



**Box Hill High School
Handbook
Part 2**

2008

Learning and Teaching

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LEARNING AND TEACHING POLICY

1. The school's policy on learning and teaching assumes that:
 - all students are capable of learning and want to learn
 - a comprehensive curriculum will extend and develop the abilities, skills and knowledge of each student
 - learning best occurs in an environment where
 - students and teachers are courteous towards each other
 - students and teachers have the responsibility to adhere to mutually accepted rules of behaviour
 - no student has the right to disrupt anyone else's learning
 - students come from different backgrounds, learn at different rates and in different ways
 - teachers will use a wide range of appropriate learning and teaching practices

2. The school's policy on learning and teaching aims to provide each student with a range of learning experiences which will:
 - assist them to improve their learning
 - promote excellence in learning
 - provide self-esteem, confidence and independence
 - enable students to make realistic self-assessments of their achievements

3. These learning experiences should:
 - involve students as active participants in learning, in planning and organisation of their studies, and in the evaluation of their learning
 - offer them opportunities for success and motivate them to continue learning
 - suit their learning style and pace
 - build upon previous learning and lead to further learning
 - enable them to apply and adapt their knowledge and skills widely
 - assist them to progressively take responsibility for their own learning
 - enhance co-operation and support between students and between students and teachers
 - encourage understanding of and consideration for cultures and values
 - develop and broaden problem-solving skills
 - develop confident use of active learning strategies such as:
 - individual and group work
 - inquiry based assignments and/or projects
 - generation of folios and other presentations
 - debating and discussing (e.g. panel discussions)
 - fieldwork
 - surveys
 - oral research (e.g. oral history)
 - role playing
 - using a variety of resources such as print, photographs, drawings, maps, videos, audio tapes both as source materials and means of presentation
 - be assessed continuously by teachers and students

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PHILOSOPHY

Box Hill High School is a community which:

- provides an enjoyable and flexible school environment;
- encourages each student to develop a sense of responsibility;

- develops a feeling of self-esteem;
- promotes a concern for others;
- provides a basic set of competencies; and
- encourages a desire to learn further.

Box Hill High School aims to:

- provide the opportunity and environment for that intellectual, social, aesthetic and physical growth of the individual which is of immediate value and relevance to the students and which will equip them to cope with their future;
- develop literacy and numeracy by means of sound basic courses and instruction;
- encourage creative expression by providing a wide range of suitable activities and to develop individual discriminatory, appreciative and aesthetic sensibilities;
- prepare students for pleasurable and worthwhile use of leisure time;
- develop responsible attitudes and respect for moral values and reasoned codes of social behaviour;
- promote community and civic awareness by means of suitable projects of community involvement;
- provide effective career education and personal counselling; and
- provide in each individual an appreciation of the environment, and a responsibility to conserve and make the best use of it.

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VICTORIAN ESSENTIAL LEARNING STANDARDS

The Victorian Essential Learning Standards identify three core and interrelated strands for the Prep to Year 10 curriculum. Each strand has a number of domains which describe the essential knowledge, skills and behaviours students need to prepare for further education, work and life. The domains include the standards, organised by dimension, by which student achievement and progress is measured.

Standards by Domain

Strand	Domain	Dimension
Physical, Personal and Social Learning	Health and Physical Education	Movement and physical activity Health knowledge and promotion
	Interpersonal Development	Building social relationships Working in teams
	Personal Learning	The individual learner Managing personal learning
	Civics and Citizenship	Civics knowledge and understanding Community engagement
Discipline-based Learning	The Arts	Creating and making Exploring and responding
	English	Reading Writing Speaking and listening
	The Humanities	
	The Humanities – Economics	Economics knowledge and understanding Economics reasoning and interpretation
	The Humanities – Geography	Geographical knowledge and understanding

		Geospatial skills
	The Humanities – History	Historical knowledge and understanding Historical reasoning and interpretation
	Languages Other Than English (LOTE)	Communicating in a language other than English Intercultural knowledge and language awareness
	Mathematics	Number Space Measurement, chance and data Structure Working mathematically
	Science	Science knowledge and understanding Science at work
Interdisciplinary Learning	Communication	Listening, viewing and responding Presenting
	Design, Creativity and Technology	Investigating and designing Producing Analysing and evaluating
	Information and Communications Technology (ICT)	ICT for visualising thinking ICT for creating ICT for communicating
	Thinking Processes	Reasoning, processing and inquiry Creativity Reflection, evaluation and metacognition

The Victorian Essential Learning Standards recognise the differing learning needs of students at three stages of learning. Curriculum expectations for student achievement are set at six levels over the 11 years of compulsory schooling. The six levels are broadly associated with Years Prep to 10 and are consistent with the levels for student achievement introduced in the Curriculum and Standards Framework (CSF) in 1995. General expectations of when students will achieve the various standards are:

Level 5 – Years 7 and 8

Level 6 – Years 9 and 10.

By clearly specifying the standards appropriate at each of the six levels, the Standards provide a clear picture of the sequence of development a student should progress through at school in terms of the essential physical, personal and social, discipline-based and interdisciplinary knowledge and skills. The Standards enable teachers, parents and students not only to determine the knowledge and skills a student currently demonstrates, but also what that student needs to know and be able to do to progress to the next level through to the end of Year 10.

Years 5 to 8 – Building breadth and depth

In these years students progress beyond the foundations and their literacy and numeracy becomes more developed. An expanded curriculum program provides the basis for in depth learning within all domains in the three learning strands.

Years 9 to 10 – Developing pathways

In these years students develop greater independence of mind and interests. They seek deeper connections between their learning and the world around them and explore how learning might be applied in that world. They need to experience learning in work and community settings as well as the classroom. They are beginning to develop preferred areas for their learning.

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ASSESSMENT

The essence of the Victorian Essential Learning Standards is the integrated focus on knowledge, skills and behaviours in the three strands of Physical, Personal and Social Learning, Discipline-based Learning, and Interdisciplinary Learning that together develop deep understanding in learners which can be transferred to new and different contexts.

Assessment of students must reflect this by evaluating performance in an integrated way, rather than treating each and every standard as discrete. This not only ensures a more efficient approach to student assessment that avoids unnecessary duplication of assessment tasks and subsequent reports, but also more clearly reflects how students actually learn.

Students are assessed continuously during the year.

Faculties are required to use a variety of methods of assessment selected from the following:

- assignments
- class work and homework
- practical work
- oral work
- tests
- examinations

Each faculty should inform the students, at the start of each course, of the assessment methods and weightings. VCE students are internally assessed by teachers and externally in accordance with VCAA – Victorian Curriculum & Assessment Authority policy and procedures.

Students of Years 7 – 10 are assessed by teachers in accordance with the Victorian Essential Learning Standards and Department of Education guidelines.

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REPORTING

- Formal detailed written reports with letter grades for all levels are issued at the end of each half year.
- Interim Reports are also issued twice yearly to monitor student progress through the semesters.
- Acknowledgment of receipt of reports is required by a return slip.
- Parent/guardian/teacher afternoon/evenings are held early in Terms II and IV. A special VCE Parent/guardian/teacher evening is held in Term I.
- Parents/guardians concerned about the progress of their child are welcome to contact the school at any time. They should contact the year level co-ordinator. The Principal and Assistant Principal are also available for consultation.

- Year 7 – 10 reports to parents indicate the level of the students' achievements against the Victorian Essential Learning Standards for that level. While the majority of students at any Year level are expected to achieve at the designated corresponding level, some students may achieve at a higher or lower level.

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THE INTERNET : ACCEPTABLE USE POLICY

Internet access is available to all students and staff in the school using D.E&T. software, provision and filtering systems. Research on the internet is encouraged with the compilation of useful sites alongside session booking sheets in the Resource Centre. Classes introducing internet research strategies and site evaluations are provided for all Year 7 students and an integrated program runs for all students in conjunction with subject specific assignments. Each student is required to take home an Internet Agreement. Parents also sign this form as recognition of the commitment required by their child. Although all students using the internet are supervised by a teacher, students are reminded that a prerequisite of internet use is that each student takes a responsible attitude.

We expect each student to:

1. Be aware that copyright law automatically assigns any original work to its creator and as such, for student research, one copy is regarded as fair dealing. Formal recognition of ownership needs to be contained within the references of the student's work. Plagiarism and the use of multiple copies are illegal. It is also etiquette to email owners of original material requesting authority to use materials for student research purposes if an address is supplied.
2. Be responsible enough to seek out only appropriate sites. This excludes sites containing racist, sexist, pornographic or irreligious materials. Internet access control software is operative to block known offensive sites.
3. Be aware that email may be intercepted at any time. It therefore needs to be businesslike. Under no circumstances should it contain confidential information such as telephone numbers or personal addresses. Students should be aware that critical comments constitute bullying which could attract legal action against the student.
4. Recognise that ownership and privacy of email material is to be respected. Infringement of this constitutes harassment.
5. Take responsibility for materials saved to their own hard drive space and ensure copyrighted and commercial materials do not form part of their contents.

Note: Internet chat is not available for sole student use. Students must keep their own passwords secret and ensure that they are regularly changed for purposes of security.

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ELECTRONIC INFORMATION POLICY

The following procedures have been developed with careful consideration of the need to protect the rights of each individual within our school community and the maintenance of an efficient and useful network.

1. The **school newsletter** and back copies are available from the school's web site: www.boxhillhs.vic.edu.au Hard copies may be picked up from the General Office or as requested at Form Assembly.
2. **Key staff email addresses** are available from the school website. Default staff email addresses are: username@boxhillhs.vic.edu.au.
3. **Email communication with parents** who offer an email address, is available to staff for delivery of school related information. Office use of bulk email will support the delivery of documents such as Parent/ Teacher interview forms. Other parents' email addresses will not appear on bulk email messages.

4. **Intranet access** from home is available to students using their network logins. It is the student's responsibility to keep these credentials safe from misuse and to report any irregularities to the Learning Technologies Co-ordinator.
5. **The personal learning goals** required by DE&T are developed by each student once per semester. These can be accessed by parents at home through the intranet or student printouts.

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RESOURCE CENTRE

As the Resource Centre is the primary source for all curriculum materials for the whole school community, our teacher librarians work towards:

1. **Ensuring** equal and informed access to on line library records and databases
2. **Collaborating** with all members of staff to acquire relevant and current curriculum resources which reflect the needs of the varying sectors of the school community
3. **Educating** all users to be confident, independent researchers
4. **Researching** resources and dealing with outside agencies to ensure excellence in materials provision and access
5. **Promoting** a spirit of inquiry and a love of literature
6. **Making** a welcoming environment that caters for the differing tasks and interests of our clients and ensures they will always experience success in any research they undertake

The Resource Centre is the resource base for the whole school. As such, it is the largest classroom in the school where specific classes are brought to research for set assignments. There is always a teacher in the Resource Centre to teach research skills and assist students in their independent research.

The VCE Silent Study Area caters specifically for those senior students wishing to maximise their output in any given period. It is a well used area of the Resource Centre.

A Book Club meets once a term to select and borrow new fiction for our collection.

Resource Centre Monitors are students of the school who are organised to assist with computer and administrative tasks in the library. They perform these tasks voluntarily and quickly make themselves essential to our daily routine.

Materials Available:

- As well as providing especially selected fiction and non-fiction **book** resources for our students, the library provides multiple copies of all three daily **newspapers** and indexing **data bases** for our **periodical** collection.
- **Internet** connected computers are always available for student use which also gives access to our **library computer system**, data bases, **word processing** software and subject based **CD ROMs**. The library catalogue is also available from any computer in the school and contains educational internet sites which will take our students straight through to the internet on any library inquiry.
- Our **Resource Centre Intranet** page contains research and bibliography information as well as access to an on-line encyclopaedia and specially selected newspaper, magazine and fiction databases and bibliographies. Access to the intranet is available from home for homework and independent research.
- A **reserve** collection of overnight loan materials are put aside by subject teachers to ensure fair and equal access for all students. An educational **video collection** is also provided in the library to supplement course work.

Opening Times:

- The Resource Centre is open for all of the school day to all students. Bookings are to be made for computer use at recess and lunchtimes.

Borrowing:

- All students can borrow at least four items for two weeks, with the option of renewing all except high demand items.
- Magazines and reference materials are not for loan but may be photocopied in the Resource Centre.
- Overdue books incur a borrowing suspension period. Students should return books on time and not wait for an overdue notice as the circulation of book stock to all members of the community is a priority.

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HOMEWORK

The teaching staff at Box Hill High School consider that regular homework ought to be a part of the educational program of all students for the following reasons:

1. Homework/home study provides opportunity for students to revise and reinforce work taught in class.
2. If students are to gain maximum benefit from class lessons, preparatory work is often required. Time constraints frequently dictate that this be done at home.
3. As part of their general education, students should be assisted to develop the discipline of constructively organising out-of-class study patterns. Such study assumes greatly increased significance at senior secondary and post-secondary levels.

Time Expectations

Based on a survey of teachers' expectations at each year level in the school, the following periods of time are suggested as a guide to students and parents. It is acknowledged that many other worthwhile activities make demands on students' time and therefore these times should be interpreted flexibly and serve as a guide. For example, Year 7 students should aim to average 75 minutes homework per school day. While making provision for other commitments, there is much to recommend an organised homework routine each week. Students who complete set homework more quickly than others have additional opportunity to undertake revision and learning activities.

Year 7	75 mins. per school day
Year 8	75 mins.
Year 9	90 mins.
Year 10	120 mins.

At Years 11 and 12 proportionally greater amounts of time will usually be required depending on the subjects taken and the abilities and capacities of each student.

At Years 7-10 English and Maths will usually require more homework than other subjects, partly because they are given more periods on the school timetable.

Types of Homework

Homework is interpreted very broadly and may take the following forms:

1. Written work, e.g. an English essay, Maths exercises, completion of unfinished class work. It may involve extension and/or enrichment or review activities.
2. Learning work, e.g. vocabulary learning in Science or German or Chinese. This must be done actively, i.e. by having someone hear the work or by the learner doing some self-testing.
3. Reading. In subjects such as English and History, reading must be often done out of class. Thus reading is often a legitimate form of homework whose importance must not be neglected. Reading for enjoyment is also encouraged as a legitimate homework activity.
4. Research. This involves the collection of material needed for certain tasks and could include such activities as watching a recommended television program or gathering information from a newspaper.

5. Revision. This should be a regular activity and not just before tests. As with learning work, it should be active; practice exercises should be done, summaries made, notes jotted down.

The Organisation of Homework

Homework may spread over varying lengths of time and therefore systematic organisation is important.

- (a) Some work is set on one day for presentation on the next. It must therefore be done on the day it is set. Such work is usually kept to a minimum and many teachers avoid it altogether.
- (b) Some work is set for presentation several days later. Generally, it should be at least started on the day that it is set [perhaps a rough draft made]. It is often disastrous to leave it to the last night.
- (c) Some work, e.g. a project, an extended essay, a research task, is set to be done over a long period of time, say, a month or even a term. It should be started promptly and worked on regularly over the set period.

Thus, each student needs to work out a suitable home study timetable that should be adhered to in a disciplined manner. Form teachers are available to assist students to organise such a timetable.

Teachers are encouraged to explain the purpose of particular homework. For example, is it practice in a technique or skill? Is it to test understanding of a new idea? Is it preparation for work to be done in class? Is it a task designed to employ skills that are currently being developed?

Teachers should check/correct/review set homework. Parents are asked to discuss homework with their children.

Homework Diary

Students in Years 7-12 are to purchase and carry to all classes the homework diary as designated on the current year's booklists. This diary is to serve as a link between the school, the student, and the student's parent[s]. Students should use this diary to record homework and special school activities [e.g. meetings, sports days], to plan their study and to carry home notices intended for their parent[s]. Teachers are encouraged to write any comments to parents, e.g. indication that work is not complete or recognition of good work, in this diary. Parents may write any notes to the school in this diary as well.

Teachers of Years 7 and 8 students complete assignment sheets at the start of each term indicating the major pieces of work which will be set and their due dates. These are given to all students to take home.

Homework Class

The School runs a homework class in the Resource Centre after school on a Tuesday. All students are invited to attend from 3 pm until 4 pm to complete homework, study or receive assistance with work. Teachers from a variety of subject areas attend as do senior students/prefects in order to provide any help required.

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MUSIC

Students in all years are encouraged to take part in the Music Program. All students can elect to learn a musical instrument. Tuition is available for woodwind, brass, percussion, violin, piano and guitar. Students who elect to take part in the Woodwind, Brass or Percussion program are offered a Music Bursary which fully covers the cost of tuition provided they attend classes as timetabled, rehearsals when scheduled and take part in performances. A tuition fee applies to students who elect to learn piano, music theory, violin and guitar.

Lessons take place throughout the school day on a strictly rotating timetable.

VCE students who learn an instrument will have lessons scheduled in spare periods where possible.

The School Choir rehearses at lunchtime and has had great success in recent years at the Mordialloc Eisteddfod, achieving first place in 2001. This is a non-auditioned choir and a great way for boys and girls to meet new friends.

The School Musical Production is held each year as part of our Performing Arts Program. Students are given the opportunity to sing, dance and act on stage or help with many tasks behind the scenes.

We have three instrumental ensemble groups operating at present. The Concert Band caters for students who are experienced musicians, the Intermediate Band and the Junior Band which are for students who have just begun to learn their instrument. Students who have lessons outside school are welcome to join these ensemble groups.

Students involved in the Music Program are given the opportunity to perform at assemblies, informal and formal concerts and eisteddfods.

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SPORT EDUCATION

Box Hill High School runs compulsory sport for all students in Years 7 & 8 and an elective in Years 9 & 10. Students will be able to choose one sport per term covering both competitive and recreational activities. Sport will be timetabled so that each year level has one afternoon per week. In this time students will train for interschool competition as well as compete with other schools in the Doncaster District. This is advantageous as it will not withdraw them from any academic classes. The sporting activities offered will cater for all students' needs, including those who do not have an interest in competitive sport.

Our aim is to help each student develop an interest in an active pursuit which will improve their fitness, decrease stress levels, enhance health and encourage appropriate social interaction such as teamwork, co-operation and acceptance of others.

Most competitive sport within the school is conducted under the "House" system. The four houses are Batman, Deakin, Forrest and Mawson. The major events on the sporting calendar include Inter-house Swimming, Cross Country and Athletics.

Any inter-school competition is usually in conjunction with the Victorian Secondary Schools Sports Association [V.S.S.S.A.] which is divided into four zones - Northern, Southern, Eastern and Western. These zones are further subdivided into districts with Box Hill High School in the Doncaster Group of the Eastern Zone. Other schools in the group include Box Hill Senior Secondary College, Doncaster Secondary College, East Doncaster Secondary College, Koonung Secondary College, Templestowe College and Warrandyte Secondary College.

Individuals and teams who are successful at Doncaster District level then compete at Eastern zone against the winners from other districts. If they succeed at this level, they then compete at State level competitions.

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CAMPS

The school gives students the opportunity to participate in an active camping program.

In order to foster relationships between students coming from a wide range of primary schools, a **Year 7 camp** is held in February. The camp is held at Lady Northcote Recreation Camp, Rowsley. This will also allow day visits from staff members and input from interested parents/guardians.

Subject-based camps such as for Biology, Social Education and Physical Education are encouraged. These vary in their timing and location from year to year.

A **Year 10 ski camp** is run during third term which may be open to some Year 9 and 11 students. It is held at Bogong Outdoor Education Centre and skiing at Falls Creek. This camp provides invaluable experiences towards the physical and social development of the students involved in the program.

Immediately following the student assessment program in December, the school offers end of year camps comprising students of all age groups. Those camps on offer include:

Licola Adventure Camp
Surf Camp – Inverloch Victoria
Bike Camp – North Eastern Victoria

Every effort is made to minimise cost and to maximise student participation in the camping program. Parent/guardian involvement is most welcome.

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CAREERS AND WORK EXPERIENCE

Box Hill High School has a Careers Teacher who is responsible for advising students in relation to secondary, tertiary and Technical and Further Education course selection, and other post-secondary options, disseminating career-related material, liaising with tertiary and TAFE institutions and employers, and co-ordinating the work experience program in the school.

The school has a careers room that contains information about a diverse range of careers, tertiary and TAFE handbooks, as well as guidelines for leaving school, applying for jobs, etc. The Resource Centre is equipped with a computer program "OZJAC" which provides information about academic and training courses offered throughout Victoria and interstate as well as details about a diverse range of occupations. Students are encouraged to visit the Careers Room and Resource Centre and use their facilities at lunchtimes or by appointment.

Throughout the year, guest speakers are invited to the school to talk to particular student levels or groups, and students and parents/guardians are kept informed of career-related events through bulletins and newsletters.

Work experience is offered as a part of the Year 10 program. Students have the opportunity to undertake work experience for one week at the end of Term 2. At other year levels, work experience may also be undertaken where appropriate, and timing of placements may be negotiated. Students must have work experience organised one month prior to commencement. Those students who do not organise work placements will participate in the regular program.

The introduction of the "Managed Individual Pathways" program has enabled the school to extend its course, career and employment counselling services. Students of school leaving age are offered the opportunity of individual appointments with a representative of KYM Employment services, and this encourages them to identify personal and vocational goals and determine pathways which will aid their achievement.

Year 10 students will be given the opportunity to undertake Work Experience during Semester 2, on a one day per week basis (Wednesday).

The Careers Counsellor is available for advice on course selection and post-secondary options including tertiary, TAFE, apprenticeships and traineeships. Current course guides and handbooks from Victorian and interstate institutions as well as vocational publications are available for student reference. Regular newsletters outlining seminars, Open Days and policy changes of institutions are distributed to senior students.

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CERTIFICATES

Students are issued with certificates of Outstanding Academic Achievement [about 10% of students at each year level] and certificates of Sustained Genuine Effort [about 10% of students at each year level]. Allocation of these certificates is determined by level co-ordinators in consultation with other staff. These certificates are awarded at the end of the year.

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EXTRA CURRICULAR ACTIVITIES

These may include the Awards Night, a Fine Arts Exhibition, Resident Artist Program, Airbrush scholarships program, the Debutante Ball, public speaking competitions, debating and other clubs, Tournament of Minds, Science competitions, Mathematics competitions and writing competitions and the main Camping Program which is held in December. The school also has a school choir, concert band, brass band and an instrumental music program.

The school enters teams into the Solar Car competition and also the Human Powered Vehicle competition. Parent mentors and students from Monash University assist with these programs.

Tuition is available on woodwind, brass instruments, percussion, guitar and keyboard/piano instruction in 2003.

Students are given regular opportunities to perform in concerts, parent events and assemblies.

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PROMOTION

- Students normally progress automatically from Years 7 to 10. Any decision that a student repeats Year 7, 8 or 9 would be made on the sole ground that it would be of benefit to the student. This decision would be made after a thorough investigation and consultation with the parents.
- Progress from Year 10 to VCE is not automatic. In general, students need at least 6 Year 10 subjects to proceed to VCE. Students must also be able to construct a course at the next level - i.e. they must have passed the appropriate pre-requisite subjects for the course proposed. A list of pre-requisite subjects will be provided to students by the year level co-ordinator after consultation with the faculties.
- Careful individual consideration is given to students on the borderline, and review panels comprising a number of teachers and the parents concerned may be established by level co-ordinators to consider the promotion and subject choices of such students.

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VICTORIAN SCHOOL OF LANGUAGES

On Saturday mornings, students from Box Hill High School and many other schools attend the Box Hill High School Centre of the Victorian School of Languages. The V.S.L. is a Department of Education school which offers instruction in community languages.

Enrolment is open to students if they are unable to obtain instruction in the language of their choice at the "weekday" school.

Box Hill High School Centre has approximately 700 students studying languages up to VCE level. Students attending Box Hill High School Centre are studying Chinese, Dutch, German, Italian, Macedonian or Persian (Farsi).

Box Hill High School is proud to be a centre of the V.S.L. Interested students and parents are welcome to visit the school on any Saturday morning. The Area Manager is also available in the school during the week and will be happy to answer queries.

The V.S.L. telephone number is 9878-7287.

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