Year 7 & 8 Administrative & Course Handbook

2016
WELCOME TO MOOROOLBARK COLLEGE
NEW STUDENTS AND PARENTS/GUARDIANS

We would like to extend a very warm welcome to our new students and their families to Mooroolbark College. This is the beginning of a strong partnership between yourself and the College. The transition into secondary school is the commencement of a new and exciting educational journey, where we will work together with you to continue to make our College a safe, caring and nurturing environment; a place to which you are proud to belong.

Mooroolbark College is a single campus co-educational Year 7 - 12 College. Our teaching staff are committed to the learning needs of our students and have a tradition of excellence in the eight key learning areas; resulting in a College known for its extensive co-curricular programs and innovative programs.

Students entering Mooroolbark College from primary schools are supported by a well-established Transition Program and House System. This is designed to make the transition from your Primary to Secondary school as smooth as possible. We believe in providing a strong foundation for our students, as they embark on their education in this College.

There are parents/guardians meetings, where you are invited to discuss College matters with the staff. We urge parents/guardians to participate in these meetings and be part of our College community by supporting our College Council, PTCA (Parents, Teachers & Citizens Association) and other College functions.

This College places a strong emphasis on our Rights and Responsibilities (Student Code of Conduct) and Uniform Policy. The enrolment of your child in this College community requires your total support of all our policies.

We welcome you and look forward to working together.

Yours sincerely,

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SIMON REID
Principal
# TABLE OF CONTENTS

MOOROOLBARK COLLEGE .............................................................................................................................. 6
VISION & VALUES ........................................................................................................................................... 6
BELIEFS ......................................................................................................................................................... 6
TRADITIONAL VALUES .................................................................................................................................. 6
COLLEGE HOUSES ......................................................................................................................................... 7
CULTURE ....................................................................................................................................................... 8
STUDENT LEADERSHIP ................................................................................................................................... 8
PARENT AND COMMUNITY INVOLVEMENT ................................................................................................. 9
COLLEGE COUNCIL ....................................................................................................................................... 9
P.T.C.A (PARENTS, TEACHERS AND CITIZENS ASSOCIATION) ............................................................... 9
2015 ADMINISTRATION ................................................................................................................................. 10
STUDENT WELFARE .................................................................................................................................... 11
STUDENT SUPPORT SERVICES .................................................................................................................... 11
IMPORTANT INFORMATION FOR NEW STUDENTS .................................................................................... 12
2015 TERM DATES ....................................................................................................................................... 12
SCHOOL TIMES ............................................................................................................................................ 12
THE FIRST DAY FOR YEAR 7 STUDENTS ..................................................................................................... 13
ESSENTIAL EDUCATION COSTS .................................................................................................................. 13
BUS SERVICE ................................................................................................................................................. 13
LOCKERS/PLANNER ..................................................................................................................................... 13
BICYCLES ....................................................................................................................................................... 13
UNIFORM ....................................................................................................................................................... 14
INTRA-COLLEGE SPORT UNIFORM ............................................................................................................ 16
INTER-SCHOOL SPORT UNIFORM ................................................................................................................ 16
WEARING THE COLLEGE UNIFORM ........................................................................................................... 16
DRESS CODE .................................................................................................................................................. 16
UNIFORM PROCEDURES AND STUDENT PROPERTY .................................................................................... 17
DIFFICULTY IN PURCHASING UNIFORM ...................................................................................................... 17
STUDENT PROPERTY ................................................................................................................................... 17
ESSENTIAL STUDENT INFORMATION ........................................................................................................ 18
LATE ARRIVAL AND EARLY DEPARTURE ....................................................................................................... 18
ABSENCE FROM COLLEGE ............................................................................................................................ 18
CHANGE OF ADDRESS OR CONTACT DETAILS .......................................................................................... 18
EXITING OR TRANSFERRING FROM THE COLLEGE .................................................................................. 18
UNWELL AT SCHOOL .................................................................................................................................... 18
ENVIRONMENTAL DUTY ............................................................................................................................... 19
CONTACTING THE COLLEGE FOR DISCUSSION AND CONSULTATION .................................................... 19
COMMUNICATIONS ..................................................................................................................................... 19
CANTEEN ....................................................................................................................................................... 19
MOOROOLBARK COLLEGE RIGHTS AND RESPONSIBILITIES ................................................................. 20
HOMEWORK AND THE STUDENT PLANNER .............................................................................................. 21
HOMEWORK POLICY ................................................................................................................................... 21
USING THE LIBRARY .................................................................................................................................... 23
OVERDRIVE – DIGITAL LIBRARY .................................................................................................................. 24
1:1 IPAD PROGRAM .................................................................................................................................... 24
COMPUTER NETWORK AND ACCEPTABLE USAGE ...................................................................................... 25
ASSESSMENT AND REPORTING .................................................................................................................. 25
ENRICHMENT AND CONSOLIDATION .......................................................................................................... 25
MOOROOLBARK COLLEGE

VISION & VALUES

Mooroolbark College is ‘a place to inspire discovery, to value and to seize opportunity.’

We will deliver an established, yet evolving curriculum that contains excellent academic programs and diverse courses of study.

Students at the College will develop the foundations that lead to their choice of higher education, further study and career attainment.

BELIEFS

We believe in a safe and inclusive environment
• We believe in developing life skills, adaptability and resilience.
• We believe in mutual respect for diversity and tolerance.
• We believe in equal opportunity to develop as a whole person socially, intellectually, emotionally, physically and personally through a wide variety of experiences and choices.
• We believe that good communication is essential to developing effective relationships within and beyond the College community.
• We believe in having a passion and curiosity for lifelong learning.

TRADITIONAL VALUES

The College is committed to traditional values:
• Academic Excellence
  Quality programs with high levels of scholarship are valued and achieved.

• Leadership
  Active leadership roles are available and promoted in all aspects of College life.

• Citizenship
  Contributing to the College and wider community.

• Physical Wellbeing
  Fitness, personal health, sporting achievement and sportspersonship are valued.

• Personal Wellbeing
  Personal growth; where high self-esteem, relationships and positivity are nurtured and developed.

• Respect
  Acknowledging and appreciating individual differences and property.

• Self-Discipline
  Exercising control and commitment to studies, peers, teachers, parents and guardians.
The College house structure is an essential feature of College life, with family members joining the house of older siblings. The College Home Groups are based on four houses; which also compete in sport, drama, performing arts and other co-curricular activities throughout the year.

The house structure sees the students and staff grouped vertically and in House groups; Blue Thunder (Jacaranda), Red Devils (Warratah), Yellow Stingers (Wattle) and Green Machine (Currajong) for pastoral programs and activities to support and implement aspects of the College’s pastoral care program.

Home group teachers are responsible for the pastoral care of a specific group of students;

Cluster coordinators are responsible for the wellbeing and progress of students within their three allocated home groups.

- House leaders and cluster coordinators are responsible for the wellbeing and progress of students within the house/cluster group that they lead; and for the pastoral care of the students in their House/cluster group as they progress from Year 7 through to Year 12.
- The Assistant Principals have a special responsibility to co-ordinate and oversee pastoral care initiatives and roles within the College.
- The Student Welfare Coordinator provides personal and educational counselling.
CULTURE

The College values and promotes learning and active participation in the performing arts. Instrumental music tuition, ensembles, bands, individual performance and choir reflect a strong commitment to an excellent music program.

Drama classes have led to excellent presentations from our students within the College and to the wider community.

Opportunities to participate in performances are actively supported.

A major College production is held every two years and students from all levels are encouraged to participate.

A Fine Arts Program is a feature of the College curriculum. Student work is regularly exhibited and acknowledged by the College. Students are encouraged to participate in displays in the wider community.

STUDENT LEADERSHIP

Leadership is an essential component of the outstanding emphasis on citizenship within the overall College program.

The College has a fine tradition of providing leadership opportunities for the students. The Leadership Program includes

- College Captains
- College Vice Captains
- House Captains
- Middle School House Captains
- Form Captains
- Student Representative Council Office bearers and membership
- Peer Support Leaders
- Music Captains
- Year 12 Social Committee

The students are actively involved in the operation of the College and are regularly used to host guests and visitors to the College.
Parents/Guardians are most welcome to participate in the following parent bodies of the College.

**COLLEGE COUNCIL**

The College has a very active Council which contributes to the policies and direction of the College. Each year in February the College calls for nominations. If you require further information please contact the Principal, Mr Simon Reid, at the College on 9727 8100.

**P.T.C.A (PARENTS, TEACHERS AND CITIZENS ASSOCIATION)**

The PTCA has a developing role in introducing parents and guardians to aspects of the College's program and equipment. The PTCA also arranges talks and discussions on educational issues of interest to parents/guardians.

Previously, the main aim of the PTCA was fund raising and although the association is still involved in this area the emphasis has moved towards encouraging all parents to get to know the College and to feel comfortable in our College environment.

The PTCA meets monthly; any items of business are dealt with promptly and the main program of the night given prominence.

The PTCA has a representative co-opted to College council; as distinct from the parents elected directly on to the College council. This provides an avenue for parents to raise issues with the council, which is the main decision making body of the College.

All parents of students at this College are automatically entitled to become members of the PTCA. We would encourage and indeed welcome all parents to participate in the PTCA as a way of ensuring that the College's positive and caring attitude for our students continues now and in the future.
2016 ADMINISTRATION

Principal
Mr Simon Reid

Assistant Principals
Mrs Lyn Godfrey
Mrs Ann Stratford
Ms Rachael Williams

VCE Co-ordinator & Teacher Development
Ms Samantha McIntosh

Curriculum Transition & Teacher Development
Mr Adam Lorkin

Red House Leader
Mr Grant Olarenshaw

Yellow House Leader
Mr Glenn Esnouf

Blue House Leader
Mr Andrew U'Ren

Green House Leader
Mr Matthew Donald

Student Welfare
Mr John Nichol

College Chaplain
Mrs Gillian Van Der Ende

Careers Counsellors
Miss Dannielle Clarke, Mrs Jodie Tilley,
Mrs Eva Woodward, Ms Maria Pisano

Pathways Coordinator
Mrs Jenny Roache

Curriculum Support
Mrs Sharyn Clarke
(Disability & Impairment)

Finance Manager
Ms Nicole Kingsbury

Receptionist
Mrs Carmel Gibbs

Student Administration
Ms Lucy Dykes / Ms Naomi Van Bremen

Telephone Number
9727 8100

Facsimile
9727 8188

Email Address
mooroolbark.co@edumail.vic.gov.au

College Website
www.mooroolbarkcollege.vic.edu.au

Absence Line
9727 8198
STUDENT WELFARE

STUDENT SUPPORT SERVICES

The Mooroolbark College student support services personnel consist of:

• A full time Student Welfare Coordinator and a Chaplain who is at the College two days a week.

• Access to SSSO (Student Support Services Officers) these include are a broad range of professionals including Psychologists, Guidance Officers, Speech Pathologists, Social Workers and Visiting Teachers.

• A Curriculum Support Coordinator as well as Integration Aides and voluntary teacher aides and tutors.

• Our First Aid Attendant. We are fortunate to have the services of qualified first aid personnel who provide care for students who become unwell or who are injured at the College. Where illness or injury is deemed to be serious, parents will be contacted and emergency treatment sought. It is therefore vital that every student enrolled in our College has completed a medical emergency form and updated information is provided as required.

The College provides a strong welfare network and structure to ensure all students are supported and cared for.

• Home Group teachers, house leaders and cluster coordinators, as well as subject teachers are actively engaged in the pastoral care of students. Serious concerns are referred to the student welfare coordinator.

• Student support services design, prepare and implement programs such as girlfriends program which, through its training, aim to empower students who can in turn empower others to take responsibility for themselves and their actions. More directly, these programs aim to foster a supportive and caring College environment.

• The Student Welfare Counsellor and SSSOs’ provide access to counselling and assessment services within the College and through its extensive community network, provides appropriate individual and family counselling as well as emergency support services.

• Parents/Guardians are encouraged to contact members of the College’s Welfare team should they have any concerns at all regarding the welfare of their child. Form teachers, cluster coordinators, House Leaders, will be only too happy to discuss parent’s concerns and explore solutions.
IMPORTANT INFORMATION FOR NEW STUDENTS

2016 TERM DATES

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>29th January –24th March</td>
<td>Monday 11th April – Friday 24th June</td>
<td>Monday 11th July – Student Free Day</td>
<td>Monday 3rd October – Tuesday 20th December</td>
</tr>
<tr>
<td>(Staff resume: Wednesday 27th January)</td>
<td>Monday 25th April Anzac Day</td>
<td>Students resume</td>
<td>Melbourne Cup</td>
</tr>
<tr>
<td>Year 7, 11 &amp; 12 students commence Friday 29th January</td>
<td>Queen’s Birthday Monday 6th June</td>
<td>Tuesday 12th July</td>
<td>Tuesday 1st November</td>
</tr>
<tr>
<td>Years 8, 9, 10 &amp; VCAL students resume Monday 1st February</td>
<td>Labour Day Monday 7th March</td>
<td>Tuesday 12th July – Friday 16th September</td>
<td></td>
</tr>
<tr>
<td>Labour Day Monday 7th March</td>
<td></td>
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</tr>
</tbody>
</table>

SCHOOL TIMES

8:45 am to 3.00 pm, Monday to Friday. Students should arrive at the College no later than 8:35 am each day to allow ten minutes to place their bag in their locker and collect their books for period 1 and perhaps order their lunch at the canteen. The daily schedule is as follows:

<table>
<thead>
<tr>
<th></th>
<th>START TIME</th>
<th>FINISH TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOCKER BELL</td>
<td>8.35 am</td>
<td>8.45 am</td>
</tr>
<tr>
<td>HOME GROUP</td>
<td>8.45 am</td>
<td>9.00 am</td>
</tr>
<tr>
<td>PERIOD 1</td>
<td>9.00 am</td>
<td>10.10 am</td>
</tr>
<tr>
<td>RECESS</td>
<td>10.10 am</td>
<td>10.30 am</td>
</tr>
<tr>
<td>LOCKER BELL</td>
<td>10.25 am</td>
<td>10.30 am</td>
</tr>
<tr>
<td>PERIOD 2</td>
<td>10.30 am</td>
<td>11.40 am</td>
</tr>
<tr>
<td>PERIOD 3</td>
<td>11.40 am</td>
<td>12.50 pm</td>
</tr>
<tr>
<td>LUNCH 1</td>
<td>12.50 pm</td>
<td>1.20 pm</td>
</tr>
<tr>
<td>LUNCH 2</td>
<td>1.20 pm</td>
<td>1.45 pm</td>
</tr>
<tr>
<td>LOCKER BELL</td>
<td>1.45 pm</td>
<td>1.50 pm</td>
</tr>
<tr>
<td>PERIOD 4</td>
<td>1.50 pm</td>
<td>3.00 pm</td>
</tr>
<tr>
<td>DISMISSAL</td>
<td>3.00 pm</td>
<td></td>
</tr>
</tbody>
</table>
THE FIRST DAY FOR YEAR 7 STUDENTS.

On Friday 29th January 2016, Year 7 students will begin their school year. Only Year 7, Year 11 and Year 12 will be in attendance on Friday 29th January; this gives our new Year 7 students a chance to find their way in their new school.

The day will begin with a Year 7 Level Assembly in T Block. Students will meet their home group teachers and will have an extended form assembly.

Students will only need to bring pens, pencils and writing paper.

The canteen will be open for those students wishing to buy their lunches.

All effort will be made to allocate lockers on the first day. Students should bring their combination/padlock on day two.

ESSENTIAL EDUCATION COSTS

To assist the College in covering educational resources for programs in Years 7 to 12, essential education costs are charged. Details of charges and what it provides are listed on the charge sheet.

BUS SERVICE

Two bus companies provide services to the College - Invicta and Mt. Dandenong. Three Invicta buses provide service to the Mooroolbark Station, Mooroolbark and Chirnside Park. The Mt Dandenong bus services Montrose. Details of routes and stops can be obtained from the companies.

LOCKERS/PLANNER

Payment of the general charge component of curriculum materials and services for Year 7 or Year 8 provides a student with a College Planner, and a locker, in which to store personal possessions such as a school bag, class books, and P.E. uniform. Students must keep their locker tidy and free of stickers and posters. Any damage or issues with a locker should be reported to the House Leaders or Cluster Co-ordinators. Students will need to provide a lock for their locker. Combination locks are available for purchase from the Student Administration Office or the General Office.

BICYCLES

Students who ride bicycles to the College must wear a helmet.

To bring a bicycle into the College grounds and use the bicycle enclosure for security, a student must wear a helmet. Students seen riding without wearing a helmet will have their bicycles confiscated until a helmet is presented – parents will be contacted. The bicycle enclosure is locked at the end of Period 1 and opened before the end of Period 4.

Students are not to bring skateboards or rollerblades or scooters to College.
<table>
<thead>
<tr>
<th>Girls - Summer</th>
<th>Boys - Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dress</strong></td>
<td>Moooolbark College dress</td>
</tr>
<tr>
<td><strong>Shorts &amp; Polo Shirt</strong></td>
<td>Tailored navy blue shorts and white polo shirt with College logo</td>
</tr>
<tr>
<td><strong>Jumper</strong></td>
<td>Navy blue College jumper with logo or College rugby jumper</td>
</tr>
<tr>
<td><strong>Socks</strong></td>
<td>Plain white socks that cover the ankle or knee length</td>
</tr>
<tr>
<td><strong>Shoes</strong></td>
<td>Black polishable lace up or buckled school shoes</td>
</tr>
</tbody>
</table>

**Girls - Winter**
- Skirt: Moooolbark College tartan skirt
  - (Douglas tartan)
- Trousers: Navy blue trousers
- Polo Shirt: White College polo shirt
  - (A white plain long sleeve or plain short sleeve t-shirt may be worn underneath the polo shirt for warmth)
- Shirt: A plain white long sleeve business style shirt
  - (Year 11 and 12 only)
- Jumper: Navy blue College jumper with logo or College rugby jumper
- Socks: Grey, black or white
- Stockings: Plain black or navy blue stockings or tights
  - (Matching ankle socks may be worn over the top of stockings for warmth)
- Shoes: Lace up sports shoes
- Jacket: The College jacket is the only permissible jacket to be worn.
  - Year 12 students may wear the customised jackets
- Scarves: Plain scarves in navy, white, dark green, black or Douglas tartan

**Boys - Winter**
- Trousers: College grey trousers
- Polo Shirt: White College polo shirt
  - (A white plain long sleeve or plain short sleeve t-shirt may be worn underneath the polo shirt for warmth)
- Shirt: A plain white long sleeve business style shirt
  - (Year 11 and 12 only)
- Jumper: Navy blue College jumper with logo or College rugby jumper
- Socks: Grey, black or white
- Stockings: Plain black or navy blue stockings or tights
  - (Matching ankle socks may be worn over the top of stockings for warmth)
- Shoes: Black polishable lace up or buckled school shoes
- Jacket: The College jacket is the only permissible jacket to be worn.
  - Year 12 students may wear the customised jackets
- Scarves: Plain scarves in navy, white, dark green, black or Douglas tartan

**Note:** Summer and winter uniform may not be combined. It is recommended that a plain navy cap be worn whenever a student is outside. No hats/caps are to be worn inside; they are to be stored in lockers during class time.

### PE/Sports Uniform
| Polo Shirt | Navy and green College sports polo shirt |
| Shorts | Moooolbark College navy sports shorts |
| Tracksuit pants | Navy or Black tracksuit pants or black leggings |
| Shoes | Lace up sports shoes |
| Jumper | College Rugby Jumper |
| Hat | A plain navy hat must be worn terms 1 & 4 |
| Additional items | It is recommended that all students bring a drink bottle, sunscreen and a mouth guard to all sports classes/activities |

The school uniform as approved by the College Council.
YEAR 7 SCHOOL BAGS
In 2014 Mooroolbark College school bags have been introduced as a compulsory uniform item for all Year 7 students. This will be a progressive implementation with both Years 7 and 8 requiring the Mooroolbark College school bag in 2015. The school bags are available from the College's uniform supplier, PSW (Primary School Wear).

HOODIES
Hoodies are not to be worn to school. Where extra warmth is needed, it is not appropriate to wear a hoodie under the school jumper.

INCORRECT COLLEGE FOOTWEAR
All footwear must be a black polishable school shoe. Canvas shoes, boots and ballet shoes are not acceptable footwear.

CORRECT COLLEGE FOOTWEAR
Fashion boots are not considered school shoes and therefore do not meet the uniform requirement.

SOCKS AND STOCKINGS FOR GIRLS
- Only white school socks are to be worn with either the summer or winter uniform.
- Students may wear black or blue stockings with their winter uniform.

JEWELLERY
In order to maintain the high standards associated with our College, we would like to reaffirm the College Uniform Policy in regards to jewellery. Jewellery worn must be discreet and minimal. Small studs and sleepers are acceptable in ears. A single chain can be worn around the neck (as shown). Shell and bead jewellery is not permitted. Multiple bracelets/bangles/anklets are also not permitted. The College Council is clear in its rules in regards to facial piercing. **No facial piercing is allowed.** This should be with the allowed ‘ear’ earrings. Angst often occurs when children are allowed to have piercing done during the later part of the school holidays and expect on return to be able to wear the piercing. Where necessary, a clear plastic rod (available from chemists) may be worn without barbs or balls for a short time.

TATTOOS
Tattoos cannot be visible and must be covered at all times. In Victoria the legal age for a Tattoo is 18. (Department of Health: Regulations of tattooing and body piercing: Legal restrictions on tattooing in Australia).

HAIR COLOUR
As outlined in the College Planner, extreme non-natural hair colours are not permitted, for example bold bright red stripes. The holiday period will provide the opportunity for students to ensure they return in term 3 with natural hair colours.
INTRA-COLLEGE SPORT UNIFORM

Students are to change into their Physical Education uniform in the change rooms provided in the gymnasium at the beginning of their PE lessons. The sports uniform is to be taken to Physical Education classes in a small sports bag/durable bag.

Physical Education staff supervise the wearing of these uniforms and detentions are given after students have failed to change in to the correct Physical Education uniform more than once.

If, for any reason, the correct uniform cannot be worn a suitable change and a note is required. For illnesses and injuries longer than 2 weeks a Medical Certificate may be required.

INTER-SCHOOL SPORT UNIFORM

All students representing the College in inter-College sport MUST wear the College Sports polo with logo together with official blue shorts, unless in a team requiring a special uniform, eg Football, Volleyball, Basketball etc.

Students are also strongly encouraged to purchase the College tracksuit for this purpose.

Please clearly label all articles of clothing.

WEARING THE COLLEGE UNIFORM

• No garments worn underneath the College uniform are to be visible.
• No hoodies are to be worn.
• Students must wear either complete winter or complete summer uniform.
• The uniform should be in a clean and serviceable condition.
• If on any day it is not possible to wear school uniform, a note explaining this, should be forwarded to the Homegroup teacher.
• The attendance at all official College events, functions, school photos, sporting activities etc. is dependent on wearing of full College uniform.

DRESS CODE

This applies when students are permitted to attend school activities out of uniform. This includes duty students, out of uniform days and other occasions when students are permitted to attend College or College activities out of uniform.

Students must
• Wear clothing to College which meets similar safety and suitability as the regular College uniform items.
• Wear the style of clothing described by the teacher in charge as appropriate. If in doubt, the student must check with this teacher before the event.
• Wear footwear and clothing that protects the student from injury, from sun damage and from the cold. No student is ever permitted to wear thongs to College.
• The Principal class ultimately determines whether a student’s clothing conforms to the uniform and dress code policies.
UNIFORM PROCEDURES AND STUDENT PROPERTY

If, for any reason, a specific item of uniform cannot be worn, parents are requested to either complete the OUT OF UNIFORM note in the Student Planner or to write a note giving the reason. The student takes the note to the Home Group teacher, House Leader or Cluster Coordinator, who will then issue them with a UNIFORM PASS. Students out of uniform without a Uniform Pass will receive a detention. Parents will be advised if a student continues to come out of uniform without a note.

When a child is unable to wear part of the uniform, we ask for parental cooperation in sending them in appropriate clothing, which is as close as possible to the College Uniform.

DIFFICULTY IN PURCHASING UNIFORM

If, for financial reasons, parents/guardians are having difficulty in purchasing the College uniform, parents/guardians are encouraged to contact the Student Welfare Coordinator, John Nichol, who will explain the support systems available.

STUDENT PROPERTY

All student property should be clearly named to enable it to be returned if misplaced. Students who misplace property should check Lost Property at the General Office. Unclaimed, unnamed items are given to needy students at the end of each semester.

Students should not bring valuable items and/or large sums of money to the College. The College will not accept responsibility for loss of these items. Mobile phones should be turned off and are to be stored in the student’s locker. Mobile phones should not be used during the school day.
ESSENTIAL STUDENT INFORMATION

LATE ARRIVAL AND EARLY DEPARTURE

In the case of late arrival to the College or early departure from the College, students are required to have a note from their parent/guardian stating the date, time and reason. Any student leaving early must present a parent note authorising early departure to the Student Administration Office preferably before school. Parents/Guardians can also contact the College or enter their child’s absence via Compass https://mooroolbarkcollege.vic.jdlf.com.au

On arrival or prior to departure students must report to the Student Administration Office.

ABSENCE FROM COLLEGE

If a student is absent, parents are requested to:
1. Contact the College if their child will be away for a number of days;
2. Send a note explaining absence on the day of return.

Parents/Guardians may ring the College absence line 9727 8198 and leave an appropriate message.

The College regularly sends SMS messages to notify parents/guardians of student absence.

In case of absence in excess of three days, if the College has not been notified of the reason for absence, the Cluster Coordinator may contact parents/guardians to enquire the reason for absence.

House Leader or Cluster Coordinator will organise a study program during extended absences if requested.

CHANGE OF ADDRESS OR CONTACT DETAILS

It is most important College Student Records of home address, telephone number and emergency contacts are kept up to date. Please advise College immediately of any changes. The College adheres to the Privacy Policy regarding student details.

EXITING OR TRANSFERRING FROM THE COLLEGE

Parents/Guardians who decide to transfer their child to another school must supply the House Leader with a written authority to transfer at least a week before the date of transfer. A College Exit form will then be issued to the student for signature by members of the College Staff responsible for various aspects of College organisation. When this is completed and returned to the General Office, an official Transfer Note will be issued.

UNWELL AT SCHOOL

Students who are ill at school may leave class with teacher’s permission and report to sick bay. In cases where students need to go home the College will contact parents/guardians or, where that is not possible, the emergency contact. Students will not be allowed to leave the College without parent/guardian permission.

Students should not ring parents/guardians directly to be picked up from school.

Analgesics will not be administered unless official permission from parents/guardians has been received.
ENVIRONMENTAL DUTY

Approximately twice a year students participate in the College’s environmental program that endeavours to teach students to care for their environment by actively involving them in keeping it pleasant and free of litter. Students work in a team of four to five under the guidance of a teacher during Period 4.

CONTACTING THE COLLEGE FOR DISCUSSION AND CONSULTATION

Parents/Guardians are encouraged to contact the College if they are concerned by any aspect of their son’s/daughter’s schooling.

Contact can be made with the class teacher using the Student Planner or Compass. If matters require the attention of a House Leader please phone the College and arrange an appointment. House Leaders and Cluster Coordinators can arrange meetings with individual teachers if necessary. Matters of a more serious nature can be directed to the Principal or one of the Assistant Principals.

When visiting the College, parents/guardians are to report to the receptionist at the General Office who will then make contact with the relevant House Leader/Cluster Coordinator or teacher.

COMMUNICATIONS

Open and regular communication is most important if the partnership between home and the College is to effectively promote understanding and cooperation. The following communiqués are used:-

- A fortnightly newsletter is published and distributed via Compass and College website.
- Parent discussion groups.
- A College Year Book is published annually.
- A random sample of parents is surveyed each year to determine parent satisfaction.
- Student Planner: Parents/Guardians should use this for communication between home and the class teacher. Class teachers will use the student planner to contact home or Compass.
- Interim reports will be uploaded to Compass at the end of Term 1 and Term 3 prior to parent teacher interviews.
- Parent/Teacher interviews are held at the end of Term 1 and at the end of Term 3.
- Comprehensive reports are provided at the end of Term 2 and the end of Term 4 via Compass.
- Progress reports can be provided at parent/guardian or coordinator request. If a parent/guardian wishes to receive a Progress Report at a non-scheduled time then he/she needs to contact the House Leader or Cluster Coordinator who will arrange for one to be completed.
- Compass News Feeds

CANTEEN

A canteen service is available to students from 8:10 am each day. Lunch orders must be placed before school at the canteen and picked up at the start of lunch.
At Mooroolbark College all students have the following rights and responsibilities.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be treated with respect by all members of the College community.</td>
<td>To treat all members of the College community and its property with respect.</td>
</tr>
<tr>
<td>To attend a school which is kept clean.</td>
<td>To ensure that your actions maintain a clean school environment for others.</td>
</tr>
<tr>
<td>To feel and to be both emotionally and physically safe.</td>
<td>To treat others in a way that doesn’t make them feel unsafe or endanger their safety.</td>
</tr>
<tr>
<td>To have a positive and supportive learning environment free from disruption.</td>
<td>To work to your full potential and allow others to, while maintaining a positive attitude.</td>
</tr>
<tr>
<td>To be treated fairly.</td>
<td>To act appropriately and responsibly.</td>
</tr>
<tr>
<td>To freedom of expression and opinion.</td>
<td>To express yourself in an appropriate manner which respects others and their opinions.</td>
</tr>
</tbody>
</table>
All students in Year 7 and Year 8 will have regular homework. It is expected that students at this level would be issued, on average, one hour each weeknight. This may involve completing any unfinished work, reading over the day’s work, completing any missed work, preparing projects/assignments, studying for tests and general reading.

Major assessments will be uploaded to the “Learning Task” on Compass at least two weeks prior to due date.

All students are issued with a Student Planner and students should use the Planner to record all homework and due dates, dates for tests and excursions. Parents/Guardians can assist by helping children organise time wisely.

Homework including projects and assignments must be submitted on time. Late work will not be assessed. Students that fail to submit CAT tasks (Common Assessment Tasks) will be required to attend lunchtime Catch up sessions throughout the next calendar week until the work is completed.

If students lose or misuse the Planner they will be required to purchase another one from the General Office.

If a child is unable to submit work on the due date he/she should bring a note before the work is due requesting an extension from the classroom teacher.

**POLICY:**

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the needs for student’s to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural and employment activities where appropriate.

**GUIDELINES:**

- Teachers, Students and Parents/Guardians have responsibility in ensuring this policy is effective.
- Teachers will set homework that is:
  - purposeful and relevant to students needs
  - engaging to students in independent learning to complement work undertaken in class
  - appropriate to the phase of learning
  - appropriate to the capability of the student
  - develops the student’s independence as a learner
  - varied, challenging and clearly related to class work
  - allows for student commitment to recreational, employment, family and cultural activities
  - Parents/Guardians have a role to play in their child’s homework responsibilities.
  - Students need to take responsibility for their own learning.

**IMPLEMENTATION:**

- Teachers, Students and parents will be made aware of the requirements of this policy.
- Compass and student planners will be used to ensure communication lines remain open between Teachers, Parents and Students.

**TEACHERS WILL:**

- regularly monitor and collaborate to ensure consistent and effective implementation of the school homework policy
- set homework that is varied, challenging and directly related to class work and appropriate to the students’ learning needs
- set homework on a regular basis
- use student planners and Compass shall be used to record the homework task and when it is due to be completed
- clearly communicate the purpose, benefits and expectations of all homework
- check homework regularly and provide timely and useful feedback
explicitly teach strategies to develop organisation and time-management skills and provide opportunities to practices these strategies through homework

give consideration to other academic and personal development activities (school based or other) that students could be engaged in when setting homework

discuss with parents/guardians any developing problems concerning their child’s homework and suggest strategies to assist with their homework

parents and guardians can help their children by:
encouraging students to complete their homework
helping them to complete tasks by discussing key questions or directing them to resources
encouraging them to organise their time and take responsibility for their learning
encouraging them to read and to take an interest in and discuss current local, national and international events
helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities
contacting the relevant teacher to discuss any concerns about the nature of homework and their children’s approach to the homework

The College recommends that homework should be done in a place which is quiet and undisturbed; warm in winter, cool in summer and well lit. It should not be done in front of the television.

STUDENTS CAN TAKE RESPONSIBILITY FOR THEIR OWN LEARNING BY:

being aware of the school’s homework policy
discussing with their parents/guardians homework expectations
accepting responsibility for the completion of homework tasks within set time frames
following up on comments made by teachers
seeking assistance when difficulties arise
organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment

STUDENTS WILL ENGAGE IN INDEPENDENT LEARNING THROUGH:

revision and critical reflection to consolidate learning practising for mastery
application of knowledge and skills in new contexts
pursuit of knowledge individually and imaginatively
preparing for forthcoming classroom learning
USING THE LIBRARY

Students are encouraged to use the library for borrowing, silent reading and research. The library has an excellent collection of fiction and non-fiction books. Students can also use the digital library.

The Mooroolbark College Library offers students a range of tools to increase their literacy skills including our Digital Library.

Students and Teachers have the opportunity to incorporate the five zones into their learning.

- **Zone 1 – Comfortable Wide Reading Couches** - Offers Students the chance to read in a way that is relaxed, enjoyable and encourages them to discover new novels and knowledge.

- **Zone 2 – Classroom/Research Area** – Offers Students and Teachers the opportunity to use the class set of desktops in an environment that is engaging as well as to have easy access to the range of resources available within the Library.

- **Zone 3 – Personal Study Desks** – Offers Students the chance to study independently in a quiet area.

- **Zone 4 – Personal Red Reading Area** – Offers individual students the opportunity to be able to read in their own time in a comfortable and relaxed area

- **Zone 5 – Group Private Study** - Offers Students and Teachers the opportunity to be able to work in small groups during study periods, with access to computers and the many resources that the Library has to offer.

**Borrowing**

Students will be issued with a library card that will also function as an ID card. The card will have the student's name, photograph and date of birth on it. This card must be presented whenever students borrow from the library. Students can obtain replacement cards for $2.

Items are borrowed for two weeks, but some items will be temporarily placed on Overnight or No Loans if they are subject to high demand due to the large numbers of students requiring them for assignments.

Students can reserve items which are borrowed by other users. They can also make suggestions for books that the library could buy.

**Overdue Items**

Students with overdue items cannot borrow any other items until the overdue item has been returned. Reminders about overdue books are regularly e-mailed to students. If the item remains overdue, it is assumed to be lost, and an account is issued. At a later date, if the book is found, a refund will be arranged, on presentation of the receipt.

**Photocopier**

A photocopier is available for student use in the library; colour copies as well as black and white copies are available. Photocopy credit is available from Student Administration.

B & W A4 copies are 10 cents, A3 copies are 20 cents, colour A4 copies are 50 cents, A3 copies are $1. The machine can enlarge and reduce.
Mooroolbark College has its own digital library; Overdrive, available to all students and staff.

**Mobile:**
- Android™
- BlackBerry™
- iOS (iPhone/iPad/iPod touch)
- Windows® Phone 7

**Computer:**
- Windows/Windows 8
- Mac®

**For iPad** - To log in, simply follow these steps.

1. Download the ‘Overdrive Media Console’ app from the iTunes app store.
2. If you don’t already have an Adobe id you will need to go to www.adobe.com.au and register.
3. Open the app and click get books in the top right corner.
4. Click add a library and search for Mooroolbark College.
5. Click the star so that this library will be remembered for next time.
6. Click Mooroolbark College and you will be taken to a login page.

**For Desktop/Laptop**
1. Click on the link Mooroolbark College Overdrive Digital Library
2. Login using your College Username and Password
3. Start browsing for books

**1:1 iPad Program**

Students at the College, have the option to buy an iPad at the beginning of the year. This technology will enable student learning and help develop learning skills for the 21st century.

The 1:1 iPad Program is used in conjunction with various methods of teaching learning within the College. This program offers a great opportunity to enhance student learning however it is complemented with clear expectation about the responsible use/care of their iPad.

This program assists in preparing our students for the future and effective use of technology, which actively engages students in their learning and enhances their opportunities for developing creativity and working collaboratively with their peers and teachers.
COMPUTER NETWORK AND ACCEPTABLE USAGE

All students are required to sign an Acceptable computer Usage agreement before they can have access to the College Network. All students are given their own Network Account, Internet Account and email address.

Students’ network and Internet usage is regularly monitored and any breaches of acceptable usage will result in sanctions being applied as per Acceptable Use Policy. Students can be liable for damage incurred through inappropriate use; this can be substantial when damage occurs to notebook computers. Students are expected to exercise all due care when transporting or using notebook computers.

Printing is charged at 10c a copy for black and white and 50c a copy for colour. Extra printing credits can be purchased from the Student Administration before school, recess or lunchtime.

ASSESSMENT AND REPORTING

Students in years 7 - 10 are assessed by a variety of methods e.g. written exercises, oral and written tests, assignments, projects, excursion questionnaires and reports, design and construction of models, peer assessment, self-assessment and rubrics. Grades are given for most tasks and student performance is measured in terms of specific outcomes for each subject.

Reports will tell you how your child is progressing against the expected AusVELS. There is a five scale A – E. A ‘C’ rating means that your child is at the expected standard and that his or her learning is on track.

Interim Reports will be uploaded on Compass to parents/guardians near the end of Term I, and Term 3. Parent/Teacher interviews are scheduled within the next fortnight after interim reports. Students are also issued with comprehensive reports at the end Term 2 and 4, also uploaded on Compass.

ENRICHMENT AND CONSOLIDATION

In exercising good educational practice student progress is carefully monitored to determine if enrichment or consolidation is necessary.

Students who demonstrate considerable academic ability in Year 7 and 8 are offered enrichment activities by their classroom teacher.

Students in Year 10 are encouraged to study a VCE subject.

Assistance with reading, writing and spelling will be provided for students who are below the expected standard for Year 7 with WERX and literacy program on offer via applications.

During the year there are many opportunities provided for students to participate in extra curricula enrichment activities and competitions.

ASPIRE

To ensure that we continue to meet our students’ growing needs, we offer our high achieving students the opportunity to participate in ASPIRE classes.

This program targets students who have high aspirations, who actively set challenging learning goals and strive to meet these goals. ASPIRE students consistently aim for their personal best. These students learn productively with students of like ability engaging in a stimulating curriculum which is designed to respond to their abilities, interests and needs.

There are three classes in the program: English/Humanities, Mathematics/Science and Music Concert Band.

The program will see your child placed in one or more of the programs depending on their individual strengths. ASPIRE classes will utilise a range of learning technologies and are designed to challenge and enrich learning. Students will engage in tasks which require higher level, complex thinking and they will be encouraged to participate in a range of intellectual pursuits including externally conducted competitions and activities.
RECOGNITION OF STUDENT SUCCESS

MERIT SYSTEM
The College has established a merit system designed to recognise both student's achievements and positive behaviours. The system encourages students to set goals and work hard to achieve them.

Every teacher in the College will endeavour to recognise student effort and reward them with a ‘Certificate of Merit’. When a student has received five Merit certificates in the same subject they are eligible for a ‘Certificate of Achievement’. Five Achievement certificates in any subject area makes the student eligible to receive a ‘Principal’s award’.

When a student has achieved a Certificate of Achievement a letter is sent to their parents/guardians. Principal’s Awards are presented to the recipient at a Year Level Assembly as well as parents/guardians being notified by mail.

COLLEGE AWARDS PRESENTATION
At the conclusion of the College year students’ performance and endeavour, throughout the year, is recognised and celebrated at the Annual Awards Presentation Evening.

Awards are presented to students in the following areas:

- Academic Achievement
- PTCA Endeavour and Citizenship
- College Sports
- Sports Champions
- Music Involvement
- Leadership
- Year Level Dux

OTHER ACTIVITIES

EXTRA CURRICULA ACTIVITIES

Students are encouraged to participate in as many extra-curricula activities as possible. Camps are organised for Years 7-11, outdoor education provides a number of activities which are run inside and outside normal College hours, music provides the opportunities for participating in concert bands, rock bands and choral activities and there are numerous opportunities to join interschool sporting teams.

Students are notified by activities via Compass News feeds.

YEAR LEVEL CAMPS AND TOURS

The following program has been proposed for 2016 and a similar program is likely to apply in succeeding years.

<table>
<thead>
<tr>
<th>Year 7 Forest Edge Camp</th>
<th>- Monday 7th March – Wednesday 9th March</th>
<th>Approx Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8 Rubicon</td>
<td>- Monday 3rd October – Friday 7th October</td>
<td>$280.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$350.00</td>
</tr>
</tbody>
</table>

Please note the following points:

1. All camps are subject to the constraints of staffing, student interest and the availability of bookings and so may not run.
2. A significant deposit may be required in the previous year to allow us to finalise bookings.
3. There is a limit on student numbers and usually it is “the first to pay go”.
MUSIC

Students have the opportunity of participating in the many bands and ensembles organized by the Music Department. Students have the opportunity of studying instrumental music or singing taken by specialist instrumental music teachers. All those students are expected to join one or other of the musical groups which include:

- Percussion ensemble
- Concert Band
- Guitar ensemble
- Keyboard ensemble
- Rock bands
- Choir

Students have numerous opportunities to perform during the year. The Music Department organises Musical Evenings, Lunches and Soirees where students show their talents to parents and friends. Also a bi-annual musical or dramatic production is organised.

Music pathways available:

YEAR 7 SHOWCASE NIGHT

Each year our Year 7 students have the opportunity to exhibit their work to parents/guardians and the College Community.

The following presentations occur on the night:

**English:** Students are given the choice to present their research task on Snow Fire, a creative task, or text response task – ie, the students will be given freedom to present what they are most comfortable with and will be provided with preparation time during English class during the first two weeks of term four.

**Library:** Premiers Reading Challenge

**Humanities:** Geography and History research presentations.

All students have discussion starter questions, to help them display their fantastic work. In 2016 Year 7 Showcase Night will be held in Term 4.
SPORTING TEAMS

Mooroolbark College participates in the sporting competition run by the Victorian State Schools Sports Association. This competition includes the traditional sports of cricket, softball, baseball, volleyball, tennis, table tennis, soccer, football, netball, badminton, basketball, squash and hockey, aerobics and equestrian events. A full College team for swimming, athletics and cross country is entered in the local Interschool competitions.

We also compete in the less traditional sports of lacrosse, golf, modified rugby/gridiron, lawn bowls, beach volleyball, team handball, gymnastics, in line hockey and aerobics. These activities are decided upon each year on an interest basis and some occur as out-of-school hours programs.

STUDENT FOCUS

Student Focus is a weekly lunchtime program for Middle School students. Every Thursday lunchtime around 40 young people gather to take part in a lot of crazy games, activities and challenges. Each week brings a new theme, with some examples being – Crazy Coke day, Salamagundi, Water Whirl, Sale of the Century, Mastermind, Clue Day, Mini Olympics etc. The key part of the event is fun, fun, fun!

As well as the games, there is a brief ‘how to live’ focus based on Christian values. Some of the topics have included – Fear, Self-esteem, Faith, Saying Yes to what’s right, Is God real?, and the like.

The program is free, and being a voluntary program, any student is welcome to attend.

ENRICHMENT PROGRAMS

The College is committed to the full development of each of its students. As part of this development the co-curricular program is both extensive and fully supported by a wide range of College resources. Access to all programs is College wide and many initiatives such as the Musical Productions, Presentation Evenings and sporting activities are actively supported by the whole College community.

EDUCATIONAL ENHANCEMENT

Single gender curriculum delivery for English at Year 8 and 9, Enrichment program, instrumental music, Science Talent Search, Westpac and University of NSW Mathematics competition, Mathematics Games Day, Pre-driver, Primary cross-age tutoring, Year 7 passports, airbrush workshops, Humanities competitions, Music Week, Science Week, Mathematics Week, English Week, Physical Education Week, Australian children’s Book Week, International Women’s Week, German camp/Tour, Mentor Program, Work Education, Year 12 Valedictory dinner, and College Awards Evening, Numeracy Week, Literacy Week, Australian Science competition, Guest speakers for Science, Year 12 Genetics workshop at Melbourne University, Homework clinic.

CULTURAL AND ARTISTIC


SPORTING AND LEISURE

LEADERSHIP AND DECISION MAKING
The College offers multiple avenues for our students to excel their skills in leadership and decision making including Duke of Edinburgh Award Career and Work Experience Careers Information centre, Work experience, work placement, workshops and seminars, Work Education Program, Parent and student Information Evenings, Technical and Further Education College curriculum Pathways, extensive links with neighbouring educational providers, active and inclusive course counselling process, lunch time talks and activities.

In the past our Student Representative Council (SRC) has sponsored the below charities
- State Schools Relief Committee
- Walkathon,
- World Vision - 40 Hour Famine
- Red Nose Day
- Jeans for Genes day
- Daffodil day
- Red Cross Blood Bank
- Royal Children's Hospital Good Friday Appeal.
YEARS 7 TO 8 CURRICULUM

Students in Year 7 will be working towards Level 7 AUSVELs with Students in Year 8 will working towards a Level 8 AUSVELs. Please note that not all students will be at the same level. When your child receives a summary of their AUSVELs results during mid-year and end of year reports, this also may be a cumulative result based on a number of teacher’s findings.

ARTS

The Arts is an avenue for students to communicate their ideas, feelings and belief as a major source of intellectual, physical, spiritual and emotional enjoyment. Year 7 & 8 are part of the process already begun in providing individuals with necessary skills and developing confidence to enable participation in the Arts for the rest of their lives.

The Disciplines covered in Year 7 & 8 are part of the core subjects. All students participate in

**Art:** One semester at Year 7 for 4 periods per fortnightly cycle.

**Visual Communication Design (VCD):** One semester at Year 8 for 4 periods per fortnightly cycle.

**Music:** Year 7 & Year 8 have 4 periods per fortnightly cycle for a semester

ART

There are two dimensions within visual arts: Creating and making, and Exploring and responding

At Year 7 students will be encouraged to create both 2D and 3D art works, using a variety of starting points. Students will explore elements and principles of art and participate in a wide range of experiences and art forms including: painting, drawing, mixed media and multimedia. Students will also be encouraged to participate in group projects as an individual and as part of a team.

In response to the visual arts, students will explore, respond, discuss and write about art works. They will be encouraged to express their viewpoint about the artist’s intention by making reference to specific features such as colour, texture, shape and imagery. Students will observe a range of different cultural and historical contexts in their visual analysis. Practical tasks will be related to the analytical study of art.

Year 7 Visual Arts is an introduction and consolidation of new and already formed ideas.

**Dimensions**

*Creating and making*– ideas, skills, techniques and processes, media and materials; Use starting points and stimuli to generate and expressively develop ideas when making and presenting art works; Demonstrate a range of skills, techniques and processes in organizing art elements, principles and concepts to structure art works.

*Exploring and responding* – criticism, aesthetics and contexts, interpreting and responding; Describe how the organization of art works communicates ideas and feelings; Demonstrate an understanding of the ways in which art works are made in particular cultural and historical contexts.

**Skills**

- Drawing
- Painting
- Designing
- Construction
- Analysis
- Interpretation

**Assessment Tasks**

- Practical Folio
- Resolved Artworks
- Written / Theory Work

**Special Requirements**

Set of paints, protective clothing, A3 Spiral Sketchbook
YEAR 8 VISUAL COMMUNICATION DESIGN

Year 8 students are introduced to a series of design briefs, which helps them to use a visual communication process for developing drawn and written ideas aimed at a certain audience. They will research and collect information for ideas and inspiration. Students will also explore ideas, refine finished art pieces and learn a variety of drawing methods such as freehand drawing, rendering and instrumental drawing.

Dimensions
Creating & making, exploring & responding
Students will explore ideas using design elements and principles.
Learn to use the visual communication production process to develop and refine ideas.
Use appropriate two and three-dimensional drawing systems for visual presentations.
Use a range of materials and equipment to produce visual communications (Final Presentations).
Use appropriate language in describing and analysing visual presentations including the use of design elements and principles.

Assessment Tasks
- Design Folio
- Final presentations
- Written Theory work

Special Requirements
A3 spiral sketchbook, 1 tin of 12 Derwent pencils, 1 black fineliner, 2H, 4H and HB pencils and a plastic eraser, Set Squares

YEAR 7 DRAMA

If you want a fun way to get to know your fellow Year 7s and you enjoy the opportunity to perform, Year 7 Drama is the subject for you. Students can develop acting skills and have the opportunity to rehearse and create performances with other class members. As well as encouraging confidence and social skills, who knows, it may be the first steps of a star studded career.

Skills
Rehearsal, planning and performance
Improvisational performance skills

Common Assessment Tasks – (CATs)
Improvision Performances
Journal

Ability to work effectively with others
Creative development of narrative
In Year 8 Music students learn to play guitar as well as continuing with keyboard work. Theory and composition are continued at a more advanced level from Year 7. Students learn about the guitar, the elements of rock and musical styles through listening activities. Aural comprehension is continued from Year 7 and all students have the opportunity to use music technology.

**Dimensions**
*Creating and Making*
Use starting points such as observation, experiences and research to express ideas and feelings through sound.
Structure musical works using specific aspects of the elements of and applying skills, techniques and processes.
Prepare, select and modify presentations for particular occasions, taking into account factors such as purpose, space, materials and equipment.

*Exploring and Responding*
Use appropriate language to describe ways sounds and silence are organised to express ideas and feelings.
Show an understanding of the way music is made in particular cultural and historical contexts.

**Skills**
Continue to read music, keyboard and guitar performance skills.
Aural skills and music composition are continued.

**Assessment Tasks**
- Guitar
- Performance
- Written Work
- Theory / Aural Work

**Special Requirements**
Workbook, headphones and USB
During Year 7 and Year 8 students are required to:
- Complete a variety of written tasks which incorporate vocabulary, spelling, punctuation, grammar, editing and drafting skills.
- Study and analyse a variety of texts (including a selection of fiction, poetry, newspapers, magazines and film) and respond in a variety of styles.
- Develop listening and speaking skills via formal and informal situations.
- Read widely. (This may include fiction and non-fiction)

Outcomes
During Years 7 and 8 students work toward demonstrating competence in AusVELS at level 7/8 Reading, Speaking and Listening, and Writing. By the end of Year 8 most students should have achieved these outcomes.

Reading
- Ability to explore, ideas and information relating to challenging themes and issues.
- Ability to produce personal responses resulting from reading imaginative, informative and persuasive texts.
- Ability to interpret meanings and messages in texts.

Speaking and Listening
- interact in structured situations to discuss and interpret issues of texts
- identify the effect of context, audience and purpose on spoken texts
- discuss and experiment to influence audiences
- actively improve effectiveness of spoken communication in a range of contexts
- listen strategically, and systematically record spoken information

Writing
- ability to develop and explore challenging ideas and issues in a variety of writing styles
- understand how texts differ according to purpose, setting and audience
- write sustained and complex pieces showing an understanding of normal conventions for different types of texts
- can select appropriate planning and reviewing strategies to effectively complete particular tasks

Standards
- Reading
- Writing
- Text Response
- Oral Language

Assessment Tasks
- Writing
- Text Response
- Oral Language

Year 7 and 9 students will participate in the NAPLAN
“The W.E.R.X. Literacy Program"
W.E.R.X. stands for Writing Excellence and Reading in X Block.

This is an alternative program run for small groups of students who might benefit from additional literacy assistance. This subject is not an elective, but is offered to those students who have been identified by their primary school and parent/guardian application, as struggling in reading, writing and comprehension.

The program aims to:
• Improve key components of students’ reading and writing through the learning of 70 ‘phonograms’ and 31 rules.
• Teach students how to apply the 70 phonograms and 31 rules to their daily classroom activities.

If successful, Year 7 and 8 WERX students are not required to participate in Languages or Cultural studies.
Peer support operates as small discussion groups, which are led by two or three trained Year 10 student leaders. The issues discussed include: self-esteem, self-responsibility, communication skills, peer pressure, personal goals, self-acceptance, self-awareness, feeling and relationships. This class is run only in Semester One.

Students will use a wide variety of resources including worksheets, role plays, drama activities and games.

**Outcomes**
- Assist students in the transition to the College by providing a supportive, older friend
- Demonstrate processes for managing changes in relationships (including family)
- Increase ability to be assertive - to say what you want, but not at the expense of others
- Students discuss issues of importance to them whilst developing their own individuality
- Examine how personal identity and status are influenced by recognition of achievement and changing responsibilities

**Skills**
- In achieving these outcomes, students will have developed the skills to:
  - Welcome new members into the group.
  - Accept changes to friendship groups.
  - Increase a sense of their own identity
  - Increase their awareness of the consequences for responsible/irresponsible behaviours.
  - Express their needs in an assertive manner.

**Standards**
- Student workbook
- Participation

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**YEAR 7 HEALTH EDUCATION**

Students will undertake units of study on: Team Strategy Games, Netball, Gymnastics, Athletics, Soccer, Fitness, Hockey, Volleyball and Badminton.

Students will be working towards achieving the standards for AusVELS level 7

**Outcomes**
The skills, knowledge and behaviours focus on students being able to:
- Accept responsibility as a group member to support others, to share information, explore ideas of others and work co-operatively
- Develop positive relationships through understanding and respect
- Demonstrates empathy towards others and use appropriate strategies in conflict resolution
- Acknowledge different values, beliefs, cultures and talents in their group and our communities locally and globally
- Reflect on personal and group achievement and goals with effective planning for improvement.

**Standards**
- Journal/Scrapbook
- Participation in class activities
- Skin
- Drug Education/Smoking
- Harm minimization/safety/risk taking

**Outcomes**
Health Knowledge and Promotion
- Reflection on current and possible future experiences of adolescence
- Evaluation of the effectiveness of harm-minimization strategies
YEAR 8 HEALTH EDUCATION

Students will undertake units of study on:
• The Lifespan
• Sexuality Education – the changes and challenges of adolescence
• Body Image
• Exploration and evaluation of strategies that target the health concerns of young people.
• Evaluation of health resources, products and/or services designed to improve the health of young people.
• Identification and analysis of the influences on personal and family food selection.

Standards
• Journal / Scrapbook
• Participation in class activities

YEAR 7 PHYSICAL EDUCATION

Students will undertake units of study on: Team Strategy Games, Netball, Flag Football, Gymnastics, Fitness, Hockey, Tennis, Volleyball and Badminton.

Students will be working towards achieving the standards for AusVELS level 7.

Outcomes
Movement & Physical Activity
• Refinement of technique in complex movement and manipulative skills.
• Identification of their physical activity levels and factors that can influence and motivate physical activity.
• Maintenance of regular participation in moderate to vigorous physical activity, and the identification of the components of health-related fitness.
• Understanding of how the choice of appropriate motor skills, strategies and tactics can improve individual and team performance.

Standards
• Skill development
• Fitness
• Effort
• Participation

Special Requirements
• All students are to wear the College sports uniform for every practical lesson. This includes shoes designed for running, for personal and group safety.
• All students are to wear a hat outdoors in Terms 1 and 4.
• All students are to bring a water sipper bottle (named) to practical classes.
• Students PE bags are not to be large backpacks or plastic bags – green bags are acceptable.
• A parent/guardian signed note for no PE uniform, or non-participation due to illness or injury, is essential. A medical certificate must support more than two consecutive weeks of non-participation in practical activities.
Students will undertake units of study on: Team Strategy Games, Tennis, Aussie Rules Football, Speedball, Athletics, Volleyball, Softball, Basketball and Training for Fitness. Students will be working towards achieving the standards for AusVELS level 8.

Outcomes
Movement and Physical Activity
• Increasing proficiency of complex movement and manipulative skills.
• Measurement and analysis of their own physical activity levels, and recommendations for improving or maintaining those levels.
• Maintenance of regular participation in moderate to vigorous physical activity and an understanding of the relationship between fitness, physical activity and health.
• Application of a combination of motor skills, strategies and tactics to improve individual and team performance.

Standards
• skill development
• Fitness
• Effort
• Participation

Special Requirements
• All students are to wear the College sports uniform for every practical lesson. This includes shoes designed for running, for personal and group safety.
• All students are to wear a hat outdoors in Terms 1 and 4.
• All students are to bring a water sipper bottle (named) to practical classes.
• Students PE bags are not to be large backpacks or plastic bags – green bags are acceptable.
• A parent/guardian signed note for no PE uniform, or non-participation due to illness or injury, is essential. A medical certificate must support more than two consecutive weeks of non-participation in practical activities.
Year 7 German focuses on developing students’ capacity to understand basic sentences and questions, engage in simple conversations based on interpersonal topics and to write short texts of simple sentences. Students also learn about the culture and geography of Germany.

**Topics include:**
- Semester 1 - About Me; Family and Friends; Colours; Numbers
- Semester 2 - The Body; Times and Seasons; Animals; German Culture

**Skills**
- Understand and use language within the world of their own experience.
- Develop an understanding of the culture of the countries where the language is spoken.
- Develop a better understanding of English language structure through the study of German.

**Standards**
- Listening comprehension of personal or factual information on defined topics
- Accurate reproduction of modelled language
- in structured exchanges
- Reading comprehension of gist and main ideas in modified, familiar texts
- Use of familiar structures in linked sentences.
- Knowledge of the structure of language, including their first language.

**Assessment Tasks**
- Listening comprehension tasks/tests.
- Speaking tasks/tests
- Reading comprehension tasks/tests.
- Writing skills tests
- Assignments
YEAR 8 GERMAN

Year 8 German focuses on developing students’ capacity to engage in simple conversations and transaction and write short texts of several linked sentences. Students also learn about the history and culture of the German speaking countries.

Topics include:
- Semester 1 – Me, my friends and family; Sports and Leisure; Birthdays;
- Semester 2 – Food and Cooking; At School; German Culture and History;

Skills
- Understand and use language within the world of their own experience.
- Develop an understanding of the culture of the countries where the LOTE is spoken.
- Develop an understanding of the culture of the countries where the LOTE is spoken.
- Develop a better understanding of English language structure through learning German.

Standards
- Recall of gist in listening comprehension on familiar topics.
- Manipulate modelled language to exchange information.
- Reading comprehension of gist in simple or modified texts with unfamiliar words.
- Writing short linked paragraphs with limited self-correcting.

Assessment Tasks
- Listening comprehension tasks/tests.
- Speaking tasks/tests.
- Reading comprehension tasks/tests.
- Writing skills tests.
- Assignments.

YEAR 7 MANDARIN (CHINESE)

Year 7 Mandarin focuses on developing students’ capacity to understand basic sentences and questions, engage in simple conversations based on interpersonal topics and to write short texts of simple sentences. Students also learn about the culture and geography of China.

Topics include:
- Semester 1 - About Me; Family and Friends;; Colours; Numbers
- Semester 2 - The Body; Times and Seasons; Animals; German Culture

Skills
- Understand and use language within the world of their own experience.
- Develop an understanding of the culture of the countries where the Language is spoken.
- Develop a better understanding of English language structure through the study of Mandarin.

Standards
- Listening comprehension of personal or factual information on defined topics.
- Accurate reproduction of modelled language in structured exchanges.
- Reading comprehension of gist and main ideas in modified, familiar texts.
- Use of familiar structures in linked sentences.
- Knowledge of the structure of language, including their first language.

Assessment Tasks
- Listening comprehension tasks/tests.
- Speaking tasks/tests.
- Reading comprehension tasks/tests.
- Writing skills tests.
- Assignments.
YEAR 8 CULTURAL STUDIES

This subject is designed as an alternative to German and Mandarin at Year 8.

The world is made up of different cultures and as global citizens; the cultural studies students are encouraged to explore their understanding of their own and other people’s ideas and opinions. In this course, the students examine their own personal culture and research Australian, Indigenous, International and sub-cultures. The learning program aims to develop tolerance, acceptance and inclusion of people, identifying beliefs, values, human rights, responsibilities, customs, arts and skills.

AusVELS Domain: Civics and Citizenship

Dimensions
Civic knowledge and understanding
Students examine the ways in which Australians are connected to people nationally and internationally. They explore the responsibilities of citizenship for individuals and groups.

Skills:

By the end of this course, students should be able to:

• Define culture as a combination of arts, beliefs, customs and skills.
• Identify the aspects of their lives that create their own, personal culture.
• Research the culture of their local area and compare to another suburb.
• Understand the differences between theirs and Aboriginal culture and how important Indigenous Culture is to Australia.
• Compare the qualities of International Cultures.
• Identify the source of racism, prejudice and intolerance and provide ways to change social attitudes.
• Acknowledge that validity of subcultures that exist in our society and, where possible, identify those in which they belong.
• Respect the belief systems and customs of other cultures.
• Understand and respect Human Rights.
• Accept the personal responsibilities of human rights as Australian and global citizens.

Assessments:

• Assignments
• Class work tasks
• Participation in class activities

Requirements

• Workbook – A4 exercise writing book
• USB
• Headphones
• Fully equipped pencil case
• College Planner
Introduction
In the Mathematics Key Learning Area (KLA), we aim that all students:

- Develop useful mathematical and numeracy skills for successful employment and functioning in society.
- Develop abilities to solve practical problems using mathematics.
- Develop an understanding of the role of mathematics in life, society and work.
- Develop specialist knowledge in mathematics that provides for further study.

In order to be successful in Mathematics, students are expected to:

- To have a copy of the textbook Jacaranda Maths Quest 7 for the Australian Curriculum (Year 7) or Jacaranda Maths Quest 8 for the Australian Curriculum (Year 8).
- To have a scientific calculator app on their iPad. It is also highly advisable for students to have a basic scientific calculator as iPads are not permitted in NAPLAN testing, Australian Mathematics Competitions or other examination scenarios.
- Complete all work requirements on time, which includes tests, assignments, homework and other tasks assigned by the teacher.
- Ask for assistance in class and to take responsibility for their learning.
- Have their textbook, workbook, calculator, pens, pencils, ruler and erasers to every class.
- Catch up on work missed whilst absent.

Australian National Curriculum Proficiency Strands
To achieve the standards set by the National Curriculum, Year 7 students are expected to be able to:

- Describe patterns in uses of indices with whole numbers, recognise commonalities between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identify angles formed by a transversal crossing a pair of parallel lines, and connecting the laws and properties of numbers to algebraic terms and expressions.
- Calculate accurately with integers, represent fractions and decimals in various ways, investigate best buys, evaluate measures of central tendency and calculate areas of shapes and volumes of prisms.
- Formulate and solve authentic problems using numbers and measurements, create transformations and identify symmetry, calculating angles and interpret sets of data collected through chance experiments.
- Apply the number laws to calculations, apply known geometric facts to draw conclusions about shapes, apply an understanding of ratio and interpret data displays.

To achieve the standards set by the National Curriculum, Year 8 students are expected to be able to:

- Describe patterns in uses of indices and repeating decimals, identify commonalities between operations with algebra and arithmetic, connect rules of relations and functions and their graphs, explain the function of statistical measures, and contrast measurements of perimeter and area.
- Calculate accurately with simple decimals, indices and integers, recognise equivalence of common decimals and fractions including repeating decimals, factorising and simplify basic algebraic expressions, evaluate perimeters, areas and volumes of common shapes, and calculate the mean and median of small sets of data.
- Formulate and model, with comparisons of ratios, profit and loss, authentic situations involving areas and perimeters of common shapes and analysing and interpret data using two-way tables.
- Justify the result of a calculation or estimation as reasonable, explain formal and intuitive use of ratios for comparing rates and prices, derive one probability from its complement, use congruence to deduce properties of triangles, and make inferences about data.
Science is a core study for all students in Year 7 and Year 8. There are five lessons per ten day cycle. The courses are of a general nature and cover aspects of Physics, Chemistry, Biology and Geology at each year level.

YEAR 7 SCIENCE

This course introduces students to the skills and processes of science. Topics studied are selected from: safety, scientific apparatus, measurement, chemistry, forces, classification, ecosystems, separating mixtures, earth in space, precious resources and machines.

Outcomes
At the completion of the year students are able to:

Chemical Science
- Use a variety of methods to separate mixtures.
- Relate simple procedures for preparing and separating mixtures to medical and industrial procedures.

Physical Science
- Describe the characteristics and applications of gears.
- Describe simple magnetic and electrostatic effects in terms of a field model.

Biological Science
- Explain the biological basis of ecosystems.
- Group a variety of organisms on the basis of similarities and differences.

Earth and Space Sciences
- Describe how positions of the planets, moon, sun and starts affect natural phenomena.
- Describe major components of the universe.

Skills
- Perform experiments and predict and observe results.
- Practice safe experimental techniques in the laboratory.
- Develop skills and practices in care and handling of equipment.
- Use basic sampling procedures.
- Separate mixtures.
- Model the process of sedimentation.

Standards
- Class Work
- Practical Work
- Homework
- Tests
- Assignments
This year of study reinforces students’ skills and understanding of the processes of science. Topics studied are selected from: cells, chemistry, states of matter, living systems, geology and energy.

Outcomes
At the completion of the year, the students are able to:

Chemical Science
- Describe ways of producing a chemical change and influencing its rate.
- Relate the safe use and disposal of common substances to their physical and chemical properties.

Physical Science
- Describe the characteristics and application of the transmission and reflection of energy in the form of heat, light and sound.
- Use a simple particle model to explain the properties and structures of solids, liquids and gases.

Biological Science
- Describe interactions between living things and between living things and their non living surroundings.
- Explain how plants and animals obtain, transport and store nutrients.
- Develop Skills in observing microscopic structures.

Earth and Space Sciences
- Identify various rock types and the processes involved in their function.
- Investigate some mining processes.

Skills
- Perform chemical experiments safely and explain chemical reactions using words in a report.
- Develop skills and practices in care and handling of equipment and materials.
- Practice safe experimental techniques in the laboratory.
- Make measurements using instruments and equipment.
- Observe demonstration of complex instruments.
- Organize information in tables and graphs.
- Predict the effect of changes.
- Integrate scientific understanding and experimental modelling.

Standards
- Class Work
- Practical Work
- Homework
- Tests
- Assignments
HUMANITIES

YEAR 7 HISTORY

This unit provides a study of history from the time of the earliest human communities to the end of the ancient period. Students will study a range of ancient societies such as Australia, Egypt, Greece, Rome and China. The basic skills and concepts of history will be introduced.

Strands
- Historical knowledge and understanding
- Historical Skills

Skills
- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of resources
- Perspectives and interpretations
- Explanation and communication

YEAR 7 GEOGRAPHY

Students are introduced to the study of natural and human environments, with a focus on Australia and the Asia – Pacific region. Topics will include: a Local Area study; with a focus on water, mapping skills, endangered species. This study will encompass the Civics and Citizenship dimension of civic knowledge and understanding.

Dimensions
- Geographic knowledge and understanding
- Geospatial skills
- Civics and citizenship

Skills
- Mapping and Graphing.
- Observation, collection and interpretation of data.
- ICT skills
- Investigation and Research
- Collaborative work
YEAR 8 HISTORY

This unit provides a study of history from the end of the Ancient period to the beginning of the modern period. A range of topics are studied, including; Romans in Britain, Saxons and Vikings, Medieval Europe, Japan under the shotguns, and the Black Death in Asia, Europe and Africa.

Strands
- Historical knowledge and understanding
- Historical Skills

Skills
- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of resources
- Perspectives and interpretations
- Explanation and communication

YEAR 8 GEOGRAPHY

This course extends the students’ exploration of natural and human environments, with a focus on Australia and the Asia – Pacific region. Topics will include: an Asian country study; Forests; Introduced Species; Global Warming. This subject will encompass both dimensions of Economics.

Dimensions
- Geographical knowledge and understanding
- Geospatial skills
- Economic knowledge and understanding
- Economic reasoning and interpretation

Skills
- Mapping and Graphing.
- Observation, collection and interpretation of data.
- ICT skills
- Investigation and Research
- Collaborative work
Technology education is taught through the Strand Inter-Disciplinary Learning focusing on the domain Design, Creativity and Technology. It is expected that years 7 and 8 students should be working at level 5, to investigate, design, produce, analyse and evaluate products.

The students will be participating in a range of subjects consisting of Wood, Sheet Metal, Textiles, Food Technology.

YEAR 7 WOOD

In the course of this unit students will be exposed to: safe working practices and environmental issues, production and the assembly of practical tasks, simple material testing, design issues including function and aesthetics, evaluation of work practices and competency of tool handling techniques.

Outcomes
- Developing basic woodworking skills.
- Understanding basic design concepts, designing, producing and evaluating a product.
- Understanding the characteristics of materials.
- Developing safe working practices.
- Product Evaluation

Skills
- Marking Out
- Finishing
- Designing
- Filing and Sanding
- Assembling
- Sawing

Standards
- Pencil Box
- Work Book
- Tangram

Assessment Tasks
- Practical Tasks
- Work Book
- Design Folio
- Research Assignment

Special Requirements
- A3 Sketch Pad
- Safety glasses
- Exercise Book
- Activity Manual
YEAR 7 TEXTILES

Students will undertake Textiles as part of the Arts for 4 periods per cycle for one semester in year 7.

The subject will specifically address the two dimensions of Creating and Making, Exploring and Responding.

Dimensions
Creating and Making
Students are introduced to the use of textiles and fabrics to create and make items that require hand and machine sewing skills. Imagination and planning is required in this process, along with the application of skills and technologies and the use of materials and equipment.

Exploring and Responding
Design options and textile designers and explored and researched. Students are required to respond to the aesthetics and historical contexts of textiles. They will be required to analyse artist’s works, their own designs and products.

Standards
• Sewing exercises & product work
• Theory work

Special Requirements
• Plastic Headed Berri Pins – 1 card
• Exercise Book 64 pages
• Display Folder

Assessment Tasks
• Workbook
• Design Folio

YEAR 8 HOME ECONOMICS

Students are introduced to the Technological Process which includes the response to a design brief, research, production and evaluation

This unit addresses practical food preparation skills, kitchen safety and hygiene, use of a range of equipment, table setting and an understanding of nutrition.

Students will acquire knowledge and skill in:
• correct use of tools and equipment
• safe food handling procedures
• factors that influence food choice
• nature and function of food through practical preparation of various snacks and meals
• responding to design briefs, researching options and evaluating products

Standards
• Theory
• Production Work

Special Requirements
• Apron
• Exercise Book- 64 pages
• Hair tie (where appropriate)

Assessment Tasks
• Research Task
• Production Work

• Kitchen Management

• A4 Plastic pockets
• Name/Plastic food container in which to take food home

• Design Task
• Workbook / Classwork
YEAR 8 METAL WORK

In this unit students will work with a wide area of different materials including tin plate, galvanized iron, copper & brass to produce a variety of projects. Safe working practices, correct use of tools and equipment will also be taught.

Outcomes
By the end of the unit students will be able to:
- Complete a range of design proposals and work plans and products.
- Evaluate work practices and the product.
- Understand the characteristics of materials.

Skills
- Safe working practices and environmental issues.
- Correct use of tools and equipment.

Standards
- Production: e.g.: Spinner, Swinging Dolphin, Ned Kelly
- Workbook

Assessment Tasks
- Production
- Workbook

Special Requirements
- Safety Glasses
- Exercise Book- 96 pages

YEAR 7 ICT

Students will be introduced to ICT in Year 7. This unit aims to assist students in developing skills in using Information and Communications Technology; both hardware and software. Students will understand the functionality of the ICT tools as well as their application and the affects in the wider community. This understanding will enable students to solve problems and work efficiently and collaboratively within their studies and in the world around them.

Students will acquire knowledge and skills in:
- File Management
- Internet Use including Cybersafety
- Microsoft Office
- Pages
- Web Productions
- Keynote
- Numbers
- Digital Presentations

Standards
- Theory
- Digital Production

Assessment Tasks
- Research Task
- Production Work
- Design Task
- Written and Digital Workbook/Classwork
The Instrumental Music Program is a co-curricular program which offers tuition in a variety of instruments: Woodwind, Percussion, Piano, Guitar, Bass Guitar and Voice. The program gives students the opportunity to gain technical and performance skills and an overall knowledge of their chosen instrument.

**Learning Outcomes**
- Students learn how to play an instrument of their choice.
- Students gain an understanding of how to read music for the instrument they play.
- Students gain skills in performance.
- Students gain skills in aural - comprehension relative to their instrument.

**Curriculum Focus**
- The development of instrumental playing skills
- The development of music reading and performance skills
- The development of aural skills
- Student participation in public performances and given opportunity to see music performances.

**Assessment**
- Unit Results of either Satisfactory or Not Satisfactory are given
- Performance, Aural and Reading skills are rated by ticks ranging from Excellent, Very Good, Satisfactory and Unsatisfactory.
- Attitudes and behaviours are also rated by ticks ranging from Consistently, Usually, Occasionally and Rarely.

**Class Requirements**
Students need to have their own instrument, but woodwind instruments are available for hire. Students need to have a current signed contract and have their FEES fully paid up before commencement of their first lesson.

In conjunction with the program there are many musical groups which students can choose to be involved in. These include woodwind ensembles, choir, musical production and a number of rock and other groups.