DUNHELEN
INFORMATION BOOKLET
2016

PRINCIPAL: Mrs Josie Crisara
DEPUTY PRINCIPAL: Mr Kim Forward
HEAD OF DUNHELEN: Mrs Francis Scuderi
ASSISTANT HEAD OF DUNHELEN: Mr Ben Prentice
ASSISTANT HEAD OF DUNHELEN: Mr Michael Patchell
ASSISTANT HEAD OF DUNHELEN: Mrs Elpis Vlahopoulos

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Welcome to Dunhelen!

Year 7 to 9, collectively, are known as the Middle School at Aitken College and this section of the College has been given the name Dunhelen. The name is an acknowledgement of local history. Dunhelen was (and still is) one of the many homesteads in the district and dates back to the early 1800s. The property still exists today and its entrance still bears the name Dunhelen in large black letters. If you turn right into Mickleham Road from the College, a three-minute drive will take you past Dunhelen, just before Aitken Hill.

The Middle School is comprised of five classes at Year 7, 8 and 9. Of the 150 students in Year 7, 60 will have been Aitken students in the previous year and the remaining 90 students will be new to the College. The programs and procedures that we have in place cater for the needs of new students as well as those who are familiar with College expectations.

The Middle Years are seen by many educators as the most important years in a child’s schooling. This is the time when our students are on the threshold of adolescence but are still clinging to the last remnants of childhood. Hormonal activity is rife and the moods and energy levels of our children can swing wildly from one extreme to the other. Whilst they seem to want to reject assistance from parents and teachers, as a sign of their growing independence, it is a time when they need us most. It is a time like the stage of their first walking steps. Remember when you moved the furniture away so they could have a clear way to take those first steps? You removed some of the dangers but you provided the opportunity to take that first step. You stood at one end and waited. You were there if they fell and you picked them up and brushed them off and started them off again. The Middle Years are not very different.

As in other year levels, an emphasis is placed on enjoying school through enthusiastic and voluntary participation in the life of the College. An adolescent experiences a busy and changing time. Homeroom and subject teachers are concerned to help children acquire the skills to cope successfully with change – a normal part of life.

All subjects are underpinned by an emphasis on Christian values – to consider others and reach out in practical ways to the wider College family. Peer support and mutual respect are crucial. Students are expected to fulfil their responsibility in creating a positive and healthy school climate – an interactive community of learners. Teachers, seeking continually to involve students in their learning, encourage and model positive choices and problem solving. Developing and sustaining study skills emphasised, with a view to the senior years, which draw closer.
The success of your child’s education depends on the strength of the three way partnership that exists between the parents, their child and the teachers. Good communication, a shared set of values and a desire to bring out the best in the child will ensure this success. Be involved in your child’s education. Take a real interest in what your child is doing. Discuss what they are learning. Read the books they read. Get to know their friends. Get to know their teachers. Come to school events and watch performances or sports competitions. Come to Chapel. The College is a community and it is important that all the family feels they are members of this community.

Finally, students are urged to rise above the ‘average’, to discover their talents, to fulfil their individuality, to broaden their vision, to deepen their compassion and to be true to themselves.

My role as the Head of Dunhelen is to oversee the implementation of programs which ensure the smooth running of Dunhelen. I am ably assisted by Mr Ben Prentice, Mr Michael Patchell and Mrs Elpis Vlahopoulos. We make ourselves available for parental queries and are looking forward to working with you in 2016.

Mrs Francis Scuderi
Head of Dunhelen
Middle School
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.

VISION

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

MISSION

Building on a foundation of Christian values, the mission of Aitken College is to enable students to become informed and compassionate members of the wider community by inspiring academic achievement and creativity, nurturing self-worth, encouraging environmental responsibility and committing to service with and for others.

AIMS

Aitken College will aim to:

1. Make the Christian faith relevant through an understanding of its major teachings and by encouraging a personal faith journey.
2. Inspire and challenge students to realise their intellectual potential and equip them for lifelong learning.
3. Promote and develop creativity and self-expression.
4. Enable each student to realise their self-worth in a safe, healthy and happy environment that responds to personal and community needs.
5. Encourage individuals and the community to take responsibility for the environment and to act accordingly.
6. Instil in students a sense of service and concern for the needs of others.
DUNHELEN - THE MIDDLE SCHOOL (YEARS 7, 8 & 9)

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

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

YEAR 7 CURRICULUM

The Year 7 program at Aitken College challenges students by offering them a wide range of activities within a strong core curriculum. The homeroom teacher takes the class for several different subjects, including Life Skills, with its focus on pastoral care issues. This helps to ensure an easy transition from primary school to the secondary environment. Specialist teachers in a range of subjects, enhances the experience for Year 7 students. Use of the iPad, when appropriate, has been integrated into all core subjects.

Sample Year 7 Timetable

<table>
<thead>
<tr>
<th>Week One:</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MONDAY</td>
<td>TUESDAY</td>
<td>WEDNESDAY</td>
<td>THURSDAY</td>
<td>FRIDAY</td>
</tr>
<tr>
<td>8:45am - 9:00am</td>
<td>Homeroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 1</td>
<td>Mathematics</td>
<td>Art</td>
<td>Science</td>
<td>Chapel</td>
<td>Indonesian</td>
</tr>
<tr>
<td>9:00am - 10:00am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>Humanities</td>
<td>Mathematics</td>
<td>Art</td>
<td>Life Skills</td>
<td>RVE</td>
</tr>
<tr>
<td>10:00am - 11:00am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00am - 11:20am</td>
<td>Recess</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>English</td>
<td>English</td>
<td>Mathematics</td>
<td>Technology</td>
<td>Technology</td>
</tr>
<tr>
<td>11:20am - 12:20pm</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Period 4</td>
<td>PE</td>
<td>Indonesian</td>
<td>English</td>
<td>Science</td>
<td>English</td>
</tr>
<tr>
<td>12:20pm - 1:20pm</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>1:20pm - 2:10pm</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 5</td>
<td>Science</td>
<td>Humanities</td>
<td>Humanities</td>
<td>Humanities</td>
<td>Mathematics</td>
</tr>
<tr>
<td>2:10pm - 3:10pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:10pm - 3:15pm</td>
<td>Homeroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note: shaded areas represent classes held in specialist classrooms**

<table>
<thead>
<tr>
<th>Week Two:</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MONDAY</td>
<td>TUESDAY</td>
<td>WEDNESDAY</td>
<td>THURSDAY</td>
<td>FRIDAY</td>
</tr>
<tr>
<td>8:45am - 9:00am</td>
<td>Homeroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 1</td>
<td>Science</td>
<td>English</td>
<td>Science</td>
<td>Chapel</td>
<td>Humanities</td>
</tr>
<tr>
<td>9:00am - 10:00am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>Indonesian</td>
<td>Drama/Music</td>
<td>Science</td>
<td>Life Skills</td>
<td>Mathematics</td>
</tr>
<tr>
<td>10:00am - 11:00am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00am - 11:20am</td>
<td>Recess</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>Humanities</td>
<td>PE</td>
<td>Art</td>
<td>Drama/Music</td>
<td>Technology</td>
</tr>
<tr>
<td>11:20am - 12:20pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 4</td>
<td>English</td>
<td>PE</td>
<td>Drama/Music</td>
<td>English</td>
<td>RVE</td>
</tr>
<tr>
<td>12:20pm - 1:20pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:20pm - 2:10pm</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 5</td>
<td>Mathematics</td>
<td>Indonesian</td>
<td>Technology</td>
<td>Mathematics</td>
<td>Indonesian</td>
</tr>
<tr>
<td>2:10pm - 3:10pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:10pm - 3:15pm</td>
<td>Homeroom</td>
<td></td>
<td></td>
<td></td>
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</table>
Year 7 Time Allocation:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Hours (per 10 day cycle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>LOTE (Indonesian)</td>
<td>5</td>
</tr>
<tr>
<td>Technology</td>
<td>4</td>
</tr>
<tr>
<td>Health / Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>3</td>
</tr>
<tr>
<td>Music / Drama (Performing Arts)</td>
<td>3*</td>
</tr>
<tr>
<td>Religion and Values Education</td>
<td>2</td>
</tr>
<tr>
<td>Chapel / Assembly</td>
<td>2</td>
</tr>
<tr>
<td>Life Skills</td>
<td>2</td>
</tr>
</tbody>
</table>

* Students undertake One Semester of Music and One Semester of Drama

**SUBJECT OUTLINES**

Subjects in Year 7 are organised into the following faculty areas:


**English**

English in Year 7 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.

**Mathematics**

Mathematics in Year 7 follows the Australian Curriculum strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students 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. Topics will include: integers, fractions and ratios, decimals, percentages, algebra, geometry, measurement, probability and statistics. Problem-solving tasks and projects are an important part of class activities.

**Science**

Science in the 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 and Space and Physical Sciences. The course is strongly based on practical activities reflecting scientific method and encourages students to consider the relevance of Science in their lives and its relationship to technology and the environment.

**Humanities**

History and Geography form part of the core curriculum at Year 7. The study of History is seen as an important way of contributing to a student’s understanding of themselves and human experience. It promotes an awareness of societies, events, movements and developments that have shaped humanity from earliest times. The study of Geography draws on student’s curiosity about the world’s places and their peoples, cultures and environments. It enables students to appreciate the complexity of our world and the diversity of its environments, economies and cultures.

**LOTE (Indonesian)**

Learning another language takes students beyond the confines of their own culture and challenges them to reconsider what have become accepted patterns of thought by the single use of the English language. Topics covered in Year 7 Indonesian include Greetings, Arranging to go Somewhere, Time and Dates and The Animal Kingdom. Language teaching and learning includes a number of different approaches including activities in the classroom, online resources, and a variety of interactive iPad apps. Students also make weekly visits to our language laboratory to participate in a variety of language-based activities and games and practise speaking Indonesian with a Language Assistant.
Technology
In *Digital Technologies*, students develop an understanding of the characteristics of data, digital systems, audiences, procedures and computational thinking. They decide the best combinations 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, components, tools and equipment. Students will study one term of Food Technology and one term of Product Design. In Food Technology students make and study food which will include the planning of nutritious food items and the use of a range of kitchen equipment. In Product Design students will use computer software such as Adobe Illustrator to design a product and cutting edge technology such as a laser cutter to produce the finished item.

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

Visual Arts
This course aims to develop the student's skills and techniques by exploring a range of different media in particular art forms such as drawing, painting, design, ceramics and mixed media. The themes expressed in the work of existing artists have been studied to inspire students in the production of their own artwork. Student art work is regularly displayed, and is often seen in the whole school Art & Design Exhibition held at the end of the year.

Art Appreciation teaches students how to write about artworks using appropriate terminology through the study of a range of artworks.

Performing Arts
Music and Drama form part of the compulsory program in Year 7. Students have one semester of Music and one semester of Drama. Students study music theory and appreciation. The Drama course focuses on development of self-confidence and the ability to express ideas and emotions.

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.

Life Skills
The Life Skills curriculum covers the Personal, Social and Community Health strand of the Australian Curriculum for Health and Physical Education. Throughout their time in Dunhelen, students will focus on issues related to alcohol and drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships, sexuality and personal safety. The program is designed to foster students to develop their sense of self-worth and an appreciation for the diversity within their community while they become more aware of the ever-changing world in which they live.
YEAR 8 & 9 CURRICULUM

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

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


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

Year 8 Time Allocation:

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

Year 9 Time Allocation:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Hours (Per 10 day cycle)</th>
<th>ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7</td>
<td>Students choose four from the list below. (Two per semester)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
<td>Art</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
<td>Commerce</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
<td>Computer Programming</td>
</tr>
<tr>
<td>LOTE (Indonesian)</td>
<td>5</td>
<td>Drama</td>
</tr>
<tr>
<td>Health / Physical Education</td>
<td>3</td>
<td>Food Technology</td>
</tr>
<tr>
<td>Elective 1</td>
<td>5</td>
<td>Media</td>
</tr>
<tr>
<td>Elective 2</td>
<td>5</td>
<td>Multimedia</td>
</tr>
<tr>
<td>Religion and Values Education</td>
<td>2</td>
<td>Music (Music Certificate II)</td>
</tr>
<tr>
<td>Chapel / Assembly</td>
<td>2</td>
<td>Product Design</td>
</tr>
<tr>
<td>Life Skills</td>
<td>2</td>
<td>Product Design (CAD)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visual Communication and Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writer’s Workshop</td>
</tr>
</tbody>
</table>
SUBJECT OUTLINES

Subjects in Years 8 and 9 are organised into the following faculty areas:


English
English in Years 8 and 9 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.

Mathematics
Mathematics in Years 8 and 9 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 activities at all levels.

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.

Humanities
History and Geography form part of the core curriculum at Years 8 and 9. The study of History is seen as an important way of contributing to a student’s understanding of themselves and human experience. It promotes an awareness of societies, events, movements and developments that have shaped humanity from earliest times. The study of Geography draws on student’s curiosity about the world’s places and their peoples, cultures and environments. It enables students to appreciate the complexity of our world and the diversity of its environments, economies and cultures.

Visual Arts
Visual Arts is an elective from Year 8 onwards. Students are challenged and inspired in the creation of artwork. Students follow the design process, to draw and plan ideas in their visual diary and to experiment and trial each materials and technique before beginning the final artwork. There is a focus on improving technical skills in the areas of drawing, painting, printmaking sculpture (ceramics), digital media and mixed media. Students study selected artworks by famous and contemporary artists to help their understanding and ability to write about and analyse the meaning of Art.

Performing Arts
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.

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.

Health and Physical Education
Students are encouraged to develop a healthy, active lifestyle. The theory and practical work are integrated, emphasising the connection between exercise and good health. Students also have the opportunity to develop skills in a wide range of team and individual sports. The Physical Education program is complemented by sporting and recreational activities such as athletics, cross-country and swimming sports days.
Life Skills
The Life Skills curriculum covers the Personal, Social and Community Health strand of the Australian Curriculum for Health and Physical Education. Throughout their time in Dunhelen, students will focus on issues related to alcohol and drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships, sexuality and personal safety. The program is designed to foster students to develop their sense of self-worth and an appreciation for the diversity within their community while they become more aware of the ever-changing world in which they live.

LOTE (Indonesian)
Learning another language takes students beyond the confines of their own culture and challenges them to reconsider what have become accepted patterns of thought by the single use of the English language. Topics covered in Years 8 include Describing your Friends and Family, Daily Routine, Food and Sport. Topics covered in Year 9 include Shopping at a Market, What I did on the Weekend, Around Town and Planning a Holiday. Language teaching and learning at Aitken College includes a number of different approaches including activities in the classroom, online resources, a variety of interactive iPad apps. Students also make weekly visits to our language laboratory to participate in a variety of language-based activities and games and practise speaking Indonesian with our Language Assistant.

ASSESSMENT AND REPORTING
Full reports are provided at the end of Semester 1 and 2.
Parent/teacher interviews are held at the end of Term 1 and early in Term 3.
A detailed report is provided via the 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.
Report grades correlate with percentages (where appropriate) as shown below:

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

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

Parents may also request information about their child’s quartile result (1 to 4). The quartile is derived from the student’s ranking within the year level at Aitken College. For example, a quartile band of 2 means that the student’s overall score in the subject places them in the second 25% of scores at that year level. This information is not printed on the end of semester report, but may be obtained from the Director of Studies.

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

NATIONAL ASSESSMENT PROGRAM
All Year 7 and Year 9 students sit National Tests in Literacy and Numeracy each year. The results of these tests will be sent home as a separate report. Further details regarding NAPLAN testing can be found at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) under Literacy and Numeracy Testing.
EXTRA CURRICULAR ACTIVITIES

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

These include:

- House Activities – athletics, swimming, orienteering, cross country and lunchtime sport
- Choirs and ensemble groups
- Musical and Drama productions
- Science Activities – Family Science Night
- Community Service
- Art Awards Festival
- Writing Awards Competition
- School Sports Victoria Competition
- Student Socials
- Year 8 Science and English Expo
- Year 9 City Experience

SCHOOL PROGRAMS

DISCIPLINE

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

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

EDUCATIONAL SUPPORT PROGRAM

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

LEADERSHIP TRAINING PROGRAM

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

LIFE SKILLS

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

PASTORAL CARE

Every school community faces the need for providing students with a safe and happy learning environment. Each student has the right to enjoy their school experience. No student should fear school life. Pastoral Care at Aitken College starts at this point, teaching young people how to relate to each other in a positive manner. Aitken College teaches a values system which holds high 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 Year 7 students with Year 11 students who have had leadership training to assist students in the transition into secondary school. This program runs during Life skills time during Semester One.

**‘SETTING THE TONE’ PROGRAM**

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

**YEAR 9 CITY EXPERIENCE**

This is a compulsory program for Year 9 students, which involves completion of a range of inquiry-based projects, working in a team of students, based in the City of Melbourne. A comprehensive booklet is provided for each student and parents.

**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
Dunhelen School Information Night (Years 7, 8 & 9) ........................................................... Tuesday 2 February
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

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.45 am – 9.00 am</td>
<td>Homeroom Assembly</td>
</tr>
<tr>
<td>9.00 am – 10.00 am</td>
<td>Period 1</td>
</tr>
<tr>
<td>10.00 am – 11.00 am</td>
<td>Period 2</td>
</tr>
<tr>
<td>11.00 am – 11.20 am</td>
<td>Recess</td>
</tr>
<tr>
<td>11.20 am – 12.20 pm</td>
<td>Period 3</td>
</tr>
<tr>
<td>12.20 pm – 1.20 pm</td>
<td>Period 4</td>
</tr>
<tr>
<td>1.20 pm – 2.10 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>2.10 pm – 3.10 pm</td>
<td>Period 5</td>
</tr>
<tr>
<td>3.10 pm – 3.15 pm</td>
<td>Homeroom Assembly</td>
</tr>
</tbody>
</table>

ABSENCES

If a student is going to be absent from school, parents are required to telephone 9333 9115 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, 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 important that you order from Campion Education, as they will supply you with the appropriate books and correct edition of textbooks.

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. A selection of drink and food will be available during recess and lunchtime. 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 all 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.

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).

DUNHELEN SOCIALS

The Year 7 Dunhelen Social is planned primarily by the students with the assistance of staff. The social is held in Term 2.

EXTENDED ABSENCES

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

FIRST AID

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

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

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

Students are expected to spend time each week completing homework. This time should be spent on wider reading, completion of assignments and other set work, revision and research. It is important that students develop regular study routines and that each student has a quiet workplace at home.

Failing to Meet Assessment Requirements

If a student fails to meet assessment requirements, i.e. fails to submit work, submits incomplete work, submits unsatisfactory work or submits plagiarised work, parents will receive a letter via email explaining this. The letter will state the details of the assessment task and what action is required. Parents are expected to speak and work with their child to try and rectify this. Students may be held in for lunchtime detentions to complete work; this is at teacher discretion.
HOUSE SYSTEM

All students are placed in one of our Houses: Brodie (blue), Cameron (green), Clarke (gold) and Millar (red).

A variety of activities make up our inter-house competitions; including athletics, swimming and cross country. House t-shirts are worn by students for these events.

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 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:

<table>
<thead>
<tr>
<th>Disease</th>
<th>Exclusion Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox</td>
<td>5 days or until lesions have healed</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Until discharge from eyes has ceased</td>
</tr>
<tr>
<td>Head Lice</td>
<td>After appropriate treatment has commenced</td>
</tr>
<tr>
<td>Measles</td>
<td>4 days after onset of rash</td>
</tr>
<tr>
<td>Mumps</td>
<td>9 days or until swelling goes down</td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>4 days after onset of rash</td>
</tr>
<tr>
<td>Impetigo (School Sores)</td>
<td>3-4 days, return once on medication and sores covered by clothing</td>
</tr>
<tr>
<td>Hand, Foot &amp; Mouth</td>
<td>Until blisters have dried</td>
</tr>
</tbody>
</table>

LATENESS

Students who arrive after 9.00 am 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, 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 7 to 9 are four books for two weeks. Please take note of the loan periods; books may be renewed if required. During the year students are required to read a specified number of books from a thematic list as a joint English/Library Wide Reading program.

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 Assistant Head of School and/or Head of School. The Director of Studies should be contacted about issues related to curriculum. Issues relating to day-to-day management of the College should be referred to the Deputy Principal.

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

MEDICATION

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

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

MOBILE PHONES AND OTHER ELECTRONIC DEVICES

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 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.
PARENTS AND FRIENDS ASSOCIATION

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

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

PARENT PORTAL

All parents have access to an Aitken College Community Portal; via the College website 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.
- **Timetable** tab: Your child’s timetable for today and the week.
- **Finance** tab: Your fees account statements and receipts.
- **Interviews** tab: Booking Parent-Teacher interviews.
- **Docs** tab: Access to school reports.
- **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.

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, camp, excursions, the Easter and Christmas Services and Presentation Night.

SPORT

Students have the opportunity to participate in a wide range of sports both within the school and on an interschool basis. Year 7 to Year 9 students participate in the School Sports Victoria competition. Carnivals and round robin sports days form part of this competition and include athletics, swimming, cross country, netball, hockey, football, soccer and basketball. We are part of the Woodlands division and students or teams that are successful at this level have an opportunity to progress to regional and then state level.

STUDENT RECORDS

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

SUNSMART POLICY

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

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

Chartered bus services operate along five routes servicing Greenvale/ Oak Park/ Glenroy/ Airport West/ Tullamarine/ Gladstone Park/ Gowanbrae/ Westmeadows/ Attwood/ Meadow Heights/ Roxburgh Park/ Micklemah/ Craigieburn/ Bulla and Sunbury. 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.

All items of uniform must be clearly and securely labelled for identification.

Uniform requirements are listed below:

<table>
<thead>
<tr>
<th>BOYS UNIFORM</th>
<th>GIRLS UNIFORM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td><strong>Summer</strong></td>
</tr>
<tr>
<td>Dark grey long trousers or shorts</td>
<td>College summer dress. Length at least to the bottom of the knee cap.</td>
</tr>
<tr>
<td>Short sleeved blue chambray shirt with College logo on pocket.</td>
<td>White socks with College stripes worn above the ankle.</td>
</tr>
<tr>
<td>Dark grey short socks with College stripes</td>
<td>College jumper and blazer</td>
</tr>
<tr>
<td>College jumper and blazer</td>
<td>Flat black lace up leather school shoes</td>
</tr>
<tr>
<td>Flat black lace up leather school shoes</td>
<td>Flat black lace up leather school shoes</td>
</tr>
<tr>
<td>Art apron</td>
<td>Art apron</td>
</tr>
<tr>
<td>College cap or hat</td>
<td>College cap or hat</td>
</tr>
</tbody>
</table>

Winter

<table>
<thead>
<tr>
<th>BOYS UNIFORM</th>
<th>GIRLS UNIFORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dark grey long trousers</td>
<td>College skirt or slacks. Length of skirt to be at least to the bottom of the knee cap.</td>
</tr>
<tr>
<td>Blue chambray shirt with College logo on the pocket.</td>
<td>Long sleeved blue chambray shirt with College logo on the pocket.</td>
</tr>
<tr>
<td>College tie</td>
<td>College tie</td>
</tr>
<tr>
<td>Dark grey socks with College stripes</td>
<td>Navy tights to be worn not sheer stockings</td>
</tr>
<tr>
<td>College jumper and blazer</td>
<td>Navy knee-highs to be worn under slacks</td>
</tr>
<tr>
<td>Flat black lace up leather school shoes</td>
<td>College jumper and blazer</td>
</tr>
<tr>
<td>Art apron</td>
<td>Flat black lace up leather school shoes.</td>
</tr>
<tr>
<td>College cap or hat</td>
<td>Art apron</td>
</tr>
</tbody>
</table>

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 will be extended during peak times.

Scarves and gloves are not part of 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
- Sports bag
- House colour T-shirt with House name - to be worn on days of House events such as swimming/athletics/cross-country

Sports uniform is not to be worn to or from school except on designated College Sports event days. (Please note students are expected to wear College sports shorts during physical activity, especially in the summer months). Students are permitted to wear sport uniform to school on days they have sport or PE during period 1 and then change into school uniform or wear it home on days when they have PE/Sport period 5 or have the swimming program.

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 must be neat and tidy at all times. If hair reaches the shoulder it must be tied back. Any hair accessories: (ribbons, ties or scrunchies) must be navy or bottle green. 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 Visitor Pass.

WEBSITE

The College website at www.aikencollege.edu.au can be checked to gain updates on College activities.

WET AND HOT DAYS

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

YARD DUTY

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