Middle Years
Grade 5 / 6
Information Book
2013

Derrimut Heath Campus
35 Sycamore St, Hoppers Crossing
Tel: 9748 8688

Tarneit Prep–9 Campus
81 – 97 Baden Powell Drive, Tarneit
Tel: 8734 0900
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.
WE WOULD LIKE TO INTRODUCE YOU TO THE MIDDLE YEARS STAFF

We would like to introduce you to the YEAR FIVE / SIX TEACHING TEAM

<table>
<thead>
<tr>
<th>THE PRINCIPAL TEAM</th>
<th>Assistant Principals</th>
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<tbody>
<tr>
<td>College Principal</td>
<td>Ms Julie Mason</td>
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<td>Ms Danese</td>
<td>Mrs. Falla</td>
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<td>Mrs. Besanko</td>
<td>Mr Clarke</td>
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<td>Mr Clarke</td>
<td>Mrs Douglas</td>
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<td>Mr Vandy</td>
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<td>Ms Koning</td>
<td>Ms Dobson</td>
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<td>Social Worker</td>
<td>Psychologist</td>
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<th>YEAR 5 / 6 TEACHING STAFF DHPS CAMPUS</th>
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<td>Ms Holmes</td>
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<td>Mr Geisler</td>
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<td>Miss Keane</td>
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<th>YEAR 5 / 6 TEACHERS AT TARNET PREP—9 CAMPUS</th>
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<td>Mr Screen</td>
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<td>Mr Fellows</td>
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<td>Ms Bugeja</td>
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<td>Mr Hey</td>
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<td>Ms Willson</td>
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<th>Science</th>
<th>CURRICULUM ENRICHMENT TEACHING STAFF</th>
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<td>Ms Donaghy</td>
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<td>Mrs Carabott</td>
<td>Ms Gilham</td>
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<td>Ms Woods</td>
<td>Mrs Murray</td>
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<td>Ms Galea</td>
<td>Mrs Bennett</td>
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<td>Mrs Ives</td>
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<th>YEAR 5 / 6 EDUCATION SUPPORT</th>
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<tr>
<td>Mrs Astbury</td>
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<td>Ms Liyu</td>
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<td>Mrs Drummond</td>
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<td>Mrs Stewart</td>
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<th>IRC</th>
<th>ESL STAFF</th>
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<td>Mrs McKe</td>
<td>Mrs Firtzpatrick</td>
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<td>Mrs Cowie</td>
<td>Mrs De Silva</td>
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<td>Mrs Weerasuriya</td>
<td>Mrs Geisler</td>
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<td>Mrs Pywell</td>
<td>Mrs Pywell</td>
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INTRODUCTION

Dear Parents / Guardians

The purpose of this booklet is to provide you with relevant information specific to the Middle Years Department at Baden Powell College. Enclosed is curriculum information about what your son or daughter will learn this year plus many practical ideas on how you can assist your child throughout 2013. It is hoped by providing you with this booklet, you will have a better understanding of what is expected of a Middle Years student and therefore effectively support and assist your child at home.

MIDDLE YEARS OF SCHOOLING

The Department of Education and Early Childhood Development (DEECD) has recognised the importance of the Middle Years (Years 5-9) and the impact these years can have on students. The Middle Years strategy has been developed and is currently being implemented to ensure that schools are best meeting the needs of this particular group.

The Middle Years strategy aims:
- to improve student learning in all learning domains
- to improve student engagement and school attendance
- to improve students’ attitudes and connectedness to schooling
- to address the specific needs of groups of students
- to encourage students to take greater responsibility for their learning, behaviours and decisions

MIDDLE YEARS CURRICULUM APPROACHES

The keys to maintaining a high level of student engagement in the Middle Years (5 / 6) are the exciting and varied curriculum and teaching approaches delivered by the Middle Years teachers and Curriculum and Enrichment teachers.

We utilise teaching partnerships for the delivery of high quality curriculum programs, sharing and maximising the resources of a team of people and room partnerships. This allows for consultation on curriculum planning and assessment of student needs and achievements, developing needs based groupings across classrooms, linking students with other teachers and widening their network of peers.

MIDDLE YEARS INTEGRATED CURRICULUM PLAN 2013

Curriculum at Baden Powell College follows a set of guidelines known as the Victorian Essential Learning Standards (VELS), which outline what is critical for all the students from Prep to Year 10. The standards work on 5 educational principles that underpins schooling for all students.

They are:

- Curriculum provided at Baden Powell College follow a set of guidelines known as the Victorian Essential Learning Standards (VELS), which outline what is crucial for all students to learn from Prep to Year 10. The Standards work on five educational principles that underpin schooling for all students.

They are:

- Learning for all: the belief that all students can learn given sufficient time and support, and that good schools and good teaching make a positive difference.
- Pursuit of excellence: seeking to accomplish something noteworthy and admirable individually and collectively, and perform at their best.
- Engagement and effort: acknowledging that student ability is only one factor in achievement, and if students work hard and make an effort they improve.
- Respect for evidence: seeking understanding and truth through structured inquiry and the application of evidence to test and question beliefs.
- Openness of mind: being willing to consider a range of different views and consider different ways in which evidence is perceived and solutions can be reached.

VELS identify three core and interrelated strands for the Prep to Year 10 curriculum. Each strand has a number of domains which describe the essential knowledge, skills and behaviours students need to prepare for further education, work and life.

**THE VICTORIAN ESSENTIAL LEARNING STANDARDS**

<table>
<thead>
<tr>
<th>Strand</th>
<th>Domain</th>
<th>Dimension</th>
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</thead>
<tbody>
<tr>
<td><strong>Physical, Personal and Social Learning</strong></td>
<td>Health and Physical Education</td>
<td>~Movement and physical activity</td>
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<td></td>
<td></td>
<td>~Health knowledge and promotion</td>
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<td></td>
<td>Interpersonal Development</td>
<td>~Building social relationships</td>
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<td></td>
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<td>~Working in teams</td>
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<td></td>
<td>Personal Learning</td>
<td>~The individual learner</td>
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<td></td>
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<td>~Managing personal learning</td>
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<td></td>
<td>Civics and Citizenship</td>
<td>~Civics knowledge and understanding</td>
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<td></td>
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<td>~Community engagement</td>
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<tr>
<td><strong>Discipline-based Learning</strong></td>
<td>The Arts</td>
<td>~Creating and making</td>
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<td></td>
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<td>~Exploring and responding</td>
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<td></td>
<td>English</td>
<td>~Reading</td>
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<td>~Writing</td>
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<td>~Speaking and listening</td>
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<td></td>
<td>Humanities (Economics)</td>
<td>~Economics knowledge and understanding</td>
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<td></td>
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<td>~Economics reasoning and interpretation</td>
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<td></td>
<td>Humanities (Geography)</td>
<td>~Geographical knowledge and understanding</td>
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<td>~Geospatial skills</td>
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<td>Humanities (History)</td>
<td>~Historical knowledge and understanding</td>
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<td></td>
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<td>~Historical reasoning and interpretation</td>
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<td>Languages Other Than English (LOTE)</td>
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<td>~Communicating in a LOTE</td>
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<td>~Intercultural knowledge and language awareness</td>
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<td><strong>Interdisciplinary Learning</strong></td>
<td>Mathematics</td>
<td>~Number</td>
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<td>~Space</td>
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<td>~Measurement, chance and data</td>
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<td>~Structure</td>
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<td>~Working mathematically</td>
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<td>Science</td>
<td>~Science knowledge and understanding</td>
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<td>~Science at work</td>
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<td>Communication</td>
<td>Communication</td>
<td>~Listening, viewing and responding</td>
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<td>~Presenting</td>
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<td>Design, Creativity and Technology</td>
<td>Design, Creativity and Technology</td>
<td>~Investigating and designing</td>
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<td>~Producing</td>
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<td>~Analysing and evaluating</td>
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<td>Information and Communications Technology</td>
<td>Information and Communications Technology</td>
<td>~ICT for visualising thinking</td>
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<td>~ICT for creating</td>
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<td>(ICT)</td>
<td>~ICT for communicating</td>
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<td>Thinking</td>
<td>~Reasoning, processing and inquiry</td>
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<td>~Creativity</td>
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<td></td>
<td>~Reflection, evaluation and metacognition</td>
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Table 1: The structure of the essential learning Victorian Essential Learning Standards (VELS)

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 Gardner’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.

All curriculum taught in the Middle Years (5/6) is guided by the content at Level 4 of VELS and will take 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 and will include many of the domains.

**ATTENDANCE**

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 curriculum enrichment 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 curriculum enrichment lesson or another place in the school and do not know where to go
- 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

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.

**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, preschoolers 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.
# VALUES EDUCATION AT BADEN POWELL COLLEGE

## VALUES EDUCATION PROGRAM

<table>
<thead>
<tr>
<th>Timeline</th>
<th>VALUE</th>
<th>Mini Themes</th>
<th>Nutshell statement / Outcome</th>
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</thead>
<tbody>
<tr>
<td><strong>February</strong></td>
<td><strong>Relationships</strong></td>
<td>Cooperation, caring, sharing, understanding, consideration, friendship, support, loyalty, honesty, trust, fairness</td>
<td>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.</td>
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<td></td>
<td><strong>Fabulous</strong></td>
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<td><strong>Friendships</strong></td>
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<td><strong>Begin in</strong></td>
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<td><strong>March &amp; April</strong></td>
<td><strong>Respect</strong></td>
<td>courtesy, compassion, communication, good will</td>
<td>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.</td>
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<td><strong>Marching on</strong></td>
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<td><strong>with Manners</strong></td>
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<td><strong>May</strong></td>
<td><strong>Self Awareness</strong></td>
<td>confidence, resilience, self discipline, conflict resolution, anger management, affective listening, pride, doing your best, perseverance</td>
<td>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.</td>
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<td><strong>If It’s Going To Be, It’s Up To Me</strong></td>
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<tr>
<td><strong>June &amp; July</strong></td>
<td><strong>Feelings</strong></td>
<td>emotions, sensitivity, patience</td>
<td>To assist students in developing a better understanding and appreciation of their personal feelings and their feelings towards others.</td>
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<td></td>
<td><strong>Dealing With Feelings</strong></td>
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### VALUES EDUCATION PROGRAM (cont’d)

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<tr>
<th>Timeline</th>
<th>VALUE</th>
<th>Mini Themes</th>
<th>Nutshell statement / Outcome</th>
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<tbody>
<tr>
<td>August</td>
<td>Responsibility</td>
<td>one’s own actions, contribute to society, harmony, supportive, reliability, commitment, integrity</td>
<td>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.</td>
</tr>
<tr>
<td>September &amp; October</td>
<td>Tolerance</td>
<td>acceptance, empathy, humility, compassion, inclusion, freedom, diversity</td>
<td>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.</td>
</tr>
<tr>
<td>November</td>
<td>Honesty</td>
<td>integrity, trustworthiness, truth, fairness</td>
<td>To be honest, sincere and seek the truth. To pursue and protect the common good where all people are treated fairly.</td>
</tr>
<tr>
<td>December</td>
<td>Values</td>
<td>importance of self and others, revisit the values, identity, issues</td>
<td>To encourage regular opportunities for classroom discussion <em>speaking and listening</em> that enables the sharing of ideas, opinions, points of view about current issues.</td>
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Our college continually promotes and celebrates the importance of these values throughout the school year.
**STUDENT CODE OF CONDUCT**

**PRINCIPLES**
The Student Code of Conduct at Baden Powell College is guided by the following principles:
- All children have the right to be safe
- All children have the right to be treated with respect
- All children have the right to work and play in a secure environment without interference, intimidations, harassment, bullying or disruption
- All children are encouraged to be polite, courteous and well mannered
- Parents have a right to expect that their child will be educated in a secure environment where care, courtesy and respect for others are encouraged
- Parents have an obligation to support the school in its efforts to maintain a productive learning environment
- Teachers should expect to be able to teach in an atmosphere of order and cooperation
- Principals and staff will fairly, reasonably and consistently implement the Student Code of Conduct

**SCHOOL RULES**
There are five basic school rules:
- Move and play safely
- Care for yourself, others and property
- Resolve problems calmly, sensibly and fairly
- Respect others through your speech and manners
- Work to the best of your ability and allow others to do the same

**RIGHTS AND RESPONSIBILITIES**
A set of rights and responsibilities outlining acceptable and unacceptable behaviour is necessary in order for Baden Powell College to meet its educational and social goals.

<table>
<thead>
<tr>
<th>Students have the following <strong>rights</strong></th>
<th>Students have the following <strong>responsibilities</strong></th>
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<tbody>
<tr>
<td>The right to feel safe at school</td>
<td>To learn and obey all school rules</td>
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<tr>
<td>The right to learn without interference from others</td>
<td>To attend class prepared to learn and not interfere with the learning of others</td>
</tr>
<tr>
<td>The right to be treated with respect and in a fair and equitable manner free from harassment</td>
<td>To treat others with respect and resolve differences through discussion and compromise and not conflict</td>
</tr>
<tr>
<td>The right to expect your property to be safe</td>
<td>You have a responsibility to take care of your own and other’s property</td>
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</table>

**Implementation of the Student Code of Practice**
- All students will receive a copy of the Student Code of Practice for reference
- At the beginning of each school year, teachers will establish a set of classroom rules and expectations for their own classes that are consistent with the school rules
- School and class rules/expectations will be displayed prominently around the school
- A set of consequences will be used to implement a consistent approach to those who choose to disobey school or class rules / expectations
- Bullying is seen as a serious breach of the Student Code of Conduct and will not be tolerated in any form
- Students will be made aware of the provisions of the *Racial & Religious Tolerance Act 2001*, which makes it unlawful for students to vilify other students on the grounds of race or religion.
CLASSROOM BEHAVIOUR AND EXPECTATIONS:

Middle Years students will, together with their classroom teacher, create and establish a Grade Rights and Responsibilities Manual at the beginning of the school year. The Manual will be a collaborative project that the teacher and students will develop and follow. The class will agree upon appropriate and inappropriate behaviours with consequences and rewards related to the behaviours.

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

UNITEDS OF WORK 2013 BADEN POWELL P-9 COLLEGE TARNET CAMPUS

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<thead>
<tr>
<th>T Prep</th>
<th>T 1 / 2</th>
<th>T 3 / 4</th>
<th>T 5 / 6</th>
<th>Year 7</th>
<th>T 9</th>
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<tr>
<td>*Fabulous Friendships begin in February</td>
<td>*Fabulous Friendships begin in February</td>
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<td>*Fabulous Friendships begin in February</td>
<td>Semester One: *Fabulous Friendships begin in February</td>
<td>*Fabulous Friendships begin in February</td>
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<tr>
<td>*Me at School</td>
<td>*Caring for the Environment</td>
<td>*Sustainability</td>
<td>*Hands on Science</td>
<td>Semester (My Identity)</td>
<td>*Lifestyle and Choices (Health)</td>
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<td>INVESTIGATIONS Preps 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. 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</td>
<td>*Food, Glorious Food</td>
<td>*Earth in a Spin</td>
<td>*Clear the Way for our Waterways</td>
<td>Semester Two: *Mind and Body</td>
<td>*What’s the Story? (History)</td>
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<tr>
<td></td>
<td>*Animals</td>
<td>*Australians: Who are We?</td>
<td>*Inventors and Inventions</td>
<td>Year 8 Semester One:</td>
<td>*Footprints (economic principles in relation to sustainable practices)</td>
</tr>
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<td></td>
<td>*Fantasy, Fairy Tales and Morales behind the fairy tales</td>
<td>*Myths and Legends</td>
<td>*Money, Money, Money</td>
<td>Semester Two:</td>
<td>*Be Real (e.g. work readiness, personal finance, resume writing)</td>
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<tr>
<td></td>
<td>*Water Safety</td>
<td>*Celebrations</td>
<td>*Masters of Disasters</td>
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<td></td>
<td>*Summer Safety</td>
<td></td>
<td>*Valediction and Christmas</td>
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</tbody>
</table>
**UNITS OF WORK 2013 BADEN POWELL P-9 COLLEGE DERRIMUT HEATH CAMPUS**

<table>
<thead>
<tr>
<th>PREP</th>
<th>DH 1 / 2</th>
<th>DH 3 / 4</th>
<th>DH 5 / 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Fabulous Friendships begin in February</td>
<td>*Fabulous Friendships begin in February</td>
<td>*Fabulous Friendships begin in February</td>
<td>*Fabulous Friendships begin in February</td>
</tr>
<tr>
<td>*Me at School</td>
<td>*A Healthy and Safe Community</td>
<td>*Safety (Bike, Summer and traffic)</td>
<td>*Hands On Science</td>
</tr>
</tbody>
</table>

**INVESTIGATIONS**

Preps 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. 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.

*Day and Night | *Light and Sound | *Tinkering | *Our Bodies | *Water Safety | *Celebrations | *Simple Machines | *Celebrations | *Clear the Way for our Waterways | *Money, Money, Money | *Masters of Disasters | *Valediction and Christmas |

**ENGLISH**

**READING**

Students in the Middle Years will explore a variety of text types to build upon their literacy skills. This year our students will be investigating **Narrative, Persuasive** texts (which will assist them in preparing for debates), **Informational Reports, Procedural** and **Explanations** texts. Minor texts may also include **drama, role plays** and **poetry**.

Classroom Libraries, Independent Reading and Reading Conferences will form a vital component of reading in the Middle Years. The set up of Classroom Libraries will offer our students the opportunity to consistently read books of their choice and interest, in comfortable environments set up by them and their teachers. It will also promote the skill of independent reading with many more students picking up a book to read for their own enjoyment, in class, home, recess, before and after school.

Students will continue to enjoy partaking in 1-1 reading conferences with their teachers to learn more about their reading. It is during these conferences that students negotiate with their teacher and take responsibility in setting their own goals to further develop as good readers.

Students will be challenged to read for a variety of purposes, certainly for recreation and pleasure but also for information and research. Comprehension skills such as Summarising, Think Aloud, Visualising, Predicting, Using Prior Knowledge, Questions and Questioning, Text Structures and Features will foster deep meaning of texts.

Strategies such as Read Aloud, Shared Reading, Guided Reading, Reciprocal Reading and Book Clubs are utilised to assist students in interpreting texts. Students make sense of the text by analysing the author’s intent and considering how the text influences them. For all intent purposes the word ‘text’ not only refers to books (fictional or factual) but also takes into account encyclopaedias, CD-ROMs, Internet, newspapers, etc.
WRITING
Students in the senior school are given many opportunities to write. Across all curriculum areas students are asked to write – a reading response reflection for a book, a speech for a debate, an information report for an inventor, an explanation report of how a volcano erupts, a persuasive letter to some influential group regarding an issue of study in our unit topics, a maths reflection, a journal, even maintaining daily entries in school diaries. Students are encouraged to develop and produce written responses that are both factual and imaginative.

They explore a variety of writing styles. Written responses begin to show an elaboration of ideas, descriptions and arguments that flow in a logical, sequential order. Students also reflect for whom their written piece is targeted. Is it written for their peers, for a younger audience, for a more formal setting? Students modify their writing accordingly. Students also investigate the many ways that the same message can be presented – flyer, poster, newsletter, essay, program, etc.

Coupled with this is what is referred to as Code Breaking – that area where students focus on spelling, grammar, punctuation and paragraphs, vocabulary extension and handwriting. The writing process is developed. Students explore such strategies as brainstorming, mindmapping and webbing as they search out possible topics. Drafts are prepared, revised and rewritten following editing processes with both peers and teachers alike. Creativity in final presentation is always encouraged and final publications are often celebrations of the written journey in themselves. Shared writing sessions involve teacher and student interaction to create pieces. Individual and group writing activities allow peer support, discussion and guidance.

SPEAKING AND LISTENING
Numerous opportunities are presented to our senior students to interact with others in both small and large group settings. Both informally and formally students are required to present information and / or ideas. Students consider the purpose for their oral presentations and they also focus on the audience they are addressing. Students display their understandings for what they are speaking about and also get to show a certain “expertise” and knowledge in their delivery.

With constant practice, students develop skills that allow them to become confident, fluent speakers who can deliver oral presentations that show logical and sequential flow and thought. Through a variety of forums (from individual public speaking, debating (see below), small group presentation, School Captain and Councillors speeches, role play) students contribute ideas or viewpoints while maintaining an open view to others’ opinions.

Students are also encouraged to become effective and critical listeners. They are asked to question and challenge what is presented. In this way students identify what makes a good speaker and employ these techniques and tools in developing their own speaking styles.

As students prepare their presentations, they also consider the use of appropriate body language, facial expressions and gestures.

DEBATING
Public Speaking and Debating have certainly gained their place and momentum in the senior school classroom. Both these activities have become an integral part of the English program at Baden Powell College with many students aspiring to become representatives of respective class debate teams. Every student in the senior school is given the opportunity to participate in the debating program. Students explore expository/persuasion texts. This provides students insights into the skills required to present an argument or point of view, supported by various reasons, in the hope of swaying an audience’s perspective on the topic under scrutiny.
Debating, simply put, is a dispute between two teams where the express object is to establish the stronger case for a given topic. It is a contest of skills in effective argument. It involves clear thinking, listening and speaking. How quickly students learn and incorporate such terminology as affirmative, negative, matter, manner, method, rebuttal, case line, team line. Enter such phrases as “I believe...In my opinion...Statistics will show....Did you know....It seems that.....My fellow colleagues / concerned citizens...” into their speeches. All very exciting really! And the students love it!

We begin with intra-class debates where all students are encouraged to become members of a team and dispute a given topic. From these, representative class teams are selected for both grade 5 and 6. Inter-class debates are held in a knock out tournament to decide the debating teams for the 2013 finals. These teams then debate cross-campus to decide the ultimate winner.

**Mathematics:**

**Number, Space, Measurement, Chance and Data, Structure, Working Mathematically**

Mathematics is taught during daily numeracy blocks that reflects the beliefs and philosophies behind the Middle Years of Schooling and addresses the requirements of the Victorian Essential Learning Standards (VELS).

Lessons begin with a warm up game to engage students and practise their skills. The core mathematical knowledge is provided through skill development and practice in focused teaching sessions. Opportunities are provided for students to critically apply their knowledge to real life tasks. Open-ended tasks are used so they can interpret, explain, evaluate and justify their responses. Mathematical reasoning and thinking underpins all aspects of our school mathematics, with the development of computational skills essential for enabling students to demonstrate their reasoning and thinking. In 2013 all students will have access to “Mathletics” – an online mathematics resource – both at home and at school. One aspect of the Mathletics program is the focus on the consolidation of mental strategies and the automatic recall of number facts. Students have the opportunity to compete against other students from around the world as they improve their accuracy and speed of recall. The other components of the Mathletics resource, such as individual contracts, will be incorporated into class programs and homework tasks.

It’s important to note that all areas of maths are taught over a 2 year cycle. Regardless of your child’s skill/year level, focused teaching of identified skills and levels, together with the Middle Years philosophy, will cater for each child’s individual needs. The Middle Years team strives to give all students the opportunity to engage in learning tasks that are relevant to their interest and ability level. A focus on the development of mathematical language is a priority so they are able to explain their thinking, understanding and strategies and to interpret problems and tasks. To support this language development they will create their own personal maths dictionaries. Two teams of approximately thirty children will participate in the Australian Primary Schools Mathematical Olympiads. These teams will be selected from students at each campus of
Baden Powell College. The competition challenges their problem solving skills and strategies with a series of complex mathematical problems. All students are taught and practise a range of problem solving strategies during lessons, with that specific focus. Students are encouraged to participate in a variety of competitions such as the Westpac Maths Competition and the University of NSW competitions.

Before each unit of study, students complete a pre-test to assess their prior knowledge and level of understanding. Units are concluded with them completing a post-test. Assessments are designed to evaluate student understanding of concept by physical representation, real world examples and mathematic abstractions. All students are also assessed through the number section of the Numeracy Assessment Kit (NAK) in Terms 1 and 4. Identified students will continue to be assessed using the Early Years numeracy interview, thus enabling teachers to monitor progress from year 4.

It is our team’s belief that children must see the link between maths and the real world and our mathematical aim is for our curriculum to reflect this. To provide opportunities for students to transfer and apply their mathematical skills and knowledge to the real world, they are presented with “rich tasks”. These are realistic activities which require students to apply both literacy and numeracy skills to complete challenges. Students are provided with an assessment rubric that gives them an achievable direction to complete the task. Any opportunity for you to engage your child in outside mathematical activities such as shopping, cooking, building, etc. would be of vital importance to their mathematical development and we would encourage and thank you if this could happen.

HEALTH AND PHYSICAL EDUCATION

HEALTH CURRICULUM

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 in themselves and others.

PHYSICAL EDUCATION

FITNESS GAMES SAFETY BALL SKILLS
DANCE PERSONAL DEVELOPMENT
GYMNASTICS 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.

**INTERSCHOOL SPORT – PRIMARY SCHOOL**

<table>
<thead>
<tr>
<th>Sport and year levels</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>Swimming Carnival</td>
<td></td>
<td></td>
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<tr>
<td>Grades 3 - 6</td>
<td></td>
<td></td>
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<tr>
<td>Athletics</td>
<td>Inter house Athletics Carnival</td>
<td>District Athletics Carnival</td>
<td>Zone and State Championships</td>
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<tr>
<td>Grades 3 - 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Cross Country</td>
<td>Interschool competition</td>
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<td></td>
<td></td>
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<tr>
<td>Grades 3 - 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other sports:</td>
<td>Cottie’s 5 a side soccer – grade 3/4 only</td>
<td>Hoop time basketball?</td>
<td>Hoop time basketball?</td>
<td>Kanga Cricket (grade 5/6 only)</td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
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<tr>
<td>5 a side soccer(3/4 only)</td>
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<tr>
<td>Rugby</td>
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<td></td>
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<tr>
<td>Kanga Cricket</td>
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</table>

**NB:** Junior School Students (Grade 1/2) may be involved in the Athletics and Swimming carnivals if they are of outstanding ability.

Baden Powell College is affiliated with School Sport Victoria (SSV) and this year the Primary section have joined a new district – Truganina District together with Truganina South P.S, Bellbridge P. S., Tarneit P- 9, St James, Al Taqwa and Bethany. We are no longer in Hoppers Crossing district.

Developing the skills and enthusiasm for physical activity and sport at a young age is the key to promoting lifelong participation and it is hoped though 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. ( Ms. Jennings, Mr. Fugazzotto, Mr. Zammit, Mr Dean or Mr Rhodes). We will only be too happy to help you.

**Lorraine Jennings - Leader / Convenor P. E. / Sport**
THE ARTS: CREATING AND MAKING, EXPLORING AND RESPONDING

PERFORMING ARTS
Through a combination of music, drama and dance, 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

We really like to sing at Baden Powell and we augment our singing with the frequent playing of recorder, marimba and other tuned percussion instruments. Our marimba and percussion playing is a popular feature of class time and special performances.

Baden Powell College has a strong tradition in the Performing Arts. In Drama, students role-play situations and events, sustaining role/character throughout their group or solo performance. The children have the chance to perform to a variety of audiences. Friday assemblies give individual, small groups or grade groups a chance to perform for the rest of the school and attending parents. Small presentations often take place within performing arts lessons.

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.

VISUAL ARTS
Visual Arts encompasses the seven studios of art: Printing, Drawing, Painting, Collage, Construction, Modelling and Textiles. The Art room environment encourages interaction between students. It is a non-threatening environment where they can take risks, exploring 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. They 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 to stay at school. Please make sure they are marked clearly with your child’s name. (Even an oversized shirt or T-shirt will do.)

Debra Bennett and the Arts team

LANGUAGES OTHER THAN ENGLISH (LOTE)
Languages Other Than English (LOTE): Communicating in a language other than English, Intercultural knowledge and language awareness

The LOTE program at Baden Powell forms part of the English Curriculum. Children from Years 5 and 6 have a weekly LOTE lesson focusing on the development of their Italian language skills. As a literacy key learning area, the LOTE program is structured so that students are working within the three strands of READING, WRITING AND SPEAKING/LISTENING.
Typically these activities would include:

**READING:**
- Stories
- Big Books
- Research
- Multimedia
- Internet

**WRITING:**
- Tracing key words (topic based)
- Letters
- Posters
- Recording Information
- Developing Word Banks (topic based)
- Multimedia (CD ROM Language Programs)
- Internet (Global Classrooms)

**SPEAKING & LISTENING**
- Games
- Chants
- Songs/Rhymes
- Simulated conversation (question & answer)
- Multimedia (CD ROM Language Programs)
- Internet (Global Classrooms)
- Plays

The LOTE curriculum aims to develop tolerance and understanding of other cultures and traditions, and in particular gain knowledge of and celebrate all that makes Italy unique!

*Pina Mezzapesa, Liz Santuzzi*

**INFORMATION RESOURCE CENTRE**

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. They:

- 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

*The Literature Program* focuses on the enjoyment of experiencing Literature. A wide variety of genres are presented to the students 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 and 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 students’ use.

**Maree Carabott and the 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 Clayimation)**
- **Web Authoring**
- **Podcasting and Vodcasting**

As 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, 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.
This year at BPC, we continue to see the opportunity for families to purchase a 1 to 1 ‘Netbook” and become involved in our ‘Netbook’ program. This will provide anywhere, anytime, personalised learning for students who participate in this program.

All students at Baden Powell College also have access to the school network using their own individual username and password. This is to allow our students to save and store their special work, photos, memories and scanned images at each grade level while they are at our school. These special work samples can then be used to create digital portfolios showing their development at each year level. Individual logins also enable monitoring of printers; the Internet and e-mail to ensure all are used appropriately and responsibly.

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), our Librarian staff lead by– Mrs Maree Carabott, the eLearning Team Leaders and our MICE students, all ensure students as well as staff are extending their skills and developing their learning through ICT at all possible times.

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 for their classroom to extend their skills, provide support, and mentoring as well as to communicate between their classroom and eLearning Team in the school.

Mr Jason Vandy and the eLearning and Innovation Team – 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, for those who request it. This is an important meeting for you to share information that may impact on your child’s learning. It is also a time to let the teacher know what concerns you may have and your goals for your child in 2011. **Please note that this is not a meeting to report academic progress.**

Individual Learning Plans begin

**Term 2:** Mid Year Report
Parent Teacher Interviews (Years Prep – 4)

Student Led Conferences (Years 5 – 9) The students will be present and share their own reflection on how well they have worked, their successes and goals for the next semester.

National Assessment Program Literacy and Numeracy (NAPLAN) – A national testing program for students in years 3, 5, 7 and 9

**Term 3:** Individual Learning Plans

**Term 4:** School Based Assessment and Final Reports
SUPPORT PROGRAMS WITHIN THE SENIOR SCHOOL

BRIDGING THE GAP

‘Bridging the Gap’ is an excellent program offered to senior students who are experiencing difficulty in reading. These students meet 3 times a week for 45 minutes over a 10 week period. The children receive assistance in all areas of English: reading, writing and spelling. Regular contact with the classroom teacher is continued throughout the program. If there are any parents, grandparents or adults who would like to assist please contact the school. We are desperately in need of people to help us run this worthwhile program so that as many as possible of our students can participate.

PEER MEDIATION

Mrs Payne works extensively with Middle Years (5/6) students in training and coaching students to become peer mediators.

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, 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.

Hazel Payne
HEALTHY SNACK AND WATER

Research suggests that student concentration can drop or wear off mid morning particularly if students haven’t had breakfast before attending school. To aid students in maintaining focus, they 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 including fresh fruit (e.g. apples, pears, grapes), cheese and crackers, vegetable sticks, nuts and dried fruits (e.g. sultanas, almonds, walnuts), yoghurt, health bars with low sugar content, fruit juice. Low GI releases energy at a slower pace, 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 encourage to drink water throughout the day and can keep water bottles at their desks to sip from throughout the day. This allows them to remain hydrated.

HEALTH AND HYGIENE

Cleanliness and good health habits are encouraged. In adolescence, when your child is undergoing physiological changes in their body, it is important for him or her 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. Students are encouraged to bring along and use ROLL ON deodorants. Any aerosol cans brought along to school will be confiscated.

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 and hygiene activities early in term one.

INFORMATION SPECIFIC TO THE SENIOR SCHOOL

**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.

**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 attend camp, details will be forwarded as soon as available.

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!
TRANSITION

A large component of our teaching and learning practices in the senior school is providing students with a solid preparation for secondary years of schooling. While the secondary colleges themselves make most arrangements Baden Powell College still has a role to play.

During the course of the year, students will have the opportunity to visit some of the local state and private schools including the 7-9 area of Baden Powell College. These visits are valuable for all students attending secondary schools as it helps them acclimatise to an environment that is different to the schooling experiences they have had so far.

Representatives from most local schools visit our school before enrolment applications are due and after students have been accepted. We try and minimise the disruption to normal classroom lessons.

Based on previous years, the timeline of important approximate dates for transition to secondary schools are:

Early May – letter sent to parents re: placement procedures
Mid May – applications for enrolment forms to grade 6 is distributed
Mid June – application for enrolment forms to be returned
Mid August – notification to parents concerning placement from secondary schools
December – State-Wide State Schools Orientation Day

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.

Homework will be set by the classroom teacher and given out each Wednesday. Homework is to be completed by the student and returned the following Monday. It is hoped that students will organise their time evenly over the week to complete the homework tasks.

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 teachers’ 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.

STUDENT COUNCIL

Baden Powell College has a strong philosophy of training students to be leaders. One means by which this is achieved is the Student Councillor program. It is a powerful way to give the students a ‘voice’ in some of the decision-making processes within the school.

At the beginning of the year, every 5/6 class will elect two councillors. In year 5 and 6 there must be a representative from both year levels within the grade. The election process is a practical lesson in the
concept of democracy. Students have to be nominated by a peer within the class and then accept that nomination before they become a candidate.

The candidates are then given the opportunity to prepare a speech that outlines the reasons they should be chosen for the position of Student Councillor. At an appropriate time, the candidates give their speech and the grade then votes.

Once selected as a Student Councillor, the student receives a badge and the acknowledgement of all students, at a school assembly. Student Councillors sit on the stage or at the front of the audience at assemblies as recognition of their role as school leaders. During assemblies, the councillors help with award presentations.

The Student Council meet once a month. An executive is chosen from the elected representatives. There is a President, Secretary and Treasurer. The Student Council has a number of roles: it organises money-raising events for charities, gives advice to the Principal in regards to school equipment and environment and shares the concerns of the students who elected them. Councillors are also responsible for the organisation and running of the annual Idol and Talent competitions held in early December.

**STUDENT LEADERSHIP**

Baden Powell College places a strong emphasis on providing opportunities for students to actively contribute to the school community. We foster the belief that all students at our College will have many experiences that support them in developing their Leadership skills. Through a structured and formal Leadership Model students in all areas of the school are encouraged to nominate for Leadership positions. These positions include the following:

- College Captains (Yr. 9 students only)
- P – 9 Class Captains (1 per class)
- Member of a Committee

**SCHOOL CAPTAINS (DERRIMUT HEATH ONLY)**

The role of School Captain and Vice-Captain are very important and prestigious positions within the school. There is a male and female captain as well as a male and female vice-captain. To be selected for these positions, students are required to be nominated and then participate in an election where all students in the Middle School vote. The outcome of this vote is used by the senior school staff as an important guide to short-listing the final eight students for selection. Once short-listed, they must prepare and give a brief speech to a staff panel that includes members of Leadership and senior school teachers. These students are then interviewed individually by a panel which includes the Principal.

Once selected as the School Captain and Vice-Captain, the students take on the role of ambassadors for the school. They will be asked to represent Baden Powell College, both at functions within the school and outside the school. Captains and Vice-Captains also take on the task of organising part of the school’s weekly assembly.

**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 2013 NATIONAL YOUNG LEADERS DAY**

Baden Powell College has been invited to participate in ‘The 2013 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.
IMPORTANT INFORMATION YOU NEED TO KNOW ABOUT YOUR 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 check 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.*
## BADEN POWELL COLLEGE  
**STUDENT DRESS CODE**  
**PREP - 6**

### GIRLS UNIFORM:  Prep – 6  
*All items must be school approved*

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dress:</strong></td>
<td>Official green check dress</td>
</tr>
<tr>
<td><strong>Skirt:</strong></td>
<td>Official check skirt</td>
</tr>
<tr>
<td><strong>Pant:</strong></td>
<td>Grade 5/6 only ~ Long, grey</td>
</tr>
<tr>
<td><strong>Tracksuit Pant:</strong></td>
<td>Straight leg ~ maroon</td>
</tr>
<tr>
<td><strong>Tracksuit Top:</strong></td>
<td>V-Neck ~ maroon</td>
</tr>
<tr>
<td><strong>Bomber Jacket:</strong></td>
<td>Maroon with white and green stripe on bands</td>
</tr>
<tr>
<td><strong>Skivvy:</strong></td>
<td>White</td>
</tr>
<tr>
<td><strong>Polo Shirt:</strong></td>
<td>White with maroon and green striped collar</td>
</tr>
<tr>
<td><strong>Shorts:</strong></td>
<td>Knee length  P - 4 ~ maroon  5/6 ~ maroon or grey</td>
</tr>
<tr>
<td><strong>Shoes:</strong></td>
<td>Plain white or black runners (non marking soles) black school shoes: lace up / velcro</td>
</tr>
<tr>
<td><strong>Socks:</strong></td>
<td>Plain White</td>
</tr>
<tr>
<td><strong>Tights:</strong></td>
<td>Bottle Green</td>
</tr>
<tr>
<td><strong>Hair Accessories:</strong></td>
<td>Bottle Green</td>
</tr>
<tr>
<td><strong>Hat: Terms 1 &amp; 4</strong></td>
<td>Bottle Green Wide Brimmed Hat</td>
</tr>
<tr>
<td><strong>School Bag:</strong></td>
<td>Maroon back pack with school logo</td>
</tr>
</tbody>
</table>

### BOYS UNIFORM:  Prep – 6  
*All items must be school approved*

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<td><strong>School Bag:</strong></td>
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</tr>
</tbody>
</table>

### SPORTS UNIFORM:  5/6  
*All items must be school approved*

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**  
*All items must be school approved*

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Windbreaker Jacket:</strong></td>
<td>Bottle Green</td>
</tr>
<tr>
<td><strong>Scarfes, Gloves, Beanies:</strong></td>
<td>Bottle Green</td>
</tr>
<tr>
<td><strong>Grade 6 Bomber Jacket:</strong></td>
<td>Bottle Green ~ for current year 6 students only</td>
</tr>
</tbody>
</table>

### ADDITIONAL INFORMATION IN RELATION TO SCHOOL UNIFORM:  P - 6

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jewellery:</strong></td>
<td>Stud earrings and sleepers worn in the ears, and watches are the only acceptable jewellery.</td>
</tr>
<tr>
<td><strong>Hair Styles/Colours:</strong></td>
<td>Extreme hair colours (eg: green, pink or purple rinses or dyes) and/or extreme hairstyles (eg: spikes or mohawks) are not permitted.</td>
</tr>
<tr>
<td><strong>Cosmetics:</strong></td>
<td>Other than clear nail polish, cosmetics are not to be worn at school.</td>
</tr>
<tr>
<td><strong>Hair:</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
"LOOKING FORWARD, STAYING AHEAD"