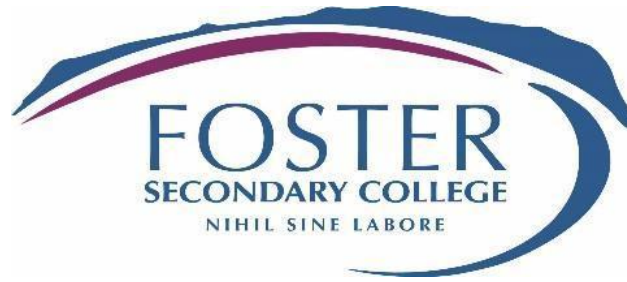




FSC Year 9 Handbook 2022



TRUST

RESPECT

RESPONSIBILITY



Dear Parents/Guardians,

Year 9 is probably the most challenging of all years; it is traditionally the year that all our current educational research tells us is the most difficult time for students to maintain motivation and a connection with schooling. Our Year 9 Program aims to provide a framework that celebrates difference and embraces individuality and creativity, while maintaining the focus on academic growth. The students will experience a real connection with their school, local and global communities.

Over the last few years at Foster Secondary College we have continually reviewed the way we organise Year 9 studies to tailor to the needs of each cohort of students. After careful consideration we firmly believe that students need, not only choice, but also time to explore subjects that move them beyond the classroom and into learning through experience. We have placed a real focus on student engagement in the design and structure of our Year 9 program, and encourage students to participate in extra-curricular opportunities such as the Bogong Snow Camp and the SRC.

We believe that the inclusion of the Community program, which gives all students a chance to develop skills in leadership, initiative and problem solving will provide Year 9 students with new opportunities in their education.



Matt McPhee - Principal

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tech@FSC	42

School Management Structure and Contact Details

Foster Secondary College

P.O. Box 23

Foster

Victoria 3960

Phone: 03 56822066

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Email: foster.sc@edumail.vic.gov.au

Principal	Mr. McPhee	Matt.Mcphee@education.vic.gov.au
Assistant Principal	Mr. Duursma	Dean.Duursma@education.vic.gov.au
Senior School Leader	Mr. Rotthier	Kit.Rotthier@education.vic.gov.au
Junior School Leader	Mr. Hawking	Shem.Hawking@education.vic.gov.au
Year 7 Coordinator	Miss Smith	Kiarna.Smith@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





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.



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 Co-Ordinator 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 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!



- A Administration
- B Year 7 Area
- C Science
- D Technology
- E Art Food
- F Senior Study
- G Year 8 Area
- H Music Gym

Foster Secondary College

Year 9 Program Overview

The Year 9 Course in 2019 enables students to experience all subjects as core. This allows students to meet the rigorous requirements of the Victorian Curriculum in all Key Learning Areas. During Semester 2, students will be able to select from options provided through the Community Program.

STUDENTS MUST:

- ❑ Study **English and Mathematics (8 periods each per fortnight), Science, History, Art, PE and Technology (6 periods each per fortnight)** for the whole year.
- ❑ Participate in the **Community Program** course throughout the whole year. The Community Program is timetabled for 4 periods per fortnight

ENGLISH

LEARNING FOCUS

Students produce, study and respond critically to texts created for a wide range of purposes and audiences. Students explore increasingly challenging texts, themes and issues and learn to be critical and independent users of texts appropriate to situations in school and in their daily lives. Students speak in a variety of formal and informal situations exploring different perspectives on challenging ideas and issues. Students write in a variety of text styles and their writing explores a greater range of themes and issues for specific and general audiences.

LEARNING STANDARDS

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

- Speaking and Listening
- Reading and Viewing
- Writing

SCHOOL ASSESSED TASKS

Satisfactory completion of the semester will be based on the following tasks:

- Persuasive and Informative Tasks – A minimum of one written and oral piece each semester.
- Text Response – A minimum of two written text responses each semester along with required text tasks.
- Speaking and Listening – One major oral presentation for fellow class members and contribution to class discussion.
- Completion of workbook tasks as required.

HOME STUDY EXPECTATIONS

Students are expected to submit Complete English Basics- Year 9 units each week and catch up on any work missed through absences or tasks not completed during class time. In addition some school assessment tasks will be completed out of class time. Set reading of required texts as homework is expected.

SPECIAL INFORMATION: Students need to purchase items listed on the 2022 booklist.

HUMANITIES

LEARNING FOCUS

Year 9 is broken into units of Economics (Civics & Citizenship), Geography and History. The major focus of the year is History, where students will develop an understanding of the time period of 1750 to 1918. Students will investigate the significance of the Industrial Revolution and how it affected living and working conditions, including within Australia. Students will consider the nature and extent of movement of peoples during this period of time (convicts, slaves and settlers). Students will examine the extent of European imperial expansion and the different responses to this, including that of Aboriginal and Torres Strait Islander peoples, especially in the Asian region. Students will also study the emergence and significance of political, social and economic ideas during this period, including nationalism.

Geography:

The Geography curriculum presents a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Economics:

The Economics and Business curriculum explores the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources. It enables students to understand the process of economic and business decision-making at the personal, local, national, regional and global levels and the effects of these decisions on themselves and others, now and in the future. Students learn to appreciate the interdependence of decisions made and develop the knowledge, understanding and skills that will inform and encourage them to participate in, and contribute to, the economy.

LEARNING STANDARDS

In undertaking this unit students will be assessed in two areas;

- Historical Knowledge and Understanding
- Historical Skills

SCHOOL ASSESSED TASKS

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

- The identification of significant events which shaped British and Australian society.
- Written responses and essays based on Source Analysis, both written and visual, showing the ways in which events affected change in such areas as family structures, gender roles, work organisation and the modern world
- A perspective and bias essay on William Buckley will assess contact and conflict with Aboriginal and Torres Strait Islander peoples
- Oral Presentation
- Research paper

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 school assessment tasks will be completed out of class time.

SPECIAL INFORMATION

Students will be expected to use media resources at home to help them with research work, and to develop writing and analysis skills



MATHEMATICS

LEARNING FOCUS

Students will be grouped according to their mathematical ability and previous achievement levels. They are notified about their individual mathematics groups in Term 4 in Year 8. In all mathematics groups students are taught to extend their knowledge and skills across the three Victorian Curriculum strands of Number & Algebra, Measurement & Geometry and Probability & Statistics. They are taught a range of mathematical routines and procedures and are encouraged to apply them in non-routine contexts. They are taught to use technology to produce results and carry out analysis in problem solving situations.

LEARNING STANDARDS

In undertaking this course students will cover the following dimensions:

Number and Algebra

Measurement and Geometry

Probability and Statistics

SCHOOL ASSESSED TASKS

Students undertaking this subject will be expected to complete a range of classroom skill development activities, as well as satisfactorily completing:

Topic tests, Homework tasks, Problem solving activities and assignments, Mathletics and/or Mathsmate tasks, Information technology based activities that may entail the use of scientific calculators, spreadsheets and other mathematical software packages

HOME STUDY EXPECTATIONS

Students are expected to complete set homework tasks, as well as catch up on work missed through absences or tasks not completed during class time. Some problem solving activities and Mathletics and/or Mathsmate tasks will be required to be completed at home.

SPECIAL INFORMATION

Compulsory Equipment: Calculator – scientific or CAS, Textbook – see booklist for details, Notebook, pens, pencils, mathomat and ruler

SCIENCE

LEARNING FOCUS

In Levels 9, the curriculum focus is on explaining phenomena involving science and its applications. Students consider both classic and contemporary science contexts to explain the operation of systems at a range of scales. At a microscopic scale, they consider the atom as a system of protons, electrons and neutrons, and understand how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. At a macroscopic scale, they explore ways in which the human body as a system responds to its external environment, and investigate the interdependencies between biotic and abiotic components of ecosystems. They apply their understanding of energy and forces to global systems including continental movement. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale enabling students to predict how changes will affect equilibrium within these systems.

LEARNING STANDARDS

Biological Sciences

- Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems
- Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment

Chemical Sciences

- All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms
- The atomic structure and properties of elements are used to organise them in the periodic table

Earth and Space Sciences

- The theory of plate tectonics explains global patterns of geological activity and continental movement
- Global systems, including the carbon cycle, rely on interactions involving the atmosphere, biosphere, hydrosphere and lithosphere

Physical Sciences

- Electric circuits can be designed for diverse purposes using different components; the operation of circuits can be explained by the concepts of voltage and current
- The interaction of magnets can be explained by a field model; magnets are used in the generation of electricity and the operation of motors

SCHOOL ASSESSED TASKS

Satisfactory completion of the unit will be based on the following tasks: Topic tests, Practical Reports, Practical Investigation (one each semester).

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 school assessment tasks will be completed out of class time.

SPECIAL INFORMATION

Students need to purchase items listed on the 2019 booklist.



THE COMMUNITY PROGRAM

Learning Focus

Personal Learning encompasses the skills that have been identified by teachers, students and parents as those necessary to become independent, responsible and confident members of the school, local and global communities. These skills assist students to cope with the challenges that the future brings. The skills students will practice and develop are Leadership, Teamwork, Organisation, Managing Relationships, Goal Setting, Communication, Self-motivation etc. During this time, motivational speakers, guests, health programs and excursions to community events will be presented to the students.

TERM 1

Fitness: walking & running

Hiking: equipment preparation, meal planning, group meetings and packing skills, environmental impact assessment, team building.

Camp: Three day hike (Cost Approximately \$50)

TERM 2

Group rotation through choice options for Terms 3 and 4 (Taste-testing)



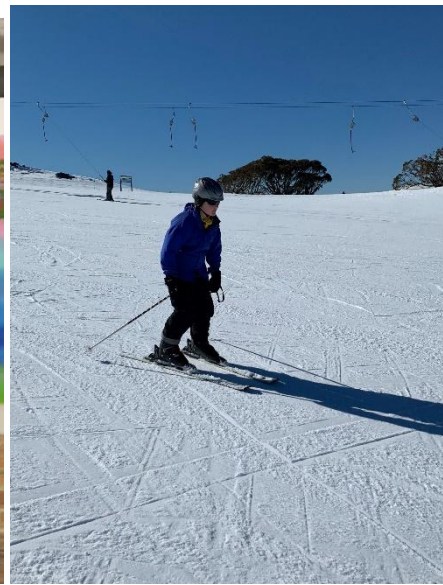
TERM 3 & 4

Students choose one of the following to pursue as a Community Program. All the programs include a camp or activities at the end of the year. Payment for the programs would be appreciated prior to September 1st 2022. Payment plans can be arranged by contacting the office staff.

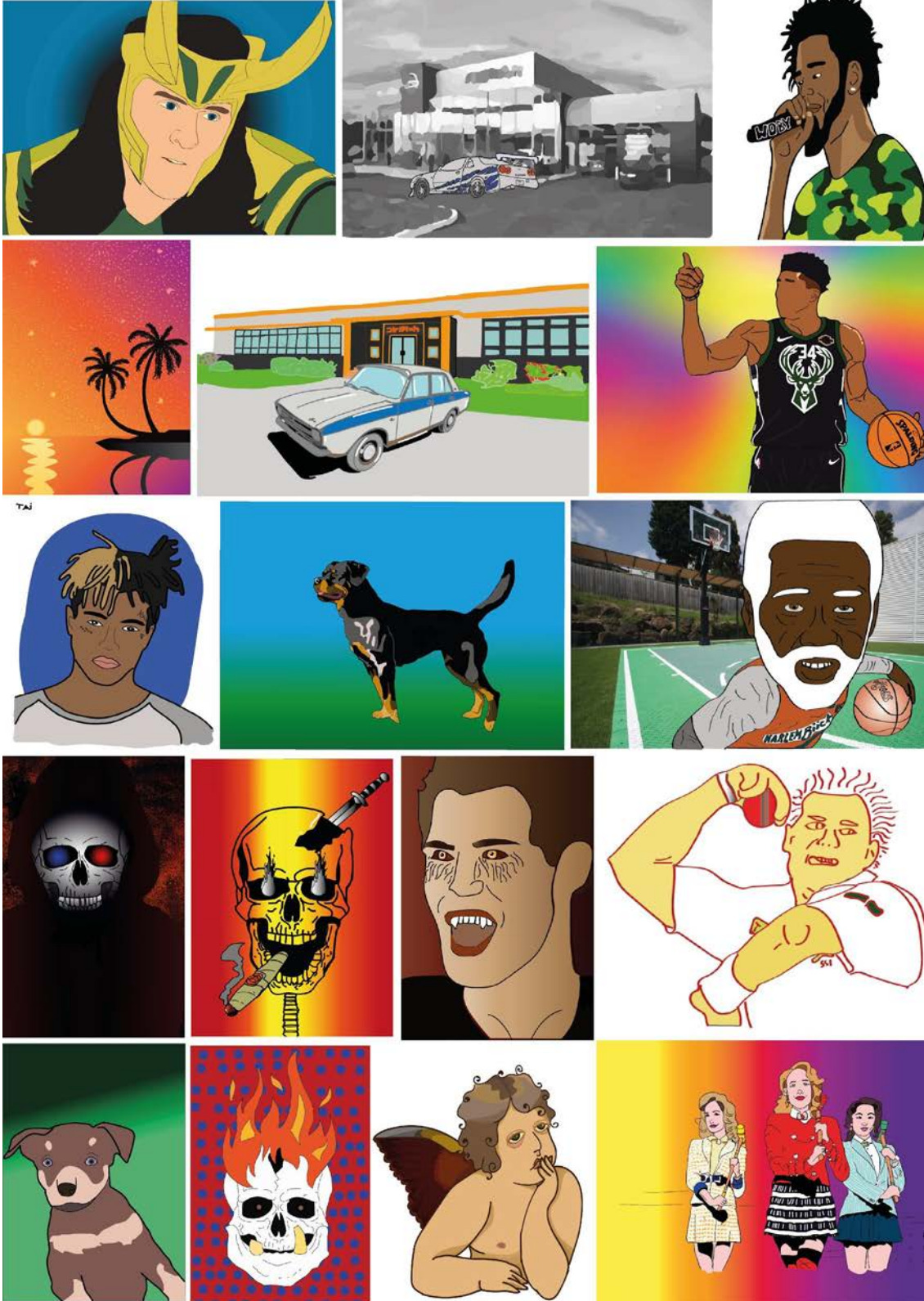
SURF LIFE SAVING- Surfing, Surf Lifesaving (WARATAH SLSC -Expectation that students will then volunteer at Waratah SLSC). A 5 day camp is included. (Cost: Approximately \$200)

School Community Project- Students will work together on school based project. Students will split into small groups to complete a task that will add to the overall project for the school. Tasks include engineering, art murals, landscaping and construction.

Assessment: Students will be required to complete an assessment of their own participation in the unit through the maintenance of a Portfolio which will be presented to their peers and teachers at the end of the year.



Year 9 Semester Studies



ART: STUDIO ART

LEARNING FOCUS

This study has a focus on understanding identity and cultural expression through art. Students investigate and respond to the artistic expressions of different cultural groups. Research and written tasks will reflect their understandings of how cultural values and beliefs are expressed in artistic form. Students use this understanding to expand and refine their own visual art and creative thinking. Traditional and contemporary techniques will be explored: painting, drawing, and print-and stencil-making, as well as sculpture and ceramics.

LEARNING STRANDS

In undertaking this unit students will:

- Keep an up-to-date visual diary that documents research, skill development, media explorations and design process.
- Explore both traditional and contemporary media, materials, and technologies while refining their art-making skills.
- Analyse how art conventions, the selection of elements and principles, and use of materials and techniques, add meaning in art works.
- Analyse and interpret representations of cultural contexts within a range of art and art forms
- Investigate exhibitions and public displays of art; and participate in community art exhibitions.

SCHOOL ASSESSED TASKS

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

- Submit a visual diary of design exploration, ideas, techniques and visual influences.
- Submit a folio of finished artworks showing exploration across a range of art forms and styles
- Written responses analysing how meaning in art is created using art conventions, the selection of elements and principles, and characteristics of materials and techniques.
- Written responses to current issues in art related to identity and cultural expressions/values.

HOME STUDY EXPECTATIONS

Students are required to keep their visual diary entries up to date

Students are expected to complete work missed or not completed during class time.

Students will have research and investigation tasks that they will undertake outside class

SPECIAL INFORMATION

Students need to purchase items listed on the 2019 booklist.

Students are encouraged to regularly visit local and regional galleries to extend their art experience

There will be opportunities for students to participate in local or regional art exhibitions.

A subject levy, \$60 per semester unit applies and must be paid to the office at the commencement of this unit – please refer to the Policy Document located on our website.

VCE LINKS

Visual Communication Design 1 – 4

Studio Art 1 – 4

ART: DIGITAL ART

LEARNING FOCUS

This study has a focus on understanding social and cultural trends in visual language. Students will work on digital design tasks using Adobe Illustrator and Photoshop, Google SketchUp and MovieMaker. Students learn to use creative, critical and reflective design thinking strategies to create their own original art. They use a design process to generate new designs that can be applied to areas such as music, fashion and sport. They learn conventions about formatting and presentation of digital art.

LEARNING STANDARDS

In undertaking this unit students will:

- Show research and independent planning for design tasks in a visual diary.
- Complete a range of final presentations of new designs.
- Apply the conventions of design in the development of their designs.
- Refine skills in the use of design elements/principles, media, methods and materials.
- Analyse context and purpose of design, a range of visual communication design styles.

SCHOOL ASSESSED TASKS

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

- Submit a visual diary of design research and exploration, and planning for design tasks.
- Submit a collection of completed design tasks.
- Written responses analysing influences on design styles.
- Written responses to current issues related to contemporary design.

HOME STUDY EXPECTATIONS

Students are required to keep their visual diary entries and work in progress up to date. Students are expected to complete work missed or not completed during class time. Students will have research and investigation tasks that they will undertake outside class

SPECIAL INFORMATION

Students need to purchase items listed on the 2019 booklist. There will be opportunities for students to participate in local or regional art exhibition

A subject levy, \$60 per semester unit applies and must be paid to the office at the commencement of this unit – please refer to the Policy Document located on our website.

VCE LINKS

Visual Communication Design 1 – 4
Studio Art 1 – 4

PHYSICAL EDUCATION: FITNESS

LEARNING FOCUS

Students will develop an understanding of the physical, emotional and social benefits of participation in physical activity by experiencing a variety of indoor and outdoor sports, games and activities. Students will be expected to set personal fitness goals and implement plans to achieve these, looking specifically at fitness testing and components. The course will also focus on training method principles and designing a personal training program.

LEARNING STANDARDS

- Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time
- Evaluate health information from a range of sources and apply to different situations
- Perform and refine specialised movement skills in challenging movement situations
- Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams

SCHOOL ASSESSED TASKS

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

- Practical Application: Students participate and displaying advanced skills, game sense and proficiency during selected activities, which enable them to participate positively as a team member.
- Sporting Conduct and Effort: Students prepare for class and willingly participate in all activities to the best of their ability, while demonstrating good sporting conduct and fair play.
- Students assess their fitness levels, design personal training programs and test their improvement over the semester.

HOME STUDY EXPECTATIONS

As there is a strong emphasis on students developing their personal fitness through activity, they must be prepared to work on improving fitness components in their own time. Students will be expected to finish all unfinished class work for homework.

VCE/VET LINKS

Physical Education Units 1-4

PHYSICAL EDUCATION: YOU BE THE COACH

LEARNING FOCUS

You Be the Coach provides students with the knowledge and experience to coach players in a range of sporting activities. Students are given instructions in rules and skills of certain sports. Other topics include skill acquisition, coaching techniques. Students will participate in sports they are studying to provide them with an understanding of the sport through the eyes of the participant. They will then teach a chosen sport to small groups of students from local primary schools. The coaching block will be approximately 6-8 weeks and will be conducted in class time.

LEARNING STANDARDS

In undertaking this unit students will:

- Examine the impact of changes and transitions on relationships
- Perform and refine specialised movement skills in challenging movement situations
- Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations
- Develop, implement and evaluate movement concepts and strategies for successful outcomes
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams
- Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities

SCHOOL ASSESSED TASKS

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

- Assignment: students develop and implement a lunch-time activity available to all students within the school. They self-assess their performance.
- Project: Coaching involving the Primary School Students.
- Sporting Conduct and Effort: Students prepare for class and willingly participate in all activities to the best of their ability, while demonstrating good sporting conduct and fair play.

HOME STUDY EXPECTATIONS

Students will be expected to complete assignments and coaching session planning, prepare for the coaching program prior to the actual sessions and revise for the unit tests in their own time.

VCE/VET LINKS

Physical Education Units 1-4

TECHNOLOGY: PRODUCT DESIGN - MATERIALS

LEARNING FOCUS

Students apply the fundamentals of the design process to manufacture a project. They learn to use technical drawings and the development of a design portfolio to assist in the production of their project. Throughout the design process, students learn about different woods and materials, including their origins, classifications, properties and suitability for purpose. Students extend their technology skills, which will include use of hand tools, power tools and wood work machines. As students will work in an industrial environment they will learn and follow workplace health and safety standards.

LEARNING STANDARDS

Standards in the Design, Creativity and Technology domain are organized in three dimensions:

- Investigating and designing.
- Producing.
- Analysing and evaluating.

LEARNING ASSESSMENT

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

Task 1 Students will complete a design folio that covers

- A material or product investigation
- A completed product from their design and drawings.
- An evaluation based on the design criteria.

Task 2 Students will produce work that demonstrates knowledge of the materials used and the processes involved.

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 school assessment tasks will be completed out of class time.

SPECIAL INFORMATION

A subject levy, \$60 per semester unit applies and must be paid to the office at the commencement of this unit – please refer to the Policy Document located on our website.

Any exotic materials used for special projects will be supplied or paid for by the student.

VCE LINKS

Design and Technology Units 1-4

Furniture studies in VET

VET Engineering

TECHNOLOGY: FOOD STUDIES - GLOBAL FOOD

LEARNING FOCUS

Students explore and compare a range of different cultures, types of ingredients that are used and products that are traditional. Students investigate both cultural and culinary practices and experience food flavors from around the globe. They are required to work in a safe and hygienic manner in the kitchen and evaluate the finished product using established criteria. The initial focus is on Australian Indigenous ingredients and food products.

LEARNING STANDARDS

Standards in the Design, Creativity and Technology domain are organized in three dimensions:

- Investigating and designing.
- Producing.
- Analysing and evaluating

LEARNING ASSESSMENT

Satisfactory completion of the course will be based on the following tasks:

- ✓ Production work showing that students can work independently and safely using a range of complex equipment to produce solutions for specific tasks
- ✓ Evaluation of food productions against specific criteria
- ✓ Research into a variety of cuisines, cultures and ingredients

HOME STUDY EXPECTATIONS

Students may be expected to do research into several topics related to Global foods.

SPECIAL INFORMATION

Students are expected to work in a responsible and safe manner, observing rules of hygiene and safety as well as specific rules that relate to this area of study. They must come prepared with the correct equipment to each class.

A subject levy, \$120 per semester unit applies and must be paid to the office at the commencement of this unit – please refer to the Policy Document located on our website.

VCE/VET LINKS

Food Studies Unit 1-4

VET Hospitality

FOSTER SECONDARY COLLEGE – HOME LEARNING POLICY

Purpose

The purpose of this policy is to outline to students, parents/carers and school staff Foster Secondary College's expectations for at-home learning; including diary use, home study, and homework.

Scope

This policy applies to students in all year levels and to staff responsible for setting home learning tasks, and is also for parents for the purpose of information.

Policy

Foster Secondary College expects students to further develop and consolidate their independent learning skills by completing homework and home study tasks. The completion of unfinished work, set tasks, and home study have a positive effect on learning and are important components of reinforcing the concepts that are introduced in class. A home learning routine also plays a significant role in building work ethic, self-discipline and responsibility.

Teachers at Foster Secondary College are encouraged to exercise their discretion in assigning tasks that are appropriate for their students. Homework assigned across different learning areas will be comprised of the completion of unfinished work, set tasks, assignments, and home study of key concepts covered in class.

Years 7 to 9

Homework tasks at these year levels may include daily independent reading, completion of set classwork, projects, essays, exercises and research. Students are also expected to revise key concepts covered in class in preparation for assessment tasks and to consolidate and clarify their content knowledge. Additionally, students are expected to utilise home learning time to ensure they have adequately met the learning intention of each lesson during the day.

Years 10 to 12

Generally, students can expect homework tasks in these year levels to increase to take into account the expected level of independence and initiative of students, and enhanced expectations of home study.

At Year 11 and Year 12, students are expected to spend an increased amount of time completing homework tasks in preparation for VCE and VCAL.

Shared expectations and responsibilities

Home learning is a shared responsibility between the school, teachers, students and their parents/carers. In order to maximise student outcomes, it is important that everyone understands their obligations and responsibilities.

Foster Secondary College will support students by:

- fostering lifelong learning and connecting families with the learning of their children, as part of a comprehensive and balanced curriculum within Victorian schools
- ensuring the school's homework policy is relevant to the needs of students
- advising parents/carers of homework expectations at the beginning of the school year and provide them with a copy of the homework policy
- maintain our ongoing commitment to the Homework Club, providing resources and facilities to students to support them in completion of set home learning tasks and home study.
- ensuring students use homework diaries to provide a regular communication between parents and the school.

It is expected that teachers will:

- equip students with the skills to solve problems
- encourage real-life problem solving, logical thinking, creativity and imagination
- set varied, challenging and meaningful tasks related to class work to suit the students' learning needs
- give students enough time to complete home learning tasks, considering home obligations and extracurricular activities
- assess home learning and provide timely and practical feedback and support
- help students develop organisational and time-management skills
- ensure parents/carers are aware of the school's homework policy
- develop strategies within the school to support parents/carers becoming active partners in homework
- provide guidance for students for home study and revision exploits
- offer opportunities for families to engage in their children's learning.

It is expected that students will take responsibility for their own learning by:

- being aware of the school's home learning policy
- discussing with their parents/carers home learning expectations
- accepting responsibility for the completion of home learning tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise

- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.
- carry and utilise their diary.

It is expected that parents/carers will support their children by:

- developing a positive and productive approach to home learning
- ensuring there is a balance between the time spent on home learning and recreational activities
- discussing class learning, pathways, current events, talking with them and involving them in learning opportunities during everyday household routines and physical activity
- talking to teachers about any concerns they have about the home learning tasks and expectations
- attending the school events, productions or displays their child is involved in
- monitoring the use and maintenance of a school issued diary
- ensuring there is a quiet study area for students to complete their home learning tasks
- assist students in the provision of appropriate technology and resources to support student learning. If there are difficulties with this, please contact the college.

Support for students, parents and carers

Teachers at Foster Secondary College understand that students have different learning styles and interests, and may approach learning activities and home learning expectations differently. If you are concerned that your child may not understand the expectations of home learning that have been set for him or her, or is spending a long period of time completing their home learning, we encourage you to speak to individual teachers.

Students who may benefit from support completing their homework tasks are encouraged to attend Homework Club. At Foster Secondary College we are proud to have staff who are very keen to assist individual students – please encourage your child to talk with the subject teacher as a first port of call.

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 AND INTERSCHOOL 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 9 students in small groups and 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 9 Camp will be a bushwalk in Wilsons Promontory National Park in 2020. Students will undertake training to be able to be self-sufficient while on the camp. They will stay in tents in small groups, and prepare and cook all meals. Students are supported at all times by staff members through this challenging but very rewarding camps program.

Outdoor School Bogong

FSC have been successful over a number of years gaining a position at the Outdoor School Bogong. Students undertake a 5 day winter connect camp gaining skills in cross country skiing and downhill skiing at Falls Creek whilst gaining a connection to the alpine environment. Numbers are limited and an application is completed by students wishing to attend the camp.



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.



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

Students who bring mobile phones to school *must* have them switched off and securely stored during school hours.

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 2022 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>



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 10 or OSX 10.12 with a screen size between 11" - 15.6" purchased from any supplier
- FSC recommends Edunet 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.