



FSC Year 8 Handbook 2022



TRUST

RESPECT

RESPONSIBILITY





Welcome to Foster Secondary College.

Year 8 is an exciting and challenging year for students as they settle into secondary school and become confident, independent learners.

At Foster Secondary College we aim to provide students with a motivating and relevant program which will engage them across all subject areas. With up to date facilities, all students have access to information technology, modern classrooms, a comprehensive library and indoor gym facilities all set within a caring and supportive environment where respectful relationships and lifelong learning are guiding principles.

Students are encouraged to participate in a wide range of extra-curricula programs which are designed to develop the whole child. These include the music program, inter-school sports, lunchtime activities, and subject based competitions throughout the year. Opportunities to develop skills in leadership begin at Years 7 & 8 and are an ongoing focus of our programs through to Year 12.

Most importantly, we take time to get to know each student as an individual with the aim to achieve the best learning outcome for every student.

Matt McPhee
Principal

YEAR 8 HANDBOOK 2022 - CONTENTS

Item	Page
Management Details and Contacts	5
Year 8 Course Overview	7
Wellbeing at FSC	8-9
FSC Map	10
Learning Area Descriptions	11
Instrumental Music & Bands Program	23
Extra Curricula Programs	25
Helpful things to know	28
Homework Policy	30
Uniform	31
Tech@FSC	33



School Management Structure and Contact Details

Foster Secondary College

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Senior School Leader	Mr. Rotthier	Kit.Rotthier@education.vic.gov.au
Junior School Leader	Mr. Hawking	Shem.Hawking@education.vic.gov.au
Year 8 Coordinator	Mr. Holman	Todd.Holman@education.vic.gov.au
Student Wellbeing Coordinator	Ms. Gibson	Carli.Gibson@education.vic.gov.au
Office Manager	Ms. Bullen	Letitia.Bullen@education.vic.gov.au

YEAR 8 COURSE Overview

English	10 periods per fortnight
Mathematics	8 periods per fortnight
Science	6 periods per fortnight
Humanities	8 periods per fortnight
Health/PE	6 periods per fortnight
Art	4 periods per fortnight
Food Technology	4 periods per fortnight (Semester 1)
Materials Technology	4 periods per fortnight (Semester 2)
ICT	4 periods per fortnight (Semester 1)
Broadening Horizons	4 periods per fortnight (Semester 2)

YEAR 8 PROGRAM OVERVIEW

Foster Secondary College has implemented a dedicated Year 8 Program, which will continue in 2020. The program is based on the DET's (Department of Education & Training) implementation of the Victorian Curriculum F-10 initiative in Teaching and Learning. Our Year 8 Program promotes student contribution and encourages ownership of learning.

The Year 8 Program seeks to develop strategies for raising achievement and transforming learning to improve student engagement. Providing students with a broad range of learning experiences and a significant focus on having students develop as learners are two of our specific goals.

Foster Secondary College acknowledges the importance of Literacy and Numeracy; therefore the Year 8 Program will provide more time in those subjects (Maths & English), and implement intervention programs. Within the Year 8 Program, we believe that without literacy and numeracy skills, students are disadvantaged in most subject areas.

A definitive factor in creating the Year 8 Program was a conscious desire to promote student involvement in the community. This means their College Community and also local, regional, national and global. Through the Broadening Horizons Program, students have contributed to a number of local projects, including work with Parks Victoria Rangers from Wilsons Promontory National Park.

The Year 8 Program recognises that students aspire to a variety of pathways in their future, and tries to prepare individuals with the necessary skills, including teamwork and leadership skills. The program seeks to assist students in acquiring a broad knowledge of themselves as learners and people.

School Dates 2022



College staff only: 31st January (Monday)

Term 1	1 February	8 April
Term 2	26 April	24 June
Term 3	11 July	16 September
Term 4	3 October	20 December

AWARDS

At Foster Secondary College we encourage students to realise their maximum potential. Positive Learning Culture Cards, Productivity and Improvement Awards, High Achievement, Honours Certificates and Attendance Awards are presented to deserving students in recognition of special achievements in all aspects of school life. Additionally students who receive Positive Learning Culture Cards go into a weekly draw for a small prize.

PROMOTION

Each semester, all students in Year 8 undertake core subject units. Where a student's efforts are judged to be well below the expected standard, there will usually be consultation between parents, the year level coordinators and college administration to determine what action should be taken in the best interests of the student. Strategies will be developed to encourage progress in the next

semester. During Semester 2, the student's suitability for promotion to the next year level will be considered in line with the College's Promotion Policy.



WELLBEING AT FOSTER SECONDARY COLLEGE

Student wellbeing is inextricably linked to education connection. The Wellbeing team at Foster Secondary College consists of a full time Student Wellbeing co-ordinator position, part time Secondary School nurse position and regular support from the Student Support Officers (Psychology and social work) located within the region.

The Student Wellbeing Team works closely with Year Level Coordinators and other key staff to support students and families to manage social health, mental health and educational difficulties. The team refers appropriately to local and regional agencies to address student needs including the expertise of the local South Gippsland Hospital Youth Assist Clinic where students can directly access a doctor and HeadSpace workers.

The full time Wellbeing Coordinator position provides continuity to the school community with a safe, private space for students to check in and problem solve matters that arise. Carli Gibson is an experienced professional able to guide students and families in approaches that support health and education.

The Secondary School Nurse role contributes to supporting Victoria's education system by reducing the impact of health and wellbeing challenges experienced by students that potentially influence their learning outcome. The program aims to reduce risk-taking behaviours by working with individual students and in a group education setting.

Both Anna and Carli work together to ensure the school community has resources and support. FSC is looking forward to welcoming a Mental health Nurse into the Wellbeing space after July when a dedicated and experienced nurse will be visiting the school once a week to work clinically with students one to one.

Wellbeing is supported at the College by the Department of Education Regional Student Support Services Officer's who liaise regularly with the WB team to provide secondary consultation and advice on student wellbeing.

FSC Wellbeing Policies can be located on the college website.

BREAKFAST PROGRAM

Every Wednesday and Thursday the College runs delicious breakfast programs, where all students can enjoy cereal, toasties, hash browns, yoghurt and fruit before classes commence. This program is all free and a wonderful opportunity for students to socialise and have a great start to their day. We have discovered that the students are more able to focus and engage after enjoying a hearty breakfast!



Foster Secondary College



ENGLISH

LEARNING FOCUS

Students are encouraged to experience a range of genres that are constructed for different audiences and purposes. Students are introduced to persuasive techniques that are used to support a writer's point of view.

Students are encouraged to produce a range of writing for different audiences and purposes. This range may include: poetry, short stories, instructional and persuasive pieces. They are taught to plan writing and use different strategies and are taught to structure pieces using paragraphs, topic sentences and correct grammar and punctuation. Skills are reinforced on a weekly basis, and students use a variety of strategies for proofreading and editing work.

Oral presentations are planned, rehearsed and made for different audiences and purposes. Students use ICT to assist in some of these and learn the importance of preparation and using facts and evidence to support their points of view. Students are encouraged to participate in informal and small group discussions on a regular basis. Active listening is encouraged informally and formally. Students may be asked to assess each other's work in individual and small group presentations. Self-assessment is also included in many areas of English. Home Study includes: reading one set novel per term; reading for pleasure on a regular basis; and completion of course and assessment tasks as required.

ACHIEVEMENT STANDARDS

Students are expected to develop skills in the following dimensions of English:

- Speaking and Listening
- Reading
- Viewing
- Writing

LEARNING ASSESSMENT

- ✓ Create their own written and spoken texts with a high degree of proficiency
- ✓ Write essays of up to 500 words in length and short and longer stories
- ✓ Text study including responses to class novels and personal reading
- ✓ Individual presentation/s to the class of up to 5 minutes.
- ✓ Completion of on-line language program

HOME STUDY EXPECTATIONS

Students are expected to catch up on any work missed through absences or tasks not completed during class time. They are required to regularly read widely for pleasure and to challenge themselves. Homework related to their Assessment Tasks should take place on a weekly basis and include: Writing, reading, completion of unfinished work, preparation for presentations and work on the on-line language program.

SPECIAL INFORMATION

Students will be expected to purchase the appropriate text as listed on the booklist for Year 8.

MATHEMATICS

LEARNING FOCUS

This course aims to develop mathematical skills and abilities which will assist students in a changing world. Students will build upon previous mathematical experiences and will be expected to apply the skills and concepts they have learned in a variety of fields. Whenever possible, an activity based approach will be used.

ACHIEVEMENT STANDARDS

Students are expected to develop skills in all of the following dimensions:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

LEARNING ASSESSMENT

Students will be required to complete the following:

- ✓ Classwork – all work set by the teacher and tests set at the end of most topics.
- ✓ Homework – weekly tasks as well as finishing off classwork as required
- ✓ Topic tests or a project on each area studied.

HOME STUDY EXPECTATIONS

Students are expected to catch up on any work missed through absences or tasks not completed during class time. Students are expected to regularly complete set tasks from Mathematics and other homework tasks, eg. Squizya Online Maths Mate Worksheet.

SPECIAL INFORMATION

Apart from the usual writing materials, students will be required to supply their own graph paper and a scientific calculator. Students will be supplied with relevant, learning appropriate material, throughout the year.

SCIENCE

LEARNING FOCUS

Science includes the traditional science disciplines of biology, chemistry, earth science, environmental science, health sciences, neuroscience, physics and space sciences and the emerging sciences including biotechnology, green chemistry, nanotechnology, and synchrotron science. The standards build students' understanding of how science knowledge and skills have developed through time and are applied in practical contexts.

ACHIEVEMENT STANDARDS

Students are expected to develop skills in the following:

- Science knowledge and understanding
- Science inquiry skills

LEARNING ASSESSMENT

Satisfactory completion of this unit will be based on the following tasks:

- ✓ Test
- ✓ Assignments
- ✓ Bookwork and practical activities
- ✓ Class Participation.

HOME STUDY EXPECTATIONS

Students are expected to catch up on any work missed through absences or tasks not completed during class time. In addition some tasks will be completed out of class time.



HUMANITIES

LEARNING FOCUS

The Humanities course aims to extend students' skills in the areas of History, Geography and Economics, through the use of perspective, source analysis and context. The History study involves research and investigations into human societies from the Vikings through to Medieval Europe and onto the Black Plague in Europe and Asia. Students learn to plan an investigation and ask key questions using primary and secondary sources and historical vocabulary. Focus is placed on building skills to analyse sources and their appropriateness. The Geography course analyses Landforms and changing Landscapes and the impact of human movement on landscapes. Economics investigates the trends in Australia and changing economies throughout Australia's history.

ACHIEVEMENT STANDARDS

Students are expected to develop skills in two areas-

- Historical Knowledge
- Historical Skills

LEARNING ASSESSMENT

Students will be required to maintain a notebook containing material covered in class along with:

- ✓ Inquiry exercises
- ✓ Research reports and assignments
- ✓ Regular contributions to class activities and discussions.

HOME STUDY EXPECTATIONS

- Students are expected to catch up on any work missed through absences or tasks not completed during class time.
- Students are expected to develop independent study skills, provide in depth content and a high quality presentation that may require additional attention to their assignments outside of class.

HEALTH & PHYSICAL EDUCATION

LEARNING AIM

In Health and Physical Education, students develop and refine a range of movement and manipulative skills. They participate in a variety of team and individual games and activities, using and building on skills and strategies from other sports as well as continuing to develop new sport-specific skills.

In Year 8, practical units include: swimming, athletics, fitness testing, badminton, soft lacrosse, touch football, table tennis, volleyball, tennis, projectile sports, gymnastics and minor games.

The Health component focuses on students learning how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

LEARNING STRANDS

Students are expected to develop skills in all of the following dimensions of Health & Physical Education:

- Movement & Physical Activity
- Personal, Social & Community Health

LEARNING ASSESSMENT

Students will be required to demonstrate proficiency in the following areas:

- ✓ Maintenance of regular participation in moderate to vigorous physical activity
- ✓ Cooperative and supportive behavior that encourages harmony
- ✓ Practice of habits that lead to effective learning behaviour: bringing uniform & participating
- ✓ Being able to demonstrate complex movements and manipulative skills
- ✓ Analysis of factors that could influence their own development, including the development of identity

SPECIAL INFORMATION

Students are required to change into clothing which is practical for physical activity i.e. shorts/tracksuit pants, T-shirt/Windcheater and sports shoes. It is recommended that students purchase the college Sports polo shirt, which can be worn during Physical Education classes and inter school sports days. If a student cannot participate because of illness or injury, a written note of explanation from a parent / guardian is required.

VISUAL ARTS

LEARNING FOCUS

Students continue to explore art elements and principles so they can control ways to represent and define visual language in their art making. Students will work on both art and design tasks as they learn methods artists and designers use to visualise ideas and emotions.

An intense study of portraiture is undertaken. Students learn both conventions and skills to represent realism. As students develop skills, they explore more expressionistic styles of art and design.

Exploring why artists use specific drawing methods or stylistic qualities in their art, or a particular style of expression, is a major part of the learning. Students investigate different contemporary and traditional art forms to further develop their understanding and appreciation of culture and styles.

They continue to use a visual diary for planning and designing art works and documenting their artistic practices.

ACHIEVEMENT STANDARDS

Students are expected to develop skills in the following dimensions of Visual Art:

- Express and Explore Ideas
- Visual Arts Practices
- Present and Perform
- Respond and Interpret

LEARNING ASSESSMENT

Students are assessed on their:

- ✓ Skill development and experimentation with a variety of art forms: painting, drawing, mixed-media, print-making, sculpture, design and digital technologies.
- ✓ Skills and knowledge in using visual language and aesthetics (art elements and design principles).
- ✓ Skills in research, analysis and written responses about artworks.
- ✓ Knowledge of artworks from a range of cultural and historical contexts.
- ✓ Presenting their work for display and exhibition.

HOME STUDY EXPECTATIONS

The Arts faculty views home study as an extension of students' classroom activities. Students will be encouraged to take home visual diaries to complete written tasks, continue research and practice drawing skills.

SPECIAL INFORMATION

Students should have an old shirt or apron (kept in their locker).
A materials levy applies to this area of study.



TECHNOLOGY - FOOD STUDIES

LEARNING FOCUS

The Food course aims to both introduce and extend students' skills and knowledge in the area of Food Studies. They are required to examine and prioritise competing factors including social, ethical, economic and sustainability considerations in the development of technologies and designed solutions to meet the needs of the community.

ACHIEVEMENT STANDARDS

The students are expected to develop skills in the following dimensions

- Investigating and designing
- Producing
- Analysing and evaluating

LEARNING ASSESSMENT

Satisfactory completion of this unit will be based on the following tasks:

- ✓ Participation in production classes demonstrating that students can work independently and safely.
- ✓ Evaluations of products using specific criteria.
- ✓ Major assignment requiring students to investigate the possible advantages and disadvantages of the sustainability of food production systems.

HOME STUDY REQUIREMENTS

Students are expected to catch up on any work missed through absences.

SPECIAL INFORMATION

A subject levy applies to this subject and must be paid at the office at the commencement of this unit.

TECHNOLOGY - WOOD & METAL TECHNOLOGY

LEARNING FOCUS

Students will be given a number of tasks and design briefs that will enable them to explore and develop the materials and equipment used in each area.

Wood will focus on basic processes such as planing, sawing, assembling and finishing.
Metal will focus on cutting, forging, welding and finishing.

Both areas will require students to learn basic tool handling and maintenance and they will progress to more detailed construction techniques.

They will also research the sustainability of materials used in their production work. .

ACHIEVEMENT STANDARDS

The students are expected to develop skills in the following dimensions

- Investigating and designing
- Producing
- Analysing and evaluating

LEARNING ASSESSMENT

Satisfactory completion of this unit will be based on the following tasks:

- ✓ Participation in production classes demonstrate that students can work independently and safely.
- ✓ Evaluations of products using specific criteria.
- ✓ Major written assignment requiring students to investigate an area related to their production.

HOME STUDY EXPECTATIONS

Students are expected to catch up on any written work missed due to absences. Written assignments will be done in class may need to be finished at home.

SPECIAL INFORMATION

A subject levy applies to this subject and must be paid at the office at the commencement of this unit.

Any extra specific hardware such as hinges, catches, handles, or other types of timbers must be supplied by the student.

TECHNOLOGY- DIGITAL TECHNOLOGY

LEARNING FOCUS

The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions by using information systems in a variety of ways and then applying critical thinking about the methods of problem solving.

Students acquire a knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions.

The curriculum has been designed to provide practical opportunities for students to explore the capacity of information systems to systematically and innovatively transform data into digital solutions.

LEARNING STRANDS

Students are expected to develop skills and understanding in the following dimensions:

Digital Systems	Focuses on hardware, software and networking components.
Data and Information	Focuses on the properties of data, how they are collected and represented, and how they are interpreted in context to produce information.
Creating Digital Solutions	Explores the processes and skills by which students create digital solutions.

LEARNING ASSESSMENT

Students will be required to demonstrate proficiency in the following areas:

Abstraction	Abstraction involves ignoring specifics of a problem to understand the overall situation.
Data collection, representation and interpretation	The properties of data, how it is collected and represented, and how they are interpreted to give understanding.
Specification, algorithms and development	Determining the requirements of a solution and developing the logical steps needed to solve the problem.
Digital systems	The computer and network architecture.
Interactions and impacts	How people use digital systems and the implications for their use.

BROADENING HORIZONS PROJECT

The Broadening Horizons project is part of the Beacon Foundations work with schools, businesses and communities to help bring relevance to the curriculum, and inspire young people to think about careers and experience the workplace.

LEARNING FOCUS

The project involves working with an industry partner. The students will be working with Parks Victoria. The aim of this partnership is to:

raise student awareness of a significant environmental issue within our region,

improve student understanding of what Parks Victoria do

develop student skills in collaborative problem solving. Students are presented with a real life problem faced by Parks Victoria and asked to come up with some possible solutions. The process provides students with opportunities to

- develop their skills in researching both the client (Parks) and the problem
- analyse data collected from onsite visits to look at ways to encourage people to change their behaviour to reduce their environmental impact
- develop a prototype/model of their idea based on their research and findings
- test and/or seek advice from relevant parties on modifications and make any necessary adjustments
- present their research and solutions to members of the school community, Beacon Foundation representatives, Parks Victoria and Parents



Instrumental Music

Foster Secondary College participates in the **South Gippsland Schools Music Program**, sharing specialist music teachers with several other secondary colleges in the district. Our program offers students individual tuition in musical instruments and participation in highly successful bands at junior, intermediate and senior levels.

Students often start music in Year 7 without any previous experience. All they need is enthusiasm and commitment. The Instrumental Music Program consists of an eclectic variety of large and small ensembles that produce music from a wide range of genres, including classical, funk, rock, jazz and contemporary music. Students elect to participate in a weekly group lesson and band rehearsal run by fully qualified, specialist teachers.

INSTRUMENT CHOICE

Tuition is offered on the following instruments...

Flute	Clarinet	Alto Saxophone	Tenor Saxophone	
Baritone Saxophone	Trumpet	Trombone	French horn	
Euphonium	Tuba	Percussion	Guitar	Bass Guitar

VOCALS

An outstanding vocal group runs each Tuesday at lunchtime. No experience is required, just a great sense of humour, a love of music and a desire to be heard! This top quality, exciting group performs regularly.

COSTS

The cost of instrumental music lessons is \$280 per year, including lessons and ensembles. Private instrumental lessons average around \$1400 per year.

Students also have the opportunity to hire instruments for \$150 per year.

RECRUITMENT

At the start of Term 1 there will be an extensive information and recruitment process. All students will receive information regarding this closer to the date.

For students at Foster Secondary College, being a part of the Instrumental Music Program is often a major highlight of their schooling. Highlights include master classes with professional musicians, regular top-quality performances, music tours, excursions to a variety of professional musical theatre, as well as top-class musical acts performing with and/or for us. All students have the opportunity to sit their Australian Music Examinations Board exams. Below, Alicia went off to study flute at the Melbourne Conservatorium of Music, Louis studies composition at the Victorian College of the Arts and Jack travels the nation performing in folk festivals.

However music factors in your life, this course caters for you.



EXTRA CURRICULA PROGRAMS

In addition to classroom subjects, Foster Secondary College offers an excellent range of extra activities in which students can become involved.

HOUSE SPORTS

Throughout the year all students have the opportunity to participate in sports carnivals in swimming, athletics and cross-country. Those students who are awarded places in their age group in these sports are included in teams to represent the school at a district level, where further success opens the opportunity to go on to regional and state levels.

Representative teams and individuals from the school are also selected to compete in sports such as netball, football, basketball and soccer. Special coaching clinics are available on occasion throughout the year.





COMMUNITY ACTIVITIES

Various programs are run at the college in conjunction with members of the Community or with help from outside organizations. Many of these activities involve Year 8 students in small groups and may include: Meals on Wheels, Mates Program, Girls Talk, LAP (Learning Assistance Program), Gardening Group and FREEZA organization.



STUDENT REPRESENTATIVE COUNCIL

The SRC is an important student group within the college. It is responsible for managing programs such as the purchase and distribution of lunchtime sports equipment, raising money for charity, planning and running out-of-uniform days, working with the FREEZA group to run discos and representing students on a range of issues to do with the administration of the college. SRC representatives are elected from each class at the start of the year and meet regularly with the support of a supervising teacher. The SRC provides excellent opportunities to develop leadership skills.



SPECIALIST PROGRAMS

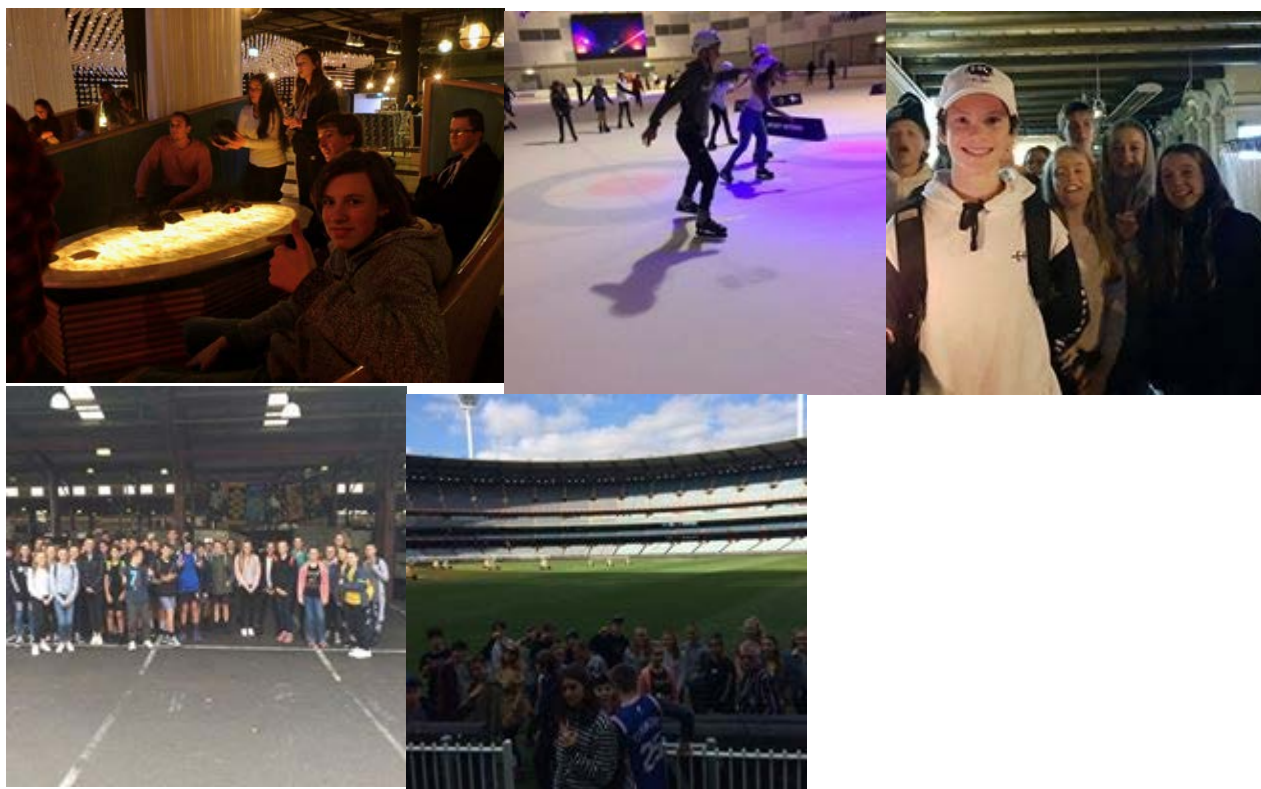
The college is working to introduce programs for students who are talented and for those who have special needs. Opportunities to achieve at higher levels are available to individuals in class and also via the music program, regional and local art exhibitions, and sports competitions.

CAMPS PROGRAM

Camps serve a great variety of educational purposes and consequently our school provides the opportunity for each student in the Junior Years to attend at least one camp per year. Specific aims and content of the camps are listed under each year level but all contribute to the following outcomes:

- Help students look after themselves
- Give students a greater appreciation of the world of nature
- Improve student-staff relations
- Improve students' ability to work together with other people
- Teach the student new and satisfying ways of spending their leisure time
- Help the student to make new friends
- Help the students see how school lessons are applied outside school
- Improve the students' attitude to school
- Improve the student's ability to stick to difficult tasks

The Year 8 Camp will be held in Melbourne in 2022. Students will participate in activities such as an Aboriginal Heritage Tour, National Sports Museum Tour plus sporting activities such as rock climbing, bowling and ice skating.



HELPFUL THINGS TO KNOW

ABSENCES

Please enter all absences on the Compass school portal. The 'A Parent's Guide to Compass' document will step you through the process of entering absences. If you require any assistance please contact the General Office.

LATENESS AND EARLY DEPARTURE

Students arriving late must sign in through the iPad in the General Office. For early departures and absences through the day, we encourage parents to enter the absence on Compass. Alternatively, students are to present a note to the office, signed by a parent/guardian. This note should include the date and time that the student is to be permitted to leave the school and if they will be returning to later in the day. Signing out at the office on the iPad should then be done at the time of departure.

LUNCHTIME PASSES

Students in Year 12 at FSC are the only students at the school who can access the street at recess and lunch in an ongoing way. Permanent lunch passes are only available to *town students* if they have parental permission to go home for lunch. These passes are issued by the General Office at the start of the year upon sighting a note from parents. Daily lunch passes for students in years 7 – 11 are only available for *special parental requests such as dental or doctor's appointments*. In this case, students are to present a note to the General Office, signed by a parent or guardian. This note should include the date and time that the student is to be permitted to leave the school. The student will sign out using the iPad in the General Office and upon their return they must sign back in to allow the school to track all students in the case of an emergency.

LOST PROPERTY

Please label clearly all items that are brought to school - clothing, books, pens, bag etc. Lost property is collected in the area near the sickbay, towards the library from the General Office.

BUS TRAVEL

All new students wishing to travel on a bus must complete an "Application to Travel on Bus" form. These are available from the General Office. There are expectations of behaviour for bus travel and, should these expectations not be met, then penalties such as losing the right to bus travel will be imposed. Passes to travel on other buses will not be given automatically. Temporary bus passes may be issued to students upon receipt of a note signed and dated by the parent/guardian which includes the Bus Route name and the stop where the student is getting off. If approved, a special bus pass will be issued for collection by the student from the Office.

COMPUTER USE

Computer and internet access at the College is provided for educational use only. Each year every student is allocated sufficient internet downloads and printouts for reasonable educational use. If a student's usage exceeds this, then they will need to supplement their credit by making a payment at the General Office to cover additional usage.

MOBILE PHONES

From Term 1 2021 students who bring mobile phones to school must have them switched off and securely stored during school hours. The College will provide secure storage for mobile phones that are brought to school.

DUTY STUDENTS

All Middle School students spend one morning per year working within the front office. This program has been very successful in fostering relationships between students and support staff within our school. It also encourages a sense of community within the FSC environment.

FIRST AID/SICK BAY

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

MEDICATION

Students may require medication for allergies, medical conditions, infections, asthma, migraines etc. We recognise that for many students it is necessary to maintain access to their medication throughout the school day. However, it is important that all medications on the school site be managed by qualified staff. FSC requires specific authority in writing, before school personnel can give any medication to a student. Appropriate documentation must be filled out and accessible to fSC staff. Please see the FSC office manager for administrative requirements and feel free to discuss health issues with the Secondary School Nurse. Medication needs to be in a clearly marked, preferably original container/blister pack, labelled with the child's name, dosage direction, time for it to be administered and storage instructions. Medication is kept in a locked cupboard in the office. Apart from insulin and asthma inhalers, for safety and supervision reasons, medication is not to be kept by students in their lockers, school bags, pockets or lunch boxes unless this is medically indicated. Paracetamol (Panadol/Panamax) can only be given to students with written consent. If they have persistent headache or pain that has not resolved with rest, adequate food and water intake first, and they have not already had medication at home before they came to school, then only a single dose, according to consent and child's age/weight, will be given at school. If pain is unrelieved, the College will not give a second dose but parents will be contacted. NSAIDS (Anti-inflammatory analgesics i.e. Nurofen) are not supplied by the College and should not be taken on an empty stomach or used by students with asthma, bleeding disorders or aspirin sensitivity. Students requiring this medication will need the yellow Medication Consent Form and must supply the school with the medication labelled with the student's name, as above.

SEVERE ALLERGIES/ANAPHYLAXIS

Some students are allergic to peanuts, nuts, eggs, seafood, bee stings, ant bites etc. Some allergies result in redness and swelling which can be controlled with anti-histamines and ice and some allergies are severe and can develop into an anaphylactic reaction which can be potentially life threatening. Allergies are to be recorded on the Medical and Personal Details form with details for treatment and the appropriate tablets/Epi-pen supplied. All students requiring Epi-pens/anti-histamines will need to provide

an action plan and replace the pen/tablets when the expiry date is reached. As per government regulation, all teaching staff have regular updates for the immediate treatment of these conditions.

ASTHMA

Asthma Management plans should be completed each year and whenever there is a change in medication or requirements. Please supply a named spacer and inhaler for each child with asthma. Students can carry their asthma medication with them, especially for sport and strenuous activity so it is readily at hand. Emergency asthma kits are located throughout the college and can be used in the case of a child having an asthma attack when they have left their medication at home. FSC follows the recommended Victorian Schools Asthma Policy and Action Plan.

ILLNESS

School is no place for an unwell child. If a student is going to be absent please phone reception by 10.00am and on their return to school, please provide a brief written note to explain their reason for absence. Notification of a student's absence is a legal requirement to enable the school to keep accurate attendance rolls.

EXTRA SUPPORT FOR STUDENTS.

The Program for Students with Disabilities (PSD) provides funding to assist schools to support eligible students with disability and high needs who attend government schools. Program resources are provided to schools for students with significant disabilities or impairments in the following areas:

Physical disabilities - Severe emotional disorders - Severe language disorders - Hearing impairments

Intellectual disabilities - Visual impairments - Autism spectrum disorders

If you have existing evidence of a disability or suspect your child has a disability or impairment, the Principal will provide you with information on available educational options and flexible support programs, assisting you to set up the most appropriate program for your child. Or for any further information please contact our Integration Team Leader Mallie at the College or email Mallie.Maurilli@education.vic.gov.au

Literacy and Numeracy Support is provided for students with significant difficulties, either through additional individual or team support. State government funding for 2021 will be allocated to our College to support students falling under National Standards in Numeracy and Literacy.

See also the Department of Education website for further information.

<https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx>

FOSTER SECONDARY COLLEGE

HOMEWORK POLICY

This policy is based upon the following principles:

1. Homework is an important part of the curriculum in our school.
2. A consistent, supportive approach to homework at the school and at home produces the greatest benefits to students.
3. It is important that homework be part of a balanced lifestyle after school that also includes time for recreation, exercise, friends and family.
4. Learning to manage a homework routine will prepare students for VCE studies.

**A suggested guide for how much time should be spent on homework each week:
Year 8: 45 – 60 minutes per day**

Types of homework

Homework includes both finishing off class work and assignments set to be completed at home. It may involve research, completing a worksheet, reading a novel, collecting information from home and written assignments. The onus is on the student to record homework in a planner.

Parents can help with homework by encouraging students to:

- Find a quiet, well-lit place away from distractions to do their homework.
- Start assignments as early as possible.
- Discuss what is happening in each subject and what work is set.
- Plan a study timetable around their other activities and to keep a record of the work they do.
- Use the time between school and the evening meal as much as possible for homework.
- Do their homework in concentrated blocks of time with short breaks.
- Write homework details in diaries so they don't forget.
- Pin homework information sheets on the refrigerator.



A range of school uniform items, including the weather proof school jacket and school beanie.

UNIFORM AVAILABLE FROM INSIDEOUT CLOTHING - FOSTER

BOYS - SUMMER

College navy drawstring waist shorts or pants

Short sleeve College polo

College polar fleece jacket with logo

College jumper with logo

White or navy socks

Black polished shoes or elastic sided boots

Optional: Sports polo shirt (inter-school sports/PE uniform)

Optional: White shirt and College tie (may be worn for girls and boys all year)

BOYS - WINTER

College navy drawstring waist pants or shorts

Short sleeve polo shirt

College polar fleece jacket with Logo

White or navy socks

Black polished shoes or elastic sided boots

Waterproof College jacket is also available

GIRLS - SUMMER

Summer dress

Short sleeve College polo shirt

College navy drawstring waist unisex shorts or pants

College polar fleece jacket with logo

College jumper with logo

White socks

Black polished shoes

Optional: Sports polo shirt (inter-school sports/PE uniform)

Optional: White shirt and College tie (may be worn for girls and boys all year)

GIRLS - WINTER

Short sleeve polo shirt

Winter tartan skirt

College navy drawstring waist unisex pants)

College jumper with logo

College polar fleece jacket with logo

Navy tights or white or navy socks

Black polished shoes

Waterproof College jacket is also available

School Back Packs with Logo – Lite Pak

- Students who are not in full school uniform will not be able to participate in excursions where school uniform is required.
- Students will also not be issued with lunch passes.
- Sanctions under the Student Discipline Code may also be applied.

A College beanie can also be purchased from the General Office at the College.



tech@FSC

"The way in which students learn is constantly changing. To continue to provide the best education for our students we need to continually adapt and change".

Student access to a networked computer 24/7 has fundamentally changed the way our students learn. There is little doubt that new and emerging technologies will shape the future in which our students will live. To ensure that students are fully prepared for life after school, the use of technology is integrated into all aspects of their learning.

1:1 Computing Principles

- All students are required to bring a personal computing device to school every day.
- Students be permitted to utilise any laptop/ultrabook/netbook capable of running windows 8.1 or higher or OSX 10.10 with a screen size between 10.1" - 15.6" purchased from any supplier
- FSC recommends Edunet and Leading with Technologies (LWT) as suppliers of student netbooks/laptops. They are the only suppliers authorised to service student computers on the FSC campus.
- Tablet only devices (i.e. iPad, Galaxy TAB) are not permitted.
- 1 device per student only
- FSC will provide limited support only to assist with students connecting to the college network. No other technical support is possible at the college.
- Students are responsible for own technical support/ warranty/ insurance.
- FSC will not be held responsible for any damage done to a student's personal device. Families are **strongly recommended** to obtain full insurance for any device.
- All use of technology by FSC students is governed by the college's acceptable usage policy.

Student Personal Computing Devices

Frequently Asked Questions:

What type of machine can I use?

Any device that is capable of running Windows 10 as the base operating system or Apple OSX 10.12 or higher and is no smaller than 11 inch (screen) and no larger than 15.6 inch, will be suitable. **Hard Drive size must be more than 100GB.** Hybrid or 2-in-1 touch screen devices are permitted, however the device must have a keyboard, **tablet only devices are not suitable.** The device must have sufficient battery life for the school day.

What Operating System do I need and how do I get it?

All student machines must be running Windows 10 or Apple OSX 10.12 or higher as the base operating system.

What will the school support?

Foster Secondary College will be responsible for connecting your device to the network, Internet, school printers and storage areas. This can only be done if your machine is fully functioning and has Windows 10 as the base operating system or OSX 10.12 or higher.

Who do I see about warranty, insurance and software problems?

Warranty – you should contact the retail outlet you purchased the machine from. Insurance – it is recommended that you contact your house / contents insurer to add it on or undertake a specialised insurance for the computer.

Software – Any software including the operating system is the responsibility of the owner and should be referred to a computer specialist outside of the school.

Can I use a Mac?

Yes, as long as the MAC is running OS X 10.12 or higher

Can I charge my notebook at school?

No, there are no facilities to charge your device at school. This should be done prior to coming to school.

What software do I need to purchase?

You are required to have Microsoft Office 2016. The Department of Education and Early Childhood Development provides licensing that allows students to install it on their devices running Windows, used in our BYOD program for the duration of their school attendance. After this it will cease to work. Students may also be required to purchase some subject specific software dependent upon subject selection. Parents will be notified where this is the case.

Do I need an Anti-virus and Anti-malware program?

Yes, Windows comes with Windows Defender which is an anti-virus and anti-malware program. You may choose to install a free or purchased anti-virus or anti-malware program, however these may interfere with the FSC connection. These programs must be kept up to date and regular scans of the device should be carried out.

Will connecting my device to the Foster Secondary College impact upon my home network connection?

The connection process to the FSC network will not impact your home network connection.

Who is responsible for backing up my data and where do I backup to?

It is the students / families responsibility to keep current backups of your device. This should be done at home. It is recommended that students set up automatic syncing with Google Drive to create an offsite backup

How many devices can I have connected to the school?

Only one device per student can be connected to the School. This device cannot be a smart phone or a tablet. Should you need to replace this device the new one can be connected however the old one will no longer function in the school. It is recommended that the old device is taken to the Communications Office to have the FSC files removed.

Will students be able to access the Intranet and Internet using their device and will they be able to print at school?

Students will be able to access the College intranet and internet via wireless on their device at school. The internet connection is filtered (at school only), logged and limited and it is for educational purposes only. Updates should be undertaken at home. Printing will be available from student devices in the same fashion as all other computers in the College. The same charges will apply as for printing from a College owned computer.

How does the school support students to use their devices appropriately while at school?

Technology use is covered by the College's Digital Citizenship Policy, and it is expected that as good digital citizens the students will use the device appropriately not only while in class, but at other times as well. The College sees the importance of working with families to ensure students have appropriate skills and strategies for participating responsibly in the global digital world. The Responsible Usage of the College Network Agreement provides clear guidelines regarding appropriate computer usage within the school.

What are the limitations on personal use?

The device is owned by the child's family, and they are thus able to use the device for any personal uses within the constraints of the College's Digital Citizenship and Responsible Usage policies. These uses should not interfere with the use of the device at school. This would include ensuring adequate storage space was maintained, that no inappropriate material or software is put on the device, and the device is fully charged for daily use.

How do I get my device connected to the college network?

The arrangements for the connection of any new BYOD devices will be distributed to students early Term 1. Your device must be set to English Language for this connection and support to take place.

If my device is already connected to the college network from the previous year do I need to reconnect?

No, your device will remain connected to the network unless you change or reimage your device or leave the school.

