



UC HIGH SCHOOL
KALEEN



Year 7 & 8 - 2015

Handbook & Application For Additional Programs



Welcome to University of Canberra High School Kaleen!

You have started a new stage in your education – a new school, new teachers, new friends and new routines. We hope that your time here will be happy and successful.

You will spend 4 years working towards your Year 10 Certificate. This may seem a long way off to you now, but the things you learn and the habits you form will be very important for your success in later years. The tools you learn in high school will help to take you through your whole life. We will assist you to develop and grow towards adulthood and future independence so that you can actively contribute to the complex world that we live in.

We look forward to getting to know each of you and we encourage you and your families to participate fully in the life of the school.

The small size of our school means that we are uniquely placed to build a supportive and nurturing environment for you all. Please talk to us if you have any questions or concerns.



Denis Dickinson,
Principal

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Course information

In Year 7 and 8 all students have the opportunity to study eight learning areas as set out by the Australian Curriculum. Students will access core learning areas each semester and complete others through rotation.

UC High School Kaleen (UCHSK) also offers a range of extension programs. Entry to these programs is through application only. Please see courses and applications further through this manual.

Core Subjects

Mathematics

Mathematics classes (in line with the Australian Curriculum) provide students with essential mathematical skills and knowledge in the three areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

These skills develop numeracy capabilities that all students need in their personal, work and civic life, and provide the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The scaffolded progression of students is augmented with particular focus on Understanding, Fluency, Problem Solving and Reasoning.

English

English classes focus on the study of literature and the use of English language. Spoken, visual and written forms of communication are included. Students learn through speaking, listening, reading, viewing, writing and the use of information technology.

The mastery of English is essential in all areas at school, college, university and work and includes spelling, grammar and linguistic features in written and spoken language.





Students read, view and create texts to explore ideas and test perceptions in creative and imaginative ways.

Appreciation and enjoyment of language and literature helps students to become independent learners and develop an ever-widening language repertoire for personal and public use in contemporary society.

Science

Science is a dynamic, collaborative and creative human endeavour which strives to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science supports and provides opportunities for students to develop an understanding of:

- Important science concepts and processes
- The practices used to develop scientific knowledge
- Science's application and contribution in our lives
- Skills to make informed decisions and form scientific views.



Humanities and Social Science (SoSE)

Humanities and Social Science are an essential part of a balanced education where students learn about the factors that shape their individual identity and that of their society.

Knowledge and skills are drawn from disciplines such as anthropology, accounting, archaeology, ecology, economics, geography, history, law, philosophy, politics, psychology, sociology and philosophy.

Students learn about Australia, the diversity of its people, its cultural and environmental heritage, its political, economic and legal systems and its place in the world. Students investigate ethics, social justice and ecologically sustainable development.

Health and Physical Education

Physical Education and Health is a compulsory subject for all students from Year 7 to 10.

Students develop physical fitness, dance, social & cognitive skills and sports and games skills: all essential for their future well-being.



Students experience a multi-activity course with the emphasis on developing skills through practice and play. Techniques are practiced using modified rules and minor games. Theory Health units include Growth & Development, Health Lifestyle Choices, Drug Education and Peer Relationships.



Rotations

Languages

Japanese Studies at UC High School Kaleen provides students with the opportunity to learn and understand the language as well as the unique traditional and popular modern culture.

Japan is our major Asian trading partner and tourism in Australia creates the need for speakers of Japanese.

The Arts

Visual Art engages, inspires and enriches all students. It excites the imagination and encourages creativity and expression.

In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience.



Students develop practical skills and critical thinking which inform their work as artists and audience.

They learn how to use knowledge, techniques, processes and materials to explore Arts practices and to explore artworks and make their own visual art products.

Drama

In Years 7 and 8, this popular course involves students making and responding to drama as an art form, independently and with their classmates, teachers and communities.

The course concludes with a collaborative performance displaying various techniques covered throughout the year.



Technologies

Technology provides opportunities for students to respond to design challenges in a diverse range of contexts. Design challenges are situations, problems or tasks and involve the design and development of new products and new ways of doing things. It combines creative thinking and practical problem solving skills with a focus on technology.

Within our society, the processes of technology are used to build new knowledge and create the broad range of products which we use each day; through the use of technology these products are constantly updated and refined to meet our changing needs and wants.

The pace of developing technology has increased and it is important that students understand the processes and feel capable of participating in the design and use of new and emerging technologies, creating a critical framework through which they can comment upon and critique technological change.

Over Years 7 and 8, students learn to design, make and appraise by studying possible areas such as metal, plastic, wood, food and fibre.



Murnong Farm - Agriculture

Murnong Farm has been developed along Permaculture principles to encourage students to be involved in a sustainable way of life. The animals and plants live in a unique system where they benefit each other, thus minimising the need for machinery and chemicals.



In Year 7 and 8, students have the opportunity to participate in Agriculture with a focus on the farm.

The farm is located on approximately 3 acres divided into zones. The busiest zone is the poultry area closest to the school; the others are the vegetable gardens and orchard, and the grazing animal area. There are 5 poultry sheds which house Chinese Geese, Cayuga Ducks, Light Sussex chickens and Isa Brown hens. These poultry are exhibited at local shows. The farm has extensive garden beds for vegetable growing and an espalier trellised orchard with 10 fruit trees specially selected to produce ripe fruit during the school term.

Farm activities are integrated across all learning areas. Students plan, develop and cultivate vegetable gardens as part of their assessment in Agriculture classes. Grazing animals are also kept on the farm and these include a small herd of Boer Goats and some Wiltipoll Sheep. These animals give birth in the Spring which creates great interest with students in the school. Chickens are hatched from incubated eggs and students monitor the growth and development of the chicks as a major educational project. There is a shade house for plant propagation and these plants have been used in gardens around the school.



Programs through Application:

UCAN Excel

If you've ever wanted to write a novella, create a computer game, write and direct a short film, design your dream house, make a cookbook of your family's secret recipes, stage a one man show, or anything else you're passionate about, maybe you need to apply for the new and improved UCAN Excel programme.

UCAN Excel requires you to design your own course of study in an area or subject of interest to you. So, if you're focused, committed, self-motivated, and want to try something different then apply for UCAN Excel today!

Extension Japanese

Students have the opportunity to further develop the knowledge and skills necessary to use Japanese in everyday situations, and develop their understanding of intercultural communications and awareness. Students extend their Japanese capabilities towards fluency in reading, writing and listening, explore the cultural and historical aspects of Japan, including food, ceremonies and social expectations and discuss social conventions and how these shape global citizens.

Circus

Warehouse Circus and UC High School have developed a year 7/10 Circus Elective for students interested in taking circus training further!

With this elective you will get the chance to work on higher level Circus skills such as aerials (Trapeze, Tissu and Lyra), Acrobatics (floor tumbling, tramp, adagio) and manipulations (juggling, staff spinning, unicycling) and more!



Students will get to work on a diverse range of skills and choose specialties to focus on more closely.



The elective will involve between 3 and 4 hours per week of circus training during school hours.

As part of the elective it is strongly recommended to enrol in the Warehouse Circus Core Program after school: <http://warehousecircus.org.au/programs/teens-13-17-yr-olds/>.

Subsidies will be made available for families who are unable to afford the upfront cost of these sessions which are valued at \$220 per term for UCHSK students. With experienced trainers and performance opportunities throughout the program, this elective is perfect for keeping fit and challenging your creative side.

UCAN Rock: Rock Band Pathways Year 7 to 10

The Rock Band Pathway Program – “UCAN Rock” is delivered by our Musician in Residence, Aron Lyon. The program runs as a tutorial model two days a week.

Students are provided individual and group workshops in voice, drumming, guitar, keyboard and a range of skills relevant to contemporary music.

All students join a band and develop their musicianship individually and as a group.

The program caters for beginners right through to advanced musicians. Students with a background in more traditional music are more than welcome.





UCAN Dance Program: Year 7 to 10

UCHSK's Dance Program aims to give all students the opportunity to learn and experience modern styles of dance.

Between our inclusive program with P.E and our brand new 7-10 Dance Elective, all students have the chance to develop modern dance basics and intermediate skills, with a strong focus on Hip-Hop.

Our Dance Program strives to be diverse, challenging, enjoyable and exciting!

UCAN Uke: Year 7 Ukulele

Ukulele is an elective offered to Year 7 students only.

Students miss one timetabled class a week (rotated) to be involved in the program which is taught by Michael Rosenberg in group sessions.

The school provides ukuleles for lessons, but they are also available for purchase if students are keen to own their own instrument.





Application: UCAN Excel: Year 7 and 8

Program description

U-CAN Excel requires you to design your own course of study in an area or subject of interest to you. Students are supported to study, extend and challenge themselves in an area of their choice. Students take more control of their own learning, but in scaffolded way.

Requirements

U-CAN Excel is a full year program. Students will complete this program instead of completing one of the rotation units.

Student Name:

Please explain why you should be considered for the Year 7 and 8 U-Can Excel Program:

Parental/Carer supporting statement:

Please return this application to the front office or by email (info.kaleenhs@ed.act.edu.au) by 1 December 2014. Successful applications will be notified at the beginning of 2015.



Application: Extension Japanese: Year 7 and 8

Program description

Students continue to further develop the knowledge and skills necessary to use Japanese in everyday situations, and develop their understanding of intercultural communications and awareness. Students extend their Japanese capabilities towards fluency in reading, writing and listening, explore the cultural and historical aspects of Japan, including food, ceremonies and social expectations and discuss social conventions and how these shape global citizens.

Requirements

Extension Japanese is a full year program. Students will complete this program instead of completing one of the rotation units.

Student Name:

Please explain why you should be considered for the Year 7 and 8 Extension Japanese and detail your previous learning:

Parental/Carer supporting statement:

Please return this application to the front office or by email (info_kaleenhs@ed.act.edu.au) by 1 December 2014. Successful applications will be notified at the beginning of 2015.



Application: Year 7 to 10 Circus

Program description

Warehouse Circus and UC High School have developed a year 7 to 10 Circus Elective for students interested in taking circus training further! With this elective students will get the chance to work on higher level Circus skills such as aerials (Trapeze, Tissue and Lyra), acrobatics (floor tumbling, tramp, adagio) and manipulations (juggling, staff spinning, unicycling) and more! Students will get to work on a diverse range of skills and choose specialties to focus on more closely. The elective will involve between 3 and 4 hours per week of circus training during school hours. Students will be on a slightly modified timetable with the skills components of the program taking up some lunchtimes and recesses.

Requirements

Circus is a full year program. Students will complete this program instead of completing one of the rotation units in years 7 and 8 or as one of their electives in years 9 and 10. It is expected that students will participate in performances during school hours and it is strongly recommended to enrol in the Warehouse Circus Core Program after school:

<http://warehousecircus.org.au/programs/teens-13-17-yr-olds/>. Students involved in the program are expected to be prepared to perform for the school and broader community.

Student Name:

Please explain why you should be considered for the Year 7 and 8 Circus:

Parental/Carer supporting statement:

Please return this application to the front office or by email (info_kaleenhs@ed.act.edu.au) by 1 December 2014. Successful applications will be notified at the beginning of 2015.



Application: UCAN Rock Band Pathways: Year 7 to 10

Program description

"UCAN Rock" is delivered by our Musician in Residence, Aron Lyon. The program runs as a tutorial model two days a week. Students are provided individual and group workshops in voice, drumming, guitar, keyboard and a range of skills relevant to contemporary music. All students join a band and develop their musicianship individually and as a group. The program caters for beginners right through to advanced musicians. Students with a background in more traditional music are more than welcome.

Requirements

Practice at home; perform at school and in the community; attend classes consistently and catch up any work that the student may miss by being involved in the UCAN Rock Program. Ideally, parents will support their child to practice at home and consider purchasing an instrument to support commitment. Parents to consider user pay further individual or group musical lessons for their child. Students are expected to collaborate and work respectfully with the Musician in Residence, Aron Lyon.

Student Name:

Please explain why you should be considered for the "UCan Rock" Pathways Program

Parental/Carer supporting statement:

Please return this application to the front office or by email (info@kaleenhs@ed.act.edu.au) by 1 December 2014. Successful applications will be notified at the beginning of 2015.



Application: UCAN Dance Program: Year 7 to 10

Program description

Everyone loves to move, the UCHSK dance program gears students up with the freshest moves to hit the dance floor with confidence. The program teaches styles such as hip hop, breakdancing, popping, locking, housing, social dancing, and elements of Jazz and Contemporary, and also gives students the tools to choreograph and freestyle-dance in any situation! UCAN Dance will be delivered by our Dance Teacher in Residence, Ryan Whitmore.

Requirements

"UCan Dance" is a full year program. Students will complete this program instead of completing one of the rotation units in years 7 and 8 or as one of their electives in years 9 and 10. Students involved in the program are expected to be prepared to perform for the school and broader community. Students are expected to collaborate and work respectfully with the Dance Teacher in residence.

Student Name:

Please explain why you should be considered for the Year 7 to 10 "UCan Dance" Program

Parental/Carer supporting statement:

Please return this application to the front office or by email (info_kaleenhs@ed.act.edu.au) by 1 December 2014. Successful applications will be notified at the beginning of 2015.



Application: UCAN Uke: Year 7 Ukulele

Program description

Ukulele is an elective offered to Year 7 students only. Students miss one timetabled class a week (rotated) to be involved in the program which is taught by Michael Rosenberg in group sessions. The school provides ukuleles for lessons, but they are also available for purchase if students are keen to own their own instrument.

Requirements

Practice at home; perform at school and in the community; attend classes consistently and catch up any work that the student may miss by being involved in the Ukulele Program. Ideally, parents will support their child to practice at home and consider purchasing a ukulele if their child wants to continue in the program.

Student Name:

Please explain why you should be considered for UCAN Uke: Year 7 Ukulele Program

Parental/Carer supporting statement:

Please return this application to the front office or by email (info_kaleenhs@ed.act.edu.au) by 1 December 2014. Successful applications will be notified at the beginning of 2015.

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Week A

Week B

Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Period 1 Literacy and Pastoral Care 8.55 – 9.25	Pastoral Care	Literacy	Literacy	Literacy	Pastoral Care	Pastoral Care	Literacy	Literacy	Literacy	Pastoral Care
Period 2 9.25-10.20	Line 1	Line 6	Line 3	Line 1	Line 6	Line 4	Line 2	Line 7	Line 5	Line 3
Period 3 10.20-11.15	Line 2	Line 7	Line 4	Line 2	Line 7	Line 5	Line 3	Line 1	Line 6	Line 4
Recess 11.15-11.45										
Period 4 11.45-12.40	Line 3	Line 1	Line 5	Line 3	Line 1	Line 6	Line 4	Line 2	Line 7	Line 5
Period 5 12.40-1.35	Line 4	ASSEMBLY	Line 6	Line 4	Line 2	Line 7	Line 5	Line 3	Line 1	Line 6
Lunch 1.35-2.05										
Period 6 2.05–3.00	Line 5	Line 2	Line 7	Line 5	Line 3	Line 1	Line 6	Line 4	Line 2	Line 7



A – Z information

All student **Absences** must be explained in writing by a parent or carer. This is so that the school can comply with the Education Act 2004 (A.C.T.)

Acceptable Use of Technology Agreements must be completed prior to logging on to the IT network. Teachers will explain this agreement to you and you have a responsibility to comply with the agreement. Computer access may be blocked if you don't follow the agreement.

Assessment and Reporting - Formal reports are provided each semester. Progress reports are issued in terms one and three.

Any Student may seek a review of assessment.

If a student disagrees with a course assessment, the first step is to discuss it with the teacher.

Following this, a discussion with the executive teacher responsible for the faculty may be necessary.

If a student remains dissatisfied with a course assessment after this discussion the following formal procedure should be followed:

- Student to lodge an appeal in writing to the Principal clearly setting out the reasons. (produce supporting evidence if possible)
- A panel to be established to consider the appeal.
- The student to be advised in writing of the decision.

Assemblies are held three times each term.

ATSI - We have a priority and an obligation to improve the learning outcomes for all Aboriginal and Torres Strait Islander (ATSI) students at UCHS Kaleen. We welcome the families and friends of ATSI students into our school.

Attendance - We seek the support of parents/carers to ensure that students attend school regularly and arrive punctually. Under the Education Act 2004, it is the parents' responsibility to ensure that a child of compulsory school age attends school and all school related activities.

The Education Act requires the school to notify parents/carers of unexplained absences and truanting. Student attendance is marked and recorded each lesson and SMS/email absence messages are sent to parents once a day. Written/signed explanations are required for all absences and late attendances.

Unexplained and explained absences are identified in school reports.

From time to time, students will arrive late to school, or need to leave early. This should be avoided as far as possible. A signed note from a parent/carers is required. If a student arrives late to school they should sign in at the rolls office. There the student is given a slip to take home to be signed by a parent/carers then returned to the school (rolls office).



Bikes should be secured in the bicycle compound but are placed in the compound at the owner's personal risk. The compound is locked during the school day between 9.10am and 2.50pm. It should be stressed that compounds are not theft proof and there may be times when they are left unlocked for a variety of reasons. Good locks are recommended.

The **Breakfast Program** operates three mornings a week. This program is run by our Youth Support Worker.

Bullying is a type of harassment and is against the law. All reported cases will be dealt with according to the Department of Education and Training's (DET) Mandatory Procedures. Bullying can take different forms - verbal, physical, social, cyber or psychological. UCHS Kaleen does not accept any form of bullying and there are serious consequences for repeated and serious bullying. Please be sure to report bullying to a staff member.

Bus Routes - Please refer to ACTION for current bus route information.

https://www.action.act.gov.au/school_services.html

Or phone: 131710

Case Management Plans (CMPs) Students receiving additional support through the Integration Support Program (ISP) are required to have an ILP. An ILP is a working document designed by teachers in collaboration with students, families and others that identifies planning, and evaluation of educational programs. Students and parents are key members of the ILP team

The **Canteen** is open every day at recess and lunchtime. A price list is available on our website.

The **Careers Advisor** is available by appointment.

Changing classes should be avoided if possible and can only be considered after consultation with an Executive teacher. Year 9 and 10 students are able to elect two classes out of seven each semester.

Class Contracts are used to promote and support appropriate student behaviour. Contracts are agreements made between students and their class teachers. Behaviour that disrupts the learning of others will not be tolerated.

Code of Conduct expectations promote a safe climate for effective learning and social development for all students. All students are expected to comply with these expectations of behaviour.

Confidentiality - UCHS Kaleen complies with the Children and Young person's Act which has strict guidelines about student confidentiality.

Cyber bullying is a serious offence and is not tolerated at UCHS Kaleen.

The use of **Deodorant** is encouraged; however spray deodorants are not permitted at school. Roll-on deodorant is allowed. Spray deodorants may cause problems for people with breathing difficulties.



Diaries or other planning devices are recommended for all students. Teachers encourage students to regularly write key dates into their diaries. It is important to keep diaries well organised to avoid missing due dates for homework and to plan time so homework can be completed over a week. Diaries should be brought to each lesson as part of essential equipment. Diaries can be purchased at newsagents or stationers.

Disability - There are a number of students at this school who have a disability. UCHS Kaleen is an inclusive school and we recognise and value diversity in our community.

Drug Education - We aim to provide young people with ongoing information and support to address the values, behaviours and attitudes associated with legal and illegal drugs in our society.

EALD (English spoken as another language or dialect) students are actively supported in the Learning Resource Centre as well as in their lessons. The school has an EALD Coordinator to help and assist these students.

The **Education Act 2004** (ACT) states that all young people are required to participate in full-time education until they complete a Year 10 program of study and then participate full-time in education, training or employment until completing Year 12 or equivalent, or reaching age 17, whichever occurs first.

Emergency Evacuation Procedures - Teachers will direct students in the event of a fire, bomb threat or other emergency. The school fire alarm system automatically contacts the fire brigade. Continuous ringing indicates an emergency that requires evacuation. Students must follow the directions of staff members in all emergencies and practice procedures.

Energy drinks - All energy drinks are banned at UCHS Kaleen. Drinks seen at school will be confiscated.

Excursions - Students must return permission notes and payments prior to attending any excursion. Students will be excluded from excursions if not wearing school uniform.

Fire – Teachers will direct students in the event of fire.

All students should be aware of their nearest emergency exits.

Sequence: In the event of an alarm:

1. Cease work immediately and proceed CALMLY and QUIETLY using emergency exits to the basketball courts at the rear of the school. Teachers should be the last to vacate.
2. Learning Support Assistants will assist students with special needs. The ramp from level 2 is not an emergency exit and should be avoided. The two stairwells are the only exits from the first floor to be used.
3. Assemble at the BASKETBALL COURT in class groups with class teachers. Students should remain with their class group at all times.
4. Missing students will be reported to the Fire Warden.

The **First Aid Officer** is located in the top corridor located next to the food technology kitchen.



Gardens: A Grassy Woodlands garden has been established at the front of the school. A Japanese garden is near the student entrance and students from the LSUA have worked together with staff to create a sensory garden at the rear of the school. Students also grow seasonal vegetables in the agriculture plots as part of their curriculum.

Grade Descriptors

Across Foundation to Year 10, achievement standards indicate the quality of learning students should typically demonstrate by a particular point in their schooling. Achievement standards comprise a written description and student work samples.

Grade Achievement Standard Requirements - Grade Descriptors

A Excellent The student has demonstrated Excellent achievement of the knowledge, skills and understanding expected.

This means the student completed all work requirements. Work shows an excellent level of understanding & achievement of all or most learning outcomes.

B High The student has demonstrated high achievement of the knowledge, skills and understanding expected.

This means the student completed all work requirements. Work shows a good level of understanding & achievement of all learning outcomes, or a high level of achievement of some outcomes & shows competence in other core outcomes.

C Satisfactory The student has demonstrated sound achievement of the knowledge, skills and understanding expected.

This means the student completed most work to a satisfactory standard. Work shows competence in all learning outcomes, or limited or partial achievement of some learning outcomes & high level of achievement of others.

D Partial The student has demonstrated partial achievement of the knowledge, skills and understanding expected.

This means the student completed most but not all work, or completed work to a minimal standard. Work shows some achievement of learning outcomes.

E Limited The student has demonstrated limited achievement of the knowledge, skills and understanding expected.

This means the student has not completed work to a minimal standard. Work shows that student has not achieved learning outcomes.

S Status Circumstances prevented assessment.

D Descriptive report No grades are allocated.

*** Delayed assessment** Course arrangements require deferred assessment

X Exemption Student is exempt for grading



Homework is an important element of the program at UCHS Kaleen and comprises:

- work designed to be partly or wholly completed out of class
- revision work to prepare for a test, or to master a topic
- catch up work due to sickness, leave or excursions
- Some faculties set short work tasks to do overnight. Teachers will give students notice in Unit Outlines of all major assignments.
- When substantial assignments are set, students will be given written guidelines and scaffolding explaining what is required. Teachers will then assess students' work in terms of these guidelines and will keep accurate records of work, assignments done or missed, and marks and grades awarded.
- Students are encouraged to seek assistance if they are unsure of any assessment requirement. Support and assistance is available.

A **Homework Centre** has been established in the school library on Wednesdays. The sessions will be between 3 and 4pm and staff will be available to help students with assignments and other homework.

Illness or Accident - In the event of a child becoming ill during the day or having an accident, every attempt will be made to contact the parent or the emergency contact person nominated by the parents. If this is not possible staff will seek professional medical assistance when necessary.

Inclusive Education - There are a number of specific programs for students with disabilities at UCHS Kaleen and these students are included in most classes. The Disability Standards for Education (2005) guide our practices.

Inclusive technology - Many students use assistive technology devices and/or hardware and software programs to access the curriculum.

Individual Learning Plans (ILPs) - Students receiving additional support through the Integration Support Program (ISP) are required to have an ILP. An ILP is a working document designed by teachers in collaboration with students, families and others that identifies planning, and evaluation of educational programs. Students and parents are key members of the ILP team.

Information evenings and parent teacher interviews are held throughout the year. All students and their families are encouraged to attend and participate.

Learning Support Assistants (LSAs) support teachers to implement ILPs.

The **Library** is popular at lunchtimes and students are encouraged to borrow books. Games, reading books and magazines and other quiet activities are encouraged. The librarian will confirm the opening times and the expected behaviours in the library.

The **Literacy Executive Teacher** supports the school in literacy teaching and learning.

Littering - It is expected that all students should help to keep the school clean and students near litter will be asked to pick it up.



Lockdown procedures are led by staff and practice procedures are scheduled regularly. It is really important that you follow teacher directions when the lock down alarm is sounded. This is for the safety of us all.

Lunchtime clubs are initiated and facilitated by staff and students throughout the year. Students are encouraged to initiate ideas for clubs and other activities.

Mandatory reporting - All staff are aware of the procedures for mandatory reporting of suspected abuse. It is a legal requirement of all school staff to report suspected child abuse.

Medications - A comprehensive written authority from parents/carers, and prescribing doctor is necessary for the school to deal with student medication. Students with asthma have access to their asthma medication during school hours. A bronchodilator (puffer) and a large volume spacer are kept at the front office for emergencies. A nebuliser is available for use in the case of chronic asthma attacks. Written permission must be provided annually for the school to be able to administer asthma medications. Our Front Office is happy to keep medications secure for students. Parents whose children require medication must let us know formally, and provide appropriate documentation.

Mobile phones, i-pods and similar devices can be disruptive to the learning environment. We appreciate that mobile phones are universal and essential communication tools. HOWEVER, we remind students that phones should be turned off and put away during class time. Staff requests to either switch off a phone or to put it away usually indicate improper use. Students who elect to misuse their phone may have it confiscated for the rest of the day. Parents may be contacted before phones are returned.

Naplan (National Assessment Program Literacy and Numeracy) - Students in years 7 and 9 complete National Assessment testing in literacy and numeracy. Some students are eligible for exemptions and others may request exemptions.

Newsletters are produced twice a term. They are emailed to parents and are also available on the school website. Contributions and photos are welcome and can be forwarded in a word document to front office staff.

Nurse - The School Youth Nurse has a preventative health focus and through collaborative work with other health and wellbeing services will promote positive health outcomes for young people and their families. The nurse will address contemporary health and social issues impacting on the health and wellbeing of young people.

Out of Bounds areas will be clearly identified. Please stay within supervised areas so that we know you are safe.



Pastoral Care classes are held twice a week (Monday and Friday). PC teachers will contact parents in term 1 and will be the initial contact person for day to day issues. PC teachers will:

- Monitor assessment, reporting, attendance and general progress
- Assist with the ILP/CLP & PLP process for students with special needs, students in care and ATSI students.
- Coordinate student progress reports.
- Coordinate review meetings for other identified students as needed. These meetings are useful in monitoring student progress and encouraging parent/carer involvement.
- Disseminate weekly information to students including student attendance printouts.
- Support and refer individual students who are causing concern.
- Support the Student Pathways process for older students. Some important contact people at the school are identified below.

Personal Learning Plans (PLPs) Students receiving additional support through the Integration Support Program (ISP) are required to have an ILP. An ILP is a working document designed by teachers in collaboration with students, families and others that identifies planning, and evaluation of educational programs. Students and parents are key members of the ILP team

Lost Property - Schools are not responsible for the loss, damage or theft of personal property. Schools do not insure to compensate for the loss, damage or theft of bicycles or other personal property. We encourage students to secure their wallets, mobile phones and other valuable items. No responsibility can be accepted for property left on school premises.

Students should:

- avoid bringing valuable property to school;
- use a good quality chain or bar to secure bicycles;
- understand that valuable items are brought to school at the personal risk of the owner and that schools are not responsible for the damage, loss or theft of students' personal property;
- report suspicious activity to school staff.

Racism is against the law. Anyone who engages in racial harassment will be dealt with according to ACT DET mandatory procedures. All students have a responsibility to act in a way that contributes to a safe and positive environment at UCHS Kaleen. This includes bystander behavior. All incidents of harassment should be reported to the appropriate contact officer/s - Greg Stirling, Toni Howard & Gary Rolfe.

Recycling is supported and encouraged by UCHS Kaleen.

Reports - Students will receive an A – E report unless they are exempt. Parents/carers can elect not to receive reports but results will be recorded at school. Some students (including students with an intellectual disability) are eligible for exemption. Reports at the end of each semester have written comments. Progress reports at the end of Terms 1 and 3 have one-word descriptors of student progress in academic achievement and effort.



Restorative Practices are embedded at the school and we teach social and emotional literacy as a part of our Pastoral Care program to:

- Promote collaboration and acceptance of others
- Encourage reflection and conversation
- Be pro-active in getting to the source of conflict issues and not just treating symptoms.

Scooters and Skateboards must be stored in the secure bike lockup. They are not to be carried around or ridden during the school day or before and after school.

Sexual Harassment is against the law and will be dealt with according to ACT DET mandatory procedures. Students have a responsibility to act in a way that contributes to a safe and positive environment at the school. This includes bystander behavior. All incidents should be reported to the appropriate contact officer/s - Greg Stirling, Toni Howard & Gary Rolfe.

The **SLG (Student Leadership Group)** represents the interests of all students and is always ready for new members to work with the small team.

Smoking is not permitted on any ACT Government premises or grounds.

SMS text messages notify parents of student absence.

Student Pathways Planning (Future Directions) occurs for all year 9 and 10 students. All students will be invited with their parents/carers to have a school-based interview to discuss and plan future options. Please contact Faith Omufila, Careers Coordinator.

The **Student Services Team** supports teachers in the use of positive classroom management strategies to ensure a positive learning environment for all students. Teachers develop class rules, establish expectations for behaviour, monitor and respond to appropriate and inappropriate behaviour, use strategies that reduce escalation and develop strong supportive and caring relationships with all students.

Suspension decisions are not taken lightly. Seriously unsociable or non-compliant actions may result in suspension. Departmental Policy is followed and the Principal, Deputy Principal or Student Services Team is involved. Students are given a fair hearing and when appropriate there is a discussion of consequences. A re-entry meeting involving parents/carers is scheduled at the end of a suspension to support students on their return to school.

Uniform - All students are expected to wear school uniform/tops. Shoes with closed uppers must be worn in all practical areas. Thongs or backless shoes are not acceptable at school. All tops must be sleeved. No singlet-type garments or those that expose the midriff are permitted. In the winter, dark, plain jackets are permissible. Caps/hats/beanies are required for sun/cold protection outside and must be taken off inside (hoods must be removed inside the building). Students who are inappropriately dressed may be asked to change. Parents will be contacted in this situation and asked to bring appropriate clothing to the school.



Unit Outlines include descriptions of the units of study, grade descriptors and assessment requirements. They are provided in every subject at the beginning of each semester and include details about: assessment, due dates, costs and required materials. These should be shown to and discussed with your parents. All unit outlines are posted on the school website.

University of Canberra – UCHS Kaleen is in partnership with the University of Canberra. This partnership enables innovative joint programs and projects which benefit the students at the school.

Visitors - All visitors to the school must sign in at the front office.

Website - Our website is managed by the school executive team and maintained by our ITO Officer. Suggestions and comments are welcome.

<http://www.kaleenhs.act.edu.au/>

Work Experience is strongly encouraged and a range of other Pathways programs are supported by UCHS Kaleen and our business and education partners.

Year 10 Certificate – Criteria

- Satisfactory academic achievement
- Satisfactory behaviour at school
- Satisfactory attendance at school

Year Coordinators Support the progress, attendance, behaviour and wellbeing of students. Students should always feel free to approach them about academic or social issues.

The **Youth Support Worker** is an advocate for students within the school. He works closely with school teams to contribute to the overall effectiveness of the school. He organises programs for identified groups of students and offers individual support. Students may be referred or may seek him out individually or in groups. Students are not encouraged to make appointments with him during class time unless they have approval from the specific classroom teacher