



COBDEN TECHNICAL SCHOOL

Committed To Students
Committed To Success

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2006 HANDBOOK

Take control of your child's future.

Guarantee your child's place in a secondary school that provides quality and opportunity in a warm and friendly environment.

The Secondary School Specialist.

AIMING HIGH ACHIEVING RESULTS
Committed To Success

PRINCIPAL and ASSISTANT PRINCIPAL'S MESSAGE:

Welcome to Cobden Technical School

In April, 2004, we had the privilege of becoming the new 'Principal' team of our wonderful school. Together, we welcome you to this exciting time in your educational life, whether that be as a student or a parent, and the opportunity to become a member of our vibrant school community – we believe that, if you choose to come to Cobden Technical School, it is a choice that you will be delighted with!

Cobden Technical School is represented by the letters, 'CTS', and these letters stand for what we see as the vital goal of everything we do – 'Committed To Students', 'Committed To Success'. This clearly reflects what we want to achieve as a school, based strongly on active participation and striving to perform at one's best, individually, as a team or, indeed, as a whole school, achieving success at the highest level possible, in all facets of school and personal life. Our role is to ensure that our total school environment enables this to take place.

The provision of a "real" world educational continuum at secondary level is a vital element in a child's growth to success and our 'Commitment To Success' guarantees that success can be achieved and celebrated in a wide variety of ways

Over the preceding decade, the percentage of students exiting Cobden Technical School who have moved on to worthwhile careers in the workplace, or on to further education, has varied between 95 and 100%. Furthermore, anecdotal evidence strongly points to the fact that the many students who do go on to University studies stay there to complete their qualification. Why is this so?

Our students are exposed to a broad curriculum ranging from the purely academic to high-quality technological programs, from cultural to sporting, all backed by excellent facilities and resources. Teacher rapport with students has to be seen to be believed – this is a school where students can genuinely enjoy their learning, where laughter is encouraged and where students are always encouraged to achieve at their best. It is a school where creativity and thinking skills can flourish and where interpersonal relationships, student/student and student/staff, are of the highest order.

Whilst there exists a clear and strictly applied disciplinary policy, it is rarely called upon as students respond with pride to the unique learning atmosphere with which they are provided – students wear school uniform with pride.

Staff morale and parent opinion of the school across all indicators are virtually at the highest level in the state. Looking at another measure, student absence rates are close to the lowest in the state – why stay away when you might miss something of value which you enjoy?

Cobden Technical School is a place of educational excellence. As you read this handbook and investigate more about our school, you will see why CTS is 'Committed To Students' and 'Committed to Success'.

*Kelvin White
Assistant Principal*

*Peter Rock
Principal*

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SOME IMPORTANT GROUPS IN OUR SCHOOL

THE TEACHERS:

A school is only as good as its teachers. What makes this school different is that its teachers have extensive academic qualifications and many have had years of work experience as electricians, plumbers, engineers, artists, industrial chemists, accountants, chefs or in other occupations before becoming teachers. Added to this they have completed teacher-training courses which are continually being updated. Between them they have enormous experience of the world and of the work place. We have the ideal mix of “seasoned” professionals and young teachers.

The teachers’ practical experience shapes every aspect of this school’s educational program. It can be seen in the content of subjects offered, the style in which they are taught, the range of high quality facilities available and utilised and in the respected relationship between students and teachers. Staff surveys clearly show morale is high, and much higher than State averages.

THE STUDENTS:

A student who enrolls at Cobden Technical School has virtually unlimited educational opportunity. Secondary Technical education provides clearly defined avenues to almost every profession or skilled vocation by providing a truly comprehensive education which gives sound educational balance to academic studies, from creative experiences to personal development and practical skills. As students go through the Secondary Technical School they are more able to make informed decisions about the choice of careers best suited to them. The wide variety of subjects at Cobden Technical School allows students to experience a vast range of areas, giving them the opportunity to explore and enhance their interests.

Because this school places an emphasis on developing each student as an individual, approaches to teaching have been evolved to enable the particular needs of students to be recognised and met in a caring and supportive atmosphere.

SCHOOL COUNCIL:

School Council makes policy decisions that impact on our school. It is made up of six parents and five education employees (all elected by the local school community) along with four co-opted members (of whom two are students).

It has several sub-committees that assist Council in making the most appropriate decisions for all involved: Finance, Teaching and Learning Programs, Plant and Property, Student Welfare and Canteen. Cobden Technical School Council meets twice per term.

Interested parents are always welcome to attend these meetings or to become elected members. Elections for School Council memberships are held once per year. Contact the Principal for further details.

PARENTS’ CLUBS:

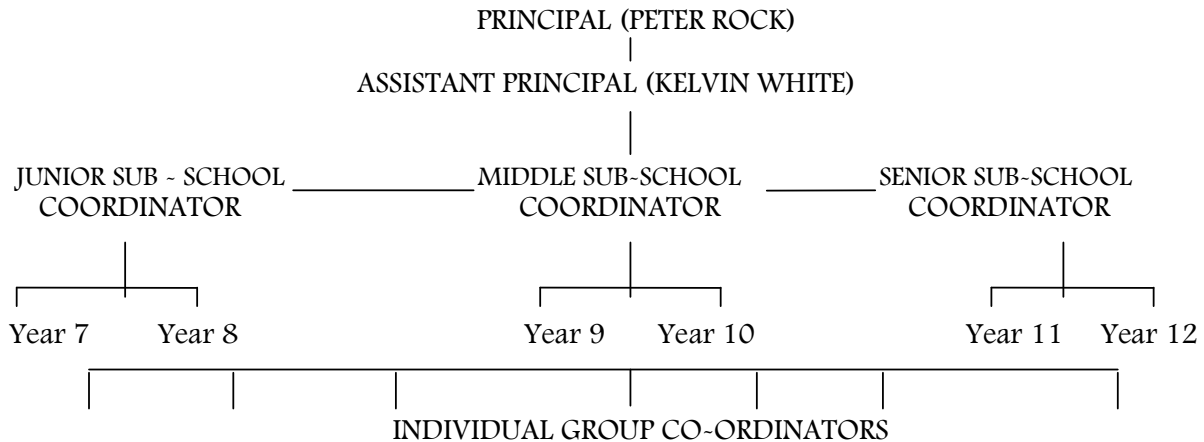
Three parent committees operate and all parents are encouraged to attend one of these organisations as they play a vital role in our students’ education.

- ✓ **Cobden Parents Auxiliary** currently meets on the *fourth Wednesday* of every month at 1 pm in the school Conference Room.
- ✓ **Timboon Ladies Auxiliary** currently meets on the *first Tuesday* of every month, at 1.30 pm at the home of a Timboon parent.
- ✓ **Simpson Parents Auxiliary** *meets once a term by arrangement*. The date is advertised through the school newsletter once it is agreed upon.

SECOND HAND GOODS

New books and uniform can be expensive to purchase all at once. Items of uniform and books, which are currently in use, may be purchased at a second hand sale that is held on the second day of Orientation at the end of the year. This is an excellent way to cut the cost of the schoolbooks for the following year if you are able to buy and sell in this way. Please encourage your students to look after their books so that they can be sold in reasonable condition.

SCHOOL ORGANISATION FOR STUDENT WELFARE AND DISCIPLINE



An Assistant Principal oversees the general running of the school. Each sub-school has a coordinator who, with a team of coordination teachers, is responsible for ensuring that the welfare of each student is catered for.

In addition, there is a Student Counsellor, Cindy Jenkinson, and other specialist workers, such as a secondary school nurse, who are available for student support and referral. We now have a complete “package” of support services second to none, along with very successful peer mediation, peer support and mentoring programs.

STUDENT ORGANISATION

DAILY TIMETABLE:

The students are organised on a daily basis around a set timetable. Students should be within the school grounds by 8:55 am, as they are expected to be punctual for their coordination meetings at 9:00 am.

Students attend six units during the day, of 48 minutes in length, and are dismissed at 3.30 pm.

ATTENDANCE ROLLS:

An attendance roll is marked daily by the Coordination Teacher. Attendance Rolls are also marked by subject teachers in all classes during the day to ensure students are where they should be.

ABSENCES:

If a student is absent, parents must send a signed note stating the date and reason for the absence.

This note is to be sent with the student when he/she returns to school, and is best written in the section provided in the student's school diary.

LUNCHTIME ACTIVITIES:

A wide range of lunchtime activities is available to the student body. All year round, students are able to access supervised work performance classes and computer room access on Tuesdays and Thursdays, with other supervised classes often taking place. In addition, at various times of the year there are a variety of sports competitions, training and general fitness training available, along with opportunities for passive and active recreation activities from reading to playing cricket. In extremes of weather Johno's Shed or classrooms are available for student use.

RECORDS AND REPORTS:

A file is kept for each student's results allowing teachers and parents to monitor a student's progress. These records are available to students for employment purposes. Written reports are produced at the end of each semester (half year) and forwarded to parents. Interim report evenings and days are held near the end of Term 1 and Term 3, with a single report for all subjects.

This provides a chance for parents, students and teachers to discuss progress.

Parents are also able to visit the school at any time to discuss their child's progress with any of his/her teachers. This school has an "open door" policy for parents, although it is helpful to make an appointment beforehand.

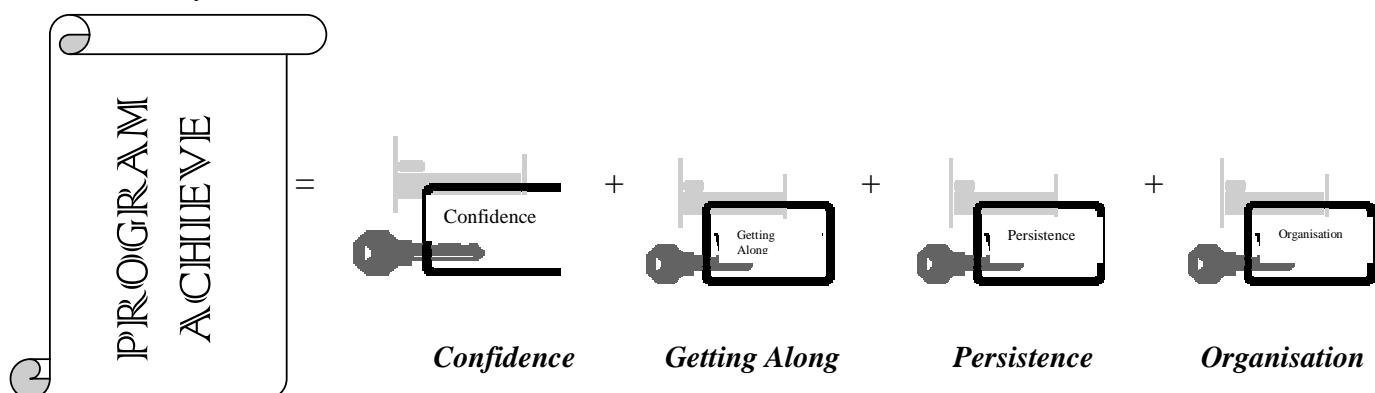
DRESS CODE:

Students are expected to comply with the school dress code and wear the safety attire appropriate for the subject they are involved in. Complete details for Year 7 – 10 and VCE students are provided in a separate section in this Handbook. Similar information is included in the student diary, which we ask all parents and students to sign at the beginning of the year.

COORDINATION:

All students belong to Coordination groups which meet daily for roll-marking. A student's Coordinator supervises his/her educational program and is also the first point of contact for parents when they wish to communicate with the school.

For Year 7 students, one complete session is set aside for discussion and activities during the first half of the year. For all other levels, the time remaining in a session after our weekly General Assembly at the start of the school day is set aside for coordination – the session rotates: Week 1 – Monday, Week 2 – Tuesday, Week 3 – Wednesday etc.



STUDENT ORGANISATION

COMMUNICATION WITH PARENTS:

All students from Years 7 – 10 must carry a diary which details work completed and is signed by the classroom teacher each session. Sections are available to list homework and school work. Parents and coordinators sign students' diaries each week.

Students at VCE level carry a diary specifically designed to cater for the requirements at this level. A comprehensive Newsletter is produced each fortnight that always includes an up-to-date diary of forthcoming school events, information from our Principal and Assistant Principal, as well as other happenings in the school community.

BUSES:

Buses are available to transport students to the school from a wide area. Details of bus times, pick-up and delivery points can be obtained by contacting the bus coordinator at Cobden Technical School.

YEAR 12 COMMON ROOM:

Year 12 students run their own common room which is used for private study and is open at lunchtime and recess.

HOUSES AND STUDENT PARTICIPATION:

Students represent one of our houses in sporting and citizenship activities.

Cobden Technical School has three houses:- Shenfield (Blue), Glenfyne (Gold) and Tandarook (Red).

House members will contest the school's athletics, swimming and cross-country days, as well as other organised sporting and school-based activities.

Student house leaders form part of the SRC and meet once per fortnight to discuss student issues.

DISCIPLINE:

The details of our discipline policy are included in the section on "Student Code of Conduct" in this Handbook.

Similar information is included in the Student Diary which we ask all parents and students to sign at the beginning of the year.



STUDENT SERVICES

EDUCATIONAL SUPPORT/EXTENSION:

The school has a specialist teacher who coordinates programs for students with disabilities.

Support is also provided in and out of classrooms for other students who require modified programs to ensure success. Similar emphasis is put on extending students who are ready to move on to curriculum tasks beyond their particular year levels.

MEDICAL INFORMATION:

A record of student medical details is kept for reference. This record includes: allergies, treatment, and student's doctor and telephone numbers for emergencies. The school has a sick bay which is made available to students who become ill at school and are not able to be picked up by parents.

LIBRARY:

The fully computerised Library provides the school community with a variety of resources (including books, periodicals, reference materials, videos, video cameras, databases and CD ROMs). The Library provides a warm, friendly environment that encourages both students and staff to gain enjoyment from reading and provides resources that support school programs. Students are permitted to borrow up to four resources at a time in Years 7 - 10 and up to eight in VCE. Some encyclopedias, periodicals, vertical file material and audiovisual equipment may be borrowed overnight.

FINANCIAL ASSISTANCE:

To help parents in their care of students at Cobden Technical School, financial assistance is available through the Education Maintenance Allowances (EMA) and the Youth Allowance. Please contact the Principal or Assistant Principal if financial assistance is required. There are also other avenues of financial support available to parents of school age children.

Difficulties with finance will not hinder access to education at this school.

STUDENT REPRESENTATIVE COUNCIL:

All year levels elect students to represent them on the Student Representative Council, which organises student activities. The SRC has representatives on most sub-committees of the School Council and this provides an excellent opportunity for students to express their opinions on various aspects of school life.

ADDITIONAL SUPPORT:

Any student needing support, academically or socially, may be referred to the Student Welfare Assessment Team.

The Assistant Principal, Sub-school Coordinators and Group Coordinators will work with parents to improve the situation for the student. The school has a student counsellor/youth worker and a school nurse, as well as access to specialist services provided by the Network and other agencies.

STUDENT MENTORING:

Occasionally, the Student Welfare Assessment Team will recommend that a student join our Mentoring Program. The student will then meet with his/her mentor at least once a week to discuss issues and develop action plans. The mentor is not a counsellor or advisor, just a trusted adult who encourages his/her protégé to take positive action.

CANTEEN and DINING ROOM:

A well-managed Canteen provides nutritious and varied lunches and snacks for students at morning recess, afternoon recess and lunchtimes.

In the summer months, the Canteen is open after school to allow students to purchase drinks.

A Dining Room is attached to the Canteen and provides a very comfortable space for students to quietly have their lunch.

PEER SUPPORT:

Selected Year 10 students are trained to work with our new Year 7 students to make their transition from primary to secondary school a more enjoyable experience. During first semester, peer support leaders often meet with their small group of Year 7 students to conduct familiarisation activities and discuss any concerns.

PEER MEDIATION:

A team of Year 11 students regularly undergo training to mediate between younger peers who are having difficulty resolving their differences. Working in pairs, peer mediators use conflict resolution skills to assist younger students so it becomes a beneficial and positive process for all involved.

SPECIAL PROGRAMS AND EVENTS

SPORT:

All Cobden Technical Students are encouraged to participate in a variety of sporting activities in addition to the extensive physical education and outdoor education curriculum offerings. Students in Years 7 – 10 participate in a sport program for two sessions per week as part of their curriculum program.

Cobden Technical School is a member of the H.S.S.S.A. (Hampden Secondary School Sports Association) which organises a number of interschool sporting events including swimming, athletics, tennis, football, netball, basketball, cross country running, hockey, soccer, squash and table tennis.

These and other sports and activities are organised within the school for the benefit of all students.

We offer specialist athletics sports coaching by an accredited coach, after school and at lunchtimes. We have a state of the art running track and an enhanced sports stadium is being developed.

EXCURSIONS AND CAMPS:

Excursions are an essential part of the school curriculum. A Year 7 Pastoral Camp is held early each year which enables students to get to know each other and their teachers in an informal, relaxed, fun atmosphere. A similar induction camp takes place for Year 12 students. Other camps and excursions are organised in coordination groups and through classes as relevant. Also national and international trips and student exchanges are available at various times, for example, outdoor education as well as our annual Year 9 trip to Canberra.

LITERACY

Students in Years 7 and 8 attend two sessions of Literacy Enhancement per week. This highly structured course teaches and enhances the basic skills of grammar, punctuation, spelling vocabulary, word derivations and correct usage of easily confused words. It is designed to enrich and develop all students' skills in this vital area regardless of their current achievement level.

DEAR: (Drop Everything And Read) PROGRAM:

Students in Year 7 to 10 spend ten minutes at the start of one class per day doing quiet reading.

The class will change each week, i.e. Week 1 - Session 1 each day; Week 2 - Session 2 each day; Week 3 - Session 3 each day, etc. etc.

This offers students the opportunity to enjoy reading and enhance their skills by choosing literature that they are interested in.

SPECIAL PROGRAMS AND EVENTS

COMPUTERS/INTERNET:

Cobden Technical School provides a computer network with a ratio of about 1 computer for every 3 students. Each student has their own logon password, which provides them with a folder that they store their files in. They may access these files from any school computer. Each computer allows students to access the school's Intranet, Internet, Library Catalogue, Microsoft Office Suite and a range of other software. All students at the start of the year sign a Computer/Internet agreement. The purpose of this agreement is to provide rules for appropriate use of these facilities. Not adhering to this agreement may result in restrictions in computer use.

All students receive print credits and Internet credits at the start of the year. Once these have been used, students need to increase their credits by making a payment at the Office.

Cobden Technical School has 2 computer rooms, the Library has 20 computers, 3 computer pods (Trade wing, Maths and Humanities) and 11 computers in Room 13.

Students utilise computers within their classes and they have access to them at lunchtime and after school.

MUSIC:

There is a wide range of musical activities that students can be involved in at Cobden Technical School.

Our classroom music program is compulsory in Year 7 and Year 8. Students learn the basic elements of playing the keyboard and guitar; they can also specialise in areas in Year 9 and Year 10. Free Instrumental Music lessons are available on flute, oboe, clarinet, saxophone, trumpet, French horn, trombone, bass guitar and drums. Guitar and singing lessons are also available on a fee-paying basis.

Instrumental students are encouraged to participate in ensembles that perform in a range of school and public situations.

Cobden Technical School students also join with other local schools to play in the Corangamite Combined Schools Band.

Cobden Technical School has also committed to producing a musical production each year. Students are involved in all aspects of the production including singing, dancing, sound, lighting, make-up, costumes and set design.

SPECIAL PROGRAMS AND EVENTS

CAREERS

The careers program at Cobden Technical School is designed to increase student awareness of the wide choice of careers available to them.

Counselling is provided for students and parents in the areas of future employment and further education. There is a heavy emphasis at the senior level on the development of job seeking skills. In particular, the preparation of a resume and record folder and the acquisition of interview techniques are widely developed and enhanced.

There is a well-stocked careers resource centre with computerised job and course programs.

Links are maintained with Tertiary Institutions and TAFE Colleges, and other government bodies and employers.

Visiting speakers and visits by former students are used to extend knowledge of career options and life in further education. Every effort is made to increase awareness of equal opportunity for all students. Our success rate in students going on to further study or employment is unparalleled, and we now have a strong program of individual planning for each student, for example our MIPs program.

WORK EXPERIENCE:

All Year 10 students have the opportunity to take part in a two-week work experience program and this is usually undertaken in the local area. Such a program enables students to better understand the world of work and the relationship between learning and future working life.

In Year 11, students complete one week's work experience in Melbourne, under the supervision of their English teachers and experienced Coordinators staying at a Youth Hostel, learning about living and working in the city. Students may organise their own placement in Melbourne rather than stay with the large group at the hostel. All arrangements for the Work Experience are made within the guidelines established by the school and the Department of Education and Training. Students in Years 11 and 12 can undertake the subject "Industry and Enterprise Studies" which will allow them to do one day's work placement per week for the second half of Year 11 and the first half of Year 12 or the VCAL program, one day of work placement per week from Term 2 onwards.

Students in Years 10 - 12 can certainly do further work experience by arrangement during the school holidays and many choose to take up this option to further enhance their skills and interests.

MIPs:

(Managed Individual Pathways)

The MIPs program targets all students in Years 10 to 12 – it was developed to provide clear assistance to young people in their investigation of potential career pathways. All students participate in six one-on-one interviews with the MIPs Coordinator over their last three years of secondary schooling – the MIPs Coordinator at Cobden Technical School is an experienced trained teacher and social worker.

As part of the interview process, students get the chance to reflect upon such vital areas as: individual learning patterns; current and potential blockers to success; academic and non-academic achievements; work experience; subject selections; employment history; and, career pathways. Students are encouraged to look 'outside the square' when considering potential employment options and pathways, in their desire to achieve an ultimate goal.

SPECIAL PROGRAMS AND EVENTSplus more !

There are many special programs that run throughout the school. These include the Model Farm where students have planted grapes, olive and a fruit orchard, all of which are harvested by students and made into a variety of products such as wine and olive oil. Complementing the model farm is a wetlands area which students have planted with native trees. The area provides shelter and resting sites for ducks which, in turn, eat the snails, etc, on the model farm and the smaller birds keep the insect population down. Our horticultural program utilises a large heat tray and hot house to grow native trees both for use within the school and community and farms. We have produced plants for Land Care and the Rail Trail Project.

Our substantive aviary gives students the opportunity to study diversity and adaptations and work with the Melbourne Zoo on a bird breeding program.

Cobden Technical School's name is synonymous with being waste wise and energy efficient; students work within an established program at school and also mentor and teach other outside groups to recycle and implement energy and waste efficient programs. The Cobden Technical School is a National leader in this field.

Students not only compete in Athletics but are able to compete nationally in academic areas of the school – Mathematics, English, Computer and Science competitions are run each year. Students also work on designing products for the wider community, particularly through programs in our Years 9 and 10 package such as 'The Real Deal' , 'Learning to Learn' and 'Building an Enterprise'.

Students are also involved in wider leadership programs such as the Alpine School and Glenormiston Experience.

CURRICULUM STRUCTURE

The program at Cobden Technical School is split into three sections: Junior School (Years 7 and 8), Middle School (Years 9 and 10) and Senior School (Years 11 and 12). Years 7 and 8 are preparatory years where students learn basic skills and cover all areas of curriculum in the school.

JUNIOR SCHOOL PROGRAM (Years 7 and 8)

Students undertake 30 x 48 minute classes per week. With four groups at each level, students then undertake the following program:

<ul style="list-style-type: none"> • Humanities/Literacy Enhancement (one teacher) 	-	6 sessions (Year 7, Semester 1) 7 sessions (Year 7, Semester 2 and all Year 8)
<ul style="list-style-type: none"> • Coordination 	-	1 session (Year 7, Semester 1)
<ul style="list-style-type: none"> • Mathematics/Science/Agriculture (one teacher) 	-	7 sessions
<ul style="list-style-type: none"> • Physical Education/Health Education (one teacher) 	-	3 sessions
<ul style="list-style-type: none"> • Home Economics/Textiles (one teacher) 	-	2 sessions, one semester for each
<ul style="list-style-type: none"> • Sport 	-	2 sessions
<ul style="list-style-type: none"> • Music • Graphics • Art • Materials Technology: Plastics/Wood/Metal • Systems Technology: Electrical/Mechanical • Information Technology 	-	These subjects follow a rotational pattern throughout the year, equivalent to two lots of four sessions per week for a term.

The nature of this structure provides students with a blend of consistency in terms of the teacher with whom they come into contact and diversity in the range of learning areas they get to experience.

This structure provides a great link between their Primary School experiences and the choices they will be able to make from Year 9 onwards.

MIDDLE SCHOOL PROGRAM (Years 9 to 10)

The Middle School (Years 9 and 10) should be seen as a two year course and students will be expected to plan their program (along with parents and teachers) with this in mind. These courses are explained in detail in our Middle School subject booklet.

Cobden Technical School –Blocking Sheet								
Year 9 & 10								
BLOCK 1	<u>TECHNOLOGY</u> Woodwork (Intermediate)	<u>TECHNOLOGY</u> Metal – Engineering	<u>SCIENCE</u> Cosmetic & Industrial Chemistry	<u>HEALTH & PE</u> Creative Entertaining	<u>SOSE</u> Gael to Colony	<u>SCIENCE</u> Human Physiology/Genetics	<u>CROSS CURRICULUM</u> Learning to Learn	<u>ARTS</u> Lead lighting
BLOCK 2	<u>ENGLISH</u> Year 10 Extension	<u>TECHNOLOGY</u> Metal – Welding	<u>SCIENCE</u> Action Chemistry	<u>TECHNOLOGY</u> Theatre (Electrical / Electronics)	<u>SOSE</u> Smart Financial Management	<u>ARTS</u> General Art	<u>SCIENCE</u> Forensic Science	<u>CROSS CURRICULUM</u> The Real Deal
BLOCK 3	<u>MATHEMATICS</u> Yr 10 Extension Mathematics	<u>HEALTH & PE</u> Fitness/Court Games (Mixed)	<u>HEALTH & PE</u> Fitness / Gymnastics (Mixed)	<u>TECHNOLOGY</u> Information Technology	<u>SOSE</u> Exploration – A Brave New World	<u>SCIENCE</u> Science of Photography	<u>SCIENCE</u> Psychology 2	<u>ARTS</u> Pottery
BLOCK 4	<u>MATHEMATICS</u> Year 10	<u>ENGLISH</u> Year 9						
BLOCK 5	<u>TECHNOLOGY</u> Woodwork	<u>SOSE</u> Discovering Democracy	<u>SCIENCE</u> Action Physics	<u>HEALTH & PE</u> Food & Nutrition	<u>TECHNOLOGY</u> Introduction to the Car	<u>ARTS</u> Printmaking	<u>ARTS</u> Pictorial Drawing	
BLOCK 6	<u>MATHEMATICS</u> Year 9	<u>ENGLISH</u> Year 10						
BLOCK 7	<u>SOSE</u> Australia Stands Alone	<u>SOSE</u> Building an Enterprise	<u>HEALTH & PE</u> Fitness /Football	<u>ARTS</u> Graphic Design	<u>HEALTH & PE</u> Life in the Fast Lane	<u>ARTS</u> Music (Guitar)	<u>TECHNOLOGY</u> Plastics	<u>TECHNOLOGY</u> Textiles

The Middle School operates on the basis of students making choices within learning areas. The learning areas are:-

English

Mathematics

Science

Studies of Society and the Environment

(Business Studies, History, Geography)

The Arts (Art, Graphics, Music)

Technology Studies (Materials, Systems, Information)

Health and Physical Education

Students select “Units” (subjects) from within the learning Areas. Each unit will be for four sessions per week and will be for half the year (1 semester).

Students will need to select five units each semester, with Core English, Mathematics and Sport making up the rest of the program. Complete details of the studies offered in the middle school are available in a separate curriculum handbook. Life in the Fast Lane (Health Education) and one of either “The Real Deal” or “Learning to Learn” (both cross-curriculum), are compulsory at some stage during the student’s progress during the Year 9 and Year 10 program.

Victorian Certificate of Education (VCE) PROGRAMS FOR THE INDIVIDUAL AND Victorian Certificate of Applied Learning (VCAL) (Years 11 to 12)

The VCE courses offered are designed to enable you to plan clear pathways through your studies or to 'mix and match' your studies as you wish.

Your VCE Program is the collection of studies which you elect to do over the two or more years it takes you to complete your VCE - it is the pathway to your future, and should reflect your chief interests and goals, whether these include future study or employment.

When organising your program, it is vital that you:

- ◇ consider the option of studying a Unit 3 / Unit 4 sequence in Year 11;
- ◇ consider your career options and ensure that your study selections will help you to achieve your goal;
- ◇ be aware of any requirements for a specific career or course which you have in mind;
- ◇ consult the Careers Teacher, your coordinator, other teachers and students, family and friends who may be able to assist you;
- ◇ carefully assess your interests and skills and your capacity for sustained work;
- ◇ include in your program studies which will challenge and stimulate you.

It is particularly important that you are aware of the necessary program requirements for possible future **Tertiary and TAFE studies** you may wish to undertake.

All Year 12 students are provided with their own VTAC Guide, course advice prior to Open Days, and are constantly kept up-to-date with new courses and employment opportunities by the Careers Teacher. At the end of Year 10 and 11, all students and parents are given the opportunity for an interview with the Careers Teacher, to ensure the correct units are chosen during Senior School.

VCE COURSE SELECTION PLANNER

VCE BLOCKING SHEET - YEAR 11 & 12						
	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
YEAR 11	<ul style="list-style-type: none"> Mathematical Methods General Mathematics Foundation Mathematics 	<ul style="list-style-type: none"> Chemistry Health & Human Development Certificate II in Automotive Certificate III Information Technology (General) Personal Development (VCAL) 	<ul style="list-style-type: none"> Physical Education Food & Technology Systems & Technology (Automotive) Work Related Skills (VCAL) 	<ul style="list-style-type: none"> Certificate (II) in Hospitality Systems & Technology (Electrical) Legal 1 / Accounting 2 Physics Studio Art 	<ul style="list-style-type: none"> English Foundation English 	<ul style="list-style-type: none"> Design & Technology (Wood) Psychology Theatre Studies Outdoor & Environmental Education
	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
YEAR 12	<ul style="list-style-type: none"> English 	<ul style="list-style-type: none"> Mathematical Methods Further Mathematics Certificate (II) in Automotive 	<ul style="list-style-type: none"> Industry & Enterprise Accounting Chemistry 	<ul style="list-style-type: none"> Health & Human Development Systems & Technology (Automotive) Business Management 	<ul style="list-style-type: none"> Certificate III in Information Technology (General) Psychology Physical Education 	<ul style="list-style-type: none"> Design & Technology (Metal) Biology Food & Technology Physics

BASICS OF THE VCE

What you need to know.....

- ◆ To gain your VCE certificate, you must pass 16 units including 3 units of English and 3 sequential 3 - 4 units.
- ◆ Students should plan their VCE program at the end of the Middle School.
- ◆ Students can change from one VCE program at one school to another, without penalty.
- ◆ Students can change their VCE program at the end of Semester 1 (Year 11).
- ◆ Careful choice of subjects will allow you to pursue your chosen career.
- ◆ Each unit is one semester in length.
- ◆ Outcomes for each must be completed before a Unit can be passed. A pass is S - a fail is N.
- ◆ Cobden has its own internal grading at Units 1 and 2, from A+ to UG, to give parents an indication of the standard of work.
- ◆ You can include one 3 - 4 unit in your VCE Year 11 studies.
- ◆ Some units give you credit for TAFE courses.
- ◆ As well as satisfactory completion of all Outcomes, ***students are required to attend 80% of the classes in each unit.*** This is a Victorian Certificate of Assessment Authority (VCAA) requirement and failure to do so will result in a fail for a unit.

VOCATIONAL EDUCATION and TRAINING (VET) in the VCE

What is VET?

- Vocational Education and Training (VET) in Schools is a combination of VCE studies and vocational training.
- Classroom learning is reinforced with hands-on training and practice in industry.
- VET in Schools gives young people a wider choice of learning approaches and studies in the VCE, and more post-school options.

Why VET in Schools?

- VET in Schools helps make school leavers more “job ready”, providing them with broad vocational skills and a high standard of general education, as well as the ability to take on further study as skill requirements change.
- VET in Schools provides an option for students, who don’t necessarily wish to go on to University, to follow their Year 11 and 12 VCE studies.

How does VET work at Cobden Technical School?

Cobden Technical School offers seven VET programs:-

Certificate III Information Technology

Certificate I Engineering

Certificate II Automotive Technology

Certificate II Hospitality

Certificate II Equine Industry

Certificate II General Construction (Building)

Certificate II Clothing Production

These programs are delivered in the form of a partnership between our school and what is known as an RTO (Registration Training Organisation). R.T.O.’s we are associated with are South-West Institute of TAFE, Warrnambool and the University of Melbourne.

These partnerships provide for some of the program to be delivered at Cobden Technical School during school hours and at South West Institute of TAFE during some days of the school holidays. Our VET program also combines work with study in the form of a work placement for approximately twenty days on a one-day per week format. Although the work placement is not compulsory, students are encouraged to include the VCE subject “Industry and Enterprise” in their program in order for this component of the program to take place.

What does VET give you?

- By successfully completing a VET program, you will achieve:
- A full Victorian Certificate of Education (VCE) with up to four of the VET units contributing to your overall VCE result.
- A VET in Schools Certificate (at a specified Australian Qualifications Framework level).
- A statement of results showing all units of modules completed.
- Eligibility for an enhanced ENTER score and a pathway for further Vocational training.

Does VET in Schools work?

- VET in Schools multiplies post-school opportunities for students.
- Research conducted by the University of Melbourne indicates that a major proportion of VET in Schools students achieve successful post-school outcomes – either full-time work or further study.

All students from our VET programs have gained employment and/or gone on to further studies at TAFE or University.

What do students think of VET in Schools programs?

Students indicated that the VET in Schools program gave them:

- improved chances of entering TAFE or Tertiary Institutions.
- clearer chances and study pathways after the VCE.
- a range of job skills, and greater confidence in tackling the labour market.

Personal benefits included:

- improved communication skills.
- greater self-esteem and confidence.
- opportunities to relate to others and to develop new interests.

The School also offers School-based Apprenticeships. For further information about these courses, or VET in schools, please contact Col Keane our VET Coordinator.

STUDENT CODE OF CONDUCT

We have a very comprehensive Student Code of Conduct that provides clear expectations and demands appropriate behaviour while promoting positive and supportive learning environments, both in the classroom and in the school grounds. There are two main parts to our code:

1. Positive Statement About School Rules and Conduct for Staff and Students, and
2. The Whole School Approach to Welfare and Discipline.

However, there are many supporting parts to the code, including our policy on Bullying, our Student Mentoring Program and Peer Mediation process.

1. POSITIVE STATEMENT ABOUT SCHOOL RULES AND CONDUCT FOR STAFF AND STUDENTS

According to our “Positive Statement about School Rules and Conduct for Staff and Students”, members of the Cobden Technical School community are expected to:-

- * Be caring and co-operative;
- * Be polite and well mannered;
- * Be responsible for their actions;
- * Respect others and all property;
- * Respect themselves.

These expectations are promoted by our Whole School Approach to Welfare and Discipline Policy which demands appropriate behaviour and positive and supportive learning environments, both in the classroom and in the school grounds.

The policy emphasises planning, clarity and consistency and has three key elements:-

1. Classroom and yard rules that students know and understand.
2. Consequences that are also known and understood.
3. Teachers acknowledging and readily responding to good behaviour.

In line with our Whole School Approach, it is not acceptable to:-

- * Disobey reasonable instructions.
- * Put down or harass people.
- * Prevent other students from working.
- * Not meet the dress code.
- * Be late for class.
- * Behave offensively or unsafely.
- * Be out of bounds without permission.
- * Spoil the school environment.
- * Vandalise property.
- * Be violent.
- * Possess dangerous or illegal substances.

To foster a supportive and caring school climate, we consider it important to approach behavioural issues positively. We do this by:-

- * Encouraging discussion about rules by all members of the school community.
- * Publishing the Whole School Approach to Welfare and Discipline Policy in the student diary for parents to acknowledge and sign.
- * Applying rules fairly and consistently.
- * Recognising the value of positive reinforcements like good comments in student diaries, commendation certificates and recognition at assemblies.
- * Supporting students with behavioural or emotional problems.
- * Establishing curriculum and pastoral structures that encourage success and promote self esteem.
- * Encouraging communication and working relationships between students, teachers and parents including contact through the student diary.

If the Student Code of Conduct is breached:

- (a) in the classroom, consequences gradually increase in severity over a five-step scale; a recorded warning, a note to parents, an after-school detention, time-out for five sessions and suspension.
- (b) in the schoolground, consequences begin at yard duty and can include detention, a written apology, behavioural contracts, paying for damage, suspension and Saturday morning detention; The school's broad-based "Positive Statement about School Rules and Conduct for Staff and Students" contains guidelines about appropriate behaviour and explanations about issues like uniform, lateness, hygiene, bus travel and safety helmets.

2. THE WHOLE SCHOOL APPROACH TO WELFARE AND DISCIPLINE:

This policy is designed to provide basic guidelines for student management at Cobden Technical School.

An important aspect of the program is that it encourages appropriate behaviour and promotes positive and supportive learning environments, both in the classroom and in the school grounds.

The Whole School Approach to Welfare and Discipline has three key elements:

- 1. Teachers have a small set of rules (5 - 6) that the students know and understand.
- 2. Consequences for infringing these rules are also known and understood.
- 3. Teachers acknowledge and readily respond to good behaviour.

The policy emphasises planning, clarity and consistency. All teachers will use the same approach. Rules in classrooms might vary a little but the consequences for infringing rules in classes or in the schoolgrounds will be the same.

AN EXAMPLE OF A CLASSROOM DISCIPLINE PLAN:

RULES:

- | | |
|---------------------------------------|---|
| 1. Follow instructions. | 4. Follow safety rules. |
| 2. Respect others and their property. | 5. One person speaks at a time. |
| 3. No putdowns. | 6. Seek permission before moving around room. |

CONSEQUENCES:

When a student infringes a rule:

Step 1 - Recorded warning.

Step 2 - Diary comment to be signed by teacher and parents or phone call home.

Step 3 - Two lunchtime detentions and letter home.

Step 4 - Send to Time-Out room, two lunchtime detentions and letter home.

Step 5 - Suspension (for severe misbehaviour, or having been in the time-out room three times)

POSITIVE REINFORCEMENTS FOR GOOD BEHAVIOUR:

Individual:

Good comments in diary
Verbal acknowledgment
Commendation certificates

Class:

As for individual, plus
Picnic luncheon
Quiz with prizes

Formal detention and the use of a time-out room have been introduced at our school only after much careful deliberation. It is hoped that students will be deterred from reaching the more serious consequences detailed in our Whole School Approach to Discipline.

Please note that parents are automatically informed if a student reaches Step 2 and beyond. Step 3 (detention) Step 4 (time-out) and Step 5 (suspension) also require formal parent notification.

A student placed in the Time-out Room will be working in a carrel in total silence for 6 periods. Set tasks must be completed in this room and it will be the responsibility of the student to catch up on any class work that is missed. Any student sent to the Time-out Room *three times in any one year* will automatically be suspended from school. Any student who breaches a rule in relation to behaviour in the Time-out room will also incur this penalty. It must be noted that should a 'severe' behaviour problem or incident occur (eg. one which constitutes physical danger to any member of the school community), the offender or offenders will be sent immediately to the Assistant Principal, bypassing the above procedure. If a student breaks a yard rule, he/she will be given yard duty or other appropriate penalty. If there are any problems with this first step, or it is a second offence for that semester, the student's year level coordinator will impose other penalties, eg. a written apology, detention, Saturday morning detention.

STUDENT DRESS CODE:

◆ Wearing clothing as prescribed in the Dress Code is compulsory for students in Years 7 - 12.

Explanation (Adapted from the Dress Code policy)

1. If everyone wears the same prescribed clothing, then any rivalry and unhappiness that may result when some students wear expensive and/or the most fashionable clothing is removed.
2. The cost of dress code clothing is generally less than the cost of buying other clothing.
3. A dress code gives our school and our students an identity and a sense of belonging.
4. A dress code means that unsuitable and unsafe clothing is not worn at our school.

NOT MEETING DRESS CODE REQUIREMENTS - WHAT HAPPENS?

1. Any student not meeting dress code requirements for any reason should bring an explanatory note to the Assistant Principal or a sub-school coordinator on their arrival at school, before roll marking. The note should be in the student's diary and provide not only an explanation as to the reason for not meeting dress code requirements, but also an "expiry date".
2. Any student not meeting dress code requirements for any reason who does not bring an explanatory note must also report to the Assistant Principal or a sub-school coordinator on their arrival at school.
3. The student's name will be entered in the Dress Code book and the student will be issued with a Dress Code Pass for that day - Yellow - a note has been brought / Green - no note has been brought.
4. The student's coordinator will check that a student has a dress code pass. If not, this is signified by a U on the absence slip and the student is referred directly to the Assistant Principal.
5. The first time a student does not meet the dress code requirements, without an appropriate note from home, he/she will receive a lunchtime detention. The second time, it will be two lunchtime detentions and the third, three lunchtime detentions. The fourth time, the student will, in accordance with our code of conduct, be given the option of one Saturday morning detention, or suspension from attendance at school, for a day. This would multiply for subsequent incidents in consultation with their parents.
6. At any time during the day, if a student cannot show an endorsed "Dress Code Pass", for not meeting dress code requirements, their name should be referred to the Assistant Principal or appropriate sub-school coordinator and they will be dealt with in accordance with the above procedures.

CASUAL DRESS DAYS:

Twice per term, the Principal will approve "Casual dress" days to enable students to take part in special activities or to raise money for charities, etc.

Because safety is just as important on these days, students must bring appropriate clothing and footwear.

EXCURSIONS:

Students will wear dress code clothing on school excursions where the teacher-in-charge, in consultation with the Assistant Principal, decides it is appropriate. Details about the required clothing will be clearly stated on the written information provided about the excursion for parents and students.

Before a student is permitted to take part in a school excursion he/she must have a satisfactory record of behaviour, diary maintenance and adherence to dress code, and the parents must sign an agreement giving the teachers-in-charge authority to take any medical action that may be necessary. Because of the careful planning and the care and attention of the teachers, many tours have been carried out successfully and the school has gained a very good reputation in many places.

STUDENT DRESS CODE REQUIREMENTS

Girls: Summer Approved school dress; or approved black tailored shorts with plain white collared shirt or skivvy; green school jumper, windcheater or polar fleece; plain white socks; plain black shoes/ankle height boots, but not sports shoes.

Winter: Fletcher Jones woollen skirt; or approved plain black tailored slacks/jeans (no track pants). Both options to be worn with plain black tights or plain white socks; green school jumper, windcheater or polar fleece. Plain white collared skirt/skivvy; plain black shoes/ankle height boots, but not sports shorts.

Boys: Summer/Winter: Long or short sleeve plain white collared shirt/skivvy; approved black trousers/shorts (no track pants nor track shorts); plain white or dark socks to be worn with shorts; green school jumper, vest or windcheater; plain black or plain brown shoes/boots, but not sports shoes.

VCE students:

As above for boys and girls with the option of approved VCE Rugby Tops. Students are allowed to wear a plain white t-shirt, without a collar under VCE Rugby Tops.

Hats, Jackets and Coats: Hats and approved plain black, bottle green or our own “Cobden” coats or sleeveless vests which are clean and free of graffiti are permitted. Students are to remove hats when entering school buildings and coats when asked.

T-shirts: Any T-shirt or skivvy worn under approved shirts must be plain white.

Physical Education: A complete change of clothes is required. ie Sandshoes, socks, shorts or skirts, polo/t-shirts, t-shirts. Sports trackpants, windcheaters etc. can be worn in colder weather.

Students are encouraged to wear their House polo-top for Physical Education and all sporting activities. Hats are to be worn for outside activities, especially in Terms 1 and 4.

Practical Areas/Workshops: Aprons and approved footwear are required for safety reasons.

Jewellery/Grooming: Jewellery allowed to be worn: Studs and sleepers, a watch, one necklace (chain) one bracelet. The necklace and chain may be taped or removed if they present a safety hazard. Jewellery, which in any way could be a safety hazard at school, must be removed when this is requested by a sub-school coordinator or the Assistant Principal. Students will be expected to present at school in a neat manner, appropriate for our setting.

Suppliers: Cobden Technical Schol for VCE rugby tops and the Cobden coat; Reicha’s Camperdown and Timboon Menswear for girls’ summer dresses, white polo tops, boys’ black shorts and pants, the polar fleece top, woollen jumpers and sleeveless vests; Taylors’ Surf Odessey, Warrnambool, for boys’ shorts and pants’ Timboon Menswear for girls’ long black pants.

Secondhand clothing/Financial Hardship:

Items of secondhand clothing can be bought or sold at the school. Contact the office for further information. Secondhand clothing sales are conducted through our Cobden Parents Auxiliary.

In cases of financial hardship, parents can be assisted in purchasing uniforms. Contact Peter Rock or Kelvin White for further information.