At Belconnen High School our purpose, in partnership with our community, is to provide an environment that promotes excellence, celebrates success, nurtures the wellbeing of all students and provides for their ongoing learning and academic needs. Our innovative educational programmes challenge and engage all students in a safe, inclusive and supportive environment.
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Belconnen High School  
‘Caring for Students and Striving for Excellence’

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GOALS and VALUES

Belconnen High School
‘Caring for Students and Striving for Excellence’

GOALS

BHS in partnership with parents / carers seeks to:

- Achieve successful learning outcomes for all students,
- Provide a stimulating learning program and environment that promotes the pursuit of excellence for all in the development of the whole person and empowers students to participate positively and competently in the society in which they live,
- Build a safe and caring environment based on honesty, integrity, respect for individuals, acceptance of responsibility and principles of social justice,
- Ensure that all students have the right to learn and the best opportunities to reach their potential.

VALUES

BHS community values:

- RESPECT
- EXCELLENCE
- LEADERSHIP
- PRIDE
- POSITIVE ATTITUDE
- COMMITMENT
- GETTING ALONG
# KEY CONTACTS

Belconnen High School

‘Caring for Students and Striving for Excellence’

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<tr>
<td><strong>Principal</strong></td>
<td>David McCarthy</td>
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<tr>
<td><strong>Deputy Principal</strong></td>
<td>Diana Whymark</td>
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<tr>
<td><strong>Executive Staff</strong></td>
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<tr>
<td>Humanities</td>
<td>Anna Friedewald</td>
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<tr>
<td>Mathematics/Science</td>
<td>Anne O’Neill</td>
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<tr>
<td>Pastoral Care</td>
<td>Sue Smith</td>
</tr>
<tr>
<td>PE/ Health/Learning Support</td>
<td>Dan Mowbray</td>
</tr>
<tr>
<td>Student Services</td>
<td>Belinda Chaplin</td>
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<tr>
<td>Technology/Arts</td>
<td>Andrew Fillery/Stefan Latham</td>
</tr>
<tr>
<td>Counsellor</td>
<td>Julie Williams</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>Joan McKay</td>
</tr>
<tr>
<td>Youth Worker</td>
<td>Eva Gasiewicz</td>
</tr>
<tr>
<td>Chaplain</td>
<td>Sharon Lopez</td>
</tr>
<tr>
<td><strong>Business Manager</strong></td>
<td>Noella Mauch</td>
</tr>
</tbody>
</table>
School Phone Number 6205 6844
School Fax Number 6205 6852
School E-Mail info_blch@ed.act.edu.au
School Website www.blch.act.edu.au
School Newsletter Emailed twice a term
Student Reports Each term
Parent Teacher Interviews Each term
Parent Information Evenings As advertised
P&C Meetings & Forums Each term
School Board Meetings Each term
SMS messaging of student absence Daily

ENROLMENT

Enrolment forms are accessed through the ACT Department of Education website. The secondary school enrolment form is available on this link. Please return this form to Belconnen High School by Friday 14 June 2013.
EDUCATION FACILITIES

Belconnen High School
‘Caring for Students and Striving for Excellence’

Dedicated classrooms in a traditional setting
Modern library with IT facilities
Computer laboratories
Wireless Network
Laptop/netbook trolleys
Modern gymnasium with change rooms
Media laboratory
Drama room
5 science laboratories
2 art areas
2 woodwork areas
1 metal work area
1 electronics room
2 textiles rooms
2 kitchens
Music/band suite
1 Performing Art studio
Learning Support Hub
Photography Room
Assembly Hall
Canteen
Belconnen High School offers the following core subjects in the curriculum in year 7 and 8. This is enhanced with a selection of subjects that students rotate through each semester.

**Core Subjects**
- English
- Mathematics
- Science
- SoSE
- Physical Education
- CARE
- Language (French or Indonesian)

**Rotation Subjects**
- Music
- Technology
- Visual Art
- Information Technology
- Food Studies & Textiles

A broader range of electives is available for students in years 9 and 10. A sample is listed below.

- Exploring Art
- Indonesian
- Textiles
- Food Technology
- Visual Art
- International Cooking
- Photography
- Electronics
- Journalism
- French
- Music Workshop
- Information Technology
- Computer Graphics
- Media Production
- Legal Studies
- Outdoor Education
- Street Art
The English curriculum is focused on three core areas: Literature, Language and Literacy. These are the 3 strands from the Australian Curriculum.

**Literature:** the study of texts in context.

**Language:** the study of the English language – grammar, punctuation etc.

**Literacy:** practical use of the English language

English is compulsory for all students in years 7 – 10. Students are enrolled into either the PEP class (Pinnacle Enrichment Program) or a general class.

English aims to develop students’ skills in:
- thinking,
- reading,
- writing,
- speaking,
- listening, and
- viewing.
We work to develop an interest in and a love of language and literature. We use a range of texts including novels, poetry, short stories, newspapers, advertising material, film and live performances. Students can expect to work independently and in groups; to speak formally and informally for different purposes; to create, analyse and research; and to reflect on life for themselves and for others. They will read widely, write in a range of styles and formats, learn how to use language effectively for different purposes and audiences, and share their ideas and skills with others. Formal essay-writing skills are introduced in year 7 and developed and refined in later years. Students have the opportunity to enter various writing and speaking competitions, and take part in debating.

**EALD (English as an Additional Language or Dialect)**
Belconnen High School has an EALD program to support students from a language background other than English. It is run each year based on the needs of students in the school. In 2013 there are two classes organised by ability level. Students who need more language support are in a smaller class group. Students with stronger language skills are also able to access tutorial support as needed. EALD aims to provide students with the opportunity to be confident in, and competent with, English, and to acquire skills to enable them to understand and complete tasks in all subject areas.
The Science course at Belconnen High School is designed to provide a highly engaging learning experience characterised by hands-on interactive and challenging activities.

The units cover the branches of Science; namely Chemistry, Physics, Biology, Geology, Astronomy, Environmental Science, and Scientific Investigation.

The content of each year of study is varied and follows the Australian Curriculum. In each year group there is an enrichment class and general classes.

In 2014, each of the year groups will study the following topics:

**YEAR 7** Introduction to the Laboratory and Safety, Solutions and Mixtures, Introduction to Biology, Introduction to Forces, and Astronomy.

**YEAR 8** Acids, Bases and Solutions, Rocks and the Changing Earth, Energy and Forces, and Animals and their Environment.
YEAR 9  Human Biology, Environmental Science and Sustainability, Chemical Reactions, and Electricity and Energy Transformations

YEAR 10 Genetics and Evolution, Waves and Motion, Global Systems and Astronomy and Chemistry.

ENRICHMENT IN SCIENCE is offered through a wide range of activities that are open to all students.

These include:

- The CREST Bronze Award (run by CSIRO)
- Crystal Competition
- Chemistry Quiz
- UNSW Science competition
- Visits to the CSIRO Discovery Centre
- Visits from Questacon education
The Mathematics course at Belconnen High School follows the Australian Curriculum. Learning mathematics creates opportunities for, and enriches the lives of, all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

In 2013 Maths Online was introduced to the teaching and learning of Mathematics. This Online tutorial program assists students and parents with the learning of Mathematics.

In line with the new Australian Curriculum students have opportunities to demonstrate the four proficiencies:

- **UNDERSTANDING** building knowledge and making connections
- **FLUENCY** skill in choosing and applying appropriate procedures and concepts
- **PROBLEM-SOLVING** interpretation, investigation and communication
- **REASONING** analysis, evaluation, justification and generalization
INCLUSIVE CLASS STRUCTURES

In all year groups a range of levels caters for the diversity of skills and abilities of students. The Pinnacle Enrichment Program (PEP) course is available to students in all year levels who are able to work at a faster pace than those in the standard courses. The general course is designed for students with above average ability. Smaller classes are formed to provide for those students who need additional support and assistance with basic skills.

A lunchtime tutorial program offers further opportunities for individual support and assistance to students in all levels of mathematics.

EXTENSION OPPORTUNITIES

- The Mathematics Competition
- The Mathematics Challenge
- The Informatics Competition
- Year 7 and 8 students have the opportunity to participate in the annual Da Vinci Decathlon
- Participation in the annual Northside year 10 Maths Carnival
- Year 10 students have the opportunity to participate in Hawker College programs such as extension with the MARC-X program and support with the MARC-O program.
SoSE is comprised of four strands at Belconnen High School. These are: History, Geography, Civics and Citizenship, and Financial Literacy.

**HISTORY**

a study of past societies and peoples, both from Australia and around the World.

**GEOGRAPHY**

the study of the world as a place in which humans live, and humans affect it.

**CIVICS AND CITIZENSHIP**

the study of government and the ways in which citizens interact with it. What is ‘good’ citizenship?

**FINANCIAL LITERACY**

the use and abuse of money; the world beyond school;

The content of each year of study is varied, and will continue to change in the ongoing process of implementing the Australian Curriculum. The SoSE curriculum is also governed by the Department of Education’s requirements, outlined in *Every Chance to Learn*. 
In 2014, each of the year groups will study the following topics:

**YEAR 7** Introduction to Geography, Me the Consumer, Ancient History (including ancient democracy and citizenship).

**YEAR 8** Australian Geography, Disasters, Natural and Human, and Australia and the World 500-1700.

**YEAR 9** Australian History from the Gold Rushes to Federation, and The World from 1750 to 1918, Australian Government and Law, Geography: resources and their use.

**YEAR 10** Globalisation; Human Rights; Introduction to the Legal System; Financial Literacy; and World War II.
The Physical Education curriculum is innovative and progressive. Through movement, students will develop the knowledge and skills that promote a well-balanced and holistic lifestyle. Learning takes place in a positive and inclusive environment. The aim of the Physical Education curriculum is to engage and extend students Physical Fitness, Skill Acquisition, Self Esteem, Cognitive processing and Social Skill development as a means of promoting lifelong participation in physical activity.

COURSE SUMMARY
YEAR 7: Students participate in a variety of units that focus specifically on the development of particular skills. These skills are developed through modified games and cooperative learning tasks.
YEAR 8: Traditional skills and drills curriculum relating to a particular sport.
YEAR 9: Sport Education. Students learn about all facets of a particular sporting competition. The students develop all aspects of the competition and implement them.
YEAR 10: Community and Leisure. Students learn about and access various activities that are available for the general community.

In all units skills are introduced progressively as higher standards of performance are achieved. PE is a compulsory subject for all students unless exempt for medical reasons with a medical certificate.

CLOTHING
Students are expected to wear the following:
- Black and red or red and white Belconnen High School PE t-shirt
- Black tracksuit pants or shorts
- Footwear appropriate for physical activity (these must have laces),
- A hat, drink bottle and sun screen are also recommended.
PE ELECTIVES YEAR 9 AND 10

OUTDOOR EDUCATION – SEMESTER 1 & 2 year 9 & 10

Outdoor Education is a subject that fosters and encourages leadership and team work. We aim to prepare students for different situations, teach students how to identify and respond to safe and unsafe situations and apply the necessary skills to demonstrate a positive environmental ethic. During Term 1 students study Ocean Sports consisting of surfing, snorkelling, sea kayaking and stand up paddling. Students learn about key lifesaving skills and must demonstrate a basic swimming ability. This is all in preparation for a 3-day ocean sports camp to the South Coast. Students participate in a wide range of team building activities in order to build confidence and self-esteem in a team environment.

During Term 2 students study a Ropes and Navigation unit including rock climbing, abseiling and orienteering.

During Term 3 students study a Snow Sports unit consisting of safety, equipment, technique and the alpine environment. This term’s theory is in preparation for a 3-day trip to Thredbo.

During Term 4 students have the opportunity to try a mixed bag of other outdoor pursuits including caving, white water rafting and bushwalking.
SPORTS SCIENCE – SEMESTER 1

Sports Science is a Semester unit where students learn the basics of Human Movement. Students will have the opportunity to study how the body works, performs and reacts to different situations in theory and practice. Both practical and theoretical components will be assessed. Students will be given the opportunity to complete their Sports Medicine Awareness Certificate as part of this subject. The key characteristics are:

Body Systems structure and function, names, locations and actions,
Sports Injuries understanding the basic structure of those areas of the body most susceptible to sporting injuries and how to prevent them,
Drugs in Sport various drugs used by athletes and drug testing procedures,
Nutrition the principles for athletes and effects of good nutrition on sports performance

SPORTS LEADERSHIP - SEMESTER 2

Sports Leadership is designed to improve students' leadership skills, self-confidence, and knowledge of the principles and science of sports coaching. We aim to provide students with the opportunity to develop their public speaking skills, their ability to be adaptable and flexible in different situations as well as their ability to successfully work as a team to deliver positive learning experiences to younger students.

Sports Leadership allows students to gain an understanding of coaching theory and receive a Beginning Coaching General Principles qualification. Students put theory into practice by planning and implementing basic coaching sessions with primary school students.

SCHOOL SPORT

BHS participates in a wide range of SSSA sporting competitions. These take place both during the school day and after school depending on the sport. Please ask the PE faculty should you have any questions regarding school sport.

In 2012 we were ACT champions in Boys 9/10 Futsal, 7/8 Boys Super 8’s Cricket and 7/10 Boys Hockey.
<table>
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<td><strong>Throw / Catch</strong></td>
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<td><strong>Striking 1</strong></td>
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<td><strong>Accuracy</strong></td>
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<td><strong>Passing accuracy</strong></td>
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<td><strong>Kicking 1</strong></td>
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<tr>
<td><strong>Catch / Pass</strong></td>
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<tr>
<td><strong>Striking 2</strong></td>
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<td><strong>Kicking 2</strong></td>
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<td><strong>Leisure Sports 1</strong></td>
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<td><strong>Team Sports 1</strong></td>
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<td><strong>Racquet Sports 1</strong></td>
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<tr>
<td><strong>Leisure Sports 2</strong></td>
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<td><strong>Team Sports 2</strong></td>
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<td><strong>Racquet Sports 2</strong></td>
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All year groups study Fitness fortnightly. Cross Country, Dance & Athletics

**Health**

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<th><strong>Semester 1</strong></th>
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<th>Illicit Drugs</th>
<th><strong>Semester 1</strong></th>
<th>Relationships</th>
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<td><strong>Semester 2</strong></td>
<td>Alcohol</td>
<td><strong>Semester 2</strong></td>
<td>Sex Ed</td>
<td><strong>Semester 2</strong></td>
<td>Party Safe</td>
</tr>
</tbody>
</table>
DESIGN AND TECHNOLOGY

Students design, make and appraise practical solutions that respond to identified opportunities, problems, needs or enterprising ideas. Using technology involves selecting and applying practical skills, techniques, tools and materials to create design solutions. It is based on the design process in which students are given design challenges and encouraged to think creatively about a range of practical solutions.

Students will study an introductory course in year 7 and 8, in which students sample a few of the different types of technology offered as electives from year 9 onwards at BHS. These are wood based design, metal-based design, graphic design with computers and designing with electronics.

YEAR 7/8
Discovering Technology
Technology in Action

YEAR 9/10
Designing with Computers
Design and Technology
Metal Design
Electronics and Design
FOOD AND TEXTILES TECHNOLOGY

Food Technology at BHS provides students with opportunities to consider and take hold of their own health and well-being, to develop safe food handling skills and to make good food choices. Importance is placed on the development of practical skills which can be used at home. Textiles and Design provides students with an opportunity to gain skills and experience when designing and creating with fibres, yarns and fabrics. Students will create projects of a clothing and craft nature.

YEAR 7/8
Food and Fabric

YEAR 9/10
Food Technology (Bakehouse)
Food Technology (International Cookery)
Textiles and Design
Food Technology (Entertaining)
Food Technology (Good Food)

ATTITUDES AND VALUES WE PROMOTE

- Appreciate the place of creativity, innovation and enterprise in the design process.
- Develop a commitment to occupational health, hygiene and safety.
- Develop a commitment to responsible selection and use of technology.
- Appreciate ethical and moral considerations relevant to design solutions.
- Relevance to industry.
- Strong work ethics in the classroom.
- Punctual arrival to class.
- Respect for one another.
The Visual Arts provides students with opportunities to explore and develop skills in a wide range of visual media to create images and objects that communicate their ideas. Students are encouraged to view, discuss and evaluate art works from different cultures and historical perspectives. They will also acquire skills in identifying and applying art concepts to their own work. This course promotes the development of self-confidence through a variety of individual and co-operative activities, as well as self-discipline and organisational skills.

**ART/MUSIC/DRAMA 7/8**

Students will study an introductory course in year 7 and 8, in which students sample a few of the different areas of the Art’s offered as electives in years 9 & 10.

**PHOTOGRAPHY 9/10**

Photography provides students with the opportunity to learn basic black and white photographic skills. It includes learning to use an SLR camera, the processing of film and printing of photographs. Students focus on producing their own images and experimenting with them developing photographs for presentation and exhibition.
STREET ART 9/10

‘Street Art’ unit focuses on the development of ideas and techniques used in designing and painting Graffiti murals. Students have the opportunity to create, make and present murals to improve the school environment. Positive participation is an integral part of this unit with the focus on skill development and team building. Investigation and experimentation of a range of graffiti design, art materials, digital media and equipment are included.

DRAMA 7/8/9/10

Drama enables students to develop confidence and self-esteem as they creatively explore and express a range of ideas. In years 7 and 8, students experiment with a variety of skills, elements, conventions and styles associated with drama. They learn through experiences of creating, presenting and appreciating dramatic works. As students work individually and collaboratively to develop their performance skills, significant emphasis is placed on participation and cooperation.

Students who chose drama electives in years 9 and 10 have the opportunity to explore specific styles and techniques in greater depth as they continue to develop their performance skills.

In 2013, BHS launched a performance group known as *Upstaged*. Students from years 7 – 10 now meet regularly to plan, rehearse and present performances. *Upstaged* welcomes all students interested in developing their skills, both on stage and behind the scenes.
Music is a universal experience and contributes to the growth and development of the individual. It offers students a vehicle for self-expression and communication. The year 7/8 unit is designed to accommodate students with varying skills, including students who have had little or no music education. The content of the course covers the elements of music, reading and writing rhythm and pitch, instrument families, and introductory keyboard and guitar.

In years 9 and 10, students can continue learning their chosen instrument (guitar, keyboard, or their own instrument) and work through various units of work under the title Music Workshop.

SCHOOL BANDS

Additional to the music courses listed above, year 7 Band is also offered as a subject for continuing and beginning students combined. This takes place during the elective rotation, with students participating all year. Belconnen High is one of the few schools in Canberra to offer such an enhanced program and students from this group are the foundation of our Development Band. We welcome both beginners and continuing students into the program, with our continuing students usually offered places in the School Band by the end of Term 1.

All students are expected to attend rehearsals, with additional lunchtime rehearsals and sectional practices taking place close to performances and band excursions. The bands regularly perform at school events and ACT Eisteddfods. The School Band also welcomes experienced students from Hawker College.
YEARS 7 AND 8

It is compulsory for all year 7 and 8 students to study a Language other than English. Students are provided with the opportunity to study the language and culture of Indonesian or French. Students select their language choice after enrolment has been accepted.

YEARS 9 AND 10

In years 9 and 10 French and Indonesian are offered to both beginning and intermediate students as an Elective. Continuing students will have the opportunity to extend their language studies, consolidating their skills and deepening their understanding of the culture.

WHAT CAN YOU EXPECT IN A LANGUAGE CLASSROOM?

- Use of the target language by the teacher
- Students reading, writing, listening and speaking in the target language.
- Language games
- Cultural projects
- Food cooking and tasting
- A variety of activities, both written and oral.
- Watching relevant films
- Using the internet and other ICT
- Dressing up
- Role plays
- A different point of view

DID YOU KNOW THAT STUDYING A SECOND LANGUAGE CAN IMPROVE YOUR SKILLS AND GRADES IN MATHS AND ENGLISH?

More and more businesses work closely with companies in other countries. They need different kinds of workers who can Communicate in different languages and understand other cultures.
Learning Support at Belconnen High School provides an inclusive program catering for students with Autism/Asperger’s syndrome and students with learning difficulties.

Learning Support students are supported to develop the skills that give them independence to be successful learners and participants in society. This philosophy is encouraged in all classes and receives particular emphasis in tutorial lessons.

The Learning Support program is staffed by 4 teachers. Each are aligned to a specific year group. This model allows teachers to develop a significant bond with the students and their families. This relationship is vital in meeting the individual needs of the learning Support students.

Learning Support students are divided into two categories:

1. LSUA - Learning Support Unit – Autism
2. ISP – Integration Support Program

LSU(A) STUDENTS
These students complete core subjects of Maths, English and Science in our Learning Support Unit, while PE and elective subjects are undertaken in the mainstream. In the unit, classes are small, the curriculum is differentiated and there is always a Learning Support Assistant (LSA) working with the teacher to cater to the student’s needs. These students have an entire class, known as Tutorial, dedicated towards the development of social skills, management of anxiety and further assistance for any class work or assignments they may acquire.

ISP STUDENTS
These students complete core and elective classes in the mainstream. Their curriculum may be modified and in English and Maths classes an additional Learning Support teacher is in their classes. LSAs provide additional support where necessary. Open lines of communication between mainstream and Learning Support teachers ensure these student’s needs are being met. These students also have an entire class, known as Tutorial, dedicated towards the development of social skills, management of anxiety and further assistance for any class work or assignments they may acquire.
ALTERNATE PROGRAMS

Work experience is a vital part of the inclusive program with students in year 9 and 10 benefitting from real workplace situations.

Social programs target the individual needs of students to increase and improve independence and social interactions. These programs are implemented for students in year 7 to 10.

WHAT IS AUTISM?

Autism is a lifelong disorder that affects the way a person communicates and relates to other people and the world around them. People with autism typically display difficulties in areas such as:

1. Social interaction
2. Communication
3. Behaviour (restricted interests and repetitive behaviours)

This may lead to experiencing anxiety, frustration and confusion when faced with the demands of everyday life.

Although autism is usually present at birth, it does not usually become apparent until the ages of 2 or 3.

Early intervention, specialised education and structured support can help develop an individual’s social skills to achieve a high level of independence. This is where the Learning Support plays its part.
Belconnen High School operates a whole school approach to Student Wellbeing. The needs of each and every student are catered for through a wide range of techniques.

**THE STUDENT WELLBEING TEAM**

- Student Services Executive Teacher
- Pastoral Care Coordinator
- Youth Support Worker
- Chaplain
- Counsellor
- Year 7 Coordinator
- Year 8 Coordinator
- Year 9 Coordinator
- Year 10 Coordinator

All members of the team are available to listen to any concerns students or parents may have. In order to see any members of the team during the school day students need to have made a prior appointment.

**THE HOUSE SYSTEM**

At Belconnen High School the House system goes beyond the traditional sporting sense to encompass every aspect of school life. Year 10 students are elected as House Captains each year and they lead the student body. Students can accrue points for their house by participating in any number of activities such as: competing in academic competitions, Peer Support Leader, receiving Merit Awards etc.
PASTORAL CARE GROUPS

All students are members of a Pastoral Care group. Here students meet with the same teacher every morning to have their names marked off and catch up on the day’s events.

*Pastoral Care teachers should be a parent’s first point of contact should they have any concerns regarding their child.*

CARE

The objective of the CARE program is to create a positive school culture in which social and emotional literacy is developed in all students. Once a fortnight Pastoral Care teachers deliver an age specific lesson focussed on respect and caring for one’s self and others in a variety of situations. The overarching goal being the development of students as valuable members of our community.

CARE assists students to:

- Develop self-confidence and positive self-esteem,
- Develop a wide range of interpersonal skills,
- Adjust to change,
- Practice protective behaviours and assertiveness skills,
- Develop coping skills for everyday life including study techniques, basic communication and stress management, and
- Develop decision making skills and the ability to resist negative peer pressure.

STUDENT SERVICES

Student behaviour is managed through Student Services. All school policies relating to Student Services issues such as anti-harassment, uniform and attendance and others can be found on our website: [http://www.blch.act.edu.au](http://www.blch.act.edu.au).
RESTORATIVE PRACTICES

The principles of Restorative Practices underpin all student welfare and classroom management policies and procedures at Belconnen High School. A restorative school or classroom is characterised by high levels of support, as well as clear boundaries, where problem solving around issues is done with student involvement. Students whose behaviour is managed restoratively have been observed to undergo meaningful attitudinal and behavioural change.

PEER SUPPORT

The Peer Support program at Belconnen High School is aimed at easing the difficult transition process from primary to high school for year 7 students. Year 10 Peer Support Leaders are assigned to year 7 Pastoral Care groups. In this setting they support new year 7 pupils daily, while also delivering fortnightly Peer Support sessions.

ADDITIONAL SUPPORT SERVICES

The aim of the Student Wellbeing Team is to cater for the needs of all Belconnen High School pupils. As such there is a wide variety of additional services on offer. These include a breakfast club, and many different programs aimed at addressing a wide range of student needs.
Examples include:

**Warehouse Circus** – skill development and confidence building through learning a variety of circus tricks and trying new activities.

**Messengers (Belconnen Community Centre)- art, music and drama** classes, leading to a performance for parents.

**The Junction** – the youth health service workers attend the school during lunchtimes and are available for students to ask questions relating to health and wellbeing.

**Drumming group** – an opportunity for a small number of students to learn to play African drums and other instruments from a professional.

**Menslink** – an opportunity for a small group of young men to talk with a Menslink counsellor each week about issues important to them.

**RSPCA** – an opportunity for students to participate in a RSPCA program designed to teach them how to look after injured and abandoned animals and make toys for these animals.

**Girls Talk/Guys talk (Belconnen Community Centre)** – promotes respect and fairness in personal relationships.

**Chopper Bikes** – developed by Peter McGrath, it is designed to teach boys new skills (repairing, building and tuning bikes using mostly recycled materials). This also provides boys with positive male mentoring.

**Young Carers** – a support group for students who care for a family member.

**Young Women’s Group** – provides opportunities for girls to form friendships and build trust, and to talk about concerns.

**Breakfast Club** – a free breakfast for students is provided before school on Wednesday mornings, sponsored by Baker’s Delight.

**Cranleigh Helpers** – an opportunity for Year 10 students to work at Cranleigh School providing support in the classroom and playground once a week for 2 hours.

**Cranleigh Bike Boys** – an opportunity for a small group of young men to maintain and fix the Cranleigh School bikes once a fortnight.
Other programs are offered throughout the high school years and these include:

Indigenous tutorial program

Peer Support

Pinnacle Enrichment Program

Leadership Program

Sports Leadership

Road Ready (yr 10)

Work Experience
The Pinnacle Enrichment Program (PEP) provides a challenging and engaging learning experience for students with an exceptional capacity to learn. The aim is to encourage students to challenge themselves academically and take considered risks in their pursuit of deeper knowledge.

HOW IS THE PINNACLE ENRICHMENT PROGRAM SPECIAL?

Students in PEP are grouped with others of similar ability and commitment. The work ethos expected, permits teachers to progress studies more quickly, offer a greater range of learning experiences and allow students to study topics both more widely and in greater depth.

PEP classes run in years 7, 8, 9 and 10. These classes are conducted in English, Mathematics, Science, SoSE and Physical Education, though not necessarily in the same student group.

PEP students will be expected to take up extension opportunities such as:

- Academic competitions e.g. Australian Geography Competition, ICAS Science and English and the Australian Chemistry Quiz, Rio Tinto Big Science Competition and Australian Mathematics Competition.
- Academic challenges e.g. Da Vinci Decathlon, Maths Challenges and debating and Chief Minister’s Reading Challenge.

WHICH STUDENT IS SUITABLE FOR THE PEP PROGRAM?

The student who is accepted into the year 7 Pinnacle Enrichment Program will have demonstrated:

- a high standard of academic achievement in primary school,
- evidence of being an independent learner,
- the ability to organise time,
- pride in work, and
- be prepared to contribute to the corporate life of the school and community.
WHAT QUALITIES DO PINNACLE ENRICHMENT STUDENTS TYPICALLY DISPLAY?

PEP students usually have the following qualities:

- they complete all class work and assignments on time and to a high standard,
- there is evidence of the students being independent learners,
- there is an expectation that the students are organised for all lessons and maintains a homework diary,
- be outstanding advocate for Belconnen High School,
- take up leadership opportunities in the school, and
- participate in academic competitions of all of the learning areas.

HOW DOES A STUDENT GAIN ENTRY TO PEP?

There will be an application form which will be available on the school website. Submission is required by Friday 28 June 2013.

HOW CAN I GET MORE INFORMATION?

Contact the Pinnacle Enrichment Program Coordinator, Deputy Principal Diana Whymark on 62056844 or via email at diana.whymark@ed.act.edu.au.
The school timetable operates on a two week cycle. Students meet with their Pastoral Care Group teacher every morning for roll mark and daily announcements and attend one year group assembly one morning each week. Students are enrolled in seven lines (or classes) which occur seven times each fortnight. Whole school assemblies are usually held every two weeks on different days replacing one lesson on the timetable.

**Belconnen High School – 10 Day School Timetable**

<table>
<thead>
<tr>
<th>Period Times</th>
<th>Week A</th>
<th>Week B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monday DAY 1</td>
<td>Tuesday DAY 2</td>
</tr>
<tr>
<td>PCG</td>
<td>8:40 – 8:50</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>8:50 – 9:47</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>9:47 – 10:44</td>
<td>2</td>
</tr>
<tr>
<td>Break 1</td>
<td>10:44 – 11:34</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>11:34 – 12:31</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>12:31 – 1:28</td>
<td>4</td>
</tr>
<tr>
<td>Break 2</td>
<td>1:28 – 1:53</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1:53 – 2:50</td>
<td>5</td>
</tr>
</tbody>
</table>
Homework is expected and promoted and is an essential part of academic work at BHS.

It may be –

- work designed to be partly or wholly completed outside class time,
- revision work necessary to prepare a student for a test, or to achieve mastery of an aspect of a unit,
- “catch up work” made necessary by sickness or involvement in excursions, band performances or sport.

Major homework, including assignments, is set out in Semester Outlines distributed by each class teacher at the beginning of each semester and is available on the school website. Students who present homework late without valid reason may be penalised as per the Assessment and Reporting Policy.

Students are supported with their assessment and time management through the Study Skills Guide and the Get Sorted Handbook.
Our wiki: blchicentre.wikispaces.com

We support educational programs in the school and provide an information environment, which highlights the importance of developing information and digitally literate students.

We help students develop information literacy skills: the ability to locate, organize, understand, analyse and create and evaluate information using digital and print resources which support the curriculum.

Whole classes, small groups and individual students use the library throughout the day.

GET CAUGHT READING

Our novels have been written by leading authors. They are current, support the school’s literacy programs and are very popular.

The Chief Minister’s Reading Challenge, Children’s Book Week, and Junior Judges are some of the events we hold in which students celebrate reading.
The Houses are Freeman, O’Neill, Perkins and Thorpe.

In 2014, students will have the opportunity to contribute to the overall house points that determine the Champion House for the year. The students are able to earn points for their houses in 4 major areas of the school.

**ACADEMIC**
Students gain points for entering and achieving in the academic competitions.

**SPORTING**
Carnival competitions and other team participation events.

**CULTURAL**
Involvement in Drama and Band.

**COMMUNITY INVOLVEMENT AND CITIZENSHIP**
SRC, Peer Support, expo helpers, yr 6 visit leaders, etc.

Students are placed in Pastoral Care groups according to their House groups. Students are responsible for having their participation verified by the relevant teacher. The points will then be given to the Pastoral Care Executive Teacher to enter on to a data base at the end of each term.
At Belconnen High School all students wear school uniform. The wearing of the school uniform demonstrates a commitment to the culture of Belconnen High School. This policy applies whenever students are present at school or on a Belconnen High School excursion (unless stipulated by organising teacher).

Belconnen High School uniform is made up of the following:

**Girls**
- **Blouse** White short sleeve with red piping with school logo embroidered on pocket
- **Skirt** Black and red check
- **Shorts** Black tailored with school logo embroidered on left leg
- **Pants** Black tailored with school logo embroidered on left leg

**Boys**
- **Shirt** White short sleeve with red piping with school logo embroidered on pocket
- **Shorts** Charcoal grey tailored with school logo embroidered on left leg
- **Pants** Charcoal grey tailored pants with school logo embroidered on left leg

**Unisex**
- **Jumper**
  1. Red Woollen with school logo embroidery on chest
  2. Black Micro-fibre with fine red piping school logo embroidery on chest
- **Jacket** Black waterproof layered jacket with school logo embroidered on chest
- **Shoes** Black leather, fully-enclosed.
- **Socks** Black or White

**Physical Education**
- **Poloshirts** Choice of black/red or red/white with ‘BHS’ embroidered on chest
- **Shorts** Plain black sports shorts
- **Shoes** Sports shoes

**Optional**
- **White plain T-shirt** or skivvy may be worn under shirts and blouses
- **School bag** A black sturdy chiropractic approved backpack is recommended
- **Hat** A plain black or black/red bucket hat or black/red cap