Dear Student

Welcome to Pascoe Vale Girls College. At the college you will be provided with every opportunity to succeed as learners and aspire to achieve your full potential.

As a centre for excellence in girls’ education we support all students to:

- Thrive in a safe, stimulating and harmonious environment
- Become curious by their learning
- Enjoy positive and productive relationships
- Achieve outstanding academic and co-curricular outcomes
- Learn and accept leadership
- Be prepared to enter and succeed in a changing global environment

The College will guide you in your transition to secondary school through a comprehensive program that recognises the importance of building positive relationships with your peers and teachers. This will take place through the support of your Form Group teacher, Sub School Team, Principal team and our extensive wellbeing staff.

The learning program will challenge you to develop your knowledge and skills across a range of subject areas with teachers who are passionate and dedicated to engaging and inspiring their students in the classroom and beyond.

There are also many co-curricular programs on offer to enrich your experience at Pascoe Vale Girls College. The co-curricular activities cater for a wide range of students' interests and abilities and student participation at all levels is encouraged. Students are recognised for their achievement and participation across all school programs.

We believe that every girl can achieve success and we look forward to celebrating your achievements at Pascoe Vale Girls College.

Ms Kay Peddle
PRINCIPAL
### Table of Contents

- Orientation to Life at Pascoe Vale Girls College ... 1
- Student Wellbeing ........................................... 2
- The College Uniform ........................................ 3
- Computer Users’ Code of Conduct ....................... 4
- Excursions ...................................................... 4
- The College Planner ......................................... 5
- Attendance ...................................................... 5
- Assessment ...................................................... 5
- Booklist ......................................................... 5
- Lockers and Personal Belongings ......................... 5
- Co-Curricular Programs .................................... 5
  - Course Counselling ........................................ 6
- College Assessment and Promotion Policy .......... 6
- Year 8 Entry Requirements ................................ 6
- Classes for Advanced Learners (CAL) Program ..... 7
- Year 7 Course of Study ..................................... 7
- Learning Areas ............................................... 8
  - Arts .............................................................. 8
  - English .......................................................... 9
  - Humanities .................................................... 10
  - Languages ..................................................... 11
  - Mathematics .................................................. 12
- Sport, Health and Physical Education (S.H.A.P.E.)  ..................................................... 14
- Technology ...................................................... 15

- Year 7 Subjects ................................................ 16
  - Art ............................................................... 16
  - Drama ........................................................... 16
  - English .......................................................... 16
  - Humanities .................................................... 16
  - Languages ..................................................... 17
  - Mathematics .................................................. 17
  - Music ............................................................. 18
  - Pastoral Care/Health Education ....................... 18
  - Physical Education ......................................... 19
  - Science .......................................................... 19

- Sport Education ................................................. 20
- Technology Studies .......................................... 20
- Instrumental Music Lessons .............................. 21
- How to Study Effectively .................................... 21
- Pascoe Vale Girls College Homework Policy ....... 22
- Year 7 Redemption Process ............................... 24
ORIENTATION TO LIFE AT PASCOE VALE GIRLS COLLEGE.

The following information is included to offer a glimpse of what students should expect from life at Pascoe Vale Girls College.

REPORTS
Parent/Teacher evenings are held in Term 1 and 3 and progress reports are issued for all students. Full written reports with AusVELS levels are provided at the end of each semester. You will be notified of the relevant dates. If you have any queries, we are happy to hear from you at any time.

RECOGNITION
A key part of developing excellence is to recognise and celebrate students’ achievements and successes. This is done through school assemblies, publications, certificates, displays and Awards Night.

STUDENT INVOLVEMENT AND LEADERSHIP
It is important that students develop skills which will allow them to effectively participate in society as adults. A large number of leadership positions are open to students. Students are encouraged to take part and become involved.

Student Leaders: The opportunities for leadership positions include: Prefect, Senior Ambassador, Junior and Middle School Executives, Form Captain, Sport Captain, Music Captain and Student Representative Council.

The House System: Offers students the chance to become involved in sporting competitions in swimming, athletics, football, cricket, softball, basketball and many others. A range of non-sporting competitions e.g. debating, are also available.

COMMUNITY INVOLVEMENT
The College considers awareness of social and community activities to be an essential part of education. Form groups donate generously to weekly social service collections in support of valuable welfare agencies such as the Red Cross, Salvation Army, Brotherhood of St. Laurence and State Schools Relief. Students participate in a range of activities in support of such agencies.

EXCURSIONS
Excursions are a necessary part of the enrichment program of the College and all students are expected to attend. The greatest care is taken by staff supervising excursions. No student is allowed on an excursion without written permission from parents.

PUBLICATIONS COMMITTEES
Many students work in the area of publications, such as the College magazine ‘Yeramba’ and ‘The Oak Leaf’. Students collect, write, edit, type and graphically present each publication.

UNIFORM
Wearing of correct school uniform is compulsory. Information from uniform suppliers is available from the Administration Area. Second hand uniforms are bought and sold at the College.

BOOKLIST
A booklist containing materials required for next year is provided. It must be returned to the College before the end of the school year in order to ensure that book purchases run smoothly. A second hand book store operates at the College each year in early December.
**STUDENT WELLBEING**

Pascoe Vale Girls College is a girls’ secondary school where a demand for excellence and care is of prime importance in academic studies, behaviour, dress and social relationships.

Care is given by Class Teachers, Form Teachers, Year Level Coordinators and Heads of Sub-Schools for all student needs. Clear college rules, strictly and justly enforced, are the basis for self-discipline. Students are encouraged to show initiative and concern for others within and outside the college. Students have available to them a variety of support services when their needs cannot be met within the college environment. They are made aware of these by their Year Level Coordinator.

Contact with parents is encouraged. Where special circumstances arise, parents are advised to contact the college, but please phone for an appointment so that the staff requested for interview are available. Parent queries are always most welcome.

**Attendance:** Attendance at school every day is crucial to your daughter’s learning. Absence from school means that learning opportunities are reduced and this can ultimately lead to poorer student achievement. However, if your daughter is absent, a note must be brought immediately after any absence and given to the Form Teacher. The note must state the date of the absence, student’s name, reason for absence, parent contact number and a parent signature. It is the student’s responsibility to catch up on missed work. Any long term absence should be reported to the Year Level Coordinator so that work may be organised if required.

**Uniform:** Correct College uniform must be worn at all times. The College blazer is to be worn to and from school. No make-up or coloured nail polish is to be worn. If ears are pierced, plain gold or silver sleepers or studs may be worn. No other form of piercing is allowed. Hair, if it is dyed, must be in a natural colour. Hair styles must be conventional.

**Out-of-Uniform:** If your daughter is out of uniform for any reason, she must bring a note explaining why and for how long.

**Money or valuables:** NO responsibility will be taken for money or valuables left in lockers or school bags. Money (in a named envelope) may be left at the General Office in the morning, before Form Assembly.

**Medication:** Any student on medication must bring the medication and instructions to the School Nurse in Sick Bay. This medicine is locked away until required.

**Mobile phones/iPods or similar:** These items are not to be brought to the College. The school has a ‘NO MOBILE PHONE’ policy. However, if your daughter needs her mobile phone she is to hand it in to the General Office at the beginning of the school day and she can pick it up again at the end of the day.

**Fortnightly Newsletter:** Published online with a link in My News on Compass. The newsletter provides information about the fortnight’s events at the College.
THE COLLEGE UNIFORM

COMPULSORY ITEMS

SCHOOL BAG
- Navy blue backpack with College emblem, or
- Dark coloured backpack, cross-strap bag or small trolley case.

SUMMER UNIFORM
- College blazer: Bottle green with College emblem
- College green check dress or College tartan shorts with white polo shirt (long or short sleeves)
- Year 7-10: College green V-neck jumper
- Year 11-12: College blue V-neck jumper
- Socks (white): knee-high or short that cover the ankle or white tights
- Shoes (black): Flat leather lace-ups or flat buckled T-bar sandals

WINTER UNIFORM
- College blazer: Bottle green with College emblem.
- Year 7-12: College tartan pants or College tartan pleated skirt
- White collared shirt or white polo shirt or white skivvy (long or short sleeves)
- Socks (with pants): dark blue or black
- Socks (with tartan skirt): navy blue/black tights (not stockings) or white knee-high socks
- Year 7-10: College green V neck jumper
- Year 11-12: College blue V-neck jumper
- Shoes (black): Flat leather lace-ups or flat, buckled T-bar sandals

P.E UNIFORM
- College track pants: Bottle green (required for winter)
- College sports jacket: Dark blue (required for winter)
- College shorts: Bottle green
- College rugby top
- College polo shirt: green (short or long sleeve)
- Socks: White sports
- Hat: Bottle green Peaked cap or College green wide-brimmed hat
- PE bag: Bottle green with College emblem.

OPTIONAL ITEMS
- Hair ribbons: Bottle green, College tartan, navy blue or white.
- Veil and bond: Year 7-12 summer uniform - white
  Year 7-10 winter uniform - bottle green.
  Year 11-12 winter uniform - navy
- Scarf:
  (Winter uniform only)
  College tartan/bottle green (Year 7-10),
  Dark blue (Year 11-12)
  College knitted scarf (Year 7-12)

The college blazer must be worn to and from school in Years 7 - 12.
COMPUTER USERS’ CODE OF CONDUCT

The College’s Computer Network provides access to a wide variety of curriculum related material. Use of the equipment (including laptops) and the accessing of educational materials, carry certain responsibilities. The network is to be used only for educational purposes. The following code of conduct must be followed by all users of the network.

STUDENTS ARE NOT PERMITTED TO:

• damage or interfere with computer equipment
• consume food or drink in any computer room
• use another student’s account or access another student’s files
• install unauthorised software onto any computer
• delete or edit any system files
• use the resources to the detriment of another user (including harassment and bullying)
• use the resources to bring the college name into disrepute
• use chat rooms of any description, with the exception of specifically organised discussions which have been arranged by a teacher
• break copyright laws: copying or redistributing of another person’s work must be correctly acknowledged
• use the College Network to access material deemed objectionable by the College.

FAILURE TO FOLLOW THE RULES CONTAINED IN THE CODE OF CONDUCT MAY RESULT IN THE FOLLOWING PENALTIES:

• The user’s account being disabled
• Detention and/or further action if deemed necessary

EXCURSIONS

Excursions are recognised as being an essential part of the College’s educational program. All Learning Areas incorporate a range of activities and excursions that are relevant to the curriculum at each level and some activities are mandated by the VCAA as part of the VCE curriculum.

The Assistant Principal is responsible for the approval of any single day excursions. A calendar of excursions and events is kept to ensure that these are spread throughout the year and, that all excursions are designed to enhance students’ learning experience. College procedures and requirements in relation to preparation and safety in the conduct of all excursions must be observed and records of excursions must be maintained.

Adequate pre-exursion preparation must take place prior to any approval for the excursion to go ahead.

In order to participate in excursions, students are required to:

(a) Provide written permission from a parent or guardian
(b) Wear correct school uniform (unless alternative appropriate clothing is specified for the particular activity).

All excursions leave from and return to the College.
THE COLLEGE PLANNER

The College Student Planners are compulsory for all students in Years 7 to 12 and are listed on the booklist for each year level. Planners can also be purchased separately from the General Office if a replacement is needed, while stocks are available.

Students are required to have their College Planner with them during classes to record homework and teachers’ instructions as well as to record late, early-leaver, sick-bay and out of class passes. It should be taken home each night so that parents can check that homework is being done and to enable communication between teachers and parents via notes. The College Planners are full of useful information and tips to assist students throughout the year. All students are encouraged to make use of their planner for educational purposes.

ATTENDANCE

Students are not permitted to absent themselves from class to complete work. Students cannot expect their work to be authenticated and assessed if they are not present in class.

ASSESSMENT

The assessment methods to be used in each subject will vary according to the year level and content of the course. Each Learning Area will set the assessment tasks for each subject. They may include: assignments, tests, essays, folio, practical reports and oral reports. Students will receive details of the assessment tasks for their subjects at the beginning of the year.

BOOKLIST

Books, stationery and any specialist equipment required for each subject will be notified through the booklist which students will receive in Term 4.

LOCKERS AND PERSONAL BELONGINGS

Each student is allocated a locker to use throughout the year in the relevant year level locker room. It must be kept clean, tidy and locked at all times. Students are required to supply a secure lock for their locker and provide a spare key for emergencies to their Year Level Coordinator. This will be stored in the sub-school office.

All books and belongings, including school bags, should be clearly labelled with the owner’s name and form group. They must be stored in a secured locker when not in use. Students are also advised to store their purse in their locked locker, rather than carrying it from class to class.

Students should not bring any unnecessary or particularly valuable items to school. The Department of Education and Training does not hold insurance for personal property brought to schools.

Should students have a need to bring a large amount of money to school, it should be left at the General Office before Form Assembly for safe-keeping.

CO-CURRICULAR PROGRAMS
CULTURE AND THE ARTS

Instrumental music and band performances, Cultural exchange with Toyota Higashi Senior High School in Japan and Rotorua Girls High School in New Zealand, Art Show and displays, Dance groups, Drama performances, College Music Gala, Choral groups, College choir

SPORTS AND LEISURE

House sports: Athletics and Swimming and lunchtime sports competitions. Inter school sports activities including Athletics, Swimming, Cross Country, Basketball, Netball, Tennis, Table Tennis, Volleyball, Cricket, Soccer, Football and Softball. After school activities: Gym Club, sports training

ENHANCEMENT

Japanese student exchange, City Experience, Lions Youth of the Year, Australian Mathematics Competition, Learning Area based enrichment programs, excursions, interschool debating, essay competitions, pre university programs, Classes for Advanced Learners (CAL Program), language/poetry competitions.

LEADERSHIP

Student leadership program - Prefects, Student Executives, Form Captains, Ambassadors, Student Representative Council, House Captains, Lions Youth of the Year, Student mediators, Cross age tutoring, International Women’s Day Program, College Magazine ‘Yeramba’, Environmentalists, Sporting team captains

COURSE COUNSELLING

Vocation Education Coordinator, Course Counselling Teams, Course Selection Evenings, Parent Information Sessions, Study Conferences, Careers Program and Work Experience Program

COMMUNITY SERVICE

St John Ambulance Cadets, shared activities with Glenroy Lions Club, Rotary Club of Pascoe Vale. Fundraising activities including specific causes such as S.I.D.S., Amnesty International, State Schools Relief Fund, Quit and Anti-Cancer Council activities, Red Shield Appeal, 24 Hour Famine, Royal Children’s Hospital Good Friday Appeal

CAMPS AND ACTIVITIES

International exchange trips to Japan (Toyota-Higashi Senior High School); Year Level Camps, Year 12 Valedictory Dinner, Field Trips, Ski Trip,

COLLEGE ASSESSMENT AND PROMOTION POLICY

In line with the College assessment and promotion policy, all students are required to complete and submit assessment tasks on time or risk failing the subject. In the event of verified illness or extra curricula involvement, a student may be granted an official extension of time by her teacher. If a student fails to submit work without due cause, the class teacher will issue a ‘Notification of Failure to submit an Assessment Task’ notice and the student may not receive a grade higher than ‘E’ for the task.

YEAR 8 ENTRY REQUIREMENTS

At least 90% attendance MUST be attained to be promoted to Year 8. However, it is expected that all students in Year 7 in 2016 will be doing the Year 8 course in 2017. There are occasions when it is in the best interests of
the student to repeat the year. This decision will be made by the Principal and a Committee in consultation with the student and her parents.

**CLASSES FOR ADVANCED LEARNERS (CAL) PROGRAM**

Advanced classes for core subjects are available for academically capable students in Years 8-10. The selection process will involve aptitude testing and academic results.

**YEAR 7 COURSE OF STUDY**

Students will study the following subjects over the course of the year:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Semesters</th>
<th>Lessons per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Humanities</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Arabic or French or Italian or Japanese</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Technology Studies</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Drama</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Health Education</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Pastoral Care</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Sport Education</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
LEARNING AREAS

Arts

The Arts offer students a unique and creative avenue to communicate with those around them and engage students in critical and creative thinking to help them gain an understanding of themselves and the world in which they live.

The Arts encourage students to develop skills and the exploration of materials, techniques, processes and technologies through a range of disciplines including art, drama, media, photography, visual communication, dance and music.

The Arts domain encompasses a diverse and ever-evolving range of disciplines that allow students to create and critically explore visual culture, performances in traditional and contemporary genres and works that are an amalgam of traditional forms and digital media.

The Arts nurture cultural understanding, invention, new directions and technology. Imagination and creativity, the foundation of the Arts, are essential to our wellbeing as we create much of our world in order to enhance our experiences and understandings of the diverse views that make up our cultural heritage.

The Arts allow students to communicate their ideas, observations and understanding of structures, functions and concepts drawn from other areas of the curriculum. The Arts are an avenue for confronting and exploring new ideas and concepts. Learning in the Arts is sequential and students can undertake studies in a range of disciplines throughout their six years at the College. The table below details the pathways students can complete.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR 7</th>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Music</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>VET Interactive Digital Media</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio Arts - General</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Studio Arts - Photography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Media</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Visual Communication and Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Creations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

The Arts offers our students a number of activities that they can participate in to further develop their skills and knowledge learnt in the classroom. The culmination of these activities is Arts Week in Term 3.

- The Annual Art/Design Show and the Gala Music Concert are held annually.
- Music students perform in our regular lunchtime concerts held on the Outdoor Stage or in the Performing Arts Centre. This provides entertainment and valuable performing experience.
- Regular displays of students’ art works are exhibited in the College to highlight class work.
**ENGLISH**

The study of English involves students in reading, viewing, listening to, writing, creating, comparing, researching and talking about a range of text types from the simple to the complex. English teachers at PVGC encourage students to explore the meaning of texts and how meaning is conveyed. They introduce critical approaches to the ideas and thinking contained in texts and support students in the development of critical understanding about the ways writers and speakers control language to influence their listeners, readers and viewers.

All students from Years 7-10 at PVGC take part in The Premiers’ Reading Challenge. In addition, a variety of excursions to the Immigration Museum, The Age Writers’ Festival, visiting theatre groups and organised incursions with guest speakers are part of the English program so that student learning is further complemented with these experiences.

Students with strong reading and writing skills who choose to study English Literature from Years 10-12 focus on the enjoyment and appreciation of reading that arises from discussions, debate and the challenge of exploring meanings of literary texts. Students learn to understand that texts are constructions and they work on understanding the complexities of language.

During the study of English in Units 1-4, students read a range of texts, particularly narrative and persuasive texts. Here they are required to comprehend, appreciate and analyse the ways in which texts are constructed. Students learn to appreciate, enjoy and use language, and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.
The Humanities include all subjects that study human societies and environments, people and their cultures in the past and the present. These subjects, History, Geography, Economics and Civics provide a framework for students to understand their world. Key ideas enable them to understand the way in which people and societies have organised their world under particular conditions and made meaning of it.

The Humanities encourage use of research skills and inquiry processes. Students learn to plan an investigation and ask key questions. They question and analyse a range of data and sources including artefacts, photographs, maps, stories, special events, interviews, fieldwork and electronic media. They form conclusions supported by evidence and present information in a variety of ways.

The Humanities curriculum is compulsory for all students from Years 7 to 10. In the junior years, the focus is on Ancient and Medieval History and Geography through a study of local and global issues. Through the use of atlases, textbooks and audio visual materials they develop skills to deepen their understanding of key knowledge and ideas.

In Years 9 and 10, students also undertake economics and civics key knowledge and skills in the subjects of Commerce and Careers, Civics and the Law. They learn about personal budgeting, the world of business and banking as well as how the Australian political system operates and how to develop job seeking and employability skills. The Humanities curriculum continues to develop History and Geography knowledge and skills at Years 9 and 10 where the History focus is Australian society and themes from its past. Students also have an opportunity to pursue their studies of Economic and Geographical issues by choosing the elective, ‘It’s your World’.

Further specialisation occurs at VCE level. In the Humanities, students can choose from Commerce and Business subjects including Accounting, Business Management and Legal Studies. History has as its focus the place of Australia in twentieth century history and then Revolutions in Year 12. Geography continues its focus on sustainability and ways in which humans and the environment interact. Politics at this level is very relevant with world events and leaders studied at Year 11 and Australia’s foreign policies and relationship with Britain and America in particular considered in Year 12. Further choice is provided by a Vocational Education Training (VET) in Schools Program which includes the Certificate II in Business (Administration). This allows students to acquire a TAFE certificate during their VCE studies.

By completing Humanities subjects at VCE many of our students proceed to interesting tertiary studies in areas such as Business Studies, Accounting, Legal Services, Journalism, the Tourist Industry and Teaching. However, all students should possess the mapping, comprehension and communication skills necessary to understand their place in History and in their world. They should be able to confidently approach life decisions including voting, choosing a career, sustaining their environment and operating as an informed citizen.
LANGUAGES

Why learn a language other than English?

Learning a language:
● develops an understanding of how languages work which leads to improved literacy skills
● helps students develop critical thinking, analysis and problem solving skills
● teaches students about other peoples, their ideas and ways of thinking
● inspires interest in and respect for other cultures
● enhances employment and career prospects
● contributes to social cohesiveness through better communication and understanding
● contributes to economic, diplomatic and strategic development.

COMMUNICATING IN A LANGUAGE OTHER THAN ENGLISH
In the Communicating in a language other than English dimension, students learn the knowledge, skills and behaviours relevant to the specific language being studied. The skills of this dimension include listening, speaking, reading, viewing, writing, and the use of body language, visual cues and signs. The application of these skills requires knowledge of linguistic elements, including vocabulary and grammar. This dimension requires familiarity with a wide variety of texts and genres in print and electronic form.

INTERCULTURAL KNOWLEDGE AND LANGUAGE AWARENESS
Communication skills in a language other than English foster intercultural knowledge and awareness of language as a system. The Intercultural knowledge and language awareness dimension develops students’ knowledge of the connections between language and culture, and how culture is embedded throughout the communication system. Progress through this dimension is demonstrated through performance in the language being studied. The understandings are universal and are gained by comparing languages, including English. Students gain an awareness of the influence of culture in the learner’s own life and first language.

Languages studied at VCE attract bonus points for a student’s ATAR score, facilitating tertiary education entry. Second language study can be a good predictor of a student’s ability to pursue a demanding post-compulsory program of study. This is because a second language requires sustained effort over time and as a cumulative subject of study, it is both practical and academic at the same time.
**Mathematics**

Mathematics is a compulsory, core subject from Years 7 to 10. In Year 10, we offer an additional elective in Mathematics to prepare students more thoroughly for VCE Mathematics subjects. VCE Mathematics subjects are as follows:

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Mathematics</td>
<td>-</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>Further Mathematics</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>Specialist Mathematics</td>
<td>Specialist Mathematics</td>
</tr>
</tbody>
</table>

All students are actively encouraged to study Mathematics at VCE level. Studying Mathematics at VCE level does increase the career options and course choices for all girls.

At VCE level there are four different options available in the study of Mathematics, with Specialist Mathematics plus Mathematical Methods being the highest level. These subjects would be studied by most students who wish to gain entry to university courses such as Medicine, Dentistry and Engineering.

Mathematical Methods is a prerequisite subject for a lot of university courses including Medical Sciences, Economics, Computer Science and other Sciences.

Further Mathematics is a prerequisite for a number of courses including, Teaching, Nursing, Health Sciences and Business Courses.
**Science**

Science is a fascinating subject that explores the universe and everything within it and investigates questions such as ‘why’, ‘how’ and ‘what if’. By fusing our natural curiosity with the discipline of the scientific method, experimentation and analysis, we are able to draw valid conclusions to our questions. Science is a compulsory core subject at Pascoe Vale Girls College from Years 7 to 10 and is based on the disciplines of Biology, Chemistry, Physics and Earth & Space Sciences.

There are three interrelated strands:

1. **Science Understanding**: Students develop an understanding of Biological, Chemical, Earth and Space and Physical Sciences.
2. **Science as a Human Endeavour**: Students explore how science knowledge and applications affect people's lives, including their work, and how science is influenced by society and can be used to inform decisions and actions.
3. **Science Inquiry Skills**: Students investigate or solve a problem by carrying out an investigation, collecting data, analysing, evaluating and conveying their ideas to others.

At VCE level, there are four different Sciences available to study; these are Biology, Chemistry, Physics and Psychology. Students may choose to study one or more of these subjects in years 11-12. Students also have the option of studying VCE Biology in Year 10 as an elective. Many of our students go on to study Sciences at the University level with Research, Medical Sciences, Health Sciences, Engineering and Teaching being popular career choices.

As part of Pascoe Vale Girls College collaboration with the University of Melbourne in the Telescopes in Schools Project, you are invited to attend Telescope viewing nights. If you are interested in the night sky, black holes or simply wondering about our place in the Universe, these nights give you an opportunity to see Saturn and its rings, the craters of the moon close-up as well star clusters with names like the Jewel Box Cluster.

You also have the opportunity to meet an Astrophysicist and ask some of those questions that you have always wondered about. If you would like to become more involved, join the Rephract group and learn how to operate the telescope and how to take photos of the night sky. For more details, ask your Science Teacher.

Every person benefits from a thorough grounding in Science, with an increased awareness and understanding of ourselves and each other, the world around us and our role within it. Scientific values include clear thinking, a respect for the environment and the opinions of others, honesty and collaboration; skills which are essential for good citizenship and the long-term future of our society.
SPORT, HEALTH AND PHYSICAL EDUCATION (S.H.A.P.E.)

Sport, Health and Physical Education (SHAPE) is divided into two areas:

SHAPE 1: Pastoral Care, Health Education, Health and Human Development, Food Technology and Hospitality.

SHAPE 2: Physical Education, Sport Education and Outdoor Education.

The SHAPE area is unique in having the potential to impact on the physical, social and mental health of students.

- It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health related physical fitness and sport education.
- It explores the developmental changes that occur throughout a human lifespan and also includes a focus on the establishment of personal identity.
- Through the provision of health knowledge, it also develops an understanding and knowledge of the factors that promote and protect the physical, social and mental health of individuals, families and communities.

The school is well equipped with three indoor teaching areas and a weight training facility which are all utilised extensively in the Physical Education/Sport Education program. In addition, Food Technology and Hospitality are well served with designated practical areas and a fully functional restaurant, Pascoes which is used for a range of school functions.

Pascoe Vale Girls College offers a rich variety of learning experiences in the SHAPE area. Across all of the SHAPE subjects, students participate in a carefully planned curriculum, encompassing theory and practical work with an emphasis on life skills, physical, mental, and social well-being. Elective choices are offered at most year levels and excursions are offered especially at the Year 10 level and beyond to develop an ongoing link with the local community.

SHAPE Week is a highlight with a number of themed days eg ‘Healthy Snacks Day’ ensuring students are involved in a wide range of activities during that week to reinforce the link between lifestyle choices and their general health and wellbeing.

Physical Education is compulsory from Years 7 to 10 with the opportunity at year 10 to pursue an additional elective called PE PLUS. This elective is a popular introduction for students wishing to complete VCE Physical Education. Sport Education is a one semester subject for all Year 7 and 8 students with a focus on weekly team competition. Pastoral Care and/or Health are compulsory from Year 7 to Year 9. Food Technology is also compulsory at Year 8 but can then be followed through as an elective option to Year 12. Health and Human Development is a popular elective choice from Year 10 through to Year 12 as is Hospitality in the VCE years.

Many of our students go on to tertiary study due to their exposure to the wide range of SHAPE subjects and experiences offered at the school. Hospitality, Teaching, Fitness Instruction, Child Care, Nursing and Nutritionist are popular career choices. However, every student benefits from their participation in the SHAPE area and its subjects’ experiences. It provides students with the knowledge, skills and behaviours necessary for the pursuit of lifelong involvement in physical activity, health and wellbeing.
TECHNOLOGY

The Technology Learning Area provides students with a range of experiences in using diverse tools and processes to create products that solve solutions. These can be Information products which are created on computers and can be anything from a spreadsheet to a multimedia presentation, or material products, which can be anything from a toy car to a formal evening gown.

In Years 7 and 8 Technology Studies students are given a grounding in the core Information Technology skills that they will need for successful completion of their future education. They are also provided with an introduction to materials technology, in which they use wood and plastic to create products of their own design. Underpinning all of these tasks is the teaching of the Design Process, which will be used in all design and technology subjects through to the end of their schooling and beyond.

In Year 9, all students complete a course in Communication Technology which aims to provide them with more specific skills that they will need in their VCE subjects. Students can also choose to complete elective subjects in Systems Technology, which focuses on programming, or Materials Fabric which is a design course. Both of these subjects can be continued in Year 10.

In VCE, students can complete Product Design and Technology – Fabrics, which comprises four units of study. Students can also complete Computing in Year 11 which leads into Informatics or Software Development in Year 12. While seemingly very different, materials and computing courses all rely on the design and problem-solving skills that students will have developed in Years 7-9 Technology subjects.

These problem-solving skills help students in their approach to all problems in the later years of schooling and beyond. The Information Technology skills learned in junior Technology will benefit students in all VCE courses, but particularly those that include an ICT component. These include such subjects as Interactive Digital Media, Business Management, Media and Studio Arts Photography and Office Administration. Importantly, however, these skills are more and more commonly considered as essential for any future career.
**YEAR 7 SUBJECTS**

**ART**
Subject description: A broad range of subjects are offered within the context of Creativity and Design. Emphasis is placed on the importance of Art and Design within the lives of our students as citizens of the Local and Global Community.

Students experiment, explore and manipulate different materials and techniques in order to create original art works. Students learn to use techniques and skills appropriate to both two dimensional and three dimensional art works. They learn to develop their ideas and communicate these using visual forms, images and design principles.

Students learn how artists create art works and use a range of materials and techniques to communicate different ideas. Traditional and contemporary art works are investigated in order to gain an appreciation of how we see art and why art is so important.

**Drama**
Subject description: Drama aims to nurture students' imagination, creativity and knowledge of themselves and the world in which we live. It extends students confidence in themselves and an appreciation of the contributions made and the talents of others.

Students explore and extend their knowledge and respect of themselves, each other and their place in the world via an exploration of family issues, conflict and the means to positively resolve issues through performance. They also explore a range of 'quirky characters'.

Drama allows the students to foster an observation of human interactions and idiosyncrasies which informs, enriches and inspires original scripts leading to performances. Students develop expressive, technical and performance skills as well as the terminology and culture of the theatre. Students develop their work through others.

**English**
Subject description: The course covers the three modes of language: speaking and listening, reading and viewing and writing. Students study a variety of texts, including novels, plays, poetry, short stories and non-print texts. Responses to texts are creative as well as analytical; oral as well as written. Students write for a variety of purposes and audiences, formally (in structured pieces), and informally (in their journals). Students are taught the mechanics of writing, and are expected to draft their work, in order to refine and polish each piece. Oral activities and presentations, both group and individual, are integrated into all parts of the course. Wide-reading encourages students to develop the habit of reading for enjoyment.

**Humanities**
Course Content: The Course is divided into two semesters.

Semester 1: HISTORY. History teaches students the knowledge and skills to understand and interpret the past. The Year 7 History unit covers 'What is History?,' an introductory skills topic, an investigation into a Historical mystery, as well as two in depth studies into Ancient Civilisations such as Egypt, Greece or India.

Semester 2: GEOGRAPHY. Learning in the Geography domain provides students with a variety of skills to investigate their world. Students study the desert environments and endangered species. They also develop mapping skills through the use of an atlas and fieldwork skills through a local area study.

LANGUAGES

ARABIC
Subject description: Development of reading, writing, listening and speaking skills through a wide range of material and stimulating activities.

FRENCH
Subject description: Development of reading, writing, listening and speaking skills through a wide range of material and stimulating activities.

ITALIAN
Subject description: Development of reading, writing, listening and speaking skills through a wide range of material and stimulating activities.

JAPANESE
Subject description: Development of reading, writing, listening and speaking skills and a study of Japanese customs and culture.

MATHEMATICS
Subject description: This course will cover topics in the following areas: Number and Algebra; Measurement and Geometry and Statistics and Probability. Students complete pre- and post-topic tests, solve problems, conduct investigations and complete text book exercises in class. Students engage with technology through the use of on-line learning programs, computer programs such as Geogebra, Microworlds/Logo, and their calculators.

Other Information: Students must have a scientific calculator with a fraction key for this subject.
**Music**

**Course Content:**

Music aims to engage students in music making and musical appreciation.

Students are introduced to the world of music via hands-on activities, vocal ensembles plus a range of instruments including keyboards, guitar, bass, drums and tuned percussion. They learn the basic elements of music making through the playing, composing and recording of music.

Students focus their learning on the following areas during the semester:

- Music theory and general musicianship
- Creative music making
- Music technology
- Music Appreciation

All students have the opportunity to study an instrument as part of the College's Instrumental Music Program. Students may also become a member of the College music ensembles or choirs and are provided with the opportunity to perform in lunchtime concerts, the College Gala at the Clocktower Centre, the End-of-Year Concert and in various competitions. Students will develop an appreciation of different music styles that could lead to the study of VCE Music.

**Pastoral Care/Health Education**

**Course Content:**

Semester One: Pastoral Care assists and guides students through the period of transition from Primary to Secondary School. Students participate in a wide range of activities that ensure they are both familiar and comfortable in their new school environment. There is a strong focus on collegiality, empowerment and self-esteem, respect of self, others and friendship.

Semester Two: Health focusses on the importance and achievement of physical, mental, social and spiritual health and wellbeing. It promotes healthy lifestyles and explores issues such as the developmental changes at puberty, effective decision making, positive and negative risk taking and health promotion.
PHYSICAL EDUCATION

Course Content: In Year 7 Physical Education students should proficiently perform movement and coordination skills. Students measure their fitness levels and are expected to maintain regular participation in moderate to vigorous physical activity. They should also be able to combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance.

In Year 7 Physical Education, students will complete a variety of activities that develop coordination and fitness including:

- Athletics
- Dance/Gymnastics
- Fitness Testing Program
- Minor Games
- Swimming
- Throwing/catching/striking/kicking

Clothing Required:
The following items are compulsory:

- College track pants: Bottle green (required for winter)
- College sports jacket: Dark blue (required for winter)
- College shorts: Bottle green
- College rugby top
- College polo shirt (short or long sleeve)
- Bottle green college polo T-shirt with white College logo
- Socks: White sports
- Peaked cap: Bottle green or College green wide-brimmed hat
- PE bag: Bottle green with College emblem.
- Bathers and goggles for swimming program

Students MUST have the correct Physical Education Uniform. Any student without the correct uniform must bring a note signed by a parent/guardian stating the reason for not having the correct uniform or for not participating. The note must also be signed by either the student’s coordinator or the Head of School before it is given to the Physical Education teacher.

SCIENCE

Subject description: Year 7 Science introduces students to the equipment, skills and techniques that are needed to work in a laboratory. It encompasses:

BIological SCIENCES
Cells are the basic units of living things and have specialised structures and functions. Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce.

CHEMical SCIENCES
The properties of the different states of matter can be explained in terms of the motion and arrangement of particles. Differences between elements, compounds and mixtures can be described at a particle level. Chemical change involves substances reacting to form new substances.

**EARTH AND SPACE SCIENCES**

Our Earth is a planet in one Solar System in the Milky Way Galaxy. Astronomy allows us to identify and describe parts of this galaxy. The seasons, tides and eclipses can be explained by comparing the relative movements of the Earth, Moon and Sun.

**PHYSICAL SCIENCES**

Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems.

**SPORT EDUCATION**

**Subject description:** Students will participate in a semester of Sport Education. They will participate in two sports in two 10 week seasons. The aim of the course is to involve students in regular competition with a range of different sporting roles. As well as being players, they are required to take on leadership roles such as captains, selectors, umpires, scorers, equipment monitors, publicity officers, etc.

**Clothing Required:**
- Bottle green College track pants;
- Bottle green College shorts;
- Bottle green college polo T-shirt with white logo; Suitable runners and white socks;
- Bottle green peaked cap (terms 1 and 4 only);
- College rugby top (bottle green and white);
- Dark blue College sport jacket

Students MUST have the correct Physical/Sport Education Uniform. Any student without the correct uniform must bring a note signed by a parent/guardian stating the reason. The note must also be signed by either the student’s coordinator or Head of School before it is given to their Sport Education teacher

**TECHNOLOGY STUDIES**

In Technology Studies, students develop a strong foundation in the Information Technology skills required to succeed in Years 8-12. Students learn: to navigate the college network, fundamental file management skills and common IT processes such as word processing and digital image manipulation. A programming unit will introduce them to programming concepts and skills that they will develop in years 8 and 9. Students also undertake two Materials Technology units. Students learn about basic woodworking tools and processes and create simple wooden products. The aim of these units is to help students understand the design process and develop problem solving skills that will help them in all subjects in their future schooling.
**INSTRUMENTAL MUSIC LESSONS**

"Music is the universal language of mankind" - Henry Wadsworth Longfellow

Pascoe Vale Girls College offers students a wide and exciting range of musical activities at a price unbeatable in the community. Learning an instrument is highly recommended for students studying classroom music in Years 7-10 and becomes compulsory for Year 11 and 12 students enrolled in VCE music performance.

For a small annual fee, students can learn instruments including: guitar, piano, violin, viola, cello, double-bass, electric bass, flute, clarinet, saxophone, drums and singing. In addition, students have the opportunity to participate in the many school ensembles such as the College Choir, ‘GuitarKestra’, String Ensemble, Woodwind Ensemble and ‘RockWire’ which enhance the overall learning experience. These ensembles perform at monthly lunchtime concerts, school assemblies, the Annual Gala Music Concert at the Clocktower Centre, the Northern Metropolitan Region School of Rock, End-of-Year Concert in the College auditorium and the Grade 6 Orientation Day.

Students are required to attend one period per week using a ‘rotating’ timetable. This ensures minimal disruption to curriculum-based classes. Government statistics as well as educational data clearly demonstrate that students involved in music lessons, perform better in their other studies overall.

Parental consent is required for all students wishing to be involved in lessons and commitment over a minimum of one year is compulsory.

We look forward to welcoming your child into the music department at Pascoe Vale Girls College.

**HOW TO STUDY EFFECTIVELY**

1. Draw up a timetable for the times you are available to do homework/revision: Prioritize which assignment/homework is the most important and allocate this first to your timetable and then allocate other tasks finishing with the least important. Have a 15 minute break every 45 minutes. Leave space in your timetable for homework that pops up on a daily basis.

2. Focus on weaknesses: Be brave! Do the least liked subject! Homework first!

3. Studying is not reading textbooks or notes, it has to be active. To keep your study active:
   a) Summarise - Read your notes and write down key facts or keywords. When you have finished a summary, test yourself.
   b) Practice examples - this allows you to become more familiar with that type of problems.
   c) Make definition and formula cards.
   d) Practice drawing diagrams
   e) Say things aloud - this helps in learning difficult terms - often those hard to spell or pronounce.
   f) Go over assessed work. Identify your strengths and weaknesses and use the teacher’s comments as a guide to study particular aspects of the topic.
   g) Practice essays/problems/question in a limited time.

4. Avoid distractions: Turn off mobile phones. Turn off the music and T.V. Tell your family that you will be working at your desk for a certain amount of time and that you don’t want to be distracted.
PASCOE VALE GIRLS COLLEGE HOMEWORK POLICY

Homework refers to the work done by students outside regular class time. This includes timetabled study periods as well as work done at home. Homework is an important component of the teaching and learning process as it provides the opportunity for the development of skills as well as for extension of class work and enrichment.

PURPOSE OF HOMEWORK:

- A regular homework routine promotes a positive work ethic and prevents stress due to time mismanagement.
- It is important for students to develop regular study habits to improve and support their learning.
- Students may need to complete work which has been started in class. Class time may not be sufficient to meet the needs of all students all of the time.
- Students may need to consolidate and improve on their skills and knowledge with extra practice.

TYPES OF HOMEWORK

1. Review and Revise. This includes reading over the day’s class work and organising notes. Students should revise on a regular basis to consolidate their learning and prepare for tests, assessments and examinations. This type of homework should be self-directed and is an integral part of developing good study habits.

2. Practice exercises. This includes all tasks that allow students to apply new knowledge or to review, revise and reinforce newly acquired skills such as:
   - Reading for pleasure
   - Practising spelling words
   - Practising physical education skills
   - Completing consolidation exercise for mathematics.

3. Preparatory homework. This includes opportunities for students to gain background information so they are better prepared for future lessons, such as:
   - Collecting newspaper articles
   - Researching topics for class work or assessment tasks
   - Reading English texts for class discussion
   - Checking personal diary entries and organising books and other materials for class

4. Extension Assignments. This includes all opportunities for students to pursue knowledge individually and imaginatively, such as:
   - Writing a book review
   - Making or designing an art work
   - Interviewing a local identity or relative
IMPLEMENTATION GUIDELINES:

Each student will have a regular program of home study with a recommended time allocation: There should be consideration given to the types of homework (shown above) that students undertake during this suggested time.

- Year 7: 1 hour per week night
- Year 8: 1-1½ hours per week night
- Year 9: 1 ½ – 2 hours per week night
- Year 10: 2 hours per week night
- Year 11: 3 hours per week night
- Year 12: 3 hours per week night

HELPING STUDENTS

Parents and carers can help students with their homework by:

- Monitoring a regular homework routine for their child.
- Discussing key questions and brainstorming possible ideas or resources
- Editing completed work and clarifying the task guidelines through discussion
- Encouraging diary organisation and time management including both work and recreational commitments.
- Providing a well-lit, quiet and comfortable environment for completion of homework
- Contacting teachers about any homework issues

Classroom teachers can help students with their homework by:

- Setting varied, challenging and meaningful tasks related to classwork to suit the student’s learning needs
- Giving students enough time to complete homework, considering home obligations and extracurricular activities
- Assessing homework and providing timely and practical feedback and support

The College can help students with their homework by ensuring

- The Student Diary is the means of communication between the College and parents at all times and there should be particular reference to homework.
- that parents and carers are aware of the College homework policy
- Homework will be reported on within the end of semester report. (the work habit will be termed Homework/Preparation)

**YEAR 7 REDEMPTION PROCESS**

This process applies to Assessment Tasks only. Teachers may issue a Notice of Failure to Submit Work redemption form to students if a student fails to hand in work or complete an assessment task.

<table>
<thead>
<tr>
<th>FAILURE TO SUBMIT</th>
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<tbody>
<tr>
<td>Student fails to submit Assessment Task due to:</td>
</tr>
<tr>
<td>● frequent absence from class</td>
</tr>
<tr>
<td>● failure to use class time effectively</td>
</tr>
<tr>
<td>● failure to complete assessment task set for homework</td>
</tr>
<tr>
<td>● absence on day of test</td>
</tr>
</tbody>
</table>

‘Failure to Submit’ form is issued.

- Highest grade obtainable is E
- If work is not submitted the student receives N or zero marks for that task
- A student who receives two ‘Notices of Failure to Submit Work’ may result in an ‘N’

**STUDENT RESPONSIBILITIES:**

- To attend regularly and hand in work on time.
- To provide a medical certificate or note to Class Teacher in case of illness when assessment task is due.

Student Responsibilities when a Redemption Notice is issued:

- To show parent the Notification Form and get parent signature on it.
- To complete task and submit work to teacher by the new date with the redemption notice signed by parent.