Tjangi witja ngawani
I shall discover the truth

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Every care has been taken in the preparation of this prospectus to ensure accuracy. Melrose High School reserves the right to change any details contained herein.

Front & Back Cover Artwork courtesy of Isobel Spear-Gunnarsson Year 10, 2014

“A Community of Learners Building on a Tradition of Excellence”
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“A Community of Learners Building on a Tradition of Excellence”
From the Deputy Principal

Deputy Principal's Message

Melrose High School is an inclusive government school, which enjoys a high international and local reputation. The school has a very multicultural composition and works closely with its local and extended community to provide a well-balanced and stimulating curriculum. The school sets high expectations and achieves quality outcomes in student leadership, academic, sporting and cultural performances.

Melrose High School reinforces strong values which are based on RESPECT and guide the school community in the way we conduct ourselves. Through our values we focus on respect for Resources, Effort, Self, Peers, Environment, Community, Teachers. These values are embedded in the operation and culture of the school.

The school has excellent specialist learning facilities. These enable students to enjoy their learning in an educationally stimulating environment and include a new Science Centre, a range of targeted Study Centres, Languages Hub, Performing Arts spaces, Outdoor Education Centre and a wonderful array of sporting and recreational facilities.

Melrose High School nurtures and values difference, social, cultural, learning abilities and styles. Our inclusive philosophy is reinforced through a safe and health promoting environment. The wellbeing of every student ensures that each has the opportunity to reach their full potential.

I welcome you to come and experience the Melrose High School diversity.

Shannon Carnovale

Deputy Principal

E: Shannon.Carnovale@ed.act.edu.au
Melrose High School Values

Melrose High School is founded upon a tradition that encourages achievement in learning within a safe and friendly environment.

There is a commitment to strive for excellence and to provide educational programs that meet high standards.

The school aims to help each student develop intellectually, aesthetically, morally, emotionally, physically and socially.

In making choices, staff seek to retain the best traditions while ensuring that best practice and up-to-date teaching approaches are utilised.

We offer a balanced curriculum, which provides a breadth of educational experience through a range of subjects, meeting the interests and needs of students for the twenty first century.

The focus on learning is accompanied by an approach to discipline that values orderliness and a concern for the well-being of all.

The school has a code of behaviour that requires members of the school community to accept responsibility for their actions and to conduct themselves in a manner, which shows respect and consideration towards others.

There is an emphasis upon the development of a school spirit that promotes a positive school identity, an ethos of service to others and a respect for all who work and learn within the school community.

Melrose High School Values R.E.S.P.E.C.T

Respect for

- Resources
- Effort
- Self
- Peers
- Environment
- Community
- Teachers

The school values underpin the interactions between all members of our school community. Melrose High School aims to produce students with a deep understanding of how these values relate to all aspect of their school life and their future.

“A Community of Learners Building on a Tradition of Excellence”
History of the School

Melrose High School takes its name from that of an early property, "Melrose", in the Woden District, named after the town of Melrose in Roxburghshire, Scotland.

The School logo displays the symbol of a castle, commemorating this origin. The Aboriginal history of our country is symbolised through both the motto, *Tjangi witja ngawani*, or *I shall discover the truth*, and the boomerangs on the logo. The early colonial history is represented by the sheep’s head, a symbol of the basis upon which our country’s wealth was built (i.e. wool).

Australian Aboriginal history is further celebrated through the names of our Sporting Houses; Bataba, Noola, Wallara and Mankina. Each name represents a different colour and meaning:

- Bataba – Red and peaceable
- Noola – Gold and friendly
- Wallara – Blue and joyous
- Mankina – Green and happy.

The original site of the Melrose homestead now lies within the suburb of Curtin. The School serves the suburbs of:

- **FARRER: William James,** 1846 – 1906
  Pioneer of scientific wheat breeding in Australia. He carried out experiments on his property "Lambrigg" near Tharwa.

- **MAWSON: Sir Douglas,** 1882 – 1958
  Antarctic explorer and geologist. As a professor of Geology he explored much of the Flinders Ranges with students.

- **TORRENS: Sir Robert,** 1814 – 1884
  Former Premier of South Australia. He established the Torrens System of Land Titles.

- **PEARCE: George,** 1870 – 1952
  Parliamentarian responsible for the military side of Australia’s war effort in World War 1. He established the Point Cook Flying School.

- **CHIFLEY: Joseph Benedict,** 1885 - 1951
  Prime Minister of Australia from 1945 to 1949.

- **ISAACS: Sir Isaac,** 1855 - 1948
  First Australian born Governor-General. Prior to that he served in the Victorian and Federal Parliaments and was a Justice and Chief Justice of the High Court.

- **O’MALLEY: King,** 1854 – 1953
  Member of the Federal Parliament from 1906-1917. He was involved in the founding of Canberra.

“A Community of Learners Building on a Tradition of Excellence”
The School and the Community

**The Melrose High School Board**

School Boards were established in the ACT to allow the maximum participation of teachers, parents and students, in cooperation with the Education and Training Directorate, to develop the educational environment within individual schools.

The Board is composed of three elected parent representatives, two elected teacher representatives, the Principal (ex officio), one nominee of the Education and Training Directorate, and two elected student representatives.

The Board is charged with the responsibility of overseeing the school budget, considering submissions for curriculum change, helping prepare duty statements for Principal appointments and representing the school community in making submissions to the Education and Training Directorate or other government or non-government groups.

The Melrose High School Board has played an important role in promoting the interests of the school and its students and looks to the continued assistance of parents, students and staff in its future work.

**Friends of Melrose Parents and Citizens interest group**

The Melrose Parents and Citizens Association operated under its constitutional requirements up until the end of 2011. Due to competing pressure no traditional P&C has operated at Melrose High School since that time. An interest group of parents and citizens called the Friends of Melrose was formed in 2013 placing the formal committee roles, financial planning and accountability requirements of the Office or Regulatory Services and ACT P&C Council in a hiatus.

The Friends of Melrose continue to support school events, have representation on the School Board and provide feedback on operational matters. The Friends of Melrose have a standing item at the end of each School Board meeting to formally raise additional matters. A review of interest from parents and citizens each year will determine the interest to be reconvened a formal P&C.

**Student Representative Council**

Members of the Student Representative Council are self-nominated or nominated by their peers. Students present to a panel outlining why they want to be a member of the Student Representative Council, what they can contribute and any new ideas and initiatives they have for the school.

The Student Representative Council is formed as follows:

- 6-10 members are chosen from each of Years 7 to 10
- 2 members are chosen from Indigenous Students
- 2 members are chosen from International/EAL/D Students
- 2 members are chosen from the Special Needs Units

From these students, a Year 9 and a Year 10 student are chosen to act as Student Representatives on the School Board. The Student Representative Council elects an Executive of President, Vice-President, Secretary and Treasurer.
The functions of the Student Representative Council are varied and include:

- representing the School on behalf of the student community
- leading student-action initiatives in the school and community
- organising student involvement in school charity work
- organising school socials
- representing student views to staff, Principal and School Board
- assisting in running school assemblies
- providing exemplary behaviour and leadership for the student body.

The Student Representative Council promotes activities such as socials, school beautification and fund raising. The largest single event for the Student Representative Council is the organisation of the South Weston High Schools Network Student Lead Initiative. This event involves Year 9 and 10 students attending a Network planning camp, addressing assemblies and planning activities to promote wellbeing within the school.

The Student Representative Council has a substantial budget each year from the money raised at school socials and through other fundraising activities. In recent years some of the money has been spent on school beautification and school culture and equipment purchases.
Enrolment and Transition

Enrolment Process

Students who live in our priority enrolment area (PEA) who choose to enrol at Melrose High School are given priority placement. Students outside the PEA should complete an online Request for Secondary School Placement as early as possible to ensure that a position is secured on the school’s waiting list for the following year.

All parent/carers seeking a place for their child at Melrose High School must complete the Education and Training Directorate Application for High School Placement form. This form is available from the ACT Education and Training Directorate website at: http://www.det.act.gov.au/school_education/enrolling_in_an_act_public_school from the beginning the 28 April 2014. All requests for enrolment into any government school can only be done via the online enrolment form. Families who do not have access to an online environment should approach the school where we can support you to complete the process. The official enrolment process concludes on the 30 May 2014.

Transition

In term two prospective Year 7 students are invited to an Orientation Day at Melrose High School. Orientation days for Year 6 students provide students with opportunities to sample hands-on learning within the high school while also allowing them to see around the school. The aim of the day is to give Year 6 students an idea of what is expected of them in high school classes, to familiarise them with our surroundings and make them feel comfortable and positive about coming to high school.

Melrose High School holds an Open Night for parent/carers of prospective Year 7 students in term two. Representatives from each of the administrative teams and from the curriculum areas are available at this evening to answer questions about the school. While the evening is aimed mainly at giving parents an introduction to the school’s facilities and programs, prospective students are most welcome to accompany their parents.

Parent Timetable Orientation - Mini Timetable Night

Parent/carers of Year 7 students are invited to participate in a Mini Timetable Night, held early in term one. The aim of this evening is to give parents/carers practical experience of how the teaching program is organised. Parent/carers follow their child’s timetable through the full cycle, enabling them to meet their child’s teachers in their classrooms and receive information about course content, homework and assessment.

Year 10 Transition to College

The school holds information sessions to support families and students in their choices. Also during the year, representatives from local secondary colleges address all Year 10 students. These meetings are conducted at Melrose High School for the benefit of prospective Year 11 students. Topics such as course content, assessment, career prerequisites and tertiary requirements are covered in these initial meetings. Year 10 students have the opportunity to attend Open Days at our local Colleges to look at the college facilities and to hear more about the college programs. The school also organises a special tour to local colleges for Year 10 International and Learning Support Students for their smooth transition to a college, separate from scheduled visits.
Learner Programs and Resources

**International Private Students Program**

Melrose High School is a school of choice for many international students from a range of countries such as China, Vietnam, Cambodia, Korea and USA. These students are provided with extra support in their transition into the Australian school system.

Support offered includes:

- An IPS Co-ordinator
- Uniforms
- School Resources
- Introduction to Australian Culture
- Extra English support
- Home stay liaison
- International Education Unit Liaison
- Visa compliance
- Reporting
- Translation services

The IPS Co-ordinator is in charge of the overall well-being and pastoral care of International Students as well as providing support to EALD students other than IPS. The IPS Co-ordinator’s duties include student enrolment, liaising with the Department’s International Education Unit and with home-stay families and having meetings with IPS students and their home stay families.

**Learning Support Programs**

The Learning Support Program consists of: the *Inclusion Support Program (ISP)*, the *Learning Support Centre (LSC)* the *Learning Support Unit (LSU)* and the *Hearing Impaired Students (HI).*

**Rationale**

Melrose High School offers all students the opportunity for a quality education regardless of individual differences. A number of services and settings are accessible which accommodate a wide range of special needs.

Additional support is provided in these classes by a Learning Support Assistant. The ISP is integrated and students participate fully in the mainstream curriculum. The LSU students are centralised in the Learning Support facility and participate in the electives program.

LSC students have a mixture of centralised supported learning and classes depending on their specific needs.

**Aims**

At MHS the Learning Support program aims to:

- facilitate students’ effective participation in the curriculum
- support students in successful and challenging learning experiences
- nurture a culture of valuing difference
- enhance the confidence and self-esteem of all students, particularly those experiencing difficulties.
Outcomes
The Learning Support program seeks to:

- liaise with parents and class teachers to ensure students’ learning needs are met
- liaise with Learning Support personnel and external agencies (Therapy ACT, etc.) to ensure all needs are met
- closely monitor progress of all LSC/LSU students
- design and implement appropriate Individual Learning Plans written in consultation with parents and teachers
- provide in-class support either individually or in small groups situations.

Curriculum
The curriculum for all LSC/LSU students follows the departmental policy of inclusivity. It is important that all students participate in the curriculum processes in a fair and equitable manner. The curriculum is modified in recognition of the varying levels of learning needs. This modification of curriculum is reflected in the Individual Learning Plans (ILPs). Teachers of students with a recognised disability are expected to make reasonable adjustments to the curriculum to enable the students to achieve fairly and equitably.

The core subject curriculum is aimed at the students’ age-appropriate cognitive level to ensure engagement in tasks and activities. The LSC is organised into combined levels of Year 7/8, and Year 9/10 and follows the modified level three core subject curriculums. The LSU curriculum is individualised and determined by the students’ cognitive level of ability. All students participate in the mainstream electives program. HI students receive additional support on a needs basis from qualified personnel from the Hearing Impaired Unit.

Enrichment Activities
Participation in a Community Access program is a vital part of the Learning Support Unit with emphasis on the development of life skills. The program allows students to participate in activities which focus on mobility training and public transport, community access, social skilling and work readiness.

Promoting Inclusivity
To promote a positive and inclusive environment for Learning Support students, several strategies are implemented:

- Roll Group – LSC students are integrated into the current Roll Group system
- Electives – LSC and LSU students participate in the mainstream electives program
- Excursions – Students given opportunities to participate in excursions, whether these are offered in subject areas or year groups
- School activities – Students participate in school activities such as Swimming, Cross Country and Athletics Carnivals, clubs, camps, school discos, Work Experience, Road Ready and Peer Support programs
- School assemblies – Students participate in school assemblies, seated with their own Roll Groups and have opportunities to present activities at assembly.
- SRC – students are encouraged to nominate for a position on the Student Representative Council
**Literacy and Numeracy Program**

The Literacy and Numeracy Team provide literacy and numeracy services to students across the school. The purpose of the team is to enable students to reach their ‘personal best’ academically and improve their skills through small group or one to one contact with specialist staff. The Literacy and Numeracy Team uses inclusive technology, such as iPads and online resources to support students and staff.

- The Literacy and Numeracy Team provide the following services:
  - Literacy and numeracy testing
  - Scaffolding assignments in consultation with classroom teachers
  - In-class resourcing and support
  - Targeted intervention to students to provide assistance with specific work set by teachers or to complete work on assignments

**Arts Specialist Rooms**

Melrose High School has two fully equipped art studios. Facilities are available for many forms of two and three-dimensional art. Students have access to kilns for clay and glasswork as well as painting, drawing and print making facilities. Performing arts students use two dedicated spaces. The drama room has its own lighting rig, performance space and costume room. The other is a specialist dance room which is also suitable as a classroom space for drama. There are two music teaching rooms in the school as well as studios for individual tuition and small ensemble work. Students have access to keyboards and guitars for general music classes and a wide range of instruments for hire by students in the school’s band.

**BMX/Mountain Bike Cross Country Track.**

Melrose High School is the only ACT school who will have a purpose built BMX / Mountain Bike Cross Country Track, which is due to be completed by the end of 2014. The BMX / Mountain Bike Cross Country Track will be accessible after school hours. Student access is supported by the school’s class set of BMX and mountain bikes as well as a trailer to take the bike program anywhere. We are committed to active transport and educating our students with strategies to identify hazards and reduce the risk of harm when riding a bicycle.

Our Safe Cycle Education Program delivered through Year 7 and 8 Physical Education classes provides all students with an opportunity to improve their cycling skills, from students who have never ridden a bike to elite road, BMX and mountain bike champions. Students have further opportunities to improve their understanding of cycling techniques in Outdoor Education where the purpose built track will have a range of skill elements incorporated into the design to challenge and improve everyone’s ability. These incredible cycling facilities and resources will prepare students at Melrose High School to confidently take advantage of all of Canberra’s cycling facilities.

**Gymnasium**

The gymnasium provides our students with a tremendous purpose built indoor sporting facility. The PE faculty has upgraded existing equipment and installed a climbing wall. The gymnasium provides a wonderful environment for scheduled PE classes as well as lunch time training and competitions.
Hall
Our hall is used during the day for assemblies, PE, drama, pastoral care and other learning activities. It is used at lunch times for sporting and recreational activities and in the evenings for a range of community groups.

Indigenous Studies Centre
The Indigenous Studies Centre (ISC) has a dual purpose; it is a dedicated space for our Indigenous students and also supports the staff and students to develop a deep understanding and appreciation for Indigenous Cultures. The ISC Coordinator provides a welcoming environment that supports to all students. Along with the ISC Coordinator, the Indigenous Education Officer (IEO) works with Indigenous students and the community to improve literacy and numeracy skills as well as assist students to complete class work, homework tasks and assignments.

The ISC is also a drop-in centre for students to receive pastoral care and a focal point for our Indigenous families. Parents/carers and the extended community are welcome to visit the ISC at any time and often attend lunch meetings and functions.

Information and Communication Technology (ICT) Resources
Computers for student use are located in five large computer rooms, the library and laptops are available throughout the school via the wireless network. Students are also able to connect their own personal devises to the wireless network. The equipment is Windows-based with a large range of software available.

Learning Technologies (LTs) such as computers, Smart Boards, interactive televisions, digital still and video cameras, data loggers and scanners are used in all curriculum areas as appropriate, as tools for effective teaching and to improve learning outcomes for students. Melrose High School embeds learning technologies into all learning areas.

The use of Google Apps for Education across all learning areas complements the teaching and learning program in each class. Google Apps for Education provides secure access to students’ class information and an email account through the use of user names and passwords which are allocated to each student. The website to access the site is through the school allocated account (idnumber@melrosehs.com.au) and Google log in: https://accounts.google.com.

I-Space Room
This is a flexible learning environment in which students who are experiencing difficulties with literacy are targeted for additional support by the literacy coordinator. Students may also self-refer directly to the program. Students have access to desk top computers and to iPads. The level of support may range from a targeted literacy program to additional help with homework and assignments according to the need of the student.

Playground Areas
Students have access to a sports oval and tennis, netball and basketball courts for sports and recreational use at recess and lunch. Students have use of shaded and grassed areas equipped with tables and chairs. The main quadrangle is available for small ball games and the inner quadrangle is available, for Year 7 students only, in term one.
**Sporting**

Melrose High School is well supplied with outdoor playing fields and courts as well as access to the school hall and the purpose built gymnasium for indoor sports. Situated in the Woden area, the school is within easy access of numerous sporting venues.

**Technology Areas**

Melrose High School has a number of technology areas for practical and theoretical classes. These areas include two kitchens, a textile room, a metalwork room, a woodwork room and a theory room.

**The Library**

Melrose High School has an attractive and spacious library which supports all forms of learning while also providing a social space for staff and students to relax in. It is staffed fulltime by a library qualified manager and a part time library assistant.

The library opening hours are 8.30 am – 3.30 pm (closed at recess). Teachers, with their classes, access the library during class time for research, using the library collection and the Internet. Students also access the library for independent study subject to staff approval. At lunchtimes the library is open for students to work on assignments, enjoy quiet reading of books or magazines or to use a computer for research or assignment work. There are 22 desktop computers and if the need arises the students can also be given access to the Netbook collection for use in the library. Students can print their assignments to the library printer.

The library uses Oliver, web-based software, to manage its catalogue, circulation and enquiry facilities. The library collection is constantly updated to provide staff and students with authoritative, relevant and topical nonfiction and fiction resources. Additionally the library holds popular magazines, newspapers, eBooks and a DVD collection. Students may borrow up to four library books at a time, in addition to one DVD and Faculty textbooks. Students are restricted to borrowing G & PG rated movies, however once they reach 15 years of age special permission can be granted by parents to allow them to access M rated movies. The following loan periods apply: DVDs - three days, books - two weeks (with an option for renewal), English textbooks - one term and other Faculty textbooks - one year.

The library has several display areas and we actively encourage staff and students to share their creative work; both school related and personal creations. Teachers avail themselves of the space to showcase the talents of our students. Independent of this, the library also generates theme based visual displays placed strategically throughout the library.

**The Science Education Centre**

The Science Education Centre (SEC) is a new dedicated facility for ACE Science students to work on medium- and long-term student-centred science investigations. ACE Science experiments can be pursued without the constraints of a single lesson: equipment can be set up and left for several lessons as the experiments progress. ACE Science Mentors students are allocated their own work stations for the duration of their project, typically six to eight months.

Current facilities include suites of data loggers with a variety of sensors, oscilloscopes, air track, ripple tank, optical benches, and microscopes. Instrumentation providing continuous data for student use includes a weather station, seismometer and Global Navigation Satellite System (GNSS) antenna for geospatial studies.

"A Community of Learners Building on a Tradition of Excellence"
The Curriculum

The Melrose High School Curriculum is based on the concept of offering a broad education within a structure that allows choice and which addresses each individual’s interests, needs and strengths. The breadth is achieved in Years 7 and 8 with students studying in all curriculum areas:

- English or English as an Additional Language or Dialect (EAL/D)
- Mathematics
- Science
- Studies of Society and Environment (SoSE)
- Physical Education and Health (PE)
- The Arts
- Information Technology
- Languages
- Technology.

In Years 9 and 10, students choose a curriculum package, which includes compulsory studies in English, Mathematics, Science, SoSE and PE and further selections from the other key learning areas to complete a total of 28 semester units over the two-year period.

The specific needs of individuals are met with the large number of options available within each area.

In Years 7 and 8, students study a compulsory curriculum covering English, Maths, Science, SoSE and P.E. and rotate through key units from Arts and Technology.

This experience has the function of permitting a smooth transition to high school as well as encouraging wise and informed decision making in subsequent years where students choose from a range of options within each Learning Area.

Details are given in the course outlines on the following pages. The Electives Handbook distributed to students in Years 8 and 9 during term three provides the most recent information about courses offered in the following year.

Homework

Homework is any schoolwork that is required to be completed outside of normal class time. Melrose High School believes that homework is an integral part of a student’s school study program. The purpose of homework is to:

- encourage students to organise their own time in relation to school work
- develop and encourage sound study habits
- develop student interest in various subjects
- provide reinforcement for work done at school
- develop the concept that learning takes many forms and does not occur only in the classroom
The Curriculum

English

English is fundamental to communication, learning and thinking. In using and exploring English literature, everyday texts and film, students are able to develop, maintain and express their identity.

They learn to organise their thoughts, come to understand their physical and cultural environment and appreciate and contribute to their society.

The study of English also promotes the appreciation and lifelong enjoyment of literature.

English is compulsory for all students in both semesters every year. In every year group, smaller classes are constructed for students who require literacy support.

Content

The English courses at Melrose High School are fully aligned with the new Australian Curriculum which identifies three strands of English: Language, Literature and Literacy.

Language: knowing about the English language

Students will learn the processes of reading, writing, listening and speaking to enable them to write and speak with purpose and effect. Grammar, punctuation and spelling are explicitly taught in context with the literature and literacy strands.

Literature: understanding, appreciating, responding to, analysing and creating literature

Students will study a range of texts including teen fiction, classical literature, Shakespeare, poetry, film studies, and media studies, as well as texts from multicultural and indigenous perspectives. Texts are chosen by teachers to suit the interests and individual needs of students in the class.

Literacy: expanding the repertoire of English usage.

Students will gain an understanding of text type, purpose and audience including the structural, literary and multimodal devices used to achieve different purposes and target specific audiences.

Course Structure

All classes are full year courses. Classes in Years 7 - 10 are streamed into levels. Progress is closely monitored and movement between levels may be made at the end of each semester.

Assessment

Assessment is outcomes based. Grades A to E are awarded to each student at the end of each semester. A C grade indicates that students are performing at the level of the expected achievement standard for their year level. Reports are outcomes based and indicate strengths and weaknesses. Assessment is continuous and may include tests, assignments, homework, classwork, presentations and bookwork.
**Enrichment Activities**

These include:

- Visiting writers, and excursions to view films and live performances. These enrichment activities enhance students’ understanding of texts.
- ACE and Level 1 students are encouraged to participate in the ICAS English and Writing Competitions.
- The English KLA actively supports the participation of students in the ACT Debating competitions held during semester one. This requires a strong commitment from students who meet at lunchtimes to prepare their debates.
- ACE courses are offered in Years 7, 8, 9 and 10. Placement is on the basis of academic performance and aptitude.

**ACE English**

In each year group, a group of students are identified as needing extension opportunities in English. These students form the ACE class. Students can nominate for this class, enrolment is then based on teacher recommendations, test results, student dedication to work and grades.

ACE English follow the Australian Curriculum but the texts chosen for study and the concepts identified for discussion are chosen to extend the students’ critical thinking skills. In each year, there is a specialised unit of work designed for extending these students, as follows:

- **YEAR 7:** Ethics: the dilemmas and consequences of decision making
- **YEAR 8:** Overcoming Adversity: What is the measure of success?
- **YEAR 9:** The Power of One: how can one person change their world?
- **YEAR 10:** Philosophy, Language and Literature

"A Community of Learners Building on a Tradition of Excellence"
Languages
Melrose High School offers three languages: Chinese (Mandarin), Japanese and Indonesian years 7-10. Learning another language is an enriching and educational experience as it helps students develop skills in an academically rigorous subject area while also fostering an appreciation of other cultures.

The courses in Chinese, Japanese and Indonesian are designed to help students of all abilities achieve academic, social and communication skills. The school provides a range of experiences including overseas excursions, exchange programs and visits to local or interstate attractions. There are strong links with the local primary schools as well as the colleges; therefore, students can successfully continue their studies in a chosen language.

Prospective Year 7 students, together with their parents/carers, are encouraged to make a well-considered choice of a language because it is a compulsory component of the Year 7/8 curriculum. Students in Years 9 and 10 have the opportunity to continue their language of choice as an elective subject. Each year, students are encouraged to sit for the National Assessment of Language Competence in Chinese, Japanese and Indonesian.

Grammar is taught as an integral part of each target language and aims to help students become aware of its structures, patterns, and functions. This is done through questioning, role-plays, conversations, dialogues and responses. Some of the topics studied are: self-introduction, food and shopping. Socio-cultural research is also a very important aspect of the curriculum. Students have the opportunity to develop an intercultural understanding and appreciation of another culture.

Assessment
Assessment is a continuous, outcomes based process covering:

- Oral Interaction (Speaking and Communicating)
- Writing
- Responding (Reading and Listening Comprehension)
- Socio-cultural Content
- Participation

Enrichment Activities
These include:

- All language students are encouraged to participate in the annual ACER Languages Certificate tests
- Overseas and local excursions
- ACE extension classes for gifted and talented students
- Language Institute Competitions (Japan Embassy Essay and Mandarin Speaking contest.
- Special language Fun Days (Mocktober Fest/Japan Day/Indonesian Fun Day)
**Exchange Programs**

*Makubetsu (Japan) and Min-De (Taiwan) Exchange programs*

Melrose High School maintains strong connections with its sister schools in Taiwan and Japan. In March, students and staff from the Makubetsu district in Hokkaido, Japan, visit Melrose High School for one week. In addition, during term three, students and staff from the Min De Junior High School, Taiwan, visit Melrose High School for one week.

The students are billeted with Melrose High School families and experience Australian home and school life. At Melrose, accompanied by their homestay buddy, they participate in various practical classes such as Cooking and Art, and in some core subjects. They have the opportunity to gain an appreciation of Indigenous culture through intercultural activities, such as making boomerangs. Excursions are organised so that the students can experience the highlights of our National Capital, flora and fauna. A highlight of both visits is the Farewell dinner, on the evening before departure. Invitations are extended to the homestay families to thank them for their hospitality.

Melrose High School language students have the opportunity to visit and experience life in a Japanese or Taiwanese school and home in our biennial visits to these countries.

*Indonesian Sister Schools*

Melrose High School works together with a network of three sister schools in Bali: SMP Negeri 1 Tabanan, SMP Negeri 1 Denpasar and SMP Negeri 3 Denpasar. The schools work together to share resources and teaching ideas, as well as to create student to student links. Students of Indonesian really enjoy the opportunity to create pieces of work to showcase to their counterparts in Bali.
The Curriculum

EAL/D (English as an Additional Language or Dialect)
The school caters for the needs of EAL/D students through designated English and SOSE classes. All EAL/D courses are designed to improve students’ language. Students are supported with a designated resource teacher who runs transition programs into the Australian school setting and who also offers assistance with assignments and classwork.
The Curriculum

Mathematics

Mathematics classes are organised into three levels.

- ACE (Academic Curriculum Extension) class
- Level 1 for students with a proven high level of Mathematical ability
- Level 2 for mainstream students and
- Level 3 for students who require reinforcement of basic skills.

In each year group there is also an ACE (Academic Curriculum Extension) class. The ACE Mathematics course follows the Level 1 curriculum, but with a focus on further enrichment of the concepts studied. Students in these classes are identified from a combination of academic record, NAPLAN scores, and teacher and parent recommendation.

Extension activities are offered to all students and include programs provided by the Australian Mathematics Trust. All students are encouraged to participate in the Australian Mathematics Competition. ACE students may be offered the Mathematics Challenge, the Mathematics Enrichment Program or have the opportunity of being mentored to complete an individual project as part of our partnership with the Australian National University.

In Years 7, 8 and 9, the Australian Curriculum course content for all levels is similar, thus enabling movement between these levels. In Year 10, the Level 1 Australian Curriculum course is designed to prepare students for the study of Mathematical Methods or Specialist Mathematics at College. The Level 2 course is suitable for students who wish to study Mathematical Applications at College. The Level 3 course is best suited to students who wish to study General Mathematics at College and are interested in real life applications of Mathematics.

Content

The curriculum is aligned with the Australian Curriculum. Emphasis is placed on showing how Mathematics is of practical relevance to the students and on developing their problem solving techniques. Our aim is to engender a positive attitude towards Mathematics in all students. The appropriate use of scientific and graphic calculators and computers as tools in Mathematics is also emphasised.

Each student is required to have a scientific calculator for personal use in all lessons. Not only do students learn how to use the calculator, but they also learn estimation skills that enable them to make informed decisions about approximate answers.

Assessment

Students are assessed on each topic via tests and/or assignments. Assignments are not set for the sole purpose of assessment. They also play an integral role in the learning program. For this reason assignments often include the development of investigative and research skills. Students also complete two examinations each semester.
The Curriculum

Science

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Science aims to develop responsible and enterprising citizens, capable of making informed decisions based on sound scientific evidence. Scientific literacy is encouraged through a variety of learning experiences that reflect topical issues. Across all year levels, skills are developed and enhanced within the broad areas of scientific knowledge: Energy and Force, Matter, Living Things, Earth and Space and Science as a Human Endeavour. These areas are taught as a range of topics, of varying lengths. They are incorporated into patterns of study appropriate for groups of students with similar abilities.

Students are organised into levels according to their ability to understand and apply concepts and ideas:

- ACE – Level 1 with a range of assessed extracurricular activities
- Level 1 – proven high level of understanding and application
- Level 2 – developing understanding and application of concepts and ideas
- Level 3 – main focus is on the practical application of concepts and ideas

There is a progressive development of ideas, concepts and skills from junior (Years 7 and 8) to senior (Years 9 and 10) Science. Level of skill development is determined by the student’s ability to apply ideas and concepts to common everyday life situations. In level 1 and ACE the emphasis is on foundation science for tertiary studies.

There is an ACE science class for years 8-10. The ACE classes follow the Level 1 courses with more emphasis on the application of practical skills and extending the scientific literacy skills developed in the earlier years. They have the opportunity to work with practising scientists individually, through work experience and the Science Mentors Program in Year 10. Ace students also participate in regular Science Tours and Seminars.

Assessment

Assessment for all students is based on the achievement standards in the Australian Curriculum. Classes with similar student ability will have similar assessment criteria.

Enrichment activities

The Science curriculum is supported by a range of enrichment activities which serve to enhance what is taught in the classroom. These activities range from guest speakers, to local and interstate excursions. ACE students have the opportunity to work with practising scientists as a part of the Mentoring program. Scientists from several major research bodies, volunteer their time to mentor students who are undertaking their own research projects. ACE students are required to attend Science Tours and Science Seminars, and reports on these are assessable.
The Curriculum

Studies of Society and Environment

Studies of Society and Environment (SoSE) is a compulsory subject for all students at Melrose High School. SoSE aims to give students a greater understanding of the world around them. Students are given the opportunity to gain insights into, and an appreciation of, the historical, geographic, economic and political forces which shape life in their own and other societies.

Classes are streamed into four levels: ACE, Level 1, Level 2 and Level 3. In every year group, smaller classes are constructed to help cater to students who require extra support. Students are placed into classes according to their level of understanding, literacy skills, ability to acquire necessary SoSE skills, academic record and teacher recommendation.

In each year group there is an ACE (Academic Curriculum Extension) class. This class follows the same curriculum of the year level, but has a focus on further extension of the concepts studied. Students in these classes are identified from a combination of testing (including NAPLAN), academic record and teacher and parent recommendation.

Content

The SoSE units are based on the Australian Curriculum and ‘Curriculum Framework for ACT Schools Preschool to Year 10’. The Australian Curriculum in History has been implemented across all four year levels. We are starting to implement the Australian Curriculum Geography this year. It will be fully implemented by 2016. The courses cover all or some of the elements from the Essential Learning Achievements (ELAs):

- The student understands about Australia and Australians
- The student understands and values what it means to be a citizen within a democracy
- The student understands world issues and events
- The student makes informed choices about money and finance
- The student acts for an environmentally sustainable future.

Other interdisciplinary ELAs that are an important part of our courses include:

- The student uses a range of strategies to think and learn
- The student understands and applies the inquiry process
- The student writes effectively
- The student contributes to group effectiveness
- The student uses Information and Communication Technologies effectively
- The student listens and speaks with purpose and effect.

Year 7 and 8

In Year 7, all students participate in a program incorporating the disciplines of History, Geography and Commerce. In Year 8, students again participate in a similar program, but the Geography unit’s focus is on Australia and the History unit focuses on Medieval History (from the end of Ancient History to the Modern World). Students in Year 8 also study a Civics and Citizenship unit.
The Curriculum

Years 9 and 10
In Year 9 and 10, students study a variety of units aimed at giving students a deeper understanding and appreciation of issues facing Australia and the world. The units studied include: History, Geography, Legal Studies, Financial Literacy, Business Studies, Civics and Citizenship and Human Rights and Social Justice.

In Year 10, students spend four weeks completing a Careers and Work Unit which incorporates Careers, Student Pathways, goal setting, preparation and planning for college as well as the world of work. Students are also encouraged to organise a work experience placement with the Careers Adviser.

Assessment
Students are assessed using a variety of methods including: assignments, tests, class work and homework, oral presentations and participation.

Local and interstate excursions may be offered as part of some SoSE units. Guest speakers are invited to classes and students are able to access all school resources, such as our Indigenous Studies Centre.

ACE SoSE
In ACE SoSE students undertake the same courses as their year level, but cover more complex issues related to the topic and at a varied pace. They complete extension activities and differentiated assignments that challenge the students’ thinking at a more intellectual level. There is a focus on developing the students’ skills to allow them to be more independent, investigative and active learners and to improve their written and oral communication skills.

Students selected for the ACE program in SoSE are expected to demonstrate advanced literacy skills for their year level and a good general knowledge of the components that make SoSE the subject that it is; Geography, History, Legal Studies and Business Studies. Selection is also based on teacher recommendation, information during transition from Year 6 and NAPLAN and SoSE results. Students should also possess well developed research skills and the ability to analyse and process information. It is compulsory for ACE students to sit any state or national competitions that relate to the subjects of study, such as the Australian Geography Competition.
The Curriculum

**Physical Education and Health**

In all years students will be involved in PE every week. Students in Years 9 and 10 select their semester units from the option list or complete a general Physical Education and Health unit. The courses chosen are the courses that run each semester.

**Years 7 and 8**

Students in single or mixed gender classes will be involved in learning:

- Basic skills in major games
- Gymnastic activities
- Track and field skills and cross-country running
- Dance
- Cycling
- Fitness activities

**Years 9 and 10 options:**

- Racquet Sports
- Team Sports
- Elite sports Programme
- Fit For life
- Walk and Talk
- General PE

In addition to participating in the various activities associated with each of these units, students will participate in the following core topics, which will be integrated into all units.

Semester 1 - Health topic, Cross Country, Social Dance and Fitness

Semester 2 - Health topic, Athletics and Fitness

**Electives**

Students can also elect an additional unit during each semester. **Outdoor Education** is available each semester while **Sports Coaching** is available in second semester. These courses have specific curriculum content and do not include the integrated core topics.

**Assessment**

Students will be expected to demonstrate:

- An appropriate level of basic skills
- Knowledge of basic skills
- Development of basic skills
- Participation in fitness tasks
- A cooperative attitude and consistent application to the tasks undertaken
- An ability to be suitably prepared for each class. Students' grades will be affected by a failure to wear the correct change of uniform.

**Uniform**

PE uniform is compulsory. It consists of a grey polo shirt, windcheater and navy shorts or tracksuit pants. Students must be appropriately attired for all P.E. classes.

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Enrichment Activities

The **Elite Sports Programme (ESP)** in PE provides the opportunity for students to achieve academically while continuing their commitment to their chosen team and/or individual sport. The ACE program utilises specialist outside agencies, in cooperation with Physical Education staff, to maximise the development of students in their specialist areas of sport and training. It also provides tutorial time for students to ensure academic requirements are being met at all times.

*Sickness*

Students who are sick or injured and cannot participate in a lesson must have a note from a parent to explain the situation. Long-term problems need to be negotiated with the teacher and may require a medical certificate.
Performing and Visual Arts Elective Rotation

**Year 7 and 10**

During years 7 and 8, students study four 10 week units each year to give them opportunities to explore the diversity of the creative arts and develop basic skills in art, dance, drama and music.

**Art**

Concepts and elements of art are explored through various techniques in drawing, painting, ceramics, and print making.

**Dance**

Students study the basic elements of dance composition and techniques. The use of choreography exercises and improvisation activities are applied to develop a repertoire of skills. The unit will culminate in a short dance performance based on choreography developed throughout the term.

**Drama**

Drama games, activities and skill building exercises in this unit are designed to give students the opportunity to develop confidence, team work and personal discipline as well as developing vocal, mime and improvisation skills that build toward dramatic performances.

**Music**

The elements of music are introduced through developing skills on keyboard, guitar and group percussion performance. All students will work at their own pace and with repertoire that is appropriate for their prior musical experience.

**Instrumental Music**

This is a semester course for Year 7 students who would like to begin to learn a woodwind, brass or percussion instrument. Students are able to hire instruments ($80 per semester) and learn to play together in a class situation. While no prior musical experience is necessary, a willingness to practise regularly at home and have private lessons from the visiting instrumental teachers will ensure steady progress. Students who complete this course will also be able to join the school’s Concert Band. The instrumental music class also participates in a three day music camp in term 2.

**Years 9 and 10**

In years 9 and 10, students may elect the units from the Arts Faculty that they wish to study. Units available include:

**Music**

The Music course is open to students who have an interest in developing their music performance skills, as well as learning music theory, including composition and genre studies. While students are required to play an instrument, there is flexibility in the range of repertoire expected and the emphasis is on a self-paced performance repertoire at an appropriate level for each student. Music students are offered regular opportunities to perform at school assemblies, lunch time concerts and public performances.
Melrose High School

Values ‘RESPECT’
Resources, Effort, Self, Peers, Environment, Community, Teachers

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“A Community of Learners Building on a Tradition of Excellence”
**Dance**

These are structured dance classes which aim to increase students’ understanding of dance skills, techniques and choreography. Each unit is independent and students can elect to join the course at the beginning of any semester in Years 9 or 10. For example, students may elect to do one unit throughout the two years or complete a two year course in dance.

Each unit has a specific focus and is designed to increase the understanding and practice of dance technique skills relevant to that unit. Performance, choreography and planning skills are developed through dance production and choreographic exercises and improvisation. Students create group and individual dance works and perform dance pieces at a variety of school events. These include Entertainment Night at the end of semester one and the Melrose High School Arts festival at the end of semester two.

**Drama**

Drama aims to provide students with experiences which stimulate the intellect, the emotions, the imagination and the body. Drama skills are developed through expression, performance, observation and reflection. The courses are designed to introduce students to the concepts of moving, concentrating and talking in a dramatic context. Units on script writing and analysis, characterisation, articulation and speech, abstraction, movement, comedy, Shakespearean text and mask work are all examples of work which takes place over two years.

Through these units students have the opportunity to build skills in teamwork, leadership, body language, communicating confidently to an audience, listening, social awareness, self-discipline and creative analysis.

All senior Drama courses culminate in showcase performances for the Melrose High School community at Entertainment Night in semester one and The Melrose High School Arts Festival in semester two.

**ACE Performance Drama**

ACE performance drama is a gifted and talented course for year 10 students to develop high level performance skills and understanding of high quality performance texts. Entry to this course is gained by audition only. Students in the ACE performance drama class have the opportunity to take part in a major drama production. Previous ACE performance drama productions have included *Cosi*, *A Midsummer Night’s Dream*, *Romeo and Juliet*, *The Crucible* and *MacBeth*.

**Visual Art**

Visual Arts courses at Melrose High School are focused on developing the conceptual, theoretical and technical skills students need to transform their ideas into art. Students will have the opportunity to explore and experiment with a range of media while enriching their understanding of the cultural and historical contexts of making and responding to Art.

**Graphic Design**

The Graphic Design course provides an opportunity for students to develop greater design awareness and understanding of artistic principles. Students will have the opportunity to develop their visual literacy through the analysing of visualise concepts, packaging design, advertising, branding, typography and layout. The courses also incorporate the use of technology to create and manipulate images.
The Curriculum

Information Technology

Information Technology classes aim to provide students with the knowledge and skills to be responsible, active, global citizens. All students complete one term of Information Technology in Year 7 or Year 8. In Years 9 and 10, students choose the subjects they wish to study.

Years 7 and 8

Students in Year 7 or 8 undertake a one term introductory unit in computing. Students are introduced to the school network and taught how to navigate their way around the system. Students engage in an in-depth four week unit on Cyber Safety to enable students to behave in a safe and respectful manner online. During this course students also get to have a taste of the IT electives offered in Years 9 and 10. This includes using Flash to create animations, designing a website, experimenting with Photoshop, developing a game through simple programming and learning about 3D Animation.

Years 9 and 10

The variety of computing units in Years 9 and 10 encourages students to elect a course of study based on their interests while providing a sound base for further study at college and beyond. The units are divided into two main areas: a technical aspect and a multimedia aspect. Regardless of the unit of work chosen, students are exposed to all the essential learning content for using information and communication technologies effectively. The curriculum involves students working on a variety of assessable items, including class work and assignments. Students in each unit are expected to work on both individual and group projects.

Information Technology Units

- Technical Computing
- Games Programming
- Web Design and Development
- Computer Applications
- ACE IT

- Multimedia
- Still Images
- Moving Images
- 3D Animation
- ACE IT

Assessment

Students in all IT classes are assessed on their in-class work, assignments and tests. These tasks are set out in the course outlines with approximate due dates. Methods of assessment include rubrics, self-evaluation, peer feedback and teacher evaluation. As teachers cannot guarantee that all students have IT equipment at home, students receive no homework for IT classes.

ACE IT

Students in Year 10, Semester Two, are able to apply to study in the ACT IT course. This is an extension course where students are expected to broaden their knowledge and understanding in one particular aspect of IT. Students will be given the opportunity to select and design a project of their own based on their interests and what they want to learn. They will need to identify their goal, the process required to meet the goal, a timeline and targets to meet for assessment. Throughout the process the students will be required to keep a journal of their work, reflecting on their progress, challenges and achievements. At the end of the unit students will present the process of their project to their peers.
The Curriculum

Technology

Technology focuses on people, their needs and the management of their time. It also provides avenues for leisure activities both now and later in the student’s life. All students at Melrose High School will gain experience in a wide range of Technology studies. Opportunities will be provided for students to:

• Develop self-confidence and express themselves openly
• Participate in decision making and problem solving
• Research and develop ideas, think critically and gain knowledge
• Produce practical solutions to set problems
• Develop a commitment to a sustainable future in regards to all aspects of technology
• Evaluate the results of their actions and work

Technology provides the opportunity to delve into technical, industrial, artistic and craft techniques for both vocational and leisure activities. The units are designed to accommodate those seeking skills for future trade studies or higher learning and offer a broad skills base for those with a healthy interest in these subjects. This gives each student the opportunity to interact with technology in a variety of ways. Our technology subjects also provide a window into how technology is used in industry and how it is affecting society today and in the future.

Years 7 and 8

Students are introduced to Technology courses in which they explore the following areas of Technology: Food Studies, Textiles, Woodwork and Metalwork. These courses emphasise a design process, safety issues, skill development, ergonomics and hygiene, and also provide an effective knowledge base for future choice in these areas.

Years 9 and 10

Students choose semester courses of study in Technology. The variety of Technology units in Years 9 and 10 encourages students to elect a course of study based on their interests while providing a sound base for further study at college and beyond.

Technology Units

• Food Studies
• International Cooking
• Entertaining and Hospitality
• Baking for Beginners
• Creative Textiles
• Leisure Wear
• Fashion and Design
• Woodwork (Units 1 - 4)
• Metalwork (Units 1 - 4)
The School Day

Students are expected to arrive punctually for the commencement of Roll Groups at 8.55am. The roll from Roll Group generates the absentee list for the day. Daily announcements are read out to students during this time. In addition, rolls are marked during each lesson.

The Timetable

The School operates a ten-day timetable of five lessons per day, repeated each fortnight. All lessons (lines) are of equal time in the timetable over the fortnight. Students study seven subjects at any one time. The lines are labelled A, B, C, D, E, F and G with subjects being allocated to a whole line for a semester. In Years 7 and 8, six subjects are allocated a whole line each semester with the Arts and Technology sharing a line in a two-year rotation.

The timetable grid operates as:

<table>
<thead>
<tr>
<th>Lesson Times</th>
<th>Week A</th>
<th>Week B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mon</td>
<td>Tues</td>
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<tr>
<td>Lockers: 8.50</td>
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<td></td>
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<tr>
<td>RG: 8:55-9:00</td>
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<td></td>
</tr>
<tr>
<td>Time Block 1</td>
<td>A</td>
<td>Assembly</td>
</tr>
<tr>
<td>9:02-10:00</td>
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<td></td>
</tr>
<tr>
<td>Time Block 2</td>
<td>B</td>
<td>F</td>
</tr>
<tr>
<td>10:02-11:00</td>
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<tr>
<td>Recess</td>
<td></td>
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<tr>
<td>11:00-11:25</td>
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<tr>
<td>Time Block 3</td>
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<td>G</td>
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<td>Time Block 4</td>
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<td>12:25-1:23</td>
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<td>Lunch</td>
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<td>Time Block 5</td>
<td>E</td>
<td>B</td>
</tr>
<tr>
<td>2:12-3:10</td>
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</tbody>
</table>

“A Community of Learners Building on a Tradition of Excellence”
Assessment and Reporting

**Student Assessment and Reports**

All aspects of students’ work are considered for assessment. Individual student reports are prepared twice a year, in June and December. These semester reports provide detailed information on each student’s achievement level of the learning outcomes for individual courses as well as outcomes related to participation and organisation.

As Australian Curriculum is rolled out in phases all relevant courses are aligned with and assessed in relation to Australian Curriculum standards. For students in all years, grades (A - E) are awarded for each subject studied. More detailed assessment procedures are given in the course outlines for each area.

At the commencement of each unit of study, students are given a unit outline, which has the details of unit outcomes, content, excursions, equipment needed and assessment requirements.

In addition, all students receive a Progress Report twice a year (at the end of terms one and three), which comments on achievement and attitude in all courses. Parents are given an indication of any specific concerns and are invited to meet with particular teachers at parent-teacher meetings.

**Review of Grades**

Students may request a review of any grade if they or their parents believe that the grade awarded is incorrect. In the first instance, they should speak with the classroom teacher to resolve the problem. If this is unsuccessful they may discuss the problem with the Executive Teacher of the faculty. The Principal and/or Deputy Principal may set up a Review Panel to consider the appeal if these measures have been unsuccessful.

**Parent - Teacher Meetings**

Two scheduled Parent Teacher Nights are held each year, usually in the last week of terms one and three. Prior to this Parent Teacher meeting, students are issued with Progress Reports, giving an indication of achievement and effort in all courses studied. Parents of students who receive reports identifying the need for remedial action are strongly urged to attend the Parent Teacher meeting so that appropriate action may be discussed.

Information on how to book appointments for the Parent Teacher meeting is included with the Progress Report and sent home with students. This gives parents the opportunity to book interviews with the teachers whom they wish, or have been requested, to consult.

**Three Way Interviews for Year 10**

The aim of the Three Way Interview process is to provide students, parents/carers and staff with an opportunity to discuss student progress, course planning and to develop some future learning goals. This innovative process is to assist in the improvement of individual learning outcomes for students. Each of the participants in the interviews will be able to contribute to the celebration of their child as a learner. Parents/carers can share their knowledge of their child’s strengths and interests to assist in tailoring educational opportunities for individual students.
The half hour three-way discussions are conducted with the student, their parents/carers and the roll group teacher. The roll group teacher does not conduct a subject specific interview and is not able to answer questions about the specific performance of a student in different classes. The interviews are designed to develop a holistic view of the child and look at a range of information so that we can look forward and plan actions for improved learning opportunities and outcomes. Individual concerns should be addressed directly to the relevant teacher by phone or email. These interviews are not about negatives. The focus is on each child’s strengths and successes.

The Year 10 Three Way Interviews are conducted prior to College enrolment processes and Open Nights with the focus on planning for the future, whether that is college and future education or the world of work. Representatives from a number of colleges are present during certain times of the day to provide additional support and information regarding issues of college enrolments and how a college operates.

Year 10 Certificate
An ACT Year 10 Certificate is awarded to each student who completes four years of schooling beyond Year 6 level, and who has satisfactory conduct, attendance and progress. These conditions are requirements determined by the Education and Training Directorate.

The Year 10 Certificate lists the grades awarded in all courses undertaken in Years 9 and 10 at Melrose High School. The School accompanies this with a portfolio containing school awards received and additional information about the student’s extracurricular activities, such as participation in sporting teams, competitions, school performances, Peer Support Leadership Program and the SRC.

High School Record
The High School Record is available to Year 9 and 10 students who leave the school before the end of Year 10. All Year 9 and 10 semester results are placed on this record, which is a statement of academic attainment.

Year 10 Certificate of Distinction
The Melrose High School Certificate of Distinction recognises and rewards the contribution that students make to the life of our school. Each term students in Years 9 and 10 will be asked to indicate the awards they have received and the activities and programs in which they have participated. These awards and activities include academic, cultural, leadership, personal development and sporting pursuits.

Points are allocated for each activity and, at Year 10 Graduation; all students receive a transcript of their contributions. For students that have attained particular total point values, a Gold, Silver or Bronze Certificate of Distinction will be announced and presented to the student in their portfolio.

References
As the majority of Year 10 students continue their studies at local colleges, school references are only provided for those students who are seeking full time employment. Students who want a reference must apply through their Year Coordinator using a special reference form. If, at a later date, students require a reference, application can be made to the Year Coordinator.
**College Enrolment**

Students in Year 10 planning to move on to Year 11 must select a college for their post Year 10 studies. Completion of an online enrolment form must be done before the advertised cut-off date, 30 May 2014. Once this application has been submitted, students are advised of their college placements. Students who have been granted placement in the college of their choice must then formally accept this offer.

**The National Assessment Program for Literacy and Numeracy (NAPLAN)**

This program involves all students in Years 7 and 9 completing a range of assessment tasks to provide information on their level of literacy and numeracy compared to all students in the same year group across all educational jurisdictions in Australia. The testing usually occurs early in term two at the school. Individual student NAPLAN reports are distributed to parents at the end of the year and schools receive detailed information about the progress of each cohort against National Benchmark standards in Literacy and Numeracy.
Student Wellbeing Hub

Student Wellbeing includes the physical, intellectual, emotional and social well-being of all students. While parents and families have prime responsibility for the welfare of their children, the whole school community shares this responsibility.

At Melrose High School, student wellbeing is enhanced by the work of the Student Services and Student Well-Being Team, the Peer Support program, the Mentor program and lunchtime activities.

The concern for student welfare is not limited to that small percentage of students who seem to have greater difficulty in coping. Our Student Wellbeing programs are developmental and preventative, as well as remedial, in order to enhance the well-being of all students.

While there are times when teachers may need to take a more authoritarian approach to students, the ideal interaction between students and staff is of a more democratic nature where cooperation, participation and shared responsibilities are stressed. All members of the school community model mutual respect, e.g. no "put downs."

The entire Melrose High School community (students, staff and parent/carers) have agreed on a set of values, which we promote in the form of the RESPECT campaign. These values are as follows:

```
Resources
Effort
Self
Peers
Environment
Community
Teachers
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“A Community of Learners Building on a Tradition of Excellence”
Student Wellbeing Hub

Student Services

Melrose High School has implemented a system of Stage Agreements to assist a successful behaviour management structure. These agreements are graded into Stage 1, 2, and 3.

A Stage 1 Agreement is negotiated between a student and a classroom teacher if specific behaviour and attitude issues arise which require addressing. After a one-week period such an agreement is reviewed and may be rescinded or upgraded to a Stage 2 Agreement if the student has not addressed the issues successfully. Parents/carers are informed if there are issues in the classroom.

A Stage 2 Agreement involves the Executive Teacher of the faculty. Parents will be informed that there are ongoing concerns and it may be deemed advisable to have a meeting with the Executive Teacher, the classroom teacher, the parents/carers and the student so that everyone can discuss the concerns and feel that they are listened to. A Stage 2 Agreement is reviewed after five days.

A Stage 3 Agreement is negotiated with the Faculty Executive Teacher, Deputy Principal or Executive Teacher Student Services and the student. It lasts for 5–10 days (negotiable), during which period the student must demonstrate that s/he is able and willing to follow established school rules and routines at all times.

Students who have been suspended will attend a re-entry meeting with their parent/carer. Here individual student agreements may be negotiated with the Principal or Deputy Principal and the Executive Teacher from Student Services usually in the form of a contract with clearly identified behavioural goals and consequences. Parents/carers are part of these negotiations and are kept informed about the student’s progress.

Students on Stage 2, Stage 3 and Return from Suspension agreements are not permitted to represent the school or participate in extra curricula activities for the duration of the agreement.

In the completion of all Stage Agreements students are assisted and supported by their teachers and parents/carers and are expected to view these agreements as an opportunity to reflect upon behaviour, practise positive behaviours and set a pattern of successful future-directed outcomes. All these measures are designed to ensure that all students learn to respect others’ rights while practising their responsibilities in a supportive environment. In addition, increasing numbers of staff are trained in behavioural intervention techniques to de-escalate conflict, use cognitive strategies to identify underlying issues of behaviour and to truly support students in developing new skills to cope with stress and conflict.

Positive reinforcement and rewards are provided through the school’s Merit Award system. Merit Awards are issued for efforts and achievements in all areas of endeavour. Students should aspire to obtain a Principal’s Commendation as a result of having received 10 Merit Awards or even a Principal’s Award for outstanding efforts and achievements in learning areas or for community involvement. Additional special awards recognise outstanding efforts by Year 10 students in all fields of study and community service. These are decided on by all staff and are highly prestigious. Individual subject awards for identified students in all years as well as Year 10 students’ awards are presented at the end of each semester at the Awards and Presentation ceremonies.

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Pastoral Care refers to education that students receive at school which takes into account their social and emotional wellbeing, rather than purely academic, needs. Pastoral Care at Melrose High School focuses on developing each student: “as a learner, person, community member and contributor to society...” (Every Chance To Learn, Curriculum Framework for ACT Schools). Pastoral Care caters for the special needs of individuals and groups of students, as well as providing programs that improve the general wellbeing of the whole Melrose High School student body.

The Pastoral Care programs run through the school curriculum and are delivered in a diverse manner to cater for appropriate ages and stages of development, as well as individual student needs and learning styles. The various programs on offer build a variety of important personal and social skills that contribute to overall student well-being including: self-confidence, self-knowledge, self-esteem, respect, resilience, integrity, tolerance, inclusion, empathy, respectful relationships, friendship, cooperation, teamwork, connectedness, student voice, community participation, healthy body and healthy lifestyles.

The programs on offer are delivered via the school curriculum from year 7 to 10, as well as through roll groups, assemblies, targeted withdrawal groups, Flexible Learning Program FLPs and liaison with community access groups including The Woden Youth Centre, Youth connections, PCYC, Tuggeranong Arts and community Centre, Fusion, Lifeline, ACT Volunteers and Rotary.

Pastoral Care programs provided by the school from year 7 to 10 include:

- Year 6/7 Transition programs
- Year 7 Peer Support Camp
- Peer Support and Peer Mentoring Programs
- Study Skills and Personal Organisation Programs
- Values Education and Student Action initiatives
- Girls and Boys Challenge and Personal Development groups
- Anti-harassment and resilience training
- Mind Matters mental health and wellbeing activities
- Leadership groups – Peer Helpers, Community Service, Merlin Crew, Ambassadors
- Anger Management programs
- DRUMBEAT
- Rock and Water

While every teacher is a teacher for wellbeing at Melrose High School, the Pastoral Care team at Melrose consists of the following teachers:

- Deputy Principal
- The Pastoral Care Executive Teacher
- The Student Services Executive Teachers
- The Year Advisors
- The Student Wellbeing Team members

- Roll Group Teachers
- The School Counsellor
- The Youth Worker
- The Indigenous Education Officer
- The School Chaplain

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Student Wellbeing Hub

Counselling Services
There are a variety of counselling services available to students. Parents concerned about the educational, vocational, social or personal needs of their students may arrange interviews with these people directly.

Student Services Coordinator
The Deputy Principal and two senior members of staff are responsible for overseeing student management throughout the school. Students and parents may discuss problems with these Executive Teachers who will refer to other staff where necessary.

Year Advisors
Each year group has a member of staff designated to deal with students’ concerns and welfare. Parents may wish to contact these teachers with specific concerns regarding the schoolwork, attendance and health of their students. The Year Advisors in years 9 and 10 work closely with the Careers Teacher to obtain job placements help students with CVs or other work-related issues and pathways.

The School Psychologist
The Psychologist offers services in the broad areas of educational and personal counselling. The Psychologist is a person with whom students and/or parents/carers can discuss, in absolute confidence, issues that cause them concern. The Psychologist is able to provide support and assistance and, if necessary, suggest other agencies outside the school for more specialised help. Students wishing to see the Psychologist should make an appointment by going to the Psychologist’s office before school, at recess or lunchtime. If the Psychologist’s office is unattended, a message can be left with the staff in the Front Office (phone 62057588) or in the pocket placed on the Psychologist’s door.

Peer Support Program
Melrose High School runs a peer-mentoring program called Peer Support. This program trains senior students to assist incoming Year 7 students to adjust to life at high school. The program focuses on social challenges such as making and dealing with friends, self-esteem and how to improve it, goal setting and conflict resolution.

The Selection of Leaders
Towards the end of Year 9, the whole year group participates in three days of student Leadership Training. At the end of these training workshops, students submit a written application and resume that details their community involvement during their time at Melrose High School. The teachers, who have trained the group, select approximately 50 students to participate in the Melrose Leadership Program during Year 10.
**Safe Schools Policy**

By implementing an anti-bullying policy at Melrose High School, staff, students and parents, demonstrate their commitment to the wellbeing of all members of the school community and ensure that everyone has the right to feel safe. Our school community will not tolerate bullying in any of its forms. A person is being bullied when he or she is being persecuted, oppressed or teased by others. Bullying can cause both physical and emotional damage. Bullying may involve assault and therefore may be a criminal offence under ACT Law.

Bullying may also involve such unacceptable behaviours as demanding money, invasion of body space, name calling, staring with malicious intent, racist comments, and comments on physical appearance, rumour spreading, commenting on personal hygiene, malicious exclusion.

**Suggestions for Students**

Any student who is being bullied should report it to a member of the Student Wellbeing Team or any other staff member immediately. Any student who is a witness to bullying is encouraged to report the bullying in the ways outlined above.

**Suggestions for Parents**

If a parent/carer is concerned about his/her child being a victim of bullying behaviour, the parent/carer is encouraged to speak first to the appropriate Year Coordinator.

**Staff Responses**

Staff will at all times model the behaviour expected of students in regard to bullying. Student welfare procedures are to be followed in dealing with bullying. Bullying is to be regarded in the same way as any other unacceptable behaviour. Violent incidents (physical and/or verbal) are to be handled by the Student Services Coordinator and where sexual or racial harassment is involved, behaviour will be referred to an anti-sexual or anti-racism harassment officer for confidential counselling.

**Methods for Dealing with Bullying**

The prime objective in dealing with bullying is to assist both the victim and the bully in such a way as to prevent further incidents. Methods might include the *no blame* approach, peer mediation, interviews or diversionary counselling.

**Consequences**

Consequences are to be determined by the total context within which the bullying occurs. Consequences might include community service, detentions and time out from class or playground, loss of privileges or suspension.

Bullying behaviour needs to be seen as totally unacceptable, but there should be a commitment to helping a student change his/her behaviour. Any solution needs to be addressed to both the bully and the victim.

Bullying will not be tolerated in our school community as it causes the School to fall short of its stated goals. If we are to free our school from bullying, constant application of the School rules by all stakeholders is required.
Melrose High School is committed to provide all our students with opportunities to reach their potential in a wide range of academic, social and physical activities in a caring and safe environment.

**Anti-Sexual Harassment Contact Officer**

Melrose High School also provides students with a number of Anti-Sexual Harassment Contact Officers. The Anti-Sexual Harassment Contact Officers are the first point of contact for students with sexual harassment concerns. Please contact the relevant Year Coordinators or the Administration staff at the Front Office for the names of the Anti-Sexual Harassment Contact Officers.

**Anti-Racism Contact Officer**

The school has several Anti-Racism Contact Officers who act as the first point of contact for students who have any queries or issues of racism within the school. Please contact the relevant Year Coordinators or the Administration staff at the Front Office for the names of these people.

Melrose High School’s Student Wellbeing Team encourage cooperation and regular communication with all students and parents/carers. Close working relationships ensure that information flows readily and issues are resolved speedily. If parents/carers have any concerns about their child/ren the Year Advisor should be contacted and a solution will be sought as soon as possible. The Student Services Team values the input and feedback of the school community.
Special Programs

Melrose High School offers students a stimulating learning environment with the opportunity to become involved in a range of activities in and out of the classroom. All students have the opportunity to participate in programs that challenge them, interest them and introduce them to new and exciting ventures.

The curriculum offers a wide variety of challenging and tailor-made programs, suited to students’ interests and abilities and catering for students needing additional support. A specially trained literacy support teacher is employed. Gifted and talented students and higher ability students are challenged through the Academic Curriculum Extension (ACE) Program.

In addition, we offer flexible, new programs, suited to students who present with special needs in specific areas. Such programs are designed to help students experience success and personal growth in a closely supervised, small setting. In conjunction with the classroom teachers, the Student Wellbeing Team have facilitated such courses as Rock and Water, Drumbeat and arranged for several Community Services programs such as; Messengers, Switchback Mountain Bike Riding, Connections, Ted Noffs, Choppers, Kulture Break and special gender based needs group.

Such programs, while providing a broad range of skills, focus particularly on providing individualised emotional, social, educational and behaviour management support to targeted students. Students maintain their normal program of study while being withdrawn from some classes for a period of time or studying a specific course for a line during one semester.

**Academic Curriculum Extension (ACE) Program**

The ACE Program provides extended learning opportunities to a range of students. These are timetabled classes that are offered, within various subjects, to students who are keen to benefit from extension of the Australian curriculum.

At Melrose High School extension classes are offered to students in all year groups in English, Mathematics, Science, Studies of Society and Environment, Information Technology, Physical Education, Outdoor Education and the Arts through the Academic Curriculum Extension (ACE) program. These are timetabled classes. Students in these classes have been identified as gifted, talented or having a passion for learning. As part of the program students may participate in a range of extension and enrichment activities and complete individual and group projects of personal interest, both in and outside the classroom.

Entry into the Year 7 ACE program is based upon a combination of the Year 7 testing, recommendation from their primary school teacher, NAPLAN data and information provided on the ACE application form. ACE classes provide enrichment for students who have demonstrated a passion or talent in a subject area, as well as being designed to inspire, engage, and develop a love of learning in students.

Students who participate in the program are expected to participate in national competitions and may be involved with the Brain Bee Challenge, the Da Vinci Decathlon and the Gifted and Talented Conference which are multidisciplinary opportunities.
**Australian Business Week**

Every year since 2002, Melrose High School has run the popular one-week business simulation event called *Australian Business Week* (ABW) for Year 10 students. The ABW program is designed to encourage independent and cooperative learning skills and to develop an enterprise mindset prior to entering the workforce or proceeding to further study. It exposes students to the issues of coping with stress and effective time management, both major issues that impact on students in high school and beyond.

During ABW, Year 10 students are divided into teams of 10 to 12 and spend five days having fun working together to:

- Manage a business through a computer simulation;
- Learn from guest speakers from business and the community;
- Develop a new product of their own invention;
- Create a video and trade display to advertise their product;
- Give an oral and written report of the week’s activities; and
- Interact with business people and teachers as facilitators.

It is a fantastic program that has been embedded in the Year 10 program and has become part of the culture of the school. The companies compete with each other in a simulated business environment and students perform a full range of tasks together. They make many decisions with short deadlines, design new products, create video advertisements for their products, run a trade display, write reports for their shareholders and make oral presentations.

Students learn about teamwork, deadlines, stress, decision-making, creativity, communication and a range of business issues.

**Careers Centre**

The Careers Room in the Student Well-being Hub is open to students at lunch times to access the Careers Advisor and a range of career resources. Students may drop in or book a time for career counselling. The Careers Advisor is available to assist students with a range of things related to work including tax file numbers, work experience, advice on how to obtain an ASBA (Australian School Based Apprenticeship), exploring future options, advice on college and unit selections, prerequisites for university courses and job applications.

**Creative Avenues**

*Private Instrumental Tuition*

Private lessons are available from highly qualified teachers on most instruments at the school. Payment for lessons is a private arrangement between the teacher and the student. Students can participate in private instrumental lessons regardless of whether or not they are enrolled in a music unit or are a member of the band. Instruments available to learn include guitar, piano, flute, clarinet, saxophone, trumpet, and trombone. Tuition on other instruments may be available on request. Instruments can be hired from the school for $80 per semester.

*The Concert Band*

The Concert Band is open to all students in Years 7 to 10 who can play a woodwind, brass or percussion instrument. This group plays a wide variety of music suitable for this combination of instruments. Rehearsals are held at lunch time, once per week, and
students perform at functions such as school assemblies, Graduation Night, Entertainment Night, the Melrose High School Arts Festival and a variety of other public performances and competitions throughout the school year.

Music Camp
Students in the Year 7 Instrumental Music class and the Concert Band attend the annual Music Camp, which is usually held in May. Students spend three days practising and rehearsing in preparation for Entertainment Night, The National Eisteddfod and other community or school performances.

Drama Productions
There is a very active drama department at Melrose High School and many performances are staged throughout the year. These include performances at assemblies, Entertainment Night, and the Melrose High School Arts Festival. These events provide students with the chance to showcase their work to parents and the local community. Year 9 and 10 students also participate in community festivals like Floriade and Mindmatters and other venues by invitation. Year 10 Performance Drama students present a major play at the end of term three.

Arts Camps and Enrichment Excursions
Year 9 and 10 students enrolled in Arts courses are given the opportunity to attend an annual interstate Arts Camp, as well as many enrichment excursions. The camp and excursions give students the opportunity to experience a range of events including professional theatre productions, major gallery exhibitions, and dance workshops.

Entertainment Night
Entertainment Night is held at the end of semester one each year. Senior performing arts students showcase the skills they have learned at this event. All forms of creative performance are presented, with students also involved in the backstage and front of house operations.

Debating
Students at Melrose High School have the opportunity to participate in the ACT Debating competition, which commences early in semester one. There is the Ford competition for students in Years 7 and 8 and the Murray competition for senior students in Years 9 and 10. Preparation for debates is at lunchtimes under the supervision of a teacher.

The debates are held in the evenings at central locations. Combined finals for winners in the rounds are held early in term three. Both ACT Government and non-government schools participate in the competitions.

Participation is voluntary and there are registration fees associated with participation, which we ask debaters to pay. The school pays the general registration fees.

Driver Education
All Year 10 students have the opportunity to complete the Road Ready driver education course during their final year at the school. Students will also be able to take the theory test to obtain their learner's licence at the school. Attendance at the ACT Government course costs approximately $170. The course offered in school is $50.
Students will be provided with an ACT Road Rules handbook. It is their responsibility to study this book as the course does not explicitly teach students about the road rules. Students will also be provided with a Road Ready workbook. It is their responsibility to complete the required sections during the course.

Students will then be required to hand their workbooks to their Road Ready teacher on the due date allocated. The online testing will take place following the completion of the course.

**Excursions**

Many of the courses offered at Melrose High School involve participation in excursions. Curriculum areas endeavour to give parents as much warning as possible, to keep expenses to a minimum, and to ensure that excursions do not make excessive inroads into the normal school curriculum. The length of this notice may vary. Theatre and sport excursions, for example, sometimes have to be organised at very short notice.

Students who are absent from normal lessons because of an excursion are expected to make every possible effort to catch up on missed work.

**Extra Curricula Programs**

**Charity Work**

Each year the School supports the appeals conducted by charities including Red Cross and the Salvation Army. Representatives of these organisations address the School Assembly on the services provided by these groups. Students have always responded generously to the call to volunteer to work as helpers in door knock appeals.

**School Assemblies**

Full school assemblies are held throughout the year in the School Hall. They are seen as a vital part of the School program in helping to build School spirit, promote school values and in making students aware of community projects and needs.

Assemblies provide an opportunity for celebration and recognition of individual and group achievements as well as public performances by the various school bands, dance groups, drama groups and vocal ensembles.

**Harmony Day**

The school holds a Harmony Day Assembly in term one involving the whole school community. Students from diverse backgrounds take part in discussions about the significance and the meaning of harmony, and often present their talk in front of an audience.

**Leadership Opportunities**

At Melrose High School, students are able to become involved in a range of activities and programs that provide leadership opportunities for interested students. Students in each year group elect SRC representatives and House Captains. Members of the SRC can then be selected as student representatives on the School Board and for the ACT Student Network.

Year 10 SRC students also host the school’s assemblies in the Hall. Students in other years have the opportunity to host their year assemblies. Year 10 students can also train to take...
part in the Peer Helpers program – a student mentoring, mediation, wellbeing promotion and anti-bullying leadership group at Melrose.

All Year 9 students are trained in leadership and team work. In Year 10 successful applicants have the opportunity to join a leadership class in first semester which works with Year 7 students using a peer support model. Other opportunities in this area include being a school representative at the ACT Youth Parliament.

*Lunchtime Activities*

Lunchtime activities are organised for students on a term basis, and are organised by different faculty areas. The Mathematics faculty offers weekly Mathematics tuition for students who require extra help with their studies or who just need somewhere quiet to complete their homework. Other individual study sessions include literacy tutorials/support, homework groups and the Library. Active lunchtime activities are also offered depending on areas of teacher and student interest. Examples include: Vocal Group, sports, self-defence, computer club, environment committee, chess club and astronomy club.

*Multi-Cultural Day*

The school runs Multi-Cultural Day in term three involving the whole school community. Students have the opportunity to experience other cultures in the form of food tasting, performance, dressing in ethnic costumes, language activities, talks by Embassies and other associated organisations and games.

*School Socials*

School Socials are usually held each semester. Staff, parents and the Student Representative Council have devised the rules for socials. Although staff members supervise at these functions, the planning, organisation and cleaning up is the responsibility of the Student Representative Council. The student body has devised a checklist that helps allocate organisational tasks to specific members. This reflects the extent to which students have accepted the responsibility for organising these popular events.

Proceeds from socials help fund nominated projects of the Student Representative Council.

- Volunteer staff members supervise school socials.
- Socials are only available to current, full time students of Melrose High School.
- Socials begin at 7:00pm and finish at 10:00 pm.
- Students must be at the Social for 7:00pm entry. Latecomers must be accompanied by a parent or bring a note from home. No student will be admitted after 8:00pm. No pass outs will be issued. No student may leave the social unless a parent/carer meets her/him at the door or unless parents/carers agree by written note that their child may leave before 10.00pm.
- All tickets are pre-purchased and are not available at the door.
- All normal school rules (apart from the wearing of uniform) and consequences apply.
- It is recommended that bags not be brought to the social. All bags brought to the social will be secured for the duration of the evening. The school reserves the right to search any bags or jackets brought to the social.
- Food or drink is not to be brought into the social. Snack food and drinks are available for purchase.

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The School reserves the right to refuse entry to, or to remove any student not acting appropriately. Parents/carers of such students will be contacted by phone to collect their child.

Security guards are on duty throughout the evening to patrol the school grounds.

Teachers reserve the right to control lighting, noise levels and arrangement of furniture.

**Sports**

*School Carnivals*

Melrose High conducts Swimming, Athletics and Cross Country carnivals each year. Time is allocated in Physical Education classes prior to Athletics and Cross Country Carnivals for training and skills practice to enable students to participate to the best of their ability. Our best athletes then progress to Zone Carnivals and if successful, they compete at ACT Carnivals. Students who become Age Champions in their age group at any of these levels are honoured at a school assembly.

*Team Sports*

Each year Melrose High School enters teams in inter-school competitions and one day carnivals in a wide range of traditional team sports such as basketball, football, rugby league, AFL, netball, touch, cricket and softball. Teams for both girls and boys are entered where there is sufficient interest to form a team. Training for these teams is held at lunchtime. Teams are usually comprised of students in Years 7 and 8 for junior teams and Years 9 and 10 for senior teams. Those teams which are successful at the Zone level then proceed to contest ACT finals. Melrose High School has an excellent reputation in the sporting arena, with many of our school teams reaching the finals in a range of sports. Students in these teams are acknowledged at a school assembly.

*Representative Sports*

The ACT Secondary Sports Association sponsors over twenty teams each year, which compete in inter-state and Australian carnivals. All Melrose students are eligible to try out for positions in these teams.

*Outdoor Activities*

Students in Years 9 and 10 have the opportunity to participate in Outdoor Education courses as part of the PE component of the curriculum. The outdoor education program includes bushwalks, caving, abseiling and canoeing.

PE courses are tailored to meet the needs of all students. Those students who excel at sports and physical activity have the opportunity to choose courses that suit their levels of expertise and talent. One course available to Year 10 students involves Sports Coaching, with class members working with students at local primary schools as part of the course.

*Work Experience*

Work experience is where students learn first-hand about the world of work by doing an unpaid work placement. At Melrose High School all Year 10 students are expected to do work experience and they are encouraged to take responsibility for organising their placements. Prior to contacting any employers, students should arrange a counselling session with the school’s Careers Advisor. To confirm a work experience placement, an agreement is signed by the student, their parents, the employer and the Careers Advisor.
Students enjoy the opportunity to explore the "world of work" and valuable lessons are learnt firsthand concerning employer expectations and the importance of a good attitude and consistent effort. It also provides a great stimulus for students to focus on what they need to achieve if they are to gain employment in a career that interests them. Work Experience is available at different times of the school year and is also available to identified Year 9 students.

**Year 7 Camp**

The Year 7 Camp occurs in term one and is designed to support our students in their transition from primary school to high school. Students participate in a range of activities that are fun, challenging and develop social skills including problem solving, trust, cooperation and leadership. It is also an important opportunity for our Year 7 students to form new friendships and to develop cohesiveness as a year group. Activities are also run by Year 10 Peer Support Leaders that examine issues that will be faced by Year 7 students as they start their high school years. Students who are unable to attend camp participate in an alternative program at school organised by teachers across all learning areas.
Awards and Portfolios

The student award system acknowledges and rewards student achievement and involvement in school and related activities. The system is a tiered one with three levels of awards. Students are also provided with a portfolio in which to keep their awards and selections of school work that reflect their efforts. Students are encouraged to take their awards home to show to family and then return them to their portfolios.

Merit Award
This award is given for:
KLA work, e.g. achievement, effort, improvement, involvement in activities
School involvement, e.g. sporting teams, special event helpers, school representation

Commendation Certificate
awarded for accumulating ten Merit Awards or equivalent, e.g. sport ribbon, Maths competition certificate

Principal’s Commendation
awarded at three levels
- Bronze (20 Merit Awards)
- Silver (40 Merit Awards)
- Gold (60 Merit Awards)

Principal’s Award
awarded to students for exemplary community service, actions or achievements

Teachers will be responsible for awarding Merit Awards in their areas of involvement with students e.g. class based, sporting, school representation, etc. In addition to Merit Awards received in the classroom, students are able to count extracurricular activities as part of their awards tally, for example:

School sporting teams Peer Tutors
SRC
School Committees
Entertainment Night
Debating, Chess teams
Dance Festivals
Academic Competitions
Drama Performances
School band, vocal group
Year 6 guides
Parent teacher guides
Year 6 Orientation guides
Peer support leaders
Community volunteers
Assembly hosts
English Competition
Peer Mediators

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Commendation Certificates and Principal’s Commendations are arranged by Roll Group teachers once students attain ten, twenty, thirty etc. Merit Awards.

**Student Portfolios**

Each student in the school receives a portfolio with a title page, identifying the owner. Students will keep their school awards in the portfolio.

When a student receives ten Merit Awards or equivalent, they should show their portfolio to their Roll Group teacher for recognition and to arrange for a Commendation Certificate.

Each Roll Group teacher will store the portfolios in coloured boxes in their room.

Students will be encouraged to keep samples of their best work in the portfolio.

Students will be presented with their portfolios, either at graduation or earlier if required.
Administration

**Attendance**
Students are expected to attend school punctually and regularly. Should a student be absent for any period, a note from a parent/carer must be received. This note should be handed to the Roll Group teacher or the Rolls Office on the first day the student returns to school. This note may be brought in prior to a known absence. It would be appreciated if parents/carers, who know that their child’s absence will be for a significant period, could inform the school either by letter or telephone (6205 7603) or email to rollsoffice@melrosehs.act.edu.au

The school also operates an automated attendance notification system. Parents/carers of students who are marked absent from school on any day, who have not contacted the school before 9.30am, will receive either an SMS message to their mobile phone or an email informing them of the absence. The automated system provides contact details to assist parents/carers to provide information that explains the absence. Where the student absence is not authorised (truanting), parents/carers are requested to contact the Rolls Office.

**Lateness**
Students arriving after the commencement of Roll Group must report to the Rolls Office before going to class, whether or not they have a note to explain their lateness.

**Early Leave**
A student wishing to leave school before the end of time block five on any school day should bring a note, signed by a parent or guardian, which indicates briefly the reason for the request. An email to the rollsoffice@melrosehs.act.edu.au is also acceptable.

The note should be presented to the Rolls Office prior to lesson one, if the student wishes to leave before recess or at recess if the student wishes to leave after this time. As far as possible, parents/carers are asked to arrange medical, dental and orthodontic appointments outside school hours.

**Illness**
Students who become ill at school must advise their teacher who will request they report to the Front Office. If students are in need of First Aid they should also report to the Front Office where medical attention will be given. If students are to be sent home, parents will be notified by the Front Office.

**Lockers**
Lockers are available for student use, and are allocated early in the school year. It is the responsibility of each student to maintain the locker in good order, to provide a padlock with a 10mm shank and supply a spare key to the school. The hire fee of $30 per year is paid to the Finance Office.
Textbooks
Textbooks are issued on a Curriculum Area basis and each area has its own policy. Students are expected to replace or pay for damaged or lost textbooks. Students are expected to maintain the textbooks in good condition and may choose to protect the books by covering them in plastic or contact.

Workbooks
Some courses like Languages and English require specific workbooks. These workbooks can be purchased as part of the Stationery Pack or individually. Details regarding the type of workbook and costs are available from the Executive Teacher in each Key Learning Area.

Uniform
School dress standards are the colours and styles chosen by a school board to represent the school uniform.

- Below the waist, students should wear plain black pants, shorts or skirt.
- Above the waist, students should wear a white polo neck shirt. No logos, patterns or slogans other than those depicting official school roles are allowed. Sleeves may be long or short. No singlet tops or revealing garments are allowed.
- A school dress in blue and white is the preferred uniform for all girls
- In cold weather, students should wear a plain navy blue or black fleecy lined sweatshirt, jumper, hoody or school jacket, preferably with the school logo.
- Custom made representative tops for special roles such as Band, School Ambassadors or Leaders may be worn at any time.

PE Uniform
PE uniform is compulsory. It consists of a grey T-shirt and navy shorts or tracksuit pants. Students are not permitted to participate in PE in the clothes they wear to school.

School and PE uniforms can be purchased in person at Savvy School Wear, Shop 37 Homeworld, Tuggeranong or online at: http://www.savvyschoolwear.com.au/. Once the order has been placed the school wear can be picked in store.

Year 10 Tops
Year 10 students can design and purchase a rugby top and/or a polo shirt for their final year. Students are encouraged to wear the Year 10 rugby top instead of the navy blue sweatshirt or jumper. Similarly the polo shirt can be worn in lieu of the normal white shirt.

Lost Property
The Student Services team handles lost property. Every effort is made to trace the owners of property handed in. It is recommended that all clothing and personal items be clearly marked with the student's name. Any property not claimed at the end of each term is donated to a charity.

Canteen
The school canteen is operated by Metro (www.flexischools.com.au) and is located in its own building. The canteen aims to supply healthy food options for students and staff. Students are able to purchase food and drinks at recess and at lunch. A pre-ordering on-line system
is also available for lunch orders. For further information, please contact the Canteen Manager on 6286-8653.

**School Newsletter**

Information about changes in arrangements, together with news of coming events, students’ achievements, and items of educational or community interest, is given in the School’s newsletter, which is produced twice a term. It is recommended that parent/carers receive it by email.

**Comments and Suggestions**

The School aims to be responsive to the needs of all members of the school community. Any student, parent, teacher or citizen who has any comment, positive or negative, about the school can be assured that their opinion will receive careful consideration.

Comments concerning students are best referred to the Year Coordinator or the relevant classroom teacher. Comments about staff should usually be referred to the Executive Teachers of Curriculum Areas in the first instance. There will be occasions when it may be more appropriate to approach the Principal or a Board representative to discuss concerns. If in doubt, contact the Administrative Staff in the Front Office (telephone 62057588).

**Financial Contributions by Families**

Each year we ask parents to make a financial contribution towards their student’s education. This is a voluntary contribution which is an important source of funding for the school. The School Board has kept parent financial contributions as low as possible in order to minimise the financial burden on parents.

Parents will receive an invoice each semester listing the subjects in which their child is enrolled. Each subject will attract a per semester contribution to cover the purchase of consumables in that area. These include photocopying, hands on resources, chemicals, food, paints, fabric and wood.

Where families are experiencing financial difficulties, special arrangements can be made either for payment over a period, or for exemption, by contacting the Principal.

Contributions may be paid by cash, cheque, EFTPOS, credit card, Quickweb or Direct Debits at the school finance office by students or parents or sent by mail to the School. A Library Trust Fund and Building Fund have been established by the P&C and contributions made into these funds are fully tax deductible.

The payment of financial contributions is voluntary. The *Education Act 2004* guarantees that

a) each contribution must be voluntary

b) a child is not to be refused benefits or services because the child’s parents do not make a contribution

c) a child is not harassed for contributions

d) any record of contributions is confidential.
Plan of Melrose High School

“A Community of Learners Building on a Tradition of Excellence”
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Artwork by Isobel Spear-Gunnarsson