



COHUNA
SECONDARY
COLLEGE

YEAR

7 and 8

SUBJECT SELECTION GUIDE

2024

7



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Community – Ownership – Respect - Excellence

Welcome!

Dear Parent/Guardian/Student,

We acknowledge the Traditional Custodians of the land on which we live and attend school, the Barapa Barapa people. We pay our Respect to elders past, present and emerging, for they hold the memories, traditions and the culture of the Aboriginal and Torres Strait Islander peoples of Australia.

Welcome to Cohuna Secondary College. I am very fortunate to lead this great school; I get to work with an amazing group of young people who challenge us, engage with us, encourage us and most of all **they** are what makes teaching at Cohuna such a wonderfully rewarding experience. I lead a fantastic team of staff who work tirelessly to ensure all students in our college are given every opportunity to succeed no matter what their stage of learning and development. Our focus on building strong relationships between staff, students and parents goes very much to the core of who we are and is one of our many strengths.

My vision for the college continues to be one of success and ongoing improvement where:

- There are continued strong community links and positive working relationships;
- The development of student voice and engagement in learning, school and community is strong and valued;
- We continue to use current educational research to inform, plan and develop our practice to maximise the opportunities for student learning growth; and
- Our commitment to the students, our colleagues, our college and community is evident and celebrated.

Our Pathways program caters for the diverse needs of our students. Our students are successful at gaining:

- School Based Apprenticeships and Apprenticeships;
- Traineeships;
- Employment; and
- Entry to University.

Academically our VCE results are second to none in the area. We are so proud of the achievements of our students. However, the work to get these outstanding results has been very strategic where we test, reflect, improve and continue to develop our teaching practice. Our staff go above and beyond to ensure that the opportunities and learning experiences of our young people, here at Cohuna Secondary College, are equal to or better than any school in bigger centres.

Student Leadership takes many forms, and our leaders are not always members of the formalised student leadership structure of the college. Students step onto committees or pursue options because of a passion, an interest or a willingness to contribute to our community. The Future Leader and Cambodia Alternative Schoolies program, FREEZA Committee working in partnership with NDCHS and our Student Representative Council work with numerous community groups throughout the year. Some examples include initiating the Mother's Day Classic event for Cohuna, regularly do Meals on Wheels each month, work with the Progress Association, district primary schools and other community groups. All of these opportunities develop student leadership and contribute to our community. After all, this is what being a member of our community is about!

Our students have access to a myriad of opportunities, including a variety of camps and excursions, the Cambodia Alternative Schoolies program, athletics, cross country and netball events taking them beyond our town, state and abroad. Our Performing Arts program, including the extremely successful Theatre Restaurant and Deb Ball which brings everyone together to perform for our community.

All of the above cannot happen in isolation. We need to have the input of you, our parent community together with our student body, to work with us. We continue to develop strong teaching and learning partnerships and community links where students, staff and parents are integral to our success. This is our school! This is our community's school! We are proud members of Cohuna Secondary College. We want to share our learning journey with you!

Together in partnership, we can excel!

Mrs Fiona Miller
Principal

Ms Sharon Payne
Assistant Principal

Mr Shannon Treacy
Year 7 Transition Coordinator

Our Story

A little bit of history (Higher Education in Cohuna to 1955)

In January 1924 Cohuna State School 2502 was granted a Higher Elementary School status, and began with 69 students in classes F, E, D and C (later to become Forms 1, 11, 111 and 1V) in two rooms of the school and elsewhere. 51 students were from the township, the rest came from the surrounding rural schools. The pavilion at the then adjoining Royal Park showgrounds was used as a classroom, even though a science room and staff room were added the following year. The opening of St Mary's Convent school in 1926 reduced the pressure slightly, although rooms in the Memorial Hall were still used. The pavilion was moved to the new Cohuna Recreation Reserve in 1935.

In June 1940, the "Red Brick Building", (all that remains of the original school) was opened. It contained four classrooms and an administration block, and once more relieved the pressure of overcrowding.

In 1948, after many public meetings held over the previous two years, it was decided to consolidate most of the small rural schools with Cohuna State School 2502, and so it became at that time the only Consolidated Higher Elementary School in Victoria. Schools at Dalton's Bridge, McMillans, Cohuna Estate, Gannawarra, Horfield and Burke's Bridge were closed, the buildings transported to the Cohuna school site and their pupils carried to school on a fleet of seven buses. Enrolment in 1951 was 353 primary and 143 secondary students. Some other district schools closed in following years and their pupils also transferred to Cohuna.

By 1953 overcrowding (which had been a continual problem since the schools' establishment in 1883) led the School Advisory Council to seek the establishment of a separate High School. After several public meetings and deputations to the Education Department, construction of the first stage, a light timber construction building, commenced on land at the other end of the oval adjoining the Consolidated School. Before the establishment of Cohuna High School education was only available to Intermediate Certificate at the Higher Elementary School.

In January 1955 High School status was granted, and the new building was occupied in May that year. Cohuna High School 7735, as a separate entity, was almost a reality!!

However, at the beginning of 1955 the building was not ready, and the staff and students of both schools had to cope with over-crowded conditions at the Consolidated School. The Library, corridors and shelter sheds were used as classrooms, and two senior classes were held in rooms at the Memorial Hall. Even after the 'big move' pupils continued to trek across the oval to the domestic arts and woodwork rooms and the canteen at the Consolidated School until the High School eventually obtained these facilities.

Both schools combined to make the 'rec' (either dusty or muddy, and we all then thought it was spelt 'wreck') which eventually would become the wonderful sporting facility it is today.

In 1955 enrolment was 222 students (94 boys and 128 girls). There were 63 students in Form 1, 63 in Form 2, 57 in Form 3, 31 in Form 4 and 8 in Form 5.

In 1960 - 343 students.

In 1970 - 480 students.

In 1980 - 536 students (114 in Year 7 and 30 in Year 12).

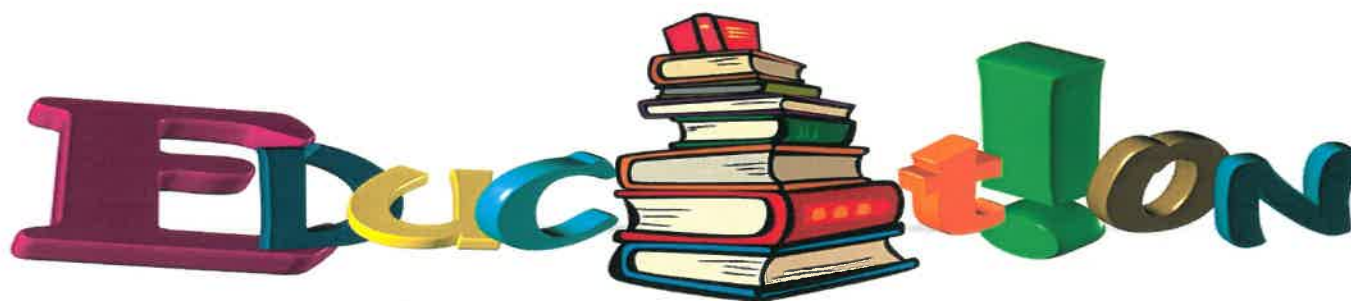
In 1990 - 374 students.

In 2000 - 273

In 2020 - 200 students.



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Never stop learning, because life never stops teaching

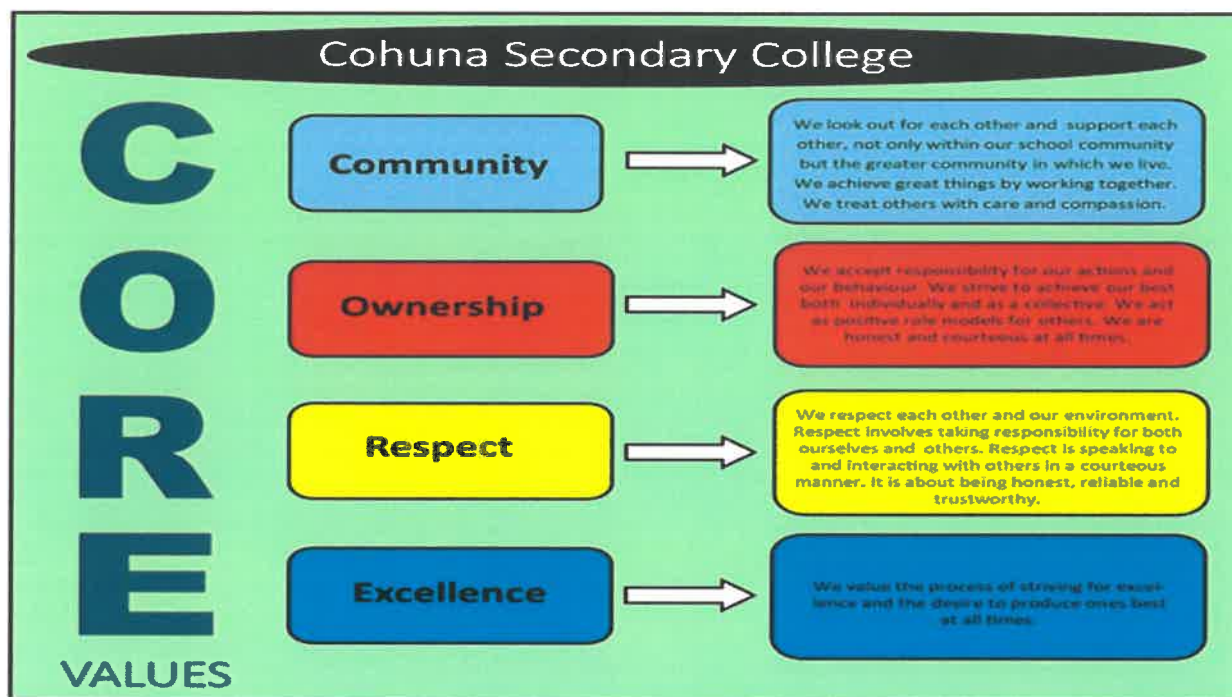
This Information Booklet outlines the curriculum and the range of activities that we offer to you in 2024. We have a wonderful indoor and outdoor Learning Space for our Year 7 and 8 students. In this space you will have your classes for English, Humanities and Maths. One of the exciting things about secondary school is the new subjects that you have an opportunity to learn. These include: Home Economics, Science, Textiles, Woodwork, Visual Communication and Design, among others. In most cases you will go to specialist rooms, set up with all the right equipment and resources, for these new subjects.

At Cohuna Secondary College we have a great system for eLearning, where each student has access to Netbooks with up to date educational programs for classroom use and if required, overnight borrowing. As part of our ICT strategy, we introduced a BYOD (Bring Your Own Device) program. This allows students to use both the Cohuna Secondary College ICT infrastructure, while also providing access to the same programs at home on their own device that they use at school. Each Year 7 class will also have access to interactive whiteboards, theatre room technology, scanning pens in the classroom, digital cameras and poly-com communication to support their learning journey.

We have the Year 7 camp at Geelong at the start of the year, in order for you to get to know students from other schools and form new friendships. Because we are a small school (as secondary schools go) we pride ourselves on looking after your wellbeing and supporting your development whatever your capabilities and future directions. While secondary school means becoming a little more independent in managing your own learning and belongings, there is much that is like primary school.

Our staff are friendly and want to assist you, we have a chaplain and counsellors to help you, and we run a Homework Club to help you manage your work.

Together, we can excel!



Working Practices

<ul style="list-style-type: none"> • Being punctual • Coming to class ready to learn with the correct books and/or equipment • Asking questions when not sure what to do • Using class-time productively by focusing attention on learning tasks • Striving for excellence in my work • Challenging myself with my learning choices • Contributing ideas to group work and discussions • Being organised - planning and managing my work • Being self-disciplined and considerate of others • Taking care with the format and quality of work • Checking, editing and proof-reading work • Presenting work that is complete and neat • Meeting all work timelines and due dates • Completing all set homework 	<ul style="list-style-type: none"> • Taking care of the room environment, equipment, books and resources. • Being considerate of others when moving between classes • Developing and extending my: <ul style="list-style-type: none"> - Communication skills (e.g. active listening, contributing ideas to discussions...) - Social skills (e.g. sharing, empathising, stopping others from putting people down...) - Problem-solving skills (e.g. trying a range of strategies, thinking of alternatives...) - Practical skills (e.g. accurately touch-type to 30 words per minute, weighing accurately, kicking goals with 60% accuracy, etc.) - Organisational skills (e.g. keeping folders organised, using my <i>Ibis Organiser</i> to track due dates, etc.) - IT skills (e.g. creating tables, making interactive webpages, using search engines efficiently, generating graphs from data ...)
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At Cohuna Secondary College we aim to create a respectful, caring and engaging environment that provides diverse opportunities for students to extend and expand their capabilities and strive for excellence.

Respectful Relationships

We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our Student Wellbeing focus aims to empower individuals and teams to enable a sense of connectedness, purpose and zest for life. We seek to help build self-confidence, self-esteem and resilience in order for our students to approach future life experiences, opportunities and challenges with self-assurance and energy.

Bullying and Harassment

Our policy on bullying and harassment is based on mutual respect and restorative justice. Harassment and bullying seriously affect our wellbeing, and our educational, personal and social development. All members of our college community have the right to learn and work in a safe, caring and supportive environment, free from all forms of harassment and bullying. Students, teachers and parents each have a vital role to play in eliminating harassment and bullying from the College.

Bullying and harassment is any verbal, electronic or physical behaviour that includes:

- Purposefully excluding another person;
- Discriminatory on the grounds of a person's race, sex, ethnicity or religion;
- Unwelcome attention, repeated intimidating 'looks' or making false accusations;
- Threatening, offensive and/or intrusive behaviour;
- Put-downs, name-calling and/or spreading rumours about a person via talking, texting, phone calls, emails, graffiti, web-postings, writing notes, etc;
- Making comments about a person's sexual life or identity;
- Unwanted and unwelcome sexual attention and stalking; and/or
- Unwelcome physical contact (touching, pushing, hitting, kicking, etc.).

Restorative Practices:

- *encourages students to appreciate the consequences of their actions upon others.*
- *enables students to make amends where their actions have harmed others.*
- *requires students to be accountable for their actions*
- *encourages respect for all concerned.*

Vision

Cohuna Secondary College is committed to meeting the educational, social and cultural needs of the students through promoting a caring, supportive and educationally challenging environment that provides students with the opportunity to maximise their potential through providing a broad range of cultural activities and setting high academic standards. Our priority is to provide a safe, happy and engaging environment, with high expectations of student behaviour. We aim to build strong relationships amongst students, staff, parents and the wider community.

Feeling Low? Being bullied?

Talk to a teacher or a chaplain today!

Or try one of these websites:

Lifeline: 13 11 14
www.lifeline.org.au

Kids Helpline
1800 551 800
www.kidshelp.com.au

SuicideLine
1300 651 251
www.suicideline.org.au

CASA (Centre Against Sexual Assault) Crisis Line
1800 806 292
www.casa.org.au

Academic Curriculum in 2024

Form Assembly starts the day at 8:57am. Each day is broken into 6 periods of 50 minutes each. We have two periods before recess, two between recess and lunch, and two after lunch before the end of the day. This makes 30 periods for the whole week. The school day ends at 3:18pm.

In Year 7 and 8 there are no choices in the curriculum. This is so that all students can experience all options before making choices from Year 9.

Core Curriculum for the whole year:

English	5 periods per week
Humanities (History and Geography)	3 periods per week
Digital Technology	2 periods per week
French OR	3 periods per week
Health & Resilience	2 periods
Extra English (reading)	1 period
Mathematics	5 periods per week
Physical Education	2 periods per week
Science	3 periods per week
Sport	1 period per week

Plus

One Semester each of:

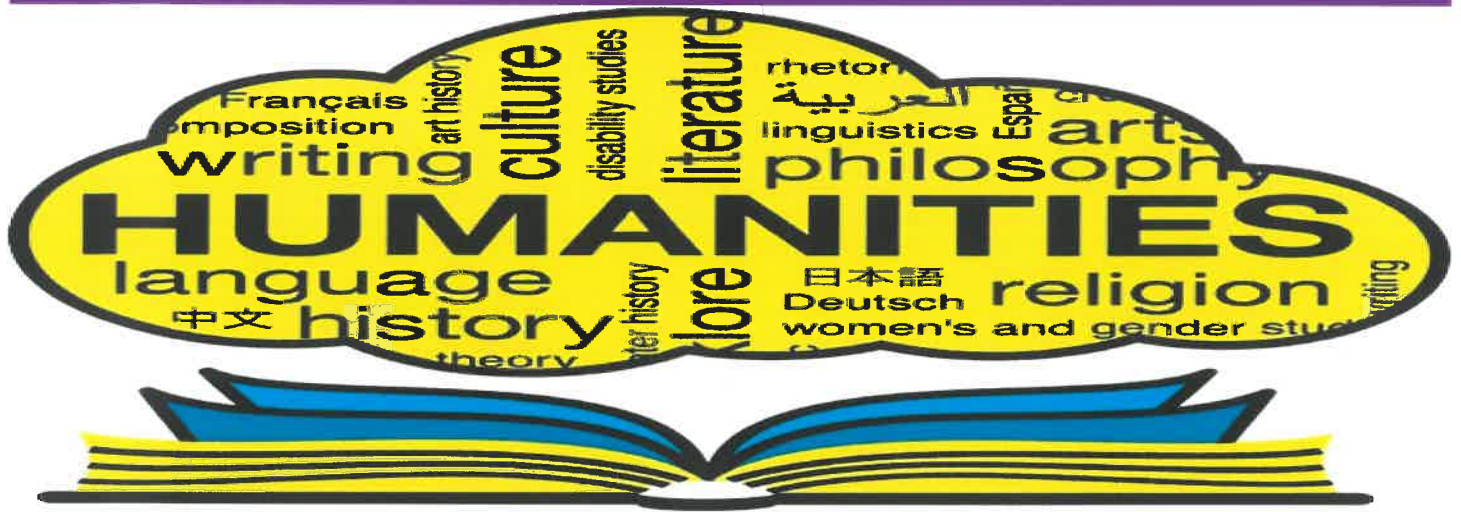
Art	2 periods per week
Materials & Technologies—Food	2 periods per week
Product Design & Technology (Wood)	2 periods per week
Technical Studies	2 periods per week
Materials & Technologies—Textiles	2 periods per week
Visual Communication & Design	2 periods per week

Extra-Curricular Activities:

See the options in the back half of this Information Booklet.

Term Dates 2024:

Term 1	29th January (teachers start) - 28th March
Easter	Good Friday: 29th March
Term 2	15th April—28th June
Term 3	15th July—20th September
Term 4	7th October—20th December



HUMANITIES

Humanities consists of both Geography and History

Geography:

Students examine the processes that influence the characteristics of places. They consider spatial distributions and patterns and their implications and consider interconnections between and within places and changes resulting from these. This further develops their understanding of geographical concepts, including place, space and interconnection.

Students' conceptual thinking is developed through four sub-strands:

Year 7:

1. Water in the world (including map drawing)
2. Place and liveability

Year 8:

1. Landforms and landscapes
2. Changing nations

Landforms and landscapes

Different types of landscapes and their distinctive landform features. The difference in at least one landform in Australia compared to other places and the geomorphic processes involved.

Changing nations

The causes and consequences of urbanization, drawing on a study from Indonesia. The causes and consequences of urban concentration and urban settlement patterns between Australia and the United States of America and reasons for these similarities and differences.

Assessment:

1. Mapping – reading, analysing and creating.
2. Drawing to scale, using the correct terms.
3. General Geography knowledge and skills.

Achievement Standard:

Place, space and interconnection

Explain processes that influence the characteristics of places. Identify, analyse and explain spatial distributions and patterns and identify and explain their implications.

Water in the world

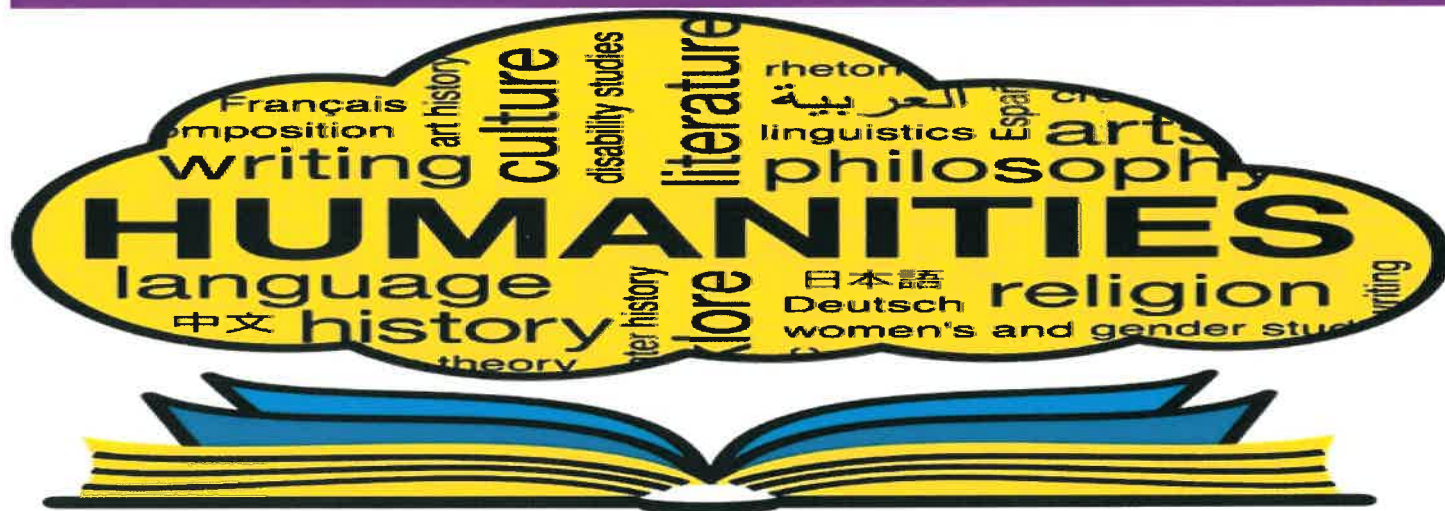
Classification of environmental resources and the forms that water takes as a resource. Ways that flows of water connect places as they move through the environment and the ways this affects places.

Place and liveability

Factors that influence the decisions people make about where to live and their perceptions of the liveability of places. Environmental, economic and social measures used to evaluate places for their liveability, comparing two different places.

3 periods per week (half year)

Contact Person: Mr Shannon Treacy/Mrs Raewyn Smith



HUMANITIES

Humanities consists of both Geography and History

History:

Students study history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC. It also covers the period from the end of the ancient period to the beginning of the modern period, when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed.

Students' will consider historical aspects of our works and explore topics such as:

1. Indigenous Australia
2. Ancient Greece

Key questions:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?

Achievement Standard:

3 periods per week (half year)

Chronology

Sequence significant events in chronological order to analyse the causes and effects and identify continuities and change.

Historical sources as evidence

Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability.

Historical Knowledge

Aboriginal and Torres Strait Islander peoples and cultures

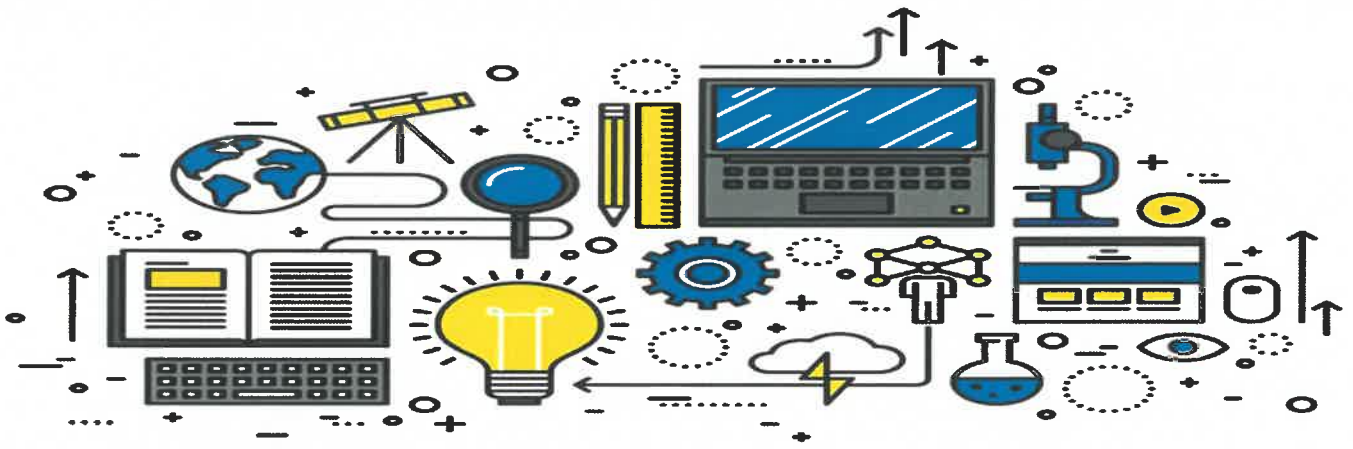
How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices.

The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures including trade with other communities, causes and effects of warfare, and death and funerary customs.

Assessment:

1. Assignments
2. Practical work

Contact Person: Mr Shannon Treacy/Mrs Raewyn Smith



DIGITAL TECHNOLOGIES

Description:

Students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data to digital systems.

- Safety using computers
- Create single animation
- Calendar using digital photography
- Design a room using Visio
- Create a digital portfolio

Students use structured data to model objects and events that shape the communities they actively engage

Assessment:

1. Active participation
2. Improvement in skills
3. Completed Projects
4. Class contributions

Achievement Standard:

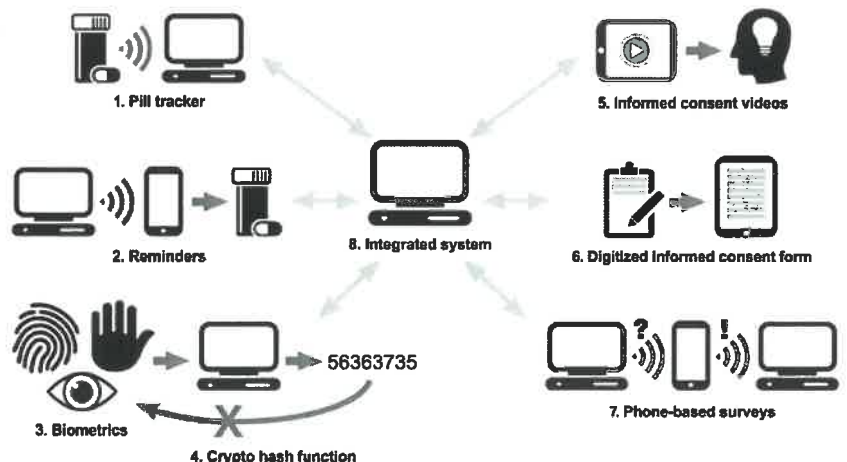
Students distinguish between different types of networks and their suitability in meeting defined purposes.

Students explain how text, image and sound data can be represented and secured in digital systems and presented using digital systems.

2 periods per week

Contact Person: Mrs Debbie Clifford

Students will use a variety of programs (software) to solve communication problems.





LOTE—French

Description:

Students become familiar with the sounds of French, including pronunciation, rhythm, pitch and stress. They recognize similarities with many English words, noting differences in pronunciation. They approximate the pronunciation and phrasing of single words and short phrases, including vowel sounds such as –eau, –on, –ere and u, and unfamiliar consonants such as r and soft g.

They understand and apply elements of French grammar such as subject-verb-object word order.

Students are encouraged to listen to, speak, read and write French in a range of interactions with the teacher and each other.

Achievement Standard:

Communicating

Students will interact with each other and teacher to exchange information and opinions, talk about self, family, friends and interests, and express feelings, likes and dislikes.

Understanding:

Recognise and use features of the French sound system, including pitch, rhythm, stress and intonation.

Understand and use elements of the French gram-

matical system, including word order, gender and number variations, and present and compound forms of regular and some irregular verbs.

Possible topics for this core subject include:

- Greetings
- French characters
- Self-introductions and talking about family
- Culture and traditions of France and the Francophonie world

Assessment:

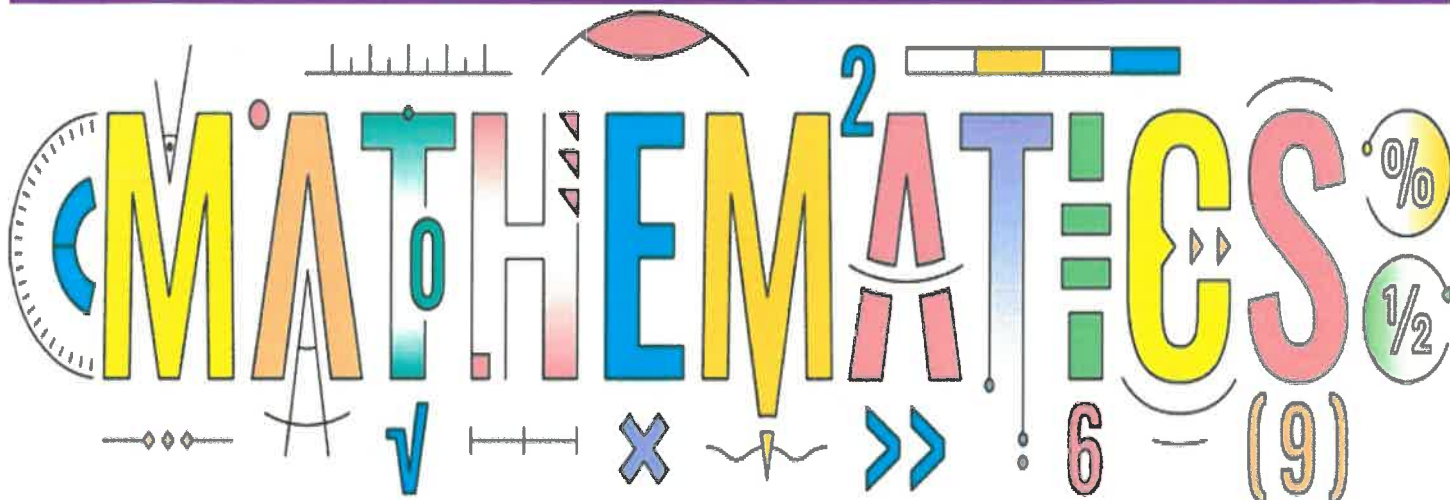
1. Oral communication
2. Reading French
3. Writing French
4. Listening skills

2 periods per week

Contact Person: Miss Aimee Page

rouge		red
orange		orange
jaune		yellow
vert		green
bleu		blue





MATHEMATICS

Description:

Students work with powers of whole numbers, use index notation, represent numbers as products of powers of prime numbers, and investigate square roots of perfect squares. They use number properties to assist with calculation and order, and to add and subtract integers. Students find equivalent fractions, represent positive and negative fractions and mixed numbers on a number line and add, subtract, multiply and divide fractions and decimals with and without the use of technology. They express one quantity as a fraction of another, round to a specified number of decimal places, and convert between fractions, decimals and percentages.

Students use formulas for calculating areas of triangles, rectangles and related shapes, and volumes of cubes and rectangular prisms. They form two-dimensional representations of prisms, buildings and other structures. They use simple combinations of transformations, with and without technology, to create geometric patterns and identify line and point symmetry, apply parallel line and transversal angle properties, angles sums in triangles and quadrilaterals, classify triangles and quadrilaterals, and construct them using compass and straight edge and dynamic geometry technology.



The course is run with Maths Pathway, a student focused program which focuses on supporting your child at their level of understanding in the three

strands of Numeracy and Algebra, Measurement and Geometry, and Probability and Statistics.

Achievement Standard:

Number and Algebra

Students solve problems involving the order, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving all four operations with fractions, decimals, percentages and their equivalences; and express fractions in their simplest form.

Students compare the cost of items to make financial decisions, with and without the use of digital technology.

Measurement and Geometry

Students use formulas for the area and perimeter of rectangles. They classify triangles and quadrilaterals and represent transformations of these shapes on the Cartesian plane, with and without the use of digital technology. Students name the types of angles formed by transversals crossing parallel lines and solve simple numerical problems involving these lines and angles. They describe different views of three-dimensional objects, and use models, sketches and digital technology to represent these views. Student calculate volumes of rectangular prisms.

Statistics and Probability

Students identify issues involving the collection of discrete and continuous data from primary and secondary sources. They construct stem-and-leaf plots and dot-plots. Students identify or calculate mean, mode, median and range of data sets, using digital technology for larger data sets.

Assessment:

1. Four stage diagnostic testing
2. Fortnightly tests
3. Weekly homework tasks
4. PAT-R test (comprehension)
5. Common Assessment Tasks (CATs)

5 periods per week

Contact Person: Mr Jake Rollinson



PHYSICAL EDUCATION

Description:

The curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom.

The curriculum supports students to refine a range of specialized knowledge, understanding and skills in relation to their movement competence and confidence. They develop specialized movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities.

The focus areas to be addressed in Year 7 include, but are not limited to:-

- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities.

Achievement Standard:

Moving the body

Use feedback to improve body control and coordination when performing specialized movement skills.

Compose and perform movement sequences for specific purposes in a variety of contexts.

Students demonstrate control and accuracy when performing specialized movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.

Understanding movement

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing.

Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.

Learning through movement

Practise and apply personal and social skills when understanding a range of roles in physical activities.

Evaluate and justify reasons for decisions and choices of action when solving movement challenges.

Modify rules and scoring systems to allow for fair play, safety and inclusive participation.

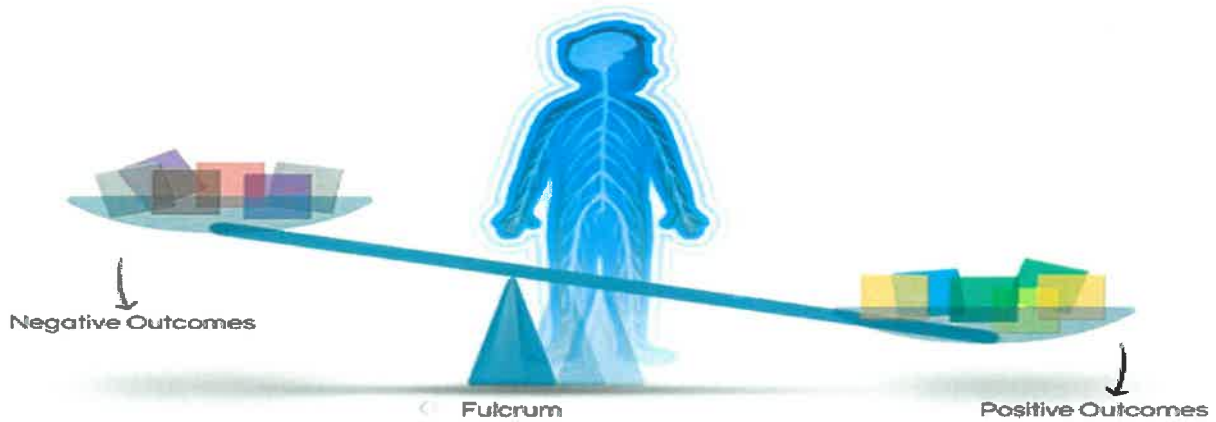
Assessment:

1. Active participation and effort.
2. Development in skills and knowledge.
3. Improving fitness levels.
4. Pre and post skills testing.

Requirements: the school's PE/Sport polo and sport shorts for all lessons.

2 periods per week

Contact Person: **Mr Jake Rollinson**



RESILIENCE

Description:

In Year 7 the curriculum focuses on emotional self-management and the ability to recognise the characteristics of respectful relationships in a range of contexts. Students learn about personal values and how they may differ. The curriculum provides opportunities for students to demonstrate performance in a variety of team roles. They explore forms of conflict and reflect on the appropriateness of strategies to avoid or resolve conflict.

- ◆ Students reflect on the influence of emotions on behaviour, learning and relationships;
- ◆ Students reflect on strategies to cope with difficult situations'
- ◆ Students will be able to justify their choice of strategy demonstrating knowledge of resilience and adaptability.

Achievement Standard:

Self Awareness and Management

1 period per week

Recognition and expression of emotions

- Describe how and why emotional responses may change in different contexts

Development of resilience

- Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement
- Discuss a range of strategies that could be used to cope with difficult tasks or changing situation
- Reflect on their effectiveness in working independently by identifying barriers to achieving goals

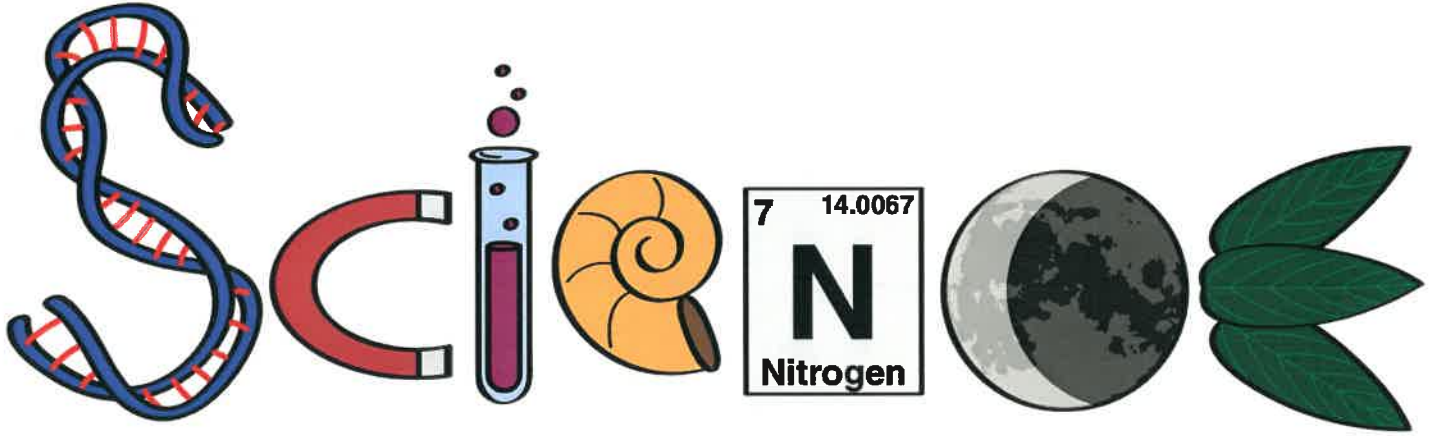
Contact Person: Mrs Sallie Hawken/Mr Stewart Smith

Social Awareness and Management

Relationships and diversity

- Explore personal values and beliefs and analyse how these values and beliefs might be different to others
- Investigate human rights
- Recognise the impact of personal boundaries





SCIENCE

Description:

In Year 7 the curriculum focus is on explaining phenomena involving science and its applications. Students explain the role of classification in ordering and organizing information about living and non-living things. They classify the diversity of life on Earth into major taxonomic groups and consider how the classification of renewable and non-renewable resources depends on the timescale considered. Students classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. They use and develop models including food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components with these systems. Student investigate relationships in the Earth-Sun-Moon system and use models to predict and explain astronomical phenomena. They explain changes in an object's motion by considering the interaction between multiple forces. They make predictions and propose explanations, drawing on evidence to support their views.

Achievement Standard:

Biological sciences

There are differences within and between groups of organisms; classification helps organize this diversity. Cells are the basic units of living things and have specialized structures and functions.

- Classification of Organisms and dichotomous keys
- Ecosystems
- Relationships such as food chains

Chemical sciences

Mixtures, including solutions, contain a combination of pure

substances that can be separated using a range of techniques. The properties of the different states of matter can be explained in terms of the motion and arrangement of particles.

- Pure substances and mixtures
- Separating substances

Earth and space sciences

Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the Sun, Earth and the Moon.

- Our place in space
- 'Renewable and non-renewable resources
- The water cycle

Physical sciences

Change to an object's motion is caused by unbalanced forces acting on the object; Earth's gravity pulls objects towards the cent of Earth. Energy appears in different forms including movement (kinetic energy), heat, light, chemical energy and potential energy; devices can change energy from one form to another.

- Forces
- Putting forces to work—machines

Assessment:

1. Practical reports
2. Common Assessment Tasks (CATs) in the form of assignments and tests.
3. PAT-R test (comprehension)

3 periods per week

Contact Person: **Mr Stewart Smith**

SPORTING EVENTS:

ALL student will participate in regular weekly sports and PE periods you will also be able to participate in events such as:

- **Swimming Sports**
- **Summer Sports**

(Basketball, Cricket, Lawn Bowls, Table Tennis, Tennis, Volleyball)

- **Cross Country**
- **Winter Sports**

(Badminton, Clay Target Shooting, Football, Netball, Soccer)

- **Clay Target Shooting**
- **Athletics Sports.**

These provide opportunities for you to represent your House and/or School as you compete at Inter-School and potentially further to Regional and State level.

It is a requirement for ALL STUDENTS to wear the CSC sports polo to all representative sports, which are available for purchase at \$30each from the General Office.

Term 1:
House Swimming
Loddon Mallee Zone Swimming
Summer Sports

Term 2:
House Cross-Country
Loddon Mallee Zone Cross-Country
Winter Sports

Term 3:
House Athletics
Loddon Mallee Zone Athletics

2 periods per week

Contact Person: **Mr Brad Murray**

House Teams:

BURKE	Light Blue
HUME	Red
MITCHELL	Dark Blue
STURT	Yellow



Year 7 Semester Subjects:

Each student will undertake three (3) of the six (6) semester subjects in each semester – and do them ALL across the whole year.

Art:

In this semester subject, you will further develop your artistic abilities. You will develop knowledge of a range of art styles and art forms. Your folio pieces will focus on exploring a range of materials, techniques and ideas.

Assessment:

- Sketchbook – design & development of Art
- Folio of finished art works
- Analysis of art works

One Semester: 2 periods per week

Contact Person: **Mrs Raewyn Smith**



Materials and Technologies: Food

In this semester subject, you will develop skills in food preparation, meal management and basic nutrition. You will work individually, in pairs and sometimes in groups when planning and completing your food activities. Team work, co-operation and getting along with peers is an integral component of all Home Economic classes.

Topics include:

1. Safety and hygiene
2. Basic Nutrition
3. Use of a variety of tools and utensils.
4. Different ways of preparing and serving foods.

Assessment:

- Completion of Home Economics activities
- Completion of Practical Activities
- Correct use of tools and utensils
- Safe work habits

One Semester: 2 periods per week

Contact Person: **Mrs Debbie Clifford/Mrs Sue Bottcher**



Materials and Technologies: Textiles

In this semester length subject, you will experience a variety of textiles art forms such as

dyeing, fabric painting and image transfer as well as machine sewing.

Assessment:

- Completion of Shibori research assignment
- Completion of 6 decorative panels
- Machine sewing



One Semester: 2 periods per week

Contact Person: **Mrs Debbie Clifford/Mrs Sue Bottcher**

Product Design & Technologies—Wood

During the semester, you will learn the skills necessary to plan and successfully complete a wide range of projects. You will be given the opportunity to develop:

1. • A wide range of hand skills.
2. • A knowledge of tools and their correct use.
3. • Working drawing skills.
4. • Safe working practices and complete an OH&S Booklet.

Assessment:

- Demonstrate the ability to measure and mark out wood
- Finishing off skills: sanding, varnishing.
- Assignment on a related topic.
- A self-assessment of your product.



One Semester: 2 periods per week

Contact Person: **Mr Luke Gray**

Systems Engineering 7:

During the semester, you will learn about the environment and the use of plastics in the world today. You will be required to develop safe working practices and complete an OH&S Booklet (if not already done so in Wood).

Assessment:

- A range of assignments
- Marking and measuring skills
- General hand skills in assembling your models.
- A self-assessment of your product.



One Semester: 2 periods per week

Contact Person: **Mr Matt Hill**



Visual Communication and Design:

In this semester, you will be introduced to the design world. You will learn to think and communicate visually. You will build a folio of work based on the use of the Design Elements.

Assessment:

- Technical drawing tasks
- Design tasks including a package and poster design
- Skill development

One Semester: 2 periods per week

Contact Person: **Mr Chris Hill**



Building Confidence through Excitement and Creativity ...

EXTRA-CURRICULAR ACTIVITIES:

You have many opportunities to participate in extra-curricular activities.

These include aspects like Music, Performing Arts (Theatre Restaurant) and Public Speaking.

STRUMENTAL MUSIC: can lead to the School Band

Music is a very rewarding and enjoyable part of the curriculum at our school. The College offers a program, which gives you the opportunity to learn and enjoy an instrument of your choice.

You can choose from a range of Piano/keyboard, Guitar, Woodwind and Percussion instruments. These instruments are **FREE** for students to borrow whilst in the program through the school.

The program includes one music lesson per week during class time. This period is on a rotational basis so that you do not miss the same class each week.

Joining the instrumental program gives you the opportunity to participate in the School Band and in Ensembles, gaining great music skills and developing confidence in your performance abilities.



THEATRE RESTAURANT:

In past years we have had two major performing arts events. In the “even” years (2020, 2022 etc) we have the Theatre Restaurant. Students from all year levels have an opportunity to showcase (or develop) their talents and become part of a great team. In 2024 we anticipate having a Theatre Restaurant production, so please consider auditioning for a part – or perhaps helping backstage.

This is a fantastic event for those students who become involved: building confidence, learning new skills and challenging yourself to make new friends across all year levels.



PUBLIC SPEAKING:



Each year you will have an opportunity to develop your public speaking. We compete against each other in our class, to perfect our public speaking skills. Also the Lions Youth of The Year (for senior students) is supported by Public Speaking events for junior students. These are useful skills to have and you can take up the challenge of putting yourself in front of an audience.

SPORTING ACTIVITIES:

See Page 16 for the wide range of sports you will have access to at this school.

Cohuna Secondary College students excel in sports – and we have had State champions and State representatives in a range of sports.

It is a requirement for ALL STUDENTS to wear the CSC sports polo to all representative sports.

**** The CSC sports polo is available for purchase from the office @ \$30.00 each.**

NETWORK PROGRAM:

As part of our ICT strategy, we introduced a BYOD (Bring Your Own Device) program. This allows students to use both the Cohuna Secondary College ICT infrastructure, while also providing access to the same programs at home that they use at school. The College will still maintain a computer lab and a supply of netbooks for borrowing by students for class use who do not wish to provide their own device or, whose own device is not functioning.

To maintain the efficient functioning of the college network minimum specifications:

- o 11.6 inch screen
- o Windows 10 capable
- o WiFi capable
- o Core i5 processor or better processor
- o Capable of 8 hours use after full charge.
- o Storage bag
- o Min 4GB Ram
- o 128GB SSD (Hard drive space)
- o No Chromebook (not windows capable and will not run school software)
- o MacBooks are not preferred for students (*Only VCE students of VCD or Art may bring a MacBook as our Windows network will not easily accommodate macs.*)

Like your primary school, we have a wireless network so that work is saved in your own folder on the server and can be accessed from anywhere in the school.

To receive the education department licenced software, to freely use on School owned, leased and 'bring your own' devices (BYOD) in Victorian government Secondary schools the devices must be registered on the School Computer census and the software removed should the student member leave the school.

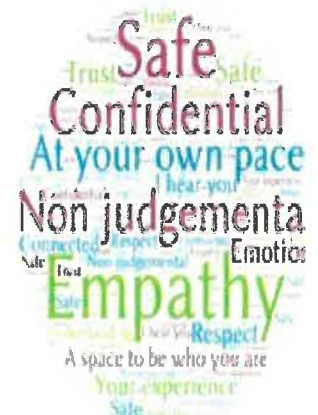
FamilyZone is cyber safety software installed on all student computers here at Cohuna Secondary College to provide internet content filtering during school time and works in addition to the existing security measures on the CSC network when at school.

FamilyZone provides controls on their learning device to keep our students safe online, and free from distractions regardless of where they are located during normal school hours.

CHAPLAIN AND COUNSELLORS:

We have a Chaplain, Mr Phil Day, who is at school on 2 of the 5 days per week. You can see him to make an appointment for a chat. They like to get to know all our new students - so they will work alongside you in some of your technology classes.

We have a Social Worker, Ms Sacha Keir here for two days each week and an Art Therapist, Mrs Lyndsey Quinlan for two days a week, and a referral form from parent/guardian is required for either appointment.



G EELONG CAMP:

In mid February/early March you will go to Geelong for the Year 7 Orientation Camp (3 days and 2 nights). While it is a great time to enjoy the summer weather at the beach and visit some great sites; Werribee Zoo, surfing, bounce and wall climbing, is also a time to get to know your teachers and new friends in a relaxed setting.



L IBRARY:



The Library is opened for ALL students at lunch from 1:00pm onwards and after school until 3:30pm. ALL are welcome!

Students in Year 7 begin the Renaissance Accelerator Reading program which is designed to encourage and foster a love of reading.

Books in the Library are coded into various genres and levels to enable students to choose their own books based on interest. After students have completed the book, they will undertake an online quiz, which highlights comprehension, extends student learning and accelerates growth.

Students are issued a LIBRARY CARD at the start of the year which they can use to borrow books and netbooks/laptops. Books may be borrowed for a period of TWO WEEKS, the books then should be returned or renewed for a further two week period.

A selection of magazines are also available for borrowing.

If there are any problems please see Mrs Donehue for help.

Unfortunately, lost books have to be replaced, and, if a student loses a book, he/she will be asked to pay for a replacement copy. A refund will be given if the lost book is found and returned in good condition.

Computers are available for student use using their Library card, from which they can access the Internet, Library catalogue and classroom programs. The computers are for educational use only. They cannot be used for surfing the net or playing games.

Students may print to photocopiers around the school in the Library, the Science room, the Art room and Room 8. Students can pay for credit to their papercut account from the Front office.



UNIFORM:

Students not in uniform should have a note signed by their parent/guardian with the reason for being out of uniform provided. A uniform pass must be obtained before period 1.

For both girls and boys:

1. Shirt: Blue polo shirt in short or long sleeve, with school logo (optional) or a light blue tailored cotton button through shirt for boys and girls. Year 12 students may wear their special T-shirt.
 2. Jumper or Windcheater: Navy blue school jumper with logo or navy blue windcheater with school logo (optional) and no visible brand name. VCE/VCAL students wear their uniquely designed jumper.
 3. Socks: Plain white, grey, beige, black or navy.
 4. Shoes: Sturdy black shoes or sandals in summer (no ballets or thongs). Covered leather shoes are required in practical classes.
 5. Sport/PE clothes: A change of clothes is required for sport/PE – usually a T-shirt and shorts. Cohuna Secondary College PE/Sport tops are available for purchase during the year.
 6. Hats: A wide-brimmed hat, or cap, is encouraged for all outdoor activities, including lunchtime. Hats may be navy, beige, white or pale blue, with no visible logo or slogan.
 7. Jewellery.
- Only one of each of the following is permitted: earrings, ring, bracelet and necklace. Earrings must be sleepers or studs only. No more than 2 ear-piercings per ear. No facial piercings/jewellery at all.

For girls:

1. Summer Dress: "A" line uniform, mid-knee, notched collar, princess seams, side pocket, above elbow sleeves with biased bands, tab front and button opening in the school material. Dress and skirt hems should be of modest length. (Deemed suitable by Year level coordinators.)
2. Winter Skirt: Navy blue gabardine or wool-blend, two inverted pleats, front and back with side pocket and zipper and expandable waist. Dress and skirt hems should be of modest length. (Deemed suitable by Year level coordinators.)
3. Shorts and Trousers: Navy blue, drill cotton, gabardine, wool-mix or polyester material with no visible brand name or logo. The inside leg measurement of the shorts must be a minimum of 20cm. Sports shorts are not permitted for day wear - only for PE/Sport.
4. Tights: Navy blue tights.
5. Hair: Navy or pale blue, black or white ribbons or headbands may be worn.

For boys:

1. **Shorts and Trousers:** *Grey gabardine shorts or long pants.*

With the introduction of Camps, Schools and Excursion Funding (CSEF), there is also help with a SSR Year 7 Uniform Package for eligible students through State Schools Relief. For more information, contact the CSC Business Manager.

Valuables

The college does not accept responsibility for any lost or stolen articles. CSC strongly advises students not to bring iPods, phones, or large sums of money to school. Any large sums of money should be handed in to the General Office for safekeeping. Students should not be given large sums of money to spend at the canteen.

Visitors to the College

All visitors are expected to sign in using PASSTAB in the General Office. The college does not permit friends or students from other colleges to visit during school days without prior approval from the Assistant Principal.

Violence

Violent behaviour will not be tolerated and suspension will be the consequence.

Other Important Information:

Our **FACILITIES** are very modern and well maintained. Our Science rooms and Home Economics and Visual Arts areas are state-of-the-art. Our computer wireless network is the envy of other schools and we have one computer for every student in the school, as well as a BYOD program. We have a large Theatre Room, and Music practice rooms. We have a Chaplains' office and a cosy sick bay. Our Canteen offers a range of healthy foods and regular "specials" every recess and lunchtime (you should order your food to get what you want).

The **TIMETABLE** varies from day-to-day and for first and second semester. It is divided into 6 periods, two before recess, two between recess and lunch, and two after lunch (each is 50 minutes long).

8:45 Staff Briefing

8:52 Music commences

8:57 Bell. Form Assembly—Monday: General Assembly

9:00 Bell. Period 1

9:50 Bell. Period 2

10:40 Bell. RECESS

11:00 Music commences

11:05 Bell. Period 3

11:55 Bell. Period 4

12:45 Bell. LUNCH

1:30 Music commences

1:35 Bell. Period 5

2:25 Bell. Period 6

3:15 Bell. Form Assembly

3:18 Bell. DISMISSED.

DAILY NEWS: prepared daily for XUNO platform and for staff to access and read out at form assemblies.

We do expect you to do regular **HOMEWORK** and the **Homework Club** after school on Wednesdays is open to all. We can help you with set homework or we can give you extra teaching in specific aspects that you need to further develop.

Your **BOOKLIST** orders and payment are submitted online with Champion in early December and they will be ready for collection in mid January before school starts.

Your school **UNIFORM** is described in this Booklet and can be purchased from the Cohuna Petals n Plants shop in King George Street. Shoes are available at Kazz's Heels.

It is important that students wear solid black shoes. No student will be allowed to do their technology subjects without them. A **Uniform Pass** can be issued to you if, for some reason, an item of the uniform cannot be worn (e.g. the jumper is still wet or the correct shoes are broken). You need to ask your Year Level Coordinator (Mrs Tenielle Edge for Year 7) for a Uniform Pass for that day.

If you are **LATE** to school, you should report into the Front Office, no late passes given out just recorded on XUNO as 'late arrival' and to get marked present for the day OR, if you are late to a class, the same applies – go to the Front Office.

PASSTAB the electronic sign in/sign out system in the front office, to be used when leaving/returning to school during the day.

A **BUS PASS** can be arranged by bringing a note from home for the Assistant Principal, Ms. Payne. This is for an unusual event when you need to travel on a (different) bus to normal.

If you live in the town, you can bring a note requesting a **LUNCH PASS**. This is only to walk from school to home and back again - not to go down the street. You must sign out (and back in again) at the Front Office if you use a Lunch Pass. These passes are available from Ms. Payne.

Sometimes, you might need to go down the street to pick up an item for the family (this usually only applies to Bus Travellers). In that case you can bring a note from home for the Assistant Principal, Ms. Payne and request a **STREET PASS**. These will NOT be issued to buy lunch down the street.

Almost all the staff are qualified in **FIRST AID** and so when you are **SICK OR INJURED** you should report to a teacher, at the staffroom, who will sign you into Sick Bay. If you do not get better, your family will be contacted. We do NOT want you to text/ email your family, first! Similarly, if you have a **MEDICAL OR DENTAL APPOINTMENT** you will need to bring a note and sign out at the front office before you leave school. Families: please don't text reminders as we can get the student for you - and it contravenes our Mobile Phone Policy!

NOTICE



**NO
MOBILE
PHONES
ALLOWED**

MOBILE PHONES, in line with DET Policy, mobile phones are banned from the classroom.

If you bring your phone to school, it will be placed in a Year level storage box at morning assembly and returned to you at assembly at 3:15pm.

Students with a medical condition will be required to obtain permission from Mrs. Miller to have their phones with them.

More Opportunities - in later years:

We offer a Future Leaders program in Year 9; we have many excursions to Melbourne and other places for Performing Arts, Exhibitions etc.; trips to Bogong, New Zealand and so on; in Year 10 you will do Work Experience to test out a range of future careers and a range of Pathways information sessions as well as individual pathway planning. and . . . there is much to look forward to in later years at Cohuna Secondary College!

We also have exciting technology in our Tech Department - 3D printers for student use.



Canteen: is available daily—open at the beginning of the day from 8:30am then again at recess and lunchtime only. *We have an eftpos machine available in the Canteen for your purchases.*

Students are to order their lunch prior to classes commencing or at recess.

The canteen is run by our Canteen Manager, Mrs Jodie Robinson together with parent volunteers.

PLEASE NOTE: Students will not be permitted to go down the street to purchase lunch.



COHUNA SECONDARY COLLEGE
"Excellamus - Let Us Excel!"

Facebook (<https://www.facebook.com/cohunasc>)

Webpage (<https://www.cohuna-sc.vic.edu.au>) for Upcoming Events, Publications, Quick links.

Parent/Student Interviews:



The **first round** of Parent/Teacher/Student interviews commencing in end Term 1 or early Term 2 and the **second round** in Term 3. Parents will be advised when bookings are available.

Go to www.cohuna-sc.vic.edu.au and follow these simple instructions.

When students are absent from the College, planned or unplanned; parents are required by the Department of Education to contact the Office stating a reason why. *Our preferred absence contact option is Xuno.*

This app can be downloaded onto mobile phones, ipads & desktop computers.

Search your app store for CSC.

Individual timetables can also be sourced using XUNO log in.

Family Charges, Newsletters and Daily News will also be posted on Xuno.

Student Learning Items

CORE subject resources are FREE (English, Humanities, ICT, LOTE, Health & PE, Mathematics, Science and Sports).

Curriculum Contributions: charging as per family XUNO account

Extra-Curriculum Items & Activities: Year 7 camp, combination lock and school magazine - Meander

Other Contributions: ICT equipment and support, Grounds/Library maintenance and the Chaplaincy program

Payments can be made via XUNO, Bpay or Cash/Eftpos in the office.

Cohuna Secondary College



**Year Seven
2023**



**ALL ORDERS TO BE COMPLETED ONLINE
at**

**www.campion.com.au
using "XWY9" as your code**

**by
Friday 16th December 2022**

PREPACKAGED COLLECTION SERVICE

Orders will be available for collection on Tuesday 24th January 2023 from the College between 8.00AM and 5.00PM.

Please refer to our website for up-to-date information on our store trading hours, and our full terms and conditions.

CAMPION
EDUCATION
A.B.N. 33 074 318 602

Your Retail Service Centre
13 Telford Drive SHEPPARTON VIC 3630

Contact Us
1300433982
help@campion.com.au

TICK THE BOX FOR THE ITEMS REQUIRED

TICK THE BOX FOR THE ITEMS REQUIRED

Description	Price	<input checked="" type="checkbox"/>	Location
Year Seven			
ALL STUDENTS REQUIRE			
1 x Handy Pouch A4 (360mm x 260mm) Micador.....	\$5.95	1 <input type="checkbox"/>	P56210
1 x Pen Ballpoint Cap Type Blue Medium.....	\$0.35	2 <input type="checkbox"/>	P56095
1 x Pen Ballpoint Cap Type Black Medium.....	\$0.35	3 <input type="checkbox"/>	P56094
1 x Pen Ballpoint Cap Type Red Medium.....	\$0.35	4 <input type="checkbox"/>	P56096
ART/VCD			
1 x Visual Art Diary A4 110gsm 60 Sheet/120 Page Blue Cover.....	\$9.60	5 <input type="checkbox"/>	P51868
1 x Marker Permanent Pentel Bullet Black.....	\$1.80	6 <input type="checkbox"/>	P50858
2 x Pencil (2B) Goldfaber.....	\$1.20	7 <input type="checkbox"/>	P52001
2 x Eraser Plastic Pencil Large With Sleeve.....	\$0.80	8 <input type="checkbox"/>	P58510
1 x USB Pocket Flash Drive 32GB - NO RETURNS.....	\$14.05	9 <input type="checkbox"/>	P52086
1 x Scissors 216mm Orange Handle.....	\$3.00	10 <input type="checkbox"/>	P50465
ENGLISH			
1 x Oxford Australian Schoolmate Dictionary (7E) [Mark Gwynn].....	\$22.95	11 <input type="checkbox"/>	P30036
4 x Binder Book A4 128 Page 8mm Premium with Margin Spirax.....	\$14.20	12 <input type="checkbox"/>	P55158
1 x Display Book A4 20 Pocket Black Refillable.....	\$2.10	13 <input type="checkbox"/>	P55442
1 x Highlighters Pkt 6 Assorted.....	\$8.35	14 <input type="checkbox"/>	P50859
HOME ECONOMICS			
1 x Binder Book A4 128 Page 8mm Premium with Margin Spirax.....	\$3.55	15 <input type="checkbox"/>	P55158
HUMANITIES			
2 x Binder Book A4 128 Page 8mm Premium with Margin Spirax.....	\$7.10	16 <input type="checkbox"/>	P55158
1 x Tracing Pad A4 50 Sheet 70gsm.....	\$12.75	17 <input type="checkbox"/>	P56638
INFORMATION TECHNOLOGY			
1 x Display Book A4 20 Pocket Black Refillable.....	\$2.10	18 <input type="checkbox"/>	P55442
MATERIAL STUDIES: WOOD			
1 x Botany Book A4 48 Page 8mm.....	\$1.65	19 <input type="checkbox"/>	P55181
1 x Pencil (HB) Goldfaber.....	\$0.60	20 <input type="checkbox"/>	P50271
1 x Safety Glasses Clear Wrap Around..... (Compulsory)	\$6.45	21 <input type="checkbox"/>	P56428
MATHEMATICS			
1 x Calculator Casio Scientific FX-82AU Plus II 2E.....	\$40.95	22 <input type="checkbox"/>	P52000
2 x Binder Book A4 128 Page 8mm Premium with Margin Spirax.....	\$7.10	23 <input type="checkbox"/>	P55158
PHYSICAL EDUCATION & HEALTH			
1 x Binder Book A4 128 Page 8mm Premium with Margin Spirax.....	\$3.55	24 <input type="checkbox"/>	P55158
1 x Display Book A4 20 Pocket Black Refillable.....	\$2.10	25 <input type="checkbox"/>	P55442
SCIENCE			
2 x Binder Book A4 128 Page 8mm Premium with Margin Spirax.....	\$7.10	26 <input type="checkbox"/>	P55158
TECHNICAL STUDIES			
1 x Botany Book A4 48 Page 8mm.....	\$1.65	27 <input type="checkbox"/>	P55181
1 x Pencil (HB) Goldfaber.....	\$0.60	28 <input type="checkbox"/>	P50271
1 x Safety Glasses Clear Wrap Around.....	\$6.45	29 <input type="checkbox"/>	P56428
APRON (Supplied FREE of charge in Year 7)			
TEXTILES			
1 x Botany Book A4 48 Page 8mm.....	\$1.65	30 <input type="checkbox"/>	P55181

Description Price Location

Add Your Order

Value of Items Selected
 Plus Processing Charge - inc. GST **\$5.95**
 Estimated Amount to Pay

ITEM COUNT: Write the number of items selected. _____



Community—Ownership—Respect—Excellence

Excellamus: Let us excel

Dear parent/guardian,

Cohuna Secondary College is looking forward to another great year of teaching and learning and would like to advise you of *Cohuna Secondary College's* voluntary financial contributions for 2023.

Schools provide students with free instruction to fulfil the standard Victorian curriculum and we want to assure you that all contributions are voluntary. Nevertheless, the ongoing support of our families ensures that our school can offer the best possible education and support for our students. We want to thank you for all your support, whether that's through fundraising or volunteering your time. This has made a huge difference to our school and the programs we can offer.

Within our school this support has allowed us to *e.g. a wider offering of subjects and special curriculum experiences including upgrade of our technology equipment; more class sets of text books so parents don't have to supply, enhanced digital learning opportunities; faster WIFI and internet service.*

For further information on the Department's Parent Payments Policy please see a one-page overview attached.

Yours sincerely,

FIONA MILLER, Principal

MATTHEW HAWKEN, School Council President

Curriculum Contributions - items and activities that students use, or participate in, to access the Curriculum		Amount
Year 7 Student ID Card		\$5.00
Year 7 classroom consumables, materials & equipment <ul style="list-style-type: none"> Art – paint, crayons, canvas, glitter, coloured paper (\$25.00) Materials & Technology—Food –flour, butter, fruit, vegetables, meat, rice, pasta (\$30.00) Systems Engineering—cd for clock face, batteries, aluminium & acrylic (\$30.00) Materials & Technology—Textiles—fabrics, paints, thread, zip & interfacing (\$30.00) PD&T—Wood—nz pine, dowels, nails & varnish (\$30.00) VCD— lino sheets, special drawing paper, paints, crayons (\$25.00) 		\$170.00
Year 7 Online Subscriptions <ul style="list-style-type: none"> Maths Pathway 		\$60.00
Year 7 Digital Technologies devices – provision of devices from the shared classroom sets		NIL
Year 7 Printing and photocopying of worksheets and learning materials		NIL
Combination Lock		\$15.00
Year 7 Whole school events Athletics carnival - entry and transport Swimming carnival – entry and transport Summer/Winter Sports		TBC
Other Contributions - for non-curriculum items and activities		Amount
ICT equipment and support (\$50.00)		\$
Student wellbeing/chaplaincy programs (\$10.00)		\$
Library maintenance and purchases (\$20.00)		\$
School grounds maintenance and improvements (\$10.00)		\$
Total Other Contributions Amount		\$
Extra-Curricular Items and Activities	Amount	Purchase (Please tick)
School 'Meander' magazine	\$22.00 (inc gst)	
Optional Year 7 school camp (ie around \$350.00)	TBC	
Optional Year 7 private music lessons	FREE	
Optional school photos		
Optional School Jacket (\$79.00 and/or Sports Tshirt (\$30)		
Optional excursions and incursions		
Total Extra-curricular Items and Activities		\$

Category	
Curriculum Contributions	\$
Other Contributions	\$
Extra-Curricular Items and Activities	\$
Total due to Cohuna Secondary College	\$

Educational items for students to own:

Attached is a Booklist of items that the school recommends you purchase from **Campion Education** for your child to individually own and use. *Booklists are required to be purchased online by each individual @ www.campion.com.au and paid for when ordering. Orders due by 16th December 2022 and collected at Cohuna Secondary College on Tuesday 24th January 2023.*

Payment methods:

XUNO (using family log in) or Eftpos/Cash to the College

Refunds:

Parent requests for refunds are subject to the discretion of the school and made on a case-by-case basis. Refunds will be provided where the school deems it is reasonable and fair to do so, taking into consideration whether a cost has been incurred, the Department's Parent Payment Policy and Guidance, Financial Help for Families Policy and any other relevant information.

Financial Support for Families:

Cohuna Secondary College understands that some families may experience financial difficulty and offers a range of support options, including:

- ⇒ Camps, Sports and Excursions Fund (CSEF for eligible parents/carers)
- ⇒ SSR (State School Relief Fund) to support families with uniforms
- ⇒ Families can also begin a payment plan ie. \$10.00 per week/fortnight via XUNO

For a confidential discussion about accessing these services, or if you would like to discuss alternative payment arrangements, contact:

Bernadette Penglase, Business Manager

Ph: 03 5456 2555 | Email: Bernadette.Penglase@education.vic.gov.au

PARENT PAYMENTS POLICY

ONE PAGE OVERVIEW



FREE INSTRUCTION

- Schools provide students with free instruction and ensure students have free access to all items, activities and services that are used by the school to fulfil the standard curriculum requirements in Victorian Curriculum F-10, VCE and VCAL.
- Schools may invite parents to make a financial contribution to support the school.



PARENT PAYMENT REQUESTS

Schools can request contributions from parents under three categories:

Curriculum Contributions	Other Contributions	Extra-Curricular Items and Activities
Voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum.	Voluntary financial contributions for non-curriculum items and activities that relate to the school's functions and objectives.	Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides for free to deliver the Curriculum. These are provided on a user-pays basis.

- Schools may also invite parents to supply or purchase educational items to use and own (e.g. textbooks, stationery, digital devices).



FINANCIAL HELP FOR FAMILIES

- Schools put in place financial hardship arrangements to support families who cannot pay for items or activities so that their child doesn't miss out.
- Schools have a nominated parent payment contact person(s) that parents can have a confidential discussion with regarding financial hardship arrangements.



SCHOOL PROCESSES

- Schools must obtain school council approval for their parent payment arrangements and publish all requests and communications for each year level on their school website for transparency.

Our Vision:

EXCELLAMUS - Let us Excel.

At Cohuna Secondary College we:

- Treat all people with respect;
 - Actively engage in diverse learning experiences;
 - Create and utilise opportunities to enhance our capabilities;
 - Care for and support each other within the school
and the wider community;
- and
- Strive for excellence in all that we do.



Community—Ownership—Respect—Excellence

Excellamus: Let us excel