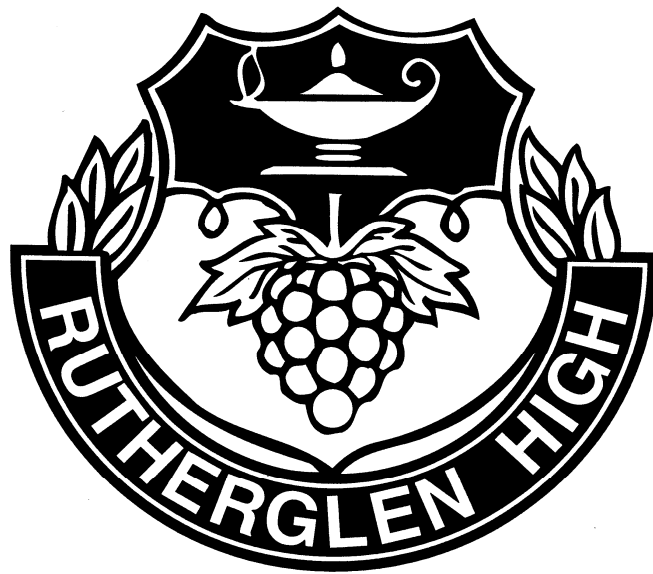


**INFORMATION HANDBOOK
YEAR 10**



**PATHWAYS
FOR
2009**

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OVERVIEW

Rutherglen High School (enrolment 331) is situated in North-East Victoria servicing the rural townships of Chiltern, Rutherglen, Springhurst and Wahgunyah and the surrounding farming communities. Approximately 55% of students travel by bus.

The School provides a challenging and balanced comprehensive curriculum with the flexibility to meet the needs of each student. All students are able to participate in an environment which values and respects their achievements. Students are expected to display a commitment to improvement of skills and knowledge, develop self discipline and respect the workplace, staff and other students.

Sequential courses of study from years 7 -12 are provided in the Arts, English, Language other than English (French), Mathematics, Health and Physical Education, Science, Humanities and Technology.

In 2008, an innovative new Program 9-Alive was introduced to the Year 9 students.

The Senior School (Year 10 – 12) offers a wide range of VCE Units as well as Vocational Education and Training (VET), Victorian Certificate of Applied Learning (VCAL) and Australian School Based Apprenticeships (ASBA's).

Special features of the school programme include classroom and instrumental music, a comprehensive Health Education program in Years 7 - 9 and quality technology studies with a special emphasis on Information Technology. The school boasts a qualified, dedicated teaching staff committed to securing the best possible learning outcomes for all students.

The school takes every opportunity to broaden students' experiences. It provides a wide range of extra curricular and enrichment programs including: excursions, inter school sport, debating, public speaking, annual musical production, instrumental music, Year 7 Orientation Camp, Year 8 Mountain trip, Year 9 Humanities and Marine Biology Camp, Year 10 Urban trip, Year 12 Orientation Camp, VCE workshops and lunchtime activities. These activities foster the qualities of: leadership, initiative, independence, self confidence, self esteem, problem solving, decision making, resilience, teamwork and social skills.

The school is located on 13.95 hectares of land and provides an attractive and stimulating environment for students and community use. School Council is committed to continually upgrade the buildings and grounds. A particular emphasis is placed on upgrading resources to keep students abreast with changing technology.

The School is fortunate to have on site the Rutherglen Community Centre which provides an indoor stadium and a well equipped gymnasium. The School is close to all other sporting facilities in the town, including the Shire swimming pool, and enjoys close co-operation and assistance from all sporting bodies. There are excellent outdoor sporting facilities on site. Students from the school have an outstanding record in Interschool sports competitions.

The school atmosphere is supportive, caring and friendly. There is an effective welfare and student management policy in place, supported by year level co-ordinators, form teachers and a Student Welfare Co-ordinator. A Careers Advisor is available to help students make appropriate choices in school and beyond. School Captains, House Captains and the Student Representative Council foster student participation and responsibility.

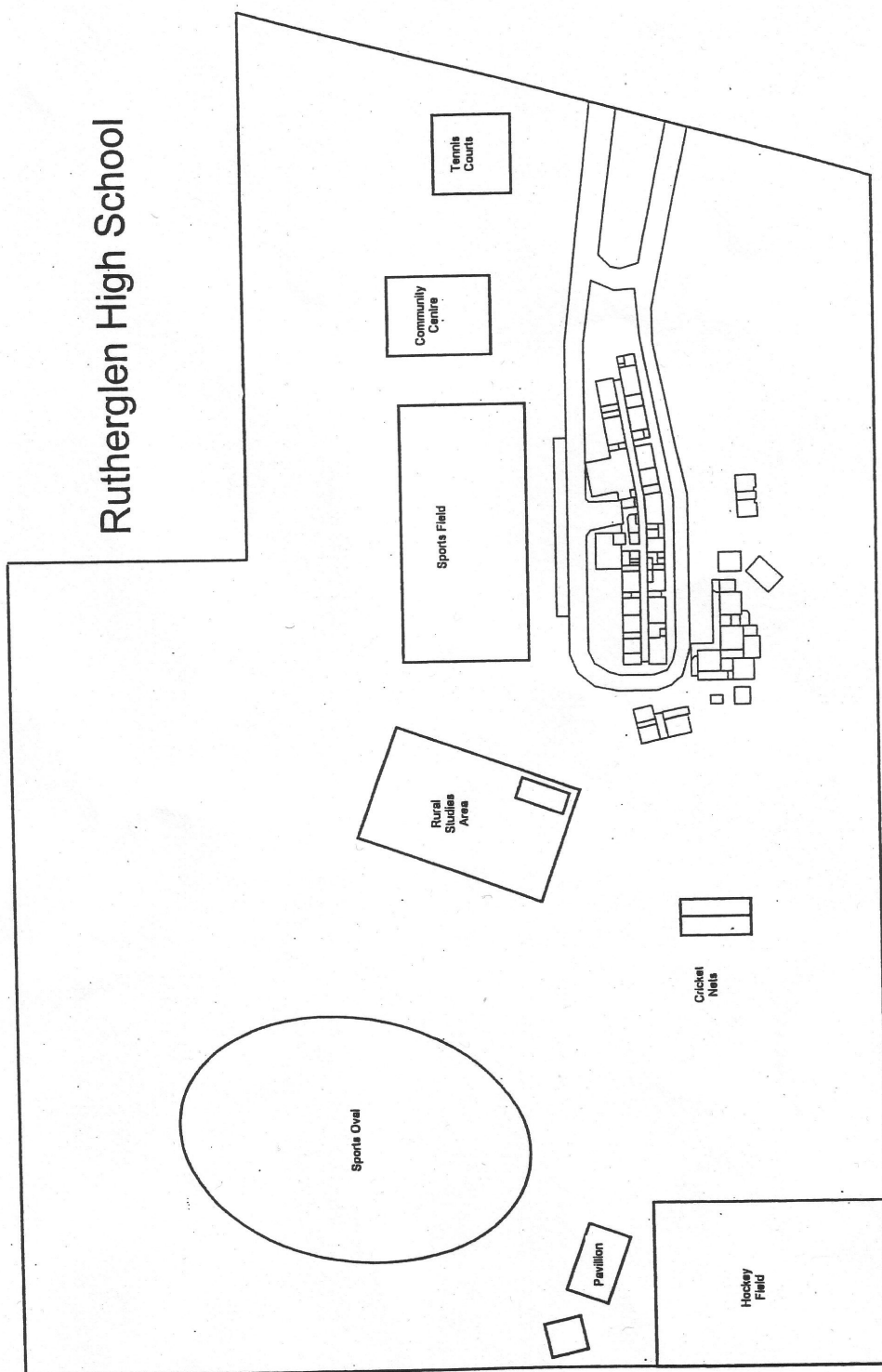
Parental involvement is welcomed and high value is placed on the home school partnership. The school encourages and enjoys strong links with the community.

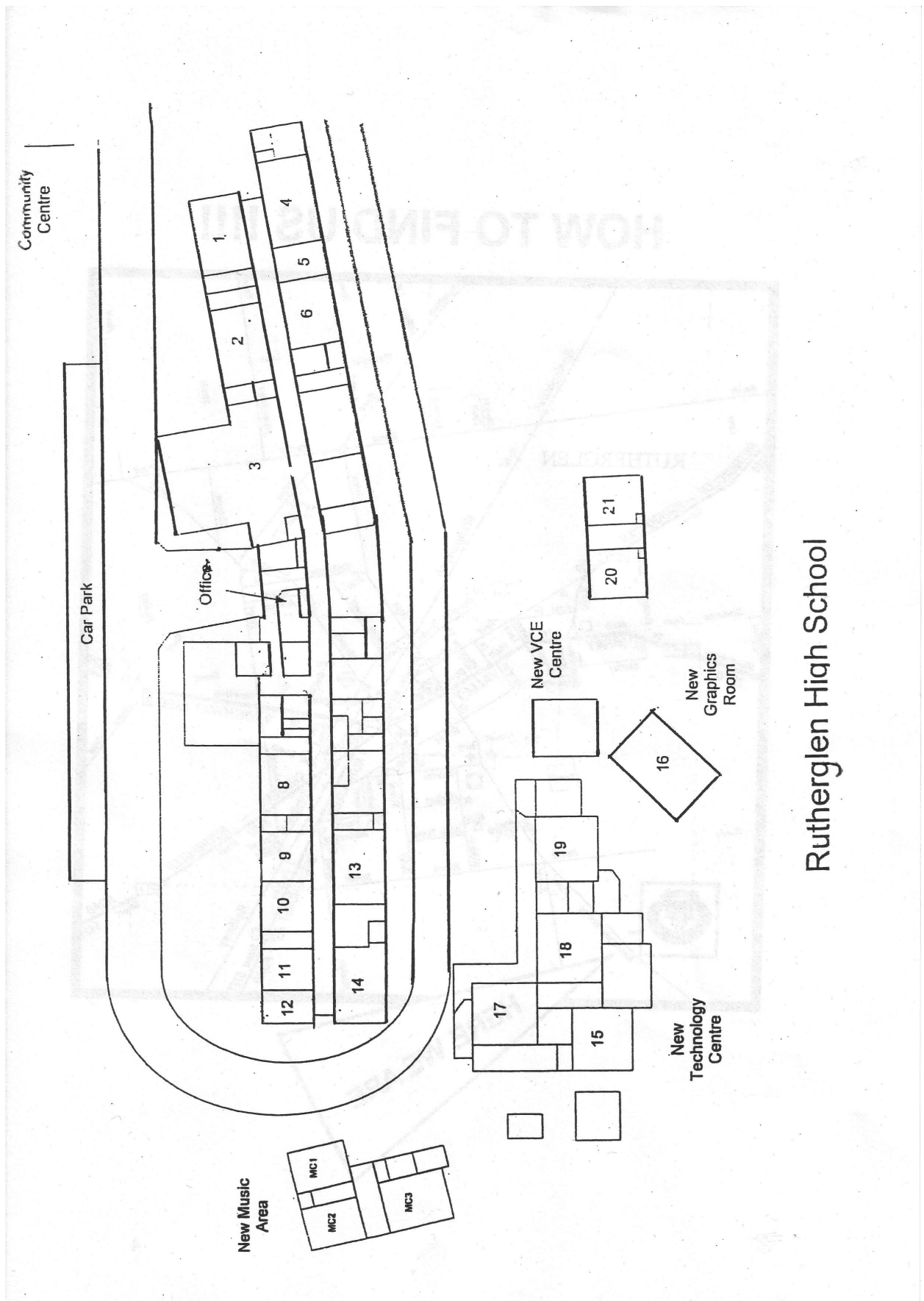
Rutherglen High School is a vital and active educational institution. It provides a caring, orderly, and disciplined environment in which learning can flourish and be enjoyed.

HOW TO FIND US !!!!



Rutherglen High School





Rutherglen High School

PARENT/COMMUNITY GROUPS

Our school is served by two bodies:

(a) School Council

Is comprised of 6 elected parents, 4 elected staff, Principal and 4 Co-opted members (one of whom is a PT&CA nominee).

Membership for 2007/8

Parents:	Jenny Ryder (President) Ray Webster Debby Renshaw Sabine Hewitt Sue Starkey Anthony Jones
Principal:	Philip Rogers
Staff:	Gayle Mundy / Christopher Phillpot Cathie Fulton Ellen Rankin
Community Members:	Wendy Walker Reg Quick Colin Foster

The Council sets the school's educational policy under guidelines established by the Minister of Education. Council is also responsible for the school's finances and the maintenance of equipment, grounds and buildings.

(b) Parents, Teachers and Citizens Association (PT & CA)

Meets on the second Tuesday of each month in the evening at the school. Membership is open to all interested parents, teachers and community members. At PT&CA meetings, members are acquainted with school matters, and discuss items of common concern and of general educational interest. The nominated member of the PT&CA is Wendy Walker who serves on School Council. Lucinda Jones is the President and Lyn Kerr is the Vice President.

All interested parents are urged to become members of one of the above bodies. Meetings are advertised in the School Newsletter.

STUDENT REPRESENTATIVE COUNCIL

The SRC comprises form representatives who discuss school matters, conduct fund raising and social activities and who decide on the allocation of funds to charitable and school causes. SRC members are involved in many committees within the school thus providing student input to the school decision making process.

COMMUNICATION

Free, effective communication between school and parents is vital to the interest of your son or daughter but, at the same time, can be very difficult to develop. You should feel free to contact the school at any time. A Newsletter from the school is distributed on Thursdays and may be collected from the general office. Please ask for it and discuss its contents with your son or daughter. A copy of the first newsletter each term is posted home with the student's timetable and a term calendar. The timetable should be placed in a prominent position so that students can check the subjects they have each day, and what equipment should be brought to school.

REPORTS AND INTERVIEWS

Full reports are issued in June and December for Semester 1 and Semester 2. Interim Reports are issued at the conclusion of Term 1 and Term 3. Two formal parent/teacher interviews are organised. The first at the end of Term 1 and the second in Term 3. All parents and students are encouraged to attend these interviews.

If concerned about the progress of your son or daughter, you should not wait for an official interview to discuss the problem, but contact the school immediately. Alternatively the school issues interim reports, or contacts parents in cases where it is felt parents need to be acquainted with a situation such as disappointing progress, or a developing social problem. Early Warning Notices are sent home to inform parents about overdue work that needs to be completed.

WELFARE

The school is divided into two sub schools - a Junior School (Years 7, 8 & 9) and a Senior School (Years 10, 11 & 12). Each of these sections has a Sub School Co-ordinator and Year Level Co-ordinators. These teachers and the Form Teachers are especially responsible for the welfare of the student. The school also has a Welfare Co-ordinator who has an overall responsibility for students from all levels. The Welfare Co-ordinator is also responsible for any infringements against our school Harassment Policy including cyber bullying and student concerns in this area. Students should feel confident to approach their form teacher or co-ordinator for advice. If there are any problems of a personal or medical nature with respect to your son or daughter which you feel could affect any aspect of his or her school life please contact the Principal as early as possible. Such information is treated confidentially and can be valuable in enabling us to understand problems or difficulties which may be experienced.

The school has developed strong links with Glenview Community Care and a number of other community agencies to assist in supporting students.

CAREERS

The school has a Careers Co-ordinator. Parents and students should feel welcome to seek advice at any time. The Careers Co-ordinator arranges careers talks within the school and notifies students of career information sessions and Tertiary Open Days conducted elsewhere.

EXTRA CURRICULAR ACTIVITIES

A wide range of extra curricular and enrichment programs is provided including debating, public speaking, musical performances, instrumental music and lunchtime activities.

EXCURSIONS & CAMPS

Are a very valuable educational and social experience, and are a regular part of the year's program. We endeavour to keep costs to a minimum. An orientation camp for Year 7 students is run at Bright, early in first term. Year 8 have a chance to climb Mt Buffalo. A Year 9 Humanities/Science excursion to Ballarat/Queenscliff takes place in Term 4. Year 10 students have an 'Urban Trip' to Melbourne in June, whilst Year 12 have an orientation camp in February. Attendance on excursions and camps is a privilege for students, not a right.

SPORT

Is compulsory for all Year 7 - 10 students. V.C.E. students are given the opportunity to participate in interschool sporting teams. Details of each program are in the curriculum guide.

BOOKS AND SCHOOL REQUISITES

Booklists will be distributed to students late October/early November and booklists need to be returned by the specified date. Payment for requisites must be made at time of receipt. Parents are not compelled to use the pre-packed system. Purchases of second-hand books are the responsibility of parents and students. Please make sure that the book that is required, is the correct edition and is in good condition.

Rutherglen Newsagency will be conducting the Book distribution process in 2008 - 2009.

CURRICULUM AND MATERIAL SERVICE CHARGES

In order to reduce the cost of books to parents, in many subjects, class sets of texts are purchased by the school for the use of pupils. Photocopied and duplicated materials are also provided for student use in most subjects. A Levy will appear on the booklist to cover these costs.

OTHER FINANCIAL ASSISTANCE

Where parents find the cost of keeping pupils at school a hardship, application can be made for the provision of assistance for books and/or maintenance.

Two forms of assistance are available:

1. Education Maintenance Allowance:

- For students under 16 years of age.

An allowance of \$430 per year.

Parents must hold a Commonwealth Health Care Card.

Details of this allowances will appear in the school's "Newsletter". Application forms may be obtained from the School Office at the beginning of Term 1 and Term 3. Any questions should be directed to the School Office.

2. Youth Allowance:

- For students over 16 years of age - on a needs basis.

Details available from Centrelink.

CONVEYANCE ALLOWANCE

When pupils reside more than 4.8 kilometres from the school bus or a recognised bus route, application can be made for a Conveyance Allowance towards the cost of transport whether by horse, car or bicycle. Application forms should be obtained during the first week of the school year.

CANTEEN

Students are not permitted to leave the school grounds at lunch time except to go home for lunch. Lunch Passes need to be obtained via a note to the Assistant Principal. Lunch passes are only available to students who live in Rutherglen. A canteen has been established within the school and is open at morning recess and lunch times.

The canteen is organised by our Canteen Manager, Lyn Kerr, under the guidance of a Committee of Management. Parents are invited to volunteer for Canteen duty by contacting the School Office.

STUDENT DIARY

Students are expected to always use their diary and maintain it in a responsible manner. Parents are expected to regularly check the student diary and monitor student's homework.

AMBULANCE SUBSCRIPTION

The School is not able to cover the cost of transport by Ambulance of a student who requires emergency hospital treatment. If an Ambulance is used in an emergency, the cost will be to the parent.

- **TO AVOID THIS POSSIBILITY ALL PARENTS ARE URGED TO TAKE OUT A SUBSCRIPTION TO THE NORTH EASTERN DISTRICT AMBULANCE SERVICE.**

INSURANCE

Parents should recognize that accidents which cause injury to students happen from time to time. School Council is not responsible for medical cost incurred as a result of accidents which happen during school hours. Parents are urged to take out Personal Accident insurance to cover their child. Details will be made available in a 'Newsletter' early in the new year.

PERSONAL SAFETY ISSUES

1. Aerosol Cans

Students are **NOT** to bring aerosol cans to school. They have the potential to cause serious harm if used inappropriately.

2. Mouth Guards

Students are strongly encouraged to wear mouth guards when they are participating in sports which might involve physical contact. The potential consequence of not using mouth guards is obvious.

3. Mobile Phones

Students are not permitted to have mobile phones at school.

4. Student Drivers

Students are not permitted to transport other students in cars in relation to any school activity. Students must not park their vehicles in the school grounds. Students who wish to drive to and from school should complete an application form available at the general office or from the Senior School Co-ordinator.

5. Personal Details

Parents/guardians are expected to notify the school immediately in writing of any change of personal details including contact phone numbers for work and home and emergency contacts, also medical details of students, custody orders etc.

6. Prohibited Substances and Dangerous Items

Students are not permitted to bring to school, be in possession of, or use any prohibited substances or dangerous items.

RUTHERGLEN HIGH SCHOOL DRESS CODE

Rutherglen High School Council believes that uniform provides a neat, economical and functional dress for students. Council believes that uniform has a positive role to play in promoting a sense of individual and collective pride in students and their identification with the School. School uniform also has the potential to promote group security both in and out of school situations. It enhances the safety of individual students.

The School Council Dress Code takes precedence over a students' individual preference in matters of dress. It is expected that all students will be attired in the correct school uniform for normal classes, Physical Education and Sport.

If there is some doubt about the correct uniform or some difficulty in obtaining the correct uniform, either financial or otherwise, parents are asked to contact the relevant Sub School Co-ordinator or Principal.

- All students shall wear the school uniform which has been adopted by the School Council under the provision of the Amended Education Act of 1958.
- It shall be the responsibility of the parent or guardian to see that students wear the uniform consistently and properly.
- Whenever circumstances temporarily prevent a pupil from wearing correct uniform, parents or guardian are expected to provide a note of explanation to the Sub School Co-ordinator, PE teacher or Sports Co-ordinator.
- Students representing the school at Inter-school activities or on any public occasion shall be required to wear school uniform unless instructed otherwise in writing on the permission form.
- Prospective changes to the School Dress Code shall be discussed widely with the School Community eg: Parents, Teachers and Citizens Association, S.R.C. and Staff and recommended changes forwarded to the School Council for approval.

Exemptions From School Dress Code Requirements

Under certain special conditions, parents, guardians and students may seek exemptions from the School Dress Code Requirements. These circumstances may include:

- Religious beliefs
- Ethnic or cultural requirements
- Particular personal health requirements
- Disability
- Financial constraints; but this will be a rare occurrence given the support available through the Education Maintenance Allowance or from the State School's Relief and School's Welfare programs.
- Mature age students (over 21) are exempt from Dress Code Requirements, however it is expected that these students will attend School in neat, casual dress.

All requests for exemptions from the School Dress Code should be made, in writing, to the Principal. Explanation of the reason for requesting an exemption should be included.

If a parent, guardian or student feels that a personal interview with the Principal would be worthwhile, this should be requested. A record of all approved exemptions will be kept by School Council.

UNIFORM SUPPLIERS

Rutherglen High School does not stock or supply uniform items. The following are the official uniform suppliers:

- Brunella Schoolwear: 160 Sanger Street Corowa. Telephone: 6033 0233
- Brunella Schoolwear: 215 South Street, Wodonga. Telephone 6024 4301

GIRLS UNIFORM - SUMMER

- a) **Ready made frocks.** Available from uniform suppliers.
- OR**
- b) **Bottle green shorts:** Tailored polyester/gaberdine shorts with 2 side pockets, zip front and two pleats at the waist - either side of the centre front. Shorts are to be above knee length. Bottle green is the only permitted colour.
Home sewing: *Please contact the school for the shorts pattern.*
- c) **Shirt:** Plain white or polo knit type with short or long sleeves and COLLAR. There are to be no insignias, motifs or slogans anywhere on the shirt.
- d) **School jumper or School windcheater:** Bottle green jumper with school emblem OR bottle green windcheater with school emblem.
- e) **Shoes:** Black shoes (no stripes or insignias) and black laces worn with plain white socks or flat heeled brown sandals with heel strap.
- f) **Hats:** Broad brimmed or bucket style hats are encouraged for Sport & PE classes, at recess and lunch times and during other outdoor activities in Terms 1 & 4. Baseball style caps are not permitted.

GIRLS UNIFORM - WINTER

- a) **Skirt** Ready made pleated style tartan skirt - this is the only style to be bought. The length of this skirt must be below knee to mid calf.
Home Sewing - only patterns to be used (*patterns are available on loan from the school*)
"McCalls" 9181 Style A , "McCalls" 9433 Style A
- OR**
- Bottle green trousers:** Bottle Green is the only permitted colour. No jeans, cords, cargos or tartans are permitted.
- b) **School jumper or School windcheater:** Bottle green jumper with school emblem OR bottle green windcheater with school emblem.
- c) **Shirt:** Plain white or polo knit type with short or long sleeves and COLLAR. There are to be no insignias, motifs or slogans anywhere on the shirt.
- d) **Shoes:** Black shoes (no stripes or insignias) and black laces OR desert boots/brown boots (Blundstone style) - worn with trousers only. **Socks** - plain white socks or black stockings.

BOYS UNIFORM - SUMMER

- a) **Shirt:** Mid Grey or white shirt or polo shirt, long or short sleeves.
- b) **Shorts/trousers:** Mid Grey shorts (above knee length) or mid grey trousers. (No logos or insignias on either). No cargo shorts / trousers.
- c) **Shoes:** Black shoes (no stripes or insignias) and black laces or brown boots (Blundstone style) or desert boots with grey or plain white socks or brown sandals with heel strap.
- d) **School jumper or school windcheater:** Bottle green jumper with school emblem OR bottle green windcheater with school emblem.
- e) **Hats:** Broad brimmed or bucket style hats are encouraged for Sport & PE classes, at recess and lunch times and during other outdoor activities in Terms 1 & 4. Baseball style caps are not permitted.

BOYS UNIFORM - WINTER

- a) **Grey trousers:** Colour mid grey. No cargo trousers
- b) **Shirt:** Mid Grey or white shirt, polo shirt or skivvy with long or short sleeves.
- c) **School jumper or school windcheater:** Bottle green jumper with school emblem OR bottle green windcheater with school emblem.
- d) **Shoes:** Black shoes (no stripes or insignias) and black laces or brown boots (Blundstone style) or desert boots with grey or plain white socks or brown sandals with heel strap.

VCE UNIFORM

Jumper: Navy blue jumper with VCE School logo is available. Otherwise the normal green school jumper or school windcheater must be worn.

Note: A white polo shirt with VCE school logo for VCE summer uniform is available.

Dresses/Shorts/Skirts/Trousers, Shoes and socks: As per Years 7 - 10.

Rugby Top: Rugby tops are permissible under the following conditions:

- Restricted to Year 12 students only
- Restricted to school colours blue and green and the house colours
- School logo must appear
- It is optional to have the Year appear on the top.
- Correct names to be used – no inappropriate nick names
- Apart from the optional year there are no other numbers appearing on the top
- The final decision is to be approved by the Principal and ratified by School Council.
- The VCE navy blue jumper is required for official school occasions.

OPTIONAL JACKET

A water resistant jacket in school colours is an optional item for cold weather.

Note: The jacket may be worn in class and does not replace the school jumper or windcheater. Students are expected to have a school jumper or windcheater.

PHYSICAL & SPORT EDUCATION (Compulsory for all students)

This school Physical and Sport Education uniform is still applicable on a school casual clothes day.

- a) **Shorts:** Black above the knee shorts (no logos or insignias).
Wrap-around skirt: Girls - black or green wrap-around skirt, or black bicycle shorts or black above the knee shorts.
- c) **Shoes:** Appropriate sporting footwear - Not normal School Shoes!
Socks: white only.
- d) **Shirt:** Green polo shirt with school emblem.

OPTIONAL

- a) **Polo shirt/t-shirt:** Coloured house polo shirt with school emblem.
- b) **Coloured House rugby top:** With school emblem.
- c) **Black tracksuit pants:** For winter activities.
- d) **Hats:** Broad brimmed or bucket style hats are encouraged for Sport & PE classes in Terms 1 & 4. Baseball style caps are not permitted.

PRACTICAL CLASSES

Students will be required to wear enclosed shoes during practical classes (such as Woodwork, Metalwork, Home Economics, Science etc) at the instruction of their classroom teacher.

NOT ACCEPTABLE

Patterned, striped or multi-coloured shorts, skirts, shirts or windcheaters.

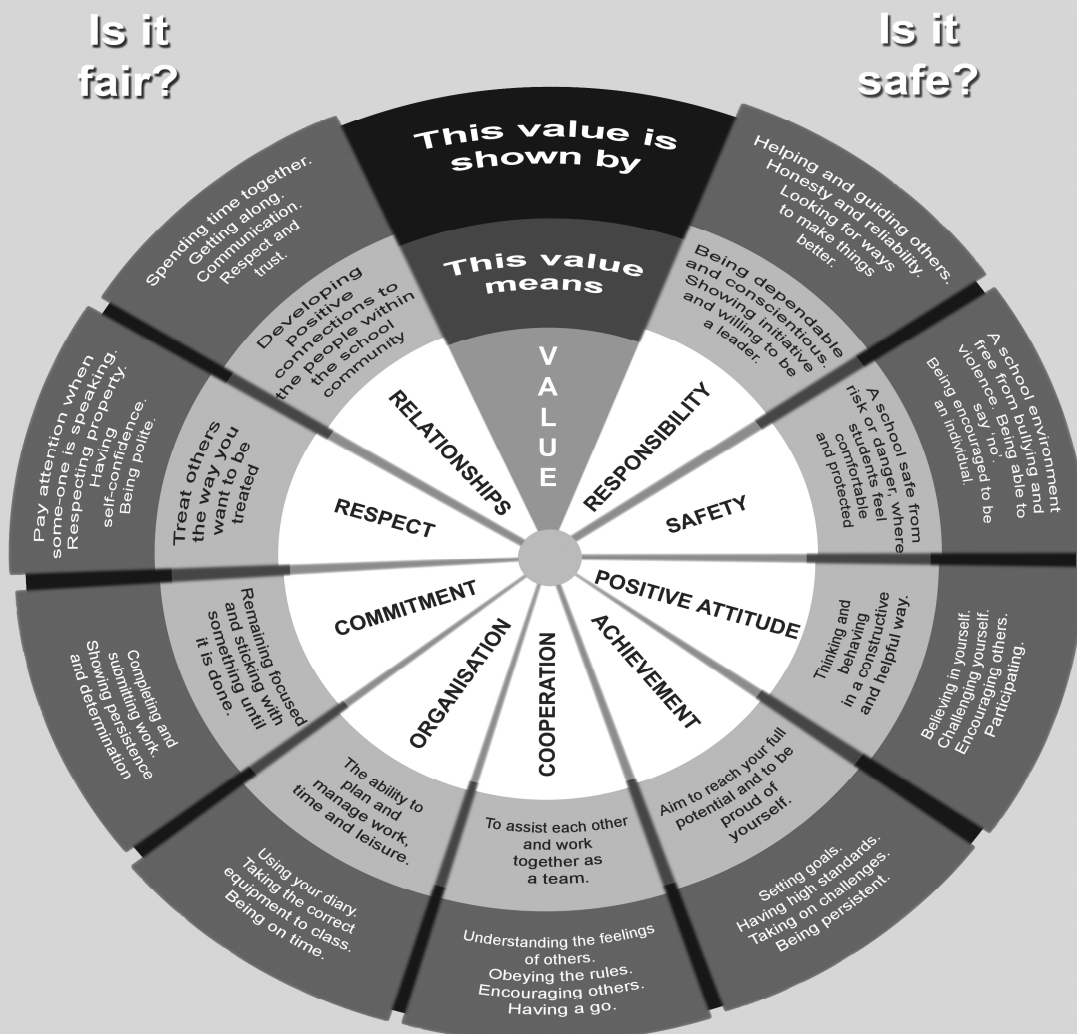
JEWELLERY

The wearing of valuable jewellery, other than watches, to school is discouraged for security reasons.

- Rings- single, plain band only. Multiple rings or protruding rings are not permitted.
- Chains/necklaces - must be worn concealed.
- Earring/Ear studs - Plain rings or studs. Elaborate or pendant earrings not permitted.
- Nose studs - Plain stud only.

Note: During certain classes or activities, eg sport, physical education or practical classes, students may be asked to remove earrings, ear studs, nose studs or other jewellery for safety reasons.

RUTHERGLEN HIGH SCHOOL CODE OF COOPERATION



**Is it the
right
choice?**



**Does it
make the
school
a better
place?**

DAILY ORGANIZATION

1. School Hours and Period Organisation

Hours:

8.50 am - 3.20 pm - Monday Friday.

Students should aim to arrive at school between 8.40 am and 8.50 am.

NOTE: Students should not arrive at school before 8.35 am.

Bell Times

BELL	MON/FRI	WED	TUE/THUR
WARNING Students collect books for P1 and P2	8.50AM	8.50AM	8.50AM
FORM ASSEMBLY	8.55	8.55	No Form Assembly
PERIOD 1	9.05	9.13	8.55
PERIOD 2	9.50	10.00	9.45
RECESS	10.35	10.47	10.35
WARNING Students collect books for P3 and P4	10.55	11.07	10.55
PERIOD 3	11.00	11.12	11.00
PERIOD 4	11.50	11.59	11.50
LUNCH	12.40PM	12.46PM	12.40PM
WARNING Students collect books for P5 and P6	1.35	1.41	1.35
PERIOD 5	1.40	1.46	1.40
PERIOD 6	2.30	2.33	2.30
DISMISS	3.20	3.20	3.20

NOTE: BELL TIMES FOR GENERAL ASSEMBLY DAYS VARY DEPENDING ON WHEN THE ASSEMBLY IS HELD. ON GENERAL ASSEMBLY DAYS PLEASE SEE THE DAILY BULLETIN FOR THESE BELL TIMES.

2. Library

Our well equipped Library caters well for student research and reading needs. We have nearly 22,000 educational resources plus 15 computers with Internet access.

The Library operates during class time and at lunch times from 1.00 - 1.30 pm. At any one time, year 7 - 10 students are able to borrow 3 Fiction and 3 Non-fiction books and VCE students are able to borrow 3 Fiction and 5 Non-Fiction books.

The Library co-ordinates an "Information Skills" teaching program, which teaches students to access sources of information, to make notes, compile bibliographies and much more. We have a very active fiction promotion scheme and a Triple R Club for parents and students. We look forward to resourcing your students' reading and research needs and to teaching students to become independent researchers and readers.

3. Daily Bulletin

A Daily Bulletin is put up on the Notice boards before school each morning. Students must read the Daily Bulletin each morning. The Bulletin contains items of information concerning special events, assemblies, changes of schedule and duty rosters. Teachers and students may contribute news items.

4. Absences

Please refer to the Rutherglen School Attendance Policy.

During school hours students are not permitted to leave the school grounds other than to return home for lunch. A student needs to obtain a lunch pass if they do wish to go home for lunch. (See section 10 below.) Should the need arise to return home during school hours a note must be given to the General Office.

Under no circumstances are students to leave the school ground without notifying the General Office.

5. Period Change and Use of Lockers

Change of period is indicated by a bell. Students must leave the corridor by the nearest exit and the corridor area should not be used as a throughway except in wet weather.

- Students in Levels 7 & 8 are to wait with their class outside the building in the area allocated for the room.
- Students in Levels 9 & 10 should wait outside the classroom until their teacher arrives.
- Year 11 & 12 students may enter the classroom to wait quietly for their teacher.
- **Lockers are to be used before and after school and at recess and lunch time only.**
- Bags must not be taken to class. They must be left in lockers and collected after Period 6.
- Each student will be allocated a locker for which there is a charge of \$15.00. A refund of \$5.00 will be given to the student when they leave school and return the combination lock.
- Students are expected to keep their lockers tidy, closed and locked. Lockers are hired by students and remain the property of the school and can be searched at any time by the Principal or their delegate.

6. Property

All items of property should be labelled with a person's name. Property should not be used without the owner's permission.

Interference with property will be regarded as theft or vandalism and appropriate action will be taken.

A student is not permitted to use a bicycle belonging to another student.

7. Lost Property

Lost property is collected and available from the Staff Room.

8. Valuables

Large sums of money, radios, CDs, mobile phones etc should not be brought to school. If valuable items must be brought to school they must be left in the office for safekeeping.

9. Lunches

Orders must be placed in the Cafeteria before 8.50 am.

10. Lunch Passes

Town students may obtain a Lunch Pass. These are obtained upon written request to the Assistant Principal. Lunch passes only permit students to travel directly home for lunch and directly back to school during lunch time.

11. Uniforms

Students at school should be dressed in school uniform or clothing appropriate to the particular activity. Students who are out of uniform for any particular reason should bring a note to their Year Level Co-ordinator or Sub School Co-ordinator before school.

12. Smoking

Students are not permitted to smoke going to and from school, at school, at school functions or while wearing school uniforms.

13. Drugs/Alcohol

The use or supply or assisting other students with any drugs, including alcohol, at the school or at any school function, excursion or activity is not permitted. Students must not attend the school or any school function, excursion or activity in the possession of or under the influence of drugs or alcohol.

14. Computers

The school has a number of computers available for student's use. They are widely used during class time and are also available for use during some lunch times. Students are responsible for maintaining the secrecy of their access codes and are responsible for all computer use via their access codes.

Students are expected to treat the computers and associated equipment with due care. No food or drink is to be taken into the room and chairs must be placed back in the correct positions.

15. Online Technology

Students will be allowed to have access to the Internet and are provided with an E-mail address. A set of rules governing the acceptable use of online technology is issued at the commencement of the year. Incorrect use may result in loss of access. Students are required to sign an Internet Agreement when they commence at Rutherglen High School.

16. Litter

Waste materials must be placed in the containers around the grounds, at the school entrances and in each classroom. All students are encouraged to take pride in the grounds and to keep the school tidy. Recycling bins are available for aluminium cans, paper/cardboard and plastic materials.

17. Out of Bounds

The tractor shed, pavilion and toilets, incinerator and rear of art/craft building, Community Centre and music building are normally out of bounds to students. The bicycle sheds are out of bounds except where students are handling their own bicycle.

18. Lunch Rooms in Extreme Weather

Rooms are designated for student use on wet days and other days deemed necessary by the duty teacher.

19. Buses

All students must abide by the Code of Behaviour as stated in the relevant document issued to students and parents at the commencement of the year.

20. First Aid

Students who are sick or suffering from any injury must report to the appointed first aid teacher. If students are in the sick bay for an extended period, the parents will be contacted and appropriate action will be taken.

21. Jewellery and Make-up

Because of the nature of activities at this school, including practical classes, sport, physical education, etc., the school permits the wearing of sleepers or studs (no more than 2 per ear) but does not permit fancy or drop earrings to be worn.

Watches are permitted and in fact encouraged, however bracelets and rings that have raised sections are considered dangerous and should not be worn. Simple necklaces are permitted, however there will be times when they will need to be removed - e.g. during physical education and when using some specialised machinery. In general, jewellery is not encouraged for obvious safety reasons. Make-up is not permitted.

RUTHERGLEN HIGH SCHOOL ATTENDANCE POLICY

Rationale

Rutherglen High School encourages students to achieve to the best of their abilities. Therefore it is expected that all students take full advantage of their educational opportunities, including regular attendance, completion of all set work and consistently working to their full potential.

Students of school age (5 - 16 years) resident in Victoria are required to be in full time attendance at a government or registered non-government school unless they are receiving approved home tuition, have shared enrolment with a specialist setting, have received an exemption from the Regional Director or are enrolled in correspondence education.

Aims

- To maximise learning opportunities by ensuring student absenteeism is kept to a minimum.
- To put into place agreed processes for managing student absences within the school.

Implementation

- All enrolled students are expected to attend all scheduled classes.
- Students must have a valid reason for not attending (these are outlined under Approved Absences)
- The official attendance roll is marked Period 1, 3 and 5 each day. Class teachers mark their own rolls each class.
- Students absent from Period 1 will be recorded by the School Attendance Officer who will contact the parents of absent student to verify the location of the student.
- Attendance data will be reviewed by Year Level Coordinators each week and presented to students at Form Assembly, Monday mornings, by Form teachers.
- Form Teachers are to collect absence notes and take to the General office the same day.
- Parents/Guardians of absent students are required to provide authorisation either in writing or by phone, detailing the reason/s or their child's absence.
- Parents/students are expected to advise the school of any extended absence, prior to the absence.
- Students in Years 7 – 10 who have more that 10 days unapproved absence per semester may be unable to satisfy the requirements of the subjects unless the Year Level Coordinator makes a special recommendation to the Principal.
 - Absences with a Medical Certificate, part-day absence approved by First Aid Officer, suspensions, excursions including sport and work placements are approved rather than unapproved absences.
- Students in Years 11 – 12 are required to maintain a 100% attendance rate for each unit of study they undertake. Failure to do this will result in the recording of an N for that Unit unless there is a valid (approved) reason for non-attendance.
 - Absences with a Medical Certificate, part-day absence approved by First Aid Officer, suspensions, excursions including sport and work placements are approved rather than unapproved absences.
 - A parent or guardian of a VCE student who is absent or will be absent for School Assessed Coursework (SAC) must notify the VCE Coordinator prior to the scheduled SAC. A medical certificate must be supplied to the VCE Coordinator.
 - VCAL students are required to complete 100 hours per outcome over the year. The same obligations apply to them as per VCE students.
 - **Once attendance drops below 80% for a semester, VCE/VCAL students will be unable to satisfy the requirements of the subjects/courses even if the absences are generally approved. They will therefore receive an 'N'.**
- Students who are recorded absent at morning or afternoon roll call will have a half day unapproved absence recorded, unless otherwise advised, which will count towards the yearly tally of unapproved absences.
- Year Level Coordinators will advise students at risk once the unapproved absences reaches 7 days. A letter will also be sent to the parents/guardians advising them.

Approved Absences include:

- Absences covered by a medical certificate
- A student being sent home sick from school
- Attendance at a medical appointment, including dentist
- Approved School excursion or sporting event.
- Suspension
- Notification by phone or a signed note by the parent/guardian explaining the reason for the absence (illness, family trauma, etc.) (While this is generally sufficient for students in Years 7-10, it is only sufficient grounds for VCE/VCAL students with low level absenteeism.)
- Family holidays (the School Attendance Officer should be informed well in advance so that work requirement obligations are met through a form completed and signed by teachers.) (While this is generally sufficient for students in Years 7-10, it is only sufficient grounds for VCE/VCAL students with low level absenteeism.)

Attendance Protocols:

- Rutherglen High School has a 24-hour phone number with an answering machine. The number is (02) 60329818.
- When parents know their son or daughter will be absent from school, they should ring and:
 1. Identify themselves as the parent/guardian of the student
 2. Advise the name and form of the student
 3. Advise the reason for the absence and the expected length of the absence. (A follow-up note may be required.)
- Students who leave the school for an approved appointment or activity must sign out and, if they return, sign back in.
- VCE Students must sign the private study roll at the commencement of each private study period.
- Teachers are to maintain accurate attendance records for each period of instruction.
- Teachers are to monitor attendance and advise Year Level Coordinators of concerns.
- Students are responsible for any missed work and must seek information concerning catch-up requirements.

YEAR 10

ALTERNATIVE PATHWAYS

Year 10	Year 11	Year 12	OUTCOMES
VOCATIONAL PATHWAY <div> <p>-Core Subjects + Includes 1 day a week work placement. -Could include an Australian School Based Apprenticeship. -Could include VET Hospitality and / or VET Engineering.</p> </div>	<div> <p>VCAL Intermediate Foundation</p> </div> <div> <p>Australian School Based Apprenticeship 10 or 12 Units VCE</p> </div> <div> <p>10 Units VCE VET Hospitality & or Engineering Certificate II</p> </div> <div> <p>10 Units 1 & 2 plus I + E and Work Placement</p> </div>	<div> <p>VCAL Senior</p> </div> <div> <p>Australian School Based Apprenticeship 8 Units VCE</p> </div> <div> <p>VCE VET Hospitality Certificate II/III VET Engineering Certificate II</p> </div> <div> <p>Year 12 10 Units 3 & 4</p> </div> <div> <p>12 Units VCE (6 Units 3 & 4)</p> </div> <div> <p>10 Units 3 & 4 Enrichment <u>Uni subject</u> Monash</p> </div> <div> <p>Distance Education VCE subjects</p> </div>	<div> <p>ACCELERATED ENTRANCE into TAFE TRAINING</p> </div> <div> <p>COMBINED TRAINING and EMPLOYMENT</p> </div> <div> <p><u>EMPLOYMENT</u></p> </div> <div> <p>ENTER SCORE for APPLICATION to UNIVERSITIES and TAFE</p> </div>
EXISTING PATHWAY <div> <p>-Core Subjects + -could include an Australian School Based Apprenticeship. -Could include VET Hospitality and/or VET Engineering. -Could include an Accelerated subject (Yr11 VCE Subject).</p> </div>	<div> <p>Year 11 12 Units 1 & 2</p> </div> <div> <p>10 or 12 Units 1 & 2 2 Units 3 & 4</p> </div> <div> <p>Distance Education <u>VCE subjects</u></p> </div>		

CHOOSING A YEAR 10 COURSE

Step 1: Establish your interests and capabilities

Work out what you are interested in and assess your capabilities realistically. Do this by talking to the School's Careers Advisor, your teachers and talking with your parents/guardians.

Step 2: Look at Alternatives

Read the RHS handbook and reflect on the advice given at the information night. Check the Alternative Pathways diagram, possible Year 11 and 12 programs, future tertiary course requirements, and employment opportunities.

*It is important that you identify a pathway and subjects that are best for you, not your friends. There are two main alternatives outlined for year 10 students.

Step 3: Choosing a Course

Within the standard Year 10 Program there are a number of core areas or subjects including English, Maths, Humanities, Science, Physical Education, Sport and Pathways. There are also two elective blocks with subjects from the Language and Art and Technology areas.

In general, Year 10 students complete studies in each of the core areas however students are strongly encouraged to consider undertaking an accelerated study (VCE Unit 1/2) or an alternative study (VET unit, Australian School Based Apprenticeship etc) instead of either one of the core studies or one of the electives.

VCE Units 1&2: Students are able to indicate a preference to undertake an accelerated VCE Unit 1/2 study whilst in Year 10. In many cases this will enable them to take a VCE Unit 3/4 study whilst in Year 11 and increase their range of subjects and their eventual ENTER Score.

The availability of this option depends heavily on timetabling. Students also need to be able to explain the reason for the choice and have parental support. The preference will need to be discussed as part of the counselling process and have the support of the counselling team.

VET Engineering: Students who select Metalwork for two Semesters, and have successfully applied for the VET Engineering course (application forms available from Mr Phillipot) can access this TAFE Certificate II course. (See details over the page from Metalwork outline.)

ASBA (Australian School Based Apprenticeship): Students who are able to organise a part-time apprenticeship can be released from one core area (not English or Maths). Details of how to organise a part-time apprenticeship are available from the Careers Advisor. Regional organisations can assist in setting up these apprenticeships.

Arts/Technology Choices

When choosing, students should list 4 preferences (1 to 4) for each Semester. Students can choose to do a subject for 1 Semester or 2 Semesters. Six subjects for each Semester will be timetabled. An attempt will be made to provide students with either their first or second choice. Class size will be the determining factor.

WORK EXPERIENCE

All Level 10 students complete a fortnight's work experience in a block release. This has proved a most important aspect of the school program and has led to several of our students finding employment in an area of their choice at a later time.

HOMEWORK EXPECTATIONS – LEVEL 10

Homework - This is work to be completed outside of formal class time. It may include specific projects or tasks, completion of unfinished classwork, and revision for tests. Reading for pleasure or study is considered homework.

All students are expected to have homework. If a student appears to be doing excessive amounts of homework, please contact the year level coordinator.

Students should establish a regular pattern or homework habit.

Students should work steadily over the set period of time.

Students should start their homework on the night set.

The amount of time necessary for each student will vary. Homework tasks will be of varying levels of difficulty. On average students can be expected to complete up to 90 minutes a day.

Individual subjects outline homework expectations in the course outline.

If homework is not completed one or some of the following consequences applies:

- An early warning notice is sent home for parents to sign.
- Students will be required to complete homework in a recess, lunchtime or after school detention.
- It will appear on the student's report, following an early warning note.

MELBOURNE URBAN EXPERIENCE

All Level 10 students have the opportunity of participate in the four day Melbourne Urban Experience during second term.

The aims of the excursion are:

1. To experience city life
2. To use the public transport system
3. To keep appointments individually
4. To increase awareness of career opportunities
5. To do detailed research in relevant areas of study
6. Cultural Awareness

Students move between appointments without teacher supervision using public transport. These appointments are organized by the students prior to the excursion. The 2008 Urban Experience cost was \$400 per student.

DRIVER EDUCATION

A special driver education program will be offered to Year 10 students at the end of the year. This program will provide opportunities for students to gain their L's, a knowledge of road traffic laws, awareness of accidents, expertise in driving and driving lessons.

Usually runs in the 2nd week of December. It is sponsored by the School and Road Traffic Authority. While the school does subsidise this activity, students are required to meet the majority of the costs associated with this program. (Cost per student in 2007 was \$15.)

YEAR 10 ART

LEARNING OUTCOMES

Students shall:

- make and present art works which explore themes, issues and ideas.
- structure and present art works appropriate to chosen styles.
- analyse and interpret the content, structure and aesthetic qualities of art works.
- analyse the characteristics and role in different cultural contexts.

CONTENT

Semester 1

Year 10 Art offers further development of skills and concepts acquired in junior levels but focuses more on personal responses and individual design. Students are taken through some set tasks in drawing but largely are responsible for their design solutions.

A variety of mediums and techniques are introduced and students are required to plan and document the development of their work. For this purpose they must keep a Visual Diary.

Areas covered include:

Drawing
Etching
Painting
Sculpture

Students are also required to look at the work of Modern artists and make responses to their work.

Semester 2

Students will produce a folio of work that is starting to show an individual preference and style. They will look at works produced by contemporary Artists and other Artists of the '60s. A variety of mediums and techniques are introduced and students are required to plan and document the development of their work. For this purpose they must keep a Visual Diary.

Areas covered include:

Drawing
Sculpture
Painting

Students are also required to look at the work of Modern artists and make responses to their work.

ASSESSMENT

VELS outcomes will form the basis of the course assessment in the areas of arts practice and responding to the arts.

HOMEWORK

The majority of work is completed in the classroom, however there is an increasing expectation for students to collect ideas and inspiration, plan and sketch outside class time. This should amount to a minimum of 30 minutes per fortnight. A minimum of two hours should be devoted to the research assignment and/or investigation.

YEAR 10 ENGLISH – SEMESTER 1 and 2

Students in year 10 will work towards meeting outcomes specified within VELS. The focus is on students learning to be independent users of texts – literary, media and visual. They learn to make judgements about the effective ways to engage an audience both orally and in writing.

LEARNING OUTCOMES

- **Speaking and Listening**

Listen to and produce a range of spoken texts to examine critically different perspectives on complex issues and themes.

Compare and contrast the use of language in spoken texts that present different perspectives on complex themes and issues.

- **Reading**

Read a range of texts and use them to discuss different perspectives on complex themes and issues, as well as character development.

Explain how texts are shaped by time, place and cultural settings in which they are created.

Compare and analyse the features of contrasting texts on a theme or issue.

- **Writing**

Use a range of writing types to convey information and different perspectives on more complex themes and issues.

To identify the characteristics and expectations of particular audiences and write for these.

To use a range of strategies to plan, draft and edit different text types.

CONTENT

- **Speaking and Listening**

Students will participate in a range of activities including whole class discussion; group activities, prepared and impromptu presentations in class.

This includes such activities as prepared class speech, role playing, dramatised character reviews, and class debate.

- **Reading**

Students read a range of texts – print and non-print – and express responses in a variety of forms.

These are selected as appropriate from class sets of novels, plays, short stories, poetry and film.

Students study a minimum of three texts per semester.

- **Writing**

Students will develop, draft and edit pieces of writing in a variety of forms including descriptive, narrative, argumentative and persuasive.

Language skills are developed through regular exercises as part of the writing and reading outcomes.

- **Analysis of media language**

Students develop and apply strategies for recognising techniques of persuasion in the electronic and print media.

ASSESSMENT

Students are assessed through both class work and specific assessment tasks in Listening and Speaking, Language Analysis, Writing and Text responses. There will be an exam across the whole of Year 10 to assess the Year's work late in Term 3/early Term 4.

HOMEWORK

- It is expected that students will have regular reading times at home.
- Students are expected to finish incomplete class work at home.

FOUNDATION ENGLISH

Teachers will nominate students for this course.

This is an alternative English course, which will be offered to students who have difficulties with mainstream English. Students who satisfactorily complete this course will gain two units of VCE. Foundation English does not replace Units 1 and 2 English at year 11. It is a specifically designed 'bridging course' that aims to improve students' literacy and communication skills in preparation for mainstream VCE or TAFE study.

YEAR 10 FOOD TECHNOLOGY

LEARNING OUTCOMES

Students will be engaged in activities that demonstrate their ability to:

- Investigate the suitability of foods in a recipe and new foods on the market.
- Produce food design proposals that satisfy a criteria.
- Produce food products from a design proposal that demonstrate the ability to use a range of food preparation techniques and equipment.
- Work independently using safe work practices.
- Evaluate a finished food product using a set of criteria.
- Understand the quality standards in food production.

CONTENT

Semester 1 topics will include:

The Design Brief	Cereals
Food Preparation Processes	Pasta, Noodles and Rice
Developing Food Products	Raising Agents including cooking with yeast
Safety in Food Handling	Cooking with Meat
Basic Nutrition	

Semester 2 topics will include:

Soups	Meal Planning
Entrees	Adolescent Eating Patterns
Vegetable Cooking	Dietary Diseases
Cheese	Labeling and Packaging
Desserts	Food Additives
After Dinner Foods	Marketing
Patisserie	

ASSESSMENT

Students will work individually and within groups. VELs outcomes will form the basis of the course assessment in the areas of designing, investigating, producing and evaluation. Productions, evaluations, investigations and tests are used for assessment.

HOMEWORK

The majority of work is completed during class time. Students are expected to spend a minimum of one hour per term finishing incomplete work, collecting ideas and research tasks.

OTHER EXPENSES

Students are expected to supply and wear a clean apron and hair ties where necessary. It is advisable that a container is supplied for each practical class to take home food that may not be eaten in class.

The Year 10 Food Technology courses have a few weeks when students will be required to design their productions according to criteria and may be asked to bring their own ingredients. For all other practical work the school supplies the food needed and a charge will be made to cover the cost of ingredients. (This will be included on the booklist.)

YEAR 10 FRENCH – SEMESTER 1 & 2

The ability to use a language other than English and move between cultures is important for full participation in the modern world, especially in the context of increasing globalisation and Australia's cultural diversity. Learning French offers students the opportunity to: use the language to communicate with its speakers; understand how language operates as a system, and through comparison, how English is structured and functions; add to their general knowledge; gain insight into French culture which gives the language its life and meaning; learn about their own culture by comparing it with the culture of countries and communities where French is spoken and enhance their vocational prospects.

LEARNING OUTCOMES

Speaking

- Participate in interactions related to specific topics to express information and ideas.

Listening

- Identify relevant information and ideas in spoken texts

Reading

- Read about and comprehend key ideas and detailed information

Writing

- Create simple original texts for specific purposes

Grammar

- Understand and use the grammatical features studied

Culture

- Investigate & understand aspects of the culture of France, including regions of France
-

CONTENT

Topics covered in Semester 1

- French cuisine
- The French and health
- Adolescent issues

Topics covered in Semester 2

- The French and fashion
- The role of comic books in French culture
- The world of work in France

ASSESSMENT

Completion of coursework; participation in class; topic tests (oral, reading and written); homework sheets/tasks.

HOMEWORK

- Completion of class work, revision for oral, reading and written tests, homework sheets/tasks, specific assessment tasks.
- Approximately 1 ½ hours per week.

EXCURSIONS

Year 10 Melbourne excursion: visit to National Gallery for French students

YEAR 10 HUMANITIES SEMESTER 1 and 2

Humanities at this level provides students with the opportunity to undertake units in the area of History, Geography and Economics. There are a number of units which students may have the opportunity to study throughout the year. These are dependent on teacher choice and student interest.

CORE TOPICS (All students to complete)

Semester 1 – World War I (The Anzac Legend)

Semester 2 – Government in Australia

UNITS

History

Students may undertake units in the area of History including:

- World War II
- The Rise of the Nazis
- Immigration and Australian Identity

Geography (Environmental Studies)

Students may undertake units in the area of Geography including:

- An urban case study
- Melbourne House Report
- Mt Pilot eco-systems report
- Climate Change

Economics (International Studies)

Students may undertake units in the area of Economics including:

- Theory and practice of running a business
- World Trouble Spots
- Poverty and its impacts

ASSESSMENT

Students will complete a range of assessment items including:

film analysis, workbook exercises, tests, research reports, poster displays, essays, mapping and atlas exercises, fieldwork reports.

HOMEWORK EXPECTATIONS

- Humanities homework includes tasks on current affairs or relevant class activities.
- Tasks vary according to topics covered.
- Students should be completing approximately 1.5 hours a week. This may vary depending on the topic being covered.

YEAR 10 INFORMATION TECHNOLOGY – SEMESTER 1

YEAR 10 I.T. – APPLICATIONS 1

Word Processing and Spreadsheets

The main focus of this unit is to improve a student's word processing and spreadsheet skills. The unit has a vocational emphasis and will also prepare students for correct presentation of VCE essays and reports.

Content

- PC Fundamentals
- Create and modify documents which include graphics and tables
- Advanced formatting and editing facilities
- The accepted layout in common documents (reports, letters etc.)
- Create and modify spreadsheets

Main Software Used

MS Word, MS Excel

Assessment

Folio tasks, Assignments and Tests

YEAR 10 INFORMATION TECHNOLOGY – SEMESTER 2

YEAR 10 I.T. – APPLICATIONS 2

Databases and Presentations

The main focus of this unit is to improve a student's database and presentation skills. The unit will develop skills which would be useful in many VCE units.

The main areas covered are:

- Create, modify, query and use Multi level databases
- Design, produce and present documents and presentations that are suitable for the audience

Main Software Used

MS Access, MS Publisher, MS PowerPoint

Assessment

Folio tasks, Assignments and Tests

YEAR 10 MATHEMATICS – SEMESTER 1 and 2

Year 10 students will develop skills and apply these skills around the Victorian Essential Learning Standards (VELS) guidelines for Level 6. Students will be intellectually challenged throughout the year. This may involve taking part in problem solving activities, conducting surveys and investigations, writing reports and talking to their class about their work. If the timetable permits, classes may be organised to cater for the range of students, some who may wish to continue studying Mathematics at a tertiary level, while others only require a minimum number of VCE Mathematics units. This will enable some students to choose the alternative Mathematics option outlined below.

LEARNING OUTCOMES

Students will be engaged in activities which develop the following outcomes:

- Knowledge of facts and technical skills
- Depth of conceptual understanding
- Ability to communicate using clear and precise mathematical language
- Ability to tackle non-routine problems systematically
- Ability to apply what has been learned to solve real problems
- Ability to conduct investigations using mathematics
- Logical reasoning and a conception of the nature of proof
- Practical ability in measuring, estimating and making sensible use of calculators and computers.

CONTENT

SEMESTER 1

Space:	Angles of elevation and depression; bearings.
Structure:	Basic algebra skills; solving linear equations; linear graphs.
Measurement:	Pythagoras; trigonometry.
Number:	Percentage; indices; standard form notation; calculator operations; computer applications.
Chance and Data:	Statistics
Working mathematically:	Problem solving and modelling; investigations; patterns and generalisations.

CONTENT

SEMESTER 2

Space:	Circle properties; geometry.
Structure:	Simultaneous equations; quadratics; graphing parabolas.
Measurement:	Length, perimeter, area, surface area and volume.
Number:	Surds, rates and variation
Chance and Data:	Combinatorics
Working mathematically:	Problem solving and modelling; investigations; patterns and generalisation.

ASSESSMENT

Students will be assessed against the VELs. Tests, assignments, projects, homework and bookwork based on the topics may all be used for assessment purposes. Students will also be monitored in work practices such as use of class time, completing homework, organisational skills and independent work. A basic skills examination of VELs level 6 will be conducted in Semester 2 for all students.

HOMEWORK

It is expected that students will spend an average of between 10 and 20 minutes per night at home completing exercises, working on assignments and revising their work.

ALTERNATIVE MATHEMATICS – YEAR 10

The Mathematics KLA (Key Learning Area) recognise the need for an alternative course for students who struggle with the Algebra concepts of Level 6. Therefore, students in Year 10 may wish to select VCE Foundation Mathematics 1 and 2. This course will enable students to upgrade basic skills without the rigour of algebra. It may also enable students to proceed to VCE Mathematical Methods for Further Mathematics in Year 11 if their skills have improved sufficiently.

FOUNDATION MATHEMATICS UNITS 1 AND 2

Foundation Mathematics Units 1 and 2 are intended to provide for the continuing mathematical development of students entering VCE needing mathematical skills to support their other VCE subjects including VET studies and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics the following year. Foundation Mathematics Unit 1 and 2 do not provide a basis for undertaking Unit 3 and 4 studies in Mathematics.

AREAS OF STUDY

Units 1 & 2.	Space and Shape. Patterns in Number Handling Data Measurement and Design
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OUTCOMES

1. Apply knowledge and skills
2. Model, investigate and solve problems in real life situations.
3. Use technology

ASSESSMENT TASKS

Demonstration of achievement of Outcomes 1, 2 and 3 will be assessed from a range of the following assessment tasks:

- assignments
- summary review notes
- short written responses
- modelling tasks
- tests
- projects
- problem-solving tasks

YEAR 10 METALCRAFT

This course builds upon the skill from previous years. Students will have increased responsibility in selecting projects which incorporate a variety of set techniques.

Students selecting VET engineering will complete these outcomes across the two Semesters of Metalcraft. (See VET engineering page.)

LEARNING OUTCOMES

Students will analyse the appropriateness of using particular materials, including emerging materials for specific purposes.

CONTENT

Students will have increased responsibility in selecting projects which incorporate a variety of set techniques. Design, planning and costing of models will be made in consultation with parents and teachers. A folio of rough design sketches and finished graphic drawings must be completed.

- Students following on from Semester 1 will tackle tasks of greater complexity that will reinforce skills already learnt.
- Students will be encouraged to combine metals with other materials.
- Students will develop skills in electric arc welding, mig welding, oxy-acetylene, mild steel welding, brazing and produce tasks using these skills.

ASSESSMENT

Progress Diary - weekly checks

Assignments

Topic Tests

Folio Presentation

Completed models

VELS outcomes will form the basis of the course assessment in the areas of designing, investigating, making and evaluations.

HOMEWORK

Students will investigate the production and environmental impact of a metal of their choice. The majority of work is completed in the classroom; however there is an increasing expectation for students to collect ideas and inspiration, plan and sketch outside class time. This should amount to a minimum of 20 minutes per fortnight. A minimum of two hours per semester should be devoted to the research assignment and/or investigation.

OTHER EXPENSES

Costs will be charged for materials used in construction of major models.

VET ENGINEERING CERTIFICATE II

Students undertaking this course upon completion will have gained Certificate II Engineering. This program is at a specified Certificate level within the Australian Qualifications Framework. It is recognised by the State Training Board.

It is suitable for students who aim to go on to training in areas such as mechanics, builders, filters and turners, welders and sheet metal work.

It is provided in conjunction with Wangaratta TAFE. Students will be expected to complete up to 10 days practical training a year to complete specific units.

The certificate is spread over 3 years but in 2005 Year 11 students enrolling will be able to fast track. The course is competency based and students will need to be competent in all areas.

A suggested program is set out below. Note track differences for Year 11 students in 2006

Year level	Course	TAFE Unit
10	Metal (2 semesters)	1.2 OHS in Work Environment 18.1 Use hand tools 18.2 Use power tools
	Work Education	VBN 768 Individual career plan
	I.T. (1 semester)	VBN 772 Use computers for engineering work
11 & 12	VCE D&T Or VET Engineering at RHS Introduction to Further Maths	VBN 769 Basic machining processes VBN 770 Basic fabrication techniques VBN 771 Apply Electro-technology VBN 773 Product engineering sketches and drawings VBN 776 Use basic engineering concepts to plan the manufacture of components VBN 777 Handle engineering materials VBN 774 Basic computational principles in engineering
11	Wangaratta TAFE (10 days)	VBN 778 Produce basic engineering components and products
12	Wangaratta TAFE (10 days)	VBN 779 Perform cutting, grinding and turning operations

N.B. Year 11 students in 2005 will need to choose I&E Unit 1 and Further Maths to fast track preliminary Units.

COSTS

Course materials will cost approximately \$60 Transport (bus to Wangaratta) approximately 10 days.

APPLICATION

Students need to apply formally by completing the application form (available from Year level co-ordinator) and attending an interview with the teachers concerned.

YEAR 10 MUSIC

COURSE DESCRIPTION

This course is aimed at students who wish to extend their musical abilities in the areas of performance, music theory, composition and aural (listening) skills. It is advised that students contemplating VCE Music should select this subject to enable their skills to be of a suitable standard for VCE Music coursework.

LEARNING OUTCOMES

Students will:

- Rehearse pieces in various styles of music on their chosen instrument and complete a number of performances.
- Analyse and interpret the structure and stylistic features of the pieces they choose to perform and have the ability to verbalise and write their observations.
- Analyse the role of music in society and understand the various cultural and historical contexts of music.
- Learn to create a Musical Score using Music notation software.

CONTENT

- Music theory
- History and Culture studies
- Group and Solo Performance rehearsals.
- Aural skills
- Improvisation
- Score writing using ITC.
- Written Analysis Report (on pieces selected for solo performance)

ASSESSMENT

Students are assessed on their various performances in class and are also assessed on their ability to display a conscientious approach to private instrument practice and group rehearsals. Students will complete a music score using ITC. Written analyses of pieces chosen for performance are included in the assessment of the course. Written analyses of pieces chosen for performance are included in the assessment of the course. Students are also assessed on their aural skills and on the maintenance of their workbook.

HOMEWORK

Students at this level are encouraged to have an instrument at home to practice on and private or group tuition on their instrument. Students will need to be active in finding pieces of music to play and this may involve research and collection of music out of class time. Some theory and written work will need to be completed out of class time. Students' out of class research and homework will amount to no less than 30 minutes a fortnight. Students should practice on their instrument no less than 1 hour a week.

YEAR 10 PHOTOGRAPHY

LEARNING OUTCOMES

Students shall:

- make and present art works which explore themes, issues, and ideas.
- structure and present art works appropriate to chosen styles.
- analyse and interpret the content, structure and aesthetic qualities of art works.
- analyse the characteristics and role in different cultural contexts.

CONTENT

- Students to gain competence in the use of a 35mm SLR camera.
- Introducing students to basic dark room techniques for developing black and white film.
- Printing black and white photographs.
 - Introducing basic experimental printing processes.
 - Introducing basic digital techniques and equipment.
 - Gain competence in digital manipulation and Emac computers

Students will take photographs, develop film and print from their own negatives. They will be required to present all of their work effectively and provide evidence of a logical and methodical technique. Once competent in basic processes, students will be given the opportunity to investigate experimental techniques.

ASSESSMENT

Assessment will be based on the folio of photographs produced and at least one assignment. The level of dark room competence, organisation and effective use of time will also contribute to assessment.

VELS outcomes will form the basis of assessment in the areas of art practice and responding to the arts.

HOMEWORK

The majority of work is completed in the classroom; however there is an increasing expectation for students to collect ideas and inspiration, plan and sketch outside class time. This should amount to a minimum of 30 minutes per fortnight. A minimum of 2 hours should be devoted to the research assignment and/or investigation.

POSSIBLE EXCURSION AND OTHER EXPENSES

An excursion to a local venue to take photographs may be undertaken. This will incur no expense.

YEAR 10 PHYSICAL EDUCATION

Physical Education aims to promote an understanding of the benefits of leading an active lifestyle. Students learn to take part in a variety of practical activities designed to develop specific skills, fitness and movement sequences. Students will be able to make selections from a range of topics designed to promote positive choices in leisure activities.

LEARNING OUTCOMES

Students should be able to:

- Analyse tactics and develop responses that result in improved performance and fair play.
- Identify errors in body position and modify action in performing advanced techniques in selected activities.
- Identify a range of activities and strategies designed to encourage participation in physical activity and improve personal fitness.

CONTENT

Students will select from a range of activities including:
water polo, water aerobics, tennis, weight training, golf, field games, archery, orienteering, badminton, volleyball.

All students will participate in the fitness testing, social dance and training methods units.

ASSESSMENT

Students will be assessed through their participation, skill development, skill application and knowledge and understanding of human movement topics. Practical and theory tests may also be used.

Students are expected to participate in a minimum of 75% of each unit covered. If this is not achieved, the student will automatically fail the unit, or in the case of illness/injury where parental notes are provided, a revised assessment may apply.

Participation is therefore the key to satisfying the requirements of this subject.

HOMEWORK

There will be few homework tasks for this subject but it is expected that students will participate regularly in physical activity outside of normal school hours so as to build on their fitness and skill level.

YEAR 10 SCIENCE - SEMESTER 1 & 2

Students develop knowledge and understanding of the scientific concepts and skills which enable them to describe observations in their immediate world and beyond. Students progressively gain more experience and learn to act responsibly when working in the laboratory with scientific instruments and dangerous substances. The study of science involves observation, description, measurement, testing ideas and communicating results. Students also become familiar with major theoretical ideas developed by scientists.

LEARNING OUTCOMES AND CONTENT **VELS Science Domain**

Biological Science

Reproduction – Male and female reproductive systems, hormones, contraception, pregnancy and birth.

Genetics – mitosis, meiosis, DNA, genes and alleles, monohybrid crosses and pedigrees, advancements in biotechnology.

Evolution – the fossil record, natural selection, biodiversity, evolution.

Chemical Science

Chemistry – Atomic structure, ions, chemical bonding, chemical reactions and equations, periodic table.

Earth and Space Science

Astronomy – life cycle of stars, theories on origin of the universe.

Physical Science

Electricity – electricity generation and electric motors, domestic power use, alternative forms of power generation

Motion – mass and weight, speed, velocity and acceleration, Newton's Laws.

Research Investigation

A small group research project involving the design of an experiment using the scientific method to test an hypothesis, collect data and form conclusions. Presentation of a written report, including a critical evaluation of the investigation.

ASSESSMENT

Topic tests, practical reports, workbook, practical tests. Research projects.

HOMEWORK

Test preparation and study, catching up for absences, revision exercises.

EXCURSIONS AND OTHER COSTS

Australian Schools Science Competition – voluntary, \$6.50 entry fee.

YEAR 10 SPORT

LEARNING OUTCOMES

The student will be able to:

- appreciate the values and benefits to be gained from life-long participation in physical activity.
- develop a range of skills and abilities that will allow them to enjoy their participation in a wide range of physical pursuits
- appreciate the links between school sport and community sporting and recreational organisations and clubs.

CONTENT

Each student has 100 minutes of Sport per week.

Units of work will include:

Swimming, Athletics, Cross-country, term team sport electives, house competitions and non-team and recreational electives.

A sample program is as follows:

*compulsory activities

TERM 1	TERM 2	TERM 3	TERM 4
Swimming*	Athletics*	Cross country*	Aerobics
Cricket	Badminton	Basketball	Archery
Baseball	Football	Hockey	Bush walking
Softball	Netball	Squash	Golf
Tennis	Soccer	Table tennis	Lawn bowls
Volleyball			Rowing
			Karate

Selection in inter-school teams will be primarily based on a student's participation in the Term 1, 2 & 3 sport programs.

ASSESSMENT

Formal assessment is in the form of a Semester Report.

Areas of assessment include participation, attitude, uniform, sporting behaviour and co-operation with others. Students are expected to complete a prescribed number of swimming and athletics trials to satisfy the requirements of these units.

EXCURSIONS/ADDITIONAL EXPENSES

Students representing the school in inter-school competition will be expected to meet some of the costs associated with travel to these events. Some electives may also incur a participation cost.

YEAR 10 TEXTILES - SEMESTER 1 and 2

LEARNING OUTCOMES

- Analyse the appropriateness of using particular materials, including emerging materials for specific purposes.
- Prepare detailed design proposals, make products using some complex equipment, and analyse the effectiveness of the products with reference to specified criteria.

CONTENT

- To further develop construction techniques and fitting/alterations of patterns.
- To relate pattern and fabric choice to the students/clients own body shape and colour.
- To foster development of individuality in their work.
 - To work through the design process - i.e. on one outfit put together a folio consisting of: Design brief; Options; Work plan; Production; Evaluation

A minimum of three items per semester to be completed which are selected from:
Child's garment - suitable for 4-9 year old, active sportswear,
casual sportswear, garment or outfit for a special occasion, formal daywear,
garment outfit using pure wool, fantasy - anything goes, after five, bridal or deb,
fabric designing for a purpose - in a piece or made up, baby and toddler wear,
lingerie and nightwear, stretch fabric or a selection of craft items (knitted,
crocheted, hand/machine embroidery, patchwork, silk painting, ribbon embroidery,
fabric dyeing etc), recycled clothing.

Time permitting and considering students abilities, students are encouraged to make more items.

ASSESSMENT

VELS outcomes will form the basis of the course assessment in the areas of designing, investigating, making and evaluations.

HOMEWORK

The majority of work is completed in the classroom; however there is an increasing expectation for students to collect ideas and inspiration, plan and sketch outside class time. This should amount to a minimum of 30 minutes per fortnight. A minimum of two hours should be devoted to the research assignment and/or investigation.

POSSIBLE EXCURSION AND OTHER EXPENSES

- Scissors, pins, patterns, fabrics to make three simple garments and related items.
- Materials for selected craft item.
- Possible participation in Fashion Extravaganza.

YEAR 10 WOODCRAFT – SEMESTER 1 and 2

Woodcraft at Year 10 encourages students to investigate, design, produce and evaluate their own projects. Projects will range from self-designed projects of their own choice to set projects depending on students' motivation and skill levels. Constraints of skill level, cost, size and complexity will determine the projects undertaken. This process is in line with the current VELS course sub-strands. Students may produce small furniture items, constructed projects and woodturning. These items are researched and investigated for practicality and aesthetics for use at home.

LEARNING OUTCOMES

At completion student may be able to use new and existing skills to:

- Analyse the appropriateness of using particular materials for specific purposes and report this in an essay.
- Prepare design proposals (design brief), produce 2D and 3D visual solutions and justify design solutions.
- Make a number of wooden products (solutions) using some complex equipment safely and accurately.
- Evaluate the efficiency of the processes and the effectiveness of products with reference to specified criteria.

ASSESSMENT

Students must satisfactorily complete the “Production” phase to pass satisfactorily. They must satisfactorily complete two phases of the Curriculum Focus.

The four phases of Technology are each assessed:

- Investigation
- Design
- Production
- Evaluation

HOMEWORK

The majority of work is completed during class time. Occasionally a student will need to spend time on Investigation or Design exercises at home.

OTHER EXPENSES

Students will be charged for the materials used in the construction of their products. They may use timber brought from home at no charge.

YEAR 10 PATHWAYS – SEMESTER 1 & 2

Pathways provides students with skills and knowledge necessary for them to identify educational and training pathways and to participate effectively as a job seeker.

LEARNING OUTCOMES

The student will be able to:

- Examine the rights and responsibilities of employees and employers
- Identify and discuss factors that affect opportunities for current and future work.
- Analyse vocational pathways, education and training requirements to develop possible career paths and work opportunities.

CONTENT

The content reflects the interests and needs of the students and will be responsive to parents, employers and the wider community. The following topics are likely to be covered:

- The workplace and the law
- Self analysis
- Job investigation
- Job seeking skills
- Job application documents
- Work experience
- Job interview skills
- VCE course selection

ASSESSMENT

Semester 1: Students are assessed through assignments and topic tests.

Semester 2: Assessment is outcome based, that is, students are assessed on whether they have completed each of the major activities.

HOMEWORK

Students are expected to finish incomplete classwork at home, organise their work experience and participate effectively in the course selection process.

YEAR 10 VISUAL COMMUNICATION AND DESIGN – SEMESTER 1 & 2

LEARNING OUTCOMES

Students will

- Make and present visual communications which explore themes, issues and ideas.
- Use a visual communication production process to develop and present visual communications appropriate to a design brief.
- Analyse and evaluate visual communications.

CONTENT

Creating and Making

The students will experiment and extend skills to more advanced design tasks. The tasks are set in the form of design briefs to develop their knowledge and understanding of the client/designer relationship.

Freehand, instrumental and computer drawing techniques are further developed, both two and three dimensionally, using a wider range of media and applied to devices such as symbology, illustration, technical and architectural drawing.

Final presentations are substantiated through the use of a Visual Diary, where an imaginative and individual approach is applied to the design process. Photoshop and digital manipulation forms an increasingly important aspect of the course.

Exploring and responding

Students analyse the visual communication works of established designers.

ASSESSMENT

Students will be assessed against the VELS standards in Visual Arts by the completion of Folio work and developmental work in their visual diaries . Ongoing assessment will occur in work habits, group cooperation, and ICT.

HOMEWORK

The majority of work is completed in the classroom, however there is an increasing expectation for students to collect ideas and inspiration, plan and sketch outside class time. This should amount to a minimum of 30 minutes per fortnight. A minimum of two hours should be devoted to the research assignment and/or investigation.

POSSIBLE EXCURSIONS

Local Galleries / Exhibitions - minimal cost (subject to what is on show at the time)

