerships and expects all of the learning community to uphold the goals of the College. This will be achieved through:

- Fostering close links with parents and the broader college community through its commitment to open and regular communications
- Committing to the active sharing of its vision and goals to ensure college community engagement in the strategic plan
- Guaranteeing all students access to a broad, balanced and flexible curriculum
- Providing a safe and stimulating learning environment to ensure all students can achieve their full potential
- Providing students with instruction that is adapted to their individual needs
- Responding to all communication by parents and caregivers in a timely manner
- Providing teachers with timely and targeted feedback to students on their work and behaviour

College Vision

Creating Tomorrow Today

Creativity and Innovation:
We are Creating Tomorrow Today by promoting imaginative, innovative thought and action within an inspirational environment.

Partnerships:
We are Creating Tomorrow Today by developing and promoting strong and effective relationships between all members of our community.

Engagement:
We are Creating Tomorrow Today by establishing an environment that engages, inspires and motivates individuals to develop a passion for learning.

Sustainability:
We are Creating Tomorrow Today by continually working to make things better and ensuring that the systems we set up are helping rather than harming the process.
Individuality:
We are Creating Tomorrow Today by embracing diversity and celebrating the efforts and achievements of all individuals.

Leadership:
We are Creating Tomorrow Today by having a shared direction and a supportive culture of leadership.

Values

At Point Cook Prep – Year 9 College we are Creating Tomorrow Today by embracing and respecting the shared values that contribute to our supportive and nurturing community.

• Caring
• Respect
• Fairness
• Integrity
• Resilience
• Friendliness
• Responsibility
• Understanding and Acceptance
## Term Dates 2017

<table>
<thead>
<tr>
<th>Term</th>
<th>Commences</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Teachers return Monday 30(^{th}) January</td>
<td>Friday 31(^{st}) March</td>
</tr>
<tr>
<td></td>
<td>Proposed students return Wednesday 1(^{st}) February - to be confirmed.</td>
<td>Dismissal 3.00pm</td>
</tr>
<tr>
<td>Term 2</td>
<td>Tuesday 18(^{th}) April</td>
<td>Friday 30(^{th}) June</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dismissal 3.00pm</td>
</tr>
<tr>
<td>Term 3</td>
<td>Monday 17(^{th}) July</td>
<td>Friday 22(^{nd}) September</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dismissal 3.00pm</td>
</tr>
<tr>
<td>Term 4</td>
<td>Monday 9(^{th}) October</td>
<td>Friday 22(^{nd}) December</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Early Dismissal 12.00pm</td>
</tr>
</tbody>
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## Public Holidays 2017

- **Monday 13\(^{th}\) March**: Labour Day
- **Friday 14\(^{th}\) April - Monday 28\(^{th}\) March (inclusive)**: Easter Break
- **Tuesday 25\(^{th}\) April**: ANZAC Day
- **Monday 12\(^{th}\) June**: Queen’s Birthday Holiday
- **Tuesday 7\(^{th}\) November**: Melbourne Cup Day
The First Day of School

The first day of school will be Wednesday 1st February 2017. *(This date will be confirmed once approved by College Council.)* Parents and children should arrive between 8:40 and 8:50am.

Beginning School

Starting school for the first time is a very exciting time. We welcome our new students and families and strive to build a strong partnership with you. Your involvement is one way of showing your child /children that you value the home-school partnership and his/her education. Research has shown that this attitude results in children making the most of their educational opportunities.

As parents you can make a significant difference to how effective your child’s time at school will be, particularly during the first week. This is a time for developing new relationships and positive attitudes. Feel free to pop in before school and say “hello” to your child’s teacher. We enjoy getting to know you. Parents and in particular those in the primary years are encouraged to become familiar with the day’s routine at the College, so you can reassure your child about what will be happening.

Specific information for students in their first year of school can be found in the Prep Handbook. The 2017 handbook will be distributed to enrolled students as part of the Prep Transition program during Term 4. Advisement of the program will be sent out to enrolled students during Term 3.

College Times

<table>
<thead>
<tr>
<th>Time</th>
<th>Start</th>
<th>First Session</th>
<th>Morning Recess</th>
<th>Second Session</th>
<th>Supervised Lunch</th>
<th>Lunch Break</th>
<th>Third Session</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.50am</td>
<td></td>
<td>8.50am</td>
<td>10.50am</td>
<td>11.20am</td>
<td>12.00pm</td>
<td>1.30pm</td>
<td>3.00pm</td>
<td>3.00pm</td>
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<tr>
<td>8.50am</td>
<td></td>
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<td>11.20am</td>
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<td>1.20pm</td>
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<td>10.50am</td>
<td>12.00pm</td>
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<td>11.20am</td>
<td></td>
<td>1.20pm</td>
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Students are supervised in the yard before school from 8.40am and should not arrive before this time. After school the yard is supervised until 3.15pm.

At 3:00pm children will be dismissed from their classroom or specialist area. Please wait outside the room.


## Attendance

Plan to arrive at the college each day between 8.40 and 8.45 allowing sufficient time for your child to prepare for the day ahead and familiarise themselves with the morning routine. Routines commence as soon as the bell rings with home room time where notes are collected, daily reminders are given and the morning’s learning focus is introduced. A late child can impact on the learning of all children.

Attendance at school is compulsory for all children aged between 6 and 17 years. When children are enrolled it is expected that they will attend school every day of each term. It is important that children and students develop habits of regular attendance at an early age, from the time they are enrolled in a pre-school. Attendance helps children develop social skills, such as friendship building, teamwork, communication skills and healthy self-esteem.

Sometimes we hear "Jack’s away today; We are going shopping; Jill’s staying home because she was up late; Jess is away because Grandma is visiting; It’s Fred’s birthday”. In Victoria, the average student is absent about one in every 13 school days. That means that by the end of their schooling the average student has missed an entire year. Children and students who regularly miss days of school are at risk of missing out on learning the basic building block in subjects, and may experience long term difficulties with their learning.

The Point Cook College attendance Policy requires parents and guardians to:

- Ensure that their children attend regularly, and are only absent if ill or if absolutely necessary
- Call the college absence line on 03 8348-7100 (Option 1) before 8.30am and leave a message explaining the child’s absence

The office staff will provide the home group teacher with a note in their attendance roll informing them of the student absence. (This note will be kept with other absence notes)

If Parents/Guardians haven’t called the college on the morning of the absence, they have a responsibility to provide (upon return to school and within 3 days) a written note to the school explaining why an absence has occurred.
Early Exits / Late Arrivals

**Early Exit**

Parents may need to collect children early on occasions due to medical appointments etc. All children must be signed out via administration prior to the child being collected. An early pass will be handed to the home room teacher when you collect your child. We ask that where possible appointments are made after school hours.

**Late Arrivals**

If children are late for school parents must take the student directly to the home room. If a student is continually late parents will be contacted by the homeroom teacher.

**Why ‘It’s Not OK to Be Late to School’**

**Latecomers:**

- miss out on talking to their class teacher or playing with other children before school
- miss out on organisation time, for example getting their workbooks and pencil case and setting up for the day
- miss out on roll marking, taking monies or notices to the office – and their notices often stay in their school bag
- miss out on learning time when they take their monies or notices to the office
- miss out on hearing what’s happening for the day
- are often unsure about what they have to do in the lesson
- can arrive at their homeroom to find that they have gone to a specialist lesson, the environmental centre, gymnasium and they do not know where to go
- particularly miss out on reading and writing learning time meaning learning becomes disjointed and difficult
- are failing to take responsibility for their learning
- tend not to see being late as a problem
- are often unapologetic to the teacher and the class
- distract other students when they arrive

**When your child is late, teachers:**

- need to repeat instructions and/or find and explain materials before late students can begin working
- need to give late students extra attention so that they know what has happened or what the class is doing
- can be expected by the parents of latecomers to be available although teaching has begun

Students being late to school can have an effect on the teacher, other students in their class and themselves. Being late for school should be the exception rather than the rule. Please assist us by ensuring that your child arrives at school on time each day. We do worry when children are late or absent from the College.
Personal Belongings

Clearly labelling all belongings, books etc will make identification easier and allow us to ensure that items are returned to their rightful owners. Items that have been misplaced will be kept in a central lost property collection.

School Bags in the Early Years

Can your child recognize their own school bag? Remember they will all be the same. Attaching a key ring or some identifying symbol will help, along with writing their name in permanent marker inside the bag.

Lunch Box

This needs to be clearly labelled with your child’s name. Lunch boxes take a fair beating at school. Children need to have a separate snack from their lunch and a suitable drink container (water please – no fizzy or flavoured drinks). Drinking fountains are located outside homerooms in the College. It is recommended that students bring a plastic bottle to refill. It is essential that all students remain hydrated during physical activities and in the summer months.

At PCC we encourage rubbish free lunches as often as possible. This reduces the amount of waste across the College.

Please note: Children eat both snack and lunch in their homeroom under teacher supervision. It is important that a substantial snack is provided (eg ½ a sandwich and a piece of fruit) as lunchtime is at 1:20pm and busy, excited children do get hungry! It is essential that children eat a healthy breakfast to start the day.

Change of Clothing

Young children sometimes have an ‘accident’ at school or fall over in a puddle. The College has a limited supply of spare clothing; however we suggest that all prep children keep a spare pair of underpants and socks in their bag.

Hat

All children will need a school hat in Terms 1 and 4 (wide brimmed or bucket style). There is a NO HAT NO PLAY policy in place. Please ensure your child’s hat is clearly labelled.

Take Home Books

All Year Prep students will require a “take home book bag”. These are waterproof and an appropriate size for sending home take home reading materials and notes to parents. A book bag will be included in the Booklist for Preps at a cost of $15.
**Art Smock**

All children will require a long sleeve art smock for visual arts classes. Art smocks are available from the college.

**Personal Electronic hand held devices at school**

Portable electronic devices include, iPods, iPads, MP3 players and gaming devices such as, Nintendo DS and PSP.

Please note that students are permitted to bring these devices to school and use them during recess and lunch and in the learning neighbourhoods as directed by teachers.

We are well aware that such items are generally expensive and are usually significant gifts for children. Home group teachers and teams have spoken to students about our values of RESPONSIBILITY and RESPECT of others personal possessions and social etiquette for example, music blaring from i-pods. We ask that you also discuss these issues and safety strategies at home and ensure that all items are clearly labelled.

Software and downloads including, games, music and video used on any electronic devices must be age appropriate and not in any kind offensive. Therefore, we ask parents to ensure they regularly check devices to ensure their children have appropriately rated material. Material rated PG, MA, R or X is not permitted at school. If students are found using inappropriate materials both software and device will be confiscated and parents will be informed.

Furthermore, we ask that if your children bring home items that you are unfamiliar or unaware of with that you question your child. Be aware of statements such as, my friend lent it to me, my friend has two of these or I’m minding it for a friend.

It is important that all parents and guardians are aware that the college will not be held responsible for lost or damaged items. Please note the Department of Education and Early Childhood Development (DET) does not hold insurance for personal property brought to schools and it will generally not pay for any loss or damage to such property.

As a college we encourage teams to investigate the use of these devices in learning and teaching programs to promote our guiding Principle of CREATIVITY and INNOVATION.

In regards to Mobile Phones please note that students are NOT permitted to use them in any circumstance whilst at school.
Administration Matters

**Fees and Charges**

The State Government provides a grant to schools for each child to assist with requisites. Unfortunately the grant only goes part way to meeting the total costs involved in our programs.

Each year the Finance Sub-Committee of College Council meets to consider budgets for all of our programs. To cover the shortfall between the government grant and the total cost, a levy is set for each of our children. The levy payable at Point Cook College is quite small but forms an integral part of our budget. Families will be advised at the end of the year for the following year.

**Monetary Payments**

Payments to the school can be made by the following methods;

- **Cash/ Cheque**

  If your child is bringing money to school please place it in a secure envelope on which is written: the child’s name, class teacher, amount of money and what the money is for.

  **NB: Cheques are to made payable to Point Cook P-9 College**

- **Credit Card**

- **EFTPOS**

  An EFTPOS facility is available at the office. All credit cards are accepted WITH THE EXCEPTION OF American Express.

- **Direct Credit to College Bank Account**

  Details of this method can be obtained from the office.

**Excursions**

Excursions are organised throughout the year in line with the Inquiry units being explored. They provide students with invaluable opportunities to consolidate and extend their understandings and it is important for all students to attend so that they can actively contribute to the discussions that follow. A permission note must be signed for each excursion and relevant monies received by the College. We welcome parent helpers on the excursions, but unfortunately we cannot accommodate pre-school children or toddlers on these occasions. If parents are required, teachers will advise you.

Following enrolment during the school year, the following forms are sent to parents.
1. Head lice form
2. Short Walk Excursion Form
3. Photo Permissions Forms
4. Internet and Network Student Agreement Form Years 3 - 9

All current students have forms signed and kept on file.

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**College Banking**

Students at Point Cook College are eligible to open a Dollarmite account through the Commonwealth bank. Pupils who already have a Dollarmite account can bank through the College Administration Office. Account Application forms are available from the Administration Office to enable students who do not have an account to open one. **NO money is required to open an account.** School banking service operates every **Tuesday.** Account books must be handed to the homeroom teacher on Tuesday mornings and they will be delivered to the administration office for processing. Dollarmite account passbooks are redistributed to students via their homeroom teacher.

**Please Note:** This is a deposit service only, we cannot accept any withdrawals.

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**Outside School Hours Care Program**

The YMCA will facilitate the Point Cook College outside School Hours care (OSHC) program. It will be available for Primary School age children outside school hours and during school vacations. Care is also often provided on student free days. In 2017 the program will operate from the YMCA community hub / daycare centre on the College site adjacent to the gymnasium. A separate car park is available for drop offs and pickups. Parents book their child’s care directly with the centre **not** through the College administration office. The centre will be open from 6:45am until school commencement and after the College day until 6:00pm.
Uniform and Sales

The development of our uniform policy has been a consultative process in partnership with students, parents, staff and the wider community and is in accordance with Department of Education and Training (DET) guidelines. The acceptance, respect and equality of all students is an inherent feature of this policy. We embrace diversity and individuality through a range of choices. The policy underpins the understanding of ‘wearing the uniform with pride’ as an example of the ‘We are Respectful’ (‘Anytime, Anywhere’ setting) expected behaviour within our SWPBS Matrix. College Council has developed a Uniform Policy that we believe provides choices for students and parents, allows for students to safely engage in the many varied school activities and caters for the financial constraints of families.

The College uniform policy is included at the end of the handbook. Items can be purchased through Noone Imagewear, the school supplier. Their address is 54 Old Geelong Road, HOPPERS CROSSING, telephone number 9749-0543.

Book Club

Scholastic Book Club is a service offered to the College’s community, students, parents and teachers. Brochures advertising a variety of books and computer software are sent home with each student, approximately twice a term.

Purchase of the books from the club is not compulsory however if you do wish to purchase any goods simply fill in the order form and send it to the administration office in a labelled envelope. Administration staff processes the orders. Book club is entirely voluntary. The College earns “Bonus Points” for each order which can be used to purchase new resources for the Information Resource Centre.

Formal Communication

Parent Teacher Interviews

Parent Teacher Interviews provide formal opportunities for you to discuss your child’s progress with the class teacher. Towards the middle of Semester one and two you will be given a formal opportunity to share with your child’s teacher all that you know about your child. Parent Teacher Interviews are also scheduled following the distribution of mid-year reports to parents for students in Year Prep to Year 4.
If at other times there are issues of concern that you need to discuss with your child’s teacher, please make an appointment either with the class teacher directly or via the office. Often, what can be perceived as ‘big’ problems can be easily handled and rectified.

Parents of students in Years 5 – 9 will receive separate correspondence regarding the procedures for reporting in the Middle Year's classrooms.

The Parent Portal is a secure online facility where parents can access their children’s reports and view contact details as per our school system. All families will be provided with a unique logon and password. The portal will be accessible through a link on the College website.

**Reporting To Parents**

Written reports will be provided bi-annually. (July and December) The dates for distribution will be placed in the College newsletter. Students in Years 5-9 will receive a progress report at the end of term 1 and 3.

**Partnerships**

Should you wish to meet with your child’s classroom teacher, most teaching staff are available from 8:40am via direct contact in the homeroom. Teaching and senior staff are involved in after school curriculum and planning meetings on most afternoons. They are more than happy to make a mutually convenient time to meet.

All teaching staff, the Assistant or College Principals are available for appointments or direct contact via the front office.

**Term Overview**

At the beginning of every Term each year level will publish an overview of the learning and teaching programs for each learning area.

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### Newsletters / Notices

**Newsletters and Notices**

One of our ways of communicating with families as a whole is through newsletters and notices. There are a number of methods to access the newsletter. Options are website, e-mail subscription. **The college sends families the newsletter electronically as this ensures parents receive the correspondence and also reduces the college carbon footprint.** Parents must subscribe to the newsletter on the PCC website. We encourage you to read the newsletter so that you are aware of the many activities happening around the College. You should always check the school bags of younger children for notices.
The Newsletter is available every second Friday. Be sure to read your copy each fortnight and mark important dates on your calendar.

The website also contains valuable information in relation to what is happening in and around the College. The College website is www.pcc.vic.edu.au

**Our preferred method of distribution is via email.** The email address recorded on your child’s enrolment form will be subscribed for our newsletter.

Information is also published on the official Point Cook College Facebook and Twitter account.

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**Home Learning Policy**

**Rationale**

Point Cook P-9 College believes home learning engages students and enhances the partnership between home and school. It complements and reinforces classroom understandings, fostering lifelong learning and study habits. It allows students to further develop the skills and knowledge required of an effective learner. It provides an opportunity for students to be responsible for their own learning, developing pathways into senior secondary.

**Aims / Principles**

- Parents / Guardians will be given the opportunity to participate in their child’s education through home tasks. Parents, in partnership with the College, should encourage their children to establish sound home learning patterns
- Parents / Guardians will be advised of home learning expectations at the beginning of the College year and be provided with a copy of the College’s home learning policy
- Parents / Guardians will help their children by encouraging them to complete home tasks
- Parents/Guardians can help their children by observing and acknowledging their success and asking how their home and class work is progressing
- Parents/Guardians can help their children by attending College events displays or productions in which their children are involved
- Home learning tasks will give each child the opportunity to develop organisational and time-management skills whilst becoming engaged in the learning process
- Home learning tasks will give your child the opportunity to develop skills in using out-of-College resources and take personal responsibility for learning
- Parents / Guardians as partners with the College will be advised if their child does not complete home learning activities on a regular basis
- Home learning will provide a window of opportunity for parents and students to work together in a positive way
• Teachers will assist parents, where necessary, with ideas on how individual students can be extended through home learning activities

**Guidelines**

• Home learning should cater for the individual needs and learning styles of children
• Home Learning should be appropriate to student’s skills and age
• Home learning expectations should increase as student’s progress through the stages of schooling
• Home learning should inspire and motivate students to develop a passion for learning
• Home learning should be purposeful, meaningful and relevant to the curriculum
• Students should be provided with feedback when appropriate on home learning activities
• Home learning should be balanced with a range of recreational, family and cultural activities

**Expectations**

**In the Early Years (Prep – Year 2)**

In addition to daily reading to, with or by parents / guardians’ home learning will mainly consist of:

- Basic literacy tasks that develop letter/word recognition and
- Basic numeracy tasks that develop number and problem solving concepts

Including the reading component, home learning activities could take up to 30 minutes per night to complete.

Children are not expected to complete home learning tasks over weekends or during vacation times.

Much of the learning in the first three years of school is gained through oral language, with opportunities for discussion playing a vital role in helping to broaden vocabulary and develop understandings. Engaging in day to day activities such as shopping, cooking and gardening, as well as participating in board and card games will allow children to indirectly develop their literacy and numeracy skills and should be occurring on a regular basis.

**In the Early Years (Year 3 & 4) home learning should consist of**

- Daily reading including books, magazines, newspapers, recipe books, and internet research – at least 30 minutes
- Enrichment, revision and extension of classroom curriculum programs
- Research directed by the classroom teacher
In the Middle Years (Years 5 & 6) home learning should consist of

- Daily independent reading including books, magazines, newspapers, recipe books, and internet research - at least 30 minutes
- Independent research negotiated between teacher and student
- Enrichment, revision and extension of classroom curriculum programs.

The home learning will be published weekly on the Year level blogs.

In the Middle Years (Years 7-9) home learning should consist of

- 45 minutes to 1 hour every day

Home learning in the middle years will be coordinated across teachers to avoid unreasonable workload for students and may consist of the following:

- Daily independent reading including books, magazines, newspapers, recipe books, and internet research - at least 30 minutes
- Practice exercises — providing students with the opportunities to apply new knowledge, or to review, revise and reinforce newly acquired skills
- Preparatory homework — providing opportunities for students to gain background information so they are better prepared for future lessons
- Extension assignments — encouraging students to pursue knowledge individually and imaginatively

The home learning will be published weekly on the Year level blogs.

Student Wellbeing

Program for Students with Disabilities

Point Cook College is committed to provide high quality education to all. We believe that all students, including those with disabilities and learning difficulties have the right to participate in the full range of programs and services provided by the College. All students should have appropriate program goals and targets within the College program. Our program seeks to ensure full acceptance and participation of all students in the life of the community.

The Student Wellbeing Officer is assigned the responsibility of coordination of the Program for Students with Disabilities, including applications for funding, Individual Learning Goals and Program Support Groups.

Program Support Groups will be formed for each funded student as per Department of Education and Early Childhood Development Student Disabilities guidelines. Funding is offered to some students in the College who meet stringent state wide assessment
criteria. This includes some students with Visual, Physical, Intellectual, Medical, Language, behavioural difficulties or Autism Spectrum Disorder.

The Program Support Group will meet once per semester for goal setting, review and evaluation of the program. Meetings may be held at other times if requested by any member of the group.

**Personal Wellbeing**

**Family Custodial Issues**

In situations where there are Family Law Court or other legal custodial orders the College asks that a signed copy is handed to the Assistant Principal P-4 or Assistant Principal 5-9.

The College is required to and will follow all guidelines as listed in legal documents.

**First Aid**

All yard duty and home room teachers have a small First Aid Kit to treat any minor injuries (scratches, scraped knee, paper cut etc) requiring a bandaid. Children with other ailments and injuries will be provided with a First Aid Pass and directed to the First Aid room. If your child is treated by the First Aid Officer they will be issued with a note informing you of the ailment and subsequent treatment. If the matter is of a more serious nature you will be contacted by phone to collect your child and/or seek additional medical treatment.

**Emergency Contacts**

Families are asked to provide two emergency contacts (other than parents and who live in the vicinity of the College) in the event the College is unable to contact you. You should be prepared to provide these emergency contacts on your child’s enrolment form. An Emergency Contact should be someone who would be willing to collect and look after your child if you are unable to be reached.

It is important that the details for your Emergency Contacts are kept up to date at all times. Please advise us of any changes to your address, phone number, and place of work or emergency contacts as soon as possible. **Please note:** Where mobile phone numbers are provided as the point of contact for emergencies please assist us by ensuring that they are switched on during the times that your child is at the College.

**Medical issues**

General health is essential to your child’s wellbeing. Please advise us of anything in your child’s history such as: Asthma, Epilepsy, Allergies, Physical conditions, Diabetes, Vision or Hearing problems (including previous or current Speech Pathology or treatment by an Occupational Therapist), serious medical issues or other health information. This includes students with a diagnosis of a condition such as Autism Spectrum Disorder / Asperger’s Syndrome, ADD, ODD, ADHD etc.
If you have a child with any condition requiring ongoing treatment or monitoring at the College please note the following requirement:

**ASTHMATIC / ANPHYLACTIC / EPILEPTIC / DIABETIC / DAILY MEDICATIONS**

- A Management Plan with photograph signed by the General Practitioner
- Medication – clearly named (check expiry date)
- Container for storage clearly named

**Medicines Procedure**

Any medicine that requires administration at the College needs to be handed to the First Aid Officer and should be clearly labelled with the child's name, class and specific administration requirements. A request to administer medication form is available from the First Aid room.

**Allergies**

If your child has any known allergies or is diagnosed during the time they are at the College please notify the First Aide officer in writing promptly.

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children are peanuts, eggs, tree nuts (e.g. cashews), cow's milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medication.

The key to prevention of anaphylaxis in the College is knowledge of those students who have been diagnosed at risk, awareness of triggers (allergens), and prevention of exposure to these triggers. Partnerships between the College and parents are important in ensuring that certain foods or items are kept away from the student while at the College. All parents whose child is placed in a learning neighborhood with a child who has a known anaphylactic reaction to items such as nuts will be notified. The College aims to provide, as far as practicable, a safe and supportive environment in which students at risk of anaphylaxis can participate equally in all aspects of their schooling. Please note: We seek your support by encouraging you to talk to your child about not sharing food at the College.

**Head Lice**

Head Lice do not transmit infectious diseases – they are transmitted by having head to head contact with someone who has head lice. You may be reassured to know that head lice are commonly found in places other than at Point Cook College. They are common in school aged children and are the most adaptable creatures. They have survived living solely on humans for 10,000 years!!

Parents can help us control this problem by regularly checking their child's hair for signs of infestation. In those instances where head lice or eggs are found, parents will need to treat their child's hair. This may include purchasing a product from the pharmacy or using a natural remedy found online. Combing white conditioner through dry hair can help pick up the lice.
If Head Lice or Eggs Are Found On Your Child’s Hair You Need To Inform:

- The College – either the homeroom teacher or administration. Once the College is informed your child’s class may be checked
- Parents or carers of your child’s friend so they too have the opportunity to detect and treat their child if necessary.

When Can My Child Return To School?

Health regulations requires that where a child has head lice, that child should not return to school until after appropriate treatment has started. Please note, this refers only to those children who have live head lice and does not refer to head lice eggs. It is essential however that all eggs are removed from the hair as the solutions used do not kill the eggs and in a few days your child may well be reinfested. If head lice are detected at the College your child will be expected to re-enter the College via a check in sick bay. Working in partnership with you will help to ensure that your child is clear of the infestation of live lice prior to entering their homeroom.

Point Cook College is aware that head lice can be sensitive issue and we are committed to maintaining confidentiality.

**Infectious Diseases**

If your child has an infectious or serious illness or is to be absent for an extended period a “phone call” to the school would be appreciated. Infections spread quickly at school. Accordingly the Health Department exclusion table should be followed if you child contacts any of the following diseases:

<table>
<thead>
<tr>
<th>Disease or Condition</th>
<th>Exclusion of Cases</th>
<th>Exclusion of Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chicken Pox</strong></td>
<td>Until fully recovered or at least 1 week after the eruption first appears</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Conjunctivitis (acute infections)</strong></td>
<td>Until discharge from eyes has stopped</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Diphtheria</strong></td>
<td>Until receipt of medical certificate of recovery</td>
<td>Domiciliary contacts excluded until investigated from infection by the medical officer of health of the Department and shown to be clear of infection</td>
</tr>
<tr>
<td><strong>Giardiasis (diarrhoea)</strong></td>
<td>Until diarrhoea has stopped</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Hepatitis A (infectious hepatitis)</strong></td>
<td>Until receipt of a medical certificate of recovery from infection, or until symptoms disappear</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Hepatitis B</strong></td>
<td>Until recovery from acute attack</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Impetigo (school)</strong></td>
<td>Until sores have fully healed. The child may</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Disease</td>
<td>Isolation Period</td>
<td>Notes</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Until receipt of medical certificate of recovery from infection</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Measles</td>
<td>Until at least 5 days from the appearance of or until receipt of a medical certificate of recovery from infection</td>
<td>Non-immunised contacts must be excluded for rash 13 days from the first appearance of rash in the last-occurring case, unless they are immunised within 72 hours of first contact</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Until receipt of a medical certificate of recovery</td>
<td>Domiciliary contacts must be excluded until they from infection have been receiving appropriate chemotherapy for at least 48 hours</td>
</tr>
<tr>
<td>Mumps</td>
<td>Until fully recovered</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Erythema Infectiosum (Slapped Cheek Syndrome)</td>
<td>This is a mild viral illness. Symptoms are fever, red cheeks, and an itchy lace like rash on the body and limbs, which fades after a few days, but may recur for 1 – 3 weeks after exposure to sunlight or heat. The person may also have a cough, runny nose or sore throat. Incubation period is approx 1 – 2 weeks. It is not infectious once the rash appears.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Pertussis (whooping cough)</td>
<td>Until two weeks after the onset of illness and until receipt of a medical certificate of recovery from infection</td>
<td>Domiciliary contacts must be excluded from attending a children’s services centre for 21 days after the last exposure to infection if they have not had whooping cough or immunisation against whooping cough</td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td>Until at least 14 days after onset of illness and until receipt of a medical certificate of recovery from infection</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ringworm</td>
<td>Until appropriate treatment has begun</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rotavirus (diarrhoea)</td>
<td>Until diarrhoea has stopped</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rubella</td>
<td>Until fully recovered or at least 5 days after onset of rash</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Scabies</td>
<td>Until appropriate treatment has begun</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Shigella (diarrhoea)</td>
<td>Until diarrhoea has stopped</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Streptococcal infection, including Scarlet Fever</td>
<td>Until receipt of medical certificate of recovery from infection</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Trachoma</td>
<td>Until appropriate treatment has begun</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Until receipt of medical certificate from a health officer of the Department that the child is not considered to be infectious</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Typhoid and Paratyphoid</td>
<td>Until receipt of a medical certificate of recovery from infection</td>
<td>Not excluded unless the Medical Officer of Health or a health officer of the Department considers exclusion to be necessary</td>
</tr>
</tbody>
</table>

Parent Participation

Parent participation is integral to the success of Point Cook College. While we understand that parents lead extremely busy lives, we welcome any time that you are able to spare. There a number of ways that you can lend a hand;

- Becoming a classroom helper
- Becoming a College Council member
- Volunteering for the Fundraising committee – this committee organises and facilitates a number of events for the enjoyment of the students and community. Some activities in the past have included: Mothers and Fathers Day stalls, chocolate drives, sausage sizzles and special treats for the children.
- Assisting on excursions and special celebration days

Information regarding these activities and how you can become involved will be made available via the College Newsletter.

Parent Grievance Policy

At times parents may have concerns they wish to take up with the College. Point Cook College welcomes this feedback and encourages parents to raise issues as they arise. Point Cook College has both a desire and a responsibility to ensure that high standards of conduct are maintained by students, staff and parents at all times, and that grievances are managed and resolved fairly, efficiently and promptly in a safe supportive environment.
Guidelines:
Parents and caregivers are strongly encouraged to contact their child’s school in the first instance on all matters involving their child’s education. The College asks that individuals do not air their grievance on Social Media as our intention is to resolve any concerns and protect the rights and privacy of all stakeholders. Point Cook College will document all formal grievances and any processes implemented to seek a resolution. Where a complaint is made against an individual, that person will be informed of the nature and content of the complaint and they will have the right to respond. All discussions will be kept strictly confidential. A person who has made a complaint may withdraw it at any time. No one will be victimised as a result of initiating a formal Grievance Procedure. At the formal stage, a person who has made a complaint has the right to be represented and supported by another person of his/her choice. A process of mediation may be available if a complaint is not satisfactorily resolved.

Implementation:
Step 1
Identify your topic or issue. Making notes is a good idea as it ensures that you cover all points. Think about the resolution you would like to see as an outcome.

Step 2
Contact the College on 8348 7100 and make an appointment to speak to your child’s classroom teacher in the first instance and/or the Neighbourhood Leader for your child’s year level to resolve the issue. If after doing this you feel the matter is still unresolved then contacting the relevant community Assistant Principals may be an appropriate way forward for you. This may include organising a meeting for a mutually convenient time.

Step 3
If the matter continues to be unresolved please make a time to meet the College Principal. Please provide the Principal with as many facts/evidence as possible. The Principal may require time to investigate and will respond in a timely manner.

Step 4
If the matter is unresolved at the school level, you will be encouraged to discuss it further with the community liaison officer at your regional office. Contact your local Department of Education and Training Regional Office: Western Metropolitan Region, Phone: 9291 6500.

Step 5
If the matter is unresolved at the regional level you can address your complaint in writing to the Deputy Secretary, Office of School Education, c/o Manager, Community and Stakeholder Relations Branch, 33 St. Andrews Place, East Melbourne VIC 3000

References: DET – Victorian Schools Reference Guide

Evaluation:
This policy will be reviewed as part of the school’s three-year review cycle
Policy produced April 2015
College Council ratified this policy in June 2015
Review 2018
College Council

The Education Act provides that a College Council shall determine the general education policy of the organization within the guidelines issued by the Minister. The College Council is responsible for the development and management of the College in conjunction with the Principal. College level decisions about policy, curriculum and use of resources available to the organization are made by the legislation and Ministerial guidelines. The role of the College Council is concerned with the following: Education Policy, Financial Management, Promoting Interest in the College, Reporting to the College Community, Construction Works, Use of College Facilities, Fundraising.

Elections for half the College Council positions are held early in the year and parents are strongly encouraged to support their children and school community by becoming involved with the council or a sub-committee.

Hints for Parents

How parents can make a good College better.....
1. Make an effort to try and understand what the College is trying to do. If you can, express your support for its aims and the values it expresses
2. If at all possible, participate on committees and in discussion groups that consider educational issues and give opinions to staff
3. See the College as 'your' College. Encourage your children to see it in the same way.
4. By all means offer constructive criticism and suggestions, but direct your comments to the right person. Don't 'bad mouth' the College in the general community
5. Go to the College activities- open days, plays, concerts, picnics, sporting functions, celebrations. Take a friend
6. Join the official parent group and look after the College's interests
7. Welcome new parents. Help them feel that they belong. Build their confidence in the College
8. Support a broad and balanced curriculum. Resist attempts by any pressure groups to narrow the curriculum to things that are purely functional and measurable
9. Encourage your children to cooperate fully, to join in all College activities and to take pride in the buildings, the grounds and the College community as a whole
10. Let the Principal and teachers know that you support them all the way, even if sometimes you have to be a friendly critic or a 'critical friend'

If you really want to be a positive influence on your children.......
1. Spend time with them. Read, play, share activities, express feelings, talk about successes, difficulties, uncertainties, plans........
2. Provide a safe environment where life is predictable and where routines and relationships help people to be calm and relaxed
3. Provide challenges. Open opportunities to learn new skills, to collect, to play, to cultivate, to relate, to help, to make........
4. Praise specifically. Recognise and name strengths and achievements.
5. Have high expectations of conduct as well as achievement
6. Help set achievable goals and have clear guidelines for behaviour
7. Know who your children's friends are and what they are doing
8. Don't put worries on your children's shoulders
9. Make sure the children have a balanced diet and enjoy plenty of exercise
10. Give moral guidance. Know your values and demonstrate them clearly both in what you say and what you do

**Prep – 9 Curriculum**

Curriculum development at Point Cook College is based on guidelines and standards as set by the government. As of 2012, these guidelines will begin to align with those in other states, under the umbrella of AUSVELS (Australia - Victorian Essential Learning Standards). These standards outline what is critical for students to learn from Prep – Year 10. Our College uses the standards to plan teaching and learning programs and to report on student progress. The standards cover discipline based subjects including English, Mathematics, Science, Humanities, Languages and the Arts as well as addressing the physical, personal and interpersonal skills essential in creating pathways for the future.

**Prep – Year 4**

The curriculum for Prep to Year 4 has a major emphasis on literacy and numeracy skills. Through Inquiry, students develop their physical, personal and interpersonal skills within the remaining curriculum areas. Students are encouraged to make sense of the world around them through real-life experiences.

As there are a range of ability levels within any one class, planned programs are differentiated to meet specific learning needs and are delivered using a variety of teaching approaches.

**In Prep to Year 2,** the foundation knowledge, skills and behaviours that children must develop in Levels 1 and 2 to become successful learners at school are:

- English (reading, writing, speaking and listening) Mathematics, the Arts (creating and making), Interpersonal Development (with an emphasis on socialisation), Health and Physical Education (movement and physical activity)
- **In Years 3 and 4**, students begin to respond to information, ideas and beliefs from contexts beyond their immediate experience. Consistent with this development, additional standards across a range of domains in the three strands are introduced. Students are also expected to achieve standards in science, the humanities, thinking processes, design, creativity and technology, personal learning, and civics and citizenship.

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**Years 5 – 9**

This period of schooling, referred to as the middle years, coincides with early adolescence. This is a time when many students are developing rapidly - physically, mentally and emotionally.

The College will have strategies in place for Years 5 to 8 to ensure students are challenged and their literacy and numeracy skills continue to grow. Middle year’s programs also support the development of relationships with feeder primary schools to support those students transferring into the College.

Parents can assist the transition by helping your child to become increasingly self-reliant while in upper primary school. Slowly increase the child’s responsibility for completing home learning, caring for College belongings, and getting to school on time.

The curriculum requires students to ask more developed and focused questions as well as investigate a variety of issues. Students are encouraged to participate in situations and problems that relate to real life, and to work with their local community and use resources outside their College.

In addition, students are encouraged to identify possible pathways for their future learning, and teachers are on hand to assist with the transition.

**In Year 5 and 6 (Level 4)** standards are introduced in the remaining domains of Languages other than English (LOTE), History, Geography, Economics and Communication. Students at this level should be able to achieve the full range of knowledge and skills required by the Standards.

**In Years 7 and 8 (Level 5)** the key characteristics of students at this level include:

- Developing self-efficacy skills to maintain confidence and a positive attitude
- Developing an individual sense of identity
- Having an awareness of universal ethics and morality, culture and nationhood
- Shifting from the concrete to the conceptual
- Discriminating in terms of value, quality and worth
- Developing an awareness of formal methods of inquiry
Year 9

In Year 9 students will begin to see their future as adults. They will experience profound physical, social, emotional and intellectual development changes.

With added responsibilities and expectations Year 9 will be a time of adventure, learning and growth. Students will develop a growing interest in the pathways they intend to pursue and will become increasingly aware of the world outside school. For some, this means preparation for work or work specific training and for others it means preparation for post compulsory schooling on the way to a career.

The learning and teaching program at this stage of development emphasises activities allowing students to ask more developed and focused questions as well as investigate a variety of issues. In addition, the curriculum assists students as they explore and identify possible pathways for their future learning. Students are encouraged to participate in situations and problems that relate to real life, and to work with their local community and use other resources outside their College.

For our students Year 9 is the final year at Point Cook College. Students will make a transition into their Senior Secondary years and as such need to develop a solid grounding in the key academic, attitudinal and behavioural skills that will place them in good stead for the successful completion of senior school and moving with confidence in tertiary or the work force.

Engaging and motivating Year 9 students and meeting their educational needs are critical in ensuring that these students will stay in school and achieve success.

Our goal is to make Year 9 highly distinguishable from their previous years of schooling and one that they look back on with a sense of pride and achievement.

*Adolescence is an age of great social development, an age of critical thinking and re-evaluation, and a period of self-concern and self-assessment. Above all, adolescence is like an odyssey— an arduous yet exciting adventure— where the adolescent tries to find his or her place in the world.*

--- Maria Montessori cited in Bellhouse et al. 2004
National Assessment Program - Literacy and Numeracy (NAPLAN)

The first national tests in literacy and numeracy were conducted in May 2008. The National Assessment Program - Literacy and Numeracy (NAPLAN) will involve students in Years 3, 5, 7 and 9 from all States and Territories. In Victoria approximately 260,000 students from all Government, Catholic and Independent schools will participate in the program. This program replaces the Achievement Improvement Monitor (AIM) state-wide testing program. For students, teachers and schools there will be little change from the arrangements in place for the AIM tests, apart from students across Australia sitting identical tests on the same three days. The NAPLAN will be administered at the school level.

Refer: www.education.vic.gov.au

Specialist Programs

**LANGUAGES**

*Why learn another language and why begin at prep level?*

The Department of Education and Training places a high priority on the learning of another language and it is an integral part of the essential curriculum for all students. Learning a language develops a better understanding of one’s own language, thus increasing literacy skills. It also assists and expands student’s thinking skills and teaches about other people in order to inspire trust and respect in other cultures. Students entering the education system at this stage will find that having a second language will be an essential skill for entering the work force when it is their time to do so. Current research shows that it is important and of most benefit to begin languages education in year Prep. Young children absorb the language easily and are unafraid to use it. They are keen and enthusiastic participants in the games, songs, chants and role-plays which are effective ways to learn a language. The ability to have continuity through primary school and into secondary school can only improve the learning outcomes for the students. Languages education is not only about learning the words but more importantly about real communication. Therefore many opportunities are created for students to interact with native speakers of the language through partnership activities. Opportunities also exist for the program to be integrated into other curriculum areas as well as community projects such as at the Melbourne Zoo and The Botanical Gardens.

The program includes a combination of language work and cultural activities, such as cooking, craft and having visitors to teach dance and music.

Students in Years Prep-6 participate in weekly Indonesian lessons beginning in their first year of school. In Years 7-8 students study language for 2 hours per week. Middle Years students have the opportunity to continue their studies at Point Cook Senior Secondary.
**Specialised Curriculum Programs**

**Science**
Science is an integral part of the Specialist Program at the College. Science will be a very much hands on process where the students will be working on discovering events that occur in our Scientific World. Through design and testing the children will discover properties of movement, forces, sound, light, kitchen chemistry, earth and our environment. They will report on their discoveries and share their knowledge with their classmates.

The children will also be given an opportunity to present experiments and share their scientific knowledge. In taking this approach we believe science will be a fun and valuable learning experience.

**Environmental Science/ Sustainability Program**
At Point Cook College P-9 we are lucky to have Sustainability Infrastructure built into our college grounds including; a wind turbine, wetlands and Stephanie Alexander Food Garden which are all outdoor learnscapes for our students. We also have a fantastic learning space in the Environmental Science room which overlooks our college wetlands.

Students who participate in Environmental Science classes have learning experiences in, about and for the environment.

As a college we participate in whole college Nation and Statewide Sustainability events such as; Tree day, Nude Food day, World wetlands day and National Water week and encourage whole college sustainability practices.

At Point Cook College P-9 we have built strong community partnerships with Sustainability Education sectors including; CERES, Iramoo Sustainability Centre, Melbourne Water Wyndham City Council, Werribee Zoo and The Royal Botanic Gardens Melbourne.

We also have a student lead environment committee “The Green Gang” who assist with whole school sustainability events such as our Wednesday Rubbish Reduction Days.

**Health**
Students in Years 7, 8 and 9 will study Health Education. Students will identify and discuss a range of health issues. They will research and describe information, health services and products relevant to each topic. Specifically students will investigate and study sun safety, water safety, sex education, first aid, drug education, nutrition and mental health.

**Library**
Students will be given the opportunity to develop a life long love of reading through an exposure to a wide variety of texts.

Students will learn to read for both pleasure and research and will be taught library skills such as the Dewey decimal classification system, genres, correct terminology and consistent procedures common to all libraries. These skills will assist them whilst at school, in the public domain and for their future education and life after school.

**Performing Arts**
Point Cook College provides a Performing Arts program, where students will be encouraged to participate in various aspects of Performing Arts, such as Drama, Dance and Music. The college provides a number of opportunities throughout the year for students to perform in front of an audience.

A highlight of the Performing Arts program is our college’s involvement in the national story-telling festival “Wakakirri”. Students create a story-dance, which is performed at an
external theatre in front of a live audience. Wakakirri is a wonderful opportunity for students to work together in a creative and energetic environment.

**Stephanie Alexander Kitchen Garden Program**
In 2017 all grade 3 and 4 students will participate in the Stephanie Alexander Kitchen Garden Program. Students will have one hour sessions in the garden and one and a half hour sessions in the food technology centre. The philosophy of the program is to encourage children to choose food that is healthy by engaging them in fun, hands on experiences in growing, harvesting, preparing and sharing fresh food as well as learning valuable lifelong gardening and cooking skills along the way.

**Food Technology**
The College has two fully equipped kitchens where students in year 7, 8 and 9 have the opportunity to participate in food technology. As we have a kitchen garden at the college students will be given the opportunity to work with fresh produce as well as work on important kitchen skills through hands on practical experiences.

**Technology**
eLearning is integrated into all subject areas across the College through the use of, interactive whiteboards, netbooks, laptops, computers, video cameras, iPods, iPads, student email and the Ultranet. Students will have the opportunity to engage with a variety of devices and software during their time at Point Cook P-9 College. eLearning will be embedded into the curriculum. 

**Visual Arts**
The Visual Arts Program is designed to allow students the opportunity to develop their skills, creative thinking and confidence in the making of art works. Students are introduced to a wide variety of materials and techniques such as painting, observational & creative drawing, collage, printing & etching, textiles, sculpture, clay and construction. Art activities support student learning by connecting with classroom Inquiries, cultural celebrations, whole school and community events, for example Studies of Asia, environmental sustainability, science and sport.
Art making can be a very messy experience so all students are required to bring an art smock to protect their uniform. Parents are encouraged to help in early years classes as young can children benefit from the extra assistance another adult can provide.

**Physical Education**
Point Cook P - 9 College provides a Physical Education program for all students. The new full size gymnasium will provide a high quality indoor space along with the sports areas within the outdoor space.
Physical Education is fun and fitness combined. The sessions endeavour to provide your child with skills necessary for participation in many different games and sports. A strong emphasis on Fundamental Motor Skills such as Catch, Throw, Run, Dodge, Bounce, Kick and so on form the major part of each lesson. Small Games that require use of boundaries and whistle response are also significant aspects. Ball Handling and use of Sporting Equipment is highly featured. Dance is also incorporated into the Physical Education program.

In later years there will be many opportunities to represent our College in District Competitions in Athletics, Swimming and Cross Country. The main aim of this program is to instil a love of sport and activity amongst children from a very early age and your support is encouraged at every level.
**Sports**
In Years 3 to 9 students are also involved in a weekly sports program. The program is designed for students to put their fundamental skills to use in team/game situations or modified versions of several sports. Students will also have the opportunity to represent the College in team sports competitions at venues within our district.

**Reminders:**
In Terms One and Four a Sunsmart hat is essential in order to participate in these classes and a water filled drink bottle must be brought along to every lesson.
If your child is injured or has been ill and you do not wish them to participate in the lesson, a written note is required. Students are required to wear suitable footwear eg: runners. It is essential that students bring a water filled drink bottle to all PE/ Sports sessions.

**Outdoor Education Year 5 - 9**

**Middle Years Outdoor Education Camping Program**
Outdoor Education is an integral component of our Middle Years Program. The College has developed a very strong partnership with the YMCA who has in consultation with us created a sequential camping program. This program allows students to develop skills through a range of activities at varied locations operated by the YMCA.

By visiting different camps, students have the opportunity to learn about different eco systems, natural environments and indigenous culture, growing their knowledge in these areas over time.

While some activities may be repeated at camps, students are able to build up their skills and compare their previous experiences.

To ensure maximum participation and allow families to plan financially, dates and approximate costs are provided to parents at the end of the previous year.

Please visit the YMCA camping website where you can browse and discover more about their wonderful and engaging programs. [http://www.camps.ymca.org.au/](http://www.camps.ymca.org.au/)

“In camping we provide enrichment experiences that add value to our natural world, that develop communities of citizens who participate in authentic relationships and that create opportunities to pursue human powered activities- all of which promote wellness of both the heart and spirit”
- The strength of many voices, Peg L Smith ACA Camping Magazine

**Financial support for families in need.**
YMCA helps people experiencing disadvantage by subsidising the costs of YMCA programs and services.

It is part of YMCA’s mission to provide equal access to health and wellness services to all members of the community, and help everyone lead healthier and happier lives.

If your family is experiencing financial difficulty, but would like to access the YMCA’s services (including camp), subsidies of 80-100% are available through YMCA Open Doors.

To be eligible two forms need to be completed.

  • An application form to be completed by the individual seeking support, and

  • A nomination form to be completed by a referral agency to verify that the applicant is unable to pay but would benefit greatly from participating in a YMCA program or service

Referral agencies include:

  o School
  o employment services
  o health providers
  o welfare organisations, and
  o support groups.

Subsidised access can be provided to a range of YMCA programs and services including health and wellness/fitness training, swimming and water safety programs and camps.
Uniform Policy

Rationale

Point Cook College places great importance on maintaining a sense of pride and community and the correct wearing of the uniform promotes this belief. Issues of equality, health and safety and expense are also factors that contribute to the establishment of the Uniform Policy.

Aims

- To further develop a sense of pride in, and identification with our college.
- To promote equality amongst all students.
- To provide durable clothing that is cost effective and practical for our college environment.
- To maintain and enhance the positive image of the college within the wider community.

Implementation

The development of our uniform policy has been a consultative process in partnership with students, parents, staff and the wider community and is in accordance with Department of Education and Training (DET) guidelines. The acceptance, respect and equality of all students is an inherent feature of this policy. We embrace diversity and individuality through a range of choices. The policy underpins the understanding of ‘wearing the uniform with pride’ as an example of the ‘We are Respectful’ (‘Anytime, Anywhere’ setting) expected behaviour within our SWPBS matrix.

College Council has developed a Uniform Policy that we believe provides choices for students and parents, allows for students to safely engage in the many varied school activities and caters for the financial constraints of families.

General Expectations

- Wearing of the school uniform is compulsory during school hours, whilst students are travelling to and from the college, on school excursions and when representing the college at external events.
- The student dress code including details of uniform items and place of purchase will be published on the website and in the newsletter at the start of each year.
- The college uniform must be neat, clean and tidy in appearance and worn with respect to self and others.
- Students in P-6 may choose one of the combinations specified from the ‘Standard Option’ OR the “SPORTS OPTION” (ie. No combinations of both).
- Students in Years 7-9 must wear an appropriate combination as specified from the “Standard Option”, with the exception of designated sport / PE days.
Guidelines

- **ALL** students must wear sports uniforms on timetabled PE and sports days
- Year 7-9 students may only wear sports uniform on timetabled PE and sports days
- Prep - 6 students may choose either a combination as specified from the ‘Standard Option.’ **OR** the “SPORTS OPTION’ however may not combine the two options
- Secondary blazers are an **optional** item
- All items of the uniform are to be clearly labelled with the student’s name (particularly those items that are regularly removed at school)
- Uniform combination options are specified and should be selected as appropriate to climate
- Only specified clothing items and accessories will be deemed acceptable uniform. Variations will **NOT** be accepted
- Coloured or printed tops are **NOT** permitted to be worn as undergarments at any time. Navy short length bike shorts may be worn as undergarments
- Navy tights (not leggings) may only be worn with pinafore or pleated skirt and at other times as deemed appropriate
- We recommend strongly that students in Years 7-9 wear a bucket or broad brimmed hat (Sunsmart options) or alternatively, a baseball style cap (plain navy only)
- Hats and jackets are only to be worn outdoors

Management

- Any breach of the Uniform Policy renders the student ‘out of uniform’
- Parents/Guardians are required to provide a written explanation if their child is out of uniform
- School Council requires the College Leadership Team and **ALL** teachers to be responsible for implementation of the Uniform Policy. If a student is out of uniform a message will be sent home via the Student Management System asking parents to rectify the issue
- Parents seeking exemptions to the Dress Code due to religious beliefs, ethnic or cultural background, student disability, health condition or economic hardship must apply in writing to the College Wellbeing Assistant Principal for consideration

Assistance

- Point Cook College is able to provide options for supporting families who may have difficulty meeting the cost of uniform items. Assistance can be sought through the College Wellbeing Assistant Principal
- Second hand uniform sales will occur each term and parents will be advised of dates via the website
- Arrangements can be made to supply uniforms via State Schools Relief for families experiencing economic hardship
Uniform Options

- Uniform combinations **must** be selected from within the options specified, as appropriate to individual students and climate.
- All items are available from Noone Imagewear located at 54 Old Geelong Rd, Hoppers Crossing (formerly Rushfords in Werribee). Online ordering is also available via their website.
- The following non-specific items without College identification can be purchased elsewhere, **providing they are the appropriate colour shade**:
  - College grey shorts
  - College grey trousers
  - College grey slacks (drill/gabardine)
  - College navy slacks (drill/gaberdine)
  - Navy short length bike shorts
  - Navy tights
  - White socks
  - Navy or grey scarf
  - Navy broad brim or baseball style hat (Years 7-9 only)
  - Black belt

### PRIMARY (P-6)

| Dress: Blue PCC check summer school dress | Pinafore/skirt: Navy/pale blue check – converts to skirt |
| ½ Zip windcheater: Navy/pale blue with logo | Skivvy: Light blue with college initials |
| OR Pullover: Blue woollen V neck - stripes and logo | Pullover or Vest: Blue woollen V neck – stripes and logo |
| **Skort: Blue PCC check fabric skirt/short combo** | Slacks: College navy - straight leg style |
| OR | OR Trousers: College grey with elastic waist |
| Shorts: College grey mélange shorts | S/S or L/S polo shirt: Navy/pale blue with stripes and logo |
| S/S or L/S polo shirt: Navy/pale blue with stripes and logo | ½ Zip windcheater: Navy/pale blue with logo OR |
| ½ Zip windcheater: Navy/pale blue with logo | Pullover or Vest: Blue woollen V neck - stripes and logo |
| * Skort – skirt/short blend |

### ADDITIONAL ITEMS

- Footwear: Completely black school shoes/runners with black laces, velcro or buckles (no slip ons)
- School Bag: Navy school backpack with logo
- Socks: White
- Hat: Navy bucket hat with college logo
- Accessories: Navy/grey scarf, navy short length bike shorts, navy tights (NOT to be worn with summer dress or skort)
- Outer Wear: Winter Jacket – Navy polar fleece with college logo
- Raincoat: Navy with college logo

### PRIMARY (P-6)  PE /SPORT OPTION

| Sports Shorts: Navy microfibre with stripe paneling and logo | OR |
| Sports Trackpants: Navy Fleece with stripe paneling |
| ½ Zip Windcheater: Navy with college logo |
| S/S or L/S polo shirt: Navy/pale blue with stripes and logo |
### ADDITIONAL ITEMS

<table>
<thead>
<tr>
<th>Footwear:</th>
<th>Runners (no slip-ons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socks:</td>
<td>White</td>
</tr>
<tr>
<td>Hat:</td>
<td>Navy bucket hat with college logo</td>
</tr>
<tr>
<td>Outer Wear:</td>
<td>Winter Jacket – Navy polar fleece with college logo</td>
</tr>
<tr>
<td>Raincoat:</td>
<td>Navy with college logo</td>
</tr>
</tbody>
</table>

### SECONDARY (7-9) STANDAD OPTION COMBINATIONS

<table>
<thead>
<tr>
<th>Dress:</th>
<th>Blue PCC check summer school dress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pullover:</td>
<td>Blue woollen V neck - stripes and logo</td>
</tr>
<tr>
<td>Slacks:</td>
<td>College navy – straight leg style OR</td>
</tr>
<tr>
<td>Trousers:</td>
<td>College grey zip trousers</td>
</tr>
<tr>
<td>L/S or S/S Blouse or Shirt:</td>
<td>Pale blue pinstripe with logo</td>
</tr>
<tr>
<td>Pullover or Vest:</td>
<td>Blue woollen V neck – stripes and logo</td>
</tr>
</tbody>
</table>

| Skirt: | Navy/pale blue pleated check OR |
| Shorts: | College grey mélange shorts |
| L/S or S/S Blouse or Shirt: | Pale blue pinstripe with logo |
| Pullover or Vest: | Blue woollen V neck – strip and logo |

| Blazer: is optional and may be worn with any of the 3 combinations. | Navy with college logo (pocket interchangeable with PCC Senior) |

* L/S – long sleeve, S/S – short sleeve

### ADDITIONAL ITEMS

| Footwear: | Black school shoes/runners with black laces |
| School Bag: | Navy school backpack with logo |
| Socks: | White |
| Hat: | Navy college bucket hat, navy baseball or broad brim style |
| Accessories: | Navy/grey scarf, navy short length bike shorts, navy tights (NOT to be worn with summer dress), black belt |
| Outer Wear: | Winter Jacket – Navy polar fleece with college logo |
| Raincoat: | Navy with college logo |
| Year 9 Polo shirt: | Optional purchase available to Year 9 students via school order when advised |

### SECONDARY (7-9) PE and SPORTS DAYS ONLY

| Sports Shorts: | Navy microfiber with panelling OR |
| Microfiber Track pants: | Navy with panelling OR |
| Sports Track pants: | Navy Fleece/striped panelling |
| Sport polo shirt: | Navy micromesh with panelling and logo |
| Sport Zip Jacket: | Navy microfiber with logo AND / OR |
| Rugby Jumper: | Navy with stripes and college logo |

### ADDITIONAL ITEMS

| Footwear: | Runners (not slip on) |
| Socks: | White |
| Hat: | Navy college bucket hat, navy baseball or broad brim style |
| Outer Wear: | Winter Jacket – Navy polar fleece with college logo |
| Raincoat: | Navy with college logo |
| Year 9 Polo shirt: | Optional purchase available to Year 9 students via school order when advised |
GROOMING AND APPEARANCE

HAIR
- Hair must be natural colours only – no blue, pink, purple, etc.
- Hair must be neat and if longer than shoulder length must be tied up
- Hair accessories must be black, brown or school colours only
- No facial hair
- Extreme hairstyles are not acceptable and decisions are at the discretion of the College Wellbeing Assistant Principal

JEWELLERY
The following items are acceptable;
- Watch
- Medical alert bracelets
- School based initiative or charity bracelets and leadership pins
- One set of ear studs or sleepers only
- Other piercings or body markers are not to be visible

Note: Jewellery can cause OH & S issues and may need to be removed for some activities. No responsibility is taken by the college for any loss or damage of items

MAKEUP
- Face – none
- Nails – clear polish only

Cultural/Medical exceptions: For individual issues please consult the relevant Assistant Principal. Religious headwear must be in the school colours of navy, pale blue or taupe

Evaluation

In line with DET guidelines the policy will be formally reviewed as part of the college’s three-year review cycle, or as required due to changes in relevant Acts, Laws or should situations arise that require earlier consideration.
Appendix A

Parents Payment Policy

Rationale:
Victorian legislation provides that instruction in the standard curriculum program must be provided free to all students in Victorian government schools. Free instruction includes learning and teaching, instructional supports, materials and resources, administration and facilities required to provide the standard curriculum program.

The standard curriculum program is made up of the eight key learning areas agreed to by all the States and Territories and the Commonwealth. These are the arts, English, health and physical education, languages other than English, Mathematics, Science, Studies of Society and Environment and Technology.

The Education & Training Reform Act 2006 empowers school councils to charge parents for goods and services used in the course of instruction of their children, as well as to raise funds. As the quality and variety of educational programs offered by our school are enhanced by doing so, our College Council requests payment from parents for certain student materials and services charges, and for modest voluntary financial contributions.

Aims:
To provide high quality learning opportunities for all students, by supplementing Department of Education and Training funds with approved financial contributions and payments from parents.

Implementation:
Point Cook College Council supplements Department of Education funds by requesting payments from parents for the following items:

1. Essential Education Items which parents and guardians are required to provide or pay the college to provide e.g.: stationary booklists, text books, iPad for 1 to 1 iPad program, materials for learning where your child consumes or takes possession of the finished articles.
2. College uniforms including protective gear where required
3. Travel costs incurred in the course of teaching programs
4. Essential services associated with, but not considered to be part of ‘instruction’ in the standard curriculum programs, such as costs associated with camps and excursions which all students are expected to attend (for example transport and entrance costs)
5. Optional extras are those that are provided in addition to the ‘standard curriculum program’, and which are offered to all students. These optional extras are provided on a user-pays basis and if you choose to access them for your child you will be required to pay for them. These items include:
   - Instructional supports, resources and administration beyond the provision of the standard curriculum program (for example, student computer printing for personal use, internet access for recreational or non-school use)
   - Extra-curricular programs or activities offered in addition to the standard curriculum program (for example, instrumental music tuition)
   - Entry fees for school run performances, productions and events
• Materials for subjects where the payment sought is the difference between the basic materials or services required for the standard curriculum program and higher cost alternatives which may be more desirable (for example, requesting payment for the use of high quality technology materials other than the standard)
• Materials and services offered in addition to the ‘standard curriculum program’ (for example, school magazines or school photographs)
• School facilities and equipment not associated with provision of the ‘standard curriculum program’, and not otherwise provided for through the School Resources Package (for example, Parent Portal access),

6. In addition, the College Council may invite voluntary financial contributions for the following:

• Contributions to a building or a library trust fund (ATO approved and tax deductible)
• Contributions for a specific purpose identified by the school (for example, library resources, grounds projects, or technologies equipment materials or services in addition to those funded through the Student Resource Package
• General voluntary financial contributions or donations to the school

Voluntary Financial Contributions are non-compulsory donations however hugely beneficial to continued improvement.

Parents/Guardians will be made aware of the costs associated will all payments and voluntary contributions by December of the previous year, along with a recommended payment schedule.

The payments schedule will include itemised details relating to all payments, essential payment dates, options to make payments by instalments, clear definitions of the category of any payments (i.e.: Essential, Optional or Voluntary) and advice to parents to contact the Business Manager if they require support or additional information.

All payments and non-payments will be strictly confidential. The public identification of students or their parents where payments have or have not been received will not occur.

All costs and processes associated with parent payments and voluntary contributions will be reasonable, will be defensible in relation to Department of Education requirements, and will be within the expectations of the College community.

As with all parent payments to the College, Council will provide opportunities for all parents experiencing financial difficulties to enter into alternative and confidential payment arrangements with the principal and Business Manager.

Invoices for unpaid Essential Items and Optional Extras will posted at the commencement of each term.

Unpaid Essential Items payments will not result in any detriment by the school to the student or family. Unpaid Optional Extras payments may compromise a student’s ability to be involved in the optional activity in the future.
Unpaid Voluntary Financial Contributions do not constitute a non-payment and will not result in any detriment by the school to the student or family.

No collectors of any type, including debt collectors, will be used to obtain funds from parents or students.

The principal will ensure that all staff are aware of this policy and adhere to it.

**Support:**

There are a range of support options available for parents experiencing difficulty in paying for essential items including:

- The Camps, Sports and Excursions Fund (CSEF) commenced in 2015 for four years and will provide payments for eligible students to attend camps, sports and excursions. Families holding a valid means-tested concession card or temporary foster parents are eligible to apply. $125 per year is paid for eligible primary school students, with $225 per year paid for eligible secondary school students. A special consideration eligibility category also exists. Payments are made directly to the school and are tied to the student. CSEF applications open from term one 2016. The program will again be promoted to families via school newsletters and websites.

- Access to funding for Year 7 clothing/uniforms is available also via the CSEF.

- Welfare and support agencies that have established partnership arrangements with schools to provide further assistance to students and their families.

- The Principal or delegate will exercise sensitivity to the differing financial circumstances of individual students and their families. The Principal will make decisions about how to manage non-payment of essential education items or optional extras on a case-by-case basis.

- Where families have difficulty making payments, the principal or delegate will discuss with parents/guardians the range of support options available, and to negotiate an appropriate alternative arrangement, such as payment by instalments.

- However these services are limited and not guaranteed.

**Evaluation:**

This policy will be reviewed as part of the school’s three-year review cycle. College Council will review the level and purpose of parent payments and voluntary contributions annually, and in doing so will be consistent with any advice or instruction received from the Department of Education and Training.

College Council ratified this policy in April 2015

Review: 2018