



**aitken**  
COLLEGE  
In Mind and Spirit

# **CUMBERLAND INFORMATION BOOKLET 2016**

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*We take this opportunity to welcome your child to the school community at Aitken College in 2016.*

*This booklet has been designed to provide detailed information covering various aspects of the curriculum, with particular reference to the day to day operation of the College.*

*The College endeavours to ensure that there is open and effective communication between staff, students and parents and values the involvement of families in the College community.*

*Cumberland is our Junior School and is made up of 2 classes at each year level of Years 3, 4, 5 and 6. The students are under the care of a Homeroom/Class teacher who is the first contact person for all matters regarding your child's education and wellbeing.*

*Emphasis is placed on consolidating and extending the skills learnt in the Preparatory School. Through challenging and engaging activities students work towards more independent learning in small or large groups on a variety of tasks in each of the Key Learning Areas. Particular attention is given to spelling, grammar and timetables. We acknowledge that children learn at their own pace and when planning for learning, staff considers different learning styles and teaching approaches. We strive to differentiate the curriculum to cater for the differing needs of young learners. We support the notion that 'one size does not fit all'. Students bring to school many different experiences. As educators, we aim to make connections with these experiences through using various resources and learning platforms.*

*Students in Cumberland (Years 3 – 5) begin to use the College diary for recording school events and homework tasks. Our Year 6 students use the My Aitken application on their iPad to record this information electronically. It is important they all learn to manage their time appropriately and begin to balance school, extra-curricular, out of school activities and family life. It is hoped that all students want to perform to their best and using their time effectively and efficiently is a key element for continued growth and success.*

*The Junior School provides many opportunities to grow and develop leadership skills. Opportunities are varied and include roles such as Peer Mediators, Performing Arts, Environmental, Library, Class, House and School Captains. Class and School captains form the Cumberland Council and meet on a regular basis.*

*Within the Christian ethos of the College, students are expected to develop a spirit of co-operation, tolerance and responsibility. It is hoped that all parents endorse and support this.*

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*Head of Cumberland  
Junior School Years 3 - 6*

## AITKEN COLLEGE

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

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

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

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

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

## **CUMBERLAND - THE JUNIOR SCHOOL (YEARS 3 – 6)**

### **STRUCTURE OF THE SCHOOL**

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

- Fairview ..... Prep to Year 2
- Cumberland ..... Year 3 to Year 6
- Dunhelen ..... Year 7 to Year 9
- Brookhill ..... Year 10 to Year 12

### **YEARS 3 – 5 COMPREHENSIVE CURRICULUM**

A broad general curriculum is offered building on the foundation skills learnt in the Preparatory School. Programs are integrated as much as possible ie. a number of learning areas are brought together as an integrated unit to emphasise the links between learning areas and to keep learning meaningful. English and mathematics skills are emphasised through a significant time commitment at all year levels.

The Learning areas are Literacy (English), Numeracy (Mathematics), Integrated Studies (encompassing Australian History, Aboriginal Studies, Science and Technology), Performing Arts, Visual Arts, Information Technology, Languages, Physical Education & Health and Religion & Values Education. Specialist teaching is provided in Performing Arts, Visual Arts, Library, and Physical Education.

Year 3 students also have one period of violin, viola or cello per week in either Semester One or Two.

Classes are run on the basis of five one-hour blocks of time per day. Chapel and Assembly are held weekly.

**Years 3 – 5 Time Allocation:**

SUBJECT	Hours (per week)		
	Year 3	Year 4	Year 5
English	8	8	7
Mathematics	5	5	5
Integrated Studies / ICT / Science	3.5	3.5	3
Physical Education and Health	1.5	1.5	1
Religion and Values Education	1	1	1
Performing Arts	1	1	1
Visual Arts	1	1	1
Library	1	1	1
Life Skills	1	1	1
LOTE (Spanish)	1	1	1
Chapel / Assembly	1	1	1
Sports	0	0	2

**SUBJECT OUTLINES****Information and Communication Technology (ICT)**

Information and communication technology is used to enrich and enhance all areas of the curriculum. Students have access to desktop computers and iPads to support their learning. ICT use is embedded in all areas of the curriculum. Students have access to class sets of iPads to further enhance and strengthen literacy, numeracy and creativity skills. Students use software and apps that are age appropriate.

**Integrated Studies**

These activities may involve aspects of all of the key learning areas, including Studies of Society and the Environment; Science, Technology and Health in manageable units, each with a central theme.

	Term 1	Term 2	Term 3	Term 4
Year 3	Marvellous Melbourne	Solid, Liquid and Gases	Community and Remembrance	Celebrations
Year 4	Lifecycles	Games	Explorers of Australia	Prominent People
Year 5	Inventors and Inventions	Human Impact on the Aitken Environment	The Solar System	Gold

**Stephanie Alexander Kitchen Garden Program (SAKG)**

The Stephanie Alexander Kitchen Garden program supports our integrated studies and operates in Years 4 and 5 for one semester. This program provides the students with wonderful cooking experiences and opportunities to work in small groups, take responsibility for preparing food and develop their cooking skills. They are encouraged to extend their taste buds, try new foods and learn about different cultures. The kitchen program has a positive impact on the students' learning and helps them gain a stronger understanding of the importance of healthy eating.

To ensure the smooth operation of this program it relies heavily on parent participation. At the beginning of each semester we will ask for parent volunteers. It is a requirement that all volunteers have a current Working with Children check. Please ensure your registration is current.

**LOTE**

In order to provide a consistent approach to learning a language, students in Years 3 – 5 will be learning Spanish for one period per week. The study of this language, where possible, will be linked to the Integrated Studies units. This will allow students to not only study a language but also cultural diversity.

**Library**

Students attend a weekly library session where the librarian focuses on developing wider reading interests.

**Life Skills**

Life Skills focuses on strengthening children's ability to cope with emotional, moral and ethical issues. Topics include Rights and Responsibilities and Self Esteem.

**Literacy (English)**

English in Years 3 – 5 includes the Australian Curriculum's three strands of Language, Literature and Literacy. Together these strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

Students are involved in weekly guided reading sessions that focus on small group learning. These groups are fluid and members fluctuate depending on learning needs and skill development.

In Year 5 several texts are studied in detail.

**THRASS**

THRASS is an acronym for Teaching Handwriting, Reading and Spelling Skills. THRASS is an instructive tool which is part of our literacy program. It teaches and reinforces the 44 phonemes (as speech sound) in oral and written language. The 44 phonemes consist of 24 consonant phonemes and 20 vowel phonemes. It also comprehensively outlines the English language's phoneme, grapheme relationships, patterns and orthographics.

The terminology and language structure are explicitly taught to the students and they are encouraged to use them in all areas of their learning. THRASS is an extremely successful program which provides the students with the knowledge and strategies for developing comprehensive literacy skills.

THRASS Terminology	
Phoneme	A speech sound
Grapheme	A spelling choice
Graph	A one letter spelling choice
Digraph	A two letter spelling choice
Trigraph	A three letter spelling choice
Quadgraph	A four letter spelling choice
*GCA	Grapheme Catch – All a spelling choice not on the THRASS CHART

**Numeracy (Mathematics)**

Mathematics follows the Australian Curriculum strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. Problem-solving tasks and projects are an important part of the activities at all levels. To promote a common language in the Primary School, Mathematics is taught using the philosophy from George Booker.

Students in Year 5 will use the Maths Pathways software in class to achieve goals set for by the program on the basis of prior achievement and regular assessment tasks.

**Performing Arts**

This program encourages all children to learn and develop skills through active doing and creating, or "work-play". Fundamental elements such as beat, rhythm, pitch, expression, co-ordination, music notation and kinesthetic awareness are discovered through singing, instrument playing, movement, dance and dramatic action.

### **Physical Education and Health**

Students are encouraged to participate in a variety of mostly non-competitive activities, ball games and skill development activities. Gymnastics and swimming forms part of the curriculum and is taken off campus. Students also participate in House Swimming and Athletics Carnivals.

### **Religion and Values Education**

The Religion and Values Education program is integrated with the weekly Chapel service and aims to provide students with a values system as they move out into the wider community.

Students are encouraged to ask questions and think about life-related issues such as relationships, justice issues, the environment, and a range of social issues. Issues are studied from a Christian perspective as outlined by the Uniting Church. Students attend a Chapel session each week.

### **Violin/Viola/Cello (Year 3)**

Students learn basic string instrument techniques and simple tunes for one semester. Tuition is offered in small groups as well as a group lesson. Following one semester students have the opportunity to sign up for private lessons.

### **Visual Arts**

The program allows children to develop their creativity, to express themselves through a variety of media in 2 and 3 dimensional artwork and to try out new skills. Some activities are related to the integrated studies units.

## **EXTRA CURRICULAR ACTIVITIES**

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

These include:

- House Activities – athletics, swimming, orienteering, cross country, performing arts, lunchtime sport, maths and spelling.
- Choirs and Ensemble groups
- Musical and Drama productions
- Science Activities – Family Science Evening
- Student Discos
- Interschool Sports – (School Sports Victoria)
- Community Service
- ROC (Reach Out Community)

## **ASSESSMENT AND REPORTING**

Assessment at Aitken College focuses on what students have achieved and on how they can improve their performance. Assessment is an integral part of teaching and learning, which identifies strengths and weaknesses, and is a continuous process as students work towards well-defined goals.

A detailed report is accessed via the Community Parent Portal at the end of each semester. The report will include the student's progress, areas of achievement and will highlight any areas of concern. Parent teacher interviews will be conducted during Term 1.

In Term 3 the Parent Teacher interviews will be replaced by a Student Led Conference. This meeting will be hosted by the students who will discuss their learning outcomes and share their learning portfolio with their parents. There will be multiple conferences occurring at the same time and Homeroom teachers will be available to support the students.

Parents may also request information about their child's quartile result (1 to 5). The quartile is derived from the student's ranking within the year level at Aitken College. For example, a quartile band of 2 means that the student's overall score in the subject places them in the second 25% of scores at that year level. This information is not printed on the semester report, but may be obtained from the relevant Head of School.

## **NATIONAL ASSESSMENT PROGRAM**

All Year 3 and 5 students sit National Tests in Literacy and Numeracy each year. The results of these tests will be sent home as a separate report. Further details regarding NAP testing can be found at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) under Literacy and Numeracy Testing.

## YEAR 6 CURRICULUM

Year 6 students follow a program which helps them make a smooth transition into the secondary years. The class teacher at Year 6 teaches the class for several different subject areas. Specialist teachers cover Science, Religion and Values Education, Visual Arts, Performing Arts and Physical Education and Health.

Students in Year 6 are, therefore, exposed to the demands of secondary schooling within a supportive framework. Specialist teachers are able to enhance the range of experiences for Year 6 students. A strong core curriculum maintains the emphasis on literacy and numeracy.

The Life Skills units in Year 6 cover issues related to Health, Self and Relationships, and Personal Identity.

### **Year 6 - Time Allocation:**

SUBJECT	Hours (per fortnight)
English	8
Mathematics	8
Humanities	6
Science	5
Performing Arts	4
Visual Arts	4
Health / Physical Education	3
Information Technology (One Semester)	2
LOTE (Spanish)	2
Religious & Values Education	2
Sport / Activities	4
Life Skills	2
Chapel & Assembly	2

## SUBJECT OUTLINES

Subjects in Year 6 are organised into the following faculty areas:

English, Mathematics, Humanities, Science, Performing Arts, Visual Arts, Health and Physical Education, Information Technology, LOTE, Religion and Values Education, Life Skills, Sport and Activities are also included in the program.

### **English**

English in Year 6 includes the Australian Curriculum's three strands of Language, Literature and Literacy. Together these strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Several texts are studied in detail.

### **Humanities**

History and Geography form part of the core curriculum at Year 6. The study of the past is seen as an important way of contributing to students' sense of identity and heritage. The study of the Geography, customs and culture of other countries allows students to develop a clear view of their position in a global community. Geography covers local, regional and Australian geography, including the geography of our Asian neighbours and the world. History covers, Australian and European history to the present.

### **Life Skills**

The Life Skills curriculum at Year 6 focuses on two strands: Self and Relationships and Health of Individuals and Communities. Students will deal with issues such as bullying, peer pressure and its consequences and the development of a sense of self-worth. Puberty education is also covered in the course. To support this program students visit the Life Education mobile classroom and learn skills and follow a curriculum that varies from year to year. The Life Education organisation provides booklets which contain detailed activities for staff to deliver as pre and post activities that reinforce the visit to the mobile classroom.

### **LOTE**

In order to provide a consistent approach to learning a language, students in Year 6 will be learning Spanish for 1 period per week. The study of this language, where possible, will be linked to the Humanities curriculum. This will allow students to study not only a language but also cultural diversity.

**Mathematics**

Mathematics in Year 6 follows the Australian Curriculum strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Topics will include: integers, fractions and ratios, decimals, percentages, algebra, geometry, measurement, probability and statistics. Problem-solving tasks and projects are an important part of class activities.

Students in Year 6 will use the Maths Pathways software in class to achieve goals set for by the program on the basis of prior achievement and regular assessment tasks.

**Performing Arts**

Music and Drama form part of the compulsory program in Year 6. Students study music theory and appreciation and have the opportunity to participate in the instrumental music program. The Drama course focuses on development of self-confidence and the ability to express ideas and emotions.

**Physical Education and Health**

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

**Religion and Values Education**

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

**Science**

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

**Technology**

In Digital Technologies, students develop an understanding of the characteristics of data, digital systems, audiences, procedures and computational thinking. They decide the best combination of data, procedures and human and physical resources to generate efficient and effective digital solutions that consider economic, environmental and social factors. For example, they may use robotics kits to design and build machines that are able to solve a simple problem, or design an iPad app.

In Design Technologies, students produce designed solutions through selecting and combining materials, systems, component, tools and equipment. For example, they may design and build a plastic cookie cutter and then test it and recommend changes to the design. They create simulations, drawings and models and manufacturing solutions (from basic drawing programs to computer-aided design/manufacture and rapid prototyping).

**Visual Arts**

Students produce work in a wide range of different media, including sculpture and mixed media work. The potential of the attractive rural site is fully exploited.

## **ASSESSMENT AND REPORTING**

Full reports are provided at the end of Semester One and Two.

Parent/teacher interviews are held at the end of Term 1 and early in Term 3.

A detailed report is provided via the Community Parent Portal at the end of each semester. This report contains letter grades for several assessment tasks within each subject and an overall grade for each subject.

A teacher comment highlights student achievements and draws attention to areas of concern.

Grades will correlate with percentages (where appropriate) as shown below:

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

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

<b>IMPORTANT CHANGES IN 2016</b>			
	<b>In Years 3 – 5</b>	<b>In Year 6</b>	
<b>Assemblies</b>	Students have a weekly assembly, to which parents are invited. Assemblies are lead either by a teacher or student leaders, encouraging and promoting leadership.		
<b>Reports</b>	Parents receive a report with a teacher comment for each subject, and results in the form of grades/numbers for each assessment area.		
<b>Timetable</b>	Students have a two week timetable, which requires more careful attention to make sure everything is at school when required. (eg. PE gear). Days 1 to 5 – Week 1 and Days 6 to 10 – Week 2.		
<b>Assessment</b>	Penalties may occur for work handed in after due date. Assessment takes the form of projects, minor tests and class work book.	Students receive penalties for submitting work late. (Usually a 10% loss of marks per day late, and an infringement).	
<b>Co-curricular Activities</b>	Students have a range of activities in which to participate, generally with other primary school students and teachers.	Students have an extensive range of activities which they are invited to participate in at lunchtime and after school. Many of these are open to the entire secondary school.	
<b>Diaries</b>	Students are expected to write their homework and important events into their diary.	Students have access to an electronic diary to assist them with their organisation and homework.	
<b>Homework</b>	Students are given homework tasks largely from their homeroom teacher.  Students are given reminders and timelines for most homework tasks by their homeroom teacher.	Students receive homework tasks in 10 different subjects.  Students are likely to need help from parents in planning their time and monitoring due dates.	
<b>iPads</b>	Students have access to class sets of iPads.	Students are required to have an iPad. The iPad should be brought to school each day, charged and ready to be used.	
<b>School Day</b>	Students finish school at 3.05 pm.  Students have a supervised lunch inside the classroom at 1.10 pm.	Students finish school at 3.15 pm.  Students work until 1.20 pm then go outside for lunch.	
<b>Teachers</b>	Students are taught by their homeroom teacher for the majority of class time. Students are escorted to and from specialist lessons.	Students will be taught core subjects by a team of teachers. Students will need to adjust to different teaching styles.	

## **EXTRA CURRICULAR ACTIVITIES**

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

These include:

- House Activities – athletics, swimming, orienteering, cross country, performing arts, lunchtime sport, maths and spelling.
- Choirs and Ensemble groups
- Musical and Drama productions
- Science Activities – Family Science Night
- Interschool Sports
- Community Service
- ROC (Reach Out Community)

## **SCHOOL PROGRAMS**

### **PASTORAL CARE**

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

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

### **PEER SUPPORT**

The Peer Support Program links Prep students with Year 6 students who have had leadership training to assist students in the transition into secondary school. This program runs during Life Skills classes for Terms 2 and 3. Peer Support is an educational program committed to improving the quality of life for young school students through positive peer group interaction and influence.

The program at Aitken College aims to help students:

- Develop leadership skills
- Develop responsibility and self-confidence
- Learn way of relating positively to others
- Contribute to a spirit of community
- Understand the importance of values which relate to their daily lives.

The program is designed to provide support between trained Year 6 leaders and groups of Prep students. By applying the student-help-student principle, it taps the energies of the most valuable resource a school has – the students. The empowerment of young people in this way encourages them to grow in confidence and responsibility.

At Aitken College the Peer Support Program runs during Semester One. The Year 6 Peer Support Leaders undertake a 2-day training course to prepare them for the responsibilities and duties of being a leader. The Year 6 Leaders run sessions with a small group of Prep students. During these sessions, the older students engage the younger ones in activities which develop their self-esteem and co-operative skills.

There are approximately 24 Year 6 Peer Support Leaders who have been selected based on their interest, enthusiasm and commitment to developing and demonstrating positive leadership.

## **PEER SUPPORT BUDDIES**

At Year 6, every student is given the opportunity to take on the duty of being a Buddy to a Prep student at Aitken College. The Buddy Program brings many benefits: it strengthens the bond between the younger and older students, it promotes responsibility and positive role modelling, it allows the younger students to feel comfortable and reassured, and it gives the older students a chance to feel positive about themselves through helping and becoming a friend to a new student.

The Year 6 students and their Buddies are given opportunities throughout the year to engage in one-on-one activities together. It's a great way to open dialogue between the students.

## **EDUCATIONAL SUPPORT PROGRAM**

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

## **LEADERSHIP TRAINING PROGRAM**

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

## **DISCIPLINE**

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

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

# GENERAL INFORMATION

## TERM DATES 2016

### Term 1

Term 1 commences for Prep - Year 7 and Year 12.....	Tuesday 2 February
Term 1 commences for Year 8 - Year 11.....	Wednesday 3 February
<b>Cumberland School Information Night .....</b>	<b>Thursday 4 February</b>
Labour Day Holiday.....	Monday 14 March
Term 1 ends .....	Wednesday 23 March
Professional Learning Day (Student Free Day) .....	Thursday 24 March

*Easter – Friday 25 March to Monday 28 March (inclusive)*

### Term 2

Term 2 commences.....	Monday 11 April
Queen's Birthday Holiday.....	Monday 13 June
Report Writing Day (Student Free Day).....	Tuesday 14 June
Term 2 ends .....	Friday 24 June

### Term 3

Term 3 commences.....	Monday 18 July
Professional Learning Day (Student Free Day) .....	Friday 19 August
Term 3 ends .....	Friday 16 September

### Term 4

Term 4 commences.....	Monday 3 October
Mid Term Holiday .....	Monday 31 October
Melbourne Cup Holiday.....	Tuesday 1 November
Report Writing Day (Student Free Day) .....	Friday 18 November
Term 4 ends .....	Friday 9 December

## BELL TIMES

YEARS 3 – 5	DAILY ROUTINES	YEAR 6
8.45 am – 9.00 am	Homeroom Assembly	8.45 am – 9.00 am
9.00 am – 10.00 am	<b>Period 1</b>	9.00 am – 10.00 am
10.00 am – 11.00 am	<b>Period 2</b>	10.00 am – 11.00 am
11.00 am – 11.20 am	<b>Recess</b>	11.00 am – 11.20 am
11.20 am – 12.20 pm	<b>Period 3</b>	11.20 am – 12.20 pm
12.20 pm – 1.20 pm	<b>Period 4 (including 10 minute supervised Lunch for Years 3 - 5)</b>	12.20 pm – 1.20 pm
1.20 pm – 2.10 pm	<b>Lunch</b>	1.20 pm – 2.10 pm
2.10 pm – 3.00 pm	<b>Period 5</b>	2.10 pm – 3.10 pm
3.00 pm – 3.05 pm	Homeroom Assembly	3.10 pm – 3.15 pm

## ABSENCES

If a student is going to be absent from school, parents are required to telephone **9333 1866** before 8.45 am and leave a message, stating the student's name, reason and duration of absence.

Requests for permission to leave early must be in writing, and should be brought to the Homeroom teacher at the beginning of the day. When students leave early, a parent is required to sign the Early Leaver's book held at the front office. Students who leave the College during the day, but return later that day, must sign the Temporary Leave Book.

## **ALLERGIES AND ANAPHYLAXIS**

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

## **BOOKLIST**

Campion Education (Aust) Pty Ltd provides all the necessary resources your child will require. It is crucial that you order from Campion Education, as they will supply you with the appropriate pencils, books and correct edition of textbooks. Please ensure that you buy the correct books (including lined exercise books), pencils etc.

Please label all books with your child's given and family name. The name should appear on the front cover.

## **BIRTHDAYS**

Children love to celebrate birthdays. For your child's birthday you are able to bring in a cake (prefer cup-cakes) for the children. If you bring a cake, please provide small plates and spoons and be mindful of allergies and food intolerances. Please speak with your child's teacher to clarify any uncertainties.

## **CANTEEN SERVICES**

A canteen service operates daily. Students place their orders in a tub, which is found in their classroom. Orders must be in by 9.00 am. Your child's name, year level and order are recorded on a paper bag with the correct money. Please do not send a large amount of money for your child to spend at the canteen. A list of prices is published each term. Canteen orders can be made online; details are on the College website.

## **CHAPLAINCY**

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

## **DIARY**

Students in Years 3 - 5 are issued with a diary to assist with the organisation of their work. It is also an important means of communication between teachers and parents. Teachers use the diary as a method of communicating about late or incomplete work and for highlighting positive achievements. Parents are required to read and sign their child's diary on a regular basis to ensure all work is up to date. Parents need to sign all diary notes from teachers. Students are to show parents and teachers notes as applicable. The student should also show these notes to the Homeroom teacher.

In Year 6 students use the My Aitken application on their iPad.

## **DISCRIMINATION, SEXUAL HARASSMENT AND BULLYING POLICIES**

Aitken College aims to create an inclusive school culture that fosters acceptance and respect for diversity. In doing so, we seek to deepen understanding and knowledge, promote student and staff wellbeing and help everyone achieve their full potential. This school is enriched by and celebrates the diversity of our whole school community.

That is why discrimination, harassment, vilification, bullying and victimisation will not be tolerated at Aitken College under any circumstances.

Aitken College is committed to ensuring that the working environment is free from discrimination, harassment, bullying, vilification and victimisation.

This school acknowledges that in society some people are treated unfairly or unfavourably because of irrelevant personal characteristics such as their sex or race.

The whole school community is encouraged to support this policy and the principles and practice of equal opportunity, inclusion and respect for diversity that it articulates.

This policy covers the whole school community, including staff, students, parents, school council members, contractors and volunteers.

This policy applies to:

- education (e.g. teaching and learning, enrolment, student management, student services, curriculum development and delivery)
- the provision of goods and services (e.g. extra-curricular activities, camps, parent-teacher interviews, access to facilities)
- school sport
- employment at the school (recruitment, allocation of duties, employment conditions, access to benefits such as training, promotion and leave).

## **EXTENDED ABSENCES**

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

## **FIRST AID**

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

*Children are only permitted to stay in the First Aid room for 10 minutes, they will then be sent home.*

## **FRIENDS OF THE ARTS**

The role of the Friends of the Arts is to foster, nurture and encourage the Arts in the College community. This encompasses both the Visual and Performing Arts. The Arts are an important part of the curriculum and an avenue to nurture creativity and encourage imagination. Parents who are interested in joining Friends of the Arts should leave their name with Reception.

## **HOMEWORK**

All students are expected to spend some time doing homework each night. Some children are happy to settle down to homework as soon as they arrive home while others need 15 - 30 minutes to have a snack and play before settling down. Recommended times for homework are: Year 3 – 30 minutes, Year 4 – 40 minutes and Year 5 – 50 minutes. Children are expected to spend some time reading as well as completing set tasks. The ability to develop time management skills in Years 3 - 5 is essential.

Year 6 students are expected to spend time each week completing homework. This time should be spent on wider reading, completion of assignments and other set work, revision and research. It is important that students develop regular study routines and that each student has a quiet workplace at home. The electronic diary records weekly homework; parents are encouraged to monitor it closely.

## **HOUSE SYSTEM**

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

## ID CARDS

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

## ILLNESS

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

If a child contracts an infectious disease or illness, the College should be notified. On return to school a medical certificate which indicates freedom from infection must be supplied. The minimum periods of exclusion from school for the most common infections are listed.

INFECTIOUS DISEASE EXCLUSION TABLE	
Chicken Pox	5 days or until lesions have healed
Conjunctivitis	Until discharge from eyes has ceased
Hand, Foot and Mouth	Until blisters have dried
Head Lice	After appropriate treatment has commenced
Impetigo (School Sores)	3-4 days, return once on medication and sores covered by clothing
Measles	4 days after onset of rash
Mumps	9 days or until swelling goes down
Rubella (German Measles)	4 days after onset of rash

## IMMUNISATION

New enrolments are required to supply a School Entry Immunisation History Statement. Certificates are obtained from the Department of Human Services (Children Immunisation Register) or Medicare.

## IPADS AND ELECTRONIC DIARY

The iPad is a classroom learning tool and personal organisation tool in Year 6. A separate booklet will address a range of matters concerning iPad use. Students will use an electronic diary and a file management system My Aitken. Parental supervision of the student's iPad at home is encouraged and expected.

## LATENESS

Students who are late to school must report to Reception and sign the Late Book. A Late Slip will be issued, which must be given to the Homeroom Teacher.

## LIBRARY

The Aitken College Library supports and enriches the teaching/learning program of the school. The library is open to students before school from 8.05 am until the morning Staff meeting at 8.30 am, at lunchtime and after school until 4.00 pm.

The Library uses 'Infiniti', a library system which allows students to access the catalogue and other library resources from any internet connection (e.g. home). There is a hub of 8 computers in the library making available to students Internet and Intranet resources. Students are also welcome to bring into the library their own devices for use. Access to wide online services and other electronic facilities provide the most current resources for student research. Students will be assisted to develop the skills they need to find and select useful information. Other library resources include fiction, non-fiction, reference, graphic novels and magazines. The library subscribes to The Age, Herald-Sun and The Australian.

Borrowing limits and loan periods for Years 3 to 5 are two books for two weeks, whilst for Year 6 students the limits are four books for two weeks. Please take note of the loan periods; books may be renewed if required. Year 5 and 6 students are required to read a specified number of books from a thematic list as a joint English/Library program. All students in Years 3 to 5 are required to have the Aitken College library bag in order to borrow.

A lost book should be reported as soon as possible to the library staff. If after a thorough check, the book cannot be located, the students will be responsible for the cost of replacement.

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

## **LINES OF COMMUNICATION**

Pastoral Care and general administrative issues should be directed in the first instance to your child's homeroom teacher or subject teacher. If necessary, the matter can be referred to the Head of School. Heads of Faculty (Year 6) and Subject co-ordinators (Years 3 – 5) should be contacted about any issue related to curriculum. Issues relating to day-to-day management of the College should be referred to the Deputy Principal.

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

## **MEDICATION**

When a child requires medication at school and the parent/guardian is unable to administer it, the school requires the following:

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

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

Mobile phones are not permitted to be used at school between 8.00 am and 3.30 pm and may be confiscated to be retained by the Head of School until the end of the day. If a mobile phone is brought to school it must be handed to the homeroom teacher in the morning or in Year 6 they are stored in the student's locker. Students given permission to make phone calls are requested to do so through their Head of School.

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

## **MY AITKEN LEARNING PLATFORM**

From 2016, electronic diaries and cloud storage will fall under the 'My Aitken' banner. Teaching staff will be using our Learning Platform, 'My Aitken', to help their students organise homework, and create and access resources from anywhere where they can access the internet. Students will be able to access interactive learning materials, tests, quizzes, blogs, forums and much more from their iPads or desktop computers whilst in the College and from home. They are also able to submit work electronically either through a web portal or directly from their iPads.

Parents too will have access to the same material as their children so they will be able to help their children with their learning. Students can hand in documents, photos, videos and more, which teachers can then annotate, mark and return to their students. Students also have access to a student planner app on their iPad to enable them to check timetables and submit their work. Parents of our younger students will have access to the class blog to keep up to date with what is happening in the classroom and communicate with staff. The My Aitken Dashboard brings together everything that teachers, students and parents need to know in one place. The dashboard displays upcoming homework, timetables, the school calendar, bookmarks, bulletins and much more.

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

Parent information sessions will be held in Term 1 to assist parents with accessing the system and understanding how to use 'My Aitken'.

## NEWSLETTER

Parents and students are kept informed about coming events, important dates and student achievements through the College newsletter. The College newsletter is published fortnightly and on the first and final week of each school term. It is distributed by email and is also available to be downloaded from the College website on [www.aitkencollege.edu.au](http://www.aitkencollege.edu.au).

## OUT OF SCHOOL HOURS CARE

Camp Australia manages the College's Out of School Hours Care program. It offers Before School Hours Care from 7.00 am – 8.30 am and After School Hours Care from 3.15 pm – 6.30 pm. Registration must be completed online via the website - [www.campaustralia.com.au](http://www.campaustralia.com.au)

## PARENTS AND FRIENDS ASSOCIATION

The role of the Parents and Friends Association is to encourage active Parents and Friends interest in the College. This includes working towards supporting the school in the implementation of various programs and to assist with fundraising, as well as the planning and organising of functions associated with the social, cultural and educational life of the school community.

Activities and meetings will be advertised in the College newsletter. To indicate your interest, please email the Association at: [pandf@aitkencollege.edu.au](mailto:pandf@aitkencollege.edu.au).

## PARENT HELPERS PROGRAM

The College offers parents the opportunity to partake in the parent helpers' information session. It will outline the program requirements and how parents can actively be involved in College life. Parents who do not attend the session cannot assist in the classroom. The session is offered during Term 1.

## PARENT PORTAL

All parents have access have access to an Aitken College Community Portal; via the College website [www.aitkencollege.edu.au](http://www.aitkencollege.edu.au) (click on Community Portal) or <http://communityportal.aitkencollege.edu.au>. Parents received a personal login which includes a username and password.

The key features of the Community Portal include:

- *Welcome* tab: Description of the portal.
- *Results* tab: A page for each child with list of teachers (and email icons) and a results area for future release of results.
- *Timetable* tab: Your child's timetable for today and the week.
- *Finance* tab: Your fee account statements and receipts.
- *Interviews* tab: Booking Parent-Teacher interviews.
- *Contact Us* tab: List of teachers and Heads of School – click on name to email.
- *Logout* tab: Please log-out when leaving the portal. You may also change your password here.

## PHYSICAL EDUCATION

Students in Prep to Year 6 come to school in their sports uniform on days they have sport.

Students from Year 7 to Year 12 are required to bring their sport uniform to school and will change for their Physical Education lessons. These students must arrive and depart from school in their full school uniform.

## **PRIVATE INSTRUMENTAL MUSIC TUITION**

Private tuition is available through a private instrumental music program. A separate fee is charged for this arrangement between the external instrumental music tutor and the parents. These lessons are provided by external music tutors and are held during the school day, using a rotating timetable. This rotation ensures that students are not absent from the same lesson each week. Students studying an instrument receive a report each semester. Details about the Private Instrumental Music tuition program can be obtained from the College.

## **SCHOOL FUNCTIONS**

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

## **SPORT**

To further develop skills learnt in the swimming and PMP (Perceptual Motor Program) programs offered by the Preparatory School we have modified the Sports program.

During Term 1 students in Year 4 will participate in an eight week intensive swimming program. The aim of this program is to revise and extend skills learnt previously. We believe revisiting these skills are important with regards to water safety and in preparation for the Year 5 House Swimming events. Students will be taught by qualified swimming instructors and Aitken College staff will be present during each session.

During Term 4 students in Years 3 and 5 will be participating in a gymnastics program at PIT Gymnastics in Mill Park for the duration of four sessions. The aim of the program is for all students to improve their current flexibility, strength, co-ordination and balance. Students will be taught by qualified gymnastic coaches and Aitken College staff will be present during each session.

Year 6 students have the opportunity to participate in a wide range of sports both within the school and on an interschool basis. Year 6 students participate in the School Sports Victoria competition which includes summer and winter sports, cross-country and athletics and swimming carnivals.

## **STUDENT RECORDS**

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

## **SUNSMART POLICY**

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

## **TOYS**

Toys and swap cards are not permitted at school.

## **TRANSPORT**

The College is serviced by a limited MET bus system. Details of routes and fares can be obtained from the College or by contacting Tullamarine Buslines on 9338 3817.

Chartered bus services operate along five routes servicing Airport West/ Tullamarine/ Gladstone Park/ Gowanbrae/ Westmeadows/ Attwood/ Meadow Heights/ Roxburgh Park/ Oak Park/ Glenroy/ Greenvale/ Mickleham/ Craigieburn/ Sunbury and Bulla. The service is available on a user pay basis.

There are limited places available on these services. Details can be obtained from the College.

## UNIFORMS

The school uniform must be worn completely, correctly, clean and in good repair. This applies from leaving home in the morning to returning in the afternoon. This helps the College set and maintain high standards and engenders pride in appearance. Each student's appearance indicates his or her attitude to Aitken College. Members of the community will form opinions about the College on this basis.

Uniform requirements are listed below:

BOYS UNIFORM	GIRLS UNIFORM
<p style="text-align: center;"><b>Summer</b></p> <ul style="list-style-type: none"> <li>• Dark grey long trousers or shorts</li> <li>• Short sleeved blue chambray shirt with College logo on the pocket</li> <li>• Dark grey short socks with College stripes</li> <li>• College jumper and blazer</li> <li>• Flat black lace up leather school shoes</li> </ul> <p style="text-align: center;"><b>Winter</b></p> <ul style="list-style-type: none"> <li>• Dark grey long trousers</li> <li>• Long sleeved blue chambray shirt with College logo on the pocket</li> <li>• College tie</li> <li>• Dark grey socks with College stripes</li> <li>• College jumper and blazer</li> <li>• Flat black lace up leather school shoes</li> <li>• School bag</li> <li>• Art Smock</li> <li>• Library bag</li> <li>• College cap or hat</li> <li>• Sports bag</li> </ul>	<p style="text-align: center;"><b>Summer</b></p> <ul style="list-style-type: none"> <li>• College summer dress. Length at least to the bottom of the knee cap</li> <li>• White socks with College stripes worn above the ankle</li> <li>• College jumper and blazer</li> <li>• Flat black lace up leather school shoes</li> </ul> <p style="text-align: center;"><b>Winter</b></p> <ul style="list-style-type: none"> <li>• College pinafore or slacks. Length of pinafore to be at least to the bottom of the knee cap</li> <li>• Long sleeved blue chambray shirt with College logo on the pocket</li> <li>• College tie</li> <li>• Navy tights to be worn not sheer stockings</li> <li>• Navy knee-highs to be worn under slacks</li> <li>• College jumper and blazer</li> <li>• Flat black lace up leather school shoes</li> <li>• School bag</li> <li>• Art Smock</li> <li>• Library bag</li> <li>• College cap or hat</li> <li>• Sports bag</li> </ul>

Please ensure all uniform items are clearly and securely labelled for identification.

School uniforms are available for purchase from Schooltrenz, located at Unit 10/24 Carrick Drive, Tullamarine. (Telephone No: 9338 1334).

The shop is open from:	Monday	11.00 am – 5.00 pm
	Wednesday	11.00 am – 5.00 pm
	Friday	11.00 am – 5.00 pm
	Saturday	9.30 am – 3.00 pm

*Trading hours may be extended during peak times.*

Scarves and gloves are not part of the uniform. If students need to wear them, they must be navy in colour and must not be worn in class. Beanies are not permitted to be worn unless a medical reason warrants one, and then only if plain and navy in colour.

Summer uniform is to be worn in Terms 1 and 4. Winter uniform is to be worn in Terms 2 and 3. Students are permitted to wear the summer or winter uniform at the beginning of Terms 2 and 4 depending on the weather conditions at the time.

**Sports Uniform**

- Rugby style top and track pants in College colours and with logo.
- Mid blue short sleeved polo top.
- Bottle green cotton shorts.
- College sports sock with AITKEN on band.
- House Colour T-shirt with House name – to be worn on days of House events such as swimming/athletics/cross-country.

Sports uniform is to be worn in lieu of the College uniform on days when the student has PE and on designated College Sports event days. (Please note students are expected to wear College sports shorts during physical activity, especially in the summer months.)

**School Bags**

College back pack for books and College sports bag for sport uniform must be used.

**Parka**

The winter parka is an optional item of winter uniform which can be worn during Terms 2 and 3. It is designed to be worn over the blazer. It is not permitted to be worn in class.

**Jewellery and Make Up**

Students are permitted to wear a wrist watch and one pair of plain silver or gold studs or sleepers (one per ear lobe). No other jewellery is permitted to be worn. Students must not wear make-up.

**Hair**

Hair should be neat and tidy at all times. If hair reaches the shoulder it should be tied back. Any hair accessories: ribbons, ties or scrunchies must be bottle green or navy blue. Exaggerated hair styles and colours are not acceptable.

**VALUABLES**

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

**VISITORS**

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

**WEBSITE**

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

**WET, HOT AND COLD DAYS**

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

**YARD DUTY**

Teachers are on duty, prior to the school day from 8.00 am to 8.45 am, during recess, lunch and after school, 3.05 pm to 4.00 pm.

## **NOTES:**