



IRYMPLE
SECONDARY COLLEGE

HANDBOOK

IRYMPLE SECONDARY COLLEGE SCHOOL VALUES

SUCCESS
▶ SET & ACHIEVE GOALS
▶ LEARN NEW THINGS
▶ BE HAPPY AND POSITIVE
▶ BRING YOUR BEST

INITIATIVE
▶ HAVE A CRACK
▶ VOLUNTEER
▶ MAKE A DIFFERENCE
▶ WHAT CAN I DO BETTER?

SUCCESS
▶ BELONG
▶ BE FRIENDLY, SUPPORTIVE & INCLUSIVE
▶ BE GRATEFUL
▶ HOW CAN I GIVE BACK?

COMMUNITY

▶ #THEIRYMPLEWAY

975 Karadoc Ave Irymple VIC 3498
Ph: 03 5024 5407 Fax: 03 5024 6631
Email: irymplesc@education.vic.gov.au



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INTRODUCTION

Irymple Secondary College is committed to educating students for success. We believe in establishing sound foundations while supporting students to grow into valued members of our society.

Secondary school years are a journey of educational and personal discovery with opportunities and experiences which resonate throughout a lifetime. Strong traditions breed values of responsibility, integrity, tolerance and service. We support our staff to deliver an extensive curriculum which promotes curiosity, self-worth and real pathway connections.

EDUCATING FOR SUCCESS

- Core Values and Beliefs
- Student Learning, Enrichment and Extra-Curricular Activities
- Student Engagement and Wellbeing
- Student Leadership Opportunities
- Transitions and Pathways

LEADING THE WAY IN INFORMATION COMPUTER TECHNOLOGY

Irymple Secondary College is leading the way with regard to ICT. Students will be able to bring a technology device to school to support their learning. Participation is voluntary and the school will provide access to ICT for students not participating in the BYOD program.

CELEBRATING ACADEMIC SUCCESS

Teachers at Irymple Secondary College support our students in a wide range of academic enrichment activities.

These include:

- National History Challenge – past achievements include one entry into State final 2017, two entries qualified for state level judging in 2016, Australia's Young Historian of the Year in 2014 and two State Finalists in 2012 and 2017.
- National English, Maths and Science competitions – student achievements include High Distinctions, Distinctions and Credits.
- VCE and VET subjects offered at Year 10
- Student of the Month awards presented at Whole School Assemblies

OFFERING CURRICULUM DELIVERY AT EACH STUDENTS POINT OF NEED

Year 7 students start off in form class for all subjects. Mathematics then has students grouped into classes working at a level suited to their development which allows maximum growth for all students. English group their classes beginning semester two and Science introduce groupings from year 8.

ELECTIVE SELECTIONS

The elective process begins in year 8 for all students. This allows students to engage in subjects that they are interested in and also broaden their knowledge and understanding in areas that could suit their chosen pathway.

ENRICHMENT PARTICIPATION

Students are encouraged to participate in the wide variety of enrichment activities offered at Irymple Secondary College.

These include:

- Maths Challenge
- Victorian High Achievers Program (English and Mathematics)
- Writers' Camp
- Public Speaking Competitions
- Drama Club – Wednesday after school
- The Arts – Eisteddfod, The Beat, School Production and Instrumental Music Program
- Evening Drama, Dance and Recital performances
- Interschool Sporting representation
- Study Club – Wed & Thurs after school
- Student Clubs – held at lunchtimes and run by students

WELCOME – PRINCIPAL’S MESSAGE

BE PART OF SOMETHING GREAT – ALL IN, NO EXCUSES

Welcome to 2022 and what promises to be a big year in learning at Irymple Secondary College.

We have wonderful new and innovative facilities that allows our students to work independently and flexibly. Our staff are working together to develop best practice in these great spaces and ensuring that our kids have great quality teachers who can effectively work in teams in our new spaces.

Successful schooling is a real genuine partnership between the school, students and parents/caregivers. It is imperative that we communicate respectfully at all times and make decisions that best suit the individual child but also other members of the class and the school as a whole. We will be working incredibly hard to ensure your children are supported in the best possible learning environment and in time it would be great if you were able to **TRUST** us around this.

Improving student learning outcomes is everyone’s business and we try very hard to ensure that we provide a comprehensive curriculum that is based on the Victorian Curriculum. Our students have many opportunities around their learning from a large selection of subjects being offered in the Victorian Curriculum.

Students have the opportunity to work in classes that are suited to their learning needs across the subject areas of Maths and English. Students who are excelling are invited to participate in National testing programs and those that need additional support are provided with extra support classes and FLO classes. **TRUST** us to ensure your children are given the opportunity to participate in a comprehensive curriculum that suits their needs and abilities.

Successful schooling means teachers, students and parents/caregivers are being pro-active and sharing learning strengths and weaknesses with each other in a timely manner. We use the XUNO portal to provide time and relevant learning and improvement information to both students and parents. This feedback allows parents/caregivers to have relevant conversations about learning in a timely fashion. Please **TRUST** us that this will improve outcomes and work with us to ensure this happens.

Irymple Secondary College ensures that students are provided with the best opportunities possible in a 7-10 setting. This includes and is not limited to a comprehensive camping program – Melbourne Trip, Outdoor Education camps, School for Student Leadership, Snow trip, Adelaide, Halls Gap; Sporting opportunities at local, regional, and state level; Student Performances at the Art Centre; Work Experience;

Pathways (TAFE, School Based Apprenticeships); Year 10 Celebration Ball, very active Junior School Council, Peer Mentoring and the list goes on. Please **TRUST** us to support your children to engage with these activities and enjoy the social, emotional and educational outcomes that come from participating.

Students emotional and social wellbeing is important to us and we **TRUST** that our students have strong, positive relationships with each other and our staff. Adolescence is a time of immense change for young people and it’s important that they are supported to deal effectively with these personal changes. We have very experienced Year Level Coordinators, a Wellbeing Coordinator and Wellbeing Team. It is everyone’s responsibility to build positive relationships at Irymple Secondary College.

Please enjoy the secondary school experience with us and **TRUST** that we can all work together to ensure all students have the best possible opportunities to succeed academically and socially.

LET’S ALL BE PART OF SOMETHING GREAT

Jo McQuinn
PRINCIPAL

HISTORY

The establishment of Irymple Secondary College in 1968 was the realisation of the pioneering Chaffey Brothers' dream to build an agricultural college to meet the needs of the Mildura community.

Originally known as Mildura South Technical School, the school began in portables in the grounds of Mildura Technical School. There were 93 boys enrolled in the first year.

In 1972, with a move to its present site in Karadoc Avenue, Irymple, the school name was changed to Irymple Technical School. Development of a school farm in Cardross and Irymple in 1969 - 1970 provided the opportunity for practical courses in agriculture and horticulture. With the establishment of the Sunraysia College of TAFE farm facilities were shared with TAFE.

The first principal, Mr Frank Lyons stated that "In addition to offering the normal academic and vocational courses we will also offer courses associated with horticulture, agriculture, farm mechanics, animal husbandry, wool classing, etc".

Since its inception the school has sought to meet community and student needs. Curriculum changes have been implemented to address these needs. In 1973 the school enrolled the first female students in Form 5 in the Agriculture Certificate course. In 1982 the school became fully co-educational with its first intake of girls in Year 7.

The school became the recipient of Chaffey Trust Funds after State Government changes in 1970 resulted in College Lease funds being shared by Mildura High School and Mildura and Irymple Technical Schools.

In the early eighties the school built up computer resources unequalled at any other district school, meeting the demands of students to experience the latest technology in all aspects of the curriculum. A modern, fully equipped Home Economics centre was constructed in 1985 to broaden curriculum offerings for all students.

Since 1983, the Irymple Community Leisure Centre, a joint project between Irymple Secondary College and the Shire of Mildura, has provided a first class venue that is also available for community use.

In 1990, in line with the Directorate of School Education policy, the school changed its name to Irymple Secondary College, reflecting the comprehensive curriculum which it now provides for Sunraysia students.

In 1995 the school became a 7 – 10 Secondary College as part of Quality Provision of education in Sunraysia. This change has afforded both 7 - 10 students and VCE students the best educational opportunities our community can provide.

The Chaffey dream desired to establish a school which met the needs of the local community. Irymple Secondary College has accepted the challenge of a changing society providing a curriculum that enables students to confidently face the world in which we live. The educational vision of the Chaffey Brothers is still being realised at Irymple Secondary College.

SPORT – House System and History

The Sport House System includes a wide range of sporting activities and provides many opportunities for students to develop their leadership skills by working with staff and organising sporting activities.

The aims of the House System are:

- To foster and encourage students to achieve their personal best.
- To provide the opportunity for students to work and co-operate with others.
- To develop students' leadership skills.
- To develop the notion of fair play and sportsmanship.
- To provide meaningful and enjoyable activities for all students.
- To support the process of sharing and belonging.
- To develop a culture of sporting success through endeavour.

The Irymple Secondary College house system has four houses which have been named after well-known local identities who worked in a wide variety of fields. They are as follows:



ROBERTS HOUSE (Yellow)

Named after Edward James Roberts who was a pioneer of the dried fruit industry in Sunraysia. His family arrived in 1890.



LLOYD HOUSE (Red)

Named after Fredrick Gladwin Lloyd. His family arrived in Irymple in 1890 and planted some of the first sultanas in the area.



JOHANSEN HOUSE (Blue)

Named after Merlin Kay Neil Johansen, Shire Engineer from 1920 until 1962.



MIDDLETON HOUSE (Green)

Named after William Francis Middleton. An active community member who was one of the key founders of this College.

BUILDING POSITIVE RELATIONSHIPS

The Irymple Secondary College core values and beliefs are designed to provide a framework for student and staff behaviour and encourage positive relationships within the school environment.

The Irymple Secondary College core values and beliefs provide guidelines to enable students to take responsibility for their own behaviour and foster respect for the rights of others. The school seeks to provide a safe and caring environment in which students can strive for and achieve their best.

This framework acknowledges the *Racial and Religious Tolerance Act 2001* which supports racial and religious tolerance and prohibits vilification on the grounds of race or religion.

CORE VALUES AND BELIEFS

INITIATIVE: Have a crack! Volunteer, make a difference, ask yourself, what can I do better?

SUCCESS: Set & achieve goals! Learn new things, be happy and positive, bring your best.

COMMUNITY: Belong! Be friendly, supportive and inclusive, be grateful, ask yourself, how can I give back?

In our college we believe the following rights and responsibilities apply:

- That every student has the right to learn.
- That every teacher has the right to teach.
- That students and staff have the right to be safe.
- That we have the right to be heard and included.
- That we will use our core values and beliefs as the foundation of our relationships.
- That students and staff will come to classes prepared for the learning program.
- That students and staff will attend on time.
- That we will show due care for our school and our school's environment.
- That we will value and share our successes.

ASSESSMENT AND REPORTING

Assessment practices at Irymple Secondary College are wide ranging, involving the use of profiles, rubrics, descriptive assessment, checklists, student self-assessment, graded tests and exams.

Irymple Secondary College recognises that assessment and reporting is an important part of teaching and learning. It provides crucial feedback on student achievements, the effectiveness of course content, materials and teaching strategies.

Assessment and Reporting practices at Irymple Secondary College are designed to:

- Make use of a range of evaluation techniques, regularly and fairly.
- Encourage students to monitor their work and learning process through proficiency scales and self-reflection.
- Encourage students to set their own goals where appropriate and evaluate their learning outcomes.
- Ensure that teachers explain the learning intentions, success criteria and required assessment tasks to students in advance.
- Identify learning needs and refer particular students to the support networks within the school where required.
- Maintain appropriate records of student achievement and track student progress.
- Provide continuous reporting through the Irymple Secondary College parent portal to inform parents of their child's progress with a focus on areas for improvement for future learning.
- Communicate with parents and students through email, portal messages, phone calls, ongoing online reports and parent/teacher interviews.
- Follow Department of Education and Training assessment and reporting guidelines of the Victorian Curriculum.



COMMUNITY INVOLVEMENT

Irymple Secondary College recognises that it is part of the wider Sunraysia community, comprising not only the Irymple Secondary College community and township, but the wider community made up of local businesses and organisations, residents, feeder schools, other junior and senior colleges.

To establish mutually beneficial relationships between all sections of the community, the school seeks to keep the community informed of its activities and achievement by:

- Fortnightly online newsletters.
- Irymple Secondary College website, Instagram & Facebook pages and parent portal.
- Regular media releases detailing new initiatives, academic and sporting achievements, grants, and fundraising activities.
- Questionnaires to ascertain community opinion on specific issues.
- Information on specific events such as Parent/Teacher Interviews and Awards Night.
- Personal invitations where practicable.

Irymple Secondary College will:

- Acknowledge community assistance and participation in school activities.
- Where appropriate, seek the assistance and support of local businesses and trades people to support school-based initiatives.
- Through the SRC, organise activities to raise funds for local organisations and charities.

Irymple Secondary College encourages:

- The community to support the school in the development, delivery and review of its programs and policies, for example, the Year 10 Work Experience Program and the VET in Schools Program.
- The school community to recognise that students' attitudes to learning are greatly influenced by the value that parents place upon education and their active involvement in it.

THE ROLE OF PARENTS/CAREGIVERS

At Irymple Secondary College, we believe that parents play a vital role in the education of their children during their secondary school years of education.

By displaying interest in the exciting and the mundane, the triumphs and more difficult moments of adolescent schooling, parents can help their children to become successful and valuable members of the community.

Parents can assist in the learning and success of their child by:

- Encouraging their child to do their best at all times.
- Showing an interest in their child's education.
- Encouraging their child to follow the school's Core Values and Beliefs.
- Encouraging students to complete their homework tasks.
- Consistently checking the school portal to monitor their child's learning progress.
- Celebrating their child's successes.
- Providing information on the educational development and performance of their child.
- Contacting the school if their child is experiencing academic, social or emotional difficulties.
- Attending Parent Teacher Interviews.
- Participating in surveys as requested by the school.
- Supporting whole school programs and activity days, eg. Athletics Day, by encouraging their child to participate and celebrate achievements of all students.

STUDENT ABSENCES

Parents/caregivers should contact the office to notify the school if their child is going to be absent by phoning 5024 5407.

Alternatively the parent portal can be used to communicate and approve absences.

Office hours are 8.30am to 4.30pm and absence messages can be recorded on the school answering machine 24 hours a day.

A daily text message will be sent to advise parent/caregivers of student absences.

Students arriving late or leaving early from school are required to sign in/out at the office and parent/caregiver approval is required via a note or phone call.

ENHANCING STUDENT LEARNING

Irymple Secondary College is committed to using a range of learning technologies to support and enhance student learning with mobile technology, including the bring your own device program (BYOD).

Technology is integrated into all aspects of the school curriculum across all subjects. Technology is also used in the administration of the school from recording and tracking student attendance and data, communicating with parents and reporting and enhancing student learning.

To enhance learning, students are encouraged to bring their own device to Irymple Secondary College which will be utilised in the classroom. A combination of netbooks and desktop computers will be accessible to support specialist subject areas.

Teachers regularly use a range of online tools to support and assess student learning, blogs, collaborative and interactive tools and online testing programs. Students are encouraged to explore the use of technology in order to create, present and reflect on their learning across the curriculum.

ICT PROGRAMS

In addition to this, all Year 7 students complete Multimedia as part of their Technology studies. In this subject students become familiar with a range of software programs, including Photoshop, PowerPoint, iMovie, Illustrator and Word. This provides a base from which students can use these programs to create and present work across the curriculum, and continue to develop their proficiency in the use of ICT.

RESPONSIBLE USE OF ICT

Irymple Secondary College has an emphasis on encouraging students to become ethical digital citizens. All Year 7 students attend a cybersafety induction session as part of their orientation to the school. Ongoing cybersafety information and support sessions are delivered to Years 8, 9 and 10 at various times during the school year.

BYOD – Bring Your Own Device

The Bring Your Own Device (BYOD) program supports and enhances student learning.

Students may bring a device to school that is compatible to the school's system. Advice on compatible devices can be obtained by calling the school on Ph: 5024 5407 or via our Edunet BYOD Portal link <https://irymplesc.technologyportal.com.au/>

Participation is voluntary. Students participating in the BYOD program will be able to access the school network both at school and at home. To use the service at home, parents/carers will require internet connection.

Students will be responsible for adhering to the Acceptable Use Agreement when using the device, both at home and at school.

Students not participating in the BYOD program will have access to netbooks and desktops computers when required.

Irymple Secondary College will provide access to relevant software applications through EduStar.

THE NEST

The Nest includes our Library, Wellbeing Centre, Literacy Support, and ICT Services.

Our Library is a vibrant open learning area of the school which caters to the needs of students and staff of all levels. A wide range of fiction and nonfiction books are available for students to access and borrow.

The Nest has three learning spaces, one open classroom, one private classroom and one computer classroom. Students are able to access the computers during recess and lunchtime.

The Nest is where our Homework Club meets every Wednesday and Thursday after school.

The Wellbeing Centre is where Wallace and our Wellbeing Team are located and welcomes all students who are seeking their assistance.

Teacher Aids are available to support students who require assistance with extra literacy.

Students can borrow netbooks from our ICT Team or seek help with any BYOD issues.

The Nest is a friendly and welcoming space where students can gather and complete schoolwork.

STUDENT WELLBEING AND SUPPORT

Irymple Secondary College aims to promote positive relationships. We value each student as an individual, but at times, these relationships break down. Conflict is resolved with a restorative approach, which aims to develop a safe and supportive environment and promote student wellbeing and connectedness to school.

We all participate in daily circle time and mindfulness.

WELLBEING TEAM

The Wellbeing Team are responsible for the operation of the student welfare structure within the school.

The Wellbeing Team consists of the Student Wellbeing Coordinator, Chaplain, School Nurse, Year Level Co-ordinators, Assistant Principals and the Principal.

SUPPORT & WELLBEING ADMINISTRATION STAFF

- Form Teacher
- Year 7, 8, 9 and 10 Coordinators
- Assistant Principals
- Principal

Student Wellbeing Co-ordinator

The Student Wellbeing Co-ordinator, in coordination with the support and wellbeing administration staff, is responsible for:

- The development of welfare policies within the school
- To provide counselling and support to students
- To act as a resource to the administration and staff in carrying out their roles by providing information on general and individual student needs, arranging meetings of teachers and external resources and by developing a positive school welfare program
- To support students and staff in crisis situations
- To liaise and consult with the support services of the Directorate of School Education and outside community welfare agencies and resources

School Nurse

As part of the Wellbeing Team, the School Nurse's role includes: Assessing the school's needs in relation to health;

- Health promotion
- Individual student counselling and teacher support and consultation
- Referral to community supports and health services

School Chaplain

As part of the Wellbeing Team, the Chaplain's role includes:

- To provide counselling and support to students, staff and parents.
- Developing and implementing programs that may address topics such as grief and loss, mediation, conflict resolution, personal development etc.
- Being available to all members of the school community as they seek to develop healthy world views and attitudes to life.

DOCTORS IN SECONDARY SCHOOLS PROGRAM

The Department of Education has introduced a new initiative 'Doctors in Secondary Schools' program.

The objectives of the program are to:

- make primary health care more accessible to students
- provide assistance to young people to identify and address any health problems early
- reduce the pressure on working parents.

All secondary school students enrolled in a participating school will be able to access an adolescent-health trained GP, subject to providing the required consent for the services. Participating schools, students and their parents/carers will not incur any out-of-pocket expenses for student consultations with the GP.

Our college has received a modern, fit-for-purpose consulting room. We have a doctor and nurse each Tuesday and students are able to make appointments through the general office.

The program will make a valuable contribution to achieving the Education State targets of 'happy, healthy and resilient kids' by improving ease of access to health services for young people.

STUDENT ENGAGEMENT, HEALTH & WELLBEING

Irymple Secondary College promotes positive relationships and learning environments. We encourage students to be responsible for the outcome of their own actions and to accept the consequences of their behaviour.

We recognise that we are preparing young people for their adult lives. The pillars of learning for the 21st century are: learning to know, learning to do, learning to live together and learning to be. In order to develop the social competencies of students, learning opportunities are embedded into pedagogy, behaviour management strategies and expectations.

Staff have undertaken professional development courses in restorative practice, positive behaviour management, Berry Street Program training, safe minds and mandatory reporting.

Staff have also undertaken training in First Aid, CPR, anaphylaxis, asthma and diabetes to enable them to provide first aid to students and staff if required.

AFTER-SCHOOL STUDY SUPPORT

After-School Homework Classes are held on Wednesday and Thursday from 3.30pm until 4.30pm in the Nest. All students are encouraged to attend. Two teachers will be in attendance at all times to assist students to complete homework tasks and class work requirements.



A WHOLE SCHOOL APPROACH

Restorative Practice

Irymple Secondary College has adopted a restorative approach to student behaviour. The key to a harmonious, educational environment is being able to identify when and how relationships are harmed and to adopt a restorative approach to ensure justice and fairness. In this process, victims and wrongdoers are active participants in finding solutions.

All parties concerned seek ways to ensure that the incident does not happen again. In using the restorative approach the school aims to do the following:

- address the root causes of harmful behaviour rather than reacting to the symptoms
- are systematic, not situational
- promote awareness of others, responsibility and empathy
- acknowledge that harm from incidents goes beyond just victims and wrongdoers in the school community
- address the trauma, repair the harm, and reintegrate wrongdoer(s) back into the school community
- involve direct and voluntary participation of those affected by misconduct in its resolution
- promote relationship management rather than behaviour management
- separate the deed from the doer
- find creative and meaningful ways of responding to violations against people and property and to develop preventative strategies
- bring together the community responsible and accountable for the behaviour so that resources and knowledge, which would otherwise not be utilised, can be activated
- make the commitment of time necessary to repairing relationships instead of going down the quick fix path
- work “*with*” rather than “*do to*” young wrongdoers

The “Restorative Practice” approach to student management helps restore relationships that are often fractured through conflict and grievances.

YEAR 8 CURRICULUM

The Year 8 Curriculum is currently based on the Victorian Curriculum and contain specific standards that students are required to meet.

Year 8 students will study five compulsory subjects each year:

- English
- Mathematics
- Health and Physical Education
- Science
- Humanities

In Year 8, students will be given the opportunity to choose from a variety of electives, more specific to their own interests and pathways.

ART:

- Art
- Ceramics
- Dance
- Music
- Music - Mixcraft
- Drama

TECHNOLOGY:

- Food Technology
- Textiles
- Woodwork
- Integrated Materials
- Electro-Technology
- Animation and Digital Media
- Programming and Coding

LANGUAGE:

- Indonesian
- Any language through Victorian School of Language

PHYSICAL EDUCATION:

- Elite P.E.

ENGLISH

- The Power of Words

MATHEMATICS:

- Pure Mathematics

SCIENCE:

- Agriculture

PASSION BASED LEARNING

All students will have the opportunity to select a PBL for each semester. These classes will be vertical and there will be a large variety of PBL's to choose from.

YEAR 9 CURRICULUM

The Year 9 Curriculum is currently based on the Victorian Curriculum and contain specific standards that student are required to meet.

Year 9 students study five compulsory subjects, plus three self-selected elective subjects each semester:

- English
- Mathematics
- Health and Physical Education
- Science
- Humanities

Year 9 Electives offered:

ENGLISH / HUMANITIES:

- Big History
- Literature

ART:

- Art
- Ceramics
- Visual Communications & Design
- Drama
- Music
- Photography and Media Studies
- Dance
- Printmaking

LANGUAGES:

- Indonesian
- VSL Languages

TECHNOLOGY:

- Metalwork
- Woodwork
- Integrated Materials
- Electro-Technology
- Food Technology
- Textiles
- Digital Technologies

SCIENCE:

- Agricultural Science
- Inquiry Science (STEM)
- Robotics

PHYSICAL EDUCATION:

- Sports Science
- Outdoor Education
- Bush Adventure



YEAR 10 CURRICULUM

The Year 10 Curriculum currently based on the Victorian Curriculum and contain specific standards that students are required to meet.

Year 10 students study five compulsory subjects below, plus two self-selected subjects each semester. Students must complete a unit from Humanities each semester.

- English
- Mathematics
- Health and Physical Education
- Science
- Pathways

Year 10 Electives offered:

ENGLISH / HUMANITIES

- Literature
- Economics & Business Studies
- Legal Studies
- Geography
- History

ART

- Advanced Art & Art Appreciation
- Digital Art
- Ceramics
- Visual Communications & Design
- Drama
- Music
- Photography and Media Studies
- Print Journalism

LANGUAGES

- Indonesian
- VSL Languages

TECHNOLOGY

- Metalwork
- Woodwork
- Advanced Woodwork & Design
- Integrated Materials
- Australian Café & Food Trends
- Celebration Cakes
- Fashion Design
- Electro-Technology
- Automotive Studies
- Digital Technologies

SCIENCE

- Forensic Science
- Agricultural Science
- Inquiry Science (STEM)
- VCE Biology Units 1 & 2

MATHEMATICS

- VCE Head Start Maths
- VCE General Mathematics Units 1 & 2

PHYSICAL EDUCATION

- Sports Science
- Outdoor Education

VOCATIONAL EDUCATION & TRAINING/VCE

- Pathways to VET in the Community (P.V.C)
- Vocational Education & Training Delivered to Secondary School VETDSS

PATHWAYS

Pathways is a subject undertaken by all Year 10 students to give them the opportunity and time to explore options and ensure a smooth transition into further education, training programs and/or employment. The subject offers advice and assistance in subject selection for VCE, TAFE, training and work related requirements.

CAREERS RESOURCE CENTRE and STAFF

The Career and Pathways Coordinator is available to discuss and advise on career and pathway options for all students. Working extensively with SMGT, TAFE and Registered Training Organisations for students interested in school-based apprenticeships.

ORIENTATION DAY

All Year 10 students will visit Mildura Senior College in Semester Two as part of the transition program into their senior schooling.

WORK EXPERIENCE

Year 10 students are also required to complete two weeks work experience in their chosen field(s).

STUDENT LEADERSHIP

Irymple Secondary College prides itself on leadership opportunities we are able to offer to our students.

Some of these opportunities include:

- School Captaincy
- Year 10 Peer Mentors Program
- Student Representative Council (SRC)
- Public Speaking at school assemblies, ANZAC day commemorations
- House Captains and Vice House Captains
- Attending Leadership Training Day
- School for Student Leadership (Alpine School)

COMMUNITY INVOLVEMENT

We strongly encourage our students to become involved in community events and support school initiatives that help raise money for charities and other organisations.

Some of these activities include:

- "Footy Colours Day" fundraiser for Cancer
- Naidoc, Multicultural and Diversity Day celebrations
- Spring Carnival which raises money for our sponsor child and to improve school facilities
- Casual Dress Days — raises money for community groups and are presented to the organisations by Irymple Secondary College students
- Visits to Oasis Aged Care Inc.
- Colour Run
- Irymple Christmas Carols at Henshilwood Oval
- Participants in Irymple RSL Anzac Day Service

ACADEMIC ENRICHMENT

Irymple Secondary College offers a comprehensive enrichment program by providing students with the opportunity to develop and build on areas of interest.

Some of the opportunities that are offered are:

- Maths Challenge
- State Maths Competitions
- Science Competitions
- Writing Competitions
- English Competitions
- National History Challenge
- Questacon
- Public Speaking

LITERATURE, CREATIVE ARTS, DANCE & DRAMA ENRICHMENT

Irymple Secondary College gives all students the opportunity to become involved in all aspects of the Creative Arts program.

Some of the opportunities available to students are:

- Year 9 trip to Melbourne
- Whole School Productions
- Irymple Variety Night
- The Beat
- School Band and Choir
- School entry into the Eisteddfod
- Comprehensive Instrumental Music Program - offering singing, percussion, guitar and flute lessons

SPORTING PARTICIPATION

Irymple Secondary College strongly encourages students to participate in sport and sporting events offered by the school.

Students are able to participate in the Irymple Secondary College inter-house sports carnivals and sporting competitions at Inter-School, Lodden Mallee Region and State levels that are scheduled throughout the school year.

STUDENT SPORTS LEADERSHIP

Year 10 students have the opportunity to develop their leadership skills in the role of House and Vice House Captains. Students work with the Physical Education teachers to organise and run the sports carnivals throughout the year. They promote connectedness to school by encouraging students to participate in sporting events and celebrate individual, team and school success.

The whole school sports carnivals that are run during the school year are:

- Swimming Carnival
- Cross Country
- Athletics Carnival

Some of the many individual and team sports supported are:

- AFL Football
- Soccer
- Badminton
- Athletics
- Tennis
- Table Tennis
- Golf
- Rugby
- Swimming
- Volleyball
- Baseball
- Hockey
- Cross-Country
- and more

CAMPS AND EXCURSIONS

Irymple Secondary College supports a wide range of camps and excursions over the academic year.

We encourage students to participate in camps and excursions, where possible, as school camps are a very important aspect of education. Camps and excursions help students develop organisational skills, resilience and independence.

The camps that run during the year are:

- Year 7 Grampians Camp
- Year 8 Phillip Island Camp
- Year 9 Bush Adventure
- Year 9 Melbourne Trip
- Year 9 and 10 Outdoor Education Camps
- Year 10 Snow Trip
- Writer's Camp
- Local, daytime excursions are held throughout the year.

STUDENT CLUBS

These clubs will be established from student interest and a staff member will be assigned to support each Student Club.

A student representative from each club will meet regularly to ensure there is adequate resourcing, club protocols and future directions, including activities planned.

We are very excited about this initiative and hope our students will be too.

IRYMPLE SECONDARY COLLEGE UNIFORM REQUIREMENTS

<p>Boys Uniform</p> <p>Polo Shirt Navy/Sky with Logo</p> <p>Navy Shorts (no logo or writing)</p> <p>Navy Chino Trousers (no logo or writing)</p> <p>Polar Fleece Jumper with Logo</p> <p>Winter Jacket with Hood</p> <p>Navy Tracksuit Pant</p> <p>Sports Uniform</p> <p>Sports Polo Shirts Sky/Navy with logo</p> <p>Track Jacket - Navy</p> <p>Sports Track Pant - Navy</p>	<p>Girls Uniform</p> <p>Polo Shirt Navy/Sky with Logo</p> <p>Girls Skirt (School approved Tartan)</p> <p>Navy shorts (no logo or writing)</p> <p>Polar Fleece Jumper with Logo</p> <p>Winter Jacket with Hood</p> <p>Navy Tracksuit Pant</p> <p>Sports Uniform</p> <p>Sports Polo Shirts Sky/Navy with logo</p> <p>Track Jacket - Navy</p> <p>Sports Track Pant – Navy</p>
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All uniform items except for shoes are available from Branded Collective 261 Benetook Avenue, Mildura who are our uniform suppliers. Telephone contact: 5022 2359.

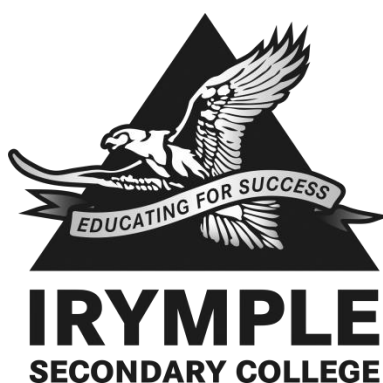
Shorts and pants may be purchased elsewhere and worn as long as they are plain navy with no writing or logos.

PLEASE NOTE: Hoodies and any denim items are not permitted. Caps and hats are to be worn outside only. Scarves are to be grey, white or navy only. Shoes must be black with either black or white laces.

BELL TIMES

The timetable at Irymple Secondary College runs on a two week rotation.
There is **GOLD week** and **BLUE week**. The timetable runs for a two week period, and is then repeated.
Sessions run for 58 minutes and there are 5 sessions per day plus form assembly.

MONDAY TO FRIDAY (58 min sessions)	BEGINNING TIME	FINISHING TIME
First Bell	8:55	9:00
FORM ASSEMBLY	9:00	9:09
Changeover	9:09	9:12
SESSION 1	9:12	10:10
Changeover	10:10	10:13
SESSION 2	10:13	11:11
RECESS	11.11	11:37
SESSION 3	11.42	12:40
Changeover	12:40	12:44
SESSION 4	12:44	1:42
LUNCH	1:42	2.24
Changeover	2:24	2:29
SESSION 5	2:29	3:27



ISC POLICIES

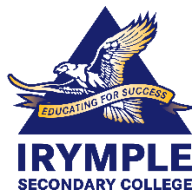
Parents/Guardians are welcome to view a range of School Council approved policies on our website www.irysec.vic.edu.au or through our general office.

Further information can also be found on the Department of Education and Training website www.education.vic.gov.au

PROTECT



CHILD SAFE STANDARD 3



CHILD SAFETY CODE OF CONDUCT

Irymple Secondary College is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and school leaders of Irymple Secondary College will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. The Principal and school leaders of Irymple Secondary College will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

Acceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

- upholding the school's statement of commitment to child safety at all times
- treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities.
- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students

- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds
- promoting the safety, participation and empowerment of students with a disability
- reporting any allegations of child abuse or other child safety concerns to the school's leadership team
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

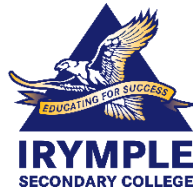
Unacceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes
- in the school environment or at other school events where students are present, consume alcohol contrary to school policy or take illicit drugs under any circumstances.

This Code of Conduct was endorsed/approved by the Irymple Secondary College School Council on 26TH June 2019 for review if legislative or other changes require in the interim or no later than December 2019.

CHILD SAFE STANDARD 2



STATEMENT OF COMMITMENT TO CHILD SAFETY

Irymple Secondary College is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. Irymple Secondary College has zero tolerance for child abuse.

Irymple Secondary College is committed to providing a child safe environment where children and young people:

- are safe
- feel safe
- are involved in decisions that affect their lives.

Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Irymple Secondary College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

In its planning, decision-making and operations Irymple Secondary College will:

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
10. Value the input of and communicate regularly with families and carers.

RESOURCES

<https://www.vrqa.vic.gov.au/childsafes/Pages/home.aspx>

CHILD SAFE STANDARD 5



FEELING SAFE – SECONDARY SCHOOL STUDENTS

Get the facts

This fact sheet has been designed to give you the facts about child abuse. It includes advice on what to do if you have been abused, are being abused, or at risk of being abused. This fact sheet also provides you with advice if you know someone who has been abused, or is at risk of being abused.

WHAT ARE YOUR RIGHTS?

- Everyone has the right to feel safe and be protected from abuse.
- No one is allowed to threaten you, hurt you, or touch you in a way that makes you feel uncomfortable, unsafe or afraid.
- This includes all adults, other teenagers and children – it includes everyone from family members, coaches, teachers, to friends and strangers.
- Every relationship should be respectful.
- No one should ever involve you in sexual activity without your consent, and no one should behave in a way that makes you feel unsafe or afraid.
- You don't have to deal with abuse on your own. Talk to a trusted adult. Teachers and other adults at your school can support you to get help.

WHAT IS CHILD ABUSE?

- Child abuse includes physical abuse, sexual abuse, emotional or psychological harm, neglect, and family violence.
- Child abuse can also include grooming. This is behaviour where an adult tries to establish a relationship or other emotional connection with a child, to prepare them for a sexual relationship.
- Child abuse does not have to involve physical contact or force. It can include:
 - controlling a child through threats
 - exposing a child to sexual material and sexual acts
 - exposing a child to family violence
- Child abuse can be led by any member of a community or a family member. Abuse can impact anyone and it is never the victim's fault.

For more information on sexual abuse and sexual assault visit Youth Central:

<http://www.youthcentral.vic.gov.au/know-your-rights/sexual-assault> .

WHAT SHOULD I DO IF I HAVE BEEN ABUSED OR I FEEL UNSAFE?

- You should talk to an adult you trust.
- If you have been abused, or feel unsafe or threatened in any way you don't have to deal with this on your own.
- Abuse is never your fault and you should tell a trusted adult so you can get the help and support you need to feel safe and protected. Talking to someone won't get you in trouble.
- You can tell a teacher or any adult at your school. They will be able to help you.

WHAT SHOULD I DO IF I THINK SOMEONE I KNOW HAS BEEN ABUSED OR IS UNSAFE?

- You should talk to an adult you trust. Any staff member at your school will be able to help.
- You can also help your friend by encouraging them to tell a trusted adult.

WHAT IF MY FRIEND DOESN'T WANT TO TELL AN ADULT?

- You should still tell an adult you trust on your friend's behalf.
- Even if your friend has specifically asked you not to tell an adult, you still should. It is more important to make sure that your friend is helped and feels protected.

WHAT WILL HAPPEN IF I TELL AN ADULT AT THE SCHOOL THAT I FEEL UNSAFE, OR THAT I KNOW SOMEONE WHO IS UNSAFE?

- You will be helped.
- Teachers and other adults at your school must listen to your concerns and help you.
- The information will not be shared with the person who is making you feeling unsafe.
- Information will only be shared with people who can support and protect you.
- In some cases the people helping you are required by law to tell the police, the Department of Health and Human Services' Child Protection services and/or your family to prevent any further abuse, or risk of abuse.

WHAT IF I DON'T FEEL LIKE I CAN TALK TO ANYONE AT MY SCHOOL?

- You should still find a trusted adult to talk to.
- Abuse or feeling uncomfortable is too big to deal with on your own.

THERE ARE MANY PEOPLE WHO CAN SUPPORT YOU TO FEEL SAFE AND PROTECTED. YOU CAN:

- visit eHeadspace (which provides an online and a 9am-1am telephone support service) www.eheadspace.org.au or 1800 650 850
- call KidsHelp Line on 1800 55 1800 or visit for 24 hour support
- call or visit your local police station or call 000.
- Talk to your doctor, psychologist, social worker, welfare officer, or another trusted adult.