



BADEN POWELL COLLEGE

**Baden Powell I
College
Information
Book**

2016

BADEN POWELL COLLEGE

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COLLEGE WIDE POSITIVE BEHAVIOUR

STUDENT MANTRA

I AM RESPECTFUL

Respecting others through our speech and manners.

I AM RESPONSIBLE

Caring for ourselves, others and property.
Resolving problems calmly, responsibly and fairly.

I AM SAFE

Moving and playing safely.

I AM PREPARED TO LEARN

Working to the best of my ability and allowing others to do the same.

BADEN POWELL COLLEGE INFORMATION BOOKLET

Dear Parents / Guardians

It is hoped this booklet will provide you with relevant information about Baden Powell College plus many practical ideas on how you can assist your child throughout the year. We aim for students to become increasingly independent and to begin developing strong study habits both at home and at school. Throughout the booklet, there will be information pertinent to all students and where information is specific to certain year levels it will have been clearly identified. Feedback is very much welcomed.

Curriculum: Teaching and Learning

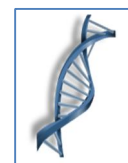
AusVELS and Victorian Curriculum.

In 2016 teachers at Baden Powell College will continue to explore, engage with and develop lines of inquiry, in particular for the content areas of History, Science, Geography, Economics, Civic and Citizenship. In past editions of the Information Booklet, there has been the inclusion of a schedule of Units of Work to be undertaken within a particular year level. It continues to be developed and teams will continue to review, revamp and redesign learning for students that is more relevant for our community and which aligns itself with AusVELS and the Inquiry process. English and Mathematics is being led by our support coaches and team leaders and we were fortunate to have experts work with our teachers to continue working in 2016 in consolidating the process.

In 2017, the Victorian State Government "Graduation State" mantra will see the incorporation of Victorian Curriculum (to replace) AusVELS. In 2016 teachers will be working through this curriculum in readiness for its implementation in 2017.

So what is AusVELS?

AusVELS is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programmes, assess student progress and report to parents. It proposes:



- *world-class curriculum and assessment**
- *a solid foundation in skills and knowledge on which further learning and adult life can be built**
- *deep knowledge and skills that will enable advanced learning and an ability to create new ideas and translate them into practical applications**
- *general capabilities that underpin flexible and critical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise.**

AusVELS Structure

AusVELS provides a single curriculum for levels F-10 that incorporates the Australian Curriculum as it is progressively developed within a framework that reflects particular Victorian priorities and approaches to teaching and learning (F is the abbreviation for 'Foundation' which is now the common term agreed to by all States and Territories to refer to the first level of school for curriculum design purposes). AusVELS has been designed to ensure that schools and teachers are not required to manage two different curriculum and reporting frameworks during the development of the Australian Curriculum.

Domains

Physical Personal and Social learning	Discipline Based Learning	Interdisciplinary Learning
Civics and Citizenship Health and Physical Education Interpersonal Development Personal Learning	The Arts English (AC) The Humanities The Humanities Economics The Humanities Geography The Humanities History (AC) Languages Mathematics (AC) Science (AC)	Communication Design, Creativity and Technology Information and Communications Technology Thinking processes

AusVELS Domain Structure

Each subject has the following sections:

- ⇒ Rationale and aims
- ⇒ Year level descriptions
- ⇒ Content descriptions (knowledge, understanding and skills)
- ⇒ Content elaborations - illustrative examples but may be useful indicators of expectations.
- ⇒ Achievement standards describe the quality of learning - the depth of understanding
- ⇒ Annotated student work samples – useful for assessment tasks
- ⇒ Glossary

General Capabilities

Are critical components of the Australian Curriculum. These include the following:

- ⇒ Literacy
- ⇒ Numeracy
- ⇒ Information and communication technology (ICT) competence
- ⇒ Critical and creative thinking
- ⇒ Ethical behaviour
- ⇒ Personal and social competence
- ⇒ Intercultural understanding.
- ⇒ In 2016 AusVELS is expanding to include 4 General Capabilities.
- ⇒ - Ethical understanding
- ⇒ - Cultural understanding
- ⇒ - Critical and creative thinking
- ⇒ - Personal and Social Capability

Cross Curriculum Priorities

Cross Curriculum Priorities are embedded in all learning areas to highlight their importance for young Australians to gain the knowledge and understandings of living within a globalised world.

- ⇒ Aboriginal and Torres Strait Islander histories and cultures
- ⇒ Asia and Australia's engagement with Asia
- ⇒ Sustainability.

In the AusVELS framework, these priorities are not treated as separate areas of learning. These priorities illustrate how learning can be integrated across the subjects to enable and ensure students connect their learning with important issues in contemporary society.

Learning Process

AusVELS has retained the pedagogical guidelines within VELS. The Australian Curriculum does not determine pedagogy. However, each of the subjects includes underlying processes – generally related to inquiry e.g. Scientific Inquiry, Historical inquiry.

ICT

The use of ICT for planning – teaching – learning is an integral part of the Australian Curriculum.

Students will be reported against AusVELS progression points in all disciplines in 2016. All year levels will begin with a Line of Inquiry in Term 1, 'Friendly Kids, Friendly Classrooms'. Each of these inquiries has been developed to be pertinent to cohorts of students within a particular year level. The learning will be real, relevant, rich and rigorous and will have a strong emphasis on setting the tone for how our school community will work together successfully to achieve personal best. There is also a strong focus on intercultural awareness that makes our community so unique. At Baden Powell we are inclusive, embracing, accepting and purposeful in all the work we do. As teams develop Lines of Inquiry throughout the year, families will be informed as to how they can support the learning at home. It will be a huge but exciting year of discovery.

If you are interested in finding out a little more for yourself please visit the link below or chat to your child's teacher.

<http://www.australiancurriculum.com.au/home>

While it is recognised that student learning is a continuum from Years Prep to 10, and different students develop at different rates, they broadly progress through three stages of learning from:

Prep – Year 4 Early Years Laying the Foundations

In these years the curriculum focuses on developing the fundamental knowledge, skills and behaviours in literacy and numeracy and other areas including physical and social capacities which underpin all future learning. In **Prep – 2**, the curriculum content taught is at Levels 1 & 2. In **Grades 3 & 4** the curriculum content taught is at Level 3 from VELS and it takes two years to complete. Every attempt is made to meet individual student needs when planning lessons. Our units of work are, where possible, integrated across the three strands – Physical, Personal and Social Learning; Discipline Based Learning and Interdisciplinary Learning and will include many of the domains including higher order thinking skills of Bloom's Taxonomy, De Bono's Six Thinking Hats, Rubrics and Gardener's Multiple Intelligences.

Years 5 – 9 Middle Years Building Breadth and Depth

In these years students' progress beyond the foundations and their literacy and numeracy becomes more developed. An expanded curriculum program provides the basis for in-depth learning within all domains in the three learning strands.

Years 10 – 12 Later Years Consolidating

In these years students develop greater independence of mind and interests. They seek deeper connections between their learning and the world around them and explore how learning might be applied in that world. They need to experience learning in work and community settings as well as the classroom. They are beginning to develop preferred areas for their learning.

Linda Danese
Assistant Principal (Curriculum)

EARLY YEARS OF SCHOOLING

Literacy teaching and learning at Baden Powell College across the P-4 department maintains a strong focus on the development of Reading and Reading Comprehension, Writing and Speaking and Listening skills for all students. The strategies and programs put into place are integrated across the school curriculum, and are strategic and explicit in their approach to ensure early literacy achievement.

The elements of the Early Years Literacy program are:

- A balanced classroom literacy program
- Additional assistance for those students who need it
- Parent participation in their child's education
- Ongoing professional development for all teachers

The essential features of the Early Years Literacy program are:

- A daily, focused two hour classroom literacy session
- Strategically planned home/school partnerships to assist student learning
- The provision of an Early Years Coach to support the teaching and learning of staff and students
- The need for a whole school commitment to an improvement in Literacy

Drawing upon the National Curriculum for guidance, the Early Years Literacy program enables us to develop a strategic and comprehensive approach to teaching literacy. The essential components of good literacy practice have been identified and are used to develop and plan for this comprehensive program, including:

- An ongoing dedication to teaching handwriting practices
- Explicit teaching of reading and comprehension strategies
- Daily independent reading
- One-on-one independent reading and writing conferences
- A genre approach to writing

Emma Stratton, Educational Leader and Early Years Literacy Coach

Year 7-9 Teaching and Learning Structure for 2016

In 2016, the students in Year 7-9 at BPC are going to be receiving instruction and carrying out their learning within a new teaching and learning structure.

In consultation with the teachers in the 7-9 team and leadership, the new model is a response to student data which suggests that a more focussed, explicit approach (utilising the expertise of the various teachers within the secondary school community of Baden Powell College) would better cater for all student learning needs and thus improve student learning outcomes. Up until 2014, the Year 7 and 8 students have remained largely as members of a home group and received their tuition within this home room with one main teacher delivering the core curriculum. The Year 9 program has lent itself more closely to the model to be embedded in 2016.

What does this mean for your child as a member of the Year 7-9 Purposeful Learning Community?

Your child will be placed in one of 5 teaching and learning groups made up of a combination of one of each a Yr. 7, 8 and 9 class. This group will have three teachers who will oversee all the core learning in

English, Maths and Science for this particular group. Each teacher in this group will have an area of expertise in one of three above mentioned disciplines. Within this group one of these three teachers will also be your child's home group teacher (pastoral care, first point of reference for parent/ school communication, and Inquiry teacher). Inquiry, rather than being a subject, is a process of learning whereby areas such as Geography, History, Civics and Citizenship and Economics are investigated. ICT is embedded across the curriculum within the open learning spaces. Each discipline has a coach / leader attached to the team to assist, guide, plan and implement thoughtful, rigorous and purposeful learning.

To this end, we firmly believe our goals of ensuring student connectivity, engagement, well- being and pastoral care will not be compromised.

All students in Year 7 &8 will experience Curriculum Enrichment Programs such as Visual and Performing Arts, LOTE, Woodwork, Food Tech and Physical Education. There will be NO electives in Year 7 &8.

All students in Year 9 will experience Curriculum Enrichment Programs through Student Self Selected programs (already identified by the students). As Science now has become a core discipline, the areas that the electives will be drawn from will be Design, The Arts and Physical Education. Parent Teacher interviews will take place early in Term 1 so parents will have the opportunity to meet the team of teachers working with each child.

Linda Danese (Assistant Principal) Sarah Hamilton (Year 7-9 Team Leader)

ENGLISH

Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Aims

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning

- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

English Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier levels, and teachers will revisit, strengthen and develop these as needed.

Reading and viewing

By the end of the **Foundation** level, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters.

By the end of Level 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events. Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts.

By the end of Level 2 students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.

By the end of Level 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.

By the end of Level 4, students understand that texts have different structures depending on the purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints.

By the end of Level 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They

describe how events, characters and settings in texts are depicted and explain their own responses to them.

By the end of Level 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. They compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it.

By the end of Level 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.

By the end of Level 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. They interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints.

By the end of Level 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

Writing

Foundation: When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

Level 1: When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

Level 2: Students create texts that show how images support the meaning of the text. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Level 3: Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They legibly write using consistently sized joined letters.

Level 4: Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary

from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

Level 5: Students use language features to show how ideas can be extended. They develop and explain a point of view about a text. They create a variety of sequenced texts for different purposes and audiences. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Level 6: Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They create detailed texts elaborating upon key ideas for a range of purposes and audiences. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

Level 7: Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features, text structures, and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation.

Level 8: Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Level 9: Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues interpreting and integrating ideas from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Speaking and Listening

Foundation: They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words. Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in language features. They listen for and reproduce letter patterns and letter clusters.

Level 1: They listen to others when taking part in conversations using appropriate understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics.

Level 2: They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations.

Level 3: Students listen to others' views and respond appropriately. They understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.

Level 4: Students listen for key points in discussions. They use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context.

Level 5: Students listen and ask questions to clarify content. They use language features to show how ideas can be extended. They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. They create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives.

Level 6: Students listen to discussions, clarifying content and challenging others' ideas. They understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They create detailed texts, elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

Level 7: Students listen for and explain different perspectives in texts. They understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. They create texts structured and coherent texts for a range purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience.

Level 8: Students listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. They understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect

Level 9: Students listen for ways texts position an audience. They understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. They create texts that

respond to issues, interpreting and integrating ideas from texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

MATHEMATICS **EARLY YEARS NUMERACY**

The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands. The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt.

The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the levels of schooling.

The Early Years Numeracy Program is a strategic and comprehensive approach to planning and implementing early mathematics teaching and learning from Prep to Year 4. The program is based on the recognition that all children can succeed in mathematics given sufficient time and support, and that by the end of this critical stage of schooling, students will be competent and confident in their early mathematical learning.

Elements of the Early Years Numeracy Program are:

- A one hour daily structured classroom program, including a range of teaching approaches for focused teaching
- Strategies for providing additional assistance to those students who require it
- Parent training courses to involve parents in their children's mathematics education and improve communication and participation in Numeracy
- Ongoing professional development for teachers



MATHEMATICS

Learning mathematics creates opportunities for and enriches the lives of all students. The Australian curriculum: mathematics provides students with essential mathematical skills and knowledge in *NUMBER AND ALGEBRA*, *MEASUREMENT AND GEOMETRY*, and *STATISTICS AND PROBABILITY*. It develops the numeracy capabilities that all students need in their personal, work and everyday life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. Students are provided with opportunities to use concrete materials to develop basic understandings of mathematical concepts, before extending students to work towards independently solving mathematical problems using a variety of problem solving strategies.

Individual student numeracy interviews, Mathematics Online Interview, are conducted as part of the school based testing program to gain an insight and understanding of each child's abilities in mathematics. The information gained from this is invaluable to teachers as they plan the mathematical curriculum for their students.

Years Prep to 4 – Laying the foundations

During these years students develop fundamental knowledge of number, space, measurement and the foundations of the development and use of logical and systematic mathematical processes.

Early in this stage, mathematical activities centre on play and the manipulation of physical objects in settings that support engagement and behavioural and social development. Cognitive development of strong mathematical concepts is supported by the use of social and environmental contexts – students are encouraged to describe and discuss their immediate environment and daily activities using the terms and constructs of elementary mathematics. By sharing and interacting with others, students' existing knowledge and concepts are further developed; and opportunities arise for challenging false notions such as that a six is harder to roll on a die than another number.

Early in this stage, students sort, count and compare concrete objects, and draw, arrange and manipulate simple shapes and objects. They use and describe basic measurement concepts related to self or familiar objects.

Later in this stage, students begin to recognise the structure of number and develop cognitive understanding of number as an object in its own right, and extend their number knowledge and representation of mathematical processes beyond their immediate environment. They can recognise and work with simple patterns in number and space and recognise the use of mathematics in daily life.

Year 3 & 4

The Mathematics program planned and provided for our Year 3 & 4 students is made up of the math strands:

- **Number and Algebra**- up to 6 digit numbers - which includes counting, ordering, comparing, interpreting, estimating and recording, place value, decimals and simple common fractions, recognizing and extending number patterns and using the four processes: addition, subtraction, multiplication and division. Developing mental strategies using multiplication tables and simple addition and subtraction facts to 20 are included.
- **Measurement and Geometry, Statistics and Probability**
 - using formal(cm, m, km, gm, ml, l) and informal units (using blocks, cups etc.) to measure, order and compare length, angle, area, volume, capacity and mass, and tell the time using an analogue and digital clock and make and use simple timetables. In Statistics and Probability they recognise and quantitatively describe the variability of outcomes and develop language to describe everyday chance events.
 - using conventional language to describe and compare shapes and objects in the world around them, produce drawings and models of geometric shapes, match prisms and pyramids with their nets, understand tessellations, symmetry, transformation and congruency. Be able to visualize, follow and give descriptions of locations and paths using directional language, read, interpret and make maps of familiar locations.

All these strands are taught in a way that is meaningful to children and will help them solve problems in their everyday life. Children will encounter many examples of problems to be solved, and are given tasks aimed at their level, which in the Early Years classes can range from Foundation to Level 4 of AusVELS. Children are provided with and encouraged to use resources and materials to assist them develop understandings of mathematics. Support at home when cooking, gardening, building, shopping etc., provide children with opportunities to measure (liquids and solids), weigh, and estimate and use money in everyday practical contexts.

Mathematics covers a wide range of understandings and many are able to be taught in an interesting and fun way using games, puzzles or through integrated units linking with other areas of the curriculum.

NUMERACY INTERVENTION PROGRAMS

EXTENDING MATHEMATICAL UNDERSTANDING (EMU) PROGRAM

Teachers use School Based Assessment results to help identify students who may need extra assistance in Maths.

The EMU program targets students in grade one. Students identified as requiring additional assistance are tested using the EMU interview. Students are then prioritised and begin to work in small groups with the college specialist trained EMU teachers. (Leonie Riches and Kylie Clark at Tarneit and Debra Dodd at Derrimut Heath) Students spend a half hour every day for up to 20 weeks on the EMU program.

GETTING READY IN NUMERACY (GRIN)

GRIN was introduced in 2011 and trialled at the Tarneit Campus. It will be continued in 2016. GRIN targets students in Year 3 identified as needing additional assistance. The GRIN tutor will work closely with the Year 3 / 4 teachers to focus specifically on what Maths content will be taught in class maths lessons. The students will work with the GRIN Tutor in small groups on the maths, closely linked to topics in the class maths program.

Parents of students identified at risk in Numeracy will be notified by the class teacher and a meeting set up to implement an Individual Learning Plan. The Individual Learning Plan sets out how best to provide additional assistance for your child at school and at home. **Children need meaningful understandings of Mathematics so that they can confidently apply maths knowledge to new situations they will encounter at school and in their everyday lives.**

Early Years Leading Teachers and Coaches

MIDDLE YEARS

As all students work towards the achievement of Level 5 and 6 of the AusVELS standards in Mathematics, the proficiency strands of Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At level 5: Understanding includes making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways, describing transformations and identifying line and rotational symmetry.

Fluency includes choosing appropriate units of measurement for calculation of perimeter and area, using estimation to check the reasonableness of answers to calculations and using instruments to measure angles.

Problem Solving includes formulating and solving authentic problems using whole numbers and measurements and creating financial plans.

Reasoning includes investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals, interpreting results of chance experiments, posing appropriate questions for data investigations and interpreting data sets.

At level 6: Understanding includes describing properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations.

Fluency includes representing integers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages, measuring using metric units, and interpreting timetables.

Problem Solving includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays, and finding the size of unknown angles.

Reasoning includes explaining mental strategies for performing calculations, describing results for continuing number sequences, explaining the transformation of one shape into another, explaining why the actual results of chance experiments may differ from expected results.

Middle Years Leading Teachers and Coaches

A WORD ABOUT INVESTIGATIONS

Preps (and some **1/ 2 classes** across the college) will be participating in 'Investigations' throughout the year. This is a total approach to teaching and learning which combines the need for children to be active participants in their learning (through hands on and creative exploration and investigation) which sits alongside formal instruction. This engages children in exciting, personalised and authentic learning experiences that reflect the particular needs, interests and strengths of the individual child. It ensures a greater level of engagement for all students and helps to increase oral language for all children regardless of their linguistic background and integrate rich literacy and numeracy into all learning experiences (Walker 2009).

There is explicit teaching and development of, not only literacy and numeracy skills and knowledge, but also the range of vital social, emotional and life skills. Tuning in and reflection time are provided to allow children to springboard into the formalized learning for the day. Children will have the opportunity to be a focus child, reporter and photographer on a regular basis as they use their own interests to develop a range of key aspects of thinking and lifelong learning skills, developing an eagerness for school and learning. For example, using thinking skills such as reasoning and problem solving, oral language, mathematical understandings and experiences, literacy, self-regulation and self-expression, self-initiation and decision-making, responsibility, questioning, reflecting and resilience. The nature of the experiences promotes creativity, imagination and scope for children to invent and create, avoiding cloned art work and work sheets. Through investigations children develop a balance between engagement in authentic interests and linking these interests back into the explicit and formal teaching in all areas of curriculum.

EVERY DAY COUNTS

We all want our students to get a great education, and the building blocks for a great education begin with students coming to school each and every day.

Missing school can have a major impact on a child's future – a student missing one day a fortnight will miss four full weeks by the end of the year. By Year 10 they'll have missed more than a year of school. There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes.

Coming to school every day is vital, but if for any reason your child must miss school, there are things we can do together to ensure they don't fall behind:

- Speak with your classroom teacher and find out what work your child needs to do to keep up.
- Develop an absence learning plan with your teacher and ensure your child completes the plan.

Remember, every day counts. If your child must miss school, speak with your classroom teacher as early as possible.

From 1 March 2014, new laws will mean that parents can be fined for not sending students to school without an acceptable reason. If you're having attendance issues with your child, please let your classroom teacher know so we can work together to get your child to school every day.

Regular attendance of students is compulsory. It is vital your child attends school every day and arrives on time. Regular attendance is essential to make sure learning is not disrupted. Regular learning provides building blocks for their future. Schools help children to develop important social skills, such as friendship building, teamwork, communication skills and a healthy self-esteem. We cannot teach your child if they are not at school.

However, children who are ill must be kept in the warmth and comfort of their home. The college does not have adequate facilities to cater for sick children. Children who are sick, injured or have an infectious disease should remain at home. It is requested a **note** explaining **each absence** must be sent to their class teacher when the child returns to school.

Your responsibility as a parent/caregiver is to:

Make sure your child:

- attends school on **ALL** school days
- is on time every day

Make sure you:

- provide the school with an explanation if your child is away
- contact the school if your child does not want to go to school
- arrange doctor and dentist appointments out of school hours
- arrange personal shopping trips with your son/daughter or birthday celebrations out of school hours
- do not allow your child to stay at home for minor reasons
- plan extended holidays during the term breaks

Students who stay away from school:

- ➔ miss the introduction of new work
- ➔ miss maths, reading and spelling assessments
- ➔ miss homework explanations and worksheets
- ➔ may lack confidence and feel embarrassed because they cannot do the work the class has been studying
- ➔ feel left out of class discussion when they have missed a special class activity and cannot do the associated work
- ➔ miss specialists lessons because these lessons only occur once a week and so art work is not completed, physical education skill work is not practised, library work is not completed or skill information is missed
- ➔ miss notices and newsletters
- ➔ miss celebrations such as class awards, excursions, school visitors, assemblies
- ➔ can find it difficult to break into established friendship groups and develop good friendships with their peers
- ➔ can develop a poor attitude towards school believing 'I won't miss much if I am not at school'
- ➔ fail to realise that the teachers and students miss them

It is also not okay to be late to school. Students who are late arriving affect the start of a school day in the following ways:

Latecomers:

- ☹ miss out on talking to their class teacher before school
- ☹ miss out on playing with their friends before school
- ☹ miss out on getting themselves organised
- ☹ can arrive at the classroom and find out their class has gone to a specialist lesson or another place in the school and do not know where
- ☹ miss out on roll marking, lunch orders being sent to the canteen, taking monies and notices to the office. Often these notices stay in their school bag for the day
- ☹ miss out on hearing what's happening for the day
- ☹ are often unsure about what they have to do in the lesson
- ☹ find their learning becomes disjointed and difficult
- ☹ they distract other students when they arrive
- ☹ tend not to see being late as a problem

Just a little bit late doesn't seem much but....

He/She is only missing just....	That equals....	Which is....	over 18 years of schooling, that's....
10 minutes	50 minutes per week	Nearly 1.5 weeks per year	Nearly HALF A YEAR
20 minutes	1 hour 40 minutes per week	Nearly 2.5 weeks per year	Nearly 1 YEAR
Half an hour per day	Half a day per week	4 weeks per year	Nearly 1 AND A HALF YEARS
1 hour per day	1 day per week	8 weeks per year	Nearly 2 AND A HALF YEARS




Did you know that when a student is late, teachers:

- ☹ have to find the time to spend one-on-one with the student to 'catch them up' with what they have missed
- ☹ need to repeat instructions, find materials and work sheets before late students can begin working
- ☹ need to give late students extra attention so they know what has happened or what the class is doing
- ☹ are taken away from their planned teaching of working with groups of other students from the class

The staff at Baden Powell College worry when students regularly miss school or arrive late. Please make every effort to have your child at school every day.

BADEN POWELL COLLEGE STUDENT DRESS CODE PREP - 6

GIRLS UNIFORM: Prep – 6

All items must be school approved

Dress:	Official green check dress
Skirt:	Official check skirt
Pant:	Grade 5/6 only ~ Long, grey
Tracksuit Pant:	Straight leg ~ maroon
Tracksuit Top:	V-Neck ~ maroon
Bomber Jacket:	Maroon with white and green stripe on bands
Skivvy:	White
Polo Shirt:	White with maroon and green striped collar
Shorts:	Knee length P - 4 ~ maroon 5/6 ~ maroon or grey
Shoes:	Plain white or black runners (non marking soles) black school shoes: lace up / velcro
Socks:	Plain White
Tights:	Bottle Green
Hair Accessories:	Bottle Green

Hat: Terms 1 & 4	Bottle Green Wide Brimmed Hat or Black Bucket Hat with green trim and school logo
School Bag:	Maroon back pack with school logo

BOYS UNIFORM: Prep – 6	<i>All items must be school approved</i>
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Pant:	Grade 5/6 only ~ Long, grey
Tracksuit Pant:	Straight leg ~ maroon
Tracksuit Top:	V-Neck ~ maroon
Bomber Jacket:	Maroon with white and green stripe on bands
Skivvy:	White
Polo Shirt:	White with maroon and green striped collar
Shorts:	Knee length P - 4 - maroon 5/6 - maroon or grey
Shoes:	Plain white or black runners (non marking soles) black school shoes: lace up / velcro
Socks:	Plain White
Hat: Terms 1 & 4	Bottle Green Wide Brimmed Hat or Black Bucket Hat with green trim and school logo
School Bag:	Maroon back pack with school logo

SPORTS UNIFORM: 5/6	<i>All items must be school approved</i>
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An approved sport uniform will be supplied to students when representing the school, unless otherwise directed. Eg; netball skirts, football jumpers, basketball singlets

OPTIONAL ITEMS FOR BOTH BOYS AND GIRLS: P - 6	<i>All items must be school approved</i>
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Windbreaker Jacket:	Bottle Green
Scarves, Gloves, Beanies:	Bottle Green
Grade 6 Bomber Jacket:	Bottle Green ~ for current year 6 students only

ADDITIONAL INFORMATION IN RELATION TO SCHOOL UNIFORM: P - 6
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Jewellery:	Stud earrings and sleepers worn in the ears, and watches are the only acceptable jewellery. This is for the student's safety (sport injuries or play mishaps). Necklaces, chains, wristbands, bracelets, rings are not part of the school uniform code and are not be worn to school.
Hair Styles/Colours:	Extreme hair colours (eg: green, pink or purple rinses or dyes) and/or extreme hairstyles (eg: spikes or mohawks) are not permitted.
Head wear :	(hair ties, hijab, ribbons, head bands) must be of school colours - white, green, maroon.
Cosmetics:	Other than clear nail polish, cosmetics are not to be worn at school.
Hair:	It is expected that shoulder length or longer hair (worn by boys and girls), for safety and health reasons, is tied back using school colours

BADEN POWELL UNIFORM POLICY MIDDLE YEARS (7-9) STUDENTS.

Purpose:

- To reinforce in students a pride in their own appearance, to instil recognition of themselves as an integral part of the school community and to assist in developing pride in representing their school. This policy is supported by a Dress Code which is inclusive of, but not limited to, issues of equality, health, safety and expense.

Goals:

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

Baden Powell College: Student Dress Code for Year 7 to 9 students.

It is expected as a student at Baden Powell College that you will adhere to the uniform policy and dress code as articulated and specified. Please read below to clarify what the school uniform should be to ensure that your son/daughter is fully prepared in correct uniform at the start of their school years.

PLEASE NOTE: new items have been added to the Yr.7-9 uniform- a cardigan in school colours and black jacket (can be viewed in school front office and both now available at Rushfords for purchase).

The YEAR 7 – 9 uniform requirements are:

Girls Summer

Cardigan in school colours and black jacket
Summer uniform dress or Grey Shorts and
White School Shirt

Black leather lace-up school shoes & white socks

Girls Winter

Cardigan in school colours and black jacket
Long grey pants
White school shirt and school tie

Black leather lace-up school shoes & white socks

OR

Official check skirt (knee length)
White school shirt and school tie

Black leather lace-up school shoes

Long dark grey socks or dark grey tights



Boys Summer

Cardigan in school colours and black jacket
Grey shorts
White school shirt and school tie

Boys Winter

Cardigan in school colours and black jacket
Long grey trousers
White school shirt and school tie

Black leather lace-up school shoes & dark grey socks



Sports Uniform

Official Baden Powell College Track Suit
Official maroon polo shirt
Official green sports shorts

Plain white runners and white sock

Green wide brim hat or Black Bucket Hat with green trim and school logo



ADDITIONAL INFORMATION IN RELATION TO SCHOOL UNIFORM: YEAR 7 – 9

Ties : are to be worn everyday with the white shirts

Dress lengths: are to be maintained at just above knee level.

Jewellery: Stud earrings and sleepers worn in the ears only, and watches are the only acceptable jewellery. Necklaces, chains, wristbands, bracelets, rings are not part of the school uniform code and are not be worn to school.

Hair Styles/Colours: Extreme hair colours (eg: green, pink or purple rinses or dyes) and/or extreme hairstyles (eg: spikes or mohawks) **are not permitted.**

Head wear: (hair ties, hijab, ribbons, head bands) must be of school colours - white, green, maroon.

Cosmetics: Other than clear nail polish, cosmetics **are not** to be worn at school. French polish with white tips ONLY (or clear) is the only form of varnish acceptable. Any other form of colour will be removed at school with nail polish remover.

Hair: It is expected that shoulder length or longer hair (worn by boys and girls), for safety and health reasons, is tied back **using school colours.**

We use positive reinforcement and responsible behaviour to ensure that all students comply with the school's Uniform Policy. Students who wilfully do not comply with the school's Uniform Policy will face escalating disciplinary action including:

- Speaking to the student (in private) to encourage him/her to observe the dress code.
- Provide advice to the parents via a diary note, phone call from staff, letter to parents and issuing lunchtime detention
- Verbal warning to student. Negotiation with student and parents about possible action
- Extra duties, Recess or Lunchtime Detention
- Loss of access/involvement in co-curricular activities

STUDENT ENGAGEMENT AND WELLBEING

Baden Powell College implements a school wide consistent and positive approach towards developing and teaching appropriate and positive behaviours. Some of these approaches include:

Positive expectations are taught and encouraged

"LOOKING FORWARD, STAYING AHEAD"

- Active Supervision by all staff within learning spaces and the school yard
- There are pre-corrections and reminders
- Positive Reinforcement and acknowledgements of student success
- Adjusting the environment to suit the learning needs of students
- Explicit school rules are taught
- Highly structured teaching programs with positive rewards
- Staff actively intervening to prevent or stop bullying behaviour
- Staff who respond rapidly and effectively to student complaints or harassment
- Peer-mediation programs are implemented

OUR **STUDENT MANTRA** HAS BEEN DEVELOPED BY STAFF, PARENTS AND STUDENTS

I AM RESPECTFUL

Respecting others through our speech and manners.

I AM RESPONSIBLE

Caring for ourselves, others and property.
Resolving problems calmly, responsibly and fairly.

I AM SAFE

Moving and playing safely.

I AM PREPARED TO LEARN

Working to the best of my ability and allowing others to do the same.

STUDENT CODE OF CONDUCT

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school practices including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

STUDENT MANAGEMENT:

All year levels will establish consistent and fair procedures, consequences and rewards related to student behaviour. Student engagement, regular attendance and positive behaviours will be supported through relationship-based and whole-school, classroom practices which include;

- establishing a predictable, fair and democratic classroom and school environment
- ensuring students participate in developing their own classroom expectations
- provision of personalised learning programs
- consistently acknowledging and celebrating student achievements
- empowering students to take responsibility for their own learning and decision-making

At the beginning of each school year all students will together with their teachers create and establish an agreed set of classroom rules and expectations. The class will also agree upon appropriate and inappropriate behaviours with consequences and rewards related to these behaviours.

Each year level will provide specific information about student engagement processes which may include the following steps:

1. Student receives a warning
2. Student sent to teaching partner for time out (remains in learning space)
3. Student sent to a member of leadership. Parents will be notified
4. Student sent to a Principal

At all times restorative practices are used to resolve conflicts and restore relationships

If the behaviour becomes consistent or extreme the following may/will occur:

- A Behavioural Management Plan [BMP] or Individual Learning Plan [ILP] will be established
- A parent meeting will be arranged
- Regular meetings as a follow up
- Goal books, individual contracts may be established
- In-house suspension – student is removed from their class for a full day working with leadership staff

BULLYING AND HARASSMENT

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully

If your child is being harassed or bullied they should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a teacher/coordinator or a student leader that they feel comfortable with.

Concerns will be taken seriously. All complaints will be treated confidentially.

The **"GOTCHA"** card system is a whole school approach to recognise positive behaviours in the school yard. Teachers give Gotcha Cards to students who they observe demonstrating positive behaviours. Students place their Gotcha Card in a box at each front foyer. A winner is picked each week during assembly. At the end of term these winners enjoy a special morning tea with the College Principal.

<u>SETTING</u>	<u>I am RESPECTFUL</u>	<u>I am RESPONSIBLE</u>	<u>I am PREPARED TO LEARN</u>	<u>I am SAFE</u>
<u>CLASSROOMS</u> <u>LIBRARY</u>	? Listen and speak politely ? Raise hand to speak ? Use kind words ? Ask permission to use things	? Use whisper voices if talking is allowed ? Treat books and equipment carefully ? Follow directions first time asked ? Make good choices ? Accept consequences	? Study, read, and compute ? Find a book, complete an assignment ? Return borrowed materials on time ? Take responsibility for my learning ? Ask Questions	? Walk quietly ? Use equipment appropriately ? Keep the classroom tidy ? Have a positive attitude for learning
<u>PLAYGROUND</u> <u>CANTEEN</u> <u>LOCKERS</u>	? Share equipment ? Take turns and play cooperatively ? Include others ? Put my rubbish in the bin and pick up litter	? Follow directions first time asked ? Make good choices ? Accept consequences without arguing or complaining ? Line up in Roll Order ? Listen to the instructions from Yard Duty or Canteen Staff	? Have a plan ? Know the playground rules and use them ? Organise your locker so you can find things	? Use equipment properly ? Stay in designated areas ? Run only where permitted ? Keep hands and feet to self ? Look after our school ? Make room for others in our yard
<u>ASSEMBLY</u> <u>FORMAL ACTIVITIES</u> <u>OUT OF SCHOOL ACTIVITIES</u>	? Listen quietly ? Use appropriate applause ? Make good choices ? Take pride in my appearance and how I represent the school	? Sit in one spot quietly ? Stay in your seat ? Take home and return signed notes on time	? Listen, watch, and learn ? Support your classmates	? Follow directions first time asked ? Keep your hands and feet to self ? Follow bus rules
<u>TOILETS</u>	? Wait your turn ? Give people space	? Respect the privacy of others	? Use the toilets in recess and lunch time	? Wash my hands ? Flush the toilet

WHOLE SCHOOL REWARDS AND ACKNOWLEDGEMENT

Baden Powell College focuses on rewarding positive behaviours.

Time is allocated at the beginning of each school year within individual teams to agree upon a Year Level Consistent Approach to rewarding positive behaviours.

This may be Earn and Learn Money or 'On Target' Peg System or whole class rewards such as a movie/games afternoon/extra computer time/special lunch.

Some examples of behaviours which will receive rewards are:

Punctual to line after recess	Using their manners
Completing homework	Excellent book work
Completing tasks on time	Showing initiative
Helping others	Student diary use

CLASSROOM BEHAVIOUR AND EXPECTATIONS:

Some examples of behaviours which may be on the Manual and deemed inappropriate are:

Lateness to class	Name calling
Fighting	Being uncooperative
Graffiti	Damaging property
Calling out	Bullying

Consequences of such behaviour are:

- 1st incident - WARNING**
- 2nd incident - TIME OUT TO ANOTHER CLASSROOM**
- 3rd incident - CONSEQUENCES AS APPROPRIATE**
- 4th incident - TIME OUT with a member of the Leadership Team**
 - Note or phone call home to Parents**

Students are rewarded for positive attitudes and behaviours which are determined within the Manual and may consist of stickers, table points, weekly rewards, games afternoon, extra computer time or a special lunch.

Some examples of behaviours which will receive rewards are:

Punctual to line after recess
Using their manners
Completing homework
Excellent book work
Completing tasks on time
Showing initiative
Helping others
Student diary use

Sue Falla

Assistant Principal (WELFARE)

VALUES EDUCATION PROGRAM			
Timeline	VALUE	Mini Themes	Nutshell statement / Outcome
February	Relationships Fabulous Friendships Begin in February	Cooperation, caring, sharing, understanding, consideration, friendship, support, loyalty, honesty, trust, fairness	To extend each child's ability to form and maintain happy, stable relationships within the family, school and wider community. To care for self and others. To enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control and stand up for the rights of others.
March & April	Respect Marching on with Manners	courtesy, compassion, communication, good will	To treat others with consideration and regard and to respect another's point of view. To develop manners and common courtesies as a means of becoming a socially acceptable person.
May	Self Awareness If It's Going To Be, It's Up To Me	confidence, resilience, self discipline, conflict resolution, anger management, affective listening, pride, doing your best, perseverance	To enhance and nurture the formation of a positive self image for each individual child-focusing on talents, strengths and attributes. To promote effective decision making techniques and strategies and seek alternative solutions when resolving conflicts. To seek peaceful and constructive solutions. To seek to accomplish by doing ones' best- trying hard and pursuing excellence.
June & July	Feelings Dealing With Feelings	emotions, sensitivity, patience,	To assist students in developing a better understanding and appreciation of their personal feelings and their feelings towards others.
August	Responsibility Respond Responsibly	one's own actions, contribute to society, harmony, support, reliability, commitment, integrity	To make students aware of their responsibilities and obligations to themselves and others in all settings – home, school and wider community and environment. To be accountable for one's own actions.

September & October	Tolerance Be a Mate and Tolerate	acceptance, empathy, humility, compassion, inclusion, freedom, diversity	To encourage tolerance and understanding of individual differences through the awareness of cause and effect (ie physical, social, cultural and racial). To be aware of others and their cultures. To accept diversity within our democratic society. To be included and include others.
November	Honesty There's Honour in Honesty	integrity, trustworthiness, truth, fairness	To be honest, sincere and seek the truth. To pursue and protect the common good where all people are treated fairly.
December	Values Everyone is Valuable, Value Everyone	importance of self and others, revisit the values, identity, issues	To encourage regular opportunities for classroom discussion (speaking and listening) that enables the sharing of ideas, opinions, points of view about current issues.

Our college continually promotes and celebrates the important Values across the year.

HEALTH AND PHYSICAL EDUCATION

Health

The Health curriculum is designed to develop an understanding of the factors that impact on the health and safety of individuals, families, groups and communities. It aims to promote an understanding of change to physical, emotional and social development across life spans and to develop knowledge and skills to promote health and wellbeing. Students begin their learning through their own experiences at home and school. As they grow they become more skilled at observing what makes familiar environments safe or unsafe and healthy or unhealthy. Students learn about making appropriate choices that affect their health and physical activity. They participate in the Values program that promotes feelings of self-worth and others.

PHYSICAL EDUCATION

FITNESS

GAMES

DANCE

GYMNASTICS



SAFETY **BALL SKILLS**

PERSONAL DEVELOPMENT

SWIMMING AND ATHLETICS

FUNDAMENTAL MOTOR SKILLS

Physical Education educates students in, about and through movement. Movement involves students taking part in a wide range of physical activities, including gymnastics, dance, swimming, ball skills, games, athletics and sport education, where these skills are introduced, developed and extended throughout the students schooling.

Our aim at Baden Powell College is not only to expose children to a wide variety of sporting activities, but also to make participation in sport an enjoyable experience. Enjoyment, self- satisfaction and confidence building play are a major part in Physical Education, as children need to achieve satisfaction in order to encourage them to become self- motivated towards fitness, sport and physical activities.

Below is a summary of the Physical Education (PE) and Sport offered at Baden Powell College.

PHYSICAL EDUCATION

Students have regular physical activity/fitness with their class as well as Specialist PE once a week. A foundation of skills are introduced in the junior school and developed and extended to more complex situations in the middle and senior school. Areas include Gymnastics, Ball Skills, Dance, Athletics (Middle and Senior School), Minor and Major Games (Middle and Senior School), Swimming (Optional) and Fitness.

Suitable Clothing for Physical Education

It is important that students are dressed appropriately for PE and Sport. We encourage students to wear 'runners' to PE lessons for safety, comfort and ease of movement. Please note that 'skate shoes' are not appropriate, as due to the loose fitting style they are hard to run in and can cause sprains and strains on the ankle.

Developing the skills and enthusiasm for physical activity and sport at a young age is the key to promoting life long participation and it is hoped through our Physical Education and Sports programs we are providing our children with the foundation to achieve this. If the school and community can work together to deliver enjoyable programs we can encourage young people to embrace physical activity and sport and to lead a healthy lifestyle. If your child is interested in joining any out of school sporting club, please contact the PE office of details. **PE Team**

THE ARTS

PERFORMING ARTS

Through a combination of music, drama and dance/movement, students at Baden Powell College:

- Develop their intellectual, imaginative and expressive potential
- Develop performing arts skills, techniques and knowledge
- Create, perform and present performing arts works
- Develop critical skills
- Develop an understanding of where performing arts fit into our lives
- Enjoy participating in arts activities.

Students engage in singing, playing instruments dance and drama activities. Baden Powell College has a strong tradition in the Performing Arts. The children have the chance to perform to a variety of audiences. Assemblies give grade groups a chance to perform for the rest of the school and attending parents. Small presentations often take place within the classroom and performing arts lessons. A major production occurs each year that supports the classroom curriculum.

Through all this wonderful singing, listening, playing, moving and creating, the Performing Arts program enriches and supports the integrated units of work being followed in classrooms.

The Performing Arts at Baden Powell College is held in high regard. Students have many avenues to showcase their talents including The Soiree, Assemblies, Christmas Talent shows and at Carols.

VISUAL ARTS

Visual Arts encompasses the seven studios of art: Printing, Drawing, Painting, and Collage, Construction, Modelling and Textiles. The Arts Room environment encourages interaction between students. It is an environment where students can take risks and explore their feelings and understandings of the world. It is an area of education where the artistic and cognitive realms of the brain work together.

With each studio of art explored and experienced, students create, make, explore and respond to Art. Students experiment with a variety of tools, media, skills and ideas to develop maximum artistic potential. Through the process of creating art works, students are shown how to reflect on their work and the work of their peers and professional artists. Technique, media and tool-use suggestions are made in order to further develop and refine pieces of artwork.

Students need to bring an art smock from home for all sessions. Teachers keep a tub for these and art smocks stay at school. Please make sure they are marked clearly with your child's name. (Even an oversized shirt or T-shirt will do). **ARTS TEAM**

L.O.T.E

The Languages Other Than English (L.O.T.E) program at Baden Powell College forms part of the Literacy curriculum. Research has shown that students learning a language other than English improve in their understanding and learning of English as well. Besides this, there are many other good reasons why schools have a commitment to and desire to teach their children another language e.g. developing an understanding, appreciation and tolerance of other cultures.

ITALIAN

Children from Prep to Year Eight will be exposed to the Italian language for at least 45 minutes per week. They also will continue to experience and celebrate aspects of the Italian culture.

In the Early Years, children will be exposed to the Italian language through lessons provided by their classroom teachers incorporating Italian into aspects of their overall learning through such programs as the "Phrase of the Week".

STRANDS

LOTE is structured in a similar way to English, so there are four key strands of **Listening, Speaking, Reading and Writing**. Some of the activities that would be included within such strands are:

LISTENING	SPEAKING	READING	WRITING
- Songs, chants, rhymes and raps. - Audio and visual resources. - Listening posts. - Some classroom directions given in Italian. - Use of multimedia and internet resources.	- Songs, chants, stories, rhymes and raps. - games - conversations - Quizzes - plays or readers theatre.	- Stories (in Italian or Italian and English) - Big books and charts, songs, lists. - Labels around the classroom. - Multimedia and use of the internet.	- learning the alphabet and its sounds - writing phrases sentences letters - copying/ tracing key words

LOTE TEAM

LIBRARY

The Library Program aims to foster and develop life long learning skills. The Program has two major components:

- Information Literacy or Authentic Research
- Literature

The Information Literacy Process focuses on the Student.

Students:

- Build a question
- Find and sort information
- Read and understand
- Think and create
- Summarise, conclude, make decisions
- Communicate findings
- Reflect on the process and product

This is achieved through an information rich environment.

Literature Program focuses on the enjoyment of experiencing Literature. A wide variety of genres are presented to the children with the ultimate aim of increasing their knowledge of authors and illustrators and developing an appreciation of a variety of literary styles.

The Library also facilitates the Independent Borrowers Program. Independent Readers are able to access the Library during school hours to select material for personal borrowing. Students are issued with an ID card which they must bring to the library for any independent borrowing.

Independent Readers are children who are able to “self- select” material suited to their level of maturity and reading ability.

The Library is open every morning before school selected Lunchtimes at both campuses.

Another aspect of the Library’s promotion of life long reading and learning interests is through Book Club. The school receives a small commission from most sales made through a “Bonus Points” system. Most of the Bonus points are used to purchase more material for the Library and the children’s use.

IRC TEAM

INFORMATION COMMUNICATION TECHNOLOGY

Baden Powell College is highly committed to the provision of quality facilities that enhance student learning and provide them with an abundance of opportunities to excel in preparation for the ever changing future ahead. The future of our students will undoubtedly be dominated by technology and as such we see this as our complete responsibility to ensure they have continual access to technology in education.

All students have the right to learn with and through technology as an important and powerful learning tool. Our classrooms, programs and facilities are all equipped with the most essential technological tools we can provide. Our School Strategic Plan also reflects our commitment and need for technology, with ICT embedded across the Key Priorities and goals of our school.

Baden Powell College provides all students with the opportunities to use computers, software and peripherals within the curriculum. Students develop essential skills such as collaboration, communication, problem solving and creating/presenting multimedia productions.

Within the Victorian Essential Learning Standards, ICT is a Key Domain in the Interdisciplinary Strand. ICT is used to *Create, Visualize Thinking* and to *Communicate*.

Students are given every opportunity to use ICT within their classroom, in the Information Resource Centre and through mobile technology (both campuses). All of our ICT resources are used to support the literacy/numeracy programs and our units of work. Our students also have access to important classroom

resources including an Interactive Whiteboard, digital cameras, iPods, scanners, networked black/white and colour laser printers as well as the capacity to use video-conferencing with students in other classrooms.

Through the use of ICT within the curriculum, students will develop ICT skills in:

- Word Processing
- Desktop Publishing
- e-mail
- Internet
- Using a digital camera and editing images
- Video-conferencing
- Sound editing
- Mind Mapping and Concept Mapping
- Intranet
- Programming
- Multimedia Presentations
- Graphics
- Spreadsheets/Graphs
- Data logging
- Video capture and movie editing
- Scanning
- Interactive Multimedia
- Animation (including Claymation)
- Web Authoring
- Podcasting and Vodcasting

As we consolidate our knowledge of ICT in the AusVELS curriculum in 2016, we will continue to grow upon what we have delivered to this point. Students' skill level in using ICT can vary considerably at any age according to their level of experience with ICT, and individual differences in learning. Therefore, we encourage students to use ICT at their own pace and level of expertise at all times whilst also modelling additional skills to extend them further.

Students in the Early Years will have a generic username and password for ease of logging onto our network. Once in the network, their skill development will allow them to save work in their own folders. Students will have access to all programs across the college which exposes them to more advanced ICT applications.

Staff and students are also provided with additional ICT support both within the classroom and in one of our ICT centres from our eLearning Team –Mr. Jason Vandy (Assistant Principal), the ICT team Leaders and our MICE (Mentors In Computer Education) students all ensure students as well as staff are extending their skills and developing their learning through ICT at all possible times. Classes are also timetabled weekly to use our ICT facilities and pods of wireless notebook computers are also available for students to use. Our library sessions are also enhanced with the use of iPads to engage student learning.

We also offer a special student leadership program known as the MICE (Mentors In Computer Education) program at Baden Powell College. Students will be selected from each class as the nominated MICE Leaders to extend their skills, provide support, and mentor as well as to communicate needs, between their classroom and the eLearning Team in the school.

The 1 to 1 "Netbook" program, led by Lesley Besanko, also provides students with anywhere, anytime, personalised learning should you chose to participate in this program. It is planned in 2016 to introduce BYOD (Bring Your Own Devices) but more details will be made available, stay tuned.

Jason Vandy Asst Prin ICT

BADEN POWELL COLLEGE GUIDE TO ASSESSMENT AND REPORTING

At Baden Powell College an integral part of planning and implementing of learning experiences and programs is our Assessment and Reporting procedure. For your information, a schedule of assessment and reporting tasks you can expect your child (ren) to take part in during the course of the year, has been outlined below.

TERM 1: February: School Based Assessment in English and Mathematics.

"Meet your teacher" interview

Individual Learning Plans begin and continue throughout terms 2, 3, and 4 or for as long as required.

TERM 2: Mid Year Report

Parent Teacher Interviews (Prep – 9)

National Assessment Program Literacy and Numeracy (NAPLAN) – National Testing program for students in Years 3, 5, 7 and 9

TERM 4:

School Based Assessment

Final Report

Reading Benchmark P-2 DEECD: Statewide Testing Data

Please NOTE: All Students in Year 7-9 receive six "snapshot" (at a glance and cumulative) reports sent home in the mail that records student attendance, uniform, application at school and homework completion. They also receive a comprehensive mid-year and end of year report.

Initial School Based Assessments in English (focusing on Speaking and Listening, Reading and Writing) and Mathematics have been designed to provide data for teachers so they ascertain student's understandings and capabilities in Literacy and Numeracy. This data is subsequently used to develop needs based learning groups and become the focus for our classroom planning and teaching practice. The tests are re-administered in Term 3 so the teachers can continue to plan and teach to each student's developmental stage and point of need.

Teachers follow up this assessment, where necessary, by inviting you to come along to a meeting where you and the classroom teacher discuss and plan a program that will benefit your child, according to their specific needs. These are known as Individual Learning Plans (ILPs).

Other Intervention programs are offered throughout the College at various levels e.g. Reading Recovery Bridges, Bridging the Gap, EMU and GRIN Programs, where they are given extra support on an individual basis to improve their reading and mathematical skills.

Detailed individual student reports are sent home twice a year where teachers accurately inform you about your child's progress. Parents are to attend a Parent Teacher Interview to be held in Term 2 to discuss the report.

As always the teaching staff is constantly refining and improving this assessment and reporting methods. Any suggestions and comments from our school community are valued and welcomed. The staff is looking forward to another productive year developing excellent partnerships that provide the best opportunities for our students.

Jason Vandy Assistant Principal (Assessment and Reporting)

CAMPS, INCURSIONS AND EXCURSIONS

Across the College, all teams plan excursions and incursions, which assist in the development of the lines of inquiry for students throughout the year. We attempt to select learning opportunities that involve hands on experiences for the students that might not otherwise be available in the school setting. Students also enjoy opportunities to hear messages and information from other experts in their field. Excursions and incursions may be used to begin a focus of inquiry and enthuse students or similarly during

the middle or end of the unit to provide opportunities for students to find out more or to bring their learning to a conclusion.

The College also offers an extensive camp program. Camp is designed to be appropriate to age and developmental level. For our older students camps are also linked to current curriculum. The College strongly encourages participation as the benefits include the building of independence, organisational skills, problem solving, team building and social interaction.

PREP – 2

When planning, we always take into account other major events for each term that require a monetary outlay; these include the Camps and Outdoor Education Program for this age group with the Prep Breakfast, Year 1 dinner at school and the Year 2 sleepover.

GRADE 3 – 4

Year 3 and 4 students will undertake Bike Ed training; participate in the school swimming program and any other programs which may occur within the school year. Excursions and incursions also provide another opportunity for parents to participate in their child's school life.

In 2016 the 3 / 4 team will be attending camp as we run a biennial camp program for 3-6 students, further information will come home in due course. Please read it closely.

GRADE 5 – 6

In 2016 the 5 / 6 team will NOT be attending camp but will be supported by incursions/excursions (performance year).

GRADES 7- 9

A Camp Program is available for year 7, Year 8 and Year 9 in which all students participate. Our College strongly recommends that students become involved in the Camp Program as the experiences link strongly to the curriculum and content taught at school. Year 7 students have the opportunity to travel to Malmsbury (Bendigo), the Year 8 students have the opportunity to experience a 3 day hiking camp in the Otways and the Year 9 students have Melbourne Cityscape. Further information about the planned camps for 2016 will be provided as soon as is possible.

HOMEWORK AND CLASS PROJECTS

When you receive the homework policy and contract, it is important you read this carefully with your child. This document outlines in detail the principles, types of homework and expectations of the students. It also states how both teachers and parents can assist students with homework.

Guidance by parents about time management is most welcome to prevent a last minute rush the night before! Homework has been designed around work already completed during class time and should be seen as revision of a concept or method rather than introducing new ideas. We are encouraging students to become more independent and to begin developing good study habits.

At times, at the classroom teacher's discretion, projects may also be set to develop a unit of work being covered in class. Students will be expected to bring these projects to school on a designated day of the week so the classroom teacher can check, guide and support the student towards completing the project on time and to the best of their ability. All homework tasks and projects are to be completed by the

student only – parents are most welcome to guide and assist when asked by the student but you should refrain from actually solving the problem yourself.

Teachers will inform families as to when homework will be distributed and when to be resubmitted for completion.

ASSEMBLIES

A high sense of school spirit is present as the whole school meets at assemblies that are held at Baden Powell College.

The school week begins with Monday morning announcements. Students are reminded about events for the upcoming week and sport results are given. On dedicated Fridays a more formal assembly is held with the whole College or within teams. This assembly often begins with a performance item, which is performed by one of the grades within the school. Its purpose is to entertain and the focus of the performance is drawn from a topic or theme that is being learnt in the classroom at that particular time. At Friday afternoon assemblies, Baden Powell College also acknowledges specific student achievements noted during the week by presenting "special awards". Significant members of the wider community are also invited to speak at the assembly on various issues at different times. Year 7 -9 have combined assemblies on selected dates.

The assemblies ensure that children and parents are kept well informed about what is happening around the school.



COMMUNICATION

The home school partnership is highly valued at Baden Powell College. Working together we can best support your child in achieving their personal best in a safe, caring and nurturing environment. There are many ways you can communicate with your child's teachers (and receive communication from your child's teacher).

The student diary: Please ensure the diary is at school EVERYDAY. Please check it every night to see if there are messages from your child's teachers. Messages are not restricted to negative comments. Teachers receive great pleasure in informing parents and care givers about highlights of a student's day too! The diary is a valuable resource loaded with information about our school, its expectations and practices, plus many excellent study tips both useful and practical for your child. Please make time to read this information with your son or daughter.

Phone calls: If teachers are unable to take your call because they are in class, please be rest assured that they will have your messages passed on and they will return your call as soon as they are able. Teachers are encouraged to call home for positive reasons too!

Emails: Emails are a very effective way to communicate with your teacher, whether it is to drop a line, reasons for absence, make an enquiry, and make an appointment. Teachers will respond as soon as they are able.

Personal contact: Teaching staff members are more than willing to meet and speak with you about your child's needs. Teachers' priorities are in engaging in the teaching and learning and wellbeing of all students in their care. It is **not** always possible or convenient for them to be available. The best way to do this is to **organise an appointment**, via one of the forms of communications mentioned above

Please note: Much of teachers' time before and after school is devoted to planning and meetings. To ensure your needs are given the time they require, please make an appointment and a time suitable will be arranged.

Letters, newsletters and team newsletters: Periodically, you will receive team newsletters as well as the regular College and Whole School newsletters. Please take the time to read these with your child. The

newsletter will inform you about the goings on as well as celebrate student success and publish student work.

Addressing Staff: At Baden Powell College students will be addressed by their names and it is expected students will address their teachers by their full name (Mr Obaldo – not ‘Sir’, Ms Elbe - not ‘Miss’). We value and respect both students and teachers.

EDMODO (Year 5, 6, 7, 8 and 9 students and staff will be using the Internet based program as a communication tool. Assignments and requirements will be posted online and students will be able to submit tasks through this program. Edmodo also provides students with the opportunity to directly communicate with their teacher. Parents will be able to access the program through a password that will be provided by the teachers.

COMPASS Baden Powell College has invested in a web-based software tools to assist in communication between the College, teachers and parents.

This system will be available anytime of the day via the internet or an App which will be able to be downloaded to your computer or smart phone.

Areas Included:

- Staff, student & parent portal
- Attendance
- Roll Marking
- Timetables
- Student Profiles
- Student assessment and growth
- Learning tasks
- Calendar: including incursions & excursions
- Parent Teacher Conference management
- Payment for excursions, incursions and events

You will be sent individual log on and passwords once this has been set up within the College.

HEALTHY SNACK AND WATER

Research suggests that students’ concentration can drop or wear off mid-morning particularly if students haven’t had breakfast before attending school. To aid students in maintaining focus, students are encouraged to eat healthily and drink plenty of fluids. Mid-morning (10.00am), students are able to have what is referred to as a Low GI healthy snack. Foods that foster continued focus and concentration include fresh fruit (egg apples, pears, grapes), cheese and crackers, vegetable sticks, dried fruits (eg sultanas), yoghurt, health bars with low sugar content, fruit juice. Low GI foods release energy at a slower pace thus allowing students to concentrate for longer periods and not run out of steam after a sudden quick sugar ‘fix’. Cake, chips, soft drinks, lollies and chocolates are not considered Low GI and therefore are **NOT** suitable at this point in time. Students are also encouraged to drink water throughout the day and can keep water bottles at their desks - this allows them to remain hydrated.

HEALTH AND HYGIENE

Cleanliness and healthy habits are encouraged. Particularly in adolescence when your child is undergoing physiological changes in their body, it is important for your child to maintain a healthy body. The use of deodorant and daily washing (showers, baths), particularly after exerted physical activity is encouraged. Students are able to bring deodorant to school, **however** it **MUST** be in the **roll- on** form only and not to be shared with others. **NO** aerosol sprays are permitted. Some students are asthmatic and we need to

ensure that excessive spraying doesn't cause reactions for these students. Dental hygiene is also important and teeth should be cleaned and flossed twice daily. As part of their personal development, students will be undertaking health lessons.

PARENT HELPERS

One way in which parents are able to play an active role in their child's learning is to become a parent helper in the classroom. Parent participation is encouraged. The assistance provided by parents is highly valuable to classroom teachers and provides parents with an insight into the learning programs in which their child is involved. Children benefit from the extra attention and enjoy having their parents in the classroom.

Before participating as helpers, **parents are required to complete** the parent helpers training sessions. The school offers to train helpers and runs the courses provided there is sufficient interest. The training is usually conducted over three sessions. Parents also need to obtain a "Working with Children" check and registration forms for these checks are available at Post Offices.

The areas in which parents are trained are:

- Being a helper
- Speaking and Listening
- Reading
- Writing
- Maths

The issue of confidentiality is of utmost importance and is discussed during training. Parents need to negotiate their role in the classroom and timetables with teachers. In order to maintain consistency in class programs parents are asked to keep to the commitment they make. It is school policy that toddlers are not to accompany parent helpers. Some parents have overcome this problem by arranging with other parents to share the minding of their children.

IMPORTANT INFORMATION YOU NEED TO KNOW RE CHILDREN'S HEALTH:

INFECTIOUS DISEASES:

If your child has an infectious or serious illness, or, is to be absent for an extended period for whatever reason, a "phone call" to the school would be appreciated.

Infections spread quickly at school. Accordingly the Health Department exclusion table should be followed if your child contacts any of the following diseases:

Chicken Pox:	For at least 7 days after the beginning of the illness and until the last lesion has healed.
Diphtheria:	Until 2 negative swabs have been obtained at intervals of not less than 48 hours, the first swab taken at 72 hours after cessation of antibiotic or chemotherapeutic agents.
Viral Hepatitis:	Until a medical certificate of recovery is produced.
Impetigo (School Sores):	If so ordered by the School Medical Office or the Medical Officer of Health until appropriately treated.
Rubella:	Until 10 days have passed since the appearance of a rash.

Streptococcal Infections: Until days have passed since the appearance of a rash.
(including Scarlet Fever)

Whooping Cough: 4 weeks or until a medical certificate of recovery is produced.

Erythema Infectiosum (Slapped cheek syndrome).

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 approximately 1-2 weeks. It is not infectious once the rash appears. All children with the rash and fever should be referred to a doctor.

Head Lice:

You can help control this problem by frequently checking your children's hair and letting us know if you find anything. One of the really worthwhile features of our approach to the problem in the past has been the development of a responsible, common sense approach by parents. Several parents, on finding head lice in their children's hair, have kept their children home, picked up the medication from the City of Werribee themselves and cleared up the problem before sending their children back to school. As lice spread very readily and can survive for several days away from the human head, it is advisable to think about control measures such as washing of bedding and clothing.

Please remember, if your children have head lice it is not a reflection on their cleanliness or your care for them - it can happen to anyone and they get into clean hair just as easily.

TRANSITION AT BADEN POWELL COLLEGE

Baden Powell College has a dedicated Transition Program for all students - pre Prep to Year 9.

This program is conducted during November. Over three weeks, pre-schoolers have the opportunity to attend three Transition visits to the Prep classes. These children get a taste for what school will look and feel like and get the opportunity to work within the learning spaces and meet some (possible) future teachers. In this way we hope to acclimatize these children and support them in a seamless transfer into school life.

Our transition program also promotes the seamless movement into the next phases of learning for students in years 2, 4 and 6. As these students move into Years 3, 5 and 7 (respectively) teachers support them in making them familiar with the processes and programs available.

All Year 6 students also take part in the State-wide Transition program held in December. Students enrolled at BPC (Tarneit campus), experience a day of learning activities, meet and greet other students and teachers and are treated to a special lunch.

Our Year 9 students participate in the various information evenings and State-wide Transition days offered by the colleges that these students seek to enter in Year 10.

Parents are encouraged to support their children in the Transition Programs

INFORMATION SPECIFIC TO THE SENIOR SCHOOL YEARS 5 - 9

THE BIG DAY OUT & THE BIG DAY IN

At the end of the school year the year 6 students celebrate their Valediction and the completion of their primary schooling with a day out at the Adventure Park at Wallington, Geelong. The year 5 students participate in a fun day at school, enjoying a range of extra curricula activities, a special lunch and DVD.

Students in Years 7, 8 and 9 also have the opportunity to attend a celebratory day out at the end of the school year. Further information in regards to the location, cost and date will be provided throughout 2016.

STUDENT DIARIES

Each student has been issued with the Baden Powell College student diary which is **required at school every day**. Students will be guided throughout the year into developing sound study habits by recording what they read daily and planning what homework will take place on specific days. Special events throughout the year are recorded as they occur. This year the Grade 5 /6 students from each campus will hold their performance at the Derrimut Heath campus Sports and Cultural Centre. The diary is a valuable resource loaded with information about our school, its expectations and practices, plus many excellent study tips both useful and practical for your child. Please make time to read this information with your son or daughter. The diary is also an excellent communications resource where teachers may write messages to you or simply congratulate the student about their work. It is hoped that parents will use this diary to write to teachers about any concerns or to simply clarify an issue. To assist your busy lifestyle, the diary contains coupons for you to use when your son or daughter is absent. Simple fill in, cut out and your child will do the rest!

PEER MEDIATION

Mediation is a process by which the disputants, together with the assistance of the neutral person/s isolate disputes in order to develop options, consider alternatives and reach a consensual settlement that will accommodate their needs. Mediation is a process that emphasises the disputants' own responsibility for decisions that affect their lives.

Student-student conflicts are handled by themselves with the assistance of specially trained mediators, rather than teachers. It is voluntary and process bound by specific ground rules. It follows a step-by-step formula which assists students to work through immediate problems, take responsibility for generating their own solutions, and agree to those that are mutually acceptable and then work at implementing these. In doing so, it enables young people to develop a basis for future problem solving.

ROLE OF THE PEER MEDIATOR

A Trained Peer Mediator is a neutral third person who leads the mediation process. The mediator helps the disputants communicate and keeps all information confidential. This means not discussing the disputant's problems with other students in the school.

PEER MEDIATORS:

- ❖ *Are the peacemakers for the school*
- ❖ *Listen to and respect all view points*
- ❖ *Understand their own conflicts and how to handle them*
- ❖ *Know how to help other students in the school*

WHY SCHOOLS USE STUDENT MEDIATORS

Educators recognise that conflict and violence cannot continue in our school. Student Mediation programs teach new, effective ways to deal with potentially explosive situations. Students help other students by using mediation approaches to solve problems. The program empowers students, lowers faculty administrative time, and settles small conflicts before they become big battles.

Mediation begins in the playground where specially trained students act as Peer Mediators for other students who have low level fights or disputes. One or two teams of Student peer Mediators are assigned to playground each recess and lunch for about 10 minutes. When a conflict or fight occurs, Student Peer Mediators use the structural conflict resolution process and mediation techniques to help students in

dispute reach an agreement. The mediators, year 5/6 students, work in pairs as co-leaders and are trained in a two or three day program.

Please Note: Towards the end of the school year all students in Year 4 are given the opportunity to train as Peer Mediators in readiness for the following year (when they enter the Senior School as Year 5 students).

STUDENT LEADERSHIP

Baden Powell College has a strong philosophy for training students to be leaders. One means by which this is achieved is our Student Leadership program. It is a powerful way to give the students a 'voice' within the school as well as develop community awareness.

In Term 4 our College (year 8 & 9), Primary (year 6 Tarneit) and Campus (Year 6 Derrimut Heath) captains and vice-captains, for the following year, are elected through a process that includes peer nomination and voting, teacher references and an individual interview. At the beginning of the new school year all classes elect their own class captain.

Once selected as a Student Leader, the student receives a badge and the acknowledgement of all students, at a school assembly. Student Leaders sit on the stage or at the front of the audience at assemblies as recognition of their role as school leaders. Our student leaders have an active role during assemblies.

The Student Leaders have different roles within the school. Our prep to two student leaders responsibilities are closely connected with their classrooms. Our year 3 and 4 student leaders have responsibilities within their team as well as selling ANZAC Day badges and Poppies for the RSL within our College. Our year 5 & 6 student leaders are members of our Earlyact team, meeting on a fortnightly basis. They work in committees which have a School, Community or International focus. Our Earlyact team is sponsored by Wyndham Rotary and members of Wyndham Rotary often attend their meetings. In 2014 we are introducing an Interact group for interested students in years 7 to 9. This group is sponsored by Hoppers Rotary and has School, Community and International focus committees working within. This group will also meet on a fortnightly basis. Our year 7 to 9 student leaders may be members of our Interact Team but will also meet each term to discuss school related projects or decisions, as well as specifically explore the characteristics and qualities of leaders.

"Leadership is about influence". At Baden Powell College the focus on developing leadership skills in our students is a high priority. We want to enable them to positively influence others at school, in our local community and on an international stage.

Assistant Principal Genni Douglas Leadership

VALEDICTION

Valediction is held annually at each campus during December. It is an important ceremony that celebrates and congratulates the Year 6 students on their time in the primary section of Baden Powell College. The students will graduate wearing their Baden Powell College School uniform.

Boys: Grade 6 green bomber jacket, grey or maroon track pants, white school logo polo shirt, white socks, clean neat runners/black shoes.

Girls: Grade 6 green bomber jacket, summer school dress or maroon track pants, white school logo polo shirt, white socks, clean neat runners/black shoes, hair tied back with accessories (white, green or maroon)

Each student will receive a Valedictory folder which includes a certificate, the current year graduate photograph and a CD. The evening celebrates the students' years at Baden Powell where each child presents a reflection of their primary school years.

The ceremony includes guest speakers and awards to celebrate student achievement and concludes with a light supper. As part of the Derrimut Heath ceremony, a past student from Baden Powell is invited to address the Year 6 students and relay their experiences since leaving Primary School.

Valediction is an emotional celebration for students, parents and teachers as they look forward and think back. It is a wonderful occasion to celebrate the truly wonderful students we have at Baden Powell College.

THE 2016 NATIONAL YOUNG LEADERS DAY

Baden Powell College has been invited to participate in 'The 2016 National Young Leaders Day' for primary school students. The philosophy behind this day is to 'create positive opportunities and outcomes for Australia's young people by leading the development of innovative strategies that enable them to reach their potential and participate fully in society' (Young Leaders Foundation).

Baden Powell College will be sending representative from the Student Council at both campuses to this all day workshop to be held at Hisense Arena. Parents will be notified when dates have been finalised and forwarded to schools.

The day will involve students from all over Victoria participating in learning games, listening to high profile leaders in various fields, question time and watching video presentations.

The objectives for the day are to:

Promote the value of inspirational and positive role models as examples to others

Motivate students to be great leaders in their area of influence

Educate students about the need to grow in knowledge and practical skills in the areas of excellence and leadership

Inspire students to make a positive contribution to their school

Empower them with practical skills of balancing school, study and commitments

Who will be speaking?

A group of high profile personalities and leaders from business, sport, politics, community services and the arts have been previous speakers.

This event is a marvellous opportunity for students to be exposed to these people and challenged to be their best. There will be opportunities during the day for students to ask questions.

The Young Leaders Foundation aims to empower young people to take action regarding issues they are passionate about and act as catalysts for change within their school and community. The foundation aims to encourage young people to take ownerships and to take action. The foundation also aims to assist young people to develop their knowledge, skills and talents then use them to contribute to the development and growth of their peers and communities.

YEAR 9 SELF-SELECTED SUBJECTS PROGRAM:

Baden Powell College P – 9 prides itself on providing a Middle Years Curriculum that is purposeful and student negotiated. The Middle Years Team at Baden Powell College has developed a Self-Selected Subjects program that will be offered to all **Yr. 9 students only** in 2016.

The Self-Selected Subjects program is an example of our commitment to a personalised learning approach. Students will be able to select from (with explicit guidelines) a number of options they wish to explore based on interest and passion in our efforts to support pathways and transitions into further education.

The Objectives of the Program are:

- ⦿ To provide a Personalised Learning Program for all students in Year 9
- ⦿ To prepare students for subject selection in Year 10 and beyond
- ⦿ To offer 'specialised' units in a range of disciplines e.g. The Arts – Photography
- ⦿ To foster passion, interest and enthusiasm for 'specialised' subjects – Student Engagement

The Benefits of the Self-Selected Program are:

- ⦿ Increased student participation and engagement
- ⦿ Student choice – students have some control (with guidance) of their learning
- ⦿ Great preparation for subject-selection in Year 10 and beyond
- ⦿ Allows students to explore 'specialised' subjects in order to determine an area of interest for further education and employment
- ⦿ Students will have made selections for this program in 2015. The choices include a selection across The Arts, ICT, PE and Technology. Electives begin **Monday February 1st**.

HEALTH AND PHYSICAL EDUCATION

- ⦿ **Movement and physical activity, Health knowledge and promotion**
- ⦿ Physical Education educates students in, about and through movement. Students will be involved in gymnastics, dance, swimming, ball skills, games, athletics and sport education. These skills will be introduced, developed and extended throughout all students' schooling.
- ⦿ Our aim at Baden Powell College is not only to expose children to a wide variety of sporting activities, but to also make participation in sport an enjoyable experience. Enjoyment, self-satisfaction and confidence-building play a major part in Physical Education, as students need to achieve satisfaction in order to encourage them to become self-motivated towards fitness, sport and physical activities.
- ⦿ Students have PE sessions for 1 hour per week; others will do more through their self-selected programs. Sessions for our Year 7 & 8 students include – skills, drills, and match practice, application of skills in games, sportsmanship and fair play. Students are encouraged to play fair and allow all to have a fair go; have respect for referee decisions; exercise safety when playing; and understand and follow the rules and regulations of various sports. Studies will also be undertaken in the human body- physiological, circulatory, muscular and skeletal systems will all be explored. Students are required to wear the appropriate school sports uniform and runners on the days of allocated PE sessions.
- ⦿ **Secondary School Sport** – There is a wide range of opportunities for secondary students to be involved in sport at an 'interschool' sport level. These sports include the traditional sports such as football, soccer, netball as well as less popular sports such as badminton, table tennis etc. Students are encouraged to be involved in this program at all year levels and where possible our school endeavours to field teams in these sports. If your child is interested in joining any out of school sporting club, please contact the PE office of details. (Mr. Fugazzotto, Mr. Maki, Mr Geisler). We will only be too happy to help you.

A WORD ABOUT OUR UNIQUE LEARNING SPACES

For those of you who have had the opportunity to visit your child's learning space, you will be aware of the open nature of the setting. This is quite innovative in terms of classroom design and lends itself beautifully to the ideals and principles that we believe best support individualised learning. Students in Year 7 -9 will have the opportunity to work with a team of teachers dedicated to utilising space and organising groups according to student needs. Flexible spaces lend themselves to flexible groupings. Students will work in groups based on a variety of needs- learning styles, needs, social, ability, gender, interest and friendship. In this way students get to know another and adapt to working in a multitude of cooperative groups. There will be times when all students will meet as a whole group- where lecture style learning might be appropriate or when meetings are called where all need to hear the same thing. There are also laboratory facilities for science incorporated into the Year 7-9 learning space. The students will also have a home group teacher who will be responsible for administrative, pastoral care teacher, Inquiry and be parent first point of contact.

Please Note: phone calls will be made to parents, if a student is noted as absent during roll call and no explanation has been forwarded.

THE YEAR 7-9 PROGRAM AT BADEN POWELL COLLEGE

Curriculum structure

Each week, students in the Year 7-9 team will take part in the following:

- Five hours of English classes.
- Five hours of Mathematics classes.
- Five hours of Science classes.
- Four hours of Inquiry learning where students learn about The Humanities and Health based subjects.
- In Years 7 and 8, students also take part in six hours a week of Curriculum Enrichment programs that include The Arts, Physical Education, LOTE (Italian) and Technology, including Food Technology and Wood Technology.
- In Year 9, students are provided with the opportunity to further develop their skills in areas of interest, and, so choose six subjects across the year (six hours per week) in the areas of The Arts, Physical Education and Health and Technology.

All curriculum is taught according to The AUSVELS and Australian Curriculum. Elements of the new Victorian Curriculum will be introduced throughout 2016.

The Year 7-9 Learning Space

Year 7-9 students work in E Block, the double storey building at the college. Students work in a learning space that we call a POD. These contain one Year 7 class, one Year 8 class and one Year 9 class. Within these PODS, there is an English, Maths and Science teacher and these teachers deliver the curriculum in these subjects to students. The students' home group teacher delivers the Inquiry program. Inquiry is the process whereby students look at studies in all other areas of the curriculum including humanities, geography, economics and civics and citizenship.

Communication

Communication between families and staff is vital and we encourage regular contact between the two parties. Staff members often provide their email address for parents to access as a timely way of

communicating information. The use of student diaries as well as phone calls and face to face meetings are also encouraged as effective ways of ensuring that families and staff are aware of important issues and are up to date with knowledge about a student's learning.

In 2016, the college has invested in the COMPASS program which will be rolled out as the year progresses. This electronic form of communication allows parents to be easily kept up to date with all information relevant to their child.

Progress reports

The Year 7-9 team will provide parents with regular updates about their child's learning through regular progress reports. When these are received, please discuss these with your child. Parents will be asked to attend a meeting to discuss strategies for improving learning, attendance, late arrivals or the wearing of the college uniform should this be a concern listed by the teachers on these progress reports.

Required tasks

What has been considered 'homework' has been rebranded and is considered 'required tasks'. These tasks are strongly linked to the curriculum and are provided by teachers to assist students in further practicing skills and applying knowledge learnt in class. It is imperative that students complete all required tasks by the due dates provided and that they see this as a valuable part of learning.

Camps and excursions

Camps and excursions are a valuable part of the Year 7-9 program at Baden Powell College. These provide students with opportunities to work on personal development, interpersonal and team work skills, communication skills and also learn more about the content area that they may be studying in class, for example, a visit to the museum may relate to the history unit being investigated.

We understand that camps and excursions may be costly and strongly encourage parents to make contact with Year 7-9 staff to discuss payment plans if payment in one sum is a concern. Please do not let your child 'miss out' on an opportunity for cost reasons.

To help minimise costs, students in Year 7-9 will often use public transport to get to and from excursions and camps (where possible). This requires students to have a MYKI card with the appropriate amount of money loaded onto it. This is a more inexpensive way of travelling than hiring a bus.

Exams

Students in Years 7-9 will take part in mid and end of year exams in English, Mathematics and Science. These will take place under test conditions and will provide students with the opportunity to develop appropriate study skills as well as demonstrate their understanding of content learnt throughout the semester.

Homework / 'required task' club

An after school club is offered by Year 7-9 teaching staff on a weekly basis. This provides an opportunity for students to complete required tasks, seek teacher assistance or use technologies that the school has access to. All students are encouraged to attend and make use of this assistance.

"LOOKING FORWARD, STAYING AHEAD"

