

**aitken**  
COLLEGE

**Brookhill  
Parent  
Information**

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# 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 (Year 7 - 9)



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



**Head of Year 7**  
Mrs Abigail Bose



**Head of Year 8**  
Mr Jason Mackrell



**Head of Year 9**  
Mr Peter Francey

## Brookhill (Year 10 - 12)



**Deputy Head of Secondary  
Senior School Pathway**  
Mr Victor Salloum



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



**Head of Year 10**  
Mrs Chris Monos



**Head of Year 11**  
Mr Vince Perri



**Head of Year 12**  
Mrs Belinda Jarvis-Dymond

# WELCOME TO BROOKHILL

Welcome to Brookhill, Selecting your Senior School pathway is an exciting and somewhat daunting task. Decisions made now can affect your post school pathways and future career options. However, there are many people who are here to assist you in your decision-making and the College will offer you the support you need.

You will be receiving information and help from Careers Counsellors, your Head of Year, VCE and VCE Vocational Major Coordinators and Heads of Faculty along with trusted subject teachers. It is important that you discuss this information with your parents and seek to clarify any questions you may have before making your final choices.

Your final choice of program should take into account your interests, areas of strength, and necessary pre-requisites for your post-school pathway.



Aitken College aims to provide a safe, friendly and purposeful environment, in which students are able to value and enjoy learning. The College seeks to create an atmosphere in which students show consideration for the needs of others and a respect for the community and environment at both a local and global level.

The College provides each student with activities which promote self-esteem and feelings of self-worth. All students are allowed opportunities for the development of leadership skills within the school and through involvement in community activities.

The College supports and rewards academic achievement across all of the subject disciplines and encourages students to work constructively to achieve their maximum potential.

The College endeavours to ensure that there is open and effective communication between staff, students and parents. It encourages the involvement of parents and highlights the value of the corporate involvement of many individuals to the College community in its continuing development.

The College actively promotes, through its Religion and Values Education program, and in many other ways, a values system based on acceptance and respect for others, reverence for life and the development of personal honesty and integrity. It creates an environment in which students may develop an understanding of the moral values and philosophies arising from the Gospel and the traditions of the Christian Church.

## **VISION**

The vision for Aitken College is to develop and support a learning community of students, staff and their families in association with the Uniting Church in Australia.

## **MISSION**

The mission of Aitken College is to enable students to become informed and compassionate members of the wider global community.

## **AIMS**

Aitken College will aim 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 to equip them for the 21st century
- 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
- Instill in students a sense of service
- To cultivate an adaptive, innovative and continuously improving school

## **VALUES**

Our Guiding Values at Aitken College

Compassion

Excellence

Integrity

Kindness

Respect

# BROOKHILL - THE SENIOR SCHOOL (YEARS 10, 11 & 12)

## STRUCTURE OF THE SCHOOL

The College is divided into the following schools, named after some of the original pastoral leases in the local area:

PRIMARY Prep to Year 6	<ul style="list-style-type: none"><li>•Fairview - Prep to Year 2</li><li>•Cumberland - Year 3 to Year 6</li></ul>
MIDDLE SCHOOL	<ul style="list-style-type: none"><li>•Dunhelen - Year 7 to Year 9</li></ul>
SENIOR SCHOOL	<ul style="list-style-type: none"><li>•Brookhill - Year 10 to Year 12</li></ul>

The focus in the Senior School is on assisting young people to explore a variety of academic pathways and prepare for the more rigorous study of tertiary and life after school.

# YEAR 11 & 12 COURSE SELECTION - 2024

In planning an academic program for Years 11 and 12, students should consider:

- Personal interests
- Educational strengths and learning styles
- Future career pathways
- Tertiary entrance requirements

Students use the 'Course Planner' on Page 18 to map their proposed course and to ensure that it satisfies the requirements of the VCE or VCE Vocational Major

Experience has shown that if a student has not been successful in a subject in Year 10 or Year 11 then the prospect of success in continuing similar subjects is low.

Students who undertake a subject they have previously found difficult can lose confidence in themselves and their other subjects often suffer as well.

The decision to undertake VCE Scored Assessment Pathway or VCE Vocational Major Pathway should be carefully considered. As the VCE Vocational Major Pathway involves external TAFE study, it may not be possible to switch into the Vocational Major stream once the course has commenced.

The relevance of a subject to a career

Some tertiary courses require that students have undertaken certain units; these are known as prerequisite subjects. The Victorian Tertiary Admissions Centre (VTAC) will publish details of tertiary entrance requirements early in Term 3. All students and parents are advised to consult these requirements and discuss them with the Careers Counsellor.

The career aspirations of students need to be realistic. It is important for parents and students to understand that the ability of a student to undertake a subject competently is as important as career aspirations.

Timeline for course selection:

VCE & VCE VM Information Evening for Year 10 students and parents  
Thursday 13 July, 7:30pm (via Zoom)

Year 10 Student Interviews with Homeroom Teacher\*  
Thursday 13 July – Monday 17 July

Year 10 Careers Interviews with Careers staff\*  
Monday 17 July – Friday 28 July

Web preferences open for subject selection  
Monday 31 Jul – Monday 7 August

\*During July/August, each Year 10 student will be interviewed twice to discuss their subject selections. They will meet with their Homeroom Teacher and one of the Careers Counsellors.  
Year 11 students and parents are welcome to meet with the Careers Counsellors to discuss Year 12 subject selections.

# SENIOR SCHOOL PROMOTION POLICY

This policy is a process intended to fully involve and support Senior School families in determining the most appropriate academic or vocational pathway for each student.

## Year 10 to Year 11

To gain automatic promotion to Year 11, a student must receive grades of D+ or higher in English and four other subjects studied each semester and be able to form a viable proposed VCE course for Years 11 and 12. These subjects must include Mathematics, Science, Humanities, Physical Education and two electives.

## Year 11 to Year 12

To gain automatic promotion to Year 12, a student must receive grades of D+ or higher in ten VCE units (including two units of English) during Year 11 and be able to form a viable Year 12 course.

Students unable to meet these requirements for automatic promotion will be interviewed, with their parents, by the Head of Senior School who may recommend one or more of the following:

- Review of subject choices

The initial subject choice may be inappropriate when considering future career intentions or recent academic achievement. The Careers Counsellor will be included in this consultation. Alternative courses including VCE/VET/VCAL, or VCE over three years can be considered.

- Provisional promotion with review at end of Term 1

The student may be promoted with an agreement that work habits and/or behaviour must improve to an acceptable level. A review of progress will occur at the end of Term 1 with the student and parents. If progress is unsatisfactory, other options will be considered (e.g. a modified program, TAFE, employment).

- Repeat a year if a place is available

Repeating a year is only worthwhile if all parties concerned believe that improved achievement is attainable.

- Explore options outside Aitken College

To explore other pathways that may better suit the student (such as TAFE, apprenticeships or employment opportunities), consultations with the Careers Counsellors and external agencies are required.



# PLANNING YOUR PATHWAY

## Senior School Pathway

Your Senior School pathway describes your choices in education, training or employment after Year 10. In education, it consists of a collection of studies put together to deliver the requirements for a senior school certificate, either:

- The Victorian Certificate of Education (VCE) Scored Assessment Pathway
- The Victorian Certificate of Education (VCE) Vocational Major Pathway

Vocational Education & Training (VET) studies can be included in both VCE pathways. Before you decide about your Senior School program you will need to spend time investigating each of the pathways and what they have to offer.



VET programs are an integral part of the VCE Vocational Major program and can be included in VCE Scored Assessment programs.

Your chosen course should:

- Fulfil the specific requirements of the VCE in the number and range of units required
- Allow you to successfully complete the VCE
- Provide you with a viable pathway with choices post-secondary school

When planning your VCE:

- Consider the subject areas you enjoy
- Think carefully about the subject areas you are good at
- Seek advice and talk to a variety of people about your interests and further studies
- Carefully read this VCE Information Handbook
- Research the courses which interest you and check whether there are any prerequisite subjects (<http://www.vtac.edu.au/publications/#year10and11>: look at 'Prerequisites' for the appropriate year)
- Investigate your career options to ensure your choices will help you reach your goal (use the myfuture website: [www.myfuture.edu.au](http://www.myfuture.edu.au))
- Consult Careers Counsellors

### VCE Scored Assessment Pathway or VCE Vocational Major Pathway

	VCE Scored Assessment Pathway	VCE Vocational Major Pathway
<b>Teaching and Learning Style</b>	Predominantly theoretical with practical work in some studies	Applied and active learning with a focus on hands-on activities
<b>Qualification</b>	Both programs culminate in the award of a VCE Certificate	
<b>Subjects and Areas of Study</b>	Many options of combinations of VCE studies and VET subjects	VCE Vocational Major studies: Literacy, Numeracy, Work Related Skills and Personal Development Skills. VCE VET Business Management External TAFE study
<b>Pathways</b>	Employment, TAFE, university	Employment, TAFE

# VICTORIAN CERTIFICATE OF EDUCATION (VCE) SCORED ASSESSMENT PATHWAY

**VCE Scored Assessment students are awarded the VCE Certificate and receive a Study Score for each subject and an ATAR score. VCE Scored Assessment students can apply for direct entry to University courses with their ATAR score.**

The Victorian Certificate of Education (VCE) Scored Assessment Pathway is a two-year program undertaken by students in Years 11 and 12. A very small number of academically able students may be invited to undertake a Unit 1 and 2 sequence in Year 10.

The academic year is divided into two semesters. A Unit 1 and 2 sequence is equivalent to one year of study in a particular subject.

VCE Units have been designed by the Victorian Curriculum and Assessment Authority (VCAA). All VCE Units taken at Year 10, Year 11 and Year 12 are recorded on the VCE Certificate. The units offered at Year 11 level will generally be Units 1 and 2 in each study. In Year 12, students will take Unit 3 and 4 sequences of their chosen studies. Note: Only Units 3 and 4 are used in the calculation of the Australian Tertiary Admission Rank (ATAR). Please refer to page 13 for further information.

All students undertaking VCE Units 3 and 4 scored assessment stream must sit all internal assessments and external exams.

## **Programs of Study: VCE**

In Year 11, all students are expected to undertake six studies (twelve units) including two units of English which are compulsory.

In Year 12, students will be expected to undertake five studies (ten units). The English requirement of a Unity 3/4 sequence can be English Units 3 and 4 and/or Literature Units 3 and 4. Approval from the Head of Faculty is required in order to study Literature without English.

## **VCE Subject Offerings Policy**

Each year the number and range of subjects offered to students in Years 11 and 12 are determined by a range of factors that may include (but are not limited to) student enrolment, student/teacher ratio, student choice, viable class size, teacher availability, pre-existing offerings and VCAA policy.

Additionally, the following school policy will apply:

- The Principal will decide the number of subjects to be offered and the number of viable classes
- Providing there is a viable class size, subjects which have been undertaken in Year 11 in one year will be offered in Year 12 the following year
- The minimum class size for a subject to be viable shall be set by the Principal
- For subjects where there is enrolment of less than minimum class size, a combined Year 11/12 class may be considered
- Students who select subjects which do not run due to low numbers will be counselled to choose an alternative

## **Provisional subject offerings for VCE Years 11 (2024) and 12 (2025)**

### **Commerce**

- Accounting
- Economics
- Legal Studies • Business Management
- VET Business

### **Digital Technologies**

- Applied Computing (Unit 1/2) / Data Analytics (Unit 3/4)

### **English**

- English
- Literature
- English Language

### **Health and Physical Education**

- Health & Human Development
- VET Sport & Recreation
- Physical Education

### **Humanities**

- History: Twentieth Century History (Unit 1/2) / History: Revolutions (Unit 3/4)
- Religion and Society
- Sociology
- Philosophy

### **Languages**

- Indonesian

### **Mathematics**

- General Mathematics
- Specialist Mathematics
- Mathematical Methods

### **Performing Arts**

- Theatre Studies
- Visual Communication Design
- VET Music Industry (Performance)

### **Science**

- Agricultural & Horticultural Studies
- Chemistry
- Physics • Biology
- Environmental Science
- Psychology

### **Technologies**

- Food Studies
- Systems Engineering
- Product Design & Technology

### **Visual Arts**

- Media
- Visual Communication Design
- Art Creative Practice

Note: VET studies undertaken off-campus will incur an additional course fee

### **Satisfactory completion of the VCE**

At Aitken College, students would generally undertake 22 VCE units of study across Year 11 and 12. To attain the VCE, a student must satisfactorily complete 16 units. These 16 units must include:

- At least three units of English studies (including at least one Unit 3/4 English sequence); and
- Three sequences of Units 3 and 4 studies other than English.

To qualify for an ATAR, students must also pass both units of a Unit 3/4 sequence in an English subject.

### **Assessment in the VCE**

For all studies, the College will decide whether a student satisfactorily completes a unit by achieving the relevant learning outcomes. Learning outcomes are what students must know, or be able to do, by the time they have finished a unit. The College will set assessment tasks to monitor student progress. When a student has achieved a satisfactory or unsatisfactory result for Units 1 to 4, the College will report these results to the Victorian Curriculum and Assessment Authority (VCAA).

### **Units 1 and 2 Assessment**

Each unit of study will use specific work tasks to determine the assessment of outcomes. For any particular outcome, more than one work task is usually required in order to demonstrate achievement of the outcome via the understanding of key knowledge and the demonstration of key skills. To gain satisfactory completion of a unit, students must satisfactorily demonstrate the achievement of each of the stipulated outcomes.

In Year 11 the level of achievement of work tasks or outcomes will be reported by grade levels; A+ to N, UG (Ungraded) or NA (Not Assessed).

Work tasks can include:

- Practical activities
- Questions and problems
- Tests
- The design and implementation of field-based investigations
- Short reports of investigations, written or oral
- Presentation of practical reports in non-text formats such as a poster or multimedia format
- Oral presentations
- Use of computer software and/or applications such as spreadsheets to record and analyse data
- Assignments
- Folio of exercises
- Construction and simulation of models for structures
- Concept maps
- Data analyses
- Media analyses
- Case study analyses

### **Units 3 and 4 Assessment**

For Units 3 and 4 there are additional forms of assessment where grades will be awarded. These graded assessments are either school assessments or examinations. Each study has three graded assessments over Units 3 and 4—either two school assessments and one examination or one school assessment and two examinations.

There are two forms of school assessment:

1. School Assessed Coursework (SACs) which assess performance on tasks specified in the study designs. These tasks are done mainly in class time or in supervised sessions after school.
2. School Assessed Tasks (SATs), which will be the same for every school, where the specifications are set by VCAA but the content is determined by the College.

VCAA specifies how marks are awarded for these assessments. The teacher assesses the work and a score is sent to VCAA. Some form of moderation/checking is undertaken to ensure comparability between schools.

External examinations are set and marked by VCAA.

Results for each graded assessment are reported as a grade from A+ to N, UG (Ungraded) or NA (Not Assessed). The final marks given by VCAA for each of the three assessments are used to determine the Study Score, which is then used to calculate the ATAR.

A Study Score is determined by the examination and school assessment results. It indicates the student's performance in comparison with others enrolled in the same study across all schools in Victoria. This will usually be a numerical mark out of 50, with the distribution of marks reflecting a mean of 30 and a standard deviation of 7.

Where there is more than one class of a Unit 3 and 4 study, students will have after school assessments to ensure that all students studying the subject are tested under identical conditions.

### **Reporting results**

At the end of Year 11, VCAA will provide students with a 'statement of results' that states whether they have satisfactorily completed their units of study. In addition, student reports will be distributed by the College. At the end of Year 12, VCAA will issue a 'statement of results' that will be mailed to students in December. The statement of results will:

- State whether the student has completed units of study as satisfactory 'S' or unsatisfactory 'N'
- Provide school assessment and examination grades and a study score
- Provide information as to whether the student attained their VCE.

The General Achievement Test (GAT) results will be reported as part of the final results package.

### **The ATAR: Australian Tertiary Admission Rank**

The ATAR serves as a basis for selection into Australian Universities and TAFE institutions. The ATAR will place students on a percentile ranking, with 99.95 being the highest rank. The rank will be used by all courses for which applicants are selected based on VCE results.

For each study, the Victorian Tertiary Admission Centre (VTAC) will scale the study score. An aggregate will then be calculated taking the score for English, the scores for the best three other studies and 10% of the scores for the fifth and sixth studies. This aggregate will be ranked on a 'percentile' basis for all VCE students in the State.

### **The tertiary selection process**

Students applying for tertiary courses will be selected using their ATAR or using a combination of selection criteria to make final decisions.

Generally, where selection is by ATAR, students will be considered based on:

- Completion of course pre-requisites; and
- Their equivalent national tertiary entrance rank; and
- Special Entry Access Scheme (SEAS) application, Subject Bonus and VTAC Personal Statement (where applicable).

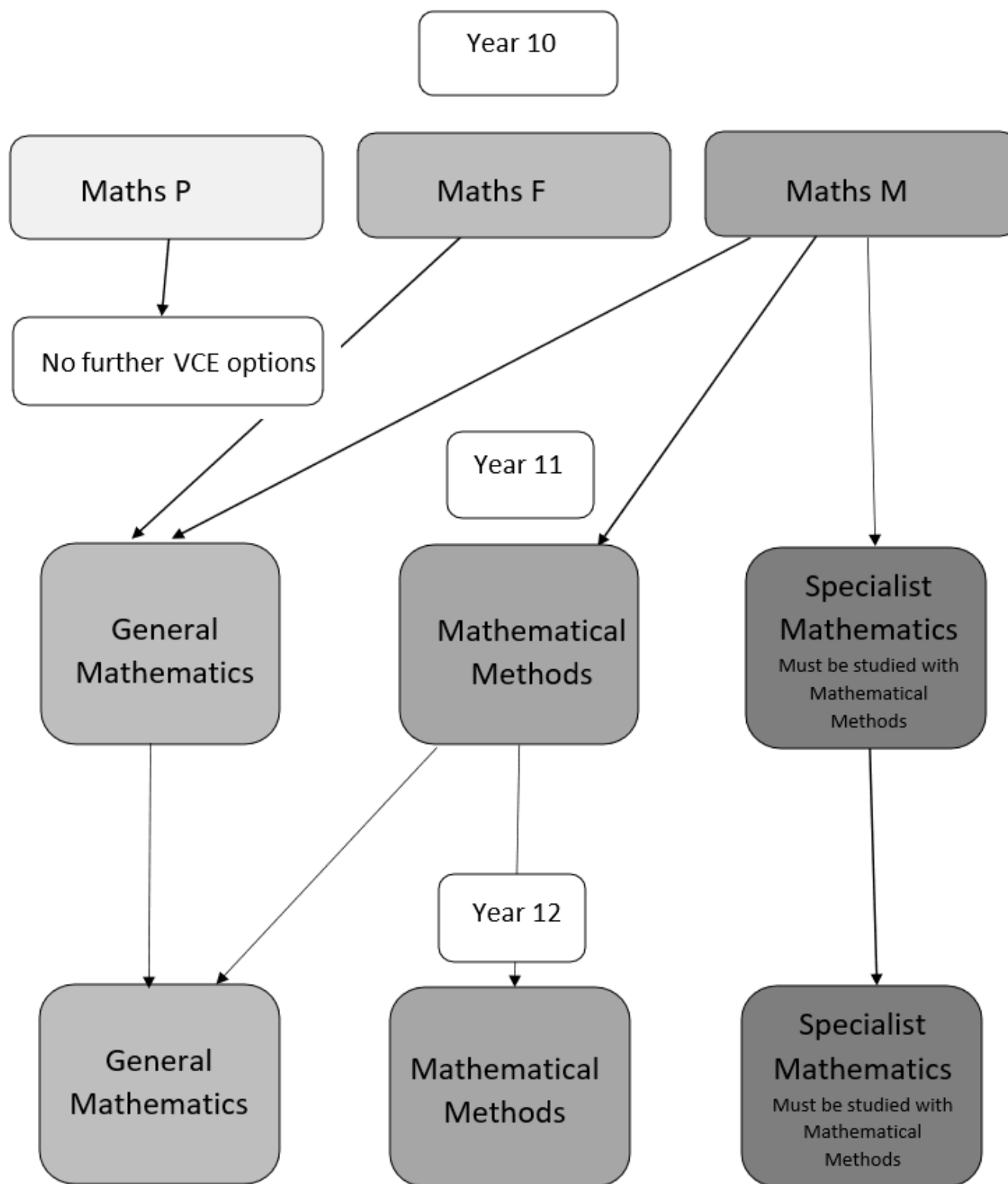
Where selection uses criteria in addition to, or other than, the ATAR, students may be selected based on one or more of the following:

- Completion of course pre-requisites
- Their ATAR
- Pre-selection kit
- Folio presentation
- Audition
- Application form
- Interview; and/or
- Special Entry Access Scheme (SEAS) application, Subject Bonus and VTAC Personal Statement (where applicable)

All students studying Unit 3 and 4 subjects are required to sit the General Achievement Test (GAT). Students will be given a score that will be reported on a statement from VCAA. The GAT is used for moderation of school assessed coursework and School Assessed Tasks to ensure that standards across schools are comparable. It is also used as part of the calculation for Derived Examination Scores.

### VCE Mathematics Pathways

Please use the diagram below to help you understand the VCE Maths subject options and how they connect to each other. Careers Counsellors will be able to provide more information if needed during your careers interview.



# VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR PATHWAY

VCE Vocational Major Pathway students are awarded the VCE Certificate, but don't receive Study Scores and an ATAR score. VCE Vocational Major allows students to transition more quickly and efficiently into employment and apprenticeships post-school but does not allow direct application for university courses. VCE Vocational Major Pathway is the 'hands-on' option for Year 11 and 12 students, providing practical, flexible learning with units and project work developed according to students' interest and skill levels.

The VCE Vocational Major suits students who:

- are clear about their career direction
- want to go straight to TAFE with the possibility of university later
- want to complete an apprenticeship, pre-apprenticeship or school based apprenticeship (SBAT)
- will seek employment straight after Year 12
- know that they don't need an ATAR to get into their course

## Admission to VCE Vocational Major Pathway

Entry into the VCE Vocational Major program is not automatic. Students are required to complete and submit the appropriate VCE Vocational Major application documentation. Applicants and their parents will then be invited to an interview with the Head of Faculty – Vocational Major. Prospective VCE Vocational Major students should have a clear vocational direction and be seeking to start relevant training in the industry of their choice.

## Structure of the VCE Vocational Major Course

The academic year is divided into two semesters. A Unit 1 and 2 sequence is equivalent to one year of study in a particular subject.

Students undertake the following subjects:

Year 11

- VCE Vocational Major Literacy Units 1 and 2
- VCE Vocational Major Numeracy Units 1 and 2
- VCE Vocational Major Work Related Skills Units 1 and 2
- VCE Vocational Major Personal Development Skills Units 1 and 2
- VCE VET Business Units 1 and 2
- An external TAFE VET study of the student's choosing

Year 12

- VCE Vocational Major Literacy Units 3 and 4
- VCE Vocational Major Numeracy Units 3 and 4
- VCE Vocational Major Work Related Skills Units 3 and 4
- VCE Vocational Major Personal Development Skills Units 3 and 4
- VCE VET Business Units 3 and 4
- An external TAFE VET study of the student's choosing, continued from Year 11

## What can this lead to?

<ul style="list-style-type: none"> <li>• Apprenticeship or pre-apprenticeship</li> <li>• TAFE course</li> <li>• Employment directly from school</li> </ul>	<ul style="list-style-type: none"> <li>• University course is still an option in the future, after completing a TAFE course e.g., diploma</li> </ul>
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## Why choose this program?

Choose this if you are interested in:		
<ul style="list-style-type: none"> <li>• A specific vocational area (e.g., plumbing, hairdressing, media, carpentry, hospitality)</li> </ul>	<ul style="list-style-type: none"> <li>• Going to TAFE, starting an apprenticeship, or seeking employment straight after Year 12</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing for the workforce and gaining industry experience through Structured Workplace Learning</li> </ul>



# VCE VET

## What is VCE VET?

A VET (Vocational Education and Training) course is a nationally recognised qualification delivered as a fully developed program of study within the VCE and contributes to the satisfactory completion of the VCE. VCE VET programs will give a student credit at Units 1 to 4 which can contribute to the student's ATAR when undertaken as part of the VCE Scored Assessment Pathway.

Students undertaking the VCE Vocational Major Pathway will study VCE VET Business Management non-scored stream.

The available courses are auspiced through an external Registered Training Organisation (RTO). These courses can be found on pages 57, 58 and 60.

Successful completion of a VCE VET course in a senior secondary program provides students with:

- VCE Certificate issued by the Victorian Curriculum and Assessment Authority (VCAA)
- VET Certificate or Statement of Results for partial completion by an external RTO
- Two Statements of Results from VCAA for both VCE subjects and VET subjects
- Improved pathways into employment and/or further VET qualifications
- A study score when taken within the VCE Scored Assessment Pathway

Students value VET because it:

- Allows them to combine general and vocational studies which, for many, provides a practical focus in a range of industry areas
- Provides direct experience of business and industry

Employers value VET because it:

- contributes to the development of entry level skills for their industry
- provides students with a practical and focused introduction to workplace requirements
- enhances the employability of students
- enables industry to contribute to educational programs in schools
- enables industry to participate in local community networks.

Further information regarding any VET courses and their place within the VCE program can be found at:

<http://www.vcaa.vic.edu.au/vet/index.html>

# VCE SCORED ASSESSMENT PATHWAY COURSE PLANNER

Please use the grids below to aid you in your planning. A complete course would require each box to be filled in with one subject name. Refer to the following page for some examples of possible courses.

When completing your subject selections, Year 11 students will be required to submit two reserve subjects in case any of your preferred subjects cannot be included in your final allocations. Year 12 students will be required to submit one reserve subject

## YEAR 11 – 2024

<b>Semester 1</b>	English						Reserve	Reserve
<b>Semester 2</b>	English						Reserve	Reserve

## YEAR 12 – 2025

<b>Semester 3</b>	English					Reserve
<b>Semester 4</b>	English					Reserve

# SOME SAMPLE COURSES

## COURSE A

<b>Year 11 Semester 1</b>	English 1	Maths Methods 1	General Maths 1	Accounting 1	History 1	Legal Studies 1
<b>Year 11 Semester 2</b>	English 2	Maths Methods 2	General Maths 2	Accounting 2	History 2	Legal Studies 2

<b>Year 12 Semester 3</b>	English 3	Maths Methods 3	Accounting 3	History 3	Legal Studies 3
<b>Year 12 Semester 4</b>	English 4	Maths Methods 4	Accounting 4	History 4	Legal Studies 4

## COURSE C

<b>Year 11 Semester 1</b>	English 1	General Maths 1	Biology 1	HHD 1	VET Sport & Recreation 1	Psychology 1
<b>Year 11 Semester 2</b>	English 2	General Maths 2	Biology 2	HHD 2	VET Sport & Recreation 2	Psychology 2

<b>Year 12 Semester 3</b>	English 3	General Maths 3	Biology 3	HHD 3	VET Sport & Recreation 3
<b>Year 12 Semester 4</b>	English 4	General Maths 4	Biology 4	HHD 4	VET Sport & Recreation 4

# FAQs

## **Do I have to do Maths as part of my VCE program?**

No for VCE Scored Assessment Pathway. Some tertiary courses require maths or recommend it but there is no compulsion to undertake Maths in either Year 11 or 12. Check tertiary course prerequisites for prescribed maths requirements for university and TAFE courses.

Yes for VCE Vocational Major Pathway. Students must undertake VCE Vocational Major Numeracy Units 1, 2, 3 and 4.

## **Do I have to do English as part of my VCE program?**

Yes. VCE Scored Assessment Pathway students must undertake Units 1, 2, 3 and 4 studies within the English group of subjects.

VCE Vocational Major Pathway students must undertake VCE Vocational Major Literacy Units 1, 2, 3 and 4.

## **Does a VET subject count towards my VCE Certificate?**

Yes. We recommend that VCE Scored Assessment Pathway students study a maximum of two VET subjects in a VCE course. These subjects will provide a study score and contribution towards ATAR

All VCE Vocational Major Pathway students study VCE VET Business non-scored stream onsite and study another VET subject at TAFE as part of their program.

## **Can I change VCE subjects in Year 11?**

VCE Scored Assessment Pathway students can change a subject

- for Unit 1, change requests must be lodged before the end of the first week of Term 1
- For Unit 2, change requests must be lodged before the commencement of Unit 2 studies

Students wishing to change subjects must get a change of subject form from the Senior School Office and follow the process outlined on the form.

Students are more likely to experience success in a Unit 3-4 sequence if they have the background knowledge from the corresponding Unit 1-2 study, so students are advised to minimise subject changes at the end of Unit 1. At the end of Year 11, you will have the opportunity to evaluate your choices and adjust your program for Year 12. Again, be aware that it is a challenge to undertake Unit 3 and 4 sequences without completing the corresponding Units 1 and 2.

## **Do VCE and VCE VM students get study periods?**

VCE students do get study periods that are supervised by staff. VCEVM students do not get study periods.

## **What are my pathway options beyond VCE Vocational Major?**

Students who complete the VCE Vocational Major Pathway program do not gain an ATAR for direct entrance to university. However, these students will be able to gain entry to TAFE courses. Students can also commence an apprenticeship, traineeship or other employment after completing their VCE Vocational Major studies. Later, it is possible to transition from a TAFE program to a university degree course.

## **Are there any special entry requirements for the VCE Vocational Major Pathway program?**

No. Any student is able to apply to enter the VCE Vocational Major Pathway program; however, an interview with the VCE Vocational Major Pathway Coordinator is required before entry is granted.

## **Can I change from VCE Scored Assessment Pathway into VCE Vocational Major Pathway in Semester 2 of Year 11?**

Yes, this is possible if you realise your strengths are in the area of applied learning. Your successful VCE and VET units can gain you credit in your VCE Vocational Major program; however, the following points must be noted:

- Students transferring into the VCE Vocational Major Pathway for Unit Two Year 11 must have successfully completed a Unit 1 study in and English and Mathematics units.
- Students transferring into the VCE Vocational Major Pathway for Unit Two Year 11 must have successfully completed a Unit 1 VCE VET study. They must continue with this study for the remainder of their VCE Vocational Major program.
- Students transferring into the VCE Vocational Major Pathway for Unit Two Year 11 may not be able to secure a place in TAFE for Semester Two. For this reason, they must already be enrolled in an internal VCE VET study (See point above)

# GLOSSARY

<b>ASSESSMENT TASKS</b>	Pieces of work which are undertaken over a designated <a href="#">period of time</a> or as an examination and are graded to determine the student's level of performance.
<b>ATAR</b>	Australian Tertiary Admissions Rank. A rank that is generated from a student's VCE results (study scores). This rank is used by most tertiary institutions as a tool for selection purposes.
<b>GAT</b>	A general knowledge examination undertaken by all students who are studying any Unit 3/4 sequence. The GAT is used by VCAA as a means of verifying grades. It also becomes particularly important when a student is unable to sit an end of year exam(s).
<b>LEARNING OUTCOMES</b>	Learning Outcomes are the basis for satisfactory completion of VCE units. There are two to four Learning Outcomes per unit. Learning Outcomes define what students will know and be able to do <a href="#">as a result of</a> undertaking a study.
<b>PREREQUISITE SUBJECTS</b>	These are VCE units that must be satisfactorily completed before the student is eligible for selection into specific tertiary courses. Students should check prerequisites with the relevant institutions before finalising their VCE course selection.
<b>SAC</b>	School Assessed Coursework refers to assessment tasks that are specified in a study design and set by class teachers which students must complete satisfactorily. This work is completed in class and assessed by your teacher.
<b>SAT</b>	School Assessed Tasks are completed in subjects that produce a product or model. This Unit 3/4 work receives a grade from A+ to UG, based on the quality of the work. The work is marked internally, according to VCAA specifications, and is confirmed externally.
<b>STUDY</b>	A VCE subject (usually Units 1 – 4).
<b>STUDY SCORE</b>	A score (usually 0 – 50) which sums up the student's total achievement in all work set in each study, relative to all other students doing that same study. It is based on school assessments and examinations. It only applies to results from Units 3 and 4.
<b>UNIT</b>	A self-contained study of one semester.
<b>VCAA</b>	Victorian Curriculum and Assessment Authority. The body that administers the VCE and awards study scores.
<b>VCE SCORED ASSESSMENT PATHWAY</b>	Victorian Certificate of Education. A senior school certificate based on mainly theoretical learning.
<b>VCE VOCATIONAL MAJOR PATHWAY</b>	Victorian Certificate of Education. A senior school certificate based on mainly practical learning
<b>VET</b>	Vocational Education and Training. Industry endorsed programs that enable students to obtain joint VCE and TAFE qualifications. The VET subjects offered at Aitken all have scored assessment tasks with an end of year exam, giving the student a <a href="#">study score</a> and contributing to the ATAR.
<b>VTAC</b>	Victorian Tertiary Admission Centre. This organisation administers applications for entry to most tertiary institutions post-Year 12, scales the study scores and converts them to an ATAR.

# KEY CONTACTS

NAME	HEAD OF FACULTY	SUBJECTS	EMAIL
Mrs Linda Camilleri	Visual Arts	Art Creative Practice Visual Communication & Design	<a href="mailto:lcamilleri@aitkencollege.edu.au">lcamilleri@aitkencollege.edu.au</a>
Mr David Christofas	Commerce	Accounting Business Management Economics Legal Studies VET Business	<a href="mailto:dchristofas@aitkencollege.edu.au">dchristofas@aitkencollege.edu.au</a>
Ms Deborah Garlick	Food Studies	Food Studies	<a href="mailto:dgarlick@aitkencollege.edu.au">dgarlick@aitkencollege.edu.au</a>
Dr Adele Hudson	Science	Biology Chemistry Physics Psychology Agricultural & Horticultural Studies Environmental Science	<a href="mailto:ahudson@aitkencollege.edu.au">ahudson@aitkencollege.edu.au</a>
Mr Christian Inturrisi	Mathematics	Mathematics – General Mathematics - Methods Mathematics – Specialist	<a href="mailto:cinturrisi@aitkencollege.edu.au">cinturrisi@aitkencollege.edu.au</a>
Mr Mick Kilpatrick	Digital Technology	Applied Computing/Data Analytics	<a href="mailto:mkilpatrick@aitkencollege.edu.au">mkilpatrick@aitkencollege.edu.au</a>
Mr Linden Koodravsev	Media Coordinator	Media	<a href="mailto:lkoodravsev@aitkencollege.edu.au">lkoodravsev@aitkencollege.edu.au</a>
Mrs Jenny Lilley	Vocational Major	VCE Vocational Major	<a href="mailto:jlilley@aitkencollege.edu.au">jlilley@aitkencollege.edu.au</a>
Ms Merjam Mujkanovic	Humanities	History Sociology Philosophy	<a href="mailto:mmujkanovic@aitkencollege.edu.au">mmujkanovic@aitkencollege.edu.au</a>
Mrs Chris Pocervina	Physical Education	Health & Human Development Physical Education VET Sport & Recreation	<a href="mailto:cpocervina@aitkencollege.edu.au">cpocervina@aitkencollege.edu.au</a>
Mr Anthony Politini	English	English English Language Literature	<a href="mailto:apolitini@aitkencollege.edu.au">apolitini@aitkencollege.edu.au</a>
Mr Ian Watson	Design Technology	Systems Engineering Product Design & Technology	<a href="mailto:iwatson@aitkencollege.edu.au">iwatson@aitkencollege.edu.au</a>
Mr Steve Rogers	Languages	Indonesian	<a href="mailto:srogers@aitkencollege.edu.au">srogers@aitkencollege.edu.au</a>
Ms Elise Zijai	Performing Arts	Theatre Studies VET Music Industry (Performance)	<a href="mailto:ezijai@aitkencollege.edu.au">ezijai@aitkencollege.edu.au</a>
Mrs Anne Zupan	Religious & Values Education	Religion & Society	<a href="mailto:azupan@aitkencollege.edu.au">azupan@aitkencollege.edu.au</a>

## ADDITIONAL ASSISTANCE

NAME	POSITION	EMAIL
Mr Victor Salloum	Deputy Head of Secondary (Senior School Pathways)	<a href="mailto:vsalloum@aitkencollege.edu.au">vsalloum@aitkencollege.edu.au</a>
Mrs Clare Borg	Careers Counsellor	<a href="mailto:careers@aitkencollege.edu.au">careers@aitkencollege.edu.au</a>
Ms Rae Gibbs	Careers Counsellor	<a href="mailto:careers@aitkencollege.edu.au">careers@aitkencollege.edu.au</a>
Mr Vince Perri	Assistant Head of School Year 10	<a href="mailto:vperri@aitkencollege.edu.au">vperri@aitkencollege.edu.au</a>

# SCHOOL PROGRAMS

## **DISCIPLINE**

A discipline framework enables students, teachers and parents to recognise where student behaviour is or is not at an acceptable level and provides a procedure to rectify this. The unified efforts of parents and teachers are effective in successfully modifying children's behaviour.

Students will be encouraged at all times to be responsible for their own behaviour and will be positively rewarded for successfully achieving high standards of acceptable performance. The discipline framework of the College has been established to allow the best possible scope for students to develop qualities of self-discipline, which they will carry through into their later lives.

## **EDUCATIONAL SUPPORT PROGRAM**

The Learning Support program in Dunhelen is offered for students with specific learning needs and general classroom curriculum support. These programs encourage students to strive to do their best and encourage an inclusive and supportive environment. Support is offered as small group withdrawal groups and in class support. Eligible students are identified by their teachers and referred to the specialised staff in the Learning Centre. The College is committed to support academic progress and individual needs of students.

## **LEADERSHIP TRAINING PROGRAM**

A number of leadership positions are available to students to become involved in the College and contribute to its life in a meaningful manner. The leaders are involved in a series of training sessions, such as how to run a meeting, public speaking and team building exercises, in preparation for their roles.

## **LIFE SKILLS**

A range of visiting speakers conduct mini-seminars over the year in topics which include: cyber safety, money management, basic financial matters and consumer law, self-confidence and leadership qualities.

## **PASTORAL CARE**

Every school community faces the need for providing students with a safe and happy learning environment. Each student has the right to enjoy their school experience. No student should fear school life. Pastoral Care at Aitken College starts at this point, teaching young people how to relate to each other in a positive manner. Aitken College teaches a values system which holds high compassion, honesty, integrity, kindness and respect. As students grow through the College they will learn to practise these values and to deal with a wide range of 'life skills', which include study skills, self-esteem, ethics, social responsibility, bullying, loss and grief, goal setting, harm minimisation, racism and conflict resolution.

## **WELLBEING**

The Head of Wellbeing through the Deputy Principal is responsible for coordination of the Student Wellbeing Program. Homeroom teachers in the first instance monitor progress of students in their care. They are the first point of call for parents. 'Students at risk' are monitored in consultation with the Head of School. Matters of students at 'significant risk' will be referred to a member of the Student Wellbeing Team so that appropriate care can be given. At times, this may involve referral to outside organisations who can give specialist care and advice. Students are encouraged to speak with Homeroom teachers, Class teachers, Heads of Year, Heads of School and members of staff on the Student Wellbeing Team to discuss any issues they feel need resolution.

## **SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT FRAMEWORK**

A School Wide Positive Behaviour Support (SWPBS) framework is used across the College to create a safe and supportive environment within the school community, to develop positive and respectful relationships, and to improve social, cultural and academic outcomes.

SWPBS is a proactive approach that supports children and young people in their social, emotional, behavioural and academic learning. Appropriate positive behaviours and expectations are explicitly taught, recognised, agreed upon and acknowledged throughout the College. SWPBS includes a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing inappropriate behaviour. A Positive Behaviour Matrix is used to reinforce expected behaviours.

A positive approach to behaviour management is used where students are educated towards self-regulated behaviour involving positive choices and consequences for inappropriate behaviour. A restorative conversation is used when conflict arises. This approach is based on the development of trust, fairness, empathy, student voice, and reflection. Students are encouraged to take ownership of their behaviour, consider the rights of others, and take responsibility for their actions.

### **PEER SUPPORT**

The Peer Support Program links Year 7 students with Year 11 students who have had leadership training to assist students in the transition into secondary school. This program runs during Life Skills time during Term 1.

### **‘SETTING THE TONE’**

Students spend the first day of the academic year with their homerooms. This provides an opportunity for the homeroom teacher and students to work together in setting an appropriate tone for the class. Students participate in activities getting to know each other, appreciating their similarities and differences and developing a group identity.

### **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
- Choirs and ensemble groups
- Musical and Drama productions
- Science Activities – Family Science Night
- Community service
- Art Awards Festival
- Writing Awards Competition
- School Sports Victoria Competition





# GENERAL INFORMATION

## TERM 1

**Term 1 commences for Year 7** - Thursday 1 February  
**Term 1 commences for Years 8 – 12** - Friday 2 February  
**Dunhelen Parent Information Night (Years 7 – 9)** - Wednesday 7 February  
**Year 7 Camp** - Wednesday 21 – Friday 23 February  
**Labour Day Holiday** - Monday 11 March  
**Term 1 ends** - Wednesday 27 March

## TERM 2

**Term 2 commences** - Tuesday 16 April  
**ANZAC Day Holiday** - Thursday 25 April  
**Year 9 Camp** - Saturday 18 – Friday 24 May  
**King's Birthday Holiday** - Monday 10 June  
**Term 2 ends** - Thursday 20 June

## TERM 3

**Term 3 commences** - Tuesday 16 July  
**Year 8 City Experience** - Monday 26 - Friday 30 August  
**Term 3 ends** - Thursday 19 September

## TERM 4

**Term 4 commences** - Monday 7 October  
**Mid Term Holiday** - Monday 4 November  
**Melbourne Cup Holiday** - Tuesday 5 November  
**Assessment Day (Student Free Day)** - Friday 22 November  
**Term 4 ends** - Wednesday 11 December

## ABSENCES

If your child is going to be absent from school, please contact Brookhill Admin on 9333 9107 or email [brookhilladmin@aitkencollege.edu.au](mailto:brookhilladmin@aitkencollege.edu.au) – Please provide your child's name, year level and the reason for your child/ren's absence.

Requests for permission to leave early must be in writing and should be brought to the Homeroom teacher at the beginning of the day. When students leave early, they swipe their ID card at the terminal and a parent is required to collect them from Reception. Students who leave the College during the day, but return later that day, must use their ID card and sign back in at the terminal.

## ALLERGIES AND ANAPHYLAXIS

A number of students at the College have severe allergies that can be life threatening. Triggers for these allergies include some foods (e.g. peanuts, eggs, milk, wheat, fish), insect bites, medications and latex. We ask that parents support the College in minimising the risk to these students.

## 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 edition of textbooks, ebooks and digital subscriptions.

## **BELL TIMES**

Homeroom Assembly	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 Assembly	3.10 pm – 3.15 pm

## **CANTEEN ONLINE ORDERING**

A canteen service operates daily and provides an online ordering system. Parents must submit lunch orders for their child online at [www.flexischools.com.au](http://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.

This policy 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
- employment at the school (recruitment, allocation of duties, employment conditions, access to benefits such as training, promotion and leave).

### **EXTENDED ABSENCES**

Parents are required to send a letter to the Principal and the relevant Head of School requesting permission for an extended absence from school. Extended absence from school can have a detrimental effect on your child's education. Full payment of fees will still be required to hold the place.

### **FIRST AID**

First Aid is available for students who become unwell or are injured during school time. Students will be sent home after contact has been made with a parent or an emergency contact who is able to 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.

### **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.

### **HOUSE SYSTEM**

All students are placed in one of our Houses: Brodie (blue), Cameron (green), Clarke (gold) and Millar (red). A variety of activities make up our inter-house competitions, including athletics, swimming and cross country.

### **ID CARDS**

All students in Years 4 – 12 are issued with Student ID cards. This card can be used to borrow books from the library, for photocopying, for printing, for internet usage and for use on the College charter busses. Lost cards must be reported immediately, and a fee will be charged for a replacement card. ID cards remain property of the College and must be returned when a student leaves the College or when a new card is issued.

### **ILLNESS**

Parents are asked to keep a sick child away from school as infectious diseases, colds, etc are easily transmitted to other children and teachers.

If a child contracts an infectious disease or illness, the College should be notified. On return to school a medical certificate which indicates freedom from infection must be supplied.

## **INSTRUMENTAL MUSIC TUITION**

Aitken College has a large Instrumental Music Program, which provides private tuition on contemporary-popular (voice, piano, guitar, bass guitar, drum kit) instruments, woodwind (flute, clarinet, alto saxophone, tenor saxophone), brass (trumpet, trombone) and string (violin, viola, cello) instruments. The program is open to all students in Years Prep to 12.

Enrolment in instrumental music tuition is on a yearly basis, with eight weeks' fees payable, in full, at the commencement of each term.

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, via <https://www.aitkencollege.edu.au/instrumental-music-program/> or by emailing [music@aitkencollege.edu.au](mailto:music@aitkencollege.edu.au)

## **LATE ARRIVAL**

Students who are late to school must report to Reception and swipe their ID card through the sign in terminal. A Late Slip is issued, which must be given to the Homeroom Teacher.

## **LIBRARY**

The Aitken College Library supports and enriches the teaching/learning program of the school. The library is open to students before school from 8.00 am, at lunchtime and after school until 4.00 pm.

The Library uses 'Infiniti', a library system which allows students to access the catalogue and other library resources from any internet connection (e.g. home). There is a hub of 6 computers in the library making available to students Internet and Intranet resources. Students are also welcome to bring into the library their own devices for use. Access to wide online services and other electronic facilities provide the most current resources for student research. Students will be assisted to develop the skills they need to find and select useful information. Other library resources include fiction, non-fiction, reference, graphic novels and magazines. A colour printer/copier is located in the library for student use.

Borrowing limits and loan periods for Years 7 to 9 are four books for two weeks. Please take note of the loan periods; books may be renewed if required. Students also have online access to ebooks and audiobooks at all times.

The library is a working area and students are expected to work quietly and to respect the rights of others.

## **LINES OF COMMUNICATION**

Pastoral care and general administrative issues should be directed in the first instance to your child's homeroom teacher or subject teacher. If necessary, the matter can be referred to the Head of Year and/or Dunhelen Deputy Head of Secondary, Middle School Culture. The Assistant Principal (Learning and Innovation) should be contacted about issues related to curriculum. Issues relating to day-to-day management of the College should be referred to the Deputy Principal.

Please be aware that if an issue requires lengthy discussion, you are required to arrange an appointment with the relevant staff member.

## **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.

## **MOBILE PHONES AND OTHER ELECTRONIC DEVICES**

Students from Prep - Year 9 are not permitted to have their phones on them during school hours (8.45am - 3.10pm). If a mobile phone is brought to school, it must be stored in the students' locker. Students given permission to make phone calls are requested to do so through their Assistant Head of School or Head of School.

The College cannot take responsibility for the loss of mobile phones and other electronic devices. The taking of photographs at school is not allowed unless given permission by the Assistant Head of School or classroom teacher.

## **AIMS LEARNING PLATFORM (Schoolbox)**

AIMS (Schoolbox) Learning Platform is a platform that enables the College to support the development of the whole student; their academic growth, extracurricular involvement and wellbeing.

Teaching staff use AIMS to help students organise homework and create and access resources from anywhere that has internet access. The AIMS dashboard brings together everything that teachers, students and parents need to know in one place. The dashboard displays upcoming homework, timetables, the school calendar, bookmarks, bulletins and much more.

Students can access interactive learning materials, tests, quizzes, blogs, forums and much more from their devices whilst in the College and from home. Students can hand in documents, photos, videos and more, which teachers can then annotate, mark and return to their students. Students also have access to a student planner app on their iPad to enable them to check timetables and submit their work.

Each student will receive individual login details prior to or on the first day of school.

## **AIMS PARENT PORTAL**

AIMS parent portal provides parents access to the same material as their children, so they are able to help their children with their learning.

AIMS provides parents access to study material as well as targeted content for them and information about their children including timetables, homework, and attendance. Parents are able to complete forms online and easily keep up to date with life at Aitken.

Students can hand in documents, photos, videos and more, which teachers can then annotate, mark and return to their students, which parents can access.

Parents will receive individual logins details emailed to them with instructions on how to use the portal, this will be provided to parents upon their child's commencement at the College. It is important that this login is kept safe as it allows parents to update their details, provide consent to excursions, absences etc.

## ASSESSMENT AND REPORTING

Reports are provided at the end of Semester 1 and 2.

Parent Teacher Interviews are held at the end of Term 1 and early in Term 3.

Information in relation to student achievement and learning is available directly to students and parents throughout the year, via the task feedback on AIMS. Teachers provide the most appropriate combination of detailed rubrics, summary comments and assessment scores after each assessment task. This allows students and parents to have an immediate impact on learning during the semester, when the learning is taking place.

A summary, Semester Report is provided at the end of each semester. This report contains an overall grade for each subject and an indication from each subject teacher of how well the student is demonstrating key attitudes to learning which will impact on their future learning: self-improvement, perseverance, respect, creativity and collaboration. A homeroom teacher comment highlights student achievements and draws attention to areas of concern.

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

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

Late submission of work will generally incur a penalty which will result in a lower grade. This encourages students to take responsibility for their time management and emphasizes the importance of meeting all deadlines.

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](mailto:admin@aitkencollege.edu.au)

Note that the quartile is derived simply from the ranking of students within the year level. This result needs to be interpreted with care. If all the students within a subject or year level are achieving highly, it is possible for a student to be placed in quartile 4 even though their level of achievement is quite high.

Please note students completing Units 3 and 4 will also be issued a transcript of results from the VCAA.

## NEWSLETTER

Parents and students are kept informed about coming events, important dates and student achievements through the College newsletter that is published three times each term. The newsletter is available online and parents will receive notification advising when it is available on the College website [www.aitkencollege.edu.au](http://www.aitkencollege.edu.au).

## 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](mailto: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 School Sports Victoria competition. Carnivals and round robin sports days form part of this competition and include athletics, swimming, cross country, netball, hockey, football, soccer and basketball. We are part of the Woodlands division and students or teams that are successful at this level have an opportunity to progress to regional and then state level. Year 10 and above can compete in senior school sports.

## **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.

## **SUNSMART POLICY**

The aim of the SunSmart policy is to minimise the dangers of excessive UV radiation exposure for both staff and students and to ensure a healthier environment with long term health benefits. Students should always have a hat with them as part of their school uniform. Parents are asked to provide their child with sunscreen which they can put on as required.

## **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 Estate, Kalkallo, Beveridge, Bulla and Sunbury. Timetables and routes are available on <https://www.sunburycaches.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.

## **COLLEGE WARDROBE**

The school 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 and engenders pride in appearance. Each student's appearance indicates his or her attitude to Aitken College. Members of the community will form opinions about the College on this basis.

**ALL ITEMS OF WARDROBE SHOULD BE CLEARLY AND SECURELY NAMED FOR IDENTIFICATION.  
WARDROBE ITEMS ARE TO BE PURCHASED FROM SCHOOLTRENZ IN TULLAMARINE.**

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](http://www.schooltrenz.com.au)).

The shop is open from:

Monday	11.00 am – 5.00 pm
Wednesday	11.00 am – 5.00 pm
Friday	11.00 am – 5.00 pm
Saturday	9.30 am – 3.00 pm

Trading hours may be extended during peak times

MALE WARDROBE	FEMALE WARDROBE
<b>Summer</b>	<b>Summer</b>
<ul style="list-style-type: none"> <li>• Dark grey long trousers or shorts (just worn above the knees)</li> <li>• Short sleeved blue summer chambray shirt with College logo on the pocket</li> <li>• Dark grey College short socks worn above the ankle</li> <li>• College jumper</li> <li>• College blazer</li> <li>• Flat black lace up leather school shoes</li> </ul>	<ul style="list-style-type: none"> <li>• College summer dress or</li> <li>• College shorts (just worn above the knees)</li> <li>• Short sleeved blue summer chambray shirt with College logo on the pocket</li> <li>• White College socks, worn above the ankle</li> <li>• College jumper</li> <li>• College blazer</li> <li>• Flat black lace up leather school shoes</li> </ul>
<b>Winter</b>	<b>Winter</b>
<ul style="list-style-type: none"> <li>• Dark grey long trousers</li> <li>• Blue open neck chambray shirt (long or short sleeves) with College logo on the pocket</li> <li>• College tie (to be phased out by end of 2024)</li> <li>• Dark grey College socks</li> <li>• College jumper</li> <li>• College blazer</li> <li>• Flat black lace up leather school shoes</li> </ul>	<ul style="list-style-type: none"> <li>• Years 6 – 12 College skirt (worn just above the knees)</li> <li>• Years 6 – 12 College slacks</li> <li>• Blue open neck chambray shirt (long or short sleeves) with College logo on the pocket.</li> <li>• College tie (to be phased out by end of 2024)</li> <li>• Navy tights, not sheer stockings</li> <li>• Short/long navy socks with slacks and skirt</li> <li>• College jumper</li> <li>• College blazer</li> <li>• Flat black lace up leather school shoes</li> </ul>

**Notes:**

- 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.
- Scarves, beanies and gloves are available from the uniform shop. If students choose to wear them, they must be navy in colour. Beanies and gloves are for outdoors only.
- Summer wardrobe is encouraged in Terms 1 and 4 and Winter wardrobe is encouraged in Terms 2 and 3, depending on the prevailing weather conditions.
- Year 12 students are permitted to wear the navy Year 12 College jumper.
- The College tie must be worn with the buttoned collar shirt (tucked in), both of which will be phased out by the end of 2024.

**SPORT AND PHYSICAL EDUCATION 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)
- 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 9 students will wear the correct PE wardrobe all day on days when they have a PE lesson or sport.

**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.

**HAT**

All Aitken students are encouraged to be sun-smart.



**WINTER PARKA (Optional)**

The winter parka is for extra warmth outdoors when needed and is only worn either over the blazer and jumper or over the PE rugby top.

**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. False eyelashes are not permitted. Nails must be kept short and natural in colour. Students must not have visible tattoos.

**HAIR**

Hair should be neat and tidy at all times. Staff may request hair to be tied back for some activities. Any hair accessories: ribbons, ties or scrunchies should be bottle green or navy blue. Exaggerated hair styles and colours are not acceptable. Boys must be clean shaven.

**VALUABLES**

Please ensure that valuables are not brought to school, as the College cannot be responsible for the loss of articles.

**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](http://www.aitkencollege.edu.au) can be checked to gain updates on College activities.

**WET AND HOT DAYS**

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

**YARD DUTY**

Teachers are on duty, prior to the school day from 8.00 am to 8.45 am, during recess, lunch and after school from 3.15 pm to 4.00 pm.

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1010 Mickleham Road, Greenvale  
(03) 9333 9100  
[WWW.AITKENCOLLEGE.EDU.AU](http://WWW.AITKENCOLLEGE.EDU.AU)

