

aitken
COLLEGE

**Dunhelen
Parent
Information**

CONTENTS

Leadership Team	Page 1
Welcome to Dunhelen	Page 2
Structure and Curriculum	Pages 3 - 10
School Programs	Pages 11 - 12
General Information	Pages 13 - 20

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 DUNHELEN

Welcome to Dunhelen, the vibrant sub school of Aitken College where the Middle Years - Years 7 to 9 - thrive and flourish! Here, education meets exploration, and students embark on a journey of self-discovery and academic growth.

In these crucial years, the Dunhelen classrooms echo with the bustling energy of eager learners, curious minds, and spirited individuals. It's a place where knowledge is not just absorbed but ignited, where passions are kindled, and dreams take flight.

Each student is embraced as a unique individual in Dunhelen. Here, students are encouraged to express their creativity, explore diverse interests, and find their voice. Through a dynamic blend of academic rigor and holistic development, these formative years pave the way for a future filled with possibilities.

The dedicated educators at Dunhelen foster an environment that encourages critical thinking, collaboration, and resilience. They guide students not just in subjects within the curriculum but also in developing life skills, preparing them to navigate the complexities of the world beyond these walls.

Beyond the classrooms, Dunhelen buzzes with extracurricular opportunities, be it in the arts, sports, technology, or community service. Students here are not just learners but active participants in the College and 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, where leaders, innovators, and passionate individuals of tomorrow are nurtured!



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

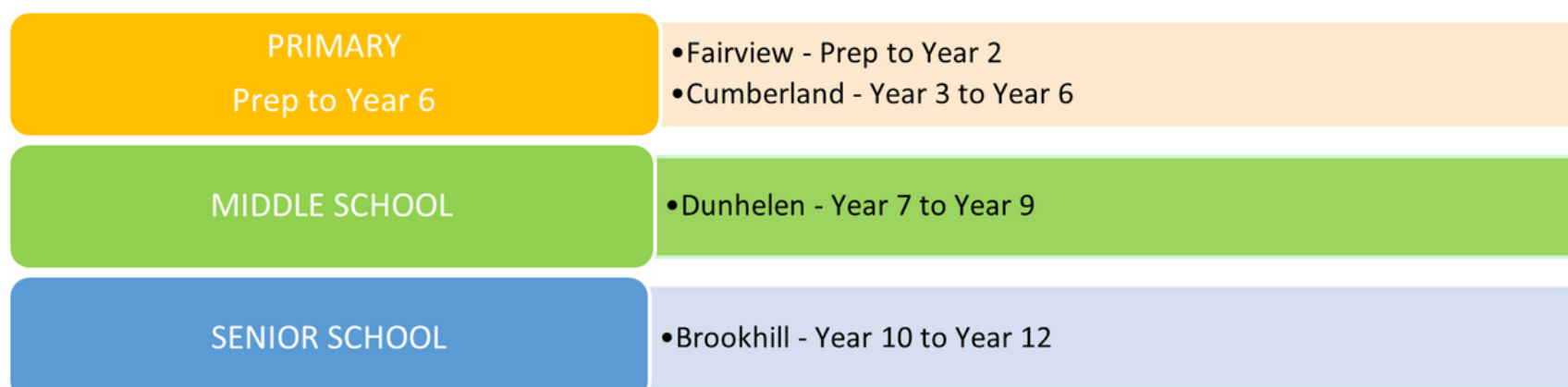
Respect

DUNHELEN - THE MIDDLE SCHOOL

(YEARS 7, 8 & 9)

STRUCTURE OF THE SCHOOL

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



The focus in the Middle School is on assisting young people to explore a variety of academic and extra-curricular interests and prepare for the more rigorous study of the years ahead.

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	Day 2	Day 3	Day 4	Day 5
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	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	Day 7	Day 8	Day 9	Day 10
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	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

Year 7 Time Allocation:

SUBJECT Hours (per 10 day cycle)

SUBJECT	Hours (per <u>10 day cycle</u>)	
English	7	* Students undertake one semester each of Music, Drama, Technology and Food Studies
Mathematics	7	
Science	6	
Humanities	6	
LOTE (Indonesian)	5	
Food Studies/Technology	4*	
Health and Physical Education	3	
Visual Arts	3	
Music/Drama (<i>Performing Arts</i>)	3*	
Religion and Values Education	2	
Chapel/Assembly	2	
Life Skills	2	

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 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

The study of History is seen as an important way of contributing to a student's understanding of themselves and human experience. It promotes an awareness of societies, events, movements and developments that have shaped humanity from earliest times. 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.

The study of Geography draws on students' curiosity about the world's places and their peoples, cultures and environments. It enables students to appreciate the complexity of our world and its diversity. In Year 7 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 a number of 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 practise 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

In Food Studies, students study the process of food production from harvest to plate. They use our extensive kitchen gardens to plant and harvest vegetables and herbs, care for our chickens and use their freshly laid eggs. Students make and study food which will include the planning of nutritious breakfasts and the use of a range of kitchen equipment.

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, design, ceramics and mixed media. The themes expressed in the work of existing artists are studied to inspire students in the production of their own artwork. Student art work is regularly displayed and a selection of the best artwork is exhibited in the whole school 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 Australian 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 & 9 CURRICULUM

Elective subjects are introduced for the first time in Years 8 and 9.

Year 8 electives are: Art, Drama, Digital Technology, Food Technology, Media, Music Performance, Music Technology, Product Design and Visual Communication and Design.

Year 9 electives are: Art, Commerce, Computer Programming, Drama, Food Technology, Media, Multimedia, Music Performance, Music Technology, Product Design, Product Design (CAD), Visual Communication and Design, Writer's Workshop and Outdoor Environments and Agriculture.

Students are given an electives choice list in Term 3 of each year to select electives for the following year. Every effort is made to meet the students' choices within the context of the College's overall requirements. Teachers provide guidance and advice as required to assist students with their choices.

Year 8 Time Allocation:

SUBJECT	Hours (per 10-day cycle)	ELECTIVES
English	7	<i>Students choose four from the list below (two per semester).</i> <i>Drama</i> <i>Digital Technology</i> <i>Food Studies</i> <i>Media</i> <i>Music Performance</i> <i>Music Technology</i> <i>Product Design</i> <i>Visual Art</i> <i>Visual Communication and Design</i>
Mathematics	7	
Science	6	
Humanities	6	
LOTE (Indonesian)	5	
Health / Physical Education	3	
Elective 1	5	
Elective 2	5	
Religion and Values Education	2	
Chapel / Assembly	2	
Life Skills	2	

Year 9 Time Allocation:

SUBJECT	Hours (per 10 day cycle)	ELECTIVES
English	6	<i>Students choose four from the list below (two per semester).</i> <i>Agriculture and Environmental Studies</i> <i>Commerce</i> <i>Computer Programming</i> <i>Digital Technology</i> <i>Drama</i> <i>Food Studies</i> <i>Media</i> <i>Music Performance</i> <i>Music Technology</i> <i>Product Design</i> <i>Product Design (CAD)</i> <i>Visual Art</i> <i>Visual Communication and Design</i> <i>Writer's Workshop</i>
Mathematics	7	
Science	6	
Humanities	5	
LOTE (Indonesian)	5	
Health / Physical Education	3	
Elective 1	5	
Elective 2	5	
Religion and Values Education	2	
Chapel / Assembly	2	
Service Project	2	
Life Skills	2	

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

The study of History is seen as an important way of contributing to a student's understanding of themselves and human experience. It promotes an awareness of societies, events, movements and developments that have shaped humanity from earliest times. 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.

The study of Geography draws on students' curiosity about the world's places and their peoples, cultures and environments. It enables students to appreciate the complexity of our world and its diversity. In Year 8 students study rainforests and urbanisation. In Year 9, 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 a number of 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 practise 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 Australian 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.

Service Learning Project

The Year 9 Service Learning Project is a collaborative, project-based, learning module where students engage in learning through a service to the community. In Semester One, students are guided in groups of five to engage in service learning within the local community, particularly the school community. In Semester Two, students engage with organisations that provide 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 Year 9 Service Learning Project helps students to develop independence, initiative, and compassion and improves problem solving, creative thinking, teamwork, and communication skills.

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:

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

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

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.

NATIONAL ASSESSMENT PROGRAM

All Year 7 and Year 9 students sit National Tests in Literacy and Numeracy each year. The results of these tests will be sent home as a separate report. Further details regarding NAPLAN testing can be found at www.vcaa.vic.edu.au under Literacy and Numeracy Testing.

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
- Year 8 City Experience
- Year 7 and Year 9 Camp



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.

YEAR 7 CAMP

This is compulsory for Year 7 students. This camp takes place early in Term 1. Through involvement in group work, the camp is designed to allow students to get to know each other and their teachers. It is an orientation camp which sets expectations for the students and is a welcome to the Dunhelen Community.

YEAR 8 CITY EXPERIENCE

This 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

Year 9 students will attend a 7 day camp to Central Australia in late May. This camp is a fantastic opportunity for students to experience authentic indigenous experiences as well as stunning landscapes, while they develop and grow their social and personal skills in a setting outside of the classroom.



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 Dunhelen Admin on 9333 9225 or email dunhelenadmin@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.

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

LATE ARRIVAL

Students who are late to school must report to Reception and swipe their ID card through the sign in terminal.

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.

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.

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 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.

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, 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.

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).

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

Notes:

- 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.
- The College jumper is worn under the blazer, not as the outer garment. Year 12 students are permitted to wear the navy Year 12 jumper.
- 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.

WINTER PARKA

The winter parka is an optional garment to be only worn with the PE/Sports wardrobe for extra warmth when needed and is normally worn over the PE rugby top.

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.

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 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.

1010 Mickleham Road, Greenvale
(03) 9333 9100
WWW.AITKENCOLLEGE.EDU.AU

