



Buckley Park College

Handbook 2016



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A MESSAGE FROM THE PRINCIPAL



BUCKLEY PARK COLLEGE

Welcome to Buckley Park College.

I'm delighted to welcome you to our school. I'm absolutely confident that you will find your time here with us to be exciting, meaningful and rewarding.

I know that there are many things that you will want to know about day-to-day life at Buckley Park. There will always be people to help you with any questions you may have, but it's also helpful for you to have our handbook as an ongoing source of information to use, as and when you need it.

I encourage you to read through our handbook and familiarise yourself with what makes Buckley Park College tick and with what life as a student and family member at our school is like. If you can't find the answer in here, please don't hesitate to ask your Form Teacher or Student Engagement and Wellbeing Leader, or me.

Please can I also remind you that the College website is an ongoing and up to date source of information for you to access too? I'd love to think that you were visiting our website often and I certainly hope you find it useful. <http://www.buckleyparkco.vic.edu.au/>

I encourage you to accept and embrace the myriad opportunities that being a student at Buckley Park offers to you. This is a wonderful school and we are all absolutely committed to you, the students in our care.

I encourage you to question; think widely and openly; embrace challenge; work hard and always do your very best. Our mission is for our students to become the creators, discoverers and inventors of the future. I'm sure you will achieve this and more.

At Buckley Park College, together we'll strive to build Your Wings.



Nathan Chisholm
Principal


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Mission

Buckley Park College prepares its students to be the creators, discoverers and inventors of the future, participating as responsible and productive citizens committed to the achievement of a just and sustainable world



BUCKLEY PARK COLLEGE

OUR COMMUNITY VALUES AND POSITIVE BEHAVIOURS

Responsibility

- I take responsibility for my learning
- I think before I act
- I attend school regularly & I am punctual
- I wear the correct college uniform
- I behave in a calm & orderly manner around the college

Trust

- I am loyal
- I am open to trusting other members of the college community
- I act in a way that earns trust from others
- I accept that others will act with the best of intentions
- I lead when the opportunity presents

Creativity

- I bring an open mind to class & I am a vibrant & creative thinker
- I look for creative solutions & try doing things in new ways
- I use my imagination to think about ideas, suggestions and solutions

Tolerance

- I am kind to the people around me
- I accept the unique qualities of others
- I give people a second chance
- I cooperate with other members of the college community

Determination


- I am the best that I can be & work towards achieving my goals
- I do my best even when things are difficult
- I make the most of every opportunity
- I actively participate in our community

Honesty

- I tell the truth
- I am open & sincere with my peers, my teachers & other members of our community
- I speak up for the rights of others
- I am confidently myself

Respect

- I respect the rights of others to learn & for teachers to teach
- I am fair & treat others as equals
- I listen to others
- I respect other people's property
- I take pride in the college environment



Friends of Buckley Park

'Friends of Buckley Park' is our name for the parents, teachers and friends group. We work on the principle that we all have a common interest, a partnership, in the students and their learning.

We support the school and our students in a variety of ways:

- We conduct information and discussion evenings, where parents and teachers meet informally to share ideas and identify common issues and further develop ways of working together.
- We work in conjunction with the school council to plan fundraising activities that provide improved facilities for the students.

Information about the activities of **Friends of Buckley Park** can be found on our website page <http://www.buckleyparkco.vic.edu.au/page/194/Friends-of-Buckley-Park> , and appears regularly in the Parent Newsletter. There are many ways in which parents can be involved in the life of the college and by doing so support its educational programs. Parents and friends of students at any level are always welcome.

We meet regularly to plan our activities. Dates are published in the newsletter. The Principal or a staff representative attend to report on happenings in the school and to discuss any issues of interest.

Parent Newsletter

The Parent Newsletter is published to families twice per term. It contains information as well as a calendar of coming events. The Newsletter is found on the front page of our website. <http://www.buckleyparkco.vic.edu.au/>

Library

Library hours are **8.00 am – 4.00 pm**. Students can use the library before school, lunchtime and after school. The library is closed at recess except for senior school students. From time to time the library may need to close early. The library will advise students with a notice on the library doors. During the school day classes use the library with their teachers for class work, research and wider reading.

Library staff are available to provide students with assistance in:

- Selecting novels to read
- researching
- selecting and recommending suitable online resources for projects
- information technology issues
- printing

The library offers a range of resources selected to support the Curriculum, wide reading programs and interests of our students:

- Non-fiction books on a range of subject areas for research & interest.
- Quality fiction from Australia and overseas suitable for middle years and young adult readers. The library encourages students to suggest new titles.
- Graphic novels, including a manga collection.
- Magazines on subjects such as film, cars, craft, nature and current affairs.

Access to online databases and research tools are available at school and at home.
*<https://sites.google.com/a/buckleyparkco.vic.edu.au/library/>

Students are encouraged contact the library for more information.

- <http://bpclibrary.wordpress.com/>
- Weblinks
- Echo Online
- World Book Online
- Australasian Science magazine

Services provided by the library include:

- Desktop computers for student use.
- Access to the school's wireless network
- Printing and photocopying including colour.

Activities conducted by library staff include:

- Chess Competition
- Reading Challenge
- Year 7 Library and Computer Orientation
- Information Skills

BORROWING RESOURCES

- ID cards should be presented when borrowing resources.
- New students are allowed to borrow until their ID card has been issued.
- Students should only borrow items for their own personal use.
- All loan periods are three (3) weeks.
- 7 – 10 students can borrow three fiction books & three other items.
- VCE students can borrow three fiction books and three other items.
- Loans can be renewed before the due date only if the book hasn't been reserved.
- Students can place holds or reserve popular books.
- Loans not returned by the due date are considered overdue.
- There are no fines for late returns. But students will not be allowed to borrow until the overdue loan has been returned.
- Students should report any lost item to the librarian at the loans desk as soon as possible.
- Lost items or damaged book/s may have to be paid for.

Benalta

The college yearbook *Benalta* is issued at the end of the year. It chronicles and celebrates events that have taken place throughout the year. Student contributions and assistance with the production of *Benalta* are always welcome.

Benalta takes its name from a house which once occupied the land near the corner of Spencer & Nimmo Streets. The house was originally called Butzbach and was owned by the Hoffman family. It was then occupied by the Croft family. Finally it was occupied by the Graves family who changed its name to *Benalta* at the outbreak of World War I. The house was demolished in 1949.

(Frost, Lenore. (ed.). (2010). *The Fine Homes of Essendon and Flemington 1846-1880*. Moonee Ponds, Vic.: Essendon Historical Society.)

Student Term Dates 2016

Term 1	Friday 29 th January 2016 to Thursday 24 th March 2016
Term 2	Monday 11 th April 2016 to Friday 24 th June 2016
Term 3	Monday 11 th July 2016 to Friday 16 th September 2016
Term 4	Monday 3 rd October 2016 to Tuesday 20 th December 2016

Bell Times

	Normal Day	Wet Weather Day	General Assembly Level Assembly Connections
Warning bell	7.55 am	7.55 am	7.55am
Period 0 (VCE Classes)	8.00 am	8.00 am	8.00am
Locker Bell	8.40 am	8.40 am	8.40am
Form Assembly	8.50 am	8.50 am	-----
Period 1	9.02 am	9.02 am	8.50am
Period 2	9.50 am	9.50 am	9.30am
Recess	10.38 am	10.38 am	10.10am
Locker Bell	10.53 am	10.53 am	10.25am
Period 3	10.58 am	10.58 am	10.30am
Period 4	11.46 am	11.46 am	11.10am
Form assembly followed by General Assembly <u>OR</u> Level Assembly <u>OR</u> Connections			11.50am
Lunch	12.34 pm	12.34 pm	12.38pm
Half Bell	12.57 pm	12.52 pm	1.01pm
Locker Bell	1.20 pm	1.10 pm	1.24pm
Period 5	1.25 pm	1.15 pm	1.29pm
Period 6	2.13 pm	2.03 pm	2.15pm
End of Day	3.01 pm	2.51 pm	3.01 pm
Detention End	3.45pm	3.35pm	3.45pm

Bicycles

Students are encouraged to ride their bikes to school. There is a bicycle compound available for students to store their bikes whilst at school. This compound is locked during the school day.

Every student who rides a bike to school is expected to:

- Wear a bicycle helmet
- Park their bicycle in the bicycle compound before 8.50am
- Provide a lock and secure their bike in the compound

Student Records

If you change address, telephone number, emergency contact, medical details or other relevant information please notify the **General Office** on **9331 9999** at your earliest convenience so that our records can be kept up to date.

Fees

The school provides a number of programs and activities which are not funded by grants from the government or other sources thus making it necessary to require parents to meet these costs.

A list of known fees and charges is sent out each year with the book lists outlining what you are required to pay for the next year. In addition, as activities are organised throughout the year, information is sent home via the student outlining the event details and the cost involved. For your child to participate in these, payment must be made in full by the due date. Statements are provided regularly throughout the year keeping families up to date with what is outstanding.

Any family experiencing difficulties with any payments is encouraged to contact the Business Manager for assistance to arrange a payment plan (please do so well in advance of the due date of payment). These discussions and arrangements are confidential.

Education Resources Charge

School council annually reviews the various costs associated with the provision of requisite materials and resources to students which are beyond the services for which the government provides funds.

Payment for these items is required for each student.

Most of these costs are incorporated into one Education Resources Charge which includes provision of the following items for your child:

- supplementary class and homework materials (including photocopied resources)
- the Study Planner
- Student ID Card
- Handbooks
- locker hire
- the Benalta magazine
- Swimming and Athletics Carnivals
- resources for the co-curricular program
- preparation of Parent Newsletter
- resources for the many parent evenings and presentations held at the school

By consolidating these into one charge we hope to minimise the number of individual payments you need to make and to assist you with planning the family budget. Bulk purchasing allows us to pass savings on to families.

School Council has determined that where there are no arrangements for payment of the Education Resources Charge or other required payments those students will not be able to participate in a range of the optional, extra programs that also require substantial extra funds from families. These include, but are not limited to, the Debutante Ball, Year 12 Formal and Valedictory dinner, and overseas trips.

Voluntary Contributions

The school asks families to support programs by making a voluntary contribution towards:

- the provision of additional IT resources
- the provision of supplementary resource materials including stationary and books
- establishment of new programs
- improvements around the school

Tax Deductible Donations

Donations to the Building Fund and the Library Fund are fully tax deductible. Funds will be used to enhance the Library resources available to students and improve the physical environment for learning.

The key project for the Building Fund in 2014 & 2015 is the Jubilee Theatre Fund

Other Known Costs

Specific details about these costs will be made available to parents as soon as they are available each year.

- **Year level and specialist camps.**
- **Excursions and incursions.**
- **Instrumental Music** Annual Program subscription for students choosing to learn an instrument.
- **Instrument hire** for students wishing to hire an instrument from the small pool available.
- Students undertaking **Vocational Education and Training (VET)** courses will be required to meet some costs associated with those programs.
- Students taking **Technology** or **Art** subjects will be required to pay for the costs of ingredients or specialised materials used in production of works, items and models which they then keep.
- **Year 7 Swimming Program** cost includes transport, pool usage and special instructors.
- **Outdoor & Environmental Education** students are required to participate in camps and field trips.
- **School Production** cast members will be required to contribute to the cost of their costume.
- Members of interschool **Sport Teams** will be required to pay relevant entry and travel costs as they arise.
- Each student will be provided with a credit of \$5 for **Printing**. If these credits are used up students will need to purchase further credits in \$5 increments. These credits can be purchased from the General Office.

CSEF

The Camps, Sports and Excursions Fund (CSEF) will run over four years and provide payments for eligible students to attend camps, sports and excursions.

Families holding a valid means-tested concession card or temporary foster parents are eligible to apply. \$225 per year paid for eligible secondary school students. Payments will go directly to the school and be tied to the student.

Applications for the Camps, Sports and Excursions Fund are available at the school office and can be downloaded from

<http://www.education.vic.gov.au/Documents/about/programs/health/csefapplicationform.pdf>

Notification regarding closing dates will be notified to the school public via email.

CURRICULUM

Curriculum Years 7 - 10

- Students should take a breadth of studies across all Key Learning Areas (KLAs) in Years 7-10. Every KLA is core, except Languages at Year 10, but there are electives within some KLAs.
- As student's progress through Year 9 and 10 they have an increasing opportunity to specialise in areas of particular interest.
- The minimum length of time for a subject is one semester.

Core Subjects for Years 7	Core Subjects for Years 8
English	English
Mathematics	Mathematics
Science	Science
Humanities	Humanities
The Arts <ul style="list-style-type: none"> • Art • Drama • Music 	The Arts <ul style="list-style-type: none"> • Art • Drama • Music
Technology <ul style="list-style-type: none"> • Food Technology • Design Technology - ICT 	Technology <ul style="list-style-type: none"> • Food Technology • Design Technology
Health and Physical Education (HAPE) <ul style="list-style-type: none"> • Health and Human Relations • Physical Education • Sport 	Health and Physical Education (HAPE) <ul style="list-style-type: none"> • Health and Human Relations • Physical Education • Sport
Languages <ul style="list-style-type: none"> • German • Japanese or English Skills	Languages <ul style="list-style-type: none"> • German • Japanese or English Skills

Core Subjects for Year 9	Elective Subjects for Year 9	
	Students choose 2 semester units each from The Arts and Technology groups.	
	<i>The Arts group</i>	<i>Technology group</i>
English Mathematics Science Humanities Languages <ul style="list-style-type: none"> • German • Introductory German • Japanese or English Skills Health and Physical Education (HAPE) <ul style="list-style-type: none"> • Health and Human Relations • Physical Education • Sport 	Art 2D Art 3D Drama Media Music VC&D Writer’s workshop	Food Technology Information Technology: <i>Information Management & Applications</i> Information Technology: <i>Information Systems</i> Systems Technology: <i>Electronics</i> Textiles Technology Wood Technology

Core Subjects For Year 10	Elective Subjects for Year 10				
	Students must choose 6 semester units with <i>at least</i> one from The Arts group and one from the Technology group. It is also compulsory for all students to undertake a one semester unit of Physical Education.				
	<i>Languages</i>	<i>HAPE</i>	<i>The Arts</i>	<i>Technology</i>	<i>Other</i>
English Mathematics 10 or Mathematics 10 A or Mathematics 10 Extension Science Humanities	German Japanese	Physical Education	Art 2D Art 3D Drama Media Music VC&D	Food Technology Information Technology: <i>Applications</i> Information Technology: <i>Systems</i> Systems Technology <i>Electronics</i> Textiles Technology Wood Technology	Money and Power Forensic Science and Human Biology Health and Human Relations Advance Youth Development Program (AYDP) Outdoor and Environmental Education Literature



Curriculum Years 7 – 10 (SEAL Program)

Since 2004 Buckley Park College has conducted a [Select Entry Accelerated Learning \(SEAL\) Program](#) for students of exceptional academic ability. This program is accredited by the Department of Education and Early Childhood Development (DEECD).

What does Acceleration mean?

The SEAL Program allows students to progress through their secondary education by providing challenging learning experiences that are more tailored to the needs of talented learners. There is a greater emphasis on higher order thinking and learning skills and independent learning and research. Course content may be compacted so that a normal year 7-10 program is covered in three years. At year 10 VCE History units 1 & 2 is taken and enrichment is provided in other subjects by broadening the content, understanding, experience and skills to a level appropriate to the students' stage of development. Extension leads to in depth study and the integration and application of knowledge at a deeper level.

How will it work?

Students whose families wish them to enter the SEAL Program will be required to participate in a selection process. Those students who are accepted into the program will be grouped together in one form when entering year 7 and will remain with that group until the end of year 10 (provided they continue to meet the academic requirements of the program).

What will be the curriculum?

Students in the SEAL Program will take the same subjects as all other students at their year level. The difference will be in the complexity of the work and the rate at which it is completed. Year 7 students will take the following subjects: English, Mathematics, Science, Humanities, Languages, Art, Drama, Music, Food Technology, Wood, Physical Education, Sport and Health Education. Development of social relationships with a broader range of peers will take place through the sport elective program, the Year 9 & Year 10 elective programs and other co-curricular activities.

(Please note: *cohorts commencing Year 7 in an even numbered year will take Japanese while those commencing in an odd numbered year will take German.)

SEAL Program Student Pathways

Year at school	Program	
1	Year 7	By the end of the third year (Year 9) students have completed the Years 7- 10 programs in English, Mathematics, Humanities and Science with a strong extension/enrichment component throughout. They will have completed VELS levels 5 & 6. The range of subjects is the same as for other students at the year level.
2	Year 8	
3	Year 9	
4	Year 10 VCE History Units 1 & 2 Enrichment English course Mathematics 10 Extension or Mathematics 10 A Enrichment Science course or Biology Electives from the Year 10 elective program Other VCE Units 1 and 2 subjects if appropriate	Year 11 Full VCE Units 1 & 2
At end of Year 10 a decision on the appropriate pathway for each student is made.		
5	Year 11 VCE Unit 1 & 2 subjects and possibility of some Unit 3 & 4 subjects.	Year 12 Full VCE Units 3 & 4
6	Year 12 VCE Unit 3 & 4 plus Tertiary Enhancement Program subjects (1 st Year University) where appropriate.	

Curriculum Years 11-12**Victorian Certificate of Education (VCE)**

The Victorian Certificate of Education (VCE) is a course that can be studied over two or more years. The VCE comprises of a number of studies or subjects. Each school decides which of these studies it will offer its students. Most studies are made up of four units. A unit normally lasts for one semester or half a year. Units 1 and 2 are generally completed by Year 11 students and can be done as single units. Units 3 and 4 are generally completed by Year 12 students and have to be done together as a sequence.

VCE Curriculum

- Most students will complete a total of 22 units.
- Students **must** take English Units 1, 2, 3 and 4.
- The remaining units are up to the student to choose.

Students taking VCE will be able to indicate their choice from the following subjects. Classes will be formed on the basis of sufficient numbers. In some cases it may be possible for subjects not offered to be completed through the Distance Education Centre of Victoria.

VCE UNITS	
English Group <ul style="list-style-type: none"> • English • English – EAL • Literature 	Science Group <ul style="list-style-type: none"> • Biology • Chemistry • Physics • Psychology
Humanities Group <ul style="list-style-type: none"> • Accounting • Business Management • History • Australian & Global Politics • Legal Studies • Economics 	Mathematics Group <ul style="list-style-type: none"> • General • Methods • Further • Specialist
The Arts Group <ul style="list-style-type: none"> • Drama • Media • Music • Studio Arts • Visual Communication Design (VCD) 	Technology Group <ul style="list-style-type: none"> • Food and Technology • Information Technology • Information Technology: Applications • Information Technology: Software Development
HAPE Group <ul style="list-style-type: none"> • Health and Human Development • Physical Education 	Languages <ul style="list-style-type: none"> • German • Japanese

Satisfactory Completion of VCE

To be eligible for the award of the VCE you must satisfactorily complete **at least 16 units**, including:

- at least **three** units of English
- at least **three** sequences of units 3 and 4 of studies other than English

Satisfactory completion of each VCE unit is based on satisfactory completion of the outcomes specified for that unit in the relevant VCE study design. At year 12 VTAC advises that for the calculation of a student's *ATAR* (used for tertiary placement), the satisfactory completion of both units 3 and 4 of an English study is also required.

What combinations of studies are possible?

Apart from the VCE student program requirements the Victorian Curriculum and Assessment Authority (VCAA) have no restrictions on the combinations of studies you can do. It is however important to check the prerequisites for courses you are interested in studying after you finish the VCE. There is a chance that these prerequisites will affect the possible combinations of studies that you might choose.

How work will be assessed?

There are **two** ways in which the VCE units will be assessed:

- by satisfactory completion of the unit

AND

- by levels of performance

Satisfactory Completion of the Unit

Students will receive 'S' (for 'satisfactory completion') or 'N' (for 'not satisfactorily completed') for each unit depending on whether or not they satisfactorily complete all the Outcomes for that unit.

Levels of Performance

In units 1 and 2, students receive a school based report to parents which includes graded assessments for many of the outcomes in their subjects. The symbols used to report this are A+, A, B+, B, C+, C, D+, D, E+, E. UG is used when the quality of the work did not meet the minimum acceptable level, and NA is used when the work was not submitted.

In units 3 and 4 a student receives a study score out of 50 for their performance in the subject as a whole, part of which is based on external exam/s and part is based on school-based work.

For most subjects all school-based work is composed of **School Assessed Coursework (SAC)**. A SAC is usually completed in 1-3 periods in test conditions. A number of smaller pieces of the coursework are assessed and then used to provide an overall school-based assessment for the unit.

In some practical based subjects the school based assessment is based on a **School Assessed Tasks (SAT)**. These are tasks that are completed over an extended period of time, such as a semester. Students complete SATs in, for example, Studio Art, Food Technology, Media, Visual Communication and Design. The separate assessments for the **SAC** and **SAT** are included in the official statement of results.

Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning is a certificate that primarily prepares students for further studies at the next VCAL level, in VCE, in VET and/or employment.

VCAL Curriculum

The VCAL comprises of a number of compulsory studies as well as the option to select subjects of interest. All VCAL students will complete the Intermediate VCAL.

- To be eligible for the award of VCAL you must satisfactorily obtain 18 units, students choose from the following:

VCAL UNITS	
<p>Intermediate VCAL units</p> <ul style="list-style-type: none"> • VCAL Intermediate Literacy • VCAL Intermediate Numeracy • VCAL Work Related Skills • VCAL Personal Development Skills • VCE Industry & Enterprise – Unit 1 • VET Certificate 1 	<p>Senior VCAL Units</p> <ul style="list-style-type: none"> • VCAL Senior Oracy • VCAL Senior Literacy • VCE Industry & Enterprise- Unit 2 • VCAL Senior Numeracy • VCAL Personal Development Skills • VCAL Work Related Skills & Skills for further studies • VET Certificate 2

On completion of **VCAL** students obtain the following certificates:-

- Intermediate VCAL
- Senior VCAL
- VET

Use of computers

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- *There is an alternative system available in case of computer or printer malfunction or unavailability;*
- *Hard copies of the work in progress are produced regularly*
- *Each time changes are made the work is saved onto a back-up file. The back-up file should not be stored with the computer.*

VCE Administrative Handbook 2014

Form Assembly

Apart from its importance as an attendance check, morning form assembly is the only time of the day when general information can be disseminated to students, so it is vitally important that students are present at this time. If you are late to form assembly, the roll will be marked indicating this lateness. The only students who are permitted to be absent from form assembly are Year 12 students who do not have a period zero and do have an Independent Study Period during period 1.

If a student is absent from form assembly for any reason, including the Independent Study Period, it is their responsibility to ask the form teacher for any information that was handed out at that assembly.

Acceleration Program

Years 7 - 10

Buckley Park College offers the opportunity for academically talented students to participate in a **Select Entry Accelerated Learning Program (SEAL Program)** which begins at Year 7. The SEAL Program allows students to progress through their secondary education by providing challenging learning experiences that are more tailored to the needs of talented learners. There is a greater emphasis on higher order thinking and learning skills and independent learning and research. Course content may be compacted so that a normal year 7-10 program is covered in three years. At year 10 VCE History Units 1 & 2 is taken. The opportunity to complete further VCE studies beginning in year 10 is also offered to students that show a strong work ethic and an expertise in a particular field. Enrichment is offered in other subjects at year 10 level by broadening the content, understanding, experience and skills to a level appropriate to the students' stage of development.

Students whose families wish them to enter the SEAL Program will be required to participate in a selection process including testing and interview. Those students who are accepted into the program will be grouped together in one form when entering year 7 and will remain with that group until the end of year 10 (provided they continue to meet the academic requirements of the program).

Year 10 to 11 and Year 11 to 12

Buckley Park College offers the opportunity for students to participate in a VCE Accelerated Learning Program which begins at Year 10 and extends into Year 11. The program provides for students accelerating from Year 10 into a Year 11 subject and for students accelerating from Year 11 into a Year 12 subject. The program aims to:

- provide challenges to highly able students
- provide the opportunity for students to broaden the range of subjects that they undertake as part of their VCE program
- provide the opportunity for students to complete an increased number of VCE subjects at Units 3 and 4

Entry into the program is based on selection criteria related to a student's academic achievement.

Homework

Homework Policy Years 7 - 12

Buckley Park College believes that it is essential for all secondary students to develop good study and homework habits. Homework is seen by the school to be both an extension and reinforcement of work done at school. The amount of homework will vary in nature and extent across the year levels, subjects and individuals.

Examples of homework include:

- Homework sheets or exercises due on the next school day
- Completion of classroom work
- Long term tasks such as research assignments, problem solving exercises, projects
- Hot Maths Tasks www.hotmaths.com.au
- Revision of daily lessons
- Preparation and study for tests/exams

In English and Maths particularly, homework is likely to be given more regularly, that is, more than once a week. In these subjects constant practice and reinforcement of material taught in class is essential. If there is no specific homework set it is useful for time to be devoted to reading for pleasure or the completion of **Hot Maths** activities.

The Student Planner, which is compulsory for all students, is expected to function as a homework diary. Parents as partners in the education of their children can assist by checking the Student Planner, monitoring the progress of the work completed at home, regularly checking folders and offering encouragement to the students. Students who have difficulty with organization might need some assistance in setting up a homework timetable.

The school acknowledges that there are differences in the type and quantity of homework given at the various levels.

A suggested **guide** for the minimum time allotted to homework for each level is as follows:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Minimum hours per night	1 hour five times per week	1 hour five times per week	1.5 hours five times per week	2 hours five times per week	2.5 to 3 hours five times per week	3.5 hours minimum five times per week

There will be occasions when a student is unable to complete homework due the next day because of family commitments or because they have experienced difficulties with the work. Parents are encouraged to advise teachers of these problems by writing a note in the student planner.

Assessment and Reporting

Assessment Policy Years 7 – 10

At Buckley Park College assessment practices support students in their learning, encourage the pursuit of excellence and cater for the different ways that students learn. In addition, assessment provides opportunities for celebrating students' achievements.

Assessment should:

- be based on a range of strategies, recognizing the complex nature of learning and the diverse ways that students learn
- be based on tasks that are part of the teaching and learning program
- help inform future teaching and student learning
- focus on student progress and help students to understand their own strengths, weaknesses and areas for improvement
- be related to clear criteria made known to students before the task
- challenge students' higher order thinking and the application as well as the acquisition of skills and knowledge
- provide students with opportunities to participate in the setting of tasks and in self and peer assessment
- assist students, progressively from Years 7 to Year 10, to develop the skills required for the assessment requirements of the later years of schooling

Key Learning Area Teams have the responsibility to:

- ensure consistent assessment practices amongst members of the KLA
- ensure consistent use of common assessment tasks across classes of the same subject at each year level
- moderate common assessment tasks to ensure consistency in the way in which marks are awarded
- develop a coherent, sequential assessment framework from years 7 – 10
- develop resources to support accurate, consistent and inclusive assessment practices, such as assessment tasks and criteria, rubrics
- ensure that assessment practices give students the opportunity to begin to develop the skills required for assessment in the later years of schooling

Cross-curricular Teams have the responsibility to:

- ensure a coordinated approach to the assessment of student progress on integrated curriculum projects, including common assessment tasks and criteria
- ensure that a broad range of assessment methods are employed
- develop common approaches to assessment of generic skills

Classroom teachers have the responsibility to:

- follow KLA and college policy in relation to assessment
- ensure that students have a clear understanding of the requirements of each subject and unit of work, including deadlines
- ensure that when students undertake an assessment task, that they have a clear understanding of how they will be assessed and the criteria for evaluating their learning

- provide students with clear, useful information about their progress in order to support further development, and provide students with opportunities to evaluate their own progress and goals for further learning
- ensure parents are immediately informed if their child is at risk of not satisfactorily completing a subject

Students have a responsibility to:

- be aware of the assessment criteria for specific tasks
- meet the requirements of the unit of work and the various assessment demands of the subject, including meeting deadlines
- strive to improve their skills and learning: reflecting on their strengths and weaknesses and how they might improve, in response to assessment
- ensure that work submitted for assessment is their own work and that they have contributed to group tasks

Parents have a responsibility to:

- be informed about their child's progress
- communicate concerns about their child's progress, where appropriate, to the child's teacher/s

Assessment Policy Years 11 - 12

Assessment procedures at these levels are governed by the Victorian Curriculum and Assessment Authority (VCAA) and are based on demonstrating successful achievement of required outcomes. Students complete examinations in all studies.

As in Years 7 – 10, each student is issued with a detailed written report for each subject at the end of each semester. These reports detail progress and achievement in a number of key behaviours and work habits as well as outcomes of specific assessment tasks and coursework.

Reporting Policy Years 7 - 10

All students are regularly assessed on their progress towards achievement of course requirements. Apart from receiving comprehensive semester reports, parents are able to attend two formal teacher interviews. There are also many informal opportunities for parents to discuss their child's learning with teachers.

Where a student is experiencing problems making satisfactory progress appropriate and individual support structures, which involve student, parents and teachers, are put in place. This also involves more regular progress reports and closer monitoring.

Assessment is graded and based on the completion of course work and assessment tasks. Year 10 students also sit formal examinations at the end of each semester.

Each student is issued with a detailed written report for each subject at the end of each semester. These reports outline progress and achievement in a number of key behaviours and work habits as well as outcomes of assessment tasks and Victorian Essential Learning Standards (VELS).

Reporting Policy Years 11 - 12

To facilitate regular reflection on the progress of students a Student Feedback Report will be completed by unit teachers. This report will identify problems with attendance, work quantity, student's capacity for work and whether a student is satisfying the outcomes of the unit. The reports are given to the VCE Coordinating team and teachers would be given feedback at the regular VCE teachers meeting. Information about the reports will be given out at the beginning of each year.

At the end of semester one, Year 12 students receive a school based report to parents on their performance which includes graded assessments for the SACs completed in semester one. It is important to note that the grades that a student receives on individual SACs and which are reported on in the mid-year school report are subject to VCAA moderation and may be significantly changed as a result.

Camps

[Camps](#) are an integral part of our educational program. They provide an opportunity for students to become involved in a variety of experiences that may otherwise be unavailable to them. In addition they enhance our pastoral care program by building relationships with other teachers and students while sharing experiences and challenges away from school.

The **purpose** of the program is to enable students to:

- To reinforce, complement and extend the learning opportunities beyond the classroom
- To develop an understanding that learning is not limited to school, and that valuable and powerful learning takes place in the real world.
- To provide a safe, secure learning experience for students in a venue external to the school.
- To further develop social skills such as cooperation, tolerance, communication, individual and group interaction.
- To further develop problem solving and life survival skills.
- To extend understanding of their physical and cultural environment.

Our annual camps program includes:

Year Level	Camp	Duration (approx.)	Date
7	Orientation & Outdoor Recreation	3 days	February
Rationale: Give new students an opportunity to meet each other and further break down those barriers away from the formal classroom situation. To help to ensure a successful transition into a comfortable and engaged secondary school life and build lasting relationships with their teachers.			
8	Interstate Tour - Tasmania	5 days	May
Rationale: To further enhance student/student and student/teacher relationships and give students the experience of an interstate tour with their peers. The tour will form part of the Year 8 Humanities curriculum.			
9	Lady Northcote	3 days	June
Rationale: To develop student's team building and personal initiative. Students will build on their understanding of school, team and personal values through a series of activities and continue to develop student/student and teacher/student relationships.			
10	Interstate tour: Choice of two Gold Coast Central Australia	6 days 9 days	June
Rationale: To develop student/student and student/teacher relationships whilst working together in an environment away from school. To observe parts of Australia with their peers, some of which will be part of the Year 10 curriculum.			
11	VCE Induction	3 days	February
Rationale: Develop a cohesive student group, develop positive relationships between students and teachers and help students prepare for the specific emotional, mental and physical challenges associated with the senior school.			

Additional camps are also run depending on need and demand.

Year Level	Camp	Duration (approx.)	Date
10	Outdoor Education	Various	During unit
10	AYDP	Various	During unit
11	Skiing	4 days	August
Various	Music Camp	3 days	May
Various	Overseas tour Japan & Germany in alternate years	Various	Mid-year

More details about the camps will be sent home well before the camp.

STUDENT ENGAGEMENT AND WELL BEING

Pastoral Care

Our pastoral care program is designed to provide support for each student as they move through their teenage years and secondary school.

Form teacher

The Form Teacher at Buckley Park College is the linchpin of our pastoral care program. Students have daily contact with their form teacher; through quality contact and shared experiences a strong bond develops between the form teacher and their form.

The form teacher supports and monitors students' wellbeing and progress. The role includes overseeing attendance, academic progress, general welfare concerns, behavioural problems and uniform issues. Form teachers liaise with parents and Student Engagement and Wellbeing Leaders. Parents should phone the form teacher if they have any concerns about a student's progress and wellbeing.

Where possible each student has a form teacher who generally teaches their class for two subjects in addition to the daily Form Assembly. The Form Teacher is the first point of contact for students and parents in a similar way to the grade teacher at primary school.

'Connections' occur twice per term and provide time for form teachers to focus on specific pastoral issues relevant to the year level and the class. In addition, all form groups participate in an out-of-school pastoral care day during the year.

Student Engagement and Wellbeing Leaders (SEWL)

The Student Engagement and Wellbeing Leaders support the work of the form teacher. They are responsible for the welfare, management and discipline of all students in the year level liaising closely with the form teachers, classroom teachers, the Student Wellbeing Co-ordinator (SWC) and the Assistant Principals.

Year 7 Student Engagement and Wellbeing Leader – Mr Brendan Bailey

Email: bailey.brendan.b@edumail.vic.gov.au

Year 8 Student Engagement and Wellbeing Leader- Ms Sarah Chrystiuk

Email: chrystiuk.sarah.s@edumail.vic.gov.au

Year 9 Student Engagement Wellbeing Leader- Mr Bevan May

Email: may.bevan@edumail.vic.gov.au

Year 10 Student Engagement Wellbeing Leader- Ms Kelly Todisco

Email: todisco.kelly.m@edumail.vic.gov.au

Year 11 Student Engagement Wellbeing Leader- Mr James Fidler

Email: fidler.james.r@edumail.vic.gov.au

Year 12 /VCE Coordinator – Ms Kathleen Mc Garrity

Email: mcgarrity.kathleen.k@edumail.vic.gov.au

Student Wellbeing Team

The [Wellbeing](#) team at Buckley Park College provides a range of health and wellbeing services for students. In addition to school based counselling, our early intervention approach includes implementing appropriate programs.

We aim to create a positive and supportive learning environment through individual counselling and referral to appropriate services. Part of our role is to provide support, information, advocacy and referral on health and wellbeing related matters such as mental health, sexuality, sexual health, and drugs and alcohol. We provide counselling to students, with confidentiality where appropriate, for emotional and/or social difficulties affecting a student's academic progress and personal life. When necessary, we will provide crisis intervention for students.

In addition, we support students who have learning difficulties, physical disabilities, conditions like ASD and serious medical issues such as cystic fibrosis. The Wellbeing team works closely with families and teachers as well as allied health professionals such as educational psychologists, speech pathologists, social workers and the visiting teacher. Where appropriate we utilise specialist services external to the College.

At all times, we endeavour to be sensitive to our students' needs.

In 2016 the Wellbeing team at Buckley Park College consists of:

- Jessica McWilliam - Student Wellbeing Coordinator
- Carol Atkinson –Counsellor
- Sue McCarthy - First Aid Attendant
- Alison Ramadge –Chaplain
- Susie Baldwin, Sue Page & Vikki Poulter –Integration aides

Peer Support (Years 7 and 11)

This program provides younger children with an all important role model, helper and friend within the school. It provides a greater level of ease and comfort for incoming Year 7's and an opportunity to demonstrate leadership skills for older students.

Year 11 students are selected and trained in leadership, communication and presentation skills to deliver a ten week program of self-awareness, self-esteem, belonging and confidence in a spirit of thinking, discussion, respect, co-operation and fun. This program includes self-awareness, self-esteem, belonging and confidence in a spirit of thinking, discussion, respect, cooperation and fun.

Peer Support happens once every two weeks for the first semester and is timetabled so that students do not always miss the same classes. Year 7 students use a Peer Support Activity Booklet to compliment the program. Our Year 11 leaders become role models and ongoing figures of friendship in a relationship that usually endures the tests of time. Leaders are acknowledged with a certificate as part of the student leadership team.

Student Leadership

At Buckley Park College we are committed to preparing our students to becoming leaders in the community and the professions. To this end students are provided with a rich array of opportunities to develop the confidence and skills which they can take with them after graduating.

Apart from the formal leadership roles described below there are many daily opportunities for students to begin to develop their leadership skills.

Why take on a Student Leadership Role?

By taking on a leadership role, students

- learn new skills
- work with and get to know new people
- achieve recognition within the school and the community
- acquire invitations to special functions and events
- are invited to attend special leadership training programs and activities
- impress university and TAFE faculties and prospective employers

Student Leadership Program	
The following leadership positions can be applied for and then the student body will be given an opportunity to vote for the candidates	
<p>School Captains (1 male and 1 female) Vice School Captains (1 male and 1 female)</p> <p><u>Criteria:</u></p> <ol style="list-style-type: none"> 1. Demonstrated ongoing commitment to Buckley Park College. 2. An excellent record of academic work effort and attitude. 3. An excellent record of conduct 4. A record of taking initiative and active participation in school activities. 5. Strong and confident communication skills. 6. The ability to work co-operatively with others. 7. A vision for the continued improvement of Buckley Park College 	<p>The process for these positions is:</p> <ul style="list-style-type: none"> • Submit a written application addressing the criteria • Interviewed by a panel to decide if criteria met • All students from year 7 – 11 to vote
<p>House Captains (1 male and 1 female for each house)</p> <p><u>Criteria:</u></p> <ol style="list-style-type: none"> 1. Demonstrated ongoing commitment to Buckley Park College. 2. An excellent record of academic work effort and attitude. 3. An excellent record of conduct. 4. A record of taking initiative and active participation in school activities. 5. Strong and confident communication skills. 6. The ability to work co-operatively with others. 7. A vision for the continued improvement of Buckley Park College and particularly the House structure 	<p>The process for these positions is:</p> <ul style="list-style-type: none"> • Submit a written application addressing the criteria • Interviewed by a panel to decide if criteria met • All students from the house to vote for their respective captains

<p>Music Captains (1 male and 1 female)</p> <p><u>Criteria:</u></p> <ol style="list-style-type: none"> 1. Demonstrated ongoing commitment to Buckley Park College. 2. An excellent record of academic work effort and attitude. 3. An excellent record of conduct. 4. A record of taking initiative and active participation in school activities. 5. Strong and confident communication skills. 6. The ability to work co-operatively with others. 7. A vision for the continued improvement of Buckley Park College and particularly the House structure 	<p>The process for these positions is:</p> <ul style="list-style-type: none"> • Submit a written application addressing the criteria • Interviewed by a panel to decide if criteria met • All students from the music department to vote
<p>The school and house captains will have met at the end of 2014 to discuss further leadership positions within the school, the structure of these positions and how the leaders will be chosen. These leadership positions may include:</p> <p>Student Representative Council (SRC)</p> <p>Theatre Captains</p> <p>ICT Leaders</p> <p>CYW Leaders</p> <p>Form Captains</p> <p>International Student Captain</p>	

Bullying and Harassment

Bullying and Harassment Policy Declaration

Buckley Park College community believes strongly in promoting positive peer relations, especially to oppose bullying and harassment in any form.

Buckley Park College firmly believes that all individuals, students, teachers and other workers have the right to work and learn in a secure environment without intimidation, bullying or harassment so they are fully able to develop their talents, interests and ambitions (according to the college Community Values & Positive Behaviours)

Definition of Bullying/Harassment

Bullying is a behaviour which can be defined as an attack (physical, psychological, social or verbal in nature) that causes distress to another person. This behaviour is unwanted, unwelcome, uninvited and usually persistent. Bullying does include teasing, harassment, intimidation, victimisation and physical violence in person or in cyberspace.

Statements of Responsibility

- Anyone who observes a bullying incident is expected to report this incident to a member of staff as soon as possible.
- Students are expected to report any incidents of bullying to a responsible adult.
- Students are expected and encouraged to speak to their parents about any bullying/harassment.
- Students and parents with concerns about bullying are expected to speak to one of the following staff members: form teacher, class teacher, year level coordinator, Student Welfare Coordinator or assistant principal as soon as possible.
- Teachers have a responsibility to respond to complaints in a timely manner.
- Buckley Park College staff has a responsibility to maintain a safe environment and to implement the process outlines in this policy.

Implementation

- All complaints of bullying will be treated seriously. Students reporting bullying will be provided with support.
- All complaints will be investigated and feedback will be provided. Incidents of bullying/harassment and their resolution are to be documented.
- For students involved in bullying behaviour, disciplinary sanctions outlined in the Student Engagement Guidelines will apply.

For incidents of bullying in cyberspace or between students outside of school time parents are encouraged to contact the local police station.

Healthy Eating

Healthy Eating Policy

Nutritious foods and an active lifestyle will help achieve good health throughout life. Developing an awareness and understanding of healthy eating habits is a part of each student's education.

At Buckley Park College parents, teachers and students work together to support a whole school approach to building a school culture in which students actively chooses nutritious food and a healthy lifestyle.

- The school curriculum program develops students' understanding of the lifelong importance of healthy food and lifestyle choices.
- Food eaten at school contributes substantially to the student's daily nutrient intake and also has a considerable influence in the development of their eating habits, growth patterns and energy levels. The food available at school supports this policy by modelling healthy food choices.
- The canteen provides a service to the school community and plays a vital role in providing and promoting a balanced selection of nutritious tasty and attractive foods.

The Buckley Bites

When your child enters the school, we extend an invitation for you to become involved in the school community through volunteering to the canteen. Inevitably each year we lose several of our valuable voluntary helpers in the School Canteen as their children leave the school. ***If you would like to volunteer your time to help out at the canteen to and to build relationships with other parents please contact the School Canteen via the Office on (03) 9331 9999 or pop in and see the Canteen Manager (Connie Zahra) at school.***

Students should not consume food and drink in classrooms except when permission has been granted by a teacher (e.g. wet weather). Food must not be consumed in corridors, library and foyer, or in the toilet blocks at any time. Chewing gum is not permitted at school.

EXPECTATIONS

Student Planner

Students are issued with a school planner at the beginning of each year. They are required to record key events and homework in the planner on a daily basis. All students in Years 7 to 12 will be issued with a hard copy planner.

We also encourage parents to use the student planner to communicate with teachers regularly. Please use the student planner to inform us about issues regarding homework, class work, lateness and absences

In the Senior School the use of the Study Planner is essential. Students will be given many requirements to be completed within a set time period. To successfully complete these tasks efficient time management is required which the Study Planner provides the means to achieve this.

Student Community Service

All students in Years 7 to 10 are expected to undertake grounds and environment duties several times over the course of the year. Students are required to be in their sports uniform when completing grounds and environment activities.

Attendance

As attendance is intrinsic to educational opportunity, the Department of Education and Early Childhood Development (DEECD) policy is that all students enrolled in government schools must attend on a full-time basis unless absent with the authority of the school.

If a student is absent, a note from their parent explaining the absence is to be given to the form teacher the following day. If a student is going to be absent for any period of time, the form teacher should be informed by the parent.

If parents need advice or assistance in relation to their child's attendance they are advised to contact their child's form teacher, Student Engagement and Wellbeing Leader (SEWL) or the Student Wellbeing Coordinator (SWC).

Guiding Principles

1. Regular school attendance enables students to maximise their full educational potential and to actively participate and engage in their learning.
2. Students need to be at school every school day, or as close as possible to full attendance to be able to take full advantage of the educational opportunities available at school.
3. For each VCE and VCAL subject there is a 90% attendance requirement.
4. Consistent with *The Education and Training Reform Act 2006* the only acceptable excuses for a student not attending school at Buckley Park College are due to:
 - i. illness, accident, an unforeseen event or an unavoidable cause beyond the control of the family
 - ii. the student undertaking an educational program provided by a registered education and training organisation as part of their school approved course of study
 - iii. the student being suspended
 - iv. the student undertaking other educational programs approved by the school
 - v. the student attending or observing a religious event or obligation as a result of a genuinely held belief of the student or the student's parents

Students are expected to:

- attend school on all school days unless parents have been specifically advised of alternative arrangements for a particular day
- arrive on time to school and to every class with the correct books and equipment and have set preparation completed
- provide a written explanation from their parents to their teachers when they have been absent from school. Students must bring a note to their form teacher, signed by a parent, explaining their absence, on the day of return
- bring a note from their parent if they need to leave school for an appointment. This note should be given to either their form teacher or year level coordinator to sign and then presented to the General Office before leaving school. It is expected that these appointments during school time will be kept to a minimum.
- remain on the school premises during the school day unless they have the permission to leave from both the school and their parents. Students can only leave the school grounds during school hours with the written permission of the appropriate year level coordinator. Permission is issued on receipt of a signed note from a parent.

Parents are required to:

- ensure that their child attends school at all times on all school days unless they have been specifically advised of alternative arrangements for a particular day
- promote and provide organisational support to their child for full attendance and participation at school on all designated school days
- ensure that their child is on time for school each day
- notify the school of their child's absence as soon as possible on the first day of the child's absence
- notify the school in advance if an absence of any period is planned. Any student who needs to leave school for an appointment is expected to bring a note from their parent prior to departing. This note should be given to either their form teacher or year level coordinator to sign and then presented to the General Office before leaving school. It is expected that these appointments during school time will be kept to a minimum.
- support their child's learning during continued or prolonged absences through the implementation of an agreed plan
- work cooperatively and collaboratively with the school to develop and implement improvement strategies when attendance has been inconsistent due to reasons deemed unsatisfactory by the school
- work cooperatively with the school in supporting the child to return to school and reintegrate after prolonged absence
- ensure that contact details for the child are correct and up to date

The school will:

- develop and implement rigorous and effective systems to record and monitor attendance
- ensure that student attendance is recorded in every class
- maintain accurate attendance records
- monitor and analyse school attendance records regularly
- provide early identification and timely, targeted support to students at risk of poor attendance and possible disengagement from school
- monitor and follow up all individual cases of student absence promptly and consistently and ensure that parents are aware of any attendance issues
- pursue and record an explanation for every absence
- work collaboratively with parents and students to develop an agreed plan when a student will be absent from school for an extended period of time
- provide support for completion of course work and continued learning and connection with the school where the extended absence is due to illness or other unforeseen event or unavoidable cause beyond the control of the family
- convene a meeting with parents and students when a student's attendance pattern is of concern to the school

Sick Bay

Students who become ill or injured during the school day can report to the sick bay for treatment. At recess and lunchtime, they have permission but if they are going to miss any class time they must have a note from the classroom teacher or Student Engagement and Wellbeing Leader (SEWL).

The resources of the sick bay are limited. Students who are ill should not come to school. Students with a pre-existing illness or injury may attend the sick bay only during recess and lunchtime. Parents will be contacted by the first aid attendant and asked to come to school to collect students who are considered too sick to return to class. It is not possible to keep students in sick bay for any length of time.

For senior school students, time spent in the sick bay, after consultation with the Student Engagement and Wellbeing Leader, will be recorded as an approved absence. If the student is sent home, the absence will only be designated approved if they obtain a medical certificate.

It is the responsibility of the parents of students that require a medical action plan to provide a copy of the plan and any medications to the first aid attendant annually.

Uniform Policy

The wearing of a uniform is compulsory for all students. Students must wear the appropriate uniform on all excursions and school activities unless the nature of the activity renders other clothing more appropriate and the Principal has approved the wearing of other clothing.

Students who are unable to wear uniform on a particular day must provide a note signed by a parent/guardian to their form teacher during form assembly on that day who will issue a temporary pass for the day if appropriate. The note should indicate the reason for the student being out of uniform and the period for which this will be the case. Only matters beyond the control of parents/guardians will be acceptable reasons. Except in extenuating circumstances, students will be expected to be back in full uniform the following day. Repeated and regular breach of uniform for any reason will not be acceptable.

Year 7 – 12 students out of uniform without a note will be required to attend detention.

Year 11 & 12 students out of uniform without a note may be required to return home and change.

BOYS	GIRLS
<i>To be worn while travelling to or from school, at school and on all excursions and school activities.</i>	
<ul style="list-style-type: none"> ▪ White, short or long sleeve polo shirt with the college logo OR white, short or long sleeve business shirt. Only a white tee shirt can be worn underneath ▪ Grey shorts OR college grey long trousers ▪ Green pullover with the college logo and/or school jacket with college logo ▪ Black leather shoes (sport shoes are not acceptable) ▪ White socks ▪ School jacket with college logo ▪ Year 12 students may wear the Council approved over-garment 	<ul style="list-style-type: none"> ▪ College summer dress. Long sleeve garments cannot be worn underneath. OR ▪ White, short or long sleeve polo shirt with the college logo OR white, short or long sleeve business shirt. Only a white tee shirt can be worn underneath WITH ▪ Grey shorts OR college grey long trousers OR college tartan skirt ▪ Green pullover with the college logo and/or school jacket with college logo ▪ Black leather shoes (sport shoes are not acceptable) ▪ White socks (summer dress and shorts) OR black tights (tartan skirt) ▪ School jacket with college logo ▪ Year 12 students may wear the Council approved over-garment ▪ Students who practice the Islamic religion may wear a plain white hijab.
Optional Regular Day Wear	
<ul style="list-style-type: none"> ▪ Green blazer with the college logo ▪ College tie ▪ Black bucket hat with red wings insignia ▪ Black baseball cap with red wings insignia ▪ Note: The rule will be “uniform hat or no hat” for all students. No other headwear may be worn by students. In the interests of protecting students from damaging UV rays it is recommended that students wear this cap at all times when outside. Hats/caps are not to be worn indoors. ▪ A plain, black scarf, worn tucked in, is permitted in cold weather. ▪ Students who practice the Islamic religion may wear a plain white hijab. 	

Mandatory Sport Uniform
To be worn in all Physical Education & Sport Classes and at all Interschool and House Sporting Events
<ul style="list-style-type: none"> ▪ Red polo shirt with the college logo and colours (Students may wear a tee-shirt in their house colour instead at inter-house sporting events) ▪ Black sport shorts ▪ Black track suit pants ▪ Green polar fleece top with the college logo (can only be worn during sporting activities) ▪ White socks ▪ Sport shoes (no specific colour or brand) ▪ Uniform bucket hat or cap may also be worn with sport uniform.

Other guidelines which will apply to ALL students.

- Students are expected to be clean, neat and tidy in appearance.
- All uniform items must be clean and in good repair.
- For safety reasons jewellery, other adornments and hair arrangements should be appropriate to the activities undertaken:
 - (i) Students may only wear small amounts of simple jewellery.
 - (ii) Facial piercings must be removed or covered at all times whilst at school
 - (iii) Long hair must be tied back in all practical classes
 - (iv) Where students choose to wear ribbons or other ties or clasps in their hair these must be simple in style and can only be in the school colours of green, red or black.
 - (v) Boldly coloured nail polish or noticeable makeup is not permitted.
- Parents are expected to take responsibility for ensuring that all uniform items are labelled with the student's name.

Uniform Shop

The uniform supplier is **Dobsons Pty Ltd.** [Uniform Shop](#) is located on campus at Buckley Park College. The acceptable colour and style of all uniform items will be that available from the college uniform shop. If parents choose to purchase items from other sources they must be **identical** to those available from the uniform shop.

Treating People with Fairness and Courtesy

Behaviour towards Others

Students are expected to be polite, friendly and respectful towards all members of the college community. Students should use courteous language at all times. Students will follow promptly any lawful instructions given by a staff member.

Repeated defiance or swearing at a member of the staff will result in a formal suspension. In cases of sexual harassment, the college Sexual Harassment Policy and Procedures will apply. Persistent offenders in this aspect of behaviour will have a conference held with their parents at which their position in the college will be examined.

Property of Individuals and the school

Each student will accept responsibility for the care of their property and will be issued with a locker for this purpose. Students should respect individual and college property at all times. Each student should ensure that all personal items are clearly identified with their name.

Where there is concern about health and safety a student may be required to empty his/her pockets, bag and locker when asked to do so by a teacher. Students are not permitted to possess or use liquid paper and felt tip pens.

Access to lockers and the use of corridors

Lockers can only be used before form assembly, at the beginning/end of recess and lunchtime and after school. In exceptional circumstances a teacher may give specific permission at other times. Lockers are not to be used after form assembly before period 1. Students should not be in the corridors, classrooms or library foyer during recess or lunchtime unless supervised.

Movement around the school

To ensure the safety of themselves and others, students are required to:

- walk in the corridors and classrooms;
- refrain from using bicycles, skate boards, roller blades etc. in the college grounds;
- wear helmets when using these means to travel to and from the college (see separate policy)

Drugs, alcohol, smoking and dangerous items

The possession or use by students of these items is prohibited. A student may be required to empty his/her bag, lockers or pockets when asked to do so by a teacher.

Smoking is not permitted in college buildings or grounds or while travelling to or from the college. Possession of cigarettes, matches or lighters is not permitted.

Personal property and lockers

Personal property is often brought to school by students, staff and visitors. This can include mobile phones, calculators, toys, sporting equipment and cars parked on school premises. Please note the Department of Education and Early Childhood Development (DEECD) does not hold insurance for personal property brought to schools and it will generally not pay for any loss or damage to such property. Students should be discouraged from bringing any unnecessary or particularly valuable items to school.

All students in the school will be assigned a locker at the start of each year. In order to secure these lockers students will be required to provide a padlock to fit a 7 mm hole. It is highly recommended that a good quality lock is purchased for this purpose. A suitable lock can be purchased from the **General Office**.

Students should have three keys cut, one spare key with name tag attached should be given to their form teacher. This key can be used when keys are left at home. Students should note that valuables including money should ideally not be brought to school at all. If money has to be brought to school then it should be left at the office for safekeeping. Neither the college nor DEECD can accept responsibility for any loss. All books and other belongings should all be labelled with their owner's name.

Visitors to the school

All visitors to the school including parents and other family members are expected to report to the General Office. Visitors' passes are available for visitors to the school who have a legitimate reason for being on the grounds (e.g. tradespeople who have come to do repairs). Students from other schools and other people (such as students' boyfriends or girlfriends) are not permitted onto the grounds during the school day even if they have come up to visit a student. Students are not to invite friends to visit them at the school at any time. Visitors' passes will not be issued to people who come to the school without a legitimate reason.

Bring Your Own Device 2016

At Buckley Park College we believe that today's students think, connect and communicate differently to students who were at school even a few years ago. We are aware that our students live in a world where information can be accessed and shared quickly over the Internet, where they can communicate with peers and create new knowledge.

We encourage our students to strive for excellence through our learning programs that integrate the curriculum and fully utilise Information and Communication Technology (ICT).

In 2014 our College ICT policy strategy will look as follows. We believe this will ensure that all students have access to the ICT tools that will assist them to gain the skills necessary to succeed in such a technology-rich world.

The recommend device for 2014 is one of a range: we know some students like working with tablets and we want to utilise their enthusiasm and interest. Equally this applies to netbooks and other devices.

Year 7, 8 & 9 2014	Year 10, 11 & 12 2014
<p><u>A varied suite approach</u></p> <p>Parent funded bring your own device (BYOD) from the recommended list below.</p>	<p><u>1:1 Laptop Program or BYOD</u></p> <p>Laptops have been funded as part of the NSSCF funding, or parent funded BYOD from the recommended list below.</p>

Recommended Device list

Tablet

iPad – (recommend 10") or Windows 8 Tablet

Basic Notebook/Laptop

Any 12" – 15.6" screen Core i5 or above Windows minimum

Ultrabook

MacBook Pro or Air or Windows 8 Ultrabook

For further information or any queries please contact Daniel Crosbie

ICT Acceptable Use Policy

Buckley Park College provides information and communication technology (ICT) equipment and access to the Internet to enhance and extend the educational experience of students. Access to and use of equipment and the Internet are provided for educational purposes only. When enrolling at Buckley Park College all students and parents are required to agree to the school's ICT Acceptable Use Policy which is outlined below. When using technology, both at school and at home, students have responsibilities and rules to follow. **They should:**

- be a safe user whenever and wherever they use that technology
- be responsible whenever and wherever they use technology and support others by being respectful in how they talk to and work or socialise with them and never write or participate in online bullying (this includes forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviour)
- protect the privacy of others and never post private information about another person
- report to an adult if they feel uncomfortable or unsafe online or see others participating in unsafe, inappropriate or hurtful online behaviour

When at school students agree to:

- behave according to the school's expectations and rules
- protect their privacy rights and those of other students by not giving out personal details including full names, telephone numbers, addresses, images and the name of the school
- use appropriate language when talking to and working with others online and never participate in hate mail or acts of harassment
- use the internet at school for educational purposes and use the equipment properly
- use social networking sites for educational purposes and only as directed by teachers
- not deliberately enter or remain in any site that has obscene language or offensive content (including racist material or violent images)
- abide by copyright procedures when using content on websites (ask permission to use images, text, audio and video and cite references where necessary)
- think about how they use content posted on the internet and not simply copy and paste information from websites
- not interfere with network security, the data of another user or attempt to log into the network with a user name or password of another student
- not reveal their password to anyone except the system administrator or classroom teachers
- not bring or download unauthorised programs, including games, to the school or run them on school computers
- talk to their teacher or another adult if:
 - they need help online
 - they feel that the welfare of other students at the school is being threatened
 - they come across sites which are not suitable for our school
 - someone writes something they don't like, or makes them and their friends feel uncomfortable or asks me to provide information that I know is private

When students use BYO Devices, mobile phones, iPods or other mobile devices they need to:

- use it for learning purposes as directed by their teacher
- act responsibly and not use the device to find, create or send information that might be harmful, inappropriate or hurtful to them or anyone else

To this end, when using a mobile device such as a phone, students will:

- keep their phone turned off during class times and only make or answer calls and messages outside of lesson times – except for specified learning purposes
- protect the privacy of others and never post private information about another person

When using a camera such as a mobile phone camera or a digital camera students will:

- only take photos and record sound or video when it is agreed by the teacher to be part of a class or lesson
- seek permission from individuals involved before taking photos, recording sound or videoing them (including teachers)
- seek written permission from individuals involved before publishing or sending photos, recorded sound or video to anyone else or to any online space
- respect others they talk to and work with them online and never write or participate in online bullying
- seek teacher permission before uploading any content to websites (e.g. blogs)

This Acceptable Use Policy for Mobile Devices also applies to students during school excursions, camps and extra-curricular activities. On school camps mobile devices (mobile phones) are discouraged and if taken to camp they are required to be given to the teacher in charge by 9 pm each evening.

If as a parent or student you have any concerns about this agreement or internet safety in general, contact either the school or NetAlert Australia's internet safety advisory body on 1800 880 176 or visit <http://www.netalert.gov.au> or www.cybersmart.gov.au