



150
YEARS



THE
HAMILTON
AND ALEXANDRA COLLEGE
CONFIDENT FUTURES SINCE 1872

Engage

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Acting Principal

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Head of Middle Years

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Welcome

The Hamilton & Alexandra College is an aspirational, regional community, where everyone is known, valued and challenged

We welcome you to The Hamilton and Alexandra College Senior School and look forward to seeing your child discover what is possible to learn.

- **Our commitment** is to know, value and challenge each student.
- **Our vision** is to prepare our students to be active, confident young adults ready to take on the future.
- **Our curriculum** is designed to give students the opportunity for high academic achievement whilst remaining connected to the community and being a socially aware citizen of life.
- **Our excellent staff, resources and facilities** support teaching and learning that both consolidates and extends student learning.

Transition into Year 7 is a pivotal moment in every child's learning journey as they stamp a new page in their P-12 educational passport. Similarly, creating 'confident futures' demands agility, adaptability and innovation. The Engage program provides opportunity for personalised learning and students' first exposure to how academic accomplishment is matched with connectedness to life. We emphasise the importance of partnership between student and teacher while gently exposing

Year 7 students to their first taste of independent learning.

The Hamilton and Alexandra College works hard to prepare our young people to be the best that they can be. Our curriculum is designed to ensure that each student has strong foundations in English, Mathematics and Science, whilst extending their skills in the Humanities, the Arts, Technology, LOTE, Health and PE.

Students access a broad range of subjects and the option to both consolidate and extend learning. We know how important it is for students to have strong foundations in literacy, numeracy, and digital skills as well as choice and agency in their learning program.

We believe that young people need to be excellent communicators. They need to be able to interact and collaborate in a range of settings and have the critical and creative skills required to problem solve in an ever-changing digital world.

At College we celebrate and support the development of students who have excellent character, skills and are connected to the local and global community.

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Acting Principal



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"The fundamental goal of positive education is to promote flourishing or positive mental health within the school community".

(Norrish et al., 2013)

Middle Years

Our Approach to Learning

The Middle Years form a distinctive and exciting phase in a child's education. It is an important time, socially, emotionally and developmentally, for students to cultivate an enjoyment of learning, along with the skills to support and promote their own wellbeing. By giving our students the skills they will need to work effectively in their senior years of schooling, we help our students strengthen the foundation for future success and help unlock their potential.

Middle Years students are at a pivotal time in their development considered 'early adolescence.' They are rapidly changing, gaining independence and developing their sense of self and identity. The College provides them a place to belong, and our sense of community and our learning culture is incredibly important in their development.

The Middle Years Positive Education

Centre (myPEC) provides an engaging, challenging and transformative learning environment where students are encouraged on their learning journey to do and be the best they can be.

Specialist teachers deliver a developmental curriculum that fosters cognitive, social and emotional growth while recognising and supporting the important transition stages that take place for students as they move from their primary environment to the diverse environment of secondary education. Each student is encouraged to be creative and critical in their thinking, value relationships and engage with the changing world around them. There are three cornerstone pillars of Positive Education at MyPEC that set College apart.

Mr Ben Hawthorne
Head of Middle Years

1

Our mission is to combine Positive Education with first class instructional practice. Our vision is to increase the wellbeing of our students and enable them to flourish as capable, responsible, resilient, and confident young people.

2

We aim to explicitly teach Positive Education interventions that can significantly impact on wellbeing. Skills such as using our signature character strengths, nurturing positive relationships, building resilience, finding daily gratitude are just some of the powerful interventions which can have profound effects on our long-term happiness and our lives.

3

We know what matters. We call these our "non-negotiables" – these are areas we care deeply about and foster in each child:

High expectations - Academic rigour.

Respect - This refers to respect for self, peers, teachers, and the wider community.

Attitude - Adopting a positive and 'can do' attitude will set you apart and open up opportunities, this in turn fosters an optimistic mindset.

Relationships - Building strong friendships, dealing with changing friendships as students grow, and knowing how to deal with challenges are all part of growing up. Each child is developing social emotional intelligence skills, both at home and at school, and we need to explicitly teach and model strong open communication skills.

Leadership opportunities - We encourage all students to find opportunities to influence and support their peers in a positive and respectful manner, and to build our community through their collaborative efforts.

Manners - Manners do matter and will shape your future lives. Manners are important things to learn and it means acting in a way that is respectful and socially acceptable. Manners refers to how you behave and what you say to others. It means being polite and it is behavior that is respectful and considerate of other people. Having good manners can improve relationships, and manners convey respect for the other person. Respect is one of our key values at College.

Commitment and effort - to your learning. Students are expected to be hard working and organised, both in class and completing homework. The aim is to establish strong study habits that will help as students enter their senior years. There are no shortcuts to success, students need to dig deep to get results. Fostering a growth mindset in all our students is our aim.

Positive Education

Our Approach to learning in the Middle Years

Digital Technology

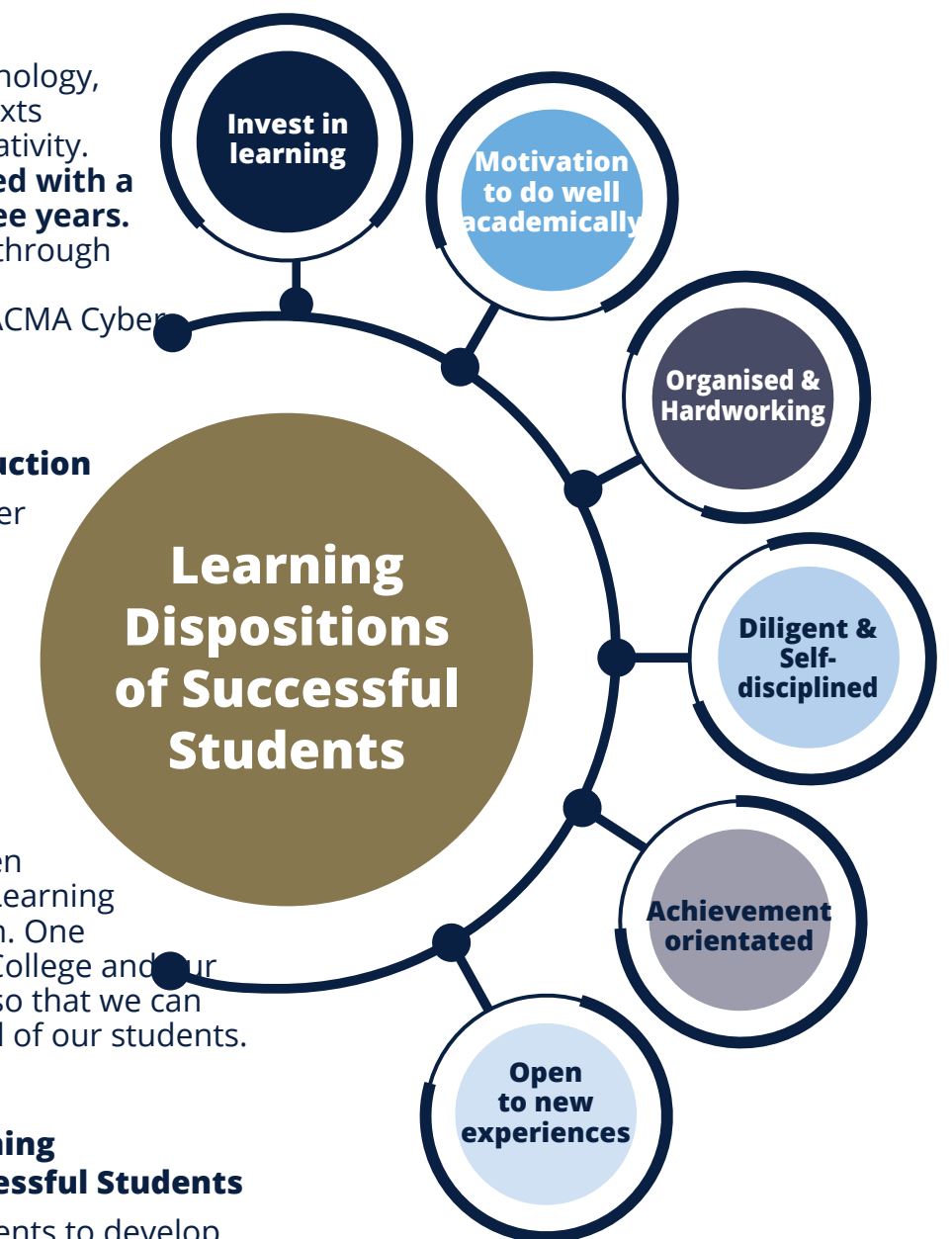
myPEC embraces technology, provides diverse contexts for innovation and creativity. **Students will be issued with a laptop device for three years.** Cyber safety is taught through Wellbeing classes with reference to the ACMA Cyber Smart Website.

Differentiated Instruction

If a student learns faster or is ready for greater depth or breadth of knowledge, then our teachers vary the learning sequence and use methods to meet the needs of each learner. If a student requires additional support, then students can join our Learning Enhancement Program. One size does not fit all at College and our programs are flexible so that we can maximise the potential of our students.

myPEC Vision - Learning Dispositions of Successful Students

We encourage all students to develop their learning dispositions. John Hattie in his book *Visible Learning* (2009) said **conscientious students** displayed the following characteristics:



Engage Year 7

Engage is an exciting introduction to our Middle Years program at The Hamilton and Alexandra College. It allows our Year 7 students to transition from Primary School into the Secondary School environment and consolidate routines for effective learning whilst building character and knowledge.

The Engage program aims to consolidate student knowledge in the core curriculum and offers students the opportunity to explore a new language, the creative and performing arts and engage in an innovative digital technology program.

In the Middle Years students are encouraged to develop a growth mindset, to be curious and committed

to becoming independent learners through the application and mastery of new skills and experiences. We want our students to be confident, collaborative, and considerate young people, who are aware of their responsibility to both local and global issues.

Year 7 is an important year of transition, of skill building, of learning how to learn and to meet the challenge of establishing a new set of relationships with students who are beginning their secondary school learning journey.

Mrs Susan Bradbeer
Deputy Principal Teaching and Learning

Transition Year 7

ENGAGE Transition Program

At The Hamilton and Alexandra College we believe transition is a special occasion and we help students adjust to their new environment. We work closely with families to help ensure their transition experience is a positive one.

Transition Advice

- The early weeks of transition can be tiring for students, and they can easily feel overloaded.
- Students can become disorganised during transition and there can also be an academic dip; parental support is crucial for smooth transition. Please contact mentors if you have any concerns.
- The early weeks require students to become familiar with new routines and structures, getting to know new teachers, and start making new friends.
- Clear communication between school and families is pivotal to our success.
- Students will have a range of 'transition worries', from missing buses to detentions. Staff are kind and we will guide and support students as they transition to secondary.
- Transition day/s at the beginning of the school year aim to help Year 7s familiarise themselves with the senior campus and their peer group.

House Mentors

Our Year 7 students are in House Mentor groups, and they will have the same mentor for the time they are in myPEC.

We seek to develop close relationships with families, through the House Mentors, who see their Mentees most mornings to act as advocates for each child in their care.

The Mentor is the first point of contact for parents and will work in close connection with the teachers to make sure your child is settled and enjoying their learning journey.

They 'walk the second mile' to make sure their mentees are looked after and grow under their care.

This relationship is vital and special. Middle Years students are closely monitored through the College's wellbeing and academic programs.

Academic growth is tracked, and individual needs are monitored through regular assessment and online progress reporting.

myPEC House Mentor benefits:

- Students belong to a Mentor Group and have a close connection to a Mentor teacher.
- Strong relationships between students and Mentors.
- A greater sense of House identity develops, whereby older students look out for younger ones, developing a community culture.
- Friends are made across year levels.

Learning Enhancement

Students who require extra support with language and literacy may be able to join in our Language Skills Program (LSK). This class is by invitation only, following extensive testing.

Participation

This is the key to accomplishment in the Middle Years. Sporting, House activities and co-curricular programs in music and community service are abundant. They offer a wide range of experiences that complement the core learning subjects undertaken at each year level.

Home Learning / Home Work

Home learning is an expectation for all students and homework is set daily as consolidation of, or extension to, the classroom learning program. Personal organisation and effective work habits are cultivated through the daily use of the Student Record Book and access to classroom resources using the College's online SIMON Learning Management System and Microsoft Teams and Class One Note.

Wellbeing

Good health and wellbeing are at the heart of all facets of children's experiences at The Hamilton and Alexandra College: academic, sporting, cultural, community engagement, and pastoral care. We seek to develop students in a holistic way, with a strong focus on wellbeing.

Wellbeing permeates our teaching programs and incorporates elements of the Positive Education Program and stems from the belief that it is only when we are at our best, that we can help others to be theirs. The explicit teaching is delivered in Wellbeing classes. Students are taught skills to enable them to thrive and flourish throughout their lives.



Learning Structure

The College curriculum marks a significant change in our approach to teaching and learning.

Learning should be transformational; it should be continuous and develop the whole person.

Each student's learning program is unique, and it is designed to give them agency and the opportunity to direct their own learning pathway.

As a student moves through the school, the College curriculum is designed to enable each student to engage in foundational literacies, explore a broad range of subject interests and emerge from the VCE with the skills, knowledge and character that will equip them for the future.

Learning Ecosystem: Three Entry Points

Our connected community at The Hamilton and Alexandra College ensures students are empowered to achieve their best. Students have three entry points in our program:



The Middle Years program (7-9) is underpinned by our school commitment to positive education and the importance of character development and wellbeing.

Year 7 students are supported as they transition to College and **engage** in a program that lays the foundation of lifelong learning.

Students are offered guidance as they engage in a curriculum that gives them choice and balance of a range of innovative subjects.

In Years 8 and 9, students start to **explore** a breadth of curriculum offerings.

The Deputy Principal Teaching and Learning, Head of Middle Years, and the Mentor team all work to assist students in selecting a broad course that will enable them to identify their strengths and areas of interest.

The Senior Years (10-12) offers students access to an academic curriculum program that allows depth and rigour in all areas of chosen study. Students emerge with strong foundations and a clear learning pathway.

We seek the best for and from every student, and our **Emerge** program celebrates this. From Years 10-12, students are on a VCE pathway and create a program that allows them to achieve real depth in their learning.

Students begin to specialise at Year 10, whilst exploring some options for their final two years of school.

Prerequisite subjects prepare students for a diverse future of further study, work, and travel.

Our students are guided by mentors, careers counsellors and our curriculum experts to make informed choices about the best learning program at College.

An important part of Emerge is the allocation of flexible learning time in a year 10 student's program to allow them freedom to access learning support, individual study, coaching and Master Classes.

Students are also offered individual career counselling; they participate in the Morrisby Testing and a work experience program.

Our students **emerge** as mindful, and creative young adults who have been enabled to work independently towards a confident future.

From Year 10, students have options to complement their school based academic program with VETDDS programs in Applied Language, Hospitality, Equine, Health and Agriculture.

Furthermore, an extensive co-curricular program allows students to experience the best of our local context, whilst making connections with learning opportunities at a state, national and global level.



Heads of House



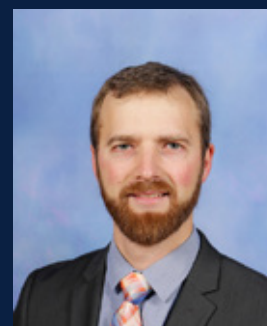
Nerrida Prosser
Head of Berry



Bonita Silva
Head of Learmonth



Sylvia McMullen
Head of Laidlaw



Heinrich Burmeister
Head of Young

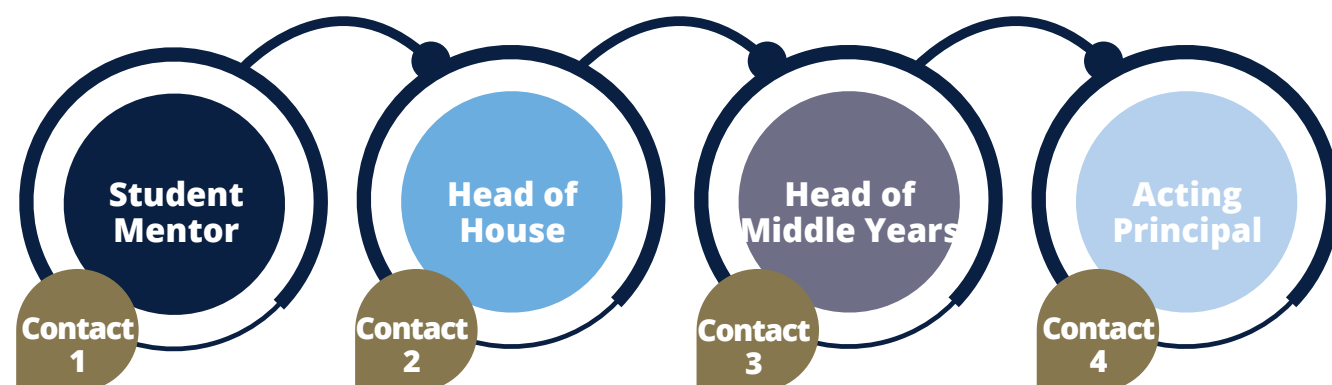
Pastoral Care

Student wellbeing is our highest priority. Your first point of contact for any queries or concerns is your child's mentor, these will be announced at the beginning of 2023.

Following this, please contact your Head of House, then the Head of Middle Years.

If the matter needs to be escalated, please contact the Acting principal, Kristen Waldron.

We are here to work with you at all times.



Uniform Standards

Opening Hours: Tuesday: 8.30am – 4.30pm, Thursday: 12.00pm – 4:00pm.

Additional hours in January leading into the start of the term.

Uniform Shop is located up the stairs to the right of the main Tower Building entrance.

Phone: 5571 1300 Online: Order uniform items at <https://tha.ac/uniform>

Summer Dress (Term 1 and 4)

The girls' summer dress must sit at mid knee with the jumper on.

Girls may wear the blazer or jumper as the outer garment with the summer dress. Socks should sit mid-calf.

Regulation hats are to be worn to and from school and at recess and lunchtimes.

Girls may also wear Summer Shorts as per the uniform below.



Winter skirt (Term 2 and 3)

The winter uniform is skirt to mid calf, shirt, tie, jumper and navy tights. Blazer is to be worn to and from school.

Girls may also wear Winter Pants as per the uniform below.



Summer Shorts (Term 1 and 4)

The summer shirt is designed to be worn with or without the school tie. If boys choose to wear the tie, the blazer must be worn to and from school. If they wear just the shirt, they can opt to wear the jumper as the outer garment to and from school. The shirt must not be visible below the jumper. Socks should sit at mid-calf. Regulation hats are to be worn to and from school and at recess and lunchtimes.



Winter Pant (Term 2 and 3)

Winter uniform is long grey pants, shirt, tie and jumper.

Blazers are to be worn to and from school.

For all formal occasions in Terms 1 and 4 (e.g. Speech Day, Scholars' Assembly), boys are to wear their winter uniforms.

Sports Uniform:

The sports uniform is not to be worn to and from school.

Students must bring their sports uniform and change at school.



Daily Routine

We run a **10-day cycle**, with **6 x 50-minute periods** (approximately).



Mon • Wed • Fri	8.50	Mentor/House meetings
	9.17	Change over
	9.19*	Period 1
	10.09	Change over
	10.11*	Period 2
	11.01	Recess
	11.16	Warning siren
	11.18*	Period 3
	12.08	Change over
	12.10*	Period 4
	1.00	Lunchtime
	1.46	Warning siren
	1.48*	Period 5
	2.38	Change over

Tues • Thurs	8.50	Mentor meetings
	9.01	Change over
	9.03*	Period 1
	9.58	Change over
	10.00*	Period 2
	10.55	Recess
	11.10	Warning siren
	11.12*	Period 3
	12.05	Change over
	12.07*	Period 4
	1.00	Lunchtime
	1.46	Warning siren
	1.48*	Period 5
	2.38	Change over

House Afternoons	Period 1:	8.45-9.22
	Changeover:	9.22-9.24
	Period 2:	9.24-10.01
	Changeover:	10.01-10.03
	Period 3:	10.03-10.40
	Recess:	10.40-11.00
	Period 4:	11.02-11.39
	Changeover:	11.39-11.41
	Period 5:	11.41-12.18
	Changeover:	12.18-12.20
	Period 6:	12.20-12.57
	Lunch:	12.57
	Sport:	1.30 onwards

The Week

Commitments and Reminders

	Day	Lunch	After School
	Monday	Class Mentor Meetings	Female Voice Choir Kantor String Septet Swimming 4-5pm (Term 1) Basketball matches (Under 14/16)
	Tuesday	Class Mentor Meetings	Chamber Orchestra (Before school) Sport Training (dedicated lunchtime) Rowing training (Term 1 and 4) Basketball matches (Snr Women) Cricket U16 training (Term 1)
	Wednesday	Assembly or Service – blazer required and Record Book	Concert Band Male Voice Choir Swimming 4-5pm (Term 1) Basketball matches(Snr Men) Hockey training (Term 2 and 3) Soccer training(4-5pm) and Matches
	Thursday	Class or House Meetings Parents sign Record Books	Jazz Combo Senior String Quartet Senior Piano Trio Cricket training (Term 3,4 and 1) Rowing training Term 1 and 4) Hockey training (Term 2 and 3) Swimming 7-8am (Occasionally in Term 1)
	Friday	House Meetings Mentor signs record book	Festival Voices

Course Structure

Engage

Program (Breadth) Year 7

The Engage Curriculum is designed to help students consolidate their literacy and numeracy skills whilst extending their knowledge in Science, Humanities, Creative and Performing Arts, Language and Food and Digital Technology.

Each term students study a different rotation unit for 6 periods per cycle:

Food Technology, Drama and Performance, Digital Technology (a) and Digital Technology (b)

LSK: Our Learning Enhancement team provide extra literacy and learning support to students who have qualified for our Learning Skills Program.

Students choose French or Chinese at the beginning of Year 7 for a two year period of compulsory language study.

Engage Program

Year 7 CORE SUBJECTS	Semester 1		Semester 2
	Subject	Period per Cycle	Subject
	English	10	English
	Mathematics	10	Mathematics
	Science	8	Science
	LOTE: Chinese or French	4	LOTE: Chinese or French
	Geography	4	Geography
	History	4	History
	PE	4	PE
	Health & Wellbeing	2	Health & Wellbeing
Rotation Subjects	Music	4	Music
	Art	4	Art
	Food Technology (1 term only)	Digital Technology (A) (1 term only)	Drama (1 term only)
		6	Digital Technology (B) (1 term only)

Course Assessment and reporting

At the Senior School, we operate our reporting system through the online platform, SIMON.

Such an approach provides parents with online feedback regarding their child's learning progress in a timely and relevant manner.

Using PAM (Parent Access Module) within SIMON, parents are able to access their child's assessment schedule, grades and comments as the learning unfolds. By doing this, we are inviting parents to actively track and monitor their child's learning progress.

This, along with Parent/Teacher/Student interviews throughout the year offers transparency and opportunities for frequent teacher feedback. Parents are encouraged to regularly log-on to PAM to view their child's academic progress.

Reporting at College also focuses on the learning behaviours and dispositions that have a profound influence on student learning.

Each term, teachers provide parents with an indication of their child's work ethic, attitude toward learning and organisational skills.

Furthermore, a wellbeing comment is provided by the Mentor at the end of Semester One and the Head of House at the end of Semester Two. Teachers also provide written advice regarding specific learning strategies and revision techniques for each student in preparation for the end-of-year examinations.

In practical terms, it means that academic reports are no longer written as summative accounts at the end of each semester.

Instead, teachers are continually tracking and updating each student's learning profile and parents can access this information online from PAM at any stage throughout the academic year. At the end of Semester One and Two, full pdf summaries (including comments) for all subjects are generated.





English

Semester 1

During Semester 1 the focus is on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing, and creating. They experience learning in contexts that relate to local, regional, and global contexts. Students listen to, read, view, interpret and evaluate a range of written and multimodal texts. Students participate in individual and collaborative learning experiences and review writing experiences. They research and write a feature article about a chosen topic and create an artwork and graphics information poster based on their critical reading. Students also create imaginative, narrative written responses and have opportunities to develop their understanding of how texts are designed to inform and persuade. The Year 7 English course focuses on developing students' skills, knowledge and understanding in the three strands of Speaking and Listening, Reading, and Writing.

Assessment and Reporting

- Oral Presentation
- Writing Folio: Reading & Responding Task
- Creative Writing
- Language Conventions Exercises
- Study of Film as Text
- Semester 1 Exam Listening and Responding Tasks
- Text Reading and Responding Tasks
- Semester Examinations

Semester 2

The Year 7 English course continues to focus on developing students' skills, knowledge and understanding in the three strands of Speaking and Listening, Reading and Writing. Texts are dealt with in both a textual and contextual manner. Students have one wide reading lesson per cycle where they are encouraged to read for enjoyment and to broaden their experience of literature. Writing is a central component of the course and students will write for a variety of purposes and audiences. The focus is on effective communication and continued development of their writing skills, including accurate spelling, punctuation, and grammar.

Assessment and Reporting

- Persuasive Writing Tasks
- Oral Presentation
- Reflective Writing Task
- Conventions of Language Exercises
- Semester 2 Exam



Mathematics

SEMESTER 1

Throughout the semester students study number, fractions, decimals and measurement. Students are encouraged to develop their ability to work independently to learn new skills and complete required tasks including homework. Content of each unit is explored, and mathematical literacy is developed to enhance all aspects in the learning of Mathematics. Investigation strategies are emphasised to encourage students to take risks with, and deepen their thinking.

Assessment and Reporting

- Positive & Negative Numbers Test
- Number Properties Test
- Fractions Test
- Decimals & Percentages Investigation Measurement Investigation
- Semester 1 Exam

SEMESTER 2

During Semester 2 students study algebra, measurement, angles, statistics, shapes and decimals. Students are encouraged to work independently to learn new skills and complete required tasks including homework. Content of each unit is explored, and mathematical literacy is developed to enhance all aspects in the learning of Mathematics. Investigation strategies are emphasised to encourage students to take risks with, and deepen their thinking.

Assessment and Reporting

- Algebra Test
- Equations Test
- Number & Algebra Investigation
- Measurement & Geometry Angles Test
- Geometry Shapes Test
- Statistics Poster
- Semester 2 Exam



Science

Semester 1

Throughout Term One students study scientific conventions and establish their science inquiry skills. They focus on the collection and interpretation of data and designing accurate and valid scientific experiments. In Term Two, students study Forces in Action and Ecosystems. They consider the interaction between multiple forces when explaining changes in an object's motion. The forces of friction, gravity, buoyancy, electrostatic force, and magnetic fields are investigated. They use and develop models such as food chains and food webs to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. Biotic and abiotic components, and their interactions, within an ecosystem are explored through fieldwork. Students complete theoretical, practical, and experimental activities. They link their understanding of the relevant scientific concepts to their everyday lives.

Assessment and Reporting

- Science Inquiry Test
- Practical Report: Burning Candles
- Practical Report: Friction Investigation
- Forces in Action Test
- Ecosystems Test
- Semester 1 Exam

Semester 2

Throughout Term Three students continue to develop their science inquiry skills and expand their scientific knowledge in many areas. They investigate relationships in the earth, sun and moon system and use models to predict and explain events. Simple and complex machines are investigated using hands on activities. The unit concludes with students planning and constructing a multistep machine designed to complete a task. The chemistry of mixtures is explored by students discovering the various methods available for separating different substances. In Term Four, the conditions required for incubation and growth of chickens is discovered firsthand. Students develop their skills for measuring, data recording and graphing to monitor the changes observed. They explore the diversity of life on earth and continue to develop their understanding of the role of classification in ordering and organising information.

Assessment and Reporting

- Space Journey Assignment
- Magnificent Machines Presentation
- Practical Report: Separating Foul Water
- Separating Mixtures Test
- Classification Test
- Chick Incubation Booklet
- Semester 2 Exam

LOTE



Chinese

SEMESTER 1 & 2

At Year 7, Chinese caters for both entry level students and those with prior exposure to the language and associated cultures. The students' spoken language is initially fostered as they are immersed in the sights and sounds of Chinese. They develop oral language through active listening, observing interactions between speakers and using the spoken language for purposes such as socialising and sharing information. At this stage they are likely to understand more words than they can say or write. They use Pinyin as a resource to support learning, prepare drafts of simple written texts and learn new oral vocabulary. Learning is both conceptual and reflective. Likely contexts for interaction are familiar classroom routines and structured and scaffolded settings. Students listen to, read, view and interact with a variety of short modified personal, informative and imaginative Chinese texts.

Assessment and Reporting

- Oral Tasks
- Pinyin and Chinese Character Writing Tasks
- Listening and Responding Tasks
- Text Reading and Responding Tasks
- Semester Exams



French

SEMESTER 1 & 2

In the first year of French, students are encouraged to listen, speak, read and write French in a range of modelled interactions with the teacher and each other. They use basic grammatical structures to communicate on a variety of topics including personal introductions, family, school, pets, food, and drinks. In each topic, students also develop cultural knowledge. Throughout the year, learners are encouraged to experiment with sounds and intonation patterns using high frequency words and expressions, gradually broadening their range of vocabulary. They build a vocabulary and grammatical base that allows them to compose and present different kinds of simple texts.

Assessment and Reporting

- Oral Tasks
- Writing Tasks
- Listening and Responding Tasks
- Text Reading and Responding Tasks
- Semester Exams



Geography

Semester 1

- Introduction to Geography
- Water in the World

This course involves students in geographical inquiry through class work, practical activities, research, and fieldwork. Initially the course introduces students to key geographic conventions, familiarising them with atlas data and ways it can be presented. Students investigate concepts related to resources. They consider how resources can be classified and how perceptions of resources differ between people and over time. An in-depth examination of water as a resource follows. Students investigate the distribution, use, quality, availability, and management of water

Assessment and Reporting

- Island Mapping Task
- Mapping & Atlas Skills Test
- Water Practical Activities
- Place and Liveability Assignment
- Semester Examination

Semester 2

- Place and Liveability

This course involves students in geographical inquiry through class work, practical activities, research, and fieldwork. This unit focuses on the concept of place. Students will examine factors that influence a place's liveability and how it is perceived. They will explore the idea that places provide us with the services and facilities needed to support and enhance our lives, that places can change over time, and that places are planned and managed by people. Students will also learn to evaluate their own community and whether it can be improved through planning.

Assessment and Reporting

- Latitude & Longitude Test
- Classwork Exercises
- Liveability Project
- Semester 2 Exam



History

SEMESTER 1 & 2

- Focus: The Ancient World

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period. The study of the ancient world includes the discoveries and the mysteries about this period of history, in a range of societies including Australia, Rome and China. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance, and contestability. These concepts are investigated to facilitate an understanding of the past and to provide a focus for historical inquiries.

Assessment and Reporting

- Personal Timeline
- History Skills Artefacts Task
- Mt Vesuvius & Pompeii Research Task
- Gladiator Poster
- Roman Life Research Assignment
- Chinese Inventions Task
- Terracotta Warriors Assignment
- Semester Exams



Physical Education (PE)

SEMESTER 1

Throughout Semester 1 students participate in a wide range of physical activities including swimming, athletics, hockey, basketball, rock climbing and a fitness assessment. They develop more complex 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 skills and concepts across a variety of movement contexts. Students explore the important role that games and sports play in shaping cultures and identities. They reflect on and refine a range of personal and social skills as they participate in a range of physical activities.

Assessment and Reporting

Term 1

- Practical Swimming Assessment
- Practical Athletics Assessment

Term 2

- Practical Rotation: Hockey, Basketball and Rock Climbing

SEMESTER 2

In Semester 2 students are involved in learning the following units of work – Speedminton, Table Tennis, Martial Arts, Rowing, Tennis and Cricket. They develop more complex 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 skills and concepts across a variety of movement contexts. Students explore the important role games and sports play in shaping their physical literacy. They reflect on and refine a range of personal and social skills as they participate in a range of physical activities.

Assessment and Reporting

Term 3

- Practical Rotation: Speedminton, Table Tennis and Martial Arts

Term 4

- Practical Rotation: Croquet, Tennis, Cricket and rowing.



Health & Wellbeing

SEMESTER 1

Wellbeing curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social and online situations. Learning how to take positive action to enhance students own and others' health, safety, and wellbeing. Introducing a range of help-seeking strategies that support students to access health information and services. Throughout this semester students complete units based on Adolescence Change, Relationships, Safety Online and Positive Education. They explore puberty and the social, emotional, physical, and intellectual changes that result during adolescence. In the Relationships unit, students study friendships and prosocial skills, and discover the key components of social intelligence. They consider peer pressure and how to make informed decisions about issues they may encounter. The subject uses a Positive Education framework for the explicit teaching of skills and practices that lead to, and enhance, wellbeing.

Assessment and Reporting

- Positive Education Exercises – not a graded assessment
- Adolescence Changes Research Task

SEMESTER 2

Throughout Semester 2 the Year 7 Wellbeing curriculum continues to expand students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social and online situations. Students complete units based on Relationships and Sexual Education, Drug Education, Nutrition, Safety Online and, Positive Education. They study the Get Ready Drug Education program which focuses on legal and illegal drugs. Students also study healthy food choices and the impact of takeaway food on society. Students continue to develop their wellbeing habits through the ongoing application of Positive Education exercises and skills.

Assessment and Reporting

- Positive Education Exercises – not a graded assessment
- Get Ready Drug Education Test
- Healthy Food Choices Research Task



Performing Arts - Music

SEMESTER 1

The Instrumental Music program is a standout feature of the Year 7 curriculum.

Throughout the year students learn to play an instrument.

Students develop skills on their individual instrument and as members of an ensemble.

Students are taught in small group lessons with specialist instrumental teachers. Students with prior instrumental skills are challenged through extension, leadership, and chamber groups.

The Instrumental program is enhanced in the classroom where students explore the basic principles of performance and composition through integrated creative tasks.

They build aural musicianship whilst developing the ability to hear, perform and notate rhythmic patterns and melodic phrases.

Through the practice of reading and writing notation, students establish theoretical understanding.

Whilst students are developing their own skills at manipulating and controlling an instrument, they also study the specific timbre of orchestral instruments.

Assessment and Reporting

- Development of instrument specific skills
- Ensemble performance skills
- Rhythmic Accent Composition & Performance
- Musicianship Skills Practical Tasks and Test
- Instruments of the Orchestra Listening and Responding Assignment

SEMESTER 2

Throughout Semester Two students continue with the Instrumental Music program.

In Term Three there is a focus on solo performance and working with an accompanist for an end of term, solo concert.

During Term Four students consolidate their group music making skills as they rehearse for an end of term ensemble concert.

Students investigate music as an art form through listening, composing, and performing.

Students continue to explore the basic principles of performance and composition through integrated creative tasks.

They consolidate aural musicianship while developing the ability to hear, perform and notate rhythmic patterns and melodic phrases.

Through the practice of reading and writing notation, students further develop their theoretical understanding.

They learn to read and interpret orchestral scores.

Dynamics, expression, texture form and structure are explored as students study specific orchestral repertoire.

Again, the connections between physically making music and responding to music are enhanced.

As students consolidate their ensemble and individual performance skills they explore meaning and interpretation in music whilst considering social, cultural, and historical contexts.

Assessment and Reporting

- Solo instrumental skills
- Ensemble performance skills
- Musicianship Skills Practical Tasks and Test
- Rhythmic Proverb Composition and Performance
- Semester 2 Exam



Drama

Term Rotational

In Year 7 learning in Drama involves making and responding to drama as well as exploring drama as an art form and learning the expectations and etiquette of the theatre as a performer and an audience member. Students focus on improvisation and developing their ability to communicate through effective use of language and movement. They work through a variety of units aimed at learning the basic skills of acting, as well as role creation and characterisation, improvisation, physical and vocal expression, and dramatic tension. At the same time, students learn valuable lessons in self-confidence, trust, and communication. Students work as individuals and in group situations and perform to their class of peers.

Assessment and Reporting

- Assessment is based on Practical Workshops in the following units:
- Basic Drama Skills: including Movement, Vocal Expression, Facial Expression & Gesture
- Improvisation
- 'It Was Terrifying': based on Devising Drama around a Story Stimulus



Design & Technology (Food)

Term Rotational

Throughout the term, students select from a range of food products, equipment, and cooking methods to develop their design ideas. Cooking methods include baking, frying and boiling techniques. Students will develop, test, and communicate design ideas, plans and processes. They will be encouraged to think both critically and creatively in the kitchen whilst working as a member of a team.

Assessment and Reporting

- Food Technology Knowledge
- Design Brief Portfolio
- Food Production
- Practical Cookery Skills



Digital Technology

Term Rotational

ROBOTICS, DIGITAL ELECTRONICS

In Year 7, students learn to distinguish between different types of networks while exploring how text, image and audio data can be represented, secured, and presented in digital systems. Students use appropriate protocols when communicating and collaborating online. They plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. They design real life user experiences with the application of algorithms. Students learn how information systems can meet the needs of others in an innovative and sustainable way.

Assessment and Reporting

- Practical Digital Projects and Assignments



Edge Program

At The Hamilton and Alexandra College, we strive for excellence and prioritise the value of 'learning how to learn' as a foundational skill for the future world of study and work. In 2023, the Edge program will be offered to students in Years 7 to 9.

The Edge is a three-year program designed to extend and challenge able students to build on their skills and knowledge to become lifelong learners.

Our program is designed for students who are highly motivated, capable and wish to enrich their learning experiences.

The Edge promotes bespoke programs for students that demonstrate high academic achievement and social and emotional intelligence.

Students will be encouraged to extend their literacy and numeracy skills alongside the core curriculum, as well as develop the skills of collaboration, creative thinking, problem solving and communication.

High challenges and failure will be experienced throughout the program.

We believe that building resilience and perseverance enables each student in The Edge to further develop a Growth Mindset.

These values are supported by the importance The Hamilton and Alexandra College places on Positive Education in the Middle Years.

The program is coordinated by the Head of Middle Years, Mr Ben Hawthorne.

How this program differs to the core curriculum:

Languages Other Than English (LOTE)

Students will be required to commit to a **three-year program of LOTE study** - Chinese or French through College, or another language via Victorian School of Languages. **Why?**

- Global research shows that there are many key benefits of learning a foreign language, such as increasing memory power and lengthening attention span. Shifting from one language to the other also helps to improve multitasking capabilities.
- Bilingual people are more able to tackle challenges and concentrate better; both vital skills for our developing and changing career options.

Masterclasses and Coaching

Students will have the opportunity to attend masterclasses, participate in coaching and work alongside other like-minded students.

Individual Research project

Starting in 2023, Years 8 and 9 students will have early access to extension subjects as part of the Explore elective pathway program. This includes an Individual Research project. This extension of knowledge will appeal to a broad range of interests. Here are some thought starters as examples:

- **History:**
The study of history encourages empathy, critical thinking and using evidence to support opinions; assisting in the development of effective writing, argument, and analysis.
- **Geography:**
Learning about the future sustainability of our world, develops critical thinking and skills in analysing data and information. Geography also provides a strong foundation to understand and discuss global issues with confidence.
- **Critical Literacy:**
Understanding contemporary media helps students to identify the source and validity of information including but limited to emerging digital media.
- **Health and Wellbeing:**
Investigating how sleep, nutrition, and physical activity work together to promote good wellbeing.
- **STEAM:**
Students can draw on their interest in film, digital technology, science, maths, and the arts to research and design a project of their choice.
- **Creative writing:**
Plan, draft, and publish a manuscript or collection of their work.

More information:

For more information contact
The Registrar, Mrs Susie Holcombe,
holcombes@hamiltoncollege.vic.edu.au

Behavioural Expectations

- The Locker Areas are to be kept clean and locks on lockers
- Students are not permitted to use their mobile phone between the hours of 8:30am-3:30pm. Please refer to the mobile phone policy in this document
- Pack your school bag with homework books during the day.
- Students are not permitted to wrestle or 'be physical' at any times in myPEC. If students do not follow this rule, they may receive a Friday Detention or suspension.

In the Classroom

- Get books ready for two lessons between main breaks.
- Be on time to class.
- Quietly enter the classroom and sit down promptly (unless instructed to remain standing).
- Have your books open and ready to start the lesson quickly.
- Reduce unnecessary talking, as this distracts you and others.
- Only one person is to talk at a time.
- Show respect for the ideas of students and wait your turn to speak.
- Before the end of the lesson, accurately record all homework tasks in your Record Book.
- Pay attention to instructions and stay on task.
- Students are not allowed to leave the classroom unless for urgent reasons, in which case the student must be accompanied.

What is expected of you?

- You need to be prepared and organised.
- You are responsible for your own learning.
- Show initiative.
- Set your goals and have expectations high.
- Work independently when needed and cooperate with others through teamwork.
- Develop good study habits.
- You are expected to complete 1 ½ hours of homework each night
- Make sure you take the books and sheets you need home.
- Establish a regular homework routine at home. You require discipline and persistence.
- Learn with purpose. Keep in mind why you are at school and reflect on short- and medium-term goals about what you want to achieve.
- Ask relevant questions.
- Help your peers with their learning.
- Always wear your uniform well.

Changeover of classes:

- You need to wait quietly for your next teacher.
- If you are changing classroom, you need to wait quietly outside.
- If you are still in the same classroom, you need to sit quietly and use this time to record homework in your Record Book.

General Information

Absence and lateness

The procedure is listed in the student Record Book. Absence permission for special reasons is given by the Principal, we request that you write a letter to the Principal. Please email this letter to assistant Mrs Linda Archer: larcher@hamiltoncollege.vic.edu.au If students are late they must report to Reception, and if they leave the grounds they must also report to Reception. To notify of absentee please call or email reception: reception@hamiltoncollege.vic.edu.au.

Academic Handbooks

Copies of the Year 7 -12 Curriculum Guides are available on the College website.

Academic Assistance

Academic Assistance runs afterschool on Monday-Thursday nights from 3:45 PM to 5:30 PM in the Winifred Berry Information Centre (Library). Students in Years 7 to 12 are welcome to attend these fully supervised sessions.

Assemblies

Full school assemblies are held each Wednesday morning at 8.50 am. Full uniform is required (see uniform under General Information page 32). The Assembly consists of a hymn, prayer or reading and a review of past events, reports and comments on current happenings and things to come. There are occasional guest speakers and musical items. The students stand when staff leave at the conclusion of the Assembly.

Awards

Academic awards are presented at the Scholars' Assembly at the start of the year for Academic Achievement and Effort. Non-academic awards are presented to students whose achievement or contribution to an co-curricular activity warrants acknowledgment. In general, students in Year 7 are eligible for Achievement Awards and Principal's Certificates. Students in Year 8 and Year 9 are also eligible for the Middle Years Leadership Awards.

Boarding

College Boarding offers twin-share accommodation. Casual boarding is available on request. Homework is supervised and students receive academic assistance from members of the teaching staff. Please contact The Registrar, Mrs Susie Holcombe, for further information: holcombes@hamiltoncollege.vic.edu.au

Bullying

A comprehensive policy is listed in the Record Book. All students at The Hamilton and Alexandra College have the right to feel comfortable and safe. We have adopted the **Shared Responsibility Program** which aims to teach student positive communication skills and give students strategies to cope with a range of social situations.

General Information

Buses

Bus services also operate to Warrnambool, Woorndoo, Portland, and Casterton. Permission is needed for students to use the bus service at any time. See Reception for a bus pass reception@hamiltoncollege.vic.edu.au

The Government buses are coordinated through Baimbridge College. For general bus enquiries please contact the Registrar, Mrs Susie Holcombe. For any behaviour management issues please contact Head of House, Mr Ben Hawthorne.

The Department of Education buses depart from Baimbridge College at night. Two buses leave from myPEC to transport our students to Baimbridge at approximately 3:35 pm. **If students miss their bus:**

They can find a staff member immediately and ask them to drive them to meet their connection.

- Report to Reception and ask to ring home to make alternative arrangements.

Discipline

The school rules are listed in the Record Book. A detention and demerit points system operates for misdemeanours. Four demerits in a week or six in a fortnight can lead to an On Trak. On Track is from 3:45-5:00pm on Thursday.

Exams

Our students are prepared for the examinations that are held at the end of each semester. We encourage the students to focus not only on results, but also the examination process. We have encourage students to thoroughly revise their notes and past tests. Teachers deliver revision lessons, which allow core topics and learning to be reviewed and reinforced.

During the sitting of examinations, we encourage students to develop the following techniques:

- Arrive at the examination room in good time, with the approved materials and equipment.
- Read and follow the instructions on the examination paper very carefully.
- Read the paper thoroughly during the allocated reading time.
- Read the questions carefully to ensure that your answers are thorough.
- Be aware of the timing of each section of the exam and use all the time available to you.

The examinations are not only an opportunity for students to demonstrate their learning but to also gain practise performing within a limited timeframe in preparation for the Senior Years and beyond. We see this as an essential learning opportunity for our students.

Evacuation procedures

These are posted in all rooms. Fire drills are held at least once per year. The school Camps and Expeditions committee requires organisers to consider evacuation procedures.

Extra Studies/Literacy Enhancement Program

Students who need assistance and support with their studies can receive this through the Extra Studies program. It is not usual for Year 7 students to commence Extra Studies until appropriate assessments are conducted early in the year. All Year 7 students complete the MYAT Test (Middle Years Assessment Test) before the commencement of the school year.

House Organisation

There are four Houses at College: Berry, Laidlaw, Learmonth and Young. All students in the school are allocated to one of these Houses. Year 9 to 12 students within each House are divided into Senior Mentor Groups. Year 7 & 8 students are also allocated to Houses, as well as having Class Mentor Groups.

Home Learning and Study

All students must accurately record daily homework. The homework timetable is recorded in the front of the Record Book. Every effort is made to set regular but worthwhile homework tasks. Approximately 20 minutes per subject or **between 1 to 1.5 hours in total can be expected each night** at Year 7. Where a student has worked beyond the allotted time and is becoming overtired or frustrated, it is appropriate for parents to use their judgement regarding completion. A note in the Record Book will explain to the teacher why the homework was unable to be completed.

Illness at School

Minor accidents and illness are attended to by the School Nurse. Staff members have undertaken First Aid Certificate courses. It is important that the school is always in possession of current medical information. Please complete Operoo annually and update Operoo if any changes to your child's medical information. The School Nurses are Mrs Elizabeth Munro and Mrs Rachel Vallance.

Library

Hours and borrowing procedures are listed in the student Record Book but students may borrow before school, after school and at lunchtime. Students also use the library for research under the supervision of their subject teachers and they enjoy one guided reading period per cycle with their English teachers. There is no limit to the number of resources that may be borrowed if no books are overdue.

Lockers

Students have individual lockers in their classroom in the Middle Years Centre. Lockers should be kept locked during the day and a master key is available in emergencies. If students have money or phones at school, these items must be stored in their lockers and phones on silent.

Music

Classroom music is a core subject at Year 7 and becomes an elective subject in Years 8 to 12. Students may learn a musical instrument on a rotational, withdrawal basis during the school day from one of the school's instrumental music teachers. Private fees are charged for this service. Students may play in the Stage Band, Orchestra, String Ensemble. They may also sing in the school choirs. Musical instruments can be stored safely in the Music and Performing Arts Centre Building.

General Information

Manners

We stress the importance of good manners. **Manners are important to learn** and it means acting in a way that is respectful and socially acceptable. Manners refers to how you behave and what you say to others. It means being polite and it is behavior that is respectful and considerate of other people. Our staff are conscience of modelling good manners. Students need to make sure they develop good manners, in fact most of our students are very well mannered all the time. I would like to congratulate these students; there are times when we need to “polish up” on our manners. Sometimes teenagers lack awareness of how they are coming across to adults and this can cause issues.

Basic manners and etiquette:

- Saying please, thank you, excuse me, you're welcome.
- Not interrupting when someone is speaking.
- Not swearing and being aware of your body language.
- Raising your hand in class.
- Holding the door for the other person if possible.
- Not commenting on someone's physical appearance unless it's a compliment.
- Wait your turn.

Finally, **having good manners can improve relationships**, and manners convey respect for the other person. **Respect is one of our key values at College.**

Newsletter

The newsletter is distributed every Friday by email. Contact Reception by phone or email:
reception@hamiltoncollege.vic.edu.au

Organisation

Being an organised student can save you time in the long run. Here are some helpful suggestions.

- **Back up your work** - Safeguard your own work by always making copies of important files to your own USB stick or the cloud.
- **Make a term plan** - A useful way to get a visual overview of your commitments and to plan your time is to write yourself a term plan.
- **Write a weekly summary** - Schedule your study times in advance by writing yourself a weekly timetable. This will help you to allocate specific time for studying, sport, free time.
- **Get enough sleep and have good bedtime routines.** It is important to be well rested and alert. Pack bags the night before to allow a smooth transition in the morning.

Outdoor Education

A Year 7 Canoe Camp is held on the Glenelg River in November.

The Duke of Edinburgh Award scheme is available from the age of 13 ½ years.

Contact Head of Outdoor Education, Mr Leigh Alexander, for further details
lalexander@hamiltoncollege.vic.edu.au

Parent / Student / Teacher Interviews

These are scheduled throughout the year. Bookings with your child's teachers are essential and can be made online through the SIMON parent portal (PAM). Please refer to the newsletter information at the end of each term. Parents and students are encouraged to attend.

Parents' and Friends' Association

The Parents' and Friends' hold regular meetings at least once per term. In addition, Year Level Parents' Nights, social days, and special fund-raising events are held. The Parents and Friends contribute most significantly to the provision of curriculum resources in the school. If you would like to contribute to the active P & F association, please email
paf@hamiltoncollege.vic.edu.au

Pastoral Care

The main pastoral care figure for a student is their House Mentor. The House Mentor assumes a special pastoral care role and they are supported by Heads of House.

Publications

The school magazine, 'The Collandrian' is produced at the end of each year. It provides a comprehensive record of the school year! The 'Ivy and the Tower' is also published by the school and distributed to all school families and all Old Collegians.

Reporting

Continuous reports in each subject are online, and formal reports are issued at the end of each semester.

Services

Services are combined with Senior Campus Assemblies. The two major Services for the year, one at Easter (end of Term 1) and one at Christmas (end of Term 4) are held in St Andrew's Presbyterian Church.

Student Record Book

This is the official school diary which is an important means of communication between staff and parents. Students are expected to record all homework in their Record Books. Parents are required to sign Record Books on the weekend and the Class Mentor will sign it on Monday during Mentor time.

Speech Day

Is held in late October in Kantor Family Music and Performing Arts Centre (MPAC). It is a formal occasion for the whole school community to mark the achievements of the school.

General Information

Sport

Students can play in sports teams at a variety of levels. They may represent their House in inter-House round-robin events during House Afternoons, which are outlined in the calendar. They may play in school teams in local competitions outside school hours or represent the school at Glenelg District or ICCES carnivals. There are opportunities in athletics, basketball, clay target shooting, cricket, cross-country running, diving, football, golf, hockey, horsemanship, netball, rowing, softball, swimming, tennis, and triathlon. Students are encouraged to play sport at lunchtime in the Handbury Sports Centre. An active lunch program is run for all Senior school students.

Student Committees

The Student Representative Committee (SRC) is an elected committee and an opportunity for students to serve the College community.

Middle Year Captains

Year 8 students are encouraged to apply for a role as myPEC House Captains.

Tuck Shop

The Tuck Shop is in the MPAC Courtyard and is run by a Parents' and Friends' Committee and all profits are used for school related projects.

Lunches may be ordered at the start of the day by filling out a special lunch bag and paying. The lunches can be collected from the Cafeteria at the start of lunchtime. Food is also available at recess. Eftpos is now available.

Uniform:

Please refer to the uniform policy in the record book.

Hats - need to be worn during Terms 1 & 4 – walking to and from school, at recess and at lunch.

Uniform reminders:

- Full winter uniform starts second week of Term 2
- Long hair needs to be tied back
- Ribbons are to be in the College colours – blue, yellow, maroon, or white
- Single stud or sleeper earrings are permitted
- No makeup rule applies.
- Top buttons on blue shirts are *always* to be done up.
- Shoes polished and in good order.

Presentation and Uniform

Day and sports uniform for boys and girls are listed in the Record Book, as are guidelines on grooming and jewellery.

Lost Property

Please ensure all uniform garments and stationery are named clearly. There is a pound in the Tower Building Middle Years Centre and Sports Centre.

Mobile Phone Policy

Students in Years 7-12 are not permitted to use their mobile phone between the hours of 8:30am-3:30pm:

- If the mobile phone is brought to school, it must remain locked in the student's locker between the hours of 8:30am-3:30pm.
- an exemption may be granted for a student to have their phone in class for a medical or psychological issue if approved by a qualified medical practitioner, counsellor, or psychologist.
- an exemption may also be granted if it is required by the organizing staff member to be used in class, on excursions/fieldtrips or camps.
- Air pods and earphones are not permitted during class time unless specifically authorised by the teacher.
- All Orah requests must be finalised prior to 8.30 am. Orah is a student engagement platform used by Boarding students.

Inappropriate Use of the Mobile Phone:

- If a phone is misused, it will be immediately confiscated by the teacher. The phone will be handed to the front office and may only be collected by the student or guardian at the end of the school day.
- The Mentor will be informed, and two demerits may be issued.
- Recurrence of misuse of the mobile phone will incur further sanctions and is likely to result in the student losing any permission to have their phone at school.



150
YEARS



THE
HAMILTON
AND ALEXANDRA COLLEGE
CONFIDENT FUTURES SINCE 1872

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