Handbook and Curriculum Guide

Year 10
2015
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Introduction

Welcome to Year 10 at Cornish College for 2015. This handbook contains information regarding the curriculum at Year 10 and beyond and the operation of the Senior Years (Years 10-12) at Cornish College. It is a living document that is published at the beginning of the year and updated periodically during the year, so you are encouraged to refer to the online version kept on the school’s website for the most up to date information. If you have queries at any stage during the year, you are encouraged to contact your child’s Form Teacher in the first instance:

- Year 10R – Mr Nathan Rhodes
- Year 10J – Mrs Andrea Johnson

You may also contact Mrs Marissa Tunks, Administrative Assistant, who may be able to answer your query or ensure you are redirected to the correct person.

Some other useful contacts for the year:

- Careers Practioner – Mr Keith Maughan
- VCE Coordinator – Ms Deborah Jones
- Senior Years Team Leader – Mr Mark Byrne

The Senior Years Team and I look forward to working in collaboration with parents and students for the education, development and best outcomes for our students.

Mr Mark Byrne
Senior Years Team Leader
Sustainable Thinking Dispositions

Developing thinking dispositions are an important element of curricula worldwide. This term is based on the philosophy of John Dewey and developed by David Perkins through Harvard Project Zero. Thinking is more than just ability. It also depends on developing a behavioural tendency or ‘disposition’ that includes developing the skills to structure an orderly solution to a problem, an inclination to act on the issue and an alertness to many possible ways to address the issue or problem.

At Cornish College, we have developed sustainable thinking dispositions represented by the rings of sustainability. Many schools in Victoria, as well as schools in Singapore, India and Hong Kong have adopted this. We believe that an important responsibility of schooling for citizens of the 21st century is to think sustainably – to have the necessary skills for a global world, to have the inclination to act sustainably and to solve problems and to be alert to the many possible ways we can make a difference.

We have structured our curricular and cocurricular programs around the four interlocking rings, each with a set of focus questions. This structure allows us to address the Australian Curriculum through the Victorian Essential Learning Standards (AusVELS) as well as the requirements of the International Baccalaureate and will enable us to align with the new Australian Curriculum as its implementation continues over the next few years.

Natural Sustainability

Do our students understand the importance of natural areas and our responsibilities towards them? Are they scientifically literate, understanding the importance of biodiversity, the research on sustainability and the implications of new innovations on the environment? Do they understand how to manage their global footprint?

Personal Sustainability

Are our students healthy mentally and physically? Are they aware of their learning styles and how they learn best? Do they have skills to live effectively and affectively with others? Are they developing life long hobbies and interests to build resilience and well-being? Can they communicate clearly in English, other languages, and through mathematics and the arts?

Urban / Technological Sustainability

Are our cities sustainable? How are they supplied and how do they interact with rural areas? What are our roles and responsibilities as urban citizens? Are we technologically sustainable? Do we know where and how components are sourced and how they are disposed?

Socio-Cultural Sustainability

Do our students understand other cultures’ histories, beliefs and values as well as their economic, political systems and legal systems?
Integrated Inquiry Learning

A significant change in education is occurring worldwide in response to globalisation and the exponential increase in the world’s knowledge. We can no longer identify everything that is important to know, but we can develop sound literacy, numeracy, ICT, communication, personal and interpersonal skills in our children so that they are equipped to learn.

Inquiry learning develops deep understanding and is now the focus of school systems around the world. It is guided inquiry; teachers plan carefully for the inclusion of skills and knowledge identified by the Australian Curriculum Victorian Essential Learning Standards (AusVELS). It is integrated in that it acknowledges the interests of students and encourages them to source information from across disciplines. Inquiry still involves explicit teaching and skills development, but students apply these skills in an authentic and meaningful context. The links below offer information on inquiry learning and teaching for understanding.

Inquiry Learning is included the Victorian Government Principles of Education. This list also includes a recent government publication on inquiry learning.

http://www2.curriculum.edu.au/scis/connections/issue_57/a_curriculum_philosophy_supporting_an_inquiry%20appr.html

Teaching for Understanding, developed by Harvard University is used worldwide (See also article included in this course guide)

http://learnweb.harvard.edu/alps/bigideas/q3.cfm
http://www.exploratorium.edu/IFI/resources/workshops/teachingforunderstanding.html

Understanding by Design

http://www.authenticeducation.org/ubd/ubd.lasso
http://members.tripod.com/~ozpk/0inquiry

Coalition of Essential Schools (Brown University)

http://www.essentialschools.org/items.1.html


http://www.guardian.co.uk/education/2008/jul/08/schools.uk
Philosophy Behind Year 10

Year 10 stands as the final year of compulsory education for most students. And for most of those students it is the transition between the compulsory years and the final years of the Victorian Certificate of Education (VCE). Whist there is no denying the transition nature of Year 10, it is also a stage in its own right with milestones and significant events along the journey for each student.

Year 10 also stands at the end of what is considered the middle years of schooling (approximate ages 10 to 16) There have been numerous studies in Australia and worldwide describing a decline in student enjoyment in the middle years of education. These studies revealed a strong pattern of under-achievement and disengagement from school, particularly for boys. Any lack of engagement in learning affects academic progress and educational experience.

Researchers responded to these concerns by recommending that teachers and schools develop approaches that are attuned to the characteristics and needs of young adolescents. They recommended strategies such as: student involvement in classroom decision-making about curriculum including the ways learning is organised, monitored and assessed; learning that connects with and is relevant to students’ personal and social concerns and their out-of-school experience and culture; active learning experiences; engagement in complex, higher order and critical thinking to develop deep rather than surface learning, and cooperative as well as independent learning.

A report to the Department of Education & Training¹ (2002) made the following recommendations regarding curriculum in the middle years:

- significant reduction in the amount of curriculum content
- curriculum and teaching and learning structure that includes extended cross-disciplinary problem solving tasks
- direct teaching about thinking and learning
- involvement of all students in deciding content, structure, process and assessment
- timetabling for sustained thinking and learning
- teacher-student-class arrangements for strengthened teacher-student knowledge and relationships
- team teaching and professional learning
- monitoring systems for tracking individual students
- data driven, evidence based processes.

In addition, the Victorian Curriculum recommends structured inquiry as the method of teaching and learning: The Educational Principles of the AusVELS and the previous VELS include developing “respect for evidence - seeking understanding and truth through structured inquiry and the application of evidence to test and question beliefs” (Victorian Curriculum and Assessment Authority, 2007).

We have worked consistently at the College to meet these challenges. Discipline based learning is still at the heart of our inquiries; students have classes in the Core Studies of English, Global Sustainability, Mathematics, Science and Our Environment, Languages, Physical Education and Personal Development and the integration of these disciplines means that teachers work with students to make connections in their learning. Inquiry learning allows students to apply their knowledge and skills in many ways, thus helping them learn in a meaningful context.

In our Global Sustainability program at Year 10 all students gain credit for Units 1 and 2 of the Australian and Global Politics course in the Victorian Certificate of Education (VCE) as well as much valuable experience of the processes of VCE studies. They can then move into Years 11 and 12 with added confidence. Students also gain skills to transition into the VCE through the use of inquiry, cooperative learning and development as independent learners.

In Year 10, as in Year 9, the program is made up of three main sections: Core Studies; Breadth Studies and a specially designed enrichment program. All these sections of the overall program are intertwined, with each section providing the students with the opportunity to draw

links and further develop the themes and concepts investigated. It is through guided inquiry, questioning current practices, considering perspectives and exploring the meaning of world citizenship with it’s rights and responsibilities that we can continue to make a difference at Year 10.

Year 9 and 10 represent what we call the transition sequence in the secondary school curriculum. In Years 7 and 8, all students are engaged in a common core curriculum that provides a strong foundation for future studies, hence it can be known as the Foundation Sequence. At Years 11 and 12, which are the Final Sequence, students have a very broad range of choice in the VCE Beyond Boundaries Program to cater for their individual talents, needs and future directions. It is in the Transition Sequence that students are introduced to some choice to ensure a breadth of experiences in a range of electives. Some choice is provided in Languages. A large choice of electives, drawn from the disciplines of the Performing and Visual Arts, Technology, the Environment and Health, is provided through the Breadth Studies Program. We encourage a balance of areas of study within the elective units.

A Breadth Studies Curriculum Guide is provided as your child transitions from Year 9 to Year 10. Breadth Studies are timetabled for a half day each (morning and afternoon) one day per week. This day consists of two extended sessions for Years 9 and 10. This provides time for students to plan and develop authentic and rich projects without interruption. The Breadth Studies program provides foundation skills and understandings for subsequent studies at senior years, as well as promoting engagement and developing individual talents.

Although we use few textbooks in our secondary school, students have excellent and easy access to a well equipped library, the internet and information and communications technology. All students have the use of their own Macbook computer.

Year 10 students celebrate and share their learning with parents and other members of the school community at the Socratic Dialogue exposition at the end of the year. The 5000 word thesis as part of their study of Global Sustainability (VCE Australian and Global Politics Units 1 & 2) is a milestone achievement for students and provides some of the foundation for the Socratic Dialogue.

In all areas of the curriculum, we continue to draw on the educational insights gained from the Victorian Essential Learning Standards developed for the Australian Curriculum (AusVELS), the International Baccalaureate Primary Years Programme (PYP), Reggio Emilia and the Harvard Graduate School of Education.
### Overview of Curriculum Organisation at Year 10

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<td>Media – Through the Lens</td>
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<td>Visual Communication and Design</td>
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* 40 minute periods per 10 day cycle (usually two periods are joined to give a longer session of 80 minutes)

An outline of each of the Core Studies can be found in this booklet. Details of the Breadth Studies can be found in the Curriculum Guide Years 9 and 10 Breadth Studies 2015 booklet, previously distributed.
The emphasis in English at Year 10 is deepening the foundation skills that students have developed as part of their Personal Sustainability. This involves focusing on the skills that enable young people to communicate effectively and confidently within our society and to be able to think broadly and objectively about a range of significant issues. This subject continues to foster an appreciation of the art of language through creating, presenting and analysing its many forms.

Students study print and film texts, create their own folio of writing in response to a major concept and provocations and critically analyse the media’s presentation of an issue along with using selected language strategies to present their own point of view on an issue. These areas of study align with the current VCE English study design to prepare students for their senior English studies.

**Provocation:**
- Semester 1: We create our own power.
- Semester 2: Communication plays a key role in conflict and cooperation.

**Focus Provocations:**
Each term has a Focus Provocation that links more closely with the outcomes for that term.
For example: *The more perspective we have, the more powerful we can be.*

**An Inquiry into:**
- The concepts of power, conflict and cooperation
- How authors express meaning and messages in texts
- The role of story telling in socio-cultural and personal sustainability

**Learning Focus:**
The Year 10 English course helps and encourages students to:
- Develop skills as writers of descriptive, creative, expository, persuasive and hybrid texts
- Critically analyse the media’s use of language in print and non-print (multi-modal) tests in relation to current local and global issues
- Read and view texts actively with a view to analysing content and authorial style
- Effectively structure written responses to tasks according to purpose, audience and style
- Practise writing in timed and test conditions in preparation for further study of VCE English.

**Assessment:**
Students are involved in a variety of assessment tasks and assessment conditions. They will complete extended, drafted tasks, timed writing tasks, oral presentations and written examinations. Assessment is aimed at building and grading students’ skills in the following areas:
- Creating and Presenting (Writing Folio)
- Using Language to Persuade (Language Analysis task and Oral Presentation)
- Reading and Responding (Analytical essay on a text)
Each of the units in our program are based on the AusVELS standards and we adopt the “Working Mathematically” approach to problem solving as advocated by The Mathematical Association of Victoria. Year 10 Mathematics provides both a framework for thinking and a means of communication that is powerful, logical, concise and precise. The course is designed to equip students with the confidence, understanding, skills and strategies to apply mathematical techniques to the analysis and solution of problems.

Provocation:
Mathematics empowers us to make sense of the world around us.

An Inquiry into:
- measures of central tendency and spread of data
- measurement of errors
- studying design through 3-dimensional geometry and measurement
- the real number system
- modelling and solving real problems through linear and non-linear graphs and equations
- applying rates
- circle geometry

Learning focus:
The Mathematics curriculum helps and encourages students to:
- solve real problems
- learn and apply mathematical skills
- use technology to solve problems

Problem solving:
When we pose a problem to our students, they:
- investigate the problem to collect and organise data about it
- discuss and record notes and diagrams
- seek and see patterns or connections in the organised data
- make and test hypotheses based on the patterns or connections
- look in the strategy toolbox for problem solving strategies which could help
- look in their skill toolbox for mathematical skills which could help
- check their answer and think about what else they can learn from it
- publish their results

Mathematic skills:
Students utilise and practice skills in the context of a problem solving task, number fluency tasks, a CAS calculator activity, a real outdoor application, a spreadsheet multi-function calculation or a dynamic geometry software investigation.

Assessment:
Assessment is based on classwork, homework, problem solving reports, investigations, formative classroom observations, assignments, quizzes, test, CAS calculator functionality and examinations (mid-year and end of year).
Science provides us with one view of the world – a view that changes as our knowledge and understanding of science evolves. Science is a human process, influenced by and influencing social values. Scientists use techniques of scientific investigation to create an understanding of the world. The resulting cumulative knowledge is part of our human heritage.

Building students’ science capability is critical to help them develop the skills and understanding necessary to meet challenges and make responsible, informed choices. A major goal of science education is to develop citizens who are capable of engaging in informed debate about science and its applications. While some students directly pursue a career in science and scientific research, all students need to appreciate the significance of science for the long-term future of our society.

Provocations:
There are four units that are studied during the year.
- Psychology - Emotions, beliefs, values, perceptions and behaviours influence our connections to each other and our world.
- Chemistry - Our world improves through developing our understanding of interactions of matter.
- Physics - For every action there is a reaction, for every effect there is a cause.
- Biology - Nature versus nurture – we are more than the sum of our genes.

An Inquiry into:
- Psychology: psychological perspectives; developmental psychology; human nature and human development; psychological enquiry; and psychological disorders.
- Chemistry: atomic theory; language of chemistry; chemical reactions; properties of materials.
- Physics: motion; kinematics; dynamics; energy and energy transformations; waves and wave properties; emerging technologies of photonics, medical imaging, and synchrotron science.
- Biology: cell structure and cell reproduction; genetics and genetic traits; genetic diseases; DNA.

Learning Focus:
Our science curriculum helps and encourages our students to:
- develop knowledge and skills central to biological, chemical and physical sciences
- apply knowledge of science and understanding of some key scientific theories, principles and ideas to explain and predict events in the natural and physical world
- develop and use the skills of scientific investigation, reasoning and analysis to generate or refine knowledge, find solutions and ask questions
- develop scientific attitudes such as flexibility, curiosity, respect for evidence, and critical reflection
- communicate scientific understanding in appropriate scientific language to a range of audiences.

Assessment:
A variety of assessment approaches including summative tasks, unit tests, semester examinations, experimental and investigation reports and presentations, are used to diagnose and demonstrate student understandings and learning of scientific concepts and development of scientific inquiry and critical analysis skills.
The Year 10 Global Sustainability course is designed to engage students in critically examining significant issues of our time that impact on our global sustainability. The course incorporates the Study Design for Units 1 and 2 Australian and Global Politics. Hence, all Year 10 students are enrolled in this VCE course and are able to experience a full year VCE subject for which they gain VCE credit upon satisfactory completion.

Whilst creating local and global awareness, this course also challenges students to consider how they will make a difference to the future of global sustainability. The Global Sustainability course links closely with the English course and the two are taught concurrently in an integrated approach.

Provocation:

Semester 1: Power is about actions, not about our titles or positions.
Semester 2: A sustainable future depends on the ability of the global community to settle conflict and enhance cooperation.

An inquiry into:

- Types of formal and informal power
- Why people seek power
- Democracy and the notion of a "Fair Go" in Australia
- Case studies of challenges to power in Australian politics

Learning Focus:

The Year 10 Global Sustainability course helps and encourages students to:

- Understand how a VCE subject operates and become familiar with the language and routines of the VCE
- Learn the structures and features of the Australian Parliamentary System
- Explore the features of a democracy, its origins and the challenges involved in upholding democratic principles
- Understand their role in being an active and responsible political citizen
- Explore recent examples of conflict and cooperation affecting global citizens
- Analyse the strengths and weaknesses of globalisation in relation to sustainability and the impact on 21st century citizens.

Assessment:

Assessment will be based on a number of tasks involving research and reporting through an inquiry based approach to these studies. Students will complete SACs (School Assessed Coursework) to demonstrate their understanding of each Area of Study in accordance with the College’s VCE guidelines.

The major assessment task for this subject involves students writing a minor thesis (5000 word paper) analysing globalisation and participating in a Socratic Seminar at the end of the year.
Physical Education

Physical Education aims to teach students motor skills and enhance student fitness as well as developing personal and social skills. In Year 10 our aim is to guide the students through the application of their skills to a performance standard. We aim to link the students’ self belief to their performance. In this way they are able to manage their own strengths and weaknesses and choose the strategies that work best for them to enhance their performance.

Provocation:

Skills, knowledge and participation in a range of physical activities provide us with the connections we need to become strong and healthy adults.

An inquiry into:

Physical and psychological capabilities and how their management links to performance.

Learning Focus:

Analysing the link between skill development and enjoyment of physical activities.

- developing strategies
- learning about how to develop skills so that performance can be extended
- acknowledging internal drive and how it connects with performance
- applying strategies to improve personal performance
- making informed choices about physical output into adulthood

Assessment:

Assessment is based on student participation in a range of activities and the enthusiasm that they bring to the course. Summative assessment is used in the units with associated performance tasks.
Studying French in Year 10 helps students to further develop and extend their language skills in a variety of contexts and gives them a broader understanding of the culture of countries and communities where French is spoken. It encourages enjoyment of language learning and the recognition that language skills enable students to function effectively in a pluri-lingual global society.

Provocation:

France is a country of diverse regions united by language and culture.

An Inquiry into:
- How the individual identities of French regions play a major role in shaping our concept of the country as a whole.
- The problems of regional France in relation to the challenges of 21st century life.
- How young people in a variety of regions live their day-to-day lives and the everyday challenges they face.
- How the history and geography of regional France influence the life of their people.

Learning focus:

The Language curriculum helps to:
- foster students’ ability to think and reflect about the workings of language;
- develop mental flexibility and problem-solving strategies;
- develop language and intercultural skills to allow global communication;
- develop literacy and communication skills;
- expose students to discover new worlds and cultures;
- allow students to be more knowledgeable and tolerant members of society.

Assessment:
There are five main areas of assessment in Language – Reading, Writing, Speaking, Listening and Intercultural Knowledge and Awareness. A variety of formative and summative assessment tasks in all five aspects of LOTE are used during the year. These assessment tasks are used to demonstrate student understandings and learning of language and culture. There are also examinations in the skills of Listening, Speaking Reading and Writing in both semesters.
Committed language students of Japanese will be able to carry their chosen language through to VCE.

"Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savour their songs." - Nelson Mandela, Long Walk to freedom

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." Nelson Mandela

Cornish College has two sister schools in Japan: Chiben in Wakayama and Eisugakkan in Fukuyama. Students undertaking Japanese will have opportunities to participate in video conference sessions with sister schools and maintain and develop friendships through emails and school exchange programs.

Students in Year 10 will have the opportunity to participate in the Annual Japan Study Tour; this involves travelling to Japan for 2 weeks, attending our sister schools, home stay visits and sightseeing. The focus is on developing cultural understanding and extending language skills in a natural environment.

Provocations:
1. Life skills can be learnt through language learning.
2. Japan is a diverse country but united by a common set of values

An inquiry into:
- Fashion and the lives of teenagers
- Travel and transport within Japan
- Future aspirations and part-time work
- Japanese homes and family life
- Japanese school system and rules

Learning Focus:
- Further development of literacy and communication skills with a focus on interviewing skills
- Exploration of casual and formal speech
- Development of international mindedness
- Encouraging students to take risks and reflect on language learning strategies
- Encouraging students to identify differences and similarities between their lives and the lives of Japanese people
- Exposing students to new ways of living, thinking and organising themselves
- Developing a greater tolerance and appreciation of others

Assessment:

There are five main areas of assessment in Japanese – Reading, Writing, Speaking, Listening and Intercultural Understanding. A variety of formative and summative assessment tasks in all five aspects of Japanese are used during the year. These assessment tasks are used to demonstrate students’ understanding of Japanese language and culture. In addition, there will be end of semester examinations testing all five skills areas.
The Year 10 Language and Cultural Sustainability course is designed to engage students in language and culture when they are not completing LOTE studies in Year 10. It encourages students to embrace the importance of understanding and appreciating language and cultural diversity in order to operate effectively as 21st Century citizens in a globalised society. Students will have the opportunity to explore some of the history of linguistics, language origins and language deaths. They will combine their inquiries of local and global languages with inquiries of local and global cultures and religions. They may, for example, inquire in the language and culture of Indigenous Australians, the unique “click” language of southern African countries, the beliefs and practices of the Gyuto monks of Tibet and many other lines of inquiry relating to language and cultural sustainability.

Provocation:
Languages differ in form but always serve the same function and help to define cultures.

An inquiry into:
- Different forms of language
- The evolution of language
- Local and global cultures and their language, religion and traditions
- How cultures can be sustainable

Learning Focus:
The Year 10 Language and Cultural Sustainability course helps and encourages students to:
- Understand the importance of being knowledgeable about local and global cultures
- Consider the importance of cultural sustainability in a global society
- Further develop inquiry learning skills
- Work in teams to achieve an outcome that will make a difference to others.

Assessment:
Assessment will be based on a number of tasks involving research and reporting. They will be required to complete a major inquiry on both local and global language and cultures in relation to the Rings of Sustainability. Students will be required to contribute to a major group project and presentation each semester.

Careers
Cornish College looks to the Victorian Careers Curriculum Framework as a scaffold for career education and counselling for all students from Year 7 to Year 12. The Framework is based on the eleven competencies identified in the Australian Blueprint for Career Development and links to the existing dimensions of learning in the Victorian Essential Learning Standards (AusVELS). It has been referred against the VELS domains of Health and Physical Education, Interpersonal Development, Personal Learning, Civics and Citizenship, The Arts, English, the Humanities, Economics, Geography, History, Science, Communication, Information and Communication Technology and Thinking processes.

At Cornish College we aim to inspire the students to explore who they are, where they fit and what they want to achieve in life. Students can achieve these aims by:
- Developing excellent learning and decision making skills
- Building resilience to manage change effectively
- Gaining a firm foundation of career management skills
- Developing strong relationship skills and knowing how to effectively maintain networks
In Year 10, students plan and undertake a Work Experience placement with an organisation of interest to them. The work experience placement will take place in the second last week of Term 2 (15-19 June 2015). This placement provides a significant opportunity to gain insight into individual preferences. For example: Do I prefer to work in an office environment or outdoors? Students will gain transferable skills that will enhance their employability and they will develop a network.

Meanwhile, all students will have access to Careers and Work Experience page on the web resource, the Moodle, which provides regular updates of work placement opportunities and careers information and events.

Each student will be interviewed by the Careers Practitioner and consultations will occur with students and parents as choices are made for subjects and courses in each individual’s VCE program. Each student will develop their own further study and career pathways. This will occur in Terms 2 and 3. Much more information will be provided during the year, including a VCE Information Evening on 16 June 2015.

Finally, we seek to actively engage parents in careers activities at Cornish College and with this in mind, we welcome and encourage contributions from every family. If you think you may be able to contribute in some way or have any queries relating to the careers program please contact our Careers Practitioner, Keith Maughan at the College: keith.maughan@cornishcollege.vic.edu.au

**Health, Community Service and Sport Program**

An integral part of the Year 9 and 10 Program is our comprehensive Health, Community Service and Sport Program. The health program is a progression of the Personal Sustainability course offered at the Year 7 and 8 level. Topics that will be covered in the health program include Sexuality and Drug Education. This will be taught through a harm minimisation approach. Each student will also participate in two terms of competitive, interschool sport and one term of community service placement across the year. Students are given some choice of the sports that they play in the year.

The Community Service program is a program where students learn to take an experiential approach and are able to make a real difference to the lives of people in the local community and to make a difference in their own lives.

As part of this program all Year 9 and 10 students rotate through a variety of community service placements in the local area, including: Nursing homes, opportunity shops, an indigenous nursery, SCOPE Victoria and Central Bayside Community Health.

Involvement in the Community Service program helps and encourages students to:

- learn about their local community and how they can make a positive contribution to making the community a better place
- gain an understanding of the values of active citizenship
- develop their skills in negotiation, decision making, communication, problem solving and team work
- engage in positive learning and social experiences beyond the classroom
- explore new ideas and accept new challenges
- gain an understanding of common illnesses such as; stroke, emphysema, arthritis and dementia and the affect these illnesses have on people’s daily lives
- develop an empathy for others

Through the Sport program our Year 9 and 10 students participate in an interschool sporting program with the Southern Independent Schools’ competition. During appropriate lead up and season times students are also expected to attend after school training sessions.

The interschool sport fixtures and community service placements occur on Friday afternoons and conclude by 3.30pm in time for students to catch their normal transport home at the end of the day.

Students are also able to participate in the SIS Swimming Carnival, Athletics Carnival and Cross-Country Carnival.
Cocurricular Opportunities

Camps
Students in the Senior Years at Cornish College experience a range of Outdoor Education activities. All experiences are planned around the theme of 'Make a Difference' with strong links to a range of curriculum areas. The Year 10 Camp for 2015 will be held in the Waratah Bay area from Monday 2 March until Friday 6 March.

Chess
Students from all levels of the school are welcome to attend weekly lunch time chess practice sessions. These sessions operate all year and students who show promise are able to extend their skills by forming a part of the school team to compete in the SIS Chess Competition that happens at the end of Term 3 each year.

Equestrian
Cornish College offers a number of opportunities for students who ride to participate in both social and competitive riding. We have conducted a number of ride for fun days and there have been some suggestions circulated about a weekend riding adventure. There are a core group of students who have participated in state equestrian competitions and their involvement has been supported by and through the school.

Golf
Cornish Golf is a values-based program that operates on-site on the College’s golf course and driving range. The program operates year round and has participants ranging from ELC through to Secondary age groups.
All new participants receive a free, fitted golf club.
**Music Program**

**Senior Choir**
Students who enjoy singing are welcome to join the Secondary Choir, which rehearses one lunchtime per week. The choir performs at school events, assemblies and local community functions. All vocal students are required to participate in this choir.

**Concert Band**
Students who learn a brass, woodwind or percussion instrument are invited to join the Cornish College Concert Band. The Concert Band rehearses one afternoon per week in the Music Centre. Each year the band performs at school events and local community functions.

**String Ensemble**
Students who learn a string instrument are invited to join the String Ensemble which rehearses one morning per week in the Music Centre. The String Ensemble performs at school events.

**Percussion Ensemble**
Students who learn Percussion and Drumkit privately as well as students who learn Piano or Keyboard are welcome. We rehearse once a week and perform at assemblies and other events. If you like to bang, crash and wollop then this is the place for you.

**Music Tuition** – Private Instrumental
Cornish College offers private music tuition in a wide range of musical instruments. The lessons being offered are available for either 30 or 40 minutes and are held on a weekly rotational basis so as not to interfere with the students’ academic classes.

The instruments being offered in 2015 are:

- **Brass** (Trumpet, Trombone, French Horn, Euphonium, Tuba)
- **Guitar** (Acoustic, Electric, Bass)
- **Music Theory**
- **Percussion** (Drum Kit, Tuned Percussion)
- **Pianoforte** (Electronic Keyboard)
- **Strings** (Violin, Viola, Violoncello Double Bass)
- **Voice**
- **Woodwind** (Clarinet, Oboe, Flute, Saxophone)

It is expected that all students learning a musical instrument join a music ensemble, to extend their music skills and enjoy greater time playing with other students. There are numerous opportunities for performance such as weekly assemblies, recitals, concerts, Presentation Evening and AMEB examinations.

Instrument hire is also available at a minimal charge.

Application forms are available online and from the Music or front office.

Students who learn an instrument are expected to perform in our musical recital evenings each year. Students who learn an instrument outside of the school are invited to perform at these recitals as well.

**School Production**
Students have the opportunity to be involved in our biennial secondary musical either as a performer or as a member of the production crew.
**Mudlarks**
The Mudlarks running group meets twice weekly during term 2 at 7.30am for a program of timed running or walking with qualified athletics coach Mr Michael Davis. All students, parents, family members and dogs are welcome.

**Sportclimbing**
This is open to students from Year 3 to Year 12 and operates throughout the school year in an after school time slot. Students make their own way to Bayside Rock Climbing Gym in Carrum Downs where, for a weekly fee, they develop problem solving skills, personal fitness and seek to challenge themselves “on the wall”. A number of our students have taken the opportunity to enter competitions throughout the year, including the Victorian State Bouldering Championships.

**Swimming Squad**
A swimming development squad operates weekly at the Don Tatnell Leisure one morning per week. All students are invited to attend if they are proficient in freestyle, backstroke and breaststroke and are able to work for the full hour of training. Spaces are limited by the seats available on the school bus run so priority is given to those students who show commitment.
Student Welfare

At Cornish College, our focus is on sustainability, and integral to this is personal sustainability and student wellbeing. The school psychologists at Cornish College offer support for students and families, and work collaboratively with students, staff and families when issues arise in a student’s academic, emotional or social development.

Students are referred to the school psychologist via the Senior Years Team Leader, Form Teacher, Individual Needs Teachers, Class Teachers, and parents and students may also self-refer.

Types of issues that may be referred to the school psychologists include (among others):

- Assessments (cognitive, educational, behavioural and emotional)
- Counselling to assist with motivation, organization and study skills
- Social issues – relationships with peers, conflict resolution, etc
- Behavioural and emotional issues – such as anxiety, anger, depression, managing emotions and behaviour.
- Family difficulties
- Help with challenging circumstances

The school psychologists work with students individually and confidentially, within small groups, classroom programs and activities, group and individual testing, parent and staff consultation, running specific group programs as required and policy development. The school psychologists are registered with the Australian Health Practitioners Registration Authority, and are bound by the professional code of ethics for psychologists.

Daniella Winik and Christine Atkins are available part time during the week and can be contacted via the school office or email: daniella.winik@cornishcollege.vic.edu.au and christine.atkins@cornishcollege.vic.edu.au.

Chaplaincy

The College Chaplain’s role in the school is to add value to the school community, as well as to provide support to students, parents and staff. The Chaplain coordinates chapel services, lunchtime and after-school programs, social justice and faith groups; and teaches Religious Education classes.

The CLIC – Cornish Learning and Information Centre

The CLIC is a focus for all students at the College and is used to support their classroom learning, personal research and recreational reading needs. Students are taught how to use AccessIt, the library catalogue, and to search the Internet efficiently and safely.

There is a strong emphasis on encouraging a love of reading, both for enjoyment and for seeking answers to questions. Our comprehensive and up to date collection includes books, magazines and journals, DVDs, story CDs and online reference material including encyclopedias. During the year students participate in a range of activities including Children’s Book Week celebrations, author visits, Premier’s Reading Challenge and reading clubs and are encouraged to borrow regularly.

Senior years students are encouraged to become independent users of the CLIC, using the space for quiet study and are also welcome to relax and socialise at lunchtimes.

There is a resource area on parenting skills and issues and for parents to borrow reading material relating to parenting.

The CLIC is open daily from 8.00am until 4.30pm and at lunchtimes.
Year 10 Assessment Procedures

The approach to assessment underpinning the multi-disciplinary program is based on the following principles:

- The fundamental purpose of assessment is to improve student learning.
- Students need to be involved in the design of the assessment. There should be considerable scope for negotiation and regard for differentiation and personalization.
- Assessment should focus on the development of the individual learner rather than comparisons between learners.
- Assessment strategies should cater for a range of learning styles within a class and should not be limited to written tasks.
- Students should be active participants in the assessment process and be conscious of their strengths and the areas in which they need to improve.
- Assessment should inform subsequent program planning at both an individual and a whole class level.
- Students are able to develop skills to be used in standardised testing situations.
- Authentic assessment, which is worthwhile, significant and meaningful focuses on students using and applying knowledge and skills in real-life settings and is the most valuable form of assessment.

Reporting to Parents

Progress reports providing a brief summary of students’ progress are provided in Term 1 and Term 3. Detailed descriptive reports are given to parents at the end of term 2 and at the end of the school year. Parent/teacher/student pastoral meetings are held with the Form Teacher early in Term 1 for discussions of each student’s social wellbeing and progress. Early in Terms 2, 3 and 4 Student Progress Meetings are conducted with the student, parents and class teacher for discussions of each student’s academic progress.

Teachers are also available before and after school to discuss any matters of concern.

Expectations

Parents are asked to reinforce the school’s expectations and positive approach. We expect all students should:

- be punctual at all times. Commencing the day well is particularly important. Students need 10 to 15 minutes to organise themselves before the day officially starts.
- participate in all school activities. Non participation should be discouraged unless absence is unavoidable.
- participate in after school sport on designated days until 4.45 p.m.
- have their parents phone or email the school on or before the morning of any student absence
- return an ‘explanation of absence’ immediately on their return. Simply give:
  - Date(s) of absence
  - Reason for absence
  - Parent’s signature
- travel to and from school in their correct school uniform at all times. Students may wear full sports uniform to school if they have a Physical Education class before recess and may wear full sports uniform from school if they have sport ending in period 8.

Parents should organise appointments for their children outside school hours whenever possible. Family holidays should be arranged around school terms so that students do not miss important class time. Families planning holidays during term time need to send a letter of explanation to the Principal prior to their departure.

In the case of unavoidable absences from school, parents are asked to advise the Form Teacher well in advance. A further note of excuse would not be necessary.
**Attendance and Punctuality**

Full attendance is expected and is crucial for satisfactory student progress. The school is required to keep careful records and we ask that parents phone, text or email the school if a student is going to be absent. Email: absentees@cornish.vic.edu.au and/or Text: 0487003922. If there is extended leave other than illness, please put this in writing addressed to the Principal.

Where possible, we aim to contact parents on the day if a student's absence is not explained.

Students are expected to be at school by 8.45 am ready to enter class at 8.50 am for form assembly. Before form assembly, students should go to lockers, collect books and materials required for period 1, 2 and 3.

There are specific requirements for VCE subjects (Australian and Global Politics Units 1 and 2) of a minimum of 80% attendance to satisfactorily complete the units and further details regarding attendance in those classes is provided in the VCE Handbook.

Students arriving late need to sign in at the General Office before going to classes.

Students needing to leave school early must ensure their parents sign out at the General Office immediately before departure from school.

**Submission of Work**

Students are encouraged to develop sound organisational skills and to be efficient and reliable in their approach to studies.

Students should take responsibility for ensuring that work is submitted by the due date. If this is not possible for some reason, an extension must be negotiated with the classroom teacher before the due date. An extension may be granted for up to one week where the teacher considers this to be reasonable. In the case of sudden illness a note from the parents must be written. This note must state that the student was unwell and that the parent is aware of the work that is due. If a student does not meet a deadline for a minor or major piece of work, the teacher may, at their discretion, require the student to attend a catch up class at lunchtime.

The school recognises parents’ rights to be notified of their child’s lapses with regard to set work. This may be undertaken by the subject teacher or the Form Teacher. However in all cases, the Form Teacher will be informed to ensure that any patterns of late work submission can be identified. We emphasise that consistency and fairness to all are paramount considerations in teacher’s setting, accepting and assessing of work. It is important that students undertake all set work except in unusual circumstances and that relevant communication occurs before issues arise. It is vital for future success that students learn to manage their time and meet their responsibilities.

**Year 10 Examinations**

Examinations will be held at mid year (1-4 June) and the end of the year (16-20 November) for English, Global Sustainability, Languages, Mathematics, and Science. Whilst providing another form of assessment during the year they also provide the opportunity for students to gain experience revising, preparing for and sitting examinations and should be seen as a learning opportunity.

**Homework and HomeRoom online**

There has been considerable discussion in the media regarding homework. Our view is that homework serves two purposes. The first is that it teaches students organisation and self-management and develops useful routines and habits and secondly, that it encourages independent learning. Whilst there will be set homework in some subjects, this is only one aspect of homework. Students should be encouraged to read widely at home and review what they have been doing. The general expectation is that students should be able to complete homework within approximately one and a half hours per night.

It is important that students not be allowed to work late into the night, causing them to be tired for the next day’s work. If your child cannot complete homework within the guidelines, please discuss this matter with their Form Teacher.

HomeRoom online is a major tool in assisting the student to be organised with their work and study. Teachers and students use HomeRoom to record homework. Parents should have access to HomeRoom with their child to assist in monitoring and helping their child with their
organisation and management of work and study. Students should show their parents the work that is required and when it has been completed. We encourage parents to check HomeRoom with their child at least on a weekly basis. Where there appears to be little or no homework or you have some concern, please check this with the Form Teacher.

**Bus Travel**

Cornish College provides bus services to assist parents in transporting students to and from school. Students are placed on the appropriate bus by the office staff and every endeavour is made to place stops at points of maximum convenience. In order for these services to run smoothly, students must advise the office in writing if they do not intend to use the service on a particular morning/afternoon. There will be no changes to bus travel arrangements without a note.

Students are expected to travel in full school uniform or full sports uniform when applicable and to display exemplary behaviour at all times. Unacceptable behaviour may result in students being excluded from the bus for one week or longer.
School Uniform Requirements

Uniform Policy
All students are expected to meet the uniform requirements with willingness and a spirit of cooperation. Parents and teachers are expected to ensure students are following the uniform requirements at all times. The wearing of the uniform is a significant way in which the students are identified whether within the school grounds or out in the wider community. As such, the uniform should always be worn correctly and with pride.

Uniform Requirements

- All parts of the uniform must be clean and named.
- Students must wear blazers to and from school in Terms 2 and 3. This includes students arriving and departing by private car.
- The only exception to students wearing school uniform is when students are allowed to wear their sports uniform. On designated Sport/Physical Education days, students can arrive in sport uniform if they have a Physical Education class before recess. However, they must get changed back into school uniform at recess. If students have Physical Education in the afternoon, they can be dismissed in sport uniform but must wear school uniform up until lunch time.
- Runners for Physical Education/Sport must be predominantly white or black with no fluorescent markings and with non-marking soles.
- Blazers are optional in Term 1 and 4, except for formal events.
- The jumper or polar fleece vest must never be worn as the outermost garment outside the school grounds.
- The length of girls' skirts, pinafores and summer dresses must allow the hem to touch the floor when the wearer is kneeling down.
- Bucket hats are compulsory for all students in Terms 1 and 4. Baseball caps are an alternative for secondary students only.
- Ties must be done up fully at all times other than when the wearer is actively playing at recess or lunchtime.
- School bags are to be kept plain and must not be decorated with stickers or writing on the outside, except for school logo.
- Black leather laceup college style school shoes are required for all students (except ELC). Velcro fastening college style shoes are acceptable for Prep to Year 3 students. T-bar and Mary Jane style school shoes are not permitted.
- Boys are required to wear trousers for all formal occasions in Terms 2 and 3.
- Girls in Year 5 and above are required to wear navy tights for all formal occasions in Terms 2 and 3.

Hair, Jewellery and Make-up

- Hair must be worn in a conventional, tidy style, clean, and a natural colour.
- Hair ribbons are to be white. All other accessories are to match hair colour.
- Girls' hair which is collar length or longer must be tied back in a ponytail or the like (plaits, pigtails etc) with no loose pieces left free or over the face.
- Boys’ hair length must be above the collar and must not obscure the face.
- Boys must be clean shaven.
- No heavy use of hair products (if used).
- No jewellery to be worn except for plain gold or silver sleepers or studs. These can only be worn in the earlobe, and multiple sets of sleepers/studs must not be worn. (Religious items require the Principal’s permission)
- Apparent make-up of any variety is not allowed. This includes nail polish.
### College Uniform

<table>
<thead>
<tr>
<th></th>
<th><strong>Compulsory</strong></th>
<th><strong>Optional</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Girls Summer</strong></td>
<td>Dress</td>
<td>Jumper</td>
</tr>
<tr>
<td><strong>Term 1 &amp; 4</strong></td>
<td>White Ankle Socks with School Trim</td>
<td>Divided Skirt, Summer Shirt &amp; Navy Ankle Socks with School Trim (Prep to Year 6)</td>
</tr>
<tr>
<td><strong>Boys Summer</strong></td>
<td>Summer Shirt</td>
<td>Jumper</td>
</tr>
<tr>
<td><strong>Term 1 &amp; 4</strong></td>
<td>Shorts</td>
<td>Vest</td>
</tr>
<tr>
<td></td>
<td>Navy Ankle Socks with School Trim</td>
<td></td>
</tr>
<tr>
<td><strong>Girls Winter</strong></td>
<td>Blazer</td>
<td>Jumper</td>
</tr>
<tr>
<td><strong>Term 2 &amp; 3</strong></td>
<td>Shirt Long Sleeve</td>
<td>Vest</td>
</tr>
<tr>
<td></td>
<td>Tunic (Prep to Year 4)</td>
<td>Navy Beanie</td>
</tr>
<tr>
<td></td>
<td>Skirt (Years 5 - 11)</td>
<td>White Skivvy Under Tunic (Prep to Year 4) No Tie Required</td>
</tr>
<tr>
<td></td>
<td>Tie Velcro (Prep to Year 4) Normal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Navy Tights (Years 5 - 11)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knee High Navy Socks with School Trim</td>
<td>Knee High Socks with School Trim</td>
</tr>
<tr>
<td></td>
<td>(Prep to Year 4)</td>
<td></td>
</tr>
<tr>
<td><strong>Boys Winter</strong></td>
<td>Blazer</td>
<td>Jumper</td>
</tr>
<tr>
<td><strong>Term 2 &amp; 3</strong></td>
<td>Trousers</td>
<td>Vest</td>
</tr>
<tr>
<td></td>
<td>Winter Shirt</td>
<td>Navy School Scarf</td>
</tr>
<tr>
<td></td>
<td>Tie Velcro (Prep to Year 4) Normal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Navy School Beanie</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Navy Ankle Socks with School Trim</td>
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</table>

### Sports Uniform

<table>
<thead>
<tr>
<th></th>
<th><strong>Compulsory</strong></th>
<th><strong>Optional</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boys and Girls</strong></td>
<td>Sports Jacket</td>
<td>Rugby Top</td>
</tr>
<tr>
<td><strong>Sport</strong></td>
<td>Polo Top &amp; House Polo Years 5 - 11</td>
<td>Polar Fleece Vest</td>
</tr>
<tr>
<td></td>
<td>Sports Shorts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tracksuit Pants</td>
<td></td>
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<tr>
<td></td>
<td>Logo Sports Socks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Footwear: Runners (At least 90% white or black no florescent markings with non-marking soles)</td>
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</tbody>
</table>
### Miscellaneous

<table>
<thead>
<tr>
<th></th>
<th>Compulsory</th>
<th>Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 to Year 11</td>
<td>Bucket or Baseball Cap</td>
<td></td>
</tr>
<tr>
<td>Year 7 to Year 11</td>
<td>Bathers and Cap</td>
<td></td>
</tr>
<tr>
<td>All Years</td>
<td>Plain Navy School Bag</td>
<td>Logo School Bag</td>
</tr>
<tr>
<td>Year 7 to Year 11</td>
<td>Plain Navy Sports Bag</td>
<td>Logo Sports Bag</td>
</tr>
</tbody>
</table>

### Change of Address and Contact Details

It is most important that College records are accurate and parents are asked to inform the Office immediately if there is any change to your residential or business address, telephone numbers or email addresses.

### Encouraging Responsibility and Independence

Please encourage your child to organise necessary books and sports clothing and equipment in the evening before going to bed. Help them to develop good habits, initially by showing them what to do, and then by offering a gentle reminder. Children must learn the consequences of their own mistakes. Don’t try to shield them from life’s lessons by doing everything for them.

### Communication with Teachers

Cornish College values and encourages open communication between teachers and parents. To be effective, we suggest the following guidelines:

- Your first contact point is your child’s Form Teacher. If you have any concerns that you wish to discuss, make an appointment to see the Form Teacher either through email directly or the front office. Problems or concerns should first be raised with the Form Teacher as they know your child best. It is always preferable to discuss your concerns with your child’s Form Teacher rather than with other members of the school community.
- If you still have any concerns, your second point of contact is the Senior Years Team Leader, who may then refer your issue to the Deputy Principal and/or the Principal if need be.
- Short messages may also be forwarded directly to the Form Teacher via email. This is valid for exchange of short, factual information, but is no substitute for discussing a problem personally with your child’s teachers. The Form Teacher’s contact information: andrea.johnson@cornishcollege.vic.edu.au nathan.rhodes@cornishcollege.vic.edu.au.
- Urgent messages can be phoned through to the office and the message will be relayed to the Form Teacher.
- If you wish to discuss a specific subject area, please feel free to make an appointment through the office to see the subject teacher.
- Short conversations about minor matters can sometimes be appropriate. Teachers can be available for a short period before school and straight after school. Please do not try to discuss issues during assemblies, at recess or lunchtime or while teachers are en route to class. In addition, please be mindful that teachers need to attend team and staff meetings promptly after school on Mondays and Thursdays.
A list of teaching staff at Year 10 for 2015 is given below:

<table>
<thead>
<tr>
<th>Year 10 Class</th>
<th>10 J</th>
<th>10 R</th>
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</thead>
<tbody>
<tr>
<td>Form Teacher</td>
<td>Andrea Johnson</td>
<td>Nathan Rhodes</td>
</tr>
<tr>
<td>English</td>
<td>Jodie Piotrowski</td>
<td>Melissa Coad</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Deb Jones</td>
<td>Nathan Rhodes</td>
</tr>
<tr>
<td>Science</td>
<td>Andrea Johnson</td>
<td>Mark Byrne</td>
</tr>
<tr>
<td>Language – French</td>
<td>Jane Christopherson</td>
<td></td>
</tr>
<tr>
<td>Language – Japanese</td>
<td>Trudi Sampson</td>
<td></td>
</tr>
<tr>
<td>Language and Cultural Sustainability</td>
<td>Jess Needham</td>
<td></td>
</tr>
<tr>
<td>Global Sustainability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VCE Global and Australian Politics</td>
<td>Jodie Piotrowski</td>
<td>Melissa Coad</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Andrew Goodman</td>
<td>Geoff Holland</td>
</tr>
<tr>
<td>Sport / Community Service</td>
<td>Andrew Goodman, Rebecca Paul, Geoff Holland, Helen Banger, Liam Harris</td>
<td></td>
</tr>
<tr>
<td>Chapel</td>
<td>Andrea Johnson, Nathan Rhodes</td>
<td></td>
</tr>
<tr>
<td>Assembly</td>
<td>Andrea Johnson, Nathan Rhodes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Breadth Studies</th>
<th>Morning</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art - Wearable Art</td>
<td>Geraldine Pollock</td>
<td>-</td>
</tr>
<tr>
<td>Art - Stories Through the Lens</td>
<td>Jason Dennis</td>
<td>-</td>
</tr>
<tr>
<td>Drama - It all started with a tiny idea</td>
<td>Lauren Zeigler</td>
<td>-</td>
</tr>
<tr>
<td>Product Design Technology - Furniture</td>
<td>Tim Lake</td>
<td>-</td>
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<tr>
<td>Food Technology</td>
<td>Lisa Lang</td>
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<tr>
<td>CIP Enterprises - Golf</td>
<td>Jarrod Davis</td>
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<tr>
<td>Music - Play Perform Compose</td>
<td>-</td>
<td>Robert Dryden</td>
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<tr>
<td>Art - Sculpture</td>
<td>-</td>
<td>Geraldine Pollock</td>
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<tr>
<td>Drama - Page to Stage</td>
<td>-</td>
<td>Melenie Stevenson</td>
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<tr>
<td>Interactive Digital Design - Web Design</td>
<td>-</td>
<td>Andrea Johnson</td>
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<tr>
<td>Ethical Enterprises - The Sky's the Limit</td>
<td>-</td>
<td>Jacqui Benson</td>
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<tr>
<td>Outdoor and Environmental Studies</td>
<td>-</td>
<td>Josh Ambrosy</td>
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<tr>
<td>VET</td>
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<td>Refer to Mark Byrne</td>
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</table>
ICT Management and Expectations

Secondary students have either a MacBook Pro or Air, as a part of the one to one device program. This supports individualised and personal learning programs as well as ‘anytime, anywhere’ access to information and programs. Growing up in a digital world is an important part of using ICT devices at school and all classes address Growing Up Digital resources and programs to promote safe internet usage and appropriate use of all electronic devices. All students are required to sign a User Agreement indicating their understanding and adherence to responsible use of their device.

At Cornish College we provide anytime, anywhere access to Information and Communications Technology to support collaborative, inquiry based, student centred learning in a safe and secure manner.

ICT provides opportunities for the transformation of teaching and learning and enables students to investigate, create, communicate, collaborate, organise and be responsible for their own learning. Students evaluate the credibility, accuracy, reliability and comprehensiveness of information found online. They organise and store gathered information to enable easy retrieval. They access online interactive e-learning tools to help them to develop knowledge in all areas of the curriculum. In addition to recording and evaluating the decisions and actions taken when developing new understanding and solving problems, students learn to assess their suitability for new situations and make adaptations where necessary. They make connections and apply new skills and understandings in different contexts.

Through the integration of the MacBook and other technologies, students are engaged in new and exciting ways, connecting them with local and global communities and providing them with greater teaching and learning possibilities. Students have the opportunity to access information and develop skills at their own pace and at their own ability. Applications and online programs can be tailored to individual development through interactive programs that provide immediate feedback in a highly engaging environment. Using ICT, students have access to tools and develop the skills that are necessary for life long learners in an ever changing 21st century classroom.

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2 State Government of Victoria AUSVELS
CORE STUDENT International Baccalaureate ‘The role of ICT in the PYP’ (June 2011)
How to Help Your Secondary Student

Here are a few hints to help your child at home.

- Check what homework has been set. Ensure your child is keeping a record of homework in their HomeRoom online.
- Encourage your child to set aside a regular time each afternoon or evening to complete set homework.
- Use email or phone to convey any concerns you have about problems your child is having.
- Set a limit on the amount of time your child spends watching television or videos, computer games and chat programs.
- Remove electronic devices before bed time.
- Encourage your child to take an increasing responsibility for his/her own personal organisation.
- Read the texts set by your child’s teachers to become familiar with the standard and type of work being covered.
- Beware of completing your child’s work yourself! Instead, help your child to complete the work by discussing key questions or directing them to resources you think may be helpful.
- Help your child to use the library and internet for research purposes, but discourage copying straight from the book or computer.
- Whenever possible, make time to attend school sporting events, assemblies, displays or productions in which your child is involved.
- Look at the work your child is completing and discuss his/her progress at frequent intervals. Encourage discussion and reflection on achievements and learning outcomes.
- Attend information evenings and Student Progress meetings with your child.
- Look at parenting books available for parent borrowing in Simpson Resource Centre (CLIC) foyer.
- Be an active part of the school community.
- Develop your child’s self esteem and confidence in his/her learning.