



MORTLAKE



COLLEGE



P.12



*Inspire
Endeavour
Succeed*

2023/2024
Parent
Information

The college structure is designed to capitalize on the benefits of a P-12 School and utilize the strengths of all involved

Contents

2	Welcome
3	College Organisation
4 & 5	Student Health & Wellbeing
6 & 7	Health & Safety
8 & 9	Behaviour Management
10 - 12	Curriculum
13 - 14	Special Programs & Homework
15 - 16	Reporting
17 - 19	Physical Education/ Extra-Curricular Activities & Other Information



We encourage all members of the school community to achieve their potential

Welcome

Mortlake College prides itself on having a warm and inviting atmosphere at all year levels.

Every child who attends Mortlake College will experience the individual attention that a small school can provide and also a wide range of educational opportunities.

Subjects offered cover the full range of curriculum choices from Foundation through to Year 12, and reflect our mission statement that 'we are committed to maximising the potential of ALL students'.

We combine the best of a traditional approach to teaching with innovative and exciting programs at all levels of the school. We pride ourselves on providing excellent Information and Communication Technology facilities and opportunities across the whole school.

We have programs which focus on student wellbeing and the development of the whole child. At the Primary level, the positive education program aims to develop positive attitudes and emotional capabilities in all students, whilst at the secondary level students work closely with their Engagement & Wellbeing Leaders.

Students at Mortlake College can be certain that excellence can be achieved. Staff are professional in their approach, caring in their relationships with students and experienced in helping students to develop work habits, which will carry through into later life.

The environment is secure and conducive to students producing the highest possible standard of work. We create opportunities for students to develop their full potential in all aspects of their growth as a person.

We are fortunate to have the active involvement of many of our parents in the school. Parent helpers in the F-4 area are a great support and the 'Parents' Association & School Council work tirelessly for the benefit of the school as a whole.

Mortlake College has an enviable reputation across the region for our excellence in the Performing Arts. Each year we have a major school production which involves around seventy students from Years 5 – 12; a F – 4 concert; and a music education. We also have a thriving Kitchen Garden program where our Years 3, 4 and 5 students grow vegetables in the kitchen garden and use them to create healthy meals.

We are very proud of our academic record which shows clearly that with the benefit of our smaller class numbers, Mortlake College can prepare students for a wide selection of courses and to the highest level. Recent graduates are studying medicine and law while others have experienced success through the VET stream and are now involved in apprenticeships, traineeships and full employment.

As a P-12 school, transition is seamless for our students but we ensure that students from other feeder schools are assimilated quickly into their peer group. We work with families to create and maintain an harmonious environment that makes for happy students and enriched learning.

Please call if we can be of any assistance.

Mr Sean Fitzpatrick
Principal

College Organisation

As a Prep/Foundation– Year 12 school we are indeed fortunate to be able to develop close and harmonious relationships with students for their entire primary and secondary education. Whilst we have two distinct sub-schools which reflect the different stages of learning, we do have a whole school approach to teaching and learning.

In each of the sub-schools, teachers work together in a team-oriented approach to student engagement and wellbeing and to all aspects of the teaching program.

COLLEGE COUNCIL

The College Council has the responsibility of setting policies on all school matters, within State guidelines. They also appoint ancillary staff, administer finances and manage the school grounds and facilities.

School Council consists of up to fifteen members – the Principal, 6 elected parents (non DET employees), 4 elected staff (DET employees) and 1/2 student members, all elected for a two year term, with half the positions falling vacant each year. Up to 4 members may be co-opted for a period of up to two years, for their expertise in certain areas. Currently one of these positions is allocated to the Parents' Association.

Sub-committees form a major role in the successful operation of the Council, as they meet regularly and put forward recommendations that are discussed and acted on at a full Council meeting. The committees are Facilities, Welfare and Finance with working parties formed to deal with specific areas or problems. Any parent is most welcome to be on any of these sub-committees. All members are most approachable and welcome any suggestions from the wider school community

PARENTS' ASSOCIATION

The Parents' Association of Mortlake College aims to fulfil several functions for the school community. We believe it is important to keep our parent body well informed of happenings within the school. The Principal or Assistant Principal attend each meeting and this enables parents to both develop a greater understanding of what is happening in the school and also to provide feedback.

Various fundraising events are held throughout the year to raise funds in order to purchase curriculum or environmental needs for our students. Through the efforts of our parent body, sporting equipment, science equipment, air conditioners, books, games and the covered area have been provided.

UNIFORM

A supply of new school uniform is available through the school. School uniform can be purchased at the school on Tuesday afternoons from 1pm till 4pm or Thursday mornings between 8.30am till 12.00 pm. If this time is not suitable alternative arrangements can be made by contacting Cherie Robertson at cherie.robertson@education.vic.gov.au.

Student Health & Wellbeing

School Wellbeing Officer

The College employs a Wellbeing Officer on a part-time basis to assist all members of the school community in matters relating to welfare.

The Wellbeing Officer spends time with classes in both the primary and secondary area working with students on issues such as student health and wellbeing, and also works closely with individual students and families when the need arises.

In 2021, the school employed a qualified Mental Health Practitioner- Paulette Vargas to work with students one day per week. If you wish to access this service, for your child, then please speak to the Wellbeing Officer. This is a confidential service.

School Nurse

We are fortunate in having the services of a trained nurse on a part-time basis. The nurse works with some classes, provides advice to individual students and organises health programs. The School Nurse works closely with our Wellbeing Officer and either one is available throughout the week.

School Chaplain

Our school chaplain is on site 2 days per week to work with students at risk or who just feel like a chat with someone other than a teacher. In addition to this, the school chaplain co-ordinates the school breakfast program. This program occurs every Monday (operated from the Home Economics Room).

Restorative Practice

The school is committed to a restorative approach to behaviour management where students are asked to take responsibility and ownership for their own actions to be pro active in repairing relationships with others. This approach is embedded through the application of the School Wide Positive Behaviour Framework (SWPBS).

Attendance

All students are required to attend school regularly. It is important for students to have continuity of learning as much as possible so that they don't miss out on classroom instruction.

As part of our attendance policy parents are required to notify the school either prior to their child's absence or on the morning of the absence. If contact is not made by a parent/guardian the school will initiate contact.

Where a child, particularly in the secondary school, is likely to be absent for any length of time, parents are encouraged to contact the school to organise for some work to be completed at home. Students in the senior classes are required to attend a minimum of 80% of their scheduled classes in each subject to be eligible for a pass. Immediately after each absence, it is most important that a student's absence be accounted for via a note from a parent or guardian. For primary F-6 students, this should be given to the class teacher, and for secondary students, to the Home group teacher or their Engagement & Wellbeing Leader. Alternatively, families are encouraged to log their child's absence via the Sentral Portal.

Student Engagement Policy

The student engagement policy outlines the responsibilities and rights of students, teachers and parents and is available on the school website. A hard copy is located at the General Office.

Careers/Work Experience

All students at Mortlake College have access to the most up to date and comprehensive information concerning careers and job opportunities.

A Pathways Program from Years 7– 10 (through the General Capabilities curriculum) helps students to set short and long term goals.

Mortlake College is extremely proud of its reputation in assisting students with the transition from School to University/TAFE or work. Unlike some larger institutions, we are able to cater to the individual needs of our students on all matters, including providing advice on tertiary courses, accommodation, new apprenticeships and VET programs.

Mortlake College has developed strong links with a number of employment and learning agencies in the region.

This has proven to be most beneficial in the placement of our students in VET, Apprenticeship Programs and general employment. The new VCE VM or VPC program is often an option for students interested in moving from school straight to apprenticeships, traineeships or employment.

Work/Industry Experience is very much a part of our Careers program. All students in year 10 have the opportunity to participate and are encouraged to use the program to explore jobs and industries that are of particular interest to them, even if this means looking outside the local area. Students are encouraged to consider their Morrisby profile (which they complete in year 9) to explore careers that match their strengths and interests.

For more information visit- www.mortlakecollegecareers.com

Foundation- Year 6 Engagement & Wellbeing Support

The well-being of our students is of great importance and we have a Leading Teacher whose role is to oversee the wellbeing of the Foundation- to Year 6 subschool. We are committed to developing a school based Respectful Relationships model that focuses on developing student's character strengths and building foundations based on positive relationships.



Health & Safety

First Aid

Whilst Mortlake College has staff trained in first aid and has necessary supplies, these are for emergencies only. Students are better advised to stay at home if they do not feel well enough to attend class. If emergencies do occur, the parent or guardian will be contacted and the student sent home or referred to the Mortlake Health Service at the discretion of the Principal, or duty teacher. Usually students will only be held in the sick bay for a maximum of 30 minutes while efforts are made to contact parents. The Health Service will then determine the necessity of a doctor. In such a case any medical and/or ambulance expenses incurred will be the responsibility of the parent.

Parents should be aware that an ambulance trip from the school to the Mortlake Terang Community Health Service is very costly if you are not an Ambulance subscriber.

Asthmatics: All asthmatic students must have an asthma plan developed by their doctor.

Anaphylaxis: All anaphylactic students must have an anaphylaxis plan developed by their doctor.

The Sick Bay is located next to the staffroom.

Medication at School

Student medication is locked in the medication cupboard in the sick bay. Written instructions must be on the original container, which should have the student's name clearly visible. A pharmacist should have dispensed this medication. It is the parent's responsibility to notify the student's grade teacher/coordinator of the medication order. Paracetamol may be given to students with signed parent permission. The list with these student names is located inside the medication cupboard.

The issuing of Paracetamol is the responsibility of a staff member and a record is maintained to monitor student intake.

Paracetamol is given as per dosage chart located with the list of students who have parental permission.

If a child requires regular medication on a school excursion, or at a camp, the medication should be in a dosette box with name, dosage and named medication.

Immunisation

Only two forms of a school entry immunisation certificate can be accepted by Government Schools in Victoria.

Form No. 1 – Child History Statement from the Australian Childhood Information Register.

Form No. 2 – School Entry Immunisation certificate issued by local council immunisation service.

Infectious Diseases

Where an infectious disease is suspected, a doctor should diagnose the student before the student attends school. In many cases there are mandatory exclusion periods, which must be adhered to. In addition, those who have close contact with the student may have to be excluded.

Head Lice

This unpleasant condition occurs on a fairly regular basis. There is nothing that can be done from a school point of view that will prevent this happening. With parental cooperation the duration of the occurrence can be minimised. Children who are found to have lice or nits in their hair are not permitted to attend school until they have been treated. Frequent checking after an infestation is recommended.

Bicycles

Students are welcome to ride bicycles to and from school, but they must wear a correctly fitted helmet. Students who fail to obey this rule will not be permitted to ride to school. A bike enclosure is provided and all students with bikes are expected to use it.

Students are not to borrow bikes belonging to other students either with or without their permission.

Sunsmart

Mortlake College is a Sunsmart school and as such every student in the school is required to wear a school hat in Terms 1 and 4 when they are outside.

Parents are encouraged to provide their children with sunscreen for use at school.



Behaviour Management

The principle underlying student Engagement, Wellbeing and disciplinary procedures is that of a co-operative process involving staff, parents and students; such a co-operative process will ensure that the school is a constructive, secure and rewarding place for all College community members; students, staff and parents.

As mentioned in the student engagement and wellbeing section of this guide, the school is committed to a restorative approach to behaviour management. It is an approach that requires students to accept responsibility and ownership for their actions.

There may be occasions when a range of other behaviour management options from school code of conduct that may need to be imposed.

SCHOOL WIDE POSITIVE BEHAVIOURS (SWPBS):

Mortlake P-12 College uses the School Wide Positive Behaviour Support Framework. The School-Wide Positive Behaviour Support (SWPBS) Framework is an evidence-based framework for preventing and responding to student behaviour. It aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members. It includes analysis of data in professional learning teams, implementation of evidence-based practices and organisational systems for establishing safe, purposeful and inclusive school and classroom learning environments while providing the individual behaviour and learning supports needed to achieve academic and social success for all students. This framework is underpinned by our key school values:

- **Respect**
- **Kindness**
- **Growth Mindset**

Duty of Care

Whenever a student-teacher relationship exists, the teacher has a special duty of care. This is defined as follows:

“A teacher is to take such measures as are reasonable in the circumstances to protect a student under the teacher’s charge from risks of injury that the teacher should reasonably have foreseen”

Class Rules

The fundamental objective of our College is for all students to reach their full potential. For this to occur, the classroom atmosphere will enable students to experiment, achieve, excel, take risks, and make mistakes without the fear of ridicule. An atmosphere where learning and achievement is valued should prevail.

*Every student has the right to learn
and every teacher has the right to teach.
For this to happen
ALL participants in a class must treat each other with
respect and courtesy*

To achieve this objective it is important that students take responsibility for their learning and behaviour by:

1. Being well prepared and punctual for class
2. Treating teachers and fellow students with respect.
3. Listening carefully to the teacher and the input of other students.
4. Contributing to discussion and class activities in a positive, constructive and orderly manner.
5. Remaining focused on classroom tasks.

Please refer to the Student Engagement Policy for more information.



Curriculum

THE EARLY YEARS: F-6

The Foundation to Year Six classes are referred to as the Early Years. In Years Foundation to six there is a focus and commitment to establish firm foundations for learning, with a concerted effort to develop sound independent Literacy and Numeracy skills.

At Mortlake College we implement the Early Years Literacy and Numeracy Program with daily focused two-hour literacy and a one-hour focused numeracy lesson. Our Literacy curriculum consists of daily 'Sounds Write' (phonics) sessions, the explicit reading instruction to the whole class followed by small group guided reading sessions. Our writing sessions have a strong VCOP (Vocabulary, Connectives, Openers, Punctuation) methodology. Reading in Grade 3-5 is centred around developing skills that will help with the comprehension of text such as predicting, connecting, questioning, clarifying, inferring, determining main idea and author's purpose etc. We use a balance of independent and co-operative tasks as well as the use of hands on activities and games to make learning engaging. Parental involvement is a key component of the Early Years strategy.

Specialist Classes in Years Foundation to Year six include Technology, Drama, Art, Science, L.O.T.E (Aboriginal Language), Health, Physical Education and Music. An integrated curriculum approach is favoured to stimulate interest and create meaningful learning experiences throughout the Primary area. English, Maths, Science, Studies of Society and Environment, Health and

Physical Education, The Arts, Languages Other than English and Technology are the eight Key Learning Areas that make up the curriculum's framework.

Special events that are part of the Early Years Program include a Foundation to Year Five Production, Visiting Shows and regular community participation with Aberlea and our local library. Excursions and camps are also incorporated into our programs. Transition programs allow for Kindergarten students to become familiar with our school through regular visits during the year.

MIDDLE YEARS

YEARS 7-10

Our work together to prepare and deliver an inclusive and integrated core curriculum in English, Mathematics and Humanities. Students are encouraged to strive for personal excellence with the teaching program designed to allow all students to work on individual goals to reach their full potential.

In 2022 a new Year 7-10 curriculum model was introduced. this new model is designed to increase student choice, voice and school engagement. Year 7-10 undertake the following core subjects:

- English
- Mathematics
- Science
- Humanities
- Health & Physical Education
- General Capabilities & Outdoor Experiences

In addition to this, students choose from a wide range of elective subject options. These elective offerings include:

- The Arts- Visual Art, Performing Art & Visual Communication/Design
- Physical Education & ADVANCE
- Science/S.T.E.M
- Technology- Food, Wood & Digital
- Humanities- History, Geography, Business, Economics & Media

Under this curriculum model, younger students also have greater access to early VCE entry and may, in consultation with their teachers, choose from several VCE subjects within their elective blocks.

eSmart School

Mortlake College is an eSmart school and encourages responsible and ethical use of online technology.

The College runs support sessions for parents to assist them in keeping pace with emergent technology.

Quicksmart Maths Program

Quicksmart is a numeracy intervention program. It is designed to significantly improve Mathematics outcomes for students undertaking the program. Quicksmart has been operating for a number of years and the research demonstrates that the program is very successful in its aim of supporting students to become active and confident learners in Mathematics.

Students undertake thirty minutes of highly structured instruction three times each week for thirty weeks. Students work with an instructor especially trained to deliver the program and each half hour session includes a variety of short, focused activities that aims to increase students' strategy use and improve their automatic recall of basic number facts.

Literacy Intervention

The school utilises the MiniLit & MultiLit Programs to support students that are in need of extra literacy support. This conducted in small groups. At Mortlake College children are selected to participate in a block of intervention after discussions between the classroom teacher and our Literacy Intervention teacher.

Everyday children participate in activities to improve their reading accuracy, comprehension and fluency, as well as expand their writing abilities. Children are provided with take-home books, at the end of each lesson to share their success at home.

VCE/VET/VCE VM/VPC

A wide variety of VCE, VCE VM & Vocational Education & Training (VET) subjects are available to our students through normal delivery at school. We also have the ability to offer other subjects through various online learning platforms, including school partnerships or the Victorian Virtual School.

As part of our extension and academic rigour program, Year 10 students and Fastrak Year 9 students are encouraged to either undertake at least one Year 11 VCE subject or start a VET Certificate or School Based Apprenticeship/Traineeship (SBAT).

Students will be involved in an extensive counselling process to select the appropriate VCE, VCE VM, VET and/or SBAT options to ensure that each individual student is studying the course most appropriate to their own strengths and needs. At the end of Year 12, successful VCE students will receive their VCE certificate and an ATAR (Australian Tertiary Admission Rank) score. This ATAR score is used by most colleges and universities around Australia to determine which students they will accept.

Successful VCE VM & VPC students will receive their respective certificates at the end of their program, which normally runs over two years.

Parents who would like further information about VET Certificates, School Based Apprenticeships/Traineeships and VCE, VCE VM & VPC are encouraged to contact the school for further details.



Special Programs

PERFORMING ARTS

Performing arts is a major focus of the school across all year levels. A school production for students in Years 5 - 12 is held annually as is the F-4 concert.

Instrumental Music & Voice Tuition

Instrumental Music and singing lessons are available from outside providers based at the school. Please contact the school to obtain further information.

Stephanie Alexander Kitchen Garden

As part of Stephanie Alexander Kitchen Garden program, all students in Year 3-5 are involved in growing and harvesting vegetables and raising chickens. The students use the food harvested from the garden in their weekly SAKG cooking sessions.

Kids in the Kitchen

As a lead in to the SAKG the Year 2 students are involved in the Kids in the Kitchen program where they gain an introduction to kitchen safety and food handling.

Student Leadership

Developing Student leadership skills is a major focus throughout the school. Apart from whole-school involvement in the SRC, we have leadership teams at both the middle school level and also in the senior years. Our School Captains lead the school.

Each house, Succeed, Endeavour & Inspire has elected captains for each sub school.

In the Prep – 5 subschool each class elects a House Captain for each House. These students are given leadership opportunities for 1 semester. The Junior House Captains are re-elected at the start of each semester.

In Year 9 students are able to apply to be part of the School for Student Leadership team who spend a term away, learning at one of the three SSL campuses, at either Marlo, Glenormiston, Haining Farm or Dinner Plain.

Homework

A comprehensive homework policy has been developed for all year levels but suffice to say, there is an expectation that all students will continue their learning after school hours through participation in activities set by the staff or of interest to the student. Homework becomes more regular and rigorous as the student progresses through the years of education.

Below is a guideline relating to the amount of time that could be spent on homework on a weekly/nightly basis.

Foundation- Year 6

Each week students are encouraged to complete a range of home tasks. These tasks are based on our class work and reinforce the concepts being taught at the school.

Foundation – Year 2

Home study tasks include nightly reading sessions. Home reading is an opportunity for families to celebrate their child's progress with reading.

Many students independently complete self-motivated research related to our thematic studies. This effort is always praised and encouraged within the classroom.

Homework in the Early Years of schooling is encouraged to be a pleasurable family experience. It is not an expectation that all tasks will be completed every night by all children as many students at this stage of schooling need the opportunity to rest after a day at school.

Home study should assist students to establish routines, responsibility, independence and co-operative skills which will prepare them for the greater demands of middle school.

Recommended Homework

Foundation	40 mins per week.
Year 1&2	1 hour per week.

YEAR 3-6

Students in Years 3, 4 and 5 are encouraged to complete a range of homework tasks each week. These tasks are based on class work completed.

Homework tasks include reading sessions 4-5 nights per week for approx. 10 minutes.

Many students complete self-motivated research related to our thematic studies. This effort is always praised and encouraged within the classroom.

Home study should assist students to establish routines, responsibility, independence and co-operative skills.

SECONDARY AREA

Only general guidelines can be given as to the amount of home study a child attempts; allowances must be made for individual differences of both pupils and teachers, how effectively the child works during the day, whether there have been absences and whether there are tests/exams coming up.

The times suggested below are what we believe to be the average times a child should spend in work and study at home over the period of one week.

Year 7 & 8 5-8hrs per week.

Year 9 &10 5-8hrs per week.

Year 11 10-12hrs per week.

Year 12 13-15hrs per week.

These are suggested as a weekly allotment so that the student can organise his/her time according to other commitments. The pupil should work out with parents the priorities given to sports training, television watching, household chores etc, so that a timetable for home study is agreed upon in each household.

Reporting to Parents

All students from Foundation through to Year 11 receive 4 reports across the school year. Over the course of the year, you and your child will be in a position to follow progress in each subject studied. Parents are encouraged to contact their child's classroom teacher or mentor at any time if they wish to discuss any aspect of their child's learning and wellbeing throughout the year.

Assessment Guides

Assessment Guides have been prepared for every Key Learning Area or subject so that parents and students are clear about what topics and concepts are to be covered in each Assessment/Reporting period and what assessment tasks the achievement grade will be based on.

Parent/Teacher/Student interviews

The face to face interviews between parent, student and teacher are an integral component of the procedure. Two interview days are held during the year; the first in first term and the second in the first half of third term. An online booking system of interview times across the whole school is available and details are provided in the weeks prior to the interview.



Reporting to Parents

Assessment of Achievement

A provided rubric shows the criteria for the tick box section of the report for behaviour, attitude and effort, organisation and for their engagement in remote learning this semester. The academic achievement level is based on the assessment of the class work assigned to your child at their level of academic development (indicated by the dot on the level continuum bar at the top of each subject). It is important to note that this level may vary for each curriculum area as teachers strive to assign work best suited for each individual student

Student Report Examples:

Primary

English					
Currently working at level	Level 2	Level 3	Level 4	Level 5	Level 6
English			●		
	Well Below	Below	At Level	Above Level	Well Above
Academic Achievement at Current Level			✓		
Behaviour					✓
Effort & Attitude					✓
Organisation					✓
Remote Learning					✓

Secondary

English					
Currently working at	Level 5	Level 6	Level 7	Level 8	Level 9
English			●		
	Well Below	Below	At Level	Above Level	Well Above
Academic Achievement at Current Level			✓		
Behaviour			✓		
Effort & Attitude				✓	
Organisation				✓	
Remote Learning					✓

Assessment against Victorian Curriculum Standards

Twice yearly in June and December, student reports include an indication of the level at which students are achieving, based on the Victorian Curriculum Standards.

SPORT

The school is very fortunate in having a large indoor sporting complex, which is used extensively by the college during the daytime and by Mortlake and District residents after school hours. The school has a keenly fought house competition in swimming, athletics, cross country and lunchtime sport. This complex is supported by two all weather outdoor court areas.

Rules for Casual Lunch Time-Use of Activity Centre.

All students using the Activity Centre Court, Squash Courts, Fitness and Weight training equipment must be changed into sports clothing. Students may play Table Tennis upstairs in school clothing, but for all other activities must be changed. No food should be taken into the Activity Centre (including dressing rooms). These rules apply to all children P-12. Students should only be in the Activity Centre with a teacher.

Inter-school Sport

Competitions are held with the Mid West Complex schools at the secondary level, in swimming, triathlon, athletics, cross country and team sports.

For Years 3-6 students Athletics are held with the Corangamite district schools. These Sports are Standardised Athletics Sports where each participant is awarded one, two or three points in each event based on their performance. Time, distance and height are compared to set standards for each age group in the event.

The school conducts a full physical education program. Physical Education is a core subject up to and including Year 8 and elective for Years 9 and 10. Students are required to select at least one Phys Ed elective per semester in Years 9 and 10. The VCE subject Physical Education Units 1 & 2, and 3 & 4 are also offered at Years 10, 11 and 12.

CAMPS AND EXCURSIONS

Mortlake College has developed a comprehensive Camps Plan that builds on student's prior experiences and extends as students become more self-sufficient. It begins with a Prep evening (barbecue and video) and culminates in a one week Year Eleven Work Experience Melbourne based Camp and a Year Twelve Study Camp.



Extra-Curricular Activities

The aim of our Camps and Excursions Program as a whole is to develop in students, through their interaction with others, the responsible use of the natural environment, along with exposure to a variety of different experiences and environments. It is hoped that through these activities students will foster independence and develop skills outside their normal environment. Camps and excursions also enhance our programs through the opportunity for direct, hands on experiences.

The costs for camps and excursions are to be met by parents. Before a camp or excursion occurs full details will be sent to parents and parents will be informed of the particular costs involved. It is anticipated that all students will attend camps and excursions where possible.

Parents are required to provide signed consent forms for camps and excursions other than walking excursions in the Mortlake area. Parents will always be informed should students be leaving the school grounds for any reason. Medical forms are to be completed and returned to school before camps and in some instances, excursions.

Other Information

Assemblies

A whole school assembly is held each Monday morning. Parents are welcome and encouraged to join assemblies in the undercover area.

Buses

If your child travels by bus you will receive a code of conduct for bus travellers, which you are asked to address with your child. Communication with the Principal about your child and bussing will ensure safe travel and minimisation of disruption for buses. Any student, bus traveller or non bus traveller, must arrange with the General Office staff for a permission note to travel on a different bus or bus travel will not be permitted. Students who are not regular bus travellers require permission to travel and requests should be made 24 hours in advance. Students who do not normally travel on a particular bus are not permitted to travel on that bus to sports practice on a regular basis

Car Parking

Parents should park in the spaces defined by the painted lines. Trailers, caravans and horse floats should not be parked in the Activity Centre car park. (Please note that parking is not allowed against the west wall of the Activity Centre.) Every effort has been made to ensure that there are sufficient parking spaces for the use of parents dropping off and picking up students. At times there may be delays but parents are asked to abide by signs and restrictions. No parking is permitted on the south side of Hood Avenue during the day. Parents are asked not to use the staff car park.

Conveyance Allowance

An allowance may be granted on behalf of a pupil residing not less than 4.8 kilometres from the free school transport service to the school attended, provided the pupil is attending the nearest appropriate school.

Library

Opening times

The library is open at scheduled times for students to borrow books.

All library users have access to the computer catalogue. There is a wide range of books covering picture books, junior fiction and non-fiction, general fiction and non-fiction.

Lockers

Lockers are provided for all students in Years 6 to 12 on the proviso that they are properly looked after. Students are strongly advised to use a padlock of some description to lock their locker. It is a very simple way of ensuring that each student's belongings remain secure. A charge of \$5 on the booklist ensures that lockers can be repaired or replaced when necessary.

School Uniform

The School Council of the College has established a very clear policy concerning the wearing of uniform, and also a set of procedures if and when students are out of uniform

Out of Uniform procedures

The expectation is that all students will wear the correct school uniform. We understand that there will be occasions when some students will be out of uniform. If this is the case, a student out of uniform is expected to provide a note of explanation from the parent/guardian. A note from a parent regarding a child being out of uniform is not meant to be 'long term', and we believe it is reasonable, in most circumstances, for the situation to be rectified within 7-10 days.



