Middle School Handbook
Values are beliefs, qualities or traits that are considered worthwhile; they are our highest priority; they are the driving force in our lives; they are what govern our behaviour and the choices we make. At Newhaven College, after consultation with staff, students and parents, our core values were decided upon, defined and declared. These are:

**Respect** - Treat oneself, others and the environment with care and compassion. Embrace the values and beliefs of others.

**Excellence** - Seek to accomplish worthy and admirable outcomes in everything you do. Approach life with resilience and perseverance. Embrace challenges with enthusiasm and confidence.

**Responsibility** - Be accountable for one’s own actions, resolve differences in constructive and peaceful ways, contribute to the community and behave in an environmentally sustainable way.

**Honesty** - Be sincere and seek the truth. Be truthful to yourself and others.

**Empathy** - Be open to others and their cultures; accept and respect diversity within a democratic society. Understand the beliefs and experiences of others.

As members of the Newhaven College Community, we are all accountable to these values and should strive to fulfil them in all that we do.
I would like to welcome all new and continuing families to Newhaven College.

At Newhaven, we understand that your child is an important individual who deserves the very best education that we can provide. A key role for me as an educational leader is to develop professional and personal relationships with students, staff and the wider community so that together, we can assist every child to reach their potential. We work hard to treat all our students as individuals and endeavour to meet their specific needs.

What sets Newhaven College apart is the high quality of our teaching staff, our focus on a carefully balanced program throughout the school and our carefully managed pastoral care program. I hope that you will share in the many successes of our students and trust that you will join us in encouraging your child to always work to the best of their ability. It is most important to remember that in any class, a diverse range of skill, knowledge and talent will be displayed and that students will progress at different rates. However, students are expected to set high standards for themselves and always aim to achieve their personal best.

Making learning enjoyable is key. Good education is not passive – it is an active, purposeful process. Newhaven encourages all students to be active participants in learning. Our curriculum aims to present just the right amount of challenge, where students are encouraged to take risks, step out of their comfort zones and to work toward making breakthroughs and overcoming obstacles. Learning needs to be structured – so we have formal and informal schemes of work and clear procedures for assessing progress. Learning should also be flexible and go beyond the classroom, so trips, activities tours, co-curricular events and special projects all feature in our program.

Caring for others and respecting others are key principles for everyone at Newhaven – staff as well as students. It is expected that our values of Excellence, Empathy, Honesty, Respect and Responsibility are practised by all in our community. We hope all our young people have a learning experience which enables them to become responsible, active citizens who value both themselves and their community.

We invite parents to join us in working to achieve these aims. A solid partnership between home and school is an essential element in the successful learning journey of your child. Your input is welcome and valued as is your assistance with or attendance at the many and varied opportunities available throughout the year. We have dedicated parent volunteers who assist in our classrooms, with our sporting teams and other extra-curricular activities. We would love to have you on board as well.

We look forward to a happy and rewarding partnership with you and your child while he or she is enrolled at Newhaven College. I wish all our students much enjoyment, fulfilment and success this year, and look forward to the contributions that they will each make.

Gea Lovell
Principal
I would like to extend a warm welcome to all Year 7 and 8 families and the students who will be among the first to enjoy our new Middle School facilities.

Pastoral Care at Newhaven College is supported by a system of Home Group Teachers and Year Level Coordinators in the Middle School. These teachers take responsibility for the wellbeing of individual students in their care. However, effective Pastoral Care depends on the mutual respect and trust that exists among all teachers and students. It is reflected in the way we conduct ourselves and the care for one another that characterises life at Newhaven College. Effective Pastoral Care is also dependent upon strong and healthy partnerships between the home and school. Such partnerships are nurtured and fostered at Newhaven College.

I look forward to working with our Middle School community and wish your child every success in their endeavours.

Jason Scott
Vice Principal and Head of Senior School
jason.scott@newhavencol.vic.edu.au
Phone: 5956 7505
Welcome to Middle School

I would like to add my welcome to all of our new and continuing families in Year 7 and 8.

As you will read in this Handbook, our programs are intended to optimise the social, emotional and academic capabilities that our Year 7 and 8 students need to acquire in order to be successful in school, experience well-being, and have positive relationships that include making contributions to others and the community. I encourage all students to recognise the importance of the academic program, as well as becoming involved in the wider life of the school.

There are many opportunities to participate in activities that occur outside the classroom; within year levels and across the wider school community. All students are encouraged to become involved, as these activities help students to feel part of the College, build pride in the school and strengthen our school spirit.

I look forward to working with you and your child as we continue to develop our community together.

Jane McGillivray
Head of Middle School
jane.mcgillivray@newhavencol.vic.edu.au
Phone: 5956 7505
# PASTORAL CARE

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<td><strong>Head of Middle School:</strong> Mrs McGillivray</td>
<td><strong>Co-ordinator:</strong> Mrs Pearce</td>
<td><strong>Co-ordinator:</strong> Mrs Davidson</td>
<td><strong>Co-ordinator:</strong> Mrs Kelly</td>
<td><strong>Head of Year 9:</strong> Mr Pearce</td>
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**House:** Bass, Clarke, McHaffie, Sambell

## Year Level Co-ordinators

At Newhaven College in Middle School there is a Year Level Co-ordinator Pastoral Care system. This system is the cornerstone of Pastoral Care in the Middle School. Each student is a member of a Home Group of their peers which is led by their Home Group teacher, who is supported by the Year Level Co-ordinator.

![Mrs Karen Pearce](image1.png)  
Mrs Karen Pearce  
Year 5 and 6

![Miss Elissa Davidson](image2.png)  
Miss Elissa Davidson  
Year 7

![Mrs Melinda Kelly](image3.png)  
Mrs Melinda Kelly  
Year 8

![Mr Ric Pearce](image4.png)  
Mr Ric Pearce  
Year 9

The Year Level Co-ordinators are responsible for the overall running of each year level. They are also responsible for the pastoral care and discipline of students in the year level and are concerned with developing a positive year level spirit, encouraging leadership and participation and supporting students in times of need. Parents should contact their child’s Home Group Teacher or classroom teacher if they have any concerns about their child’s progress.

The main aim of the year level system is to develop a sense of community within the School where members care for one another and work together for the benefit of all.
KidsMatter

KidsMatter is a mental health and well-being framework that is utilised at Newhaven College to make a positive difference in the lives of our students. You Can Do It is one of the specific programs embedded in our Prep to Year 8 curriculum. You Can Do It optimises the social, emotional and academic capabilities that all young people need to acquire in order to be successful in school, experience well-being, and have positive relationships that include making contributions to others and the community.

The program at Newhaven College develops our students’ social and emotional capabilities including; confidence, persistence, organisation, getting along and emotional resilience. Central to the development of these five foundations is instilling the 12 Habits of the Mind in our Year 7 and 8 students including:

- Accepting myself
- Working tough
- Setting goals
- Planning my time
- Taking risks
- Being tolerant of others
- Being independent
- Thinking first
- I can do it
- Playing by the rules
- Giving effort
- Social responsibility
Student Leadership

Newhaven College provides many opportunities for student leadership. The Senior Cabinet includes School Captains and House Captains and is the student voice. Ideas come to cabinet via the Student Representatives in Home Groups. Year 7 and 8 students are encouraged to express their ideas in the informal Home Group setting with the Student Representative Council member in their Home Group. Year 8 students also have leadership opportunities as the Vice-Captains of the Middle School and as part of the Middle School Cabinet.

2016 School Captains:

Jade Dalton  Duncan Hunt  Jaz Hendry  Alex Swan

Leadership Opportunities in the Middle School

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<td>Buddies for Prep</td>
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In 2016 the Middle School Captains are:

Molly Hosken  Year 9 Captain
Jack McDonald  Year 9 Captain
Shae White  Year 8 Vice-Captain
Sam Taylor  Year 8 Vice-Captain
CO-CURRICULAR PROGRAM

Newhaven College offers a very comprehensive Co-curricular program that is rich in diversity and is an essential part of our school culture. The staff work with students in Middle School within the Co-curricular program, which provides a wonderful opportunity for staff and students to interact positively outside of the classroom environment.

This takes the form of a multifaceted approach, which allows students to experience and pursue a range of different interests.

These include:

- House Competitions
- Sports Program
- Performing Arts Program and
- Tournament of the Minds

House Competitions

- Athletics
- Swimming
- Cross Country
- Netball
- Soccer
- Surfing
- Debating
- Public Speaking
- Chess
- Drama
- Dance
- Music
- Netball

These activities allow for healthy competition and the pursuit of excellence in a range of fields, encouraging the supportive participation of all students. These days are immensely enjoyable and important for students to help connect them to their peers. This is found by many students to be one of the most enjoyable aspects of their life at Newhaven College.
Sport Program

Another important adjunct to the Co-curricular area is the weekly afternoon sport program. Sports offered match those played in SEISA competitions. In Terms One and Four, students select from Basketball, Cricket, Softball and Tennis, and in Terms Two and Three the sports offered are Football, Hockey, Netball and Soccer as well as a five week block of spring sports such as Golf, Athletics, Girls AFL and Surfing. Students are involved in fitness work, skills, drills and game situations. Many choose to represent the school in the summer and winter SEISA sport fixtures.

Inter-School Competition – South Eastern Independent Schools Association (SEISA)

- Athletics
- Swimming
- Cross Country
- Dance
- Volleyball
- Girls AFL
- Cultural Festival (Chess, Debating, Public Speaking, Theatre Sports, Dance)
- Surfing
- Golf
- Table Tennis
- Badminton

Summer and Winter Team Sports

- Tennis
- Basketball
- Softball
- Cricket
- Football
- Soccer
- Netball
- Hockey
- Dance

Students also have the opportunity to compete in Inter-school equestrian events and surfing championships.
Performing and Visual Arts

Students have the opportunity to participate in a wide range of Co-curricular activities in the Performing and Visual Arts. All students are encouraged to be involved in these activities. These include:

- Major School Production
- Community Arts Program (at Year 9)
- Arts Soiree
- Art Exhibition
- Concert Band
- Junior Band
- Other musical and voice ensembles
- SEISA Dance and Drama
- Backstage in areas such as crew, lighting, sound, costume, set design and set construction.

Our students are often asked to participate in local community events, assemblies, and other special days on the school calendar. These include Information Evenings, Open Days and Presentation Evening. They provide wonderful opportunities for students to demonstrate their skills and enjoy performing.

Music Lessons

All students have the opportunity to learn a musical instrument. Private or shared lessons are available in a wide variety of instruments from guitar to flute to voice. Arts evenings provide students with the chance to perform in front of an audience. Please note that there is a cost for lessons.

Our co-curricular program provides great opportunities for students to pursue interests, develop skills and display talents beyond academic fields. It is also important in developing team spirit, strengthening a sense of belonging to the College community and giving students further opportunities for experiencing success.

Tournament of the Minds

The Tournament of the Minds programs has been a wonderful part of the Newhaven College program for a number of years. It involved teams of students collaboratively problem solving in a fun and competitive environment. Teams initially compete regionally, with successful teams moving on to compete state-wide and nationally. These can prove wonderful experiences for students to expend their skills outside of the classroom.
YEAR 9

Yourself, Your Community, Your Future...

It is with great excitement and enthusiasm that I welcome you to the Newhaven College Year 9 Environmental Centre. We have developed an innovative and practical program that aims to keep students active and engaged in their learning. Students continue to develop skills in key areas and have an opportunity to explore many new concepts and experiences.

The focus of the program is to work with students to develop a sense and understanding of three key themes;
- The Environment
- Communities and how they function
- Self and relationships with others

The strong environmental theme encourages all students to gain a greater understanding and appreciation of the environment that we all live in. Students will undertake extensive studies on environmental themes that address local, national and international issues. The notion of environment is broad and is addressed in a variety of subject areas.

The program is underpinned by the concept of interdependence, in that we all rely upon and are influenced by each other. The Year 9 Environmental Centre is a Community in itself, in which we all have an important role to play. We encourage the students to make the most of each and every opportunity during the year.

Please do not hesitate to contact me regarding any aspect of the Year 9 Program or your child’s progress.

Ric Pearce
Head of Year 9 Environmental Centre
ric.pearce@newhavencol.vic.edu.au
Phone: 5956 7505

Year 9 is the final year of the Middle School for Newhaven College students and as such it a peak experience in many ways. Through the experiences of Year 9 students are encouraged to take advantage of the many opportunities to open their awareness, undertake a journey of discovery, learn to think critically, and take appropriate risks that are deliberately placed in their path.

I wish our Year 9 students all the best in an exciting journey of discovery as they are stimulated, challenged and rewarded through the many opportunities that the Year 9 Environmental Centre offers.

Jane McGillivray
Head of Middle School
jane.mcgillivray@newhavencol.vic.edu.au
Phone: 5956 7505
Year 9 Environmental Centre Mission Statement

We are an interdependent sustainable community, learning to take responsibility for ourselves, our community and our environment.

Through holistic learning we open our awareness, undertake a journey of discovery, learn to think critically, and take appropriate risks.

Year 9 can often be a time of dislocation and disengagement for students. It is a period when boundaries are likely to be pushed and the influence of parents and teachers competes with peer group pressure in guiding the decisions made by the individual.

Adolescence can also be a period of confusion; young people may have difficulty in understanding themselves and their role in the community.

Year 9 places students in the middle years of their secondary schooling. There is a tendency for the students to question the relevance of their education and some have difficulty in remaining focused on their studies.

The final year of VCE seems a long way off and motivation can easily wane. There are challenges in teaching and learning which require innovation to ensure effectiveness.

Our specific aim is to provide an academic program which blends elements of demonstrated conventional approaches with an engaging, innovative and integrated curriculum. Most of the program will be based on environmental themes. Particular emphasis will be given to the students’ personal development and enhancing their sense of community. The program aims to provide opportunities for practical and activity based learning in all facets of the curriculum.

The Year 9 Environmental Centre program is exciting, relevant, challenging and stimulating. The program’s design and key competencies provide enormous potential for adopting a variety of teaching styles, giving value to the experiences and skills students bring to their own learning, and enhancing the academic development and personal growth of our students.
Pastoral Care

Pastoral care at the Year 9 Environmental Centre is supported by the student's Home Group Teacher, the Head of Year 9 and the Head of Middle School. The student’s Home Group Teacher is the first point of contact for any issues relating to a student in their class. These teachers take responsibility for the wellbeing of individual students in their care.

Effective pastoral care depends on the mutual respect and trust that exists among all teachers and students. It is reflected in the way we conduct ourselves and the care for one another that characterises life at Newhaven College. Effective pastoral care is also dependent upon strong and healthy partnerships between the home and school. Such partnerships are nurtured and fostered at Newhaven College.

Each Year 9 student is assigned a Home Group Teacher. The Home Group Teacher has primary responsibility for the individual student’s care and wellbeing whilst at the Environmental Centre. A large number of the individual student’s classes are taught by their Home Group Teacher. This allows them to develop extensive knowledge of the individual student's pastoral and academic requirements. Parents should contact their child's Home Group Teacher if they have any concerns about their child's progress.

The Home Group Teachers are responsible for the overall running of each Home Group. They are also responsible for developing a positive spirit, encouraging leadership and participation and supporting students in times of need. The main aim of the Home Group system is to develop a sense of community within the Home Group where members care for one another and work together for the benefit of all.

The House System

Whilst in many ways being at the Year 9 Environmental Centre is a unique experience, the House System allows students to remain connected to the wider school community. Students retain their House allocations from Middle School. The Heads of House are responsible for the overall running of each House, including the development a positive House spirit, encouraging leadership and participation and supporting students in times of need. The main aim of the House system is to develop a sense of community within the House where members care for one another and work together for the benefit of all.

Transition to the Year 9 Environmental Centre

During first term, students will be involved in transition programs to further develop their sense of belonging at the school and to help them establish themselves as members of a Home Group, a Year Level, and within friendship and other activity based groups. A Year 9 orientation program will take place during Term 1, where students will have opportunities to adjust to timetables, subjects and other activities whilst meeting their teachers. Students will spend time getting to know each other and addressing the organisational and administrative processes of the Year 9 Environmental Centre.

Introductions will also take place for each subject, identifying the students' work requirements and participation expectations. Parents are encouraged to go through the list of rules, behaviour and expectations in the Record Book to reaffirm their child’s understanding of these issues.

Home Group Teachers will contact all parents within the first two weeks of term. This is an important time to get to know the people who have regular contact with your child and perhaps address any initial concerns or queries about your child’s transition.
The Curriculum

English
The English program aims to enable all students to develop their critical understanding and control of the English language, so that they can use it in a wide range of situations, from the personal and informal to more public occasions. The program uses a variety of text and media to develop students’ analytical thinking skills. Students continue to develop essay writing skills, and creative writing gives students the opportunity to share areas of interest and develop narrative writing skills. A clear focus is placed on spelling, grammar and syntax. The use of language plays an important role in all aspects of the Year 9 curriculum.

Mathematics
The Year 9 Mathematics curriculum aims to provide all students with a broad range of the necessary skills and techniques to enable each student to choose their best option for their senior mathematical studies. Building on previous mathematical strengths and abilities, and introducing new abstract mathematical concepts such as applying algebraic formula, students are encouraged to excel in a variety of topics, enabling a wide range of skills and thinking processes to be added to their mathematical repertoire. All students are expected to apply themselves to their mathematical studies in order to achieve their very best. As a means of supporting and encouraging this effort and application, a number of ‘real-world’ examples are included in their studies; students are frequently involved in meaningful projects that require them to apply their mathematical knowledge to a range of ‘real-life’ situations. From statistical data manipulation derived from student-designed surveys, to population sampling and designing house floor plans with particular regard to budgeting constraints, students experience many actual applications of the mathematical concepts being delivered as a part of their curriculum.

The Mathematics program develops sequentially and is designed to provide all students with a strong and effective basis for further studies in Mathematics in Year 10 and VCE.

IDEAS (Inter Disciplinary Exploration of All Subjects)
This is a core subject in the Year 9 Environmental Centre program, where we aim to integrate all traditional subjects to create meaningful and realistic links between learning and the students’ lives.

During the course, students work independently and collaboratively whilst developing further awareness, knowledge and understanding of the physical, biological, social and cultural environments of the West Gippsland region. These investigations are enhanced by a fieldwork program that introduces students to a range of guest speakers, innovative approaches to classroom learning and specific research tasks.

In the latter part of the course, students self-manage a significant portion of their class time and immerse themselves in a self-directed learning project entitled ‘Act Now’. Act Now is designed to bring coherence to the wide range of experiences and skills students have developed throughout the year. The project criteria ensure strong links to self-development, environmental respect and community connections.

Science
Year 9 Science encourages students to develop their sense of scientific enquiry and ethics relating to the application of science in society. The Science program examines topics such as Sustainability, Light, Human Biology and Polymers with a large emphasis on learning through practical experiments. A number of thinking strategies are employed to help make students’ learning more visible. Concepts learnt in Science are reinforced through other subjects such as IDEAS.

The Science program builds upon Year 8 Science and provides a sound knowledge base for the Year 10 Science program. Students are also encouraged to develop their passion for the sciences through attending the Science Experience, and working with scientists as part of the ‘Scientists in Schools’ Program.

Mind Body Soul
Mind Body Soul incorporates physical activities with health and mental wellbeing. Students participate in a range of physical activities that strive to improve student fitness and involvement in outdoor activities. Students will participate in a regular active physical program. The subject delivers a variety of lessons and workshops that introduce students to: identity, party safe, drug and alcohol awareness, sexual health and relationship issues.
Languages (Japanese)
In Japanese, students further develop their language skills and discover more about the culture of Japan in a context that is relevant to their own interests and experience. The students will also study, geography, customs, family life and ceremonies. Students who currently study Japanese are strongly encouraged to continue with their studies. Students also have the opportunity to study another language by distance education.

Literacy
This subject consolidates and develops the literacy skills of students with a strong focus on grammar, spelling and writing. Each term students are presented with a different theme to work within such as poetry, journeys, issues and the media and portfolio development. Literacy has strong links with the English program, allowing students to identify and focus on improving areas of weakness.

Community Project
Community Project is a significant part of the Year 9 Environmental Centre program. The project’s aim is to achieve intensive off-campus, community based learning with a range of groups around Phillip Island. Students will have the opportunity to participate in a range of projects, including working with Junior School students, the elderly, animals (through the Cows Create Careers Program) and actively participating in environmental projects.

Electives
Students will select two electives, with each being undertaken for a semester. Please check the Elective Form for what will occur in each semester. The Electives are as follows; Food Studies, Music, Art, Dance, Design Technology (Wood / Metal / Plastic), Design Technology (Textiles), Drama, Media/Photography and PE. Please note that these subjects will only run according to student interest.

The City Experience
The City Experience is a city orientation program during Term 2. The program is diverse with students not only immersing themselves in all the city has to offer via excursions and guest speakers, but also negotiating public transport, working on a group task and reflecting upon their experiences.

Families are required to make their own arrangements for student’s accommodation during the program. This may be with family, relatives, friends or other alternatives. The students travel into the city daily and are based at a classroom in the city area. The Year 9 staff attend daily during school hours with the students.

A separate information evening will be held for the City Experience program in Term 1.
Wollangarra
Each class undertakes a five-day program at Wollangarra Outdoor Education Centre. The program is called *Meet the Mountains* and it involves various activities including a three day bushwalk. General equipment for the program is provided by Wollangarra. Students will be required to have warm personal clothing. The program is a tremendous time of community development and students are able to learn how to work and interact with their peers in a positive and supportive manner.

Year 9 Arts Fest
During Term 4 students participate in an Arts festival involving both local and Melbourne based professional artists, who facilitate small workshops in Music, Dance, Art and Film. Students have the opportunity to experience Art mediums such as Painting, Textiles, Felting, Airbrush T-shirt design, Circus Skills, Film Making, Photography and Aromatherapy, just to name a few.

This unique experience gives each student a taste of the Arts that is only ever experienced at a tertiary level and has inspired many to continue with these disciplines in their senior years. For some students, it has been an experience that has led them into a career choice for the future.

The festival runs for a week and culminates in an open day where the Artworks and performances are on display for the school community.

One Last Thing…

In Year 9, *Examinations* are introduced to students for the first time. This allows students to begin developing the skills necessary for success in examination situations in the future. It also allows the assessment and development of study skills. Examinations in Year 9 are 60-90 minutes in length and occur in the following subjects: English, Mathematics, Science, IDEAS and LOTE.
Year 7 has traditionally been a very special time at Newhaven College, as it signals the transition for students from education in a primary format, with their main classroom teacher, to a more secondary experience with multiple specialist class teachers.

As mentioned previously, students will be overseen by our Year Level Coordinators, Mr David Prideaux in Year 7, and Mrs Melinda Kelly in Year 8. They oversee the day-to-day arrangements of the students, and are the chief liaison between Newhaven College and parents of Year 7 and 8 students.

Transition

During the first weeks of Term One, Year 7 students will have opportunities to adjust to timetables, subjects and other activities while meeting their various teachers. Students will spend sessions getting to know each other and addressing the organisational and administrative processes that occur in a secondary school. Introductions will also take place for each subject identifying the students’ work requirements and participation expectations. Parents are encouraged to go through the list of rules, behaviour and expectations in the Student Record Book to reaffirm their child’s understanding of these issues.

Throughout first term, students will be involved in transition programs to develop their sense of belonging to the school and to help them establish themselves as members of a form, and a year level; and within friendship and other activity based groups. Transition Days are set aside for this purpose.

Early in Term One, parents and students are invited to attend an informal evening with Home Group teachers, Year Level Coordinators, Heads of School and key staff. This is an important time to get to know the people who have regular contact with your child and perhaps address any initial concerns or queries about your child’s transition.

All Year 7 students will be allocated to a small group with other students from the same Home Group as part of an ongoing Peer Support Program. Trained Year 9 students will lead the students through activities and discussions, which will help the younger students to develop contacts with older students.
Camps

Year 7 students will participate in a camp early in Term One. The primary focus of this camp is to create student participation in a range of activities aimed to encourage new friendships, teamwork and general cohesion in the Year 7 group. Students will spend their time undertaking challenges in set groups, as well as activities within their year level.

These include experiences such as:

- Rock Climbing
- Kayaking
- Bushwalking
- Bike Riding
- House Olympics
- Kite-making

Students also participate in a camp in Year 8. The focus is more on teamwork, adventure and camping skills. The camps program at Newhaven College aims to develop students’ respect for the environment, appreciation of nature and ability to work within a team to plan and participate in personally challenging activities.
The Curriculum

The curriculum at Years 7 and 8 is designed to challenge and engage students whilst building a strong foundation for further study. Core studies such as Mathematics, English, Science and Humanities are complemented with opportunities to explore skills in areas such as Art, Home Economics, Music and Design Technology. Health and wellbeing are addressed in Physical Education and Personal Development/Religious Education classes, and students have the opportunity to learn Japanese. Underpinning the curriculum is Newhaven College’s Thinking Skills Framework, which ensures that students are taught, and given opportunities to use, a variety of tools to access higher order thinking skills.

At Year 7 there is a strong focus on providing a supportive transition, both academically and pastorally. The Year 8 program has an emphasis on experiential learning as preparation for the Year 9 Environmental Centre as well as a focus on Information and Communication Technology (ICT) skills.

In conjunction with Mrs Jane McGillivray, Ms Elizabeth Hall (Director of Studies) oversees curriculum development and operation within the school with the Heads of Faculty and Department.

English

Year 7 and 8 English activities integrate the skills of reading, writing, speaking, listening and thinking.

At Year 7, students begin the year with the study of identity. Activities revolve around the students presenting information about themselves and learning about others. In first term, students also undertake intensive language studies. This is designed to provide a foundation of language skills upon which to build, extend and enrich student understanding of grammar, syntax and punctuation. Students then study the novel, *When You Reach Me*, and are introduced to essay writing and ways of approaching set texts. In the second semester students explore Mythology, study Poetry and create their own poetry anthology. Public speaking is also a focus as students prepare and deliver formal speeches to their class. The year finishes with some reflective writing tasks.

The focus in the first term of Year 8 is on Short Stories and Poetry. Through a variety of examples, students analyse the important elements of these text types before creating their own. The Poetry Unit is completed in Term Two before students move on to study the genre of ‘Horror’. In this unit they analyse the features of the genre and interpret a number of different print and non-print texts. In Term Three students study a set text, *The Invention of Hugo Cabret*. There is opportunity for group discussion and creative responses; however, the emphasis is on skills of analysis and essay writing. In the final term students explore the way in which issues are presented in the media and learn important skills in Debating.

All Year 7 and 8 students participate in the *Bloom’s Thinking Skills Wide-reading Program*. They are asked to choose novels from a range of genres and keep an accurate record of their reading. Once per term an activity is completed based on a novel that has been read that term. The activities are selected from a range that incorporates Bloom’s Thinking Skills. This program allows students the freedom to choose set activities that best suit the novel read and their strengths. The activities feature a range of choices grouped under the Thinking Skill headings of: Remembering, Understanding, Applying, Evaluating, Analysing and Creating.

Mathematics

The Mathematics program at Year 7 aims to consolidate previous skills as well as challenge students with new areas of study. Students revise and extend their knowledge of number theory, fractions, decimals, percentages, measurement and representation of data. They are introduced to algebra and plotting graphs on the Cartesian plane.

In Year 8 a greater focus is placed on algebraic techniques such as solving equations, simplifying expressions and graphing lines. Students are introduced to directed numbers, probability and ratios. Some previously learnt skills are explored to a greater depth including percentages, measurement, geometry and statistics.

A variety of Thinking Routines are introduced in both Year 7 and 8 Mathematics. These are designed to create a deeper understanding of the content and can provide great motivation for learning. Students are exposed to worded questions, group activities, applications and problem solving. Various tools of assessment are used including tests, projects and problems solving tasks. Extension tasks and remedial exercises are provided to cater for individual differences and revision tasks help students to retain and hone their skills.
Science
In Year 7 students are introduced to a new working environment in the laboratory where safety and equipment are introduced. Students initially look at how scientists work and how to write practical reports. They look at technology and how it can be used in science to solve a number of problems. Other topic areas covered include Earth and Space science, separating mixtures and a study of forces in action. Semester two builds on the skills students were introduced to in Semester One. New areas of study include classification, habitats and ecosystems and the Earth’s resources. In all of these areas a practical approach is applied where students can use their natural curiosity to enhance their learning. This is particularly encouraged through the application of Technology throughout the course.

In Year 8 Science students begin with a study of chemistry, including the nature of matter, elements and compounds and the Periodic Table. This is then extended as a number of practical activities are used to investigate physical and chemical change. Students are introduced to Geology through a study of rocks and related Earth processes. Biological Sciences are covered by the study of cells and living systems, while Physics is introduced through the study of energy.

Science Club
Students at Newhaven College have the opportunity to participate in our Science Club. The emphasis is on doing fun science-based activities that are not covered in the classroom. Previously we have investigated cornflour slime, extracted DNA from fruit, made Alka Seltzer rockets, and studied chocolate science, among many other things. Students are encouraged to suggest activities, and regard it as ‘their club’. Science Club meets three times per term during lunchtime, and is open to all students from Years 7 to 12.
Humanities

Year 7 Humanities students begin with a study of what it means to be a good citizen. They are introduced to the basic language and skills of Geography and History. In the second semester the course then moves on to the exploration of the ancient civilisations of Rome, Greece, China and Egypt. The focus then moves to Geography as the course explores Australian environments and Global environmental change by looking at weather, natural disasters, rainforests and endangered species.

Year 8 Humanities students begin by investigating key geographic ideas within the national and international context, focusing on a study of the countries and key geographical features of Europe, the Middle East and Africa. Students apply their skills in a fieldwork research task that examines recreation patterns in the local environment. In Semester Two students explore the transition from the ancient to the modern world. The History course follows the Australian Curriculum in a study of The Western and Islamic World, The Asia Pacific World, and Expanding Contacts. ‘Medieval Day’ is always an engaging highlight that brings the curriculum to life. Students also gain a developed understanding of Australian systems of government in the final unit, Civics and Citizenship.

Physical Education

In Year 7 students participate in activities that develop fitness as well as individual motor skills. A variety of experiences including athletics, volleyball, softball, soccer, gymnastics, netball, hockey, football and cricket are provided. Co-operative behaviour and sportsmanship are encouraged through the knowledge of rules and strategies in sports and physical activities. Students further develop team spirit and enthusiasm for co-operative participation through a number of minor or modified games.

Physical Education in Year 8 is based on five-week units of major sports designed to allow students to build on basic movement patterns such as running, jumping, hitting, throwing and kicking while developing sport specific skills (i.e basketball lay-ups, volleyball serves). Students' fitness is also emphasised with regular activities aimed at improving strength, endurance, flexibility and speed. Fitness testing takes place at the end of each semester.

Health

Students examine their changing lifestyles as they move into the challenging adolescent stage of the human lifespan, and how this impacts on their health. The course examines the potential impact of school, home and the wider community. Students investigate the different types of relationships that exist between different friends and family and how to steer these relationships in directions that are as positive as possible. The ‘You Can Do It’ program is integral in this process. Some aspects of drug use in the community are also explored, including investigating the impacts of cigarettes, alcohol and some narcotics on the individual and the community. Exploring healthy diet and nutrition is also a key element of this course.

Languages (Japanese)

In the Year 7 program students learn Japanese characters and sounds. They study the basic elements of conversation such as greetings, introductions, expressions used at restaurants and simple questions while learning to read and write simple sentences in the hiragana script. Students not only develop a grasp of the Japanese language but also of the methods of language study in general.

Year 8 students extend their knowledge of the language by memorising hiragana, katakana, some kanji and adding to their vocabulary. They employ phrases for specific situations such as what they do in daily life.

In addition to language study, Year 7 and 8 students learn about Japanese culture including geography, customs, family life, ceremonies and origami. Japanese Day gives Year 7 students the opportunity to try Japanese cooking, martial arts, music and art.
Art
Year 7 students develop a broad range of skills in the design and production of art. They work in a variety of mediums including pencil, paint, collage and sculpture/construction. Students are introduced to production processes, graphic design, perspective and colour theory. They engage in discussions on the design and construction of artwork, and the influence of recognised styles of historical periods of art.

Year 8 students gain experience with a selection of drawing and painting media, as well as appropriate materials for three-dimensional construction. Students identify the use of the primary elements of art in composition – point, line, colour, form and texture.

Students at both levels are encouraged to take pride in the exhibition of their artwork and engage in constructive evaluations of the aesthetic and technical success of each piece. There are opportunities to display finished works in the College Gallery.

Design Technology
Design Technology involves a hands-on approach to the manufacture of artefacts in wood, plastic or metal. In Year 7 the design process is closely followed, enabling decisions to be made and problems solved. Special attention is paid to safe working practices in the workshop and students are strongly encouraged to take pride in both their written and practical work.

In Year 8, projects are undertaken to enable production of a design folio and to compete practical design products. Communication of design ideas is introduced and students have the opportunity to make decisions and overcome problems as they arise. Students work in wood, metal or plastic and create several useful products by the end of the semester.

Drama
The collaborative nature of Year 7 and 8 Drama engages students in a creative process of sharing, developing and expressing emotions and ideas. Along with learning dramatic elements, theatrical conventions and performance skills, students make, perform and appreciate works in styles such as Commedia dell’Arte, Melodrama, Slapstick and Mime. Students work closely with their peers using improvisation, scripting and workshops to produce comedic and dramatic pieces. Students are also encouraged to explore the many theatrical components of Drama, such as costume, make up, staging and mask to gain a broader understanding of the subject.

The Year 7 and 8 students also have the opportunity to audition for the school musical. 2016’s presentation of Into the Woods was a fantastic success and featured a number of Middle School Students in key roles.

Home Economics
The Year Home Economics course is designed to explore a variety of foods and encourage nutritional eating. This practical course is based on a study of the five basic food groups and the healthy diet pyramid. Students work in small groups to prepare a variety of sweet and savoury recipes. They learn how to develop good eating habits and food selection skills that supply them with the information to create nutritionally balanced food choices. A strong emphasis is placed on the need for safe work practices when working in the Home Economics Centre.

Students continue working with a variety of nutritious foods in Year 8 as they gain confidence in preparing dishes. They gain knowledge in the use of the correct equipment for each task. Cooking methods such as baking, frying, grilling and microwave cooking enable students to develop their skills in food preparation and presentation. If your child has any food allergies, dietary concerns or if your child has coeliac disease, please contact the school immediately to ensure that the recipes can be arranged to suit their needs.

Music
Through participation in ensemble work, using a range of instruments, the Year 7 and 8 curriculum focuses on enhancing students’ ability to create, make, explore and respond to music. Students are introduced to simple notation, performance, composition, music styles and instruments. Students’ musical knowledge and sensitivity are enhanced through: communicating with others about shared musical experiences; learning about music past and present; and learning to make informed critical judgments about their own music and that of others.
Information and Communication Technology
Year 7 students are introduced to computer orientation sessions that aim to give an overview of important computer skills, procedures, functions and applications. At Year 8 students further consolidate these skills, gaining in confidence and fluency in their range IT skills. The semester incorporates lessons on file management, emailing, and digital imaging, and Microsoft Office programs such as Word, Publisher, OneNote, PowerPoint and keyboarding techniques. Throughout the year, students will be expected to apply the skills they have acquired in a wide variety of ways across all learning areas.

YEAR 5 & 6

Welcome to the Newhaven College Middle School. Newhaven College offers its Year 5 and 6 students a range of practical experiences to make The following information is to provide an overview of the curriculum in Term 1 and expectations of Year 5 & 6 students in 2016.

Teachers

This year Miss Jessica Moed is teaching 5M and Mr Simon Furniss is teaching 5F. For Year 6, Mr Ross Bencraft is teaching 6B and Mrs Karen Pearce is teaching Year 6P.

We hope this year will be successful and rewarding for your child. We also look forward to working as a team between ourselves as the teachers, you as parents and of course, your child as the dedicated student!

Yours sincerely,

Miss Jessica Moed
Year 5 Teacher

Mr Simon Furniss
Year 5 Teacher

Mr Ross Bencraft
Year 6 Teacher

Mrs Karen Pearce
Year 6 Teacher
**Buddies: Year 6 and Prep**
At Newhaven College, the Year 6 students enjoy a unique opportunity to develop leadership skills through their participation in a strong “Buddy” system between our Year 6 class and Prep class. There will be regular planned activities throughout the year between the two classes. Year 6 students are allowed and are encouraged to share recess and/or lunchtime with their buddies. This forms a large part of their leadership responsibilities and encourages them to consider themselves as role-models within the school.

**Camp and Excursions**
Year 5 and 6 is a terrific experience for our Year 5 and 6 students to connect and enjoy a range of activities at Sovereign Hill.

Excursions will occur throughout the year. Letters and consent forms will always be sent home to notify parents. Students will not be allowed to leave the school without a signed consent form. We encourage parent participation in these experiences and welcome any participation you can give. Parent helpers can be required, in particular for camps and excursions. A letter of interest will be sent home, when we require assistance.

**Curriculum**

**English/History**
This term we will continue to consolidate and extend students in a variety of key areas. These include: reading and comprehension, grammar, punctuation, spelling, writing and speaking and listening (most are quite good at the speaking!).

Some genres that we will be focusing on this term include information reports, procedure, recount and narratives. Students will also concentrate on sequencing events, understanding these events, summarising and finding main points.

Both Year 6 classes will be studying the novel, ‘Once’ by Morris Gleitzman and ‘Hitler’s Daughter’ by Jackie French. There will be many activities associated with these books. In particular we will be using these novels as the basis for discussion to address some questions such as: How did Australian society change throughout the twentieth century? Who were the people who came to Australia? Why did they come? What contribution have significant individuals and groups made to the development of Australian society? Stories of groups of people who migrated to and the reasons they migrated, such as World War II and Australian migration programs since the war; the contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society.

There will be many opportunities for students to contribute to newsletters, present at assemblies and other forums as well as taking on key roles in many aspects of the Junior School.

**Mathematics**
Year 5 will continue the EMM Program (Elementary Mental Maths), which focuses on building the skills required to think quickly when solving mental arithmetic problems. Students will build on previous learning and extend themselves further as the year progresses. EMM complements our use of the Year 5 Maths PLUS text book, which has been updated this year in order to comply with new Australian Curriculum documents. Year 6 will be completing the second part of the EMM program, so this will help to consolidate and improve learning from last year. We will also be using the Maths Plus Year 6 book (following on from Year 5) and extension will be provided to those students who need the challenge in the form of Maths Olympiad problem solving.

We will focus on developing problem solving skills and placing Maths in the context of everyday situations and challenges. Another emphasis will be on exploring the language of Maths, so that students have a ready vocabulary to comprehend Maths problems. Students will be engaged in whole group learning sessions, ability grouping, extension activities where appropriate and peer tutoring. All students will be encouraged to face challenges with confidence and to take risks when tackling complex concepts.
Science
In Year 5 our Science Unit will focus on Space. The Australian Curriculum is divided into several domains: Science Understanding; Science as Human Endeavour (this focuses on the nature and development of Science, and the use and influence of Science); and Science Inquiry Skills. We have some exciting new resources to use in implementing this unit and a wonderful excursion planned to the Scienceworks Planetarium.

The Year 6 classes will be focussing on Earth and Space Science. The title of this Term’s unit in Science is Earthquake Explorers! Students will develop an understanding of the causes of earthquakes and how they change the earth’s surface. Through investigations, students explore earthquakes magnitude data from Australia and neighbouring countries, drawing conclusions about patterns in the data.

Information Technology
Students will have regular access to a range of information technology, including laptop computers. We will be utilising this time for a combination of subjects to consolidate and extend students in all areas of the curriculum. Students will have the opportunity for practice in word processing, publishing, researching skills and online Maths and LOTE extension programs.

Music
In 2015, we will be using Kodaly methodology to develop the student’s music skills, both melodically and rhythmically. Through interactive activities, songs and hands on experiences, students will explore movement, beat, rhythm and melody. Students will also have the opportunity to perform in various events throughout the year. In Term Three, particular emphasis will be spent preparing for our Middle School Production, where each child will have the opportunity to perform on stage.

Drama
Drama is taught throughout the Middle School, to encourage creativity, confidence and social interaction. In Years 5 and 6 the students develop confidence and performance skills through speech, movement and rehearsal/performance where students can create and perform to their peers in group and solo activities.

Art
Year 5 will be exploring the variety of mediums on offer this year and have the opportunity to learn many techniques in the production of Art. Exploration in the use of paint, oil pastel, pencil and mixed media will be covered in this program. Year 6 will extend these techniques to produce both three dimensional and two dimensional Art. Textiles is introduced at this level as well as environmental Art to encourage students to think outside the square.

Japanese
Japanese is taught throughout the Junior School. Each class has four 40 minute lessons per cycle. During these lessons, students are given the opportunity to learn about Japanese culture, learn simple sentences and vocabulary in Japanese and begin to read hiragana and katakana. By the time students leave the Junior School, they will have developed a strong base on which to build on in Year Seven. In Term One, as well as revising what they have learnt from previous years, Year Six students will be introduced to katakana and also look at different verb conjunctions.

Physical Education
In Years 5 and 6 our PE program is based on extending student skills at a higher level and engaging students in Sport Education through a range of minor and major games. Within this program is the Interschool competition, where the students compete against other schools in swimming, athletics, x-country, soccer, netball, football, basketball, softball and cricket. This begins at a District level.

In Term One, our focus in all Years will be developing fundamental motor skills, such as throwing, catching, running, bouncing, dodging, jumping, striking, etc. with a focus on athletics track and field events. Just a friendly reminder, students are required to wear full Sports Uniform with correct blue top (not House top) and shorts and runners with white socks to school on PE lesson days. We also require them to wear their school hat and bring a named drink bottle to fill with water.
GENERAL INFORMATION FOR MIDDLE SCHOOL STUDENTS

Behaviour Expectations

Newhaven College takes pride in promoting its five core Values of Excellence, Empathy, Respect, Responsibility and Honesty. We encourage students to adopt these values in both the classroom and playground, and extend these virtues into all aspects of their conduct. As such, the School Rules and Values are to be upheld by students. We enjoy celebrating the efforts of students who demonstrate these skills, through our Assemblies. If your child is in need to a “refresher course” in the School Rules, they can be found in the Student Record Book.

The best way for success for every child is the partnership between the school and parents. Please keep in contact with your class teacher if there are any issues that arise with your child and we endeavour to do the same.

Also, if you have time spare – even if it is only occasionally, take time to listen to your child read (which they should be doing themselves every day!) or help them with their homework. Just taking time to listen to them or ask them some questions about their day can be very supportive to them and ensure that things flow smoothly – for us all!

Uniform

Wearing of the school uniform is compulsory and helps build a sense of pride and belonging in the school community. This also includes the Sport Uniform and the House Colour which are used for sport classes and House activities respectively. Details of uniform regulations are sent out upon enrolment and can be found at the front of the Student Record Book. All students are expected to wear their school uniform correctly and with pride. A note will be sent home to notify you of any school uniform issues.

Canteen

A wide variety of food is available from the Canteen. The menu provides information to allow students to make sound nutritional choices. Students can order their lunch from the canteen on specific designated days, apart from the times they are attending the Senior School Campus across a recess or lunchtime. Fruit juice, soft drinks and bottled water are also available. If your child has a severe food allergy requiring medication for a reaction or if your child has coeliac disease, please contact the school nurse to organise alternative options canteen.

Newsletter

The College newsletter is produced once per fortnight and is sent home via email. If you would prefer to receive a printed copy, please contact reception. The newsletter contains important information about what has been happening in the school and indicates key events and notices that are approaching.

Student Access Window

The Student Access Window in Middle School is a place where students can go to arrange a bus pass, find lost property, hand in forms, make contact with home if necessary, organise a lunch pass, pick up items dropped off by parents or ask a question. It is located in the foyer of the main Middle School Building, adjacent to the Health Centre.

Late Arrival/Early Departure

Students who arrive late or need to leave early must come to the Student Access Window to be signed in or out. No student can leave the school early without the written consent of their parent or legal guardian. A parent or guardian completes a slip in their child’s Student Record Book giving consent for their child to leave early and the time they are to leave. When it is time to leave, the student shows the slip to their teacher, comes to the Student Access Window with their Student Record Book and shows their signed consent. Staff then stamp the Student Record Book and then record the student’s departure in the register. If a student does not have written parental consent, their
parent/guardian can come to the Student Access Window when they collect their child early to have them signed out. This enables the school to accurately account for a student’s safety and whereabouts.

First Aid/Sick Bay
The Middle School Health Centre is located in the foyer of the Middle School Building. If a student becomes ill or injured during the school day, first aid qualified staff or our school nurse will assess them, check the child’s medical records provided by parents/guardians, deliver necessary first aid and notify parent/guardian by note/Student Record Book of minor ailments, or by phone for more serious or persistent conditions. Illness or injury requiring urgent medical attention will be referred to medical assessment and ambulance transfer. All families are to ensure they are covered for Ambulance privately or under their health care or pension entitlements. A Medical and Personal Details form is to be completed by parents/guardians accurately for each student and updated annually or whenever changes occur during the year. This enables College staff to adequately care for students and contact parents quickly in times of need.

Medication
Students may require medication for allergies, medical conditions, infections, asthma, migraines etc. We recognise that for many students it is necessary to maintain access to their medication throughout the school day. However, it is important that all medications on the school site be managed by qualified staff. Newhaven College requires specific authority in writing, before school personnel can give any medication to a student. A bright yellow consent form is available from the Student Access Window. Medication needs to be in a clearly marked, preferably original container/blisters pack, labelled with the child’s name, dosage direction, time for it to be administered and storage instructions. Medication is kept in a locked cupboard in the School Nurse’s office. Apart from insulin and asthma inhalers, for safety and supervision reasons, medication is not to be kept by students in their lockers, school bags, pockets or lunch boxes.

Paracetamol (Panadol/Panamax) can only be given to students with written consent. If they have persistent headache or pain that has not resolved with rest, adequate food and water intake first, and they have not already had medication at home before they came to school, then only a single dose, according to consent and child’s age/weight, will be given at school. If pain is unrelieved, the College will not give a second dose but parents will be contacted. NSAIDS (Anti-inflammatory analgesics i.e. Nurofen) are not supplied by the College and should not be taken on an empty stomach or used by students with asthma, bleeding disorders or aspirin sensitivity. Students requiring this medication will need the yellow Medication Consent Form and must supply the school nurse with the medication labelled with the student’s name, as above.

Severe Allergies/Anaphylaxis
Some students are allergic to peanuts, nuts, eggs, seafood, bee stings, ant bites etc. Some allergies result in redness and swelling which can be controlled with anti-histamines and ice and some allergies are severe and can develop into an anaphylactic reaction which can be potentially life threatening. Allergies are to be recorded on the Medical and Personal Details form with details for treatment and the appropriate tablets/Epi-pen supplied. All students requiring Epi-pens/anti-histamines will need to provide an action plan and replace the pen/tablets when the expiry date is reached. As per government regulation, all teaching staff have regular updates for the immediate treatment of these conditions.

Asthma
Asthma Management Forms are available from the Student Access Window and should be completed each year and whenever there is a change in medication or requirements. Please supply a named spacer and inhaler for each child with asthma. Students can carry their asthma medication with them, especially for sport and strenuous activity so it is readily at hand. Emergency asthma kits are located in the Auditorium, Junior School, Middle School, and Senior School Reception and First Aid rooms, to be used in the case of a child having an asthma attack when they have left their medication at home. Newhaven College follows the recommended Victorian Schools Asthma Policy and Action Plan.

Illness/Absence
School is no place for an unwell child. If a student is going to be absent please phone reception by 10.00am and on their return to school, please provide a brief written note to explain their reason for absence. There are duplicate absence slips in the back of each student’s Student Record Book for this purpose. Notification of a student’s absence is a legal requirement to enable the school to keep accurate attendance rolls.
Curriculum Expectations and Support

**Homework**
The school is committed to setting regular homework. It is important that students acquire good study and homework habits early in their secondary schooling. A homework timetable is given to students at the start of each semester. These may include spelling and/or grammar activities, or additional tasks in Mathematics, English, History or Science.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Homework Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>30 minutes per night, four evenings per week</td>
</tr>
<tr>
<td>Year 6</td>
<td>35-40 minutes per night, four evenings per week</td>
</tr>
<tr>
<td></td>
<td>(including 15 minutes reading time)</td>
</tr>
<tr>
<td>Year 7</td>
<td>45-60 minutes per night, four evenings per week</td>
</tr>
<tr>
<td>Year 8</td>
<td>75 minutes per night, four evenings per week</td>
</tr>
<tr>
<td>Year 9</td>
<td>90 minutes per night, five evenings per week</td>
</tr>
</tbody>
</table>

Whilst it is important for students to establish sound study habits from the beginning of the year, should difficulties arise in this area, students are encouraged to discuss the problem with their subject teacher or Home Group teacher as soon as possible. In the event of unavoidable circumstances, parents should write a brief note in the Student Record Book explaining the situation preventing the student from completing set work, thus helping reduce subsequent stress to the student. We ask parents to carefully monitor homework, not only to ensure that it is completed, but also to ensure that it does not exceed the time allocated.

Some students are perfectionists and spend far too much time on unimportant things (eg. fancy borders, perfect script). It is important to learn the art of working efficiently. This does not mean rushing or presenting untidy work. Sometimes students are set projects and can leave them to the last minute. If a student is falling behind they should consult their Home Group teacher who can help with time management. If there are any problems with homework, please inform your Home Group teacher or the subject teacher.

**Reports**
There will be a major school report issued at the end of each semester which are released to parents online through our Web Portal, SEQTA Engage. Newhaven College also provides continuous reporting, which allows parents to gain feedback on their child’s progress as assessments are completed. This allows teachers and parents to monitor student progress more closely and work in partnership to improve student outcomes.

Parent-Teacher Interviews will also be held during Terms One and Three. Should any concerns arise prior to this, parents are encouraged to contact the student’s Home Group teacher or Head of House to address their concerns.

**Record Books**
Student Record Books are the main means of communicating with parents. We expect our students to bring them to every class to record homework, important dates and messages. Homework should be recorded in some detail and teachers will assist with this. Parents can use the Student Record Book to notify us of any queries or problems they may have. The Student Record Book is to be signed weekly by parents and Home Group teachers. It should be kept clean, without stickers or graffiti. Pages should not be folded over or torn. If a student loses or defaces the Student Record Book, he/she must purchase another one from reception.

**Computer Access**
Each student is given a unique username and password to access the school network, intranet programs and the internet. Students can access their email from home and can refer to their ‘desktop’ page to find out information about school events. The SEQTA Learn Portal also allows students to contact their teachers via email, catch up on any missed work, complete homework and submit work. Implemented in 2015, its has allowed students greater access to resources to enhance their learning.
Library

2015 saw the opening of our stunning new Administrative and Resource Centre at the Philip Island Road Campus. Available from Semester Two, the Centre boasts a new library, research classroom, conference rooms, IT workspaces and a purpose-built Junior Reading Room. In the meantime students in Year 7 and Year 8 will continue to have access to the Newhaven College Library, and will also interact with the library as part of the curriculum program. The Library course will offer students access to the Library for borrowing and wide reading, and will also provide students the opportunity to develop research skills and improve their digital literacy.

Student Support Services

The Student Support Services Department provides services to help students, staff and parents cater for the individual needs of students in the areas of academic achievement, behaviour and emotional well-being. Support can be in the form of counselling, psychological and educational testing and provision of programs to assist students who have individual learning needs. Support is provided to students with learning difficulties and disabilities and those who require enhancement and acceleration. Activities such as the “Tournament of Minds”, which promote problem solving, thinking skills and cooperative learning opportunities for gifted and talented students, are also provided.

The department is co-ordinated by Mrs Moragh Tyler, Head of Student Support Services, and support is delivered with the assistance of integration aides both within and out of the classroom. A number of programs have been developed for whole classes, small groups and individuals. If required, the curriculum and tasks can be tailored to a student’s abilities or the student’s academic program can be modified, allowing more supervised time to work on slightly fewer subjects.

The inclusion of students in special programs is done sensitively and any decision follows close discussion with parents and students. The learning needs and progress of students are identified and monitored through the use of standardised tests in Literacy and Numeracy, school reports and the government conducted National Assessment Program – Literacy and Numeracy (NAPLAN) tests. The work of the Student Support Services Department provides support for students and complements the mainstream curriculum approaches and pastoral care system in the broader Newhaven College program.