Middle Years
Grade 7 / 8
Information Book
2013

Derrimut Heath PS 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
YEAR SEVEN / EIGHT TEACHING TEAM

THE PRINCIPAL TEAM
College Principal
Ms Julie Mason

ASSISTANT PRINCIPALS
Ms Danese  Mrs. Falla  Mrs Besanko  Mr Clarke  Mrs Douglas  Mr Vandy

YEAR 7 / 8 LEADING TEACHERS AND TEACHING STAFF
Ms Briscoe  Ms McKee  Ms Gatti  Mr Clifford  Ms Cole  Mr Vasilevski  Mr Bennett  Mr Van Wyngaarden

Ms Elbe  Mrs Brennan  Mr Orbaldio  Ms Busuttii (Coaches)  Mrs Carlton  Mr Carlton (Team Leader)

CURRICULUM  ENRICHMENT  TEACHING STAFF
Mr Murray  Ms Deneys  Mr Jones  Ms Mezzapezza  Ms Santucci  Mr Zammit  Mrs Southgate  Ms Donaghy

YEAR 7 / 8 EDUCATION SUPPORT AT TARNEIT CAMPUS
Mrs Jones  Mrs Hemer  Mrs Beck  Mrs Dounas  Mr Paterson  Mrs Mifsud (Food Tech)  Science Lab Tech

ESL STAFF
Mrs Fitzpatrick  Mrs De Silva  Mrs Geisler  Mrs Pywell

Ms Koning  Social Worker
Ms Dobson  Psychologist
Dear Parents / Guardians

The purpose of this booklet is to provide you with relevant information related specifically to the Middle Years (7 & 8 team) at Baden Powell College. The students will engage actively in relevant, rich curriculum and participate in many extra curricula opportunities. Some of these will include leadership opportunities and sporting opportunities, outdoor education activities, excursions and debating and personalised learning programs involving student negotiated learning.

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.

All curriculum taught in the Middle Years (Yr 7&8) is guided by the content at Level 5 of the Victorian Essential Learning Standards (VELS). Every attempt is made to meet individual student needs when planning lessons. Our units of work are, where possible, integrated across all domains and disciplines and include higher order thinking skills.

**MIDDLE YEARS OF SCHOOLING**

The Department of Education and Early Childhood Development (DEECD) places great importance on the Middle Years (Years 5-9) and the impact these years can have on students. A 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 literacy, numeracy and science
- To improve student attention and attendance
- To improve students attitude to schooling
- To address the specific needs of groups of students

Specific programs are being developed and introduced to improve teaching and learning practices in both the areas of literacy and numeracy. Teacher professional learning and class support will assist in the modification, refinement and implementation of these in the classroom.

Student leadership has also been promoted as part of our Middle Years plan. Our Year 7 & 8 students are provided many varied opportunities to participate in leadership activities and programs. Opportunities for Leadership in such areas as Sport, School Captaincy, ICT, Peer Support and Environment are also available to students in Year 7 & 8. A small group of students are also invited to participate in the National Young Leaders’ Day.

Our strategy to improve engagement and teaching and learning for our Middle Years students is inclusive of all elements of our Year 7 & 8 program. With the wonderful new buildings and the unique design of learning spaces that are quite different to the conventional classrooms of the past, our Year 7 & 8 students will be engaged in an innovative, team supported approach to learning. A team of four core teaching staff as well as specialist teachers in the areas of PE & Health, The ARTS, Food Technology, Design Technology and LOTE (Italian) will facilitate the learning experiences for these students.

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.
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 five educational principles that underpins 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>
</tr>
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<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>~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>~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>
<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>
<td></td>
<td>~Community engagement</td>
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<td><strong>Discipline-based Learning</strong></td>
<td>The Arts</td>
<td>~Creating and making</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></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></td>
<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>
<td>~Communicating in a LOTE</td>
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<td>~Intercultural knowledge and language</td>
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<td>Interdisciplinary Learning</td>
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<tr>
<td>Mathematics</td>
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<td>~Number</td>
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<tr>
<td>~Space</td>
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<tr>
<td>~Measurement, chance and data</td>
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<tr>
<td>~Structure</td>
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<tr>
<td>~Working mathematically</td>
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<tr>
<td>Science</td>
<td></td>
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<tr>
<td>~Science knowledge and understanding</td>
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<td>~Science at work</td>
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<tr>
<td>Communication</td>
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<tr>
<td>~Listening, viewing and responding</td>
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<td>~Presenting</td>
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<tr>
<td>Design, Creativity and Technology</td>
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<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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<tr>
<td>Information and Communications Technology (ICT)</td>
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<td>~ICT for visualising thinking</td>
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<td>~ICT for creating</td>
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<td>~ICT for communicating</td>
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<td>Thinking</td>
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<tr>
<td>~Reasoning, processing and inquiry</td>
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<tr>
<td>~Creativity</td>
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<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 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.

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.
Baden Powell College has a student centred approach to teaching and learning. We acknowledge and believe that all students have the potential to achieve their personal best. Students are supported in becoming self motivated, life long learners who are able to reflect upon their own learning, set goals for future learning and effectively manage their learning. The curriculum ensures the following:

- learning is student centred – catering for individual needs so that all students can experience success
- all students are offered every opportunity to meet their needs (academic, social, personal, physical)
- learning is stimulating, innovative, integrated and challenging
- personal best is encouraged and achievement celebrated
- on going reflection and assessment will guide future learning
- the home school partnership plays an integral part in student learning
- Information and Communication Technology is a significant feature. Students are exposed to and encouraged to explore and utilise a wide variety of multimedia sources and ICT tools such as Interactive Whiteboards, iPods, digital cameras and recorders, and Macs and IBM platforms.

For students in Years 7 & 8, learning is consolidated by building breadth and depth of acquired knowledge. This depth and breadth will be further developed as the students in these year levels develop a stronger individual sense of identity and begin to consider increasingly complex ideas. At Baden Powell College these students will be encouraged to continue to take on the responsibility for their learning. Student learning will be supported by such aspects as:

- the setting of individual learning goals
- negotiated learning supported by direct, targeted instruction (Skill Builder)
- inquiry based learning
- personal learning and preferred learning styles
- pastoral care, peer support, building relationships
- cooperative and collaborative group work
- reflective practices
- forums to showcase acquired learning (digital portfolios, performances, parent information evenings)
- leadership opportunities
- co curricular activities such as incursions, excursions, camps, sport
- decision making and social competencies

Units of work are developed with the premise is for the provision of curriculum that is holistic, relevant and connected to our students’ community. A snapshot of proposed units of work is included. The curriculum will recognise and respect diversity, culture, gender based needs and student interest. Curriculum will be delivered using the inquiry approach rather than the more traditional form of isolated, disconnected learning. Working in teams, students will work within an environment where they feel connected and are engaged in their learning. The delivery of such curriculum supports all students as they develop capacities, skills and qualities that will prepare them to be effective, proactive and responsible citizens of the future.

Our Year 7 & 8 students will have the opportunity to experience their learning in the following ways:

Action Based Study
Complex, active-learning units - each incorporating a variety of particular mandated learning outcomes and key activities from several key learning areas

Skill Builder
Focused learning and teaching relating to particular mandated learning outcomes and key activities that cannot practically be learned and mastered solely in complex, interdisciplinary or real-life contexts
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Student Negotiated Learning/Personal Learning Projects
Largely student-directed, purpose and problem based learning activities, in which the concept and the key activities to be incorporated in the activity are negotiated for individuals and/or group

Rich tasks
Provide opportunities for children to transfer and apply their skills and knowledge to the real world.

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
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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.

**Please Note:** Mrs Carol Jones, our Secondary Teacher Assistant will place phone calls to parents, if a student is noted as absent during roll call and no explanation has been forwarded.

**TRANSACTION 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 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,</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>Fabulous</td>
<td>consideration, friendship, support, loyalty,</td>
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<td></td>
<td>Friendships Begin in February</td>
<td>honesty, trust, fairness</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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<tr>
<td><strong>May</strong></td>
<td><strong>Self Awareness</strong></td>
<td>Confidence, resilience, self discipline, conflict</td>
<td>To enhance and nurture the formation of a positive self image for each individual 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></td>
<td>If It’s Going To Be, It’s Up</td>
<td>resolution, anger management, affective</td>
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<td></td>
<td>To Me</td>
<td>listening, pride, doing your best, perseverance</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><strong>August</strong></td>
<td><strong>Responsibility</strong></td>
<td>One’s own actions, contribute to society,</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>
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<td></td>
<td>Respond</td>
<td>harmony, supportive, reliability,</td>
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<td>Responsibly</td>
<td>commitment, integrity</td>
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<td><strong>September &amp; October</strong></td>
<td><strong>Tolerance</strong></td>
<td>Acceptance, empathy, humility, compassion,</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>
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<tr>
<td></td>
<td>Be a Mate and Tolerate</td>
<td>inclusion, freedom, diversity</td>
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<td><strong>November</strong></td>
<td><strong>Honesty</strong></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>
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<td><strong>December</strong></td>
<td><strong>Values Everyone is Valuable, Value Everyone</strong></td>
<td>importance of self and others, revisit the</td>
<td>To encourage regular opportunities for classroom discussion (speaking and listening) that enables the sharing of ideas, opinions, points of view about current issues.</td>
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<td></td>
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<td>values, identity, issues</td>
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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 rights</th>
<th>Students have the following responsibilities</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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</tbody>
</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:

Year 7 & 8 students will together with their team of teachers create and establish a Community Constitution at the beginning of the school year. The Constitution will be a collaborative project that the teachers and students will develop and follow. The class will agree upon appropriate and inappropriate behaviours with consequences and rewards related to the behaviours.

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
- Fighting
- Graffiti
- Calling out
- Name calling
- Being uncooperative
- Damaging property
- 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
- Completing homework
- Completing tasks on time
- Helping others
- Using their manners
- Excellent book work
- Showing initiative
- Student diary use
## UNITS OF WORK 2013 BADEN POWELL P-9 COLLEGE TARNEIT CAMPUS

### T Prep
- *Fabulous Friendships begin in February*
- *Me at School*

### T 1 / 2
- *Fabulous Friendships begin in February*
- *Caring for the Environment*

### T 3 / 4
- *Fabulous Friendships begin in February*
- *Sustainability*

### T 5 / 6
- *Fabulous Friendships begin in February*
- *Hands on Science*

### Year 7
- **Semester One:**
  - *Fabulous Friendships begin in February (My Identity)*
  - *History (Ancient Civilisations)*

### Year 8
- **Semester One:**
  - *Fabulous Friendships begin in February (My Identity)*
  - *Trade Fair (Civic and Citizenship)*
  - *Sustainability (Trade Fair)*

### Year 9
- **Semester Two:**
  - *What’s the Story? (History)*
  - *Footprints (economic principles in relation to sustainable practices)*

### 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.

### DH PREP
- *Fabulous Friendships begin in February*
- *Me at School*

### DH 1 / 2
- *Fabulous Friendships begin in February*
- *A Healthy and Safe Community*

### DH 3 / 4
- *Day and Night*
- *Light and Sound*

### DH 5 / 6
- *Footprints (economic principles in relation to sustainable practices)*

### 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.

### DH PREP
- *Fabulous Friendships begin in February*
- *Me at School*

### DH 1 / 2
- *Fabulous Friendships begin in February*
- *Safety (Bike, Summer and traffic)*

### DH 3 / 4
- *Myths and Legends*

### DH 5 / 6
- *Tinkering*
- *Media/Performance*

### DH PREP
- *Fabulous Friendships begin in February*
- *Me at School*

### DH 1 / 2
- *Fabulous Friendships begin in February*
- *A Healthy and Safe Community*

### DH 3 / 4
- *Day and Night*
- *Light and Sound*

### DH 5 / 6
- *Footprints (economic principles in relation to sustainable practices)*

### 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.
ENGLISH

Literacy underpins all learning. Students read and write, speak and listen in all areas of their learning. At Level 5 of the Victorian Essential Learning Standards (VELS) students are encouraged to understand, interpret, critically analyse, reflect and enjoy a wide range of written texts and media, demonstrating their understandings and skills in both written and verbal form.

When writing, students create, plan, compose, edit and publish a wide range of media texts. They use language to inform, express, represent and reflect upon ideas, issues, arguments and events. Students enhance their knowledge of how the written form is structured and the effective use of strategies for well developed writing pieces.

When communicating orally, students develop the knowledge of the “how”, “when” and “why” of appropriate use of contexts - both formally and informally. They also consider both verbal and non verbal cues that support effective and engaging oral presentations.

MATHEMATICS

As all students work towards the achievement of Level 5 standards in Mathematics, they construct mathematical models to explore and describe the physical world. In Number, students will investigate and explore whole numbers, fractions, ratios, percentages, and compute using the four operations of division, addition, subtraction and multiplication.

In working with Space students will construct shapes (2D and 3D) to given specifications, angles, tessellations, nets, mapping and location and networks.

In Measurement and Data students will use metric units to measure perimeters, areas, 2D and 3D spaces and shapes, present data graphically and interpret data (mean, median, mode and range).

In investigating the Structure of Mathematics, students will explore integers, rational and irrational numbers.

YEAR 7/8 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 have developed a Self-Selected Subjects program that will be offered to all Yr. 7 – 9 students in 2013.

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 Years 7 to 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
CURRICULUM SUPPORT PROGRAMS:

THE ARTS

Creating and making, Exploring and responding

The Year 7 & 8 students will experience the two main vehicles of the ARTS program semester about.

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.
- Perform to a variety of audiences
- Participate in a major production each year that supports the classroom curriculum

Through all this wonderful singing, listening, playing, moving, drama 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, and Collage, Construction, Modelling and Textiles. Our Arts Centre 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. Suggestions of technique, media and tool-use are made in order to further develop and refine pieces of artwork.

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.
Middle Years (7 & 8) Information Booklet 2013

Students have PE sessions for 2 hours once a week. Sessions for our Year 7 & 8 students include – skills, drills, 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. (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

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

The LOTE (Italian) program aims to develop tolerance, understanding and acceptance of other cultures and traditions, in particular the Italian culture and all that it has to offer. Students are exposed to and immersed in activities that encompass speaking and listening, reading and writing. There will be a focus on modelling the use of everyday language.

Students in Years 7 & 8 have a weekly L.O.T.E. lesson focusing on the development of their Italian language skills. 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
On completion of learning Italian within the Middle Years (7 & 8) students should be able to:

- Participate in choral use of the language
- Identify the names of visual objects and items from aural or visual cues
- Introduce themselves, greet and farewell their teacher
- Follow simple classroom directions
- Recognise some culturally specific gestures & body language & demonstrate how these are used
- Recognise the different sounds of similar letters and demonstrate differences for key sounds
- Identify letter-sound relationships and copy and trace letters and letter clusters and match them to sounds and words

**FOOD TECHNOLOGY**

Food Technology provides opportunities for students to develop:

- Knowledge and understanding about the nature of food and the importance of food for good health
- Skills in experimenting with and preparing food whilst addressing the importance of hygiene and safety in the kitchen
- Skills in investigating, designing, producing and evaluating
- The ability to learn and work as part of a team, sharing ideas, responsibilities and following recipes and processes

**DESIGN TECHNOLOGY AT BADEN POWELL COLLEGE**

Baden Powell College offers a woodwork program as part of the technology curriculum. The program uses modern technology combined with manual skills to provide appropriate learning experiences for the students. The students themselves construct a variety of models and practical items that utilise a range of woodwork and design skills. The skills and experiences are enriching, challenging and confidence boosters.

**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

**THE INFORMATION RESOURCE CENTRE**

In year 7 & 8 the students are not exposed to formal library sessions as such but utilise a very well resource information resource centre. The centre is stocked with a wide variety of reading materials and is outfitted with computer and multimedia peripherals to support student investigation, research and information gathering as well as product and presentation.

**Information Literacy** focuses on the stages of The Information Process

- Defining
- Locating
- Selecting/Analysing
- Organising/Synthesising
- Creating/Presenting
- Evaluating
Middle Years (7 & 8) Information Booklet 2013

**Reading material**

You are encouraged to take an active interest in your child’s reading and learning. Have regular chats with your child about their daily undertakings at school. Ask them about the books they read. All Year 7 & 8 students have already borrowed material to read both at school and home. Take an active interest in the reading material, subject matter and choice. Encourage your child to explore literature they may not naturally choose themselves. Encourage them to read books that are fiction (eg adventure, classical, horror, sci-fi, historical, humorous), “faction” (stories based on but not complete in fact) and factual (eg biographies, autobiographies, recounts of events, recollections, nature, science). Students are encouraged to be aware of global events so the reading of newspapers (and viewing of news programs and current affairs show) is strongly encouraged. Please discuss issues making headlines with your child. Topic magazines such as environmental, sports, cars and autos, pets, personal grooming, hobbies are also encouraged. Once the campus’ library is fully stocked there will be a wide selection of such magazines that students will be able to borrow and read at home.

In the classroom, texts to be studied will be provided by the school. It is expected that over the course of the year your child will undertake in depth studies for 3-4 main texts. The texts will be student needs based (students assessment). The Yr 7 & 8 team values any comments re reading material, content and themes undertaken.

**INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

*ICT for visualising thinking, ICT for creating, ICT for communicating*

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.

Baden Powell College provides students with 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 new 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 and through the elective program, in the Information Resource Centre and through mobile technologies such as laptops, iPads, iPods and the very best in eduSTAR software. All of our ICT resources are used to support units of work and literacy/numeracy programs. 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
- Multimedia Presentations
- Graphics
- Spreadsheets/Graphs
- Data logging
- Video capture and movie editing
Middle Years (7 & 8) Information Booklet 2013

- Video-conferencing
- Sound editing
- Mind Mapping and Concept Mapping
- Intranet
- Programming
- Scanning
- Interactive Multimedia
- Animation (including Claymation)
- 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 middle years staff, 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.

**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
Individual Learning Plans begin.

**TERM 2: Mid Year Report**
Parent Teacher Interviews (Years Prep – 4)
Middle Years – Student Led Conferences (Years 5-9)
National Assessment Program Literacy and Numeracy (NAPLAN) – National Testing program for students in Years 3, 5, 7 and 9

**TERM 3: School Based Assessment in English and Mathematics**
Individual Learning Plans

**TERM 4: Final 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 each 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. (ILP’s)

Detailed individual student reports are sent home twice a year where teachers accurately inform you about your child’s progress. You are invited to come and discuss these reports during Parent Teacher Interviews held in Term 2.

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

**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 & 8 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. School based assessment (to be conducted early in term 1) will determine areas for student learning. 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&8 learning space. The students will also have a home group teacher who will be responsible for administrative and other activities

**INFORMATION SPECIFIC TO YEAR 7 and 8**

**PARENT TEACHER INTERVIEWS, STUDENT LED CONFERENCES AND DIGITAL PORTFOLIOS**

Student Led Conferences are a feature of the home school partnership that is very much valued at Baden Powell College. Student led conferences involve the students, parents, caregivers and teachers and its elements include:

- The celebration of student achievement
- Discussions about student attitudes, behaviours, study plans and habits
- The setting of goals and the development of plans to support improved learning outcomes

By including the student in the conference, it is believed that the student takes ownership for his/her learning and the ‘mystery’ of what has been shared is removed.

Students will prepare a showcase of completed work to share. ALL students will also develop a digital portfolio that allows them to record, track and display work using multimedia tools such as digital cameras, digital video cameras and the Interactive Whiteboards.

Teachers will have supportive evidence. Parents have the opportunity to discuss what they have observed from their own perspective and are given the chance to applaud their child’s achievements in such a forum. The ‘New Student Reporting Card” will have been completed in June and be sent home prior to this conference and parents are welcome to address any issues and concerns that may arise from this written form of assessment.
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: On the front page of this booklet you will find listed the names of the teaching staff who make up the Year 7 & 8 team and their email addresses. Please ensure that email addresses are used for their intended purposes (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.

Letters, newsletters and team newsletter: 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 Orbaldo – not ‘Sir’, Ms Elbe - not ‘Miss’). We value and respect both students and teachers.

STUDENT BEHAVIOUR

At Baden Powell College we strive to create a school community which is engaging and promotes a safe and inclusive educational environment. When a student begins to disengage from their learning or positive behaviours are not demonstrated, many intervention practices are then used by staff to reconnect the student.

Baden Powell College is committed towards using Restorative Practices in developing positive behaviours in our children. The main principles of restorative practices are to:
~ reaffirm relationships through developing social and emotional skills
~ repair relationships in the classroom, within small groups and in individual conferences

Restorative Practices:
- Are a powerful strategy when responding to misbehaviour
- Focus on repairing the harm done to people and relationships rather than on punishing offenders
- Engage students in meaningful dialogue
- Relate to Interpersonal Development domain (VELS) with emphasis on building positive social relationships, working and learning in teams and managing and resolving conflict
- Help students identify emotions (theirs and others)
- Teach the vocabulary for expressing feelings
- Teach how our actions affect others
• Teach strategies for working out problems
• Teach how to say sorry
• Teach forgiveness

The potential advantages of a restorative approach include:
✓ A safer, more caring environment
✓ A more effective teaching and learning environment
✓ A greater commitment by everyone to taking the time to listen to one another

Teachers will in addition establish positive classroom incentives which may include awards, certificates, stickers, goal books and contracts. Individual Learning Plans may also be established which invites parents, teachers and students to come together to determine future goals and improvements. Happy, healthy students are eager, enthusiastic learners!

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 (eg apples, pears, grapes), cheese and crackers, vegetable sticks, nuts and dried fruits (eg sultanas, almonds, walnuts), 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.

UNIFORM, GROOMING AND PERSONAL PRESENTATION
Our students look absolutely wonderful in their uniforms. Please support us in maintaining the high standard set. For full details regarding uniform requirements and acceptability, please refer to the uniform information listed in the Starting Out pack issued last year.

Very important reminders:
• Blazers are to be worn to and from school everyday. Once in class students may remove their blazers while they work and are also able to go out into the grounds without their blazers during breaks.
• Ties are to be worn everyday with the white shirts.
• Dress lengths are to be maintained at just above knee level.
• Extreme hair styles, hair colourings are not permitted.
• Earrings and studs are to be either simple small sleeper or stud only. This is for the student’s safety (sport injuries or play mishaps).
• Head wear (hair ties, hijab, ribbons, head bands) must be of school colours - white, green, maroon.
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- **Make up and nail polish** are **NOT** permitted. 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.
- **Jewellery** – no jewellery apart from a watch is to be worn. Necklaces, chains, wristbands, bracelets, rings are not part of the school uniform code and should not be worn to school.

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.

**The YEAR 7 – 9 uniform requirements are :**

<table>
<thead>
<tr>
<th>Girls Summer</th>
<th>Boys Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>School bottle green Blazer with logo</td>
<td>School bottle green Blazer with logo</td>
</tr>
<tr>
<td>Summer uniform dress</td>
<td>Boys shorts</td>
</tr>
<tr>
<td><strong>Black leather lace-up school shoes &amp; white socks</strong></td>
<td>White school shirt and school tie</td>
</tr>
<tr>
<td><strong>Girls Winter</strong></td>
<td><strong>Boys Winter</strong></td>
</tr>
<tr>
<td>School bottle green Blazer with logo</td>
<td>School bottle green Blazer with logo</td>
</tr>
<tr>
<td>Long grey pant</td>
<td>Long grey trousers</td>
</tr>
<tr>
<td>White school shirt and school tie</td>
<td>White school shirt and school tie</td>
</tr>
<tr>
<td><strong>Black leather lace-up school shoes &amp; white socks</strong></td>
<td><strong>Black leather lace-up school shoes &amp; dark grey socks</strong></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>School bottle green Blazer with logo</td>
<td>School bottle green Blazer with logo</td>
</tr>
<tr>
<td>Official check skirt (knee length)</td>
<td>Long grey trousers</td>
</tr>
<tr>
<td>White school shirt and school tie</td>
<td>White school shirt and school tie</td>
</tr>
<tr>
<td><strong>Black leather lace-up school shoes</strong></td>
<td></td>
</tr>
<tr>
<td>Long dark grey socks or dark grey tights</td>
<td></td>
</tr>
</tbody>
</table>

**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

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

- **Jewellery:** Stud earrings and sleepers worn in the ears only, and watches are the only acceptable jewellery.
- **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.**
- **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.**

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
Middle Years (7 & 8) Information Booklet 2013

- 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

### 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.

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#### 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.

**Boys Uniform: All items must be school approved.**

<table>
<thead>
<tr>
<th>Terms 1 and 4.</th>
<th>Terms 2 and 3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School bottle green Blazer with logo.</td>
<td>School bottle green Blazer with logo.</td>
</tr>
<tr>
<td>Long grey trousers.</td>
<td>Long grey trousers.</td>
</tr>
<tr>
<td>White school shirt and school tie.</td>
<td>White school shirt and school tie.</td>
</tr>
<tr>
<td>Black leather lace-up school shoes and dark grey socks.</td>
<td>Black leather lace-up school shoes and dark grey socks.</td>
</tr>
<tr>
<td>Green wide brim hat.</td>
<td>Green wide brim hat.</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>School bottle green Blazer with logo. Grey school shorts</td>
<td></td>
</tr>
<tr>
<td>White school shirt and school tie.</td>
<td></td>
</tr>
<tr>
<td>Black leather lace-up school shoes and dark grey socks.</td>
<td></td>
</tr>
<tr>
<td>Green wide brim hat.</td>
<td></td>
</tr>
</tbody>
</table>

**Girls Uniform: All items must be school approved.**

<table>
<thead>
<tr>
<th>Terms 1 and 4.</th>
<th>Terms 2 and 3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School bottle green Blazer with logo.</td>
<td>School bottle green blazer with logo.</td>
</tr>
<tr>
<td>Long grey pant</td>
<td>Long grey pant</td>
</tr>
<tr>
<td>White school shirt and school tie</td>
<td>White school shirt and school tie.</td>
</tr>
<tr>
<td>Black leather lace-up school shoes and white socks.</td>
<td>Black leather lace-up school shoes and white socks.</td>
</tr>
<tr>
<td>Green wide brim hat.</td>
<td>Green wide brim hat.</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>School bottle green Blazer with logo.</td>
<td></td>
</tr>
<tr>
<td>Official green check dress (knee length)</td>
<td></td>
</tr>
<tr>
<td>Black leather lace up school shoes and white socks.</td>
<td></td>
</tr>
<tr>
<td>Green wide brim hat.</td>
<td></td>
</tr>
</tbody>
</table>

**Optional items: All items must be school improved.**

- Maroon school jumper with logo.
- Maroon school vest with logo
- Bottle green windbreaker/spray jacket
- Thin plain black leather belt
- Bottle green scarf and gloves
- Bottle green hair accessories.
- Approved white tailored girls shirt (may be worn out) only if worn with the skirt
- A ‘celebratory’ item, to be designed and worn by year 9 students, during their final year.

**Additional Information**

- Jewellery: Stud earrings and sleepers worn in the areas and watches are the only acceptable jewellery.
- Hair styles / colours: Extreme hair colours (eg: pink, purple, green etc) and / or extreme hairstyles (eg: spikes or Mohawks) are not permitted.
- 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.
CAMP

A Camp Program is available for Year 7 and Year 8 in which all students can 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 Canberra and the Year 8 students have the opportunity to travel to Central Australia.

Further information about the planned camps for 2013 will be provided as soon as possible.

THE 2013 NATIONAL YOUNG LEADERS DAY

Baden Powell College has been invited to participate in ‘The 2013 National Young Leaders Day’ for secondary 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).

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

"LOOKING FORWARD, STAYING AHEAD"