



aitken
COLLEGE

**Dunhelen
Parent
Information**



CONTENTS

Aitken College	1
Leadership team	2
Welcome to Dunhelen	3
2025 Dunhelen homeroom teachers	4
Curriculum information	5
Assessment and reporting	11
School programs and initiatives	12
Extra-curricular activities and ACS	14
Immersive experiences	15
General information	16
College student wardrobe	22

AITKEN COLLEGE

Aitken College is guided by a robust educational philosophy that offers challenging learning experiences, aligned with a comprehensive curriculum to foster the complete development of each student.

In harmony with Australian democratic principles, the College upholds essential values such as elected government, the rule of law, equal rights, freedom of religion, speech, and association. Our commitment extends to creating a child-safe environment where the voices of children and young people are heard, emphasising their safety and cultural sensitivity. Particular attention is dedicated to the cultural safety of Aboriginal and Torres Strait Islander children, those from diverse linguistic backgrounds, and children with disabilities.

Aitken College ensures each student engages in activities promoting self-esteem and leadership development, both within the school and through community involvement. The College actively supports and rewards academic achievement across disciplines, encouraging students to reach their maximum potential.

Open and effective communication is fostered among staff, students, and parents. The College encourages the involvement of parents and highlights the value of the corporate involvement of many individuals in the College community in its continuing development.

Through its Religion and Values Education program, Aitken College advocates a values system rooted in acceptance, respect for others, reverence for life, personal honesty, and integrity, drawing inspiration from the Gospel and Christian Church traditions.

VISION

Aitken College sees a future where young people are inspired to do their personal best in service to themselves and others, in association with the Uniting Church in Australia.

MISSION

Aitken College will develop students' self-esteem and confidence; expand their skills and intellect; and encourage them to become vital and compassionate members of the community.

AIMS

Aitken College aims to:

- Make the Christian faith relevant through an understanding of its major teachings and by encouraging a personal faith journey
- Inspire and challenge students to realise their academic, social, and emotional potential
- Promote and develop creativity, critical thinking, collaboration, perseverance and self-improvement
- Encourage individuals and the community to be respectful, take responsibility, and to act accordingly
- Empower students to act with service, sustainably, and in reconciliation
- Cultivate an adaptive, innovative, and continuously improving school

VALUES

Our values guide behavior that builds strong character and promotes the highest standards. Students, in particular, are empowered to embrace the values to achieve their personal best in all aspects of their lives, including learning, service, citizenship, and wellbeing.

Compassion | Excellence | Honesty | Kindness | Respect

College Executives



Principal
Mrs Josie Crisara OAM



Deputy Principal
Mr Kim Forward



**Assistant Principal
Learning and Innovation**
Ms Melissa D'Amico



**Assistant Principal
Secondary**
Mr Chris Graham



**Assistant Principal
Primary**
Mrs Leanne Schulz

Secondary School Leaders

Dunhelen (Years 7 - 9)



**Deputy Head of Secondary
Middle School Culture**
Ms Merjam Mujkanovic



**Director of Secondary
Pathways**
Mr Christian Inturrisi



**Deputy Head of Secondary
Senior School Culture**
Mr Dean Taylor

Brookhill (Years 10 - 12)



Head of Year 7
Ms Abigail Bose



Head of Year 8
Mr. Cizar Touma



Head of Year 9
Mr. Nathan Johnson



Head of Year 10
Mrs Belinda Jarvis-Dymond



Head of Year 11
Mrs Chris Monos



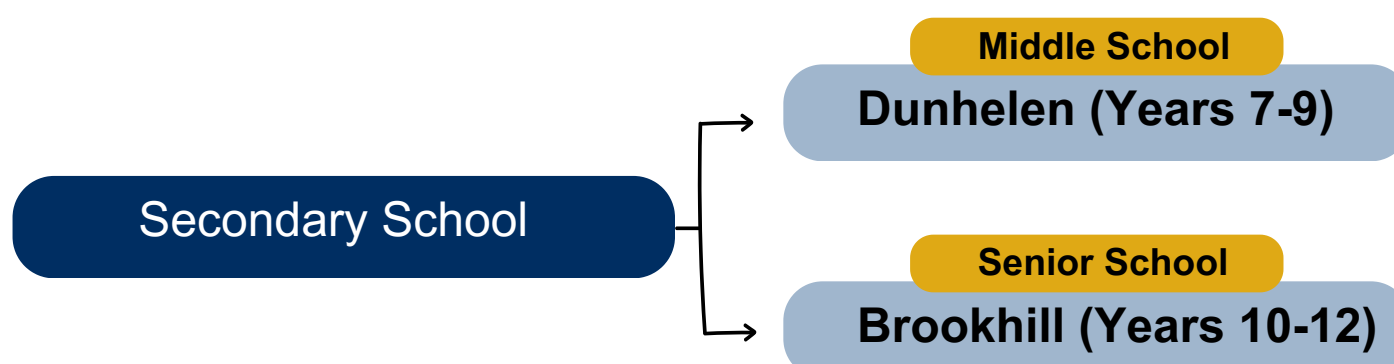
Head of Year 12
Mr Peter Osborne

2025 HOMEROOM TEACHERS

Homeroom	Teacher
7C	Ms. Graziella Carta
7D	Ms. Hayley Dench
7H	Mr. Mitchell Heyes
7K	Ms. Christalla Koukoulides
7A	Mr. Sheikh Ahmed
7O	Ms. Phoebe Oti
8C	Ms. Megan Collins
8J	Ms. Sumiran Jyot
8T	Mr. Harmony Thomas
8P	Ms. Christine Pocervina
8K	Ms. Ban Khoshaba
8B	Ms. Christine Budz
9D	Ms. Kshitija Dhuna
9F	Ms. Samantha Ferraro
9J	Ms. Vanessa Jreige
9L	Ms. Megan Lutton
9G	Ms. Jarmine Gawrgyous
9S	Ms. Jagriti Sharma

WELCOME TO DUNHELEN

Aitken College is split into four sub-schools: Fairview and Cumberland in Primary School, and Dunhelen and Brookhill in Secondary School. Dunhelen (Middle School) includes Years 7, 8, and 9, while Brookhill (Senior School) covers Years 10, 11, and 12. These names, Dunhelen and Brookhill, are inspired by property names chosen by early settlers and landowners in the local area.



Dunhelen is the dynamic sub-school of Aitken College, catering to the thriving Middle Years (Years 7 to 9). Here, education intertwines with exploration, setting the stage for students to embark on a journey of self-discovery and academic growth.

Within the vibrant classrooms of Dunhelen, the atmosphere is charged with the enthusiasm of eager learners, inquisitive minds, and spirited individuals. It's a space where knowledge isn't merely absorbed but sparked, passions are ignited, and dreams take flight!

Dunhelen embraces each student as a unique individual, fostering an environment where creativity is expressed, diverse interests are explored, and voices are found. Through a dynamic blend of academic rigour and holistic development, these formative years lay the foundation for a future brimming with possibilities.

The committed educators at Dunhelen cultivate an atmosphere that promotes critical thinking, collaboration, and resilience. Their guidance extends beyond the curriculum, encompassing the development of life skills, and preparing students to navigate the complexities of the world beyond the classroom context.

Beyond the classroom setting, Dunhelen is abuzz with extracurricular opportunities, spanning the realms of arts, sports, technology, and community service. Students here are not just learners; they are active contributors to both the College and the local community.

So, welcome to Dunhelen, where these pivotal middle years are not just a bridge between the past and the future but a transformative phase, nurturing the leaders, innovators, and passionate individuals of tomorrow!

Ms Merjam Mujkanovic | Deputy Head of Secondary (Middle School Culture)

CURRICULUM

YEAR 7 CURRICULUM

The Year 7 program at Aitken College challenges students by offering them a wide range of activities within a strong core curriculum. The homeroom teacher meets students in the morning and may take the homeroom group for a subject. This helps to ensure an easy transition from primary school to the secondary environment. Having specialist teachers in a range of subjects enhances the experience for Year 7 students. Use of the iPad, when appropriate, has been integrated into all core subjects.

Sample Year 7 Timetable:

Week One:	Day 1 MONDAY	Day 2 TUESDAY	Day 3 WEDNESDAY	Day 4 THURSDAY	Day 5 FRIDAY
8:45am - 9:00am	Homeroom				
Period 1 9:00am – 10:00am	Mathematics	Visual Arts	Science	Chapel	Indonesian
Period 2 10:00am – 11:00am	Humanities	Mathematics	Visual Arts	Life Skills	RVE
11:00am – 11:20am	Recess				
Period 3 11:20am – 12:20pm	English	English	Mathematics	Food Studies/ Technology	Food Studies/ Technology
Period 4 12:20pm – 1:20pm	PE	Indonesian	English	Science	English
1:20pm – 2:10pm	Lunch				
Period 5 2:10pm – 3:10pm	Science	Humanities	Humanities	Humanities	Mathematics
3:10pm – 3:15pm	Homeroom				

Week Two:	Day 6 MONDAY	Day 7 TUESDAY	Day 8 WEDNESDAY	Day 9 THURSDAY	Day 10 FRIDAY
8:45am - 9:00am	Homeroom				
Period 1 9:00am – 10:00am	Science	English	Science	Chapel	Humanities
Period 2 10:00am – 11:00am	Indonesian	Drama/Music	Science	Life Skills	Mathematics
11:00am – 11:20am	Recess				
Period 3 11:20am – 12:20pm	Humanities	PE	Visual Arts	Drama/Music	Food Studies/ Technology
Period 4 12:20pm – 1:20pm	English	PE	Drama/Music	English	RVE
1:20pm – 2:10pm	Lunch				
Period 5 2:10pm – 3:10pm	Mathematics	Indonesian	Food Studies/ Technology	Mathematics	Indonesian
3:10pm – 3:15pm	Homeroom				

**Note: shaded areas represent classes held in specialist classrooms

SUBJECT HOURS

The following hours represent the allocation per 10-day cycle:

- English: 7 hours
- Mathematics: 7 hours
- Science: 6 hours
- Humanities: 6 hours
- LOTE (Indonesian): 5 hours
- Health and Physical Education: 3 hours
- Visual Arts: 3 hours
- Food Studies/Technology: 4* hours
- Music/Drama (Performing Arts): 3* hours
- Religion and Values Education: 2 hours
- Chapel/Assembly: 2 hours
- Life Skills: 2 hours

* Students undertake one semester each of Music, Drama, Technology, and Food Studies.

SUBJECT OUTLINES

Subjects in Year 7 are organised into the following faculty areas:

English, Mathematics, Science, Humanities, Languages, Technology, Food Studies, Health and Physical Education, Visual Arts, Performing Arts (Music and Drama), Religion and Values Education, and Life Skills.

English

English in Year 7 includes the Victorian Curriculum's three strands of Language, Literature and Literacy. Together these strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Several texts and films are studied in detail.

Mathematics

Mathematics in Year 7 follows the Victorian Curriculum strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Topics will include: integers, fractions and ratios, decimals, percentages, algebra, geometry, measurement, probability and statistics. Problem-solving tasks and projects are an important part of class activities.

Science

Science in the Victorian Curriculum has two strands: Science Understanding and Science Inquiry Skills. Topics covered are drawn from the Biological, Chemical, Earth and Space and Physical Sciences. The course is strongly based on practical activities reflecting scientific method and encourages students to consider the relevance of Science in their lives and its relationship to technology and the environment.

Humanities

In Year 7 History, students investigate the ancient past, looking at the transition from hunter-gather societies to settled agriculture and civilisation. They also delve into Ancient Greek history, learning about the many advances made in philosophy, art, politics and culture made in this fascinating era. In Geography, students look at water in the world, its importance and challenges for the future of water access for all. They also investigate place and liveability, including completing an audit of their local area for walkability and discussing whether Melbourne is the world's most liveable city.



Languages (Indonesian)

Learning another language takes students beyond the confines of their own culture and challenges them to reconsider what have become accepted patterns of thought by the single use of the English language. Topics covered in Year 7 Indonesian include Greetings, Arranging to Go Somewhere, Time and Dates, and The Animal Kingdom. Language teaching and learning includes several different approaches including activities in the classroom, online resources, and a variety of interactive iPad apps. Students also make weekly visits to our language laboratory to participate in a variety of language-based activities and games and practice speaking Indonesian with a Language Assistant.

Technology

In Technology, students explore themes and topics from both the Digital Technology and Design Technology areas of the Victorian Curriculum. Students in Year 7 build and program Lego robots to undertake a series of missions and they develop skills in coding by creating their own interactive games. Students also use computer software such as Adobe Illustrator to design a product, and a laser cutter to produce the finished item.

Food Studies

The Year 7 Food and Fibres course covers a range of topics. During the first part of the course, students learn basic cooking skills with a focus on 'breakfast' and egg collecting enables students to interact with the school chickens. Students gain knowledge of what is meant by paddock to plate and the production of food through gardening. In addition, students complete an investigation into the importance of bees and the production of honey. The second part of the course takes a shift into the world of textiles. Here, students learn to identify natural and synthetic fibres as well as learn basic sewing skills culminating in the production of a calico bag as part of a drive toward sustainability.

Health and Physical Education

Students are encouraged to develop a healthy, active lifestyle. The theory and practical work are integrated, emphasising the connection between exercise and good health. Students also have the opportunity to develop skills in a wide range of team and individual sports. The Physical Education program is complemented by sporting and recreational activities such as swimming, athletics and cross-country sports days.

Visual Arts

This course aims to develop the students' skills and techniques by exploring a range of different media in particular art forms such as drawing, painting, ceramics, and mixed media. The themes expressed in the work of existing contemporary artists are studied to inspire students in the production of their work. A selection of student artwork is regularly displayed around the College and a piece from every student undertaking a Visual Arts subject is exhibited in our whole school virtual Art & Design exhibition held in Term 4.

Performing Arts

Students have one semester of Music and one semester of Drama. In Music, the Musical Futures program is implemented to provide engaging, sustainable, and relevant music making activities for students, with a focus on guitar. The Drama course introduces students to scripts and performance skills to develop self-confidence and the ability to express ideas and emotions.

Religion and Values Education

The Religion and Values Education program aims to provide students with a values system as they move out into the wider community. Students are encouraged to ask questions and think about life-related issues such as relationships, justice issues, the environment, and a range of social issues. Issues are studied from a Christian perspective as outlined by the Uniting Church.

Life Skills

The Life Skills curriculum covers the Personal, Social and Community Health strand of the Victorian Curriculum for Health and Physical Education. Throughout their time in Dunhelen, students will focus on issues related to alcohol and drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships, sexuality and personal safety. The program is designed to assist students to develop their sense of self-worth and an appreciation for the diversity within their community while they become more aware of the ever-changing world in which they live.

YEAR 8 AND 9 CURRICULUM

In Years 8 and 9, students encounter elective subjects for the first time. A diverse range of electives is offered, allowing students to explore their interests and gain insights into subjects they may wish to pursue in the future. During Term 3 of each year, students receive an electives choice list to select their preferences for the following year. While every effort is made to accommodate students' choices within the College's overall requirements, teachers provide guidance and advice to assist students in making informed decisions about their elective subjects. This process aims to empower students to shape their academic path by providing them with a preview of various subjects before making more specialised selections in the subsequent years.

YEAR 8 SUBJECT HOURS

The following hours represent the allocation per 10-day cycle:

- English: 7 hours
- Mathematics: 7 hours
- Science: 6 hours
- Humanities: 6 hours
- LOTE (Indonesian): 5 hours
- Health and Physical Education: 3 hours
- Elective 1: 5 hours*
- Elective 2: 5 hours*
- Religion and Values Education: 2 hours
- Chapel/Assembly: 2 hours
- Life Skills: 2 hours

* For their electives, Year 8 students can choose four electives from the following list (two per semester): Art, Drama, Digital Technology, Food Technology, Media, Music Performance, Music Technology, Product Design, and Visual Communication and Design.



In Year 9, students embark on a transformative experience known as the Service Project. This unique, collaborative, project-based learning module propels students into immersive educational endeavours that contribute meaningfully to both the school community and the broader society. The overarching goal is to ignite within students a spirit of independent initiative and compassion, fostering growth in problem-solving, creative thinking, teamwork, and communication skills. In Semester One, students are guided in groups of five or six to engage in service learning within the local community, particularly the school community. In Semester Two, students engage with organisations that provide non-for-profit services to the wider community and apply their skills to support a need within these communities. Students present the results of these projects in a formal setting in front of a panel of guest judges from the local community. The Service Project represents a pivotal moment where formal education converges with real-world impact, shaping students into dynamic individuals ready to face the challenges of the future with resilience and innovation.

YEAR 9 SUBJECT HOURS

The following hours represent the allocation per 10-day cycle:

- English: 6 hours
- Mathematics: 7 hours
- Science: 6 hours
- Humanities: 5 hours
- LOTE (Indonesian): 5 hours
- Health and Physical Education: 3 hours
- Elective 1: 5 hours*
- Elective 2: 5 hours*
- Religion and Values Education: 2 hours
- Chapel/Assembly: 2 hours
- Service Project: 2 hours
- Life Skills: 2 hours

* For their electives, Year 9 students can choose four electives from the following list (two per semester): Art, Commerce, Computer Programming, Drama, Food Technology, Media, Multimedia, Music Performance, Music Technology, Product Design, Product Design (CAD), Visual Communication and Design, and Agriculture and Horticulture.



SUBJECT OUTLINES

Subjects in Years 8 and 9 are organised into the following faculty areas:

English

English in Years 8 and 9 includes the Victorian Curriculum's three strands of Language, Literature and Literacy. Together these strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Several texts are studied in detail.

Mathematics

Mathematics in Years 8 and 9 follows the Victorian Curriculum strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Problem-solving tasks and projects are an important part of activities at all levels.

Science

Science in the Victorian Curriculum has two interrelated strands: Science Understanding and Science Inquiry Skills. Topics covered are drawn from the Biological, Chemical, Earth & Space and Physical Sciences. The course is strongly based on practical activities reflecting scientific method and encourages students to consider the relevance of Science in their lives and its relationship to technology and the environment.

Humanities

In Year 8 History, students learn about Medieval Europe and the Spanish Conquest of the Americas. In Year 9 History students learn about Australian Federation, slavery, and World War One. In Year 8 Geography, students study rainforests and urbanisation. In Year 9 Geography, they look at food security, the Murray-Darling Basin, and global interconnections from trade, transport, and communication.

Languages (Indonesian)

Learning another language takes students beyond the confines of their own culture and challenges them to reconsider what have become accepted patterns of thought by the single use of the English language. Topics covered in Years 8 include Describing your Friends and Family, Daily Routine, Food and Sport. Topics covered in Year 9 include Shopping at a Market, What I did on the Weekend, Around Town and Planning a Holiday. Language teaching and learning at Aitken College includes several different approaches including activities in the classroom, online resources, a variety of interactive iPad apps. Students also make weekly visits to our language laboratory to participate in a variety of language-based activities and games and practice speaking Indonesian with our Language Assistant.

Health and Physical Education

Students are encouraged to develop a healthy, active lifestyle. The theory and practical work are integrated, emphasising the connection between exercise and good health. Students also have the opportunity to develop skills in a wide range of team and individual sports. The Physical Education program is complemented by sporting and recreational activities such as athletics, cross-country and swimming sports days.

Religion and Values Education

The Religion and Values Education program aims to provide students with a values system as they move out into the wider community. Students are encouraged to ask questions and think about life-related issues such as relationships, justice issues, the environment, and a range of social issues. Issues are studied from a Christian perspective as outlined by the Uniting Church.

Life Skills

The Life Skills curriculum covers the Personal, Social and Community Health strand of the Victorian Curriculum for Health and Physical Education. Throughout their time in Dunhelen, students will focus on issues related to alcohol and drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships, sexuality and personal safety. The program is designed to assist students in developing their sense of self-worth and an appreciation for the diversity within their community while they become more aware of the ever-changing world in which they live.

ASSESSMENT AND REPORTING

Students in Dunhelen are continuously assessed through a combination of formative and summative evaluations throughout the term. Comprehensive information regarding student performance and learning is conveniently accessible via the school, AIMS, throughout the year. Teachers provide thorough feedback, comprising either detailed rubrics or numeric scores, contingent on the nature of each assessment. This immediate feedback mechanism empowers students and parents to actively engage in the learning process during the semester, ensuring a real-time impact on academic progress.

Dunhelen Examinations

Dunhelen Examinations are a novel addition to our academic structure, specially incorporated at the culmination of Semester Two - that is, Term Four. The examination framework involves Year 7 students undergoing assessments in English and Mathematics, whereas students in Years 8 and 9 engage in exams covering English, Mathematics, Science, Humanities, and Indonesian. Each Dunhelen exam is designed to last for 60 minutes, inclusive of a dedicated 10-minute reading period. These examinations seamlessly integrate into regular class hours, encapsulating content from each term throughout the academic year.

Parent-Teacher Interviews

Parent-teacher interviews are held in Term 1 and Term 3. We value parental involvement and encourage attendance at these sessions to contribute to the success of each student.

Reports

Formal academic reports are issued at the end of Semesters 1 and 2. The end-of-semester reports feature an overall grade for each subject. Additionally, subject teachers provide insights into key approaches to learning, such as self-improvement, perseverance, respect, creativity, and collaboration, which play a crucial role in shaping future learning outcomes. The report includes a personalised comment from the homeroom teacher, spotlighting student achievements and addressing any areas of concern. This holistic approach ensures a well-rounded understanding of the student's academic progress and development.

Report grades correlate with percentages (where appropriate) as shown below:

A+	90 – 100%	D+	60 – 64%
A	85 – 89%	D	55 – 59%
B+	80 – 84%	E+	50 – 54%
B	75 – 79%	E	45 – 49 %
C+	70 – 74%	US	< 49%
C	65 – 69%	NA	Not Assessed

Parents may also request information about their child's quartile result (1 to 4). The quartile is derived from the student's ranking within the year level at Aitken College. For example, a quartile band of 2 means that the student's overall score in the subject places them in the second 25% of scores at that year level. This information is not printed on the end-of-semester report but may be obtained by emailing admin@aitkencollege.edu.au. Note that the quartile is derived simply from the ranking of students within the year level. It's crucial to note that the quartile is determined solely by the ranking of students within the year level. Care should be exercised in interpreting this result, as a student might be placed in quartile 4 even with a high level of achievement if all students within a subject or year level are performing exceptionally well.

NATIONAL ASSESSMENT PROGRAM

Annually, all Year 7 and Year 9 students participate in National Tests in Literacy and Numeracy. The results of these tests will be sent home as a separate report. Moreover, these results play a pivotal role in shaping our teaching methodologies, ensuring they align with the needs of our students. For additional information on NAPLAN testing, please refer to www.vcaa.vic.edu.au under Literacy and Numeracy Testing.

SCHOOL PROGRAMS AND INITIATIVES

BEHAVIOUR AND DISCIPLINE

Aitken College implements a School-Wide Positive Behaviour Program (SWPB) across both primary and secondary schools to foster a positive, safe, and supportive learning environment where students can thrive academically and socially. Developed in collaboration with students and teachers in 2022, the SWPB Matrix outlines expected behaviors in various school settings, reinforcing routines that promote academic success and a respectful school culture.

Discipline is approached holistically, aligning with the SWPB principles, and when students deviate from expected behaviors, corrective measures such as restorative conversations, lunchtime detentions, or suspensions are used to teach resilience and accountability. These actions are designed to promote understanding and empathy while continuously reinforcing the importance of expected behaviors to maintain a positive learning environment.

PASTORAL CARE

At Aitken College, the commitment to providing a safe and enjoyable learning environment is deeply embedded in our approach to Pastoral Care. We believe that every student deserves a positive and fear-free school experience. To achieve this, our school community is structured into smaller sub-schools, fostering a sense of closeness and familiarity among students and their teachers.

In Dunhelen, homeroom teachers play a crucial role in building positive connections with students. Serving as both mentors and educators, homeroom teachers in Dunhelen often guide students in multiple subjects, allowing for a deeper understanding of each student's individual needs.

Our commitment to Pastoral Care extends to the involvement of Heads of Year, who, in addition to homeroom teachers, are very much part of the support system. While parents have homeroom teachers as their first point of contact, Heads of Year become actively involved when situations require escalated attention. This collaborative approach ensures a seamless and comprehensive support network for our students.

As part of our values system, which emphasises compassion, honesty, excellence, kindness, and respect, students progressively learn to apply these principles in their daily lives. Our comprehensive Pastoral Care program includes a subject dedicated to 'Life Skills,' which extends beyond traditional academic content to cover essential information. This includes fostering study skills, building self-esteem, exploring ethics, understanding social responsibility, addressing issues like bullying, navigating loss and grief, setting goals, practicing harm minimisation, promoting anti-racism, and resolving conflicts.

Through this holistic approach, Aitken College not only imparts academic knowledge but also equips students with the tools and values necessary to navigate the complexities of life positively.

WELLBEING

The Student Wellbeing Program at Aitken College is overseen by the Head of Wellbeing, working in conjunction with the Deputy Principal. The primary responsibility lies in ensuring the overall coordination and effectiveness of the program.

In the initial stages, homeroom teachers take on the crucial role of monitoring the progress and wellbeing of the students under their care. Acting as the first point of contact for parents, homeroom teachers play a vital role in fostering positive student experiences and relevant Heads of Year will be involved in the process. For students identified as 'at risk,' the monitoring process involves collaborative efforts with the Deputy Head of Secondary School to address concerns promptly.

In instances where students are deemed to be at 'significant risk,' the matter is escalated to the Student Wellbeing Team. This dedicated team ensures that appropriate care is provided, which may involve referrals to external organisations capable of offering specialised care and advice. A collaborative approach is emphasised, encouraging students to engage with various support figures, including Homeroom teachers, Class teachers, Heads of Year, Deputy Heads of School, and members of the Student Wellbeing Team. This open communication facilitates discussions on any issues students may face, promoting a proactive and supportive environment for their well-being.

'SETTING THE TONE'

On the first day of the academic year, students spend time with their homerooms, allowing the homeroom teacher and students to collaboratively set a positive tone for the class. Through engaging activities, students get to know each other, appreciate their similarities and differences, and foster a sense of group identity.

PEER SUPPORT

The Peer Support Program at Aitken College is designed to create a supportive bridge for Year 7 students transitioning into secondary school. Year 11 students, equipped with leadership training, serve as mentors to guide and assist their younger counterparts during this crucial period. The program takes place during Life Skills sessions throughout Term 1, fostering positive connections and providing valuable support to enhance the overall transition experience for Year 7 students.

LEARNING SUPPORT PROGRAM

Dunhelen's Learning Support program is designed to assist students with specific learning needs and provide general curriculum support within the classroom. These programs foster an inclusive and supportive environment, encouraging students to reach their fullest potential. Support is delivered through small group withdrawal sessions and in-class assistance. Teachers identify eligible students and refer them to the specialized staff in the Learning Centre. The College is dedicated to supporting the academic progress and individual needs of all students.

AITKEN COLLEGE EXTENSION (ACE) PROGRAM

The College provides an extension program, ACE, designed for students exhibiting high achievement across multiple subjects. Staff nominations identify potential candidates, who then undergo testing to determine eligibility. These students participate in a data-driven process to create a personalised learning engagement profile, shaping a program that both mirrors and challenges their abilities. In the classroom, a differentiated approach supports students within the extension program. Moreover, students can enhance their experiences through engaging extra-curricular activities like the Da Vinci Decathlon and Tournaments of Minds.

ACCELERATED STUDIES PROGRAM

The Accelerated Studies Program at Aitken College provides high-achieving students with the opportunity to undertake VCE subjects earlier than usual, allowing them to challenge themselves academically and deepen their understanding in areas of interest. Year 9 students who demonstrate strong academic performance, self-motivation, and the ability to manage an increased workload can apply to study Units 1 and 2 in Year 10, with the possibility of completing the corresponding Units 3 and 4 in Year 11. This program offers students the chance to experience university-level study, build essential time management skills, and gain a head start on their post-school pathways. It fosters academic growth and prepares students for the demands of senior secondary education while contributing to their overall ATAR score. Applications open in Term 3.

STUDENT LEADERSHIP OPPORTUNITIES

In Year 7, 8, and 9, students have the opportunity to take on student leadership positions such as class captain and sustainability leader. These roles allow students to practice and develop their leadership skills, helping them to build confidence, responsibility, and teamwork. Students in these positions receive a badge and certificate at assembly, recognising their contributions and commitment to the school community. In Year 9, students can apply for formal College leadership positions such as House captain, Sports captain, Wellbeing captain, Community service captain, and Performing arts captain. These roles offer opportunities to speak at assemblies, help organize events, and participate in formal meetings, all while growing as role models. To be considered for these positions, Year 8 students must actively demonstrate their leadership potential by participating in roles like class captain or sustainability leader, engaging in school clubs, and showing positive involvement in school activities. In Term 4, Year 8 students will submit a written application, and if shortlisted, they will participate in an interview process to assess their leadership capabilities and readiness for these roles.

LIFE SKILLS

Throughout the year, various guest speakers conduct mini-seminars covering a spectrum of topics, including cyber safety, money management, basic financial matters, consumer law, self-confidence, and leadership qualities. These guest speakers vary depending on the year and their availabilities.

IMMERSIVE EXPERIENCES:

YEAR 7 CAMP

The Year 7 Camp is a compulsory and exciting event for Year 7 students, taking place early in Term 1. Hosted at the Phillip Island Adventure Resort, the camp is designed to foster camaraderie among students and build connections with their teachers. Serving as an orientation camp, it allows them to foster new friendships, strengthen existing ones, and reinforce Aitken College values and expectations within the community.

YEAR 8 CITY EXPERIENCE

Year 8 city experience is a compulsory program for Year 8 students which involves completion of a range of inquiry-based projects, working in a team of students, based in the City of Melbourne. A comprehensive booklet is provided for each student and parents.

YEAR 9 CAMP

In late May, Year 9 students will embark on a remarkable compulsory 5-day camp to Central Australia. This extraordinary experience provides students with the opportunity to immerse themselves in authentic Indigenous encounters and breathtaking landscapes. Beyond the confines of the classroom, the camp serves as a platform for the development and growth of students' social and personal skills.

The journey involves travelling by plane to experience the changing and vast landscapes of Australia. These activities not only develop resilience in students, but they also contribute to consolidation of friendships and growth in self-actualisation. The camp promises to be an enriching adventure, offering students both unique and educational experiences that extend beyond traditional classroom environments.



EXTRA-CURRICULAR ACTIVITIES

A wide range of co-curricular and extra-curricular activities complements the academic program at the College.

These include:

- House Activities – athletics, swimming, orienteering, cross country, and a range of cultural activities
- Year 8 City Experience
- Year 7 and Year 9 Camp
- Choirs and ensemble groups
- Musical and Drama productions
- Science Activities – for example, Family Science Night, EngGirls, STEM Ambassadors
- Chess and Debating Competitions
- Art Awards Festival
- Writing Awards Competition
- School Sports Victoria Competition
- Sustainability and Agricultural activities

For detailed information about the clubs and activities offered at Aitken College, please refer to our new Learning Management System, AIMS (<https://aims.aitkencollege.edu.au/>). Navigate to 'co-curricular activities' and then click on 'clubs & activities' for comprehensive details.

The Association of Coeducational Schools of Victoria (ACS)

The Association of Coeducational Schools of Victoria (ACS) provides students with opportunities to participate in competitive sports against schools such as Westbourne, Overnewton, Loyola, St. Aloysius, St. Leonard's, and St. Michael's, with Bacchus Marsh Grammar (Woodlea Campus) as an associate member. This program was introduced to meet student leaders' requests for more structured and frequent competitions beyond the one-day events offered by School Sports Victoria (SSV).

ACS offers a diverse range of sports, including cricket, futsal, basketball, cross-country, athletics at Lakeside Stadium, and swimming at MSAC, as well as co-curricular activities such as chess and public speaking. Students in Year 7 (Junior Division) compete on Tuesdays, while Years 8 and 9 (Intermediate Division) have matches on Thursdays, with games beginning around 2:15-2:30 pm and students returning by 4:30-5:00 pm. This schedule ensures consistent training and competitive experience.

Premier teams can represent Aitken College at notable state and national events such as the Herald Sun Shield and Melbourne City's Football Tournament. The ACS program also features an end-of-year 'All Star Team' awards evening and Hall of Fame recognitions for exceptional achievements.

Students interested in joining ACS sports will receive an online nomination form in Term 3, with tryouts conducted early in Term 4. Parents can stay updated via the ACS website and app. Parents are also invited to attend the ACS Parent Information Night on November 26th, which will be held via Zoom, to learn more about these opportunities.

GENERAL INFORMATION

KEY DATES

- TERM ONE
 - Friday 31 January: Years 7- 9 commence classes
 - Wednesday 19, Thursday 20 and Friday 21 February: Year 7 Camp
 - Thursday 3 April: Term 1 ends for students
- TERM TWO
 - Wednesday 23 April: Term 2 commences for students
 - Monday 19 May to Friday 23 May: Year 9 Camp
 - Thursday 26 June: Term 2 ends for students
- TERM THREE
 - Tuesday 22 July: Term 3 commences for students
 - Thursday 18 September: Term 3 ends for students
- TERM FOUR
 - Monday 6 October: Term 4 commences for students
 - Monday 3 and Tuesday 4 November: Mid-Term Break (including Melbourne Cup) (no students)
 - Friday 21 November: Assessment Day (no students)
 - Friday 12 December: Term 4 ends for students

SCHOOL PORTAL (AIMS)

AIMS serves as our primary communication platform and Learning Management System. It is accessible to students on their devices, providing access to learning resources and facilitating the submission of work to teachers. For parents, AIMS is a valuable tool, offering a variety of parent resources and school information. The Parent Portal within AIMS provides access to student timetables, teacher contacts, financial accounts, and the ability to download semester reports.

Parents are encouraged to log into AIMS at <https://aims.aitkencollege.edu.au/> using their current username (aitken\IDnumber) and password. Once logged in, navigate to the Parent (Community) Portal via the AIMS dashboard. This portal is the go-to hub for upcoming events and notes from teachers. If you encounter any issues, please contact ITsupport@aitkencollege.edu.au.

BELL TIMES

Homeroom: 8.45 am – 9.00 am
Period 1: 9.00 am – 10.00 am
Period 2: 10.00 am – 11.00 am
Recess: 11.00 am – 11.20 am
Period 3: 11.20 am – 12.20 pm
Period 4: 12.20 pm – 1.20 pm
Lunch: 1.20 pm – 2.10 pm
Period 5: 2.10 pm – 3.10 pm
Homeroom: 3.10 pm – 3.15 pm

DROP OFF AND PICK UP

School commences at 8.45 am and children are not permitted to arrive at school before 8.00 am when supervision commences. Children are dismissed from school at 3.05 pm (Prep to Year 6), 3.10 pm (Years 7 to 9), and 3.15 pm (Years 10 – 12). Teacher supervision is only scheduled until 3.45 pm. Children in Prep to Year 6 who are not collected by 3.45 pm will be sent to Out of School Hours Care. OSHC is operated by Kelly Club, which will charge a fee. Students in Year 7 and above are permitted to work in the Library until 4.00 pm.

ATTENDANCE POLICY

All students enrolled in Secondary School are required to attend at least 90% of scheduled classroom instruction unless reasonable and valid grounds exist for them to be absent.

ABSENCES

To report your child's absence, visit AIMS. Navigate to the 'Middle School' hub and select 'Advise Absences Years 7 - 9'. Alternatively, contact Dunhelen Admin at 9333 9107 or secondary@aitkencollege.edu.au. Provide your child's name, year level, and the reason for absence. Late students should report to Reception and swipe their ID card. For early departure, students should submit a note to the Homeroom teacher in the morning, swipe the ID card at the terminal, and have a parent collect them from Reception. If a student leaves and returns during the day, they should use the ID card to sign back in at the terminal.

ILLNESS

To ensure the well-being of our school community, parents are kindly requested to keep their child at home if they are unwell, as infectious diseases and colds can spread easily among students and teachers. In the event that a child contracts an infectious disease or illness, we ask parents to promptly notify the College. Upon the child's return to school, a medical certificate confirming their freedom from infection must be provided.

ABSENCES ON THE DAY OF AN ASSESSMENT OR EXAM:

If your child is absent on the day of an assessment or exam, a medical certificate is required to ensure the absence is excused. Without it, a zero score may be issued, which will likely affect their results on their end-of-semester report. In secondary school, students are responsible for tracking assessment due dates and preparing for them accordingly. On the first day of Term One, each student will receive a college diary to assist with managing their academic responsibilities. We also encourage both students and parents to check AIMS regularly, where teachers post 'Notifications of Assessment.' These notifications provide important deadlines, assessment details, and suggestions for revision and homework to help your child excel.

EXTENDED ABSENCES

Our three-week mid-year break is ideal for travel. Requests for approval of extended absence during term time should be made in writing to the Deputy Head of Secondary School at least four weeks before the student's departure. Please note that family holidays during term time can have a detrimental effect on a child's education. Holiday-related absences are likely to lead to zero scores being issued for assessments and exams. Full payment of fees will still be required to hold the place.

LINES OF COMMUNICATION

Please utilise the College's 9333 9100 telephone menu by selecting the appropriate choice for a prompt response. Alternatively, pastoral care and general administrative issues should be directed in the first instance to your child's homeroom teacher or subject teacher via email.

MEDICATION

When a child requires medication at school and the parent/guardian is unable to administer it, the school requires the following: A letter outlining the child's name, the medication, dosage, time to be taken and stating clearly who will administer the medication (class teacher). The parent/guardian must sign the letter and record their name clearly (print). If the letter is not signed the medication will not be administered. The medication must be given to the teacher by the parent/guardian and must be in its original container with the original label.

FIRST AID

First Aid is available for students who become unwell or are injured during school. Students will be sent home after contact has been made with a parent or an emergency contact who can care for them or take them to the doctor. Children are only permitted to stay in the First Aid room for 10 minutes; they will then be sent home.

ALLERGIES AND ANAPHYLAXIS

Some Aitken College students have severe allergies, especially to nuts. When packing lunches or snacks, avoid allergens. Advise your children not to share food and be cautious when hosting your child's friends. Consult your child's Homeroom teacher before sending birthday treats to school. The College has an anaphylaxis management plan; contact your child's Homeroom teacher or Head of Year for queries. Learn more about anaphylaxis at www.allergyfacts.org.au.

IMMUNISATIONS

Aitken College is part of the Secondary School Immunisation Program (SSIP), providing free vaccines through the National Immunisation Program annually for eligible Year 7 and Year 10 students. Year 7 vaccinations include Diphtheria-tetanus-whooping cough and Human Papillomavirus (HPV), while Year 10 students receive Meningococcal ACWY. The local council immunisation service administers the school-based program, and you will receive immunisation consent forms and information pamphlets.

RESOURCE LIST ONLINE ORDERING

Campion Education (Aust) Pty Ltd provides all the necessary resources your child will require. It is important that you order from Campion Education, as they will supply you with the appropriate books and correct editions of textbooks, eBooks, and digital subscriptions. For support with booklists, go to:

<https://www.campion.com.au/support-help/support-forparents/>

CANTEEN ONLINE ORDERING

A canteen service operates daily and provides an online ordering system. It is linked via AIMS. Students can only pay using their bank card, cash and/or smartwatch at the canteen. The canteen does not accept payments made using mobile phones. Parents can submit lunch orders for their child online at www.flexischools.com.au.

CHAPLAINCY

Our College Chaplain, Reverend Gavin Blakemore, is responsible for the running of weekly Chapel services and other significant religious services such as the annual Easter and Carol Services. In addition, Reverend Blakemore plays a role in addressing pastoral care issues such as those which relate to loss and grief and families under stress. Our Chaplain is also responsible for the oversight of ROC, (Reach Out Community) which meets weekly as a worshipping congregation at the College. ROC is involved in children's ministry and other special events which encourage students to explore their faith.

CHILD SAFE POLICY

Aitken College is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making with zero tolerance for child abuse.

We are committed to providing a child-safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in the College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

DISCRIMINATION, SEXUAL HARASSMENT, AND BULLYING POLICIES

Aitken College aims to create an inclusive school culture that fosters acceptance and respect for diversity. In doing so, we seek to deepen understanding and knowledge, promote student and staff wellbeing and help everyone achieve their full potential. This school is enriched by and celebrates the diversity of our whole school community. That is why discrimination, harassment, vilification, bullying and victimisation will not be tolerated at Aitken College under any circumstances.

Aitken College is committed to ensuring that the working environment is free from discrimination, harassment, bullying, vilification and victimisation. This school acknowledges that in society some people are treated unfairly or unfavourably because of irrelevant personal characteristics such as their sex or race. The whole school community is encouraged to support this policy and the principles and practice of equal opportunity, inclusion and respect for diversity that it articulates.

This policy covers the whole school community, including staff, students, parents, school council members, contractors and volunteers. It applies to: education (e.g. teaching and learning, enrolment, student management, student services, curriculum development and delivery), the provision of goods and services (e.g. extra-curricular activities, camps, parent-teacher interviews, access to facilities), school sport and employment at the school (recruitment, allocation of duties, employment conditions, access to benefits such as training, promotion, and leave).

STUDENT RECORDS

In an emergency, it may be necessary to contact parents quickly. If, during the year, there is a change of home or work telephone numbers or addresses, please advise the College in writing.

PARENTS AND FRIENDS ASSOCIATION

The role of the Parents and Friends Association is to encourage active Parents and Friends interest in the College. This includes working towards supporting the school in the implementation of various programs and to assist with fundraising, as well as the planning and organising of functions associated with the social, sporting, cultural and educational life of the school community. Activities and meetings will be advertised in the College newsletter. To indicate your interest, please email the Association at: pandf@aitkencollege.edu.au.

SCHOOL FUNCTIONS

It is compulsory for all students to attend Chapel Services, sports carnivals, special activity days, camp, excursions, the Easter and Christmas Services, and Presentation Night.

SPORT

Students have the opportunity to participate in a wide range of sports both within the school and on an interschool basis. Year 7 to Year 9 students participate in the ACS program, as well as House events. Carnivals and additional sports days form part of this competition and include athletics, swimming, cross country, netball, hockey, football, soccer and basketball.

SUNSMART POLICY

The SunSmart policy aims to reduce the risks of excessive UV radiation exposure for staff and students, promoting a healthier environment with long-term health benefits. Students must have a hat as part of their school uniform, and parents are requested to provide sunscreen for their children to apply as needed.

TRANSPORT

The College is serviced by a limited PTV bus system. Details of routes and fares are available on <https://cdcvictoria.com.au/services/school-services/tullamarine/aitken-college/> or by contacting CDC Melbourne on 9338 6466. Bus route 484 stops in the College in the morning and Education Department buses provide a limited service in the afternoon. Bus route 543 from Roxburgh Park via Greenvale stops in the Providence Estate next door to the College and students can walk to the College access gate.

Chartered bus services operate along seven routes servicing Greenvale, Oak Park, Glenroy, Airport West, Gowanbrae, Tullamarine, Gladstone Park, Westmeadows, Attwood, Roxburgh Park, Mickleham, Craigieburn, Merrifield, Kalkallo, Beveridge, Bulla and Sunbury. Timetables and routes are available on <https://www.sunburycoaches.com.au/school-services/sch/aitken>. The service is available on a user pay basis if booked and arranged in advance. There are limited places available on these services. Details can be obtained from the College.

INSTRUMENTAL MUSIC TUITION

Aitken College offers a diverse range of instruments available for tuition, covering woodwind, brass, strings, and contemporary-popular instruments, including classical and contemporary voice. Each instrument comes with its unique technique, approach, and specific physical requirements. Dedicated and experienced music tutors provide instrumental music lessons at Aitken College. The Instrumental Music Program at Aitken College also incorporates ensemble opportunities. Students are required to attend regular rehearsals of an ensemble(s), which they are placed in either through their tutor's recommendation or by audition. Rehearsals are held weekly. They start soon after the beginning of the school year and recommence the first week of each term. Students involved in private lessons or ensembles will be encouraged to perform during numerous College events throughout the year. Further information about ensembles, lessons, and fees can be found in the Instrumental Music Handbook by emailing music@aitkencollege.edu.au.

HOUSE SYSTEM

Upon enrollment, each student is assigned to one of our four Houses: Brodie (blue), Cameron (green), Clarke (gold), and Millar (red). These Houses serve as the foundation for our vibrant inter-house competitions, encompassing activities such as athletics, swimming, and cross country. Our House Activities Coordinators and House Captains actively organise and promote lunchtime and recess events, providing opportunities for students to engage in friendly competitions and earn points for their respective Houses. These activities not only foster House camaraderie but also encourage interaction among students from various year levels, contributing to a strong sense of community within Aitken College.

HOMEWORK

Students are expected to spend time each week completing homework. This time should be spent on wider reading, completion of assignments and other set work, revision and research. It is important that students develop regular study routines and that each student has a quiet workplace at home.

FAILING TO MEET ASSESSMENT REQUIREMENTS

If a student fails to meet assessment requirements, i.e. fails to submit work, submits incomplete work, submits unsatisfactory work, or submits plagiarised work, parents will receive a letter via email explaining this. The letter will state the details of the assessment task and what action is required. Parents are expected to speak and work with their child to try and rectify this. Students may be held in for lunchtime detentions to complete work; this is at teacher discretion.

ACADEMIC INTEGRITY

Integrity is a fundamental value upheld at Aitken College, extending into every aspect of students' academic pursuits. Dunhelen maintains a rigorous plagiarism policy, wherein instances of plagiarism encompass various actions, such as using sentences, paragraphs, or articles from the Internet and presenting them as one's original work. Consequences for academic dishonesty are determined based on the specific circumstances. It is crucial to remind your child to uphold academic honesty, avoiding plagiarism and consistently submitting their own original work.

STUDENT PASSWORDS, ID CARDS, PHOTOCOPYING AND PRINTING

Student network passwords will be re-set at the start of Term 1 and they will receive a letter at school with their new password. Students in Year 7, 9 and 11 will be issued with a new ID card early in Term 1 (after school photos). Photocopying, printing, and internet usage are linked to the ID card. When their printing quota is used up, students must go to Accounts to recharge their card. Students are responsible for the security of their ID card and network password. They must not allow others to use these; please discuss this with your child.

LIBRARY

The Aitken College Library, open before school, at lunchtime, and after school until 4:00 pm, supports and enhances the school's teaching/learning program. Using the 'Infiniti' library system, students can access the catalog and resources remotely. The library provides 6 computer hubs, internet access, and allows students to bring their own devices. Online services and electronic facilities offer up-to-date resources for research, while staff assist in developing information-searching skills. Resources include fiction, non-fiction, reference materials, graphic novels, and magazines. Students have borrowing limits of four books for two weeks (renewable), with online access to ebooks and audiobooks. The library expects a quiet working environment, where students respect each other's rights.

MOBILE PHONES AND OTHER ELECTRONIC DEVICES

Mobile phones are prohibited during school hours (8:45 am - 3:10 pm) and must be stored in students' lockers. Permission for phone calls should be sought through relevant school authorities. Parents needing to contact their child should do so through the school or Dunhelen Administration Office.

AirPods usage requires classroom teacher permission. Please remind your child that the College is not responsible for the loss of mobile phones and electronic devices, such as AirPods and smartwatches. Photography at school is restricted, necessitating permission from the Head of Year or classroom teacher.

If a child has their mobile phone or AirPods confiscated several times, a parent or guardian will be contacted and required to collect the technological device from Reception at their earliest convenience. Additional consequences may be issued for breaches of school rules.

WET AND HOT DAYS

During wet and extremely hot weather days, children are supervised indoors by staff and undertake quiet indoor activities.

VISITORS

Parents who are assisting during school hours must sign in and out at Reception and wear a Visitor Pass.

WEBSITE

The College website at www.aitkencollege.edu.au can be checked to gain updates on College activities.



COLLEGE WARDROBE

The College wardrobe must be worn completely, correctly, clean and in good repair. This applies from leaving home in the morning to returning in the afternoon. This helps the College set and maintain high standards, engenders pride in personal appearance and reinforces a professional and conservative appearance for Aitken College in the community.

ALL ITEMS OF WARDROBE SHOULD BE CLEARLY AND SECURELY NAMED FOR IDENTIFICATION.

School uniforms are available for purchase from Schooltrenz, located at Unit 3, 67-75 Garden Drive, Tullamarine. (Telephone No: 03 9338 1334 or online: www.schooltrenz.com.au).

Students are encouraged to wear summer wardrobe during Terms 1 and 4 and winter wardrobe during Terms 2 and 3 based on prevailing weather conditions. Due to Melbourne's unpredictable weather, students have the flexibility to choose between winter and summer uniforms. However, it is essential to adhere to the specific uniform type chosen and not mix winter and summer elements or combine PE uniform with the College uniform. For instance, wearing the College summer dress with navy tights is not allowed.

Summer wardrobe:

- Dark grey shorts (worn just above the knees)
- College summer dress (worn just above the knees)
- Short-sleeved blue College shirt with Aitken logo
- Grey or white College socks (worn above the ankle)
- College jumper
- Navy Year 12 jumper
- College blazer
- Flat black lace up leather school shoes
- Aitken cap (Secondary students)

Winter wardrobe:

- Prep to Year 5 College pinafore
- Years 6 to 12 College skirt (worn just above the knees)
- Prep to Year 12 dark grey long trousers or College slacks
- Blue College shirt with Aitken logo (long or short sleeves)
- Optional College tie (to be phased out by end of 2024)
- Navy tights (not sheer stockings)
- Short/long navy socks with slacks/pinafore/skirt
- Dark grey College socks with trousers
- College jumper
- Navy Year 12 jumper
- College blazer
- Flat black lace up leather school shoes
- College scarf or beanie
- College rain jacket

Sport and physical education (PE) wardrobe:

- Rugby style top
- Fleecy track pants in College colours and with logo
- Blue short sleeved t-shirt with house colour
- Blue shorts with logo (worn just above the knees)
- Sports parka
- College sports socks with AITKEN on band
- Sport runners that support the feet
- Sports bag used from Year 7 for interschool sport and House carnivals

Years Prep to 10 students will wear the correct PE wardrobe all day on days when they have a PE lesson or sport. Years 11 & 12 VCE PE and VET Sport and Recreation students will change into PE wardrobe for their lessons; they will wear College wardrobe to and from school. After a period 5 PE lesson, students may leave school in their PE clothes.

ADDITIONAL NOTES ON UNIFORM:

- The College blazer must be worn to and from school each day and in morning homeroom. The blazer is not required to be worn at afternoon dismissal if the temperature is over 25 degrees but should be carried home.
- Years 3 to Year 12 students wear leather or synthetic leather school shoes, not dress shoes or sport/runner styles.
- Navy scarves, beanies and gloves are available from the uniform shop. Beanies and gloves are for outdoors only.
- The College jumper is worn under the blazer, not as the outer garment.
- The optional College tie must be worn with the older-style buttoned collar shirt (tucked in), both of which will be phased out by the end of 2024.
- All Aitken students are encouraged to be sun-smart and wear the hat or cap when outdoors.

SCHOOL BAGS

Only College back packs and sports bags are to be used. The College reserves the right to search bags in the interest of student safety.

JEWELLERY

Students are permitted to wear a wristwatch. Please note that use of a smart watch must comply with the Student ICT Acceptable Use policy. One small plain silver or gold stud or sleeper may be worn in each ear lobe and one small plain stud in the nose. Neck chains or pendants should not be visible. No other jewellery is permitted to be worn.

MAKE-UP

Make-up, if worn, must be natural in appearance. Nails must be kept short and natural in colour. False eyelashes are not permitted. Students must not have visible tattoos.

HAIR

Hair should be neat and tidy at all times; exaggerated hair styles and colours are not acceptable. Staff may request hair to be tied back for some activities. Any hair accessories such as ribbons, ties or scrunchies should be bottle green or navy blue. Facial hair should be short and well groomed.



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