

TERANG COLLEGE



Respect, Responsibility, Pride



F - 12 HANDBOOK

This booklet
contains
information
pertaining to Years
F - 12

www.terangcollege.vic.edu.au
terang.co@education.vic.gov.au

CONTENTS

04	Principal's Welcome
05	College Operations
06	Staff
07	Attendance & Punctuality
08	Their Care
09	Uniform
11	Personal Care
12	Food
13	Lost Property & Valuable Items
14	Transportation
15	Classroom Courtesy
16	Values & Expectations
17	Positive Education
18	Respectful Relationships
19	Instructional Practices: EDI
20	Wellbeing Support
21	Compass
23	Junior Years Information
25	Middle Years Information
28	Senior Years Information

PRINCIPAL'S WELCOME



It is with great pleasure that I welcome you to Terang College. Terang College is a vibrant and inclusive community where students are encouraged to develop their academic, social and emotional skills to become active and engaged citizens of the world.

Our core values of respect, responsibility and pride are embedded in everything we do, from our classroom teaching to our extracurricular activities.

Terang College exists as a strong pillar of the local community and we believe in working closely with parents, guardians and the wider community to ensure the best possible outcomes for our students. We value the contribution of each and every member of our community and strive to build positive relationships that benefit our students and the community.

This year we are excited to see the finalisation of building works and our coming together on one campus for the beginning of Term 3. The single campus will provide our students with increased opportunities for learning, collaboration and engagement. The College motto of 'Together We Grow' will be realised with an educational hub catering to students from Kindergarten to Year 12, including the P-4 campus of the Hampden Specialist School on site.

Once again, I welcome you to Terang College. We look forward to working with you to provide a happy and successful learning experience.

Warm regards,

Kath Tanner
Principal

COLLEGE OPERATIONS

Official entry to College: 8.45am

Students enter College building upon arrival.

College commences (Bell) 9.00am (Students assemble in class groups)

- Morning Recess (Bell) 11.05 - 11.35am
- Lunch (Bell) 1.35 - 2.25pm
- Dismissal (Bell) 3.25 pm

Music will precede the bell at 'session beginning' times.

Students will assemble as required by their class teacher.



STAFF



Kath Tanner
Principal



Julie-Ann Kelly
Assistant Principal



Michael Castersen
Assistant Principal

Sub-School Managers

Years F - 4 Sub-School Manager: Samantha Couch

Years 5 - 8 Sub-School Manager: Scott Twycross

Years 9 - 12 Sub-School Manager: Jarrod Johnstone

Classroom / Homeroom Teachers

Foundation: Georgia Thomas

Year 1: Anne Molan

Year 2: Kaitlyn Lee & Kylie Morrissy

Years 3 & 4: Samantha Couch, David Walz & Mel Bartlett

Years 5 & 6: Briana Close & Emily Beaughlehall

Years 7 & 8: Scott Twycross, Aoife Jones & Joanna Couch

Year 9: Kate Furey & Matthew Murray

Year 10: Mia Falan-Ker, Liz Orwin,

Michael Castersen & Jarrod Johnstone

Year 11: Hannah Duffus & Rebbekah McDonald-Neale

Year 12: Marg Nuske & Karina Board

Teachers

Leah Boyd: Art & LOTE

Sophie Adams: Physical Education & Health

Madeline Brooks: Science, Cooking & Gardening

Joshua Dunne: Product Design & Tech

Will Vangeninden: Agriculture, Science & Tech

Mark Fraser: Mathematics

Lisa McLennan: English

Janette Miller: Art

Fiona Pugh: Instrumental Music

Administration & Education Support Staff

Sharon Roberts: Business Manager

Wendy Chesshire: Office Manager

Emily Buckland: Admin Trainee

Stacey Boyd: Daily Organiser / Timetable Co-Ordinator

Narrelle Cavarsan: 7-12 Sport Co-Ordinator / Lab Technician

Cathy Bell: F-6 Sport Co-Ordinator / Education Support

Fairlie Langley: Education Support

Nicole Gregory: Education Support

Remy Hirst: Education Support

Linda Clifford: Kitchen Technician

Geraldine Edar: Student Counsellor

Melissa Benson: School Nurse

Jennifer Finnerty: Mental Health Practitioner

Phil Kim: IT Network Manager

Marcus Bell: IT Specialist Technician

Judy Paton: Gardener

Stephen Holliday: Maintenance

ATTENDANCE & PUNCTUALITY



Schooling is compulsory in Victoria for children and young people aged from 6-17 years unless an exemption from attendance or enrolment has been granted. Daily school attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally.

School participation is important as it maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values which set them up for further learning and participation in their community.

All Victorian government schools are required to contact parents/carers as soon as practicable on the same day of an unexplained student absence. If your child is sick or absent, you are required to notify the College as soon as possible on the day of absence. Please remember to log your child's absence using Compass. Where you are unable to log onto Compass, please call the College on 5592 1349.

It is important that children arrive at the College on time. Late arrival can interfere with classroom routines and be unsettling for children. 8.45 - 9.00am is an important time in your child's day. This is when they meet and talk to friends, chat to the teacher and generally prepare for the day. It is to every child's advantage to arrive at the College no later than 8.55 am.

Punctuality is a courtesy and a desirable trait to foster. Please help to develop the punctuality habit.

Late Arrival / Early Departure

All students who arrive after 9:00 am must report to the front office and sign in using the Compass kiosk. Students will be given a late pass to hand to their teacher. Students arriving late to class without a late card will be sent to the office to collect one. Primary students leaving school early must be collected by a parent or guardian. Secondary students leaving early must have written permission from a parent or guardian, or be collected by them. The person collecting the child should report to the main office to sign the child out.

THEIR CARE



Our school has partnered with an independent provider called TheirCare to provide exceptional **Outside School Hours Care** services for our school community.

The program is available for all children at Terang College from **7:00am** until **8:45am** in the morning and from **3:30pm** until **6:00pm** each school day.

During **Pupil Free Days** the service will operate from **7:00am** until **6:00pm**.

Families wishing to use this service can visit the TheirCare website: www.theircare.com.au

Families are eligible for a Government Rebate called the **Child Care Subsidy** which can reduce the cost per session by up to 85%.

More information can be obtained by contacting the school or ringing **TheirCare Support Team on 1300 072 410**.

TheirCare provides a stimulating and safe environment for all children. During sessions, children develop **life-skills, friendships, confidence** and **creativity** through play-based programs.

UNIFORM

TERANG COLLEGE UNIFORM POLICY (Student)

1. RATIONALE

- 1.1. To provide a uniform which unites both the P - 4 and 5 - 12 campuses and which is unique to Terang College.
- 1.2. To provide a cost effective uniform to suit all ages and sizes of children.
- 1.3. To instil pride in individual presentation and the College

2. AIMS

- 2.1. The uniform colours will consist of red, white and navy blue.
- 2.2. Components of the uniform (eg. winter and summer) can be worn at any time.
- 2.3. College uniform is compulsory for all P-12 students, with the exception of occasional days agreed upon as casual clothes days.
- 2.4. Unless specifically indicated, pupils are to wear full uniform on College excursion days.
- 2.5. Uniform items will be available from Reicha's Drapery (Terang) and used uniforms from the Terang Op Shop.
- 2.6. All students are encouraged to wear hats in term 1 and 4, sunscreen will be provided by the College.

3. IMPLEMENTATION

- 3.1. Issues, actions and decisions relating to this policy will take into account Department of Education and Training policies, memos, guidelines and circulars and the Government Ministerial Orders and Acts.

3.2. *Uniform Articles:*

Uniform Article	Description	Colour	5-12 Campus	P-4 Campus
Jumpers / Jackets	windcheater / polo fleece jacket or vest with College logo	navy	✓	✓
	woollen school jumper (from Reichas)	navy	✓	
	waterproof jacket with College logo	navy	✓	✓
	rugby top		VCE & VCAL	
	jacket or polo shirt design approved by Principal	College	year 12	
Shirts	polo shirt (long or short sleeve) or skivvy	red	year 5 to 8	✓
	polo shirt (long or short sleeve) or skivvy or business shirt	white	year 9 to 12	
Ties	College tie - must be worn with white business shirt only	College	✓	
Pants	trousers	navy	✓	✓
	shorts – must be school quality, logo free and mid-thigh to knee length	navy	✓	✓
	track pants	navy		✓
	sports shorts – logo free (sports use only)	navy or black	✓	
Skirts & Dresses	cotton summer dress in regulation fabric	College	✓	✓

UNIFORM

	skirt in regulation fabric	College	✓	✓
	winter pinafore	College		✓
Shoes or boots (all shoes must have covered toes)	leather flat soled, lace-up or velcrose – no t-bar	black	✓	✓
Socks / tights	socks – one colour only	white	✓	✓
	socks - – one colour only	navy	✓	✓
	socks - – one colour only	black	✓	✓
	tights	navy	✓	✓
Hats	wide brim with College logo	navy	✓	✓
	bucket with College logo	navy	✓	

3.3. *Physical Education & Sport:*

3.3.1. Students must change into appropriate sports uniform for all physical activities and change back into uniform to leave the College at the end of the day.

3.4. *Interschool Events and Next Level of Participation Events Uniforms:*

3.4.1 When deemed necessary, the College will provide students with appropriate interschool sports uniforms.

3.4.2 Unless advised differently, students will be required to wear their own College blue/red polo shirt and blue sports shorts or trousers and appropriate footwear.

3.4.3 At formal functions, public speaking events, etc, College blazers will be made available to students to borrow. These will be worn over a white business shirt with a College tie provided by the College.

3.5. *Jewellery:*

3.5.1 Two small pair of sleepers or studs in the ears only.

3.5.3 One flat ring on one hand.

3.5.3 One fine neck chain.

3.5.4 Watches.

3.6. *Tattoos:*

3.6.1 Tattoos to be covered during school time.

3.7. *Management Strategy:*

3.7.1. Students out of uniform are to:

3.7.1.1. obtain a uniform pass from their year level co-ordinator or the co-ordinator's office.

3.7.1.2. provide their year level co-ordinator with a note signed by their parent/ guardian which indicates:

3.7.1.2.1. uniform item not being worn;

3.7.1.2.2. reason;

3.7.1.2.3. date(s) they will be out of uniform.

3.7.2. Repetitive Out of Uniform:

3.7.2.1. The year level co-ordinator will contact the student's parent/guardian when a note has not been provided for a student who has been out of uniform for at least three days.

3.7.2.2. An internal suspension will occur for repetitive out of uniform.

4. EVALUATION

4.1. This policy will be reviewed as part of the College three-year review cycle.

Approved by College Council on 21/10/2019

PERSONAL CARE

Sun Protection

Every effort is made to encourage each and every student to be prepared with respect to protection from the sun while the child is at the College or engaged in College activities such as excursions. Regular reminders are advertised via Compass/Facebook and sunscreen is always available at the College for a child to use. PLEASE ensure your child wears a hat on days when the sun may cause concern. A Terang College wide brimmed or bucket style hat during the summer period is compulsory for F – 6 students. Terang College is a 'Sun Smart' College.



Personal Hygiene

Children should be provided with a clean handkerchief every day. While tissues are available for emergencies, all children are encouraged to accept responsibility for their own personal health and hygiene. Wash taps are located outside the building and in the toilets.



FOOD

Meal Breaks

10.00am - At 10.00am, primary students have a 5-minute break during which time they may have 'brain food' (fruit). This should tide them over until 11.05am when they have recess.

11.05am - Because of the class time before lunch, it is advisable that students have sufficient snack food to tide them over until their 1.35pm lunchtime.

1.35pm - Lunchtime is at 1.35pm. Please ensure you have packed a sufficiently healthy lunch and snack for students, as they will not have eaten since 11.05am.

Canteen & Cafe

College lunch orders are provided by a local milk bar at reasonable prices each Monday, Wednesday and Thursday. The canteen is also open at recess and lunchtime for student purchases on these days.

Ordering procedure for canteen lunches – A paper 'lunch' bag, with the child's name, room number and lunch order clearly marked. The correct money should be placed in the bag. The bag is placed in the 'lunch order box' located in the classroom for F – 4, or in the Homeroom folder for older students. Orders will be ready for students to collect at lunchtime.

Courtyard Cafe

The 'Courtyard Café' is a café operated by staff and students. It is open for both recess and lunchtime on Tuesdays and Fridays. Each week there is a weekly special which you can pre-order. Please see COMPASS for regular Courtyard Café updates.



LOST PROPERTY & VALUABLE ITEMS

All clothing should be clearly named otherwise it is very difficult to accept any responsibility for its ownership. Lost property is kept in a central position at the office for the remainder of the term. At the end of the term, items not claimed are packed and sent to the local op shop.

Children should not bring items of value to the College unless invited to do so by a teacher for a specific purpose. Radios, walkie-talkies, mobile phones, iPods, cameras etc. are not permitted. No responsibility can be accepted by the College for loss or damage to valuable items of any kind that are not normally required for the learning and teaching program.

Bringing Money to the College

All money should be placed in an envelope and clearly labelled with the child's name, homeroom, purpose of payment and amount enclosed. Any reply slip should accompany the money in the envelope and should be handed to the classroom/homeroom teacher or office manager as soon as the child arrives at the College. The envelope must be sealed to avoid loss of money. Official receipts will be issued from the Office.

Mobile Phones

Mobile phones are not permitted to be used at the College.

If it is necessary that they are brought to school, students must sign their mobile phones in each morning at the front office and sign them out at the end of each day. If students are using them within College grounds, they will be confiscated and handed into a Leading Teacher. Please refer to the mobile phone policy on Compass.



TRANSPORTATION

Bus

A large number of our students travel to and/or from College on buses. Buses are a private concern and once children board a bus they cease to be under College supervision. The bus driver has the right to exclude any child from travelling on the bus if the child's behaviour is not acceptable. Teachers supervise the boarding of buses each afternoon.

It is the responsibility of parents to obtain information on bus routes and timetables from either the College or the relevant bus companies. Students who reside beyond the 4.8 km limit from the College must have completed a special Department of Education Free Bus Travel Form. All other children who travel on a bus must make special arrangements with the individual bus company that services their area. When travelling on buses all students must remain in their seat until the bus has stopped.

DET policy decrees that students cannot travel on any other bus other than their own. If students wish to go to another student's house, alternative arrangements must be made.

Private Car

Students who travel to and/or from College by private car must be collected from just inside the College gates and escorted back to the car. Parents must not park in the bus lanes and every care must be taken when children leave or enter a vehicle in this area. Teachers will be on duty at the gates to help supervise children. Parents cannot pick up students from another family without written permission.

Bike

Students who ride their bicycle to the College must get off their bicycle and walk it to the bike racks located within the College grounds.

CLASSROOM COURTESY



All parents and visitors are to report to the office unless prior arrangements have been made. Once children arrive at Terang College, they become our legal responsibility and the College must act to protect them under all circumstances.

Whilst the College encourages parent/guardian interest and support, the following guidelines should be adhered to. These guidelines are to ensure the safety and wellbeing of students, parents and staff.

Parents/guardians wishing to speak to classroom teachers about their child's progress should make an appointment.

Parents/guardians are not to be in student-designated areas including playground and classrooms unless a teacher is present or they have been given permission by the College.

If parents wish to visit their child's classroom to view work or see how they are going, they should seek permission from the classroom teacher. Please keep in mind that classrooms are also staff workplaces.

Parent Helpers in the Classroom

Parental involvement is an important part of learning at Terang College and participation in the learning process can take many forms, ranging from assisting in classrooms and programs or helping at special events, through to involvement on the Parents' Association and College Council.

Whilst parental involvement is a welcome assistance to the teachers, it is, most importantly, an active, "hands-on" involvement in the development of your children that has many benefits for the child, family, and wider community.

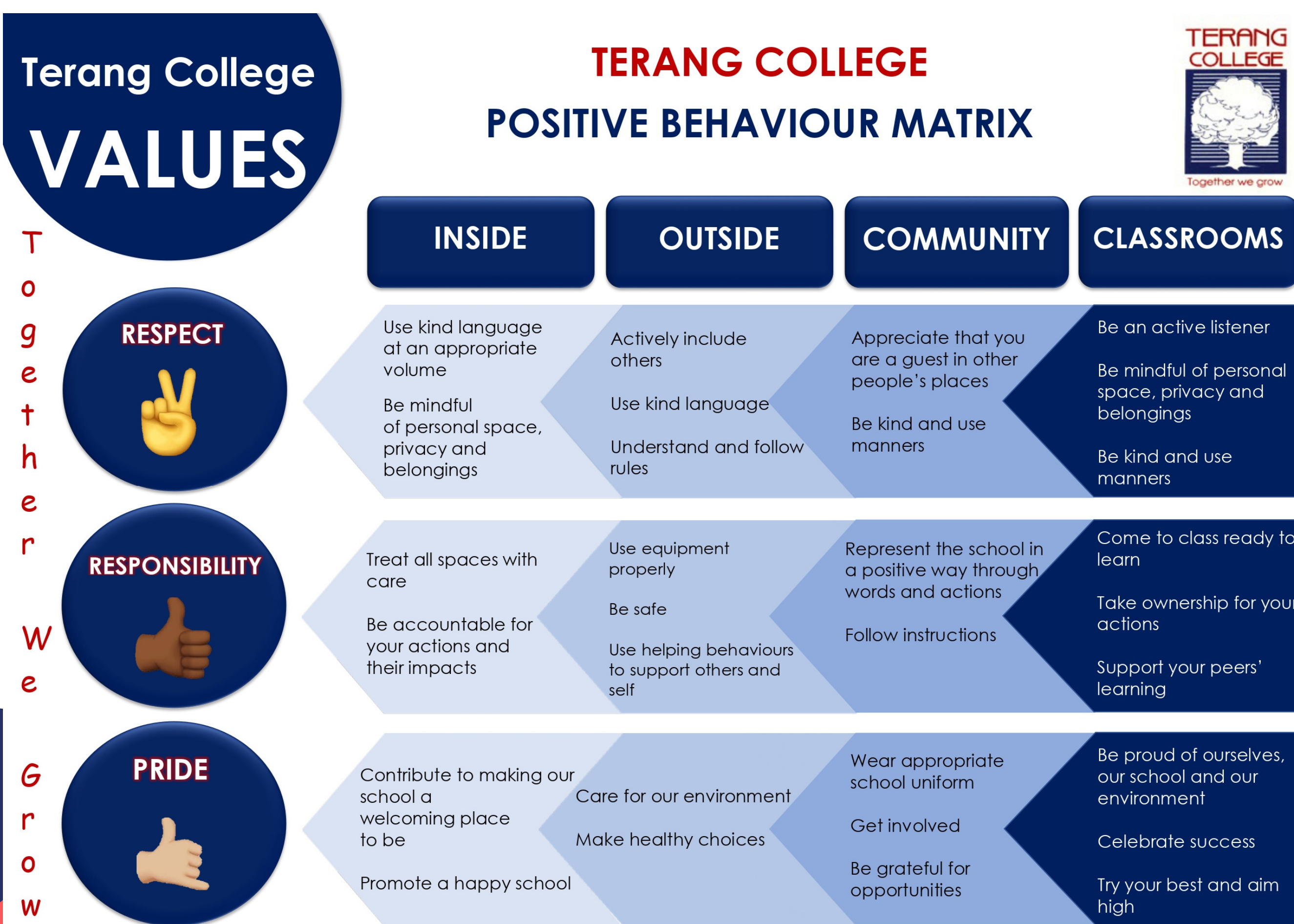
VALUES & EXPECTATIONS



Terang College implements school wide positive behaviour supports (SWPBS) to assist our students in enacting our College values and meeting College expectations.

The purpose of school wide positive behaviour supports are to create and maintain a positive and safe learning environment and enhance our College culture in order to maximise individual academic and social growth.

All students should be familiar with our positive behaviour expectations for the classroom and other areas of the College. These are aligned to our College values of Respect, Responsibility and Pride. Students are recognised and acknowledged by staff for displaying positive behaviour. We do this by acknowledging students at the time of the behaviour as well as with a Compass Values Award post, which accrues points towards our Values Rewards system.



POSITIVE EDUCATION

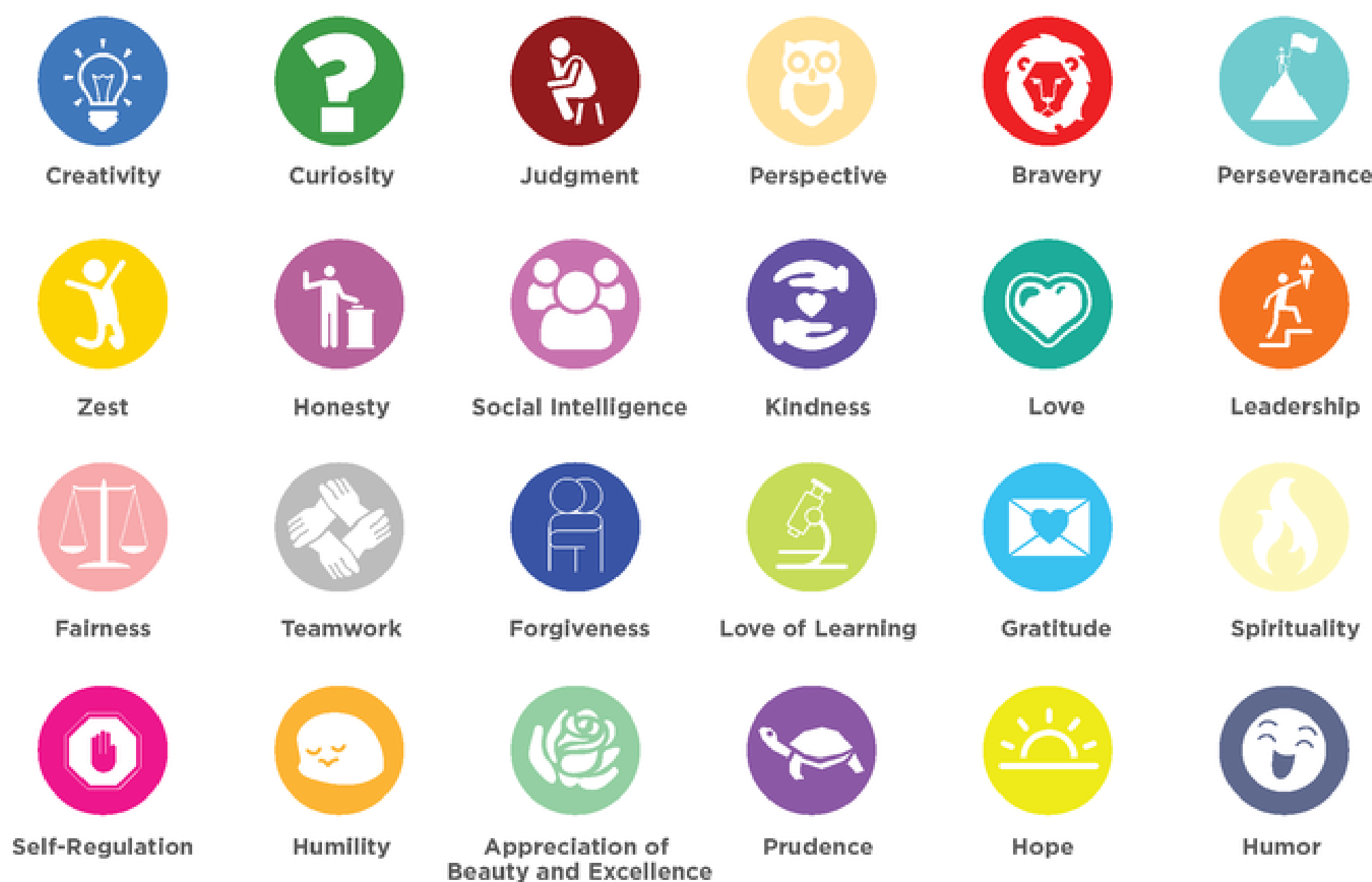
Positive Education is an approach to education that draws on individual strengths and personal motivation to promote learning. It is a well-being program that encourages staff, students and communities to flourish.

Sessions cover topics such as 24 character strengths (see below), building and maintaining authentic relationships, fostering resilience as well as seeking and assisting help. Sessions are completed in circle time, whole class and small groups, individually and also through homework that may involve students loved ones.

Our Vision:

- To have wellbeing available to our whole College community.
- As a whole College community, create an environment, which values the long-term importance of a healthy mind and body.
- Live, teach and embed positive education using a whole school approach.
- To facilitate our College community with skills, strategies and opportunities to enhance their wellbeing.
- All students, parents and staff flourish and reach their full potential.
- Each member of our community to be involved in Positive Education conversations and sessions.
- Involve parents and the wider community into the Positive Education framework through information sessions and homework discussions.

VIA Classification of Character Strengths www.viacharacter.org



RESPECTFUL RELATIONSHIPS

Respectful relationships education is an important focus of the Victorian Government's Action Plan to prevent violence against Women and their Children and the Federal Government's National Plan to Reduce Violence against Women and their Children.

Building Respectful Relationships is a set of sequential teaching activities to educate school students about gender, violence and respectful relationships. It is one part of a larger strategy to assist schools in meeting state and federal initiatives to prevent violence against women.

Terang College is a lead school for Respectful Relationships and is leading the way on implementing the whole-school approach to Respectful Relationships.



INSTRUCTIONAL PRACTICE: EDI

Teachers at Terang College are embedding their use of the Explicit Direct Instruction (EDI) model as part of our drive to continually improve our practice.

EDI is a teaching strategy that involves clear and structured lessons that focus on specific learning objectives. In this method, teachers provide step-by-step guidance and modelling to help students understand important concepts.

Benefits of EDI include increased student engagement, improved retention and recall of information, and better overall academic achievement. This approach also helps students develop critical thinking and problem-solving skills, as they are encouraged to actively participate and apply what they have learned.



WELLBEING SUPPORT

Terang College has a strong commitment to the personal development and wellbeing of all students. We believe in strengthening each student's physical, social, emotional, and mental wellbeing.

We will continue to develop and modify our Wellbeing structure to meet the needs of our students as they grow and change. By continuously adapting our programs we aim to offer our students the service which is most suited to them as individuals.

In 2023, Terang College has a team of 5 wellbeing specialists to support students, in addition to external supports provided by the Department of Education and local community groups.



COMPASS

Compass is a web-based application that provides access to information and streamlines many of our College operations such as attendance, communication, event management and reporting. Compass is the central portal for communication between the College and home.

Parents are able to login to Compass via the link on the Terang College website. Students are able to login to Compass via the College website using their student ID and internet password. Each family listed in the College administration database (CASES21) has a unique login for Compass. This login is for parent/guardian only access. Students will be issued with login details for their use. Please do not share your account details with your child.

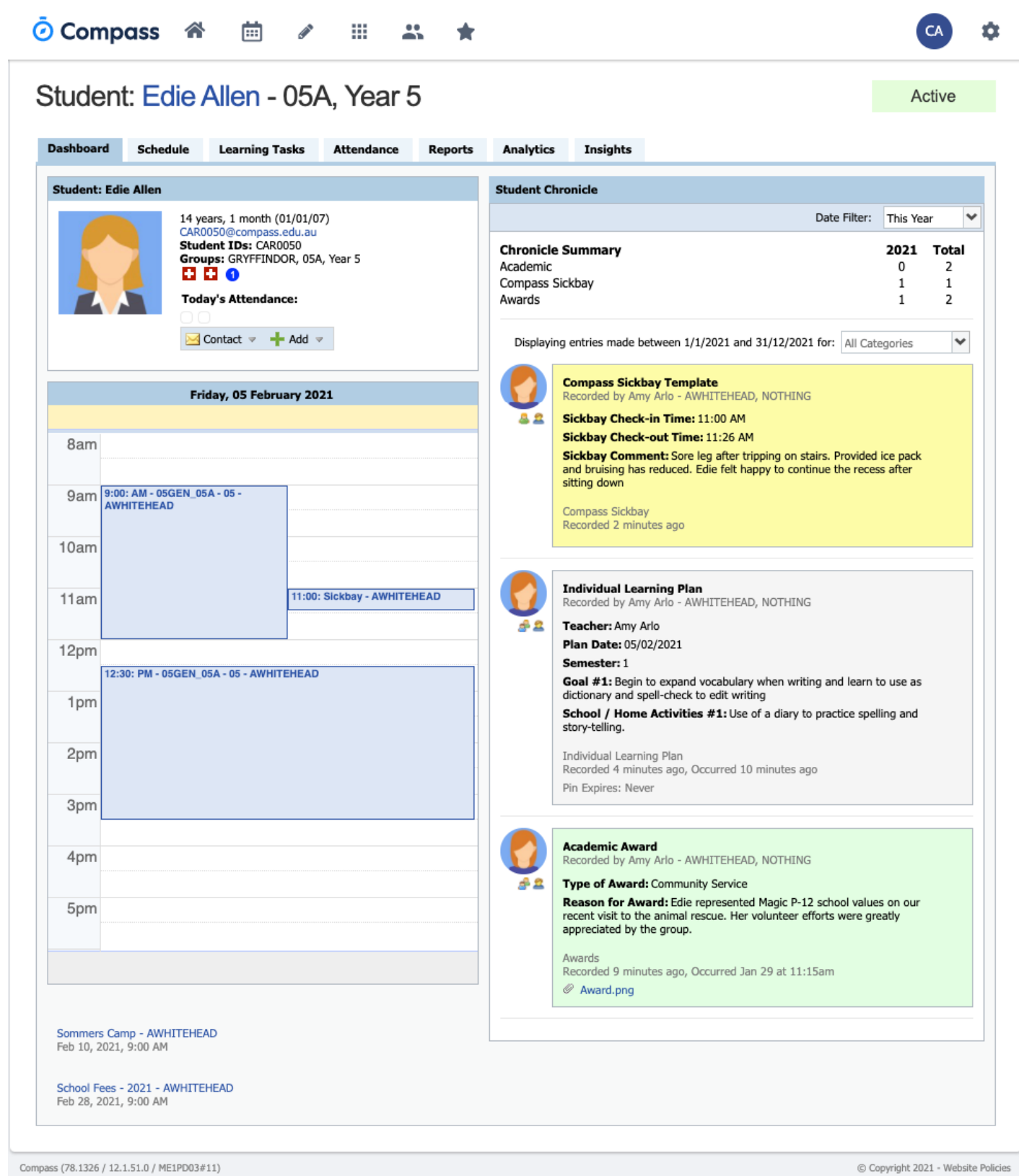
The modules that will be available to you when you log onto Compass are:

- Email address and phone number – Please ensure we have the right email address and phone number. The details listed on Compass will be used to send emails and SMS alerts.
- News Feed – The College will post news items to parents to remind parents about events and activities at the College. The news feed will be customised, showing only the information relevant to each family.
- Attendance – Parents will be able to view their child's attendance online, notify the College of absences and indicate future absence.
- College information – College information will be published on Compass and parents will be able to view each edition through the news feed.
- Teacher email – Parents will be able to email teachers directly through Compass.
- Parent/Student/Teacher Conferences – Parents will be able to make appointments for parent/ student/teacher conferences through Compass
- Reports – Parents will be able to view their child's report as an electronic PDF file, download and save.
- Consent/Payment – Parents will be able to make payments and give consent for certain College-approved excursions/incursions and camps.
- Learning Tasks - Parents can access student results and feedback on assessment tasks in a timely manner to allow improvements to be made. Parents can view these results via the Learning Tasks section of Compass, located within the Teaching and Learning menu (indicated by the pencil icon).
- Chronicle Posts - Chronicle provides a live record of the incidental notes and observations made by teachers in relation to your child. The Chronicle may include observations of attitude and behaviour, attendance, uniform, wellbeing concerns as well as celebrations of your child's success. Parents can view these via the Student Profile section.

COMPASS

A guide to the basic functions of Compass can be found at www.compass.education/guide.

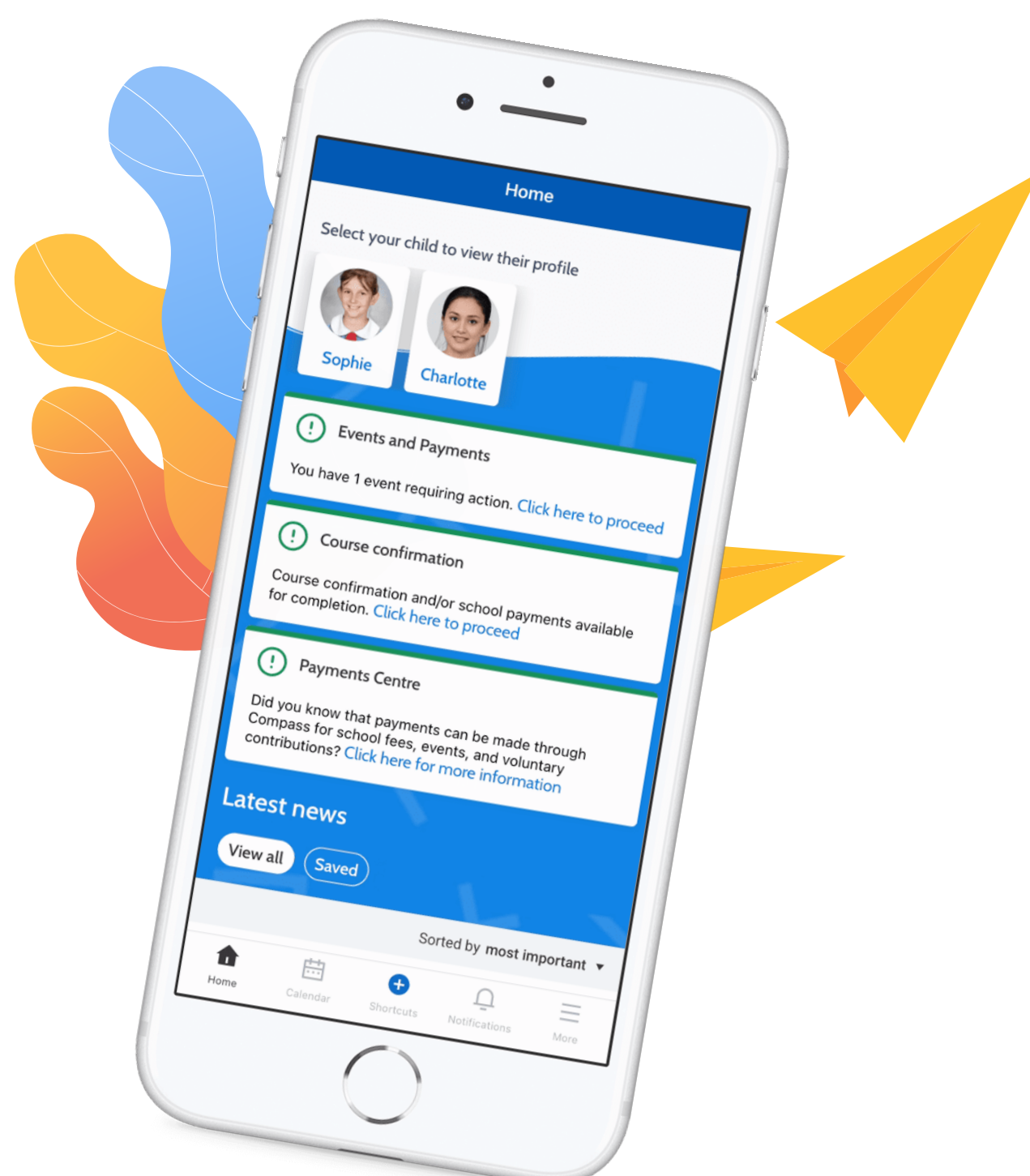
It is essential that parents log in to Compass on a regular basis to access the news feed and other relevant information. It is also essential that the Username and Password details attached are kept in a safe place, and NOT made available to your child.



The screenshot shows the Compass web interface for a student named Edie Allen. The interface includes a top navigation bar with icons for home, calendar, pencil, grid, people, and star. The main content area is divided into several sections:

- Student: Edie Allen - 05A, Year 5** (Active status)
- Dashboard** (Schedule, Learning Tasks, Attendance, Reports, Analytics, Insights)
- Student: Edie Allen** (Profile information: 14 years, 1 month (01/01/07), CAR0050@compass.edu.au, Student IDs: CAR0050, Groups: GRYFFINDOR, 05A, Year 5, Today's Attendance: 0/0, Contact + Add buttons)
- Student Chronicle** (Date Filter: This Year, Chronicle Summary table, Displaying entries made between 1/1/2021 and 31/12/2021 for: All Categories)
- Friday, 05 February 2021** (Calendar view showing events from 8am to 5pm)
- Compass Sickbay Template** (Recorded by Amy Arlo - AWHITEHEAD, NOTHING, Sickbay Check-in Time: 11:00 AM, Sickbay Check-out Time: 11:26 AM, Sickbay Comment: Sore leg after tripping on stairs. Provided ice pack and bruising has reduced. Edie felt happy to continue the recess after sitting down, Compass Sickbay, Recorded 2 minutes ago)
- Individual Learning Plan** (Recorded by Amy Arlo - AWHITEHEAD, NOTHING, Teacher: Amy Arlo, Plan Date: 05/02/2021, Semester: 1, Goal #1: Begin to expand vocabulary when writing and learn to use as dictionary and spell-check to edit writing, School / Home Activities #1: Use of a diary to practice spelling and story-telling, Individual Learning Plan, Recorded 4 minutes ago, Occurred 10 minutes ago, Pin Expires: Never)
- Academic Award** (Recorded by Amy Arlo - AWHITEHEAD, NOTHING, Type of Award: Community Service, Reason for Award: Edie represented Magic P-12 school values on our recent visit to the animal rescue. Her volunteer efforts were greatly appreciated by the group, Awards, Recorded 9 minutes ago, Occurred Jan 29 at 11:15am, Award.png)
- Sommers Camp - AWHITEHEAD** (Feb 10, 2021, 9:00 AM)
- School Fees - 2021 - AWHITEHEAD** (Feb 28, 2021, 9:00 AM)

Compass (78.1326 / 12.1.51.0 / ME1PD03#11) © Copyright 2021 - Website Policies



JUNIOR YEARS INFORMATION

Curriculum overview

Students from Foundation to Year 4 have 25 hours of instruction each week. Each day is broken into 5 x 60 minute lessons, including 2 Literacy lessons and 1 Numeracy lesson. Students will learn the following classes during their time in the Junior Sub-School:

- Literacy
- Numeracy
- Art
- Spanish Language & Culture
- Physical Education & Health
- Respectful Relationships and Positive Education
- Science
- Humanities / Inquiry
- Sport



JUNIOR YEARS INFORMATION

College / Library Bag

All students are required to take special care with library books and other College property as well as their personal property when travelling to and from College. Foundation students are provided with a library bag while the provision of an appropriate College bag for all students will ensure the protection of both College and personal property.

Assemblies

A formal assembly of the whole F-4 Junior Sub-School is held every Monday morning at 9.00am, weather permitting. Students assemble in class groups. This assembly enables the students to focus on the singing of the National Anthem, acknowledgement of country and the reciting of the College 'Pledge' as led by a Year 4 students. Messages and specific whole College issues are also considered at this time. It is important that all children be at the College in time for this assembly.

On Fridays, students gather at 12.50pm for a 40 minute 'whole campus' Assembly. An agenda of class, group or individual cultural activities, classroom program displays or exhibitions, reports of various College and community based activities, presentation of 'awards', recognition of birthdays, celebrations of various activities, focus for student welfare issues, etc., is chaired by a teacher or a student. The assembly is a special feature of Terang College's 'Student Welfare' program and parents are welcome to attend at any time but particularly if their child is performing.

Camps

- Foundation: Foundation students experience an extended afternoon at the College to prepare them for future camps.
- Years 1-2: Students take part in a sleepover at the College.
- Years 3-4: An annual camp alternates between Kangarooie and Dunkeld.

Please note that future camps may alter from the above in the event of booking or logistical issues.



MIDDLE YEARS INFORMATION

Adjusting to Middle Years Education

Traditionally even within a primary setting, the progression from Year 4 to Year 5 is significant. Within the middle years of education (Year 5-8) students begin to develop more independence as they grow and mature. This process is supported within the Middle Years Sub-School at Terang College as students move away from being entirely dependent on teachers for their learning. Teachers and students work towards an interdependent relationship where the teacher is a facilitator, supporting the student to develop independent skills that will be essential for their journey into the future.

The Middle Years promotes interdependence through many facets, including assisting students to:

- Take responsibility for their belongings.
- Participate in a broader range of specialist classes.
- Develop strategies to promote resilience and flexibility, given an increased exposure to different, and more subject specific teaching styles.
- Organise and take the correct books needed for each class.
- Be accountable for their education, submitting homework on time and following up any work they may have missed through absences.

As a parent or guardian of a Middle Years student, you can assist this progression by allowing your child to take responsibility for components of their education. With guidance, allow your child to:

- Pack their own bag the night before school.
- Organise their sport clothes for P.E and Middle Years Sport.
- Return required forms/notes to the College.
- Be responsible for various communication tools from the College to home. For example, newsletters, notes for excursions, etc.

As in all aspects of education, student outcomes improve when the College, teachers and parents communicate effectively and are working towards the same goal.

This is recognized and highly valued at Terang College and within the Middle Sub-School. Please feel free to contact the College or Sub-School Manager at any time.



MIDDLE YEARS INFORMATION

Curriculum overviews

Students in Years 5-6 continue to be taught most subjects by their classroom teacher, with specialist teachers taking some lessons. For students in Years 7-8, there is a homeroom teacher who teaches one of the core subjects, and specialist teachers for their other subjects.

Students in Years 5-8 all have 25 hours of instruction each week. Each day is broken into 5 x 60 minute lessons.

Students will learn the following classes during their time in Years 5-6:

- Literacy
- Numeracy
- Art
- Spanish Language & Culture
- Cooking & Gardening
- Physical Education & Health
- Respectful Relationships and Positive Education
- Science
- Humanities



Students will learn the following classes during their time in Years 7-8:

Core subjects – ran all year.

- English
- Mathematics
- Physical Education
- Health
- Science
- Humanities
- Respectful Relationships and Positive Education

Specialist subjects – alternating each semester.

- Design & Technology
- STEAM Program
- Art
- Music
- Food Technology
- Visual Communication



MIDDLE YEARS INFORMATION

Camps

- Years 5-6: An annual camp alternates between Sovereign Hill and Melbourne.
- Years 7-8: An annual camp alternates between Anglesea and Halls Gap.

Please note that future camps may alter from the above in the event of booking or logistical issues.



SENIOR YEARS INFORMATION



Adjusting to Senior Years Education

Adapting to senior school education can be a daunting task for many students. This is a time of considerable personal, physical and social change for students as they explore the world, continue to develop their independent identity and make steps towards their post-school career paths.

Students are expected to show greater responsibility for their learning each year as they progress towards a Year 12 Certificate. Alongside this, students are given more choice in subjects which align to their strengths, interests and potential career paths.

There are ways in which parents can help ease the process. For starters, it's always a great idea to stay involved in your child's academic journey by engaging in discussions about their classes and assignments, and keeping abreast of any pertinent information conveyed by their educators via Compass, email and other means.

It's also recommended that parents encourage their kids to get involved in activities outside of their academic studies, such as sports, music, or community service programs. Engaging in these extracurricular activities can help foster new friendships and promote a sense of belonging in the new school environment.

Finally, it's important to provide your child with a supportive and comforting home environment, including a designated study area free from distractions, frequent breaks, and recognition of academic success. By taking these measures, you can help your child transition successfully to the new and exciting challenges of senior school education.

SENIOR YEARS INFORMATION



Curriculum overviews

Students in Years 9-10 continue have 25 hours of instruction each week. Each day is broken into 5 x 60 minute lessons. Students will learn the following classes during their time in Years 9-10:

Core subjects – ran each semester:

- Homeroom
- English
- Mathematics
- Science
- Humanities
- Respectful Relationships and Positive Education

Specialist subjects:

- Information & Communication Technologies
- Careers

Elective subjects – these change each semester and are chosen by students

- Courtyard Café
- Agriculture
- Metal & Wood work
- Textiles
- Visual Art
- Spanish Language & Culture
- Music

Students in Years 11-12 choose to complete the VCE or VCE-VM certificate, following course counselling and subject selection processes during the year which include parent input. Both of these are two-year certificates and is it expected that students complete both Years 11 & 12 in order to attain their Victorian Certificate of Education.

Students can choose from a wide range of subjects which suit their strengths and interests. In 2023, VCE subjects include:

English
General Mathematics
Maths Methods
Biology
Chemistry
Physics
Product Design & Technology
Art: Making & Exhibiting
Physical Education
Psychology
Business Management
Food Studies

SENIOR YEARS INFORMATION

Camps

- Years 9-10: An annual camp is put to students for their preference. In recent years this has been Central Australia or Snow Camp.
- Year 11 – Work Experience Camp in Melbourne.

Please note that future camps may alter from the above in the event of booking or logistical issues.

Careers

Terang College offers Careers Education, course selection and counselling for students to develop their pathway planning. Students in Years 9-12 have opportunities to attend Career Expos, tertiary institution presentations or other career related events such as Work Experience at Year 10.

The Terang College Careers website can support student pathway planning. The website can be accessed at www.terangcollegecareers.com.



VCE

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment. The minimum requirement is satisfactory completion of 16 units, which must include:

- three units from the English group, including a Unit 3–4 sequence
- at least three other sequences of Unit 3–4 studies, which can include further sequences from the English group.

Students are expected to attempt 12 units in the first year and 10 units in the second year of their VCE studies. All studies are offered and the program for each VCE year is determined by student choice, College facilities and staff qualifications.

Assessment in the VCE

For satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work and assessment tools related to the outcomes. Students will be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit.

The decision to award an S for satisfactory completion of a unit is separate from the assessment of levels of achievement for study score calculation. VCE unit results (S or N) contribute to satisfactory completion of the certificate.

Outcomes

- Every unit has a set of learning outcomes, directly related to the areas of study in that Unit. The subject teacher, who may use a range of assessment methods, assesses them.
- Outcomes are assessed as S (Satisfactory) or N (Not Satisfactory). Each Unit has a number of outcomes and an N for any one of these gives the student an N for the unit. It is from the outcome grades that satisfactory or not satisfactory completion of a unit is determined.

Authentication Procedures

Students must submit work for assessment that is solely their own. All assistance received in producing work must be acknowledged and transparent to the assessor. Students need to be aware that it is their responsibility to ensure that the teacher has no difficulty in authenticating their work. They should understand that teachers cannot authenticate work in which they have insufficient evidence to verify it is the students own work, until further evidence is provided. Subject teachers unable to verify students work will contact the Sub-school Manager for further investigation.

VCE

Graded Assessment Tasks

- For students undertaking Units 1–2, there will be a variety of tasks in each unit that will be graded. In addition to this there is a school based examination to be undertaken at the end of each unit. Note that all school based examinations provide students with the opportunity to gain examination experience and provide feedback on their performance.
- For students undertaking Units 3–4, there will be School Assessed Coursework (SAC) and/or School Assessed Tasks (SAT) for each unit. In each study there will be a combination of this school assessed work and examinations, which are assessed directly by the VCAA. Grades will be awarded on the scale A+, A, B+, B, C+, C, D+, D, E+, E, UG or NA.

Please note: All marks and grades awarded by the College are conditional and may change as a result of statistical moderation. It is from these grades in each study that the VCAA determines the student's study score which is then used to derive their ATAR.

Calculating the ATAR

The ATAR is calculated by taking the:

- Scaled score in English Units 3–4 or EAL English Units 3–4 or English Language Units 3–4 or Literature Units 3–4
- Next best THREE scaled scores for Unit 3–4 sequences
- 10% of any 5th scaled score for a Unit 3–4 sequence
- 10% of any 6th scaled score for a Unit 3–4 sequence

The total score will be used to place each student in a percentile rank, thus forming their ATAR. The highest rank is 99.95. Ranks below 30.00 will be reported as 'less than 30'. If a student receives a rank of 75.00, it would mean that they had achieved an overall result equal to or better than 75% of the applicants for that year. The rank provided by the ATAR places every student in Victoria along a continuous line from highest (99.95) to lowest (0.00).

The VCE studies that are used to calculate an ATAR are: up to six Unit 3–4 studies from all VCE studies, including some VET certificates.

VCE VOCATIONAL MAJOR (VCE VM)



The VCE Vocational Major (VCE VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non ATAR pathways) or directly into the workforce.

Aims of the Vocational Major

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

Completion of the Vocational Major

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

Structured Workplace Learning

The VCAA has determined that Structured Workplace Learning (SWL) is an appropriate and valuable component of all VCE VET programs. SWL involves on-the-job training in which students are required to master a designated set of skills and competencies related to VCE VET programs. SWL experiences help students relate theory to a real world work environment while developing their skills. All students will undertake structured workplace learning as part of the VCE VM. This will be linked to their VET course. Students are expected to investigate their own work placement with the support of the College and should be planning this well in advance of the school year starting.

VOCATIONAL EDUCATION & TRAINING (VET)



Vocational Education and Training (VET) Certificates are courses of study that are nationally recognised and accredited. VET enables students to gain industry oriented training in preparation for further learning or entry into the workforce (e.g. Certificate III in Music Industry). Most certificate programs run over two years and are made up of a number of Units of Competence.

A VET in Schools program is usually made up of VCE/VET Units that are delivered by an RTO at the student's school or another school within the local area. Contribution to the VCE VET is fully incorporated into the VCE.

Key features include:

- VET programs usually have a Unit 1–4 structure.
- When calculating the aggregate, VCE VET Unit 3 and 4 sequences with a scored assessment are treated in the same way as other Unit 3 and 4 VCE studies.
- VCE VET unscored sequences include the sequence as an increment (the fifth and/or sixth study). The amount of an increment is determined by calculating 10 percent of the fourth study score of your primary four.

Assessment in VET

Students will receive an S for a unit of competency if they have been assessed as competent in the unit. The final assessment decision is made by their registered training organisation (RTO). Satisfactory completion of VCE Vocational Education and Training (VET) units is calculated automatically as students satisfactorily complete units of competency. Most VCE VET programs consist of four VCE VET units containing one Unit 3–4 sequence. The exceptions are some smaller Certificate II qualifications where the credit is only at Unit 1 and 2 level and some larger Certificate III qualifications that may provide two Unit 3–4 sequences.