



2026

**HAZEL GLEN COLLEGE**  
PRIMARY YEARS  
HANDBOOK

# Welcome



Welcome to Hazel Glen College!

I am honoured and excited to serve as the College Principal.

Hazel Glen College is an innovative K-12 educational precinct where early childhood, primary and secondary educators collaborate closely with a shared view of pedagogy and a seamless approach to teaching and curriculum design. K-12 education at Hazel Glen is more than just sharing a site – it embodies a holistic commitment to lifelong learning, aligned pedagogy, and a seamless educational journey.

My vision for the College is grounded in positive leadership focused on continuous improvement and excellence for all. I believe in fostering strong partnerships between our staff, students, families, and the local community to build a vibrant and sustainable culture. Together, we will ensure Hazel Glen College becomes a leading state school in Victoria.

At Hazel Glen College we strive to inspire a lifelong love of learning. Our world-class curriculum and assessments nurture learners who are confident, creative, active, and informed citizens. Our motto, “One College. Everyone Matters.” reflects our commitment to developing strong, confident, independent, and innovative leaders of tomorrow.

As a parent myself, I understand the importance of choosing the best school for your child. We share a belief that the moments spent in the classroom and the relationships formed here can profoundly shape lives and futures.

At Hazel Glen College, we recognise the vital role school plays in your child’s intellectual, physical, social, emotional, and moral development. Our goal is to help every student reach their full potential and to equip them with the skills needed to thrive in the 21st Century.

Our dedicated and passionate staff work closely with students, families, and the wider community to provide a safe, nurturing environment where academic challenge and personal growth go hand in hand.

Thank you for being part of the Hazel Glen College community.

Warm regards,  
Anthony Stockwell  
College Principal

# One College, Everyone Matters

The sense of community spirit is an essential part of our school culture. We recognise that the home and school partnership is essential to student growth. We welcome and are committed to involving parents at every stage of learning. By working together, we know that we can achieve a higher level of success for our students.

## Our Vision

We nurture and empower every student's educational journey through connected stages of learning, from Kindergarten to Year 12. We do this by providing enriching opportunities and through the investment and commitment to our staff.

## College Values

Our College emblem reflects a seamless pathway for students from our Kindergarten to Year 12. This pathway is defined by the stages of learning as Kindergarten, Primary Years (P-6), and Secondary Years (7-12), all on the one site at Hazel Glen College.

### **Relationships**

- Friendship, kindness, compassion, family, enjoyment, peace, fairness
- Developing positive relationships with others
- Being a good friend to others
- Developing connectedness to family, friends, and the community
- Being compassionate and having empathy for others

### **Respect**

- Honesty, manners, acceptance, tolerance
- Care and concern for yourself
- Care and concern for others
- Acceptance of difference
- Looking after the environment
- Showing pride in our school

### **Responsibility**

- Happiness, learning, leadership, teamwork, co-operation
- Achievement of personal best
- Being accountable for our actions
- Acceptance of individual and team responsibility
- Sharing knowledge and working effectively together

### **Resilience**

- Self esteem, self confidence, positive attitudes
- Developing self management skills
- Being optimistic
- Developing perseverance

## TERM 1

**Wednesday 11th - Thursday 12th February:** College Photo Day

**Tuesday 17th February:** College Photo Catch-Up Day

**Thursday 26th February:** Year 4-6 Athletics Day

**Monday 9th March:** Labour Day Public Holiday - no students

**Wednesday 11th - Monday 23rd March:** NAPLAN

**Friday 20th March:** Primary Years Ride to School Day

**Friday 27th March:** Primary Years Learning Expo  
2:00PM - 2:58PM

**Thursday 2nd April:** Primary Years Easter Bonnet Parade

**Thursday 2nd April:** Last day Term 1 - normal finish time

**Friday 3rd April - Sunday 19th April:** School Holidays

## TERM 2

**Monday 20th April:** Kinder to Year 12 students commence

**Monday 27th April:** Prep - Year 12 Parent Teacher Interviews

**Tuesday 28th April:** Prep 2027 Information Evening

**Tuesday 5th May:** Primary Years Mother's Day Stall

**Friday 8th May:** Mother's Day Breakfast 7:15am - 8:30am

**Friday 15th May:** Education Support Staff Day

**Thursday 4th June - Friday 5th June:** Production Camp

**Friday 5th June:** Prep to Year 12 Curriculum Day: No Students

**Monday 8th June:** King's Birthday Public Holiday - no students

**Friday 26th June:** Last day Term 2 - normal finish time

**Saturday 27th June - Sunday 12th July:** School Holidays

## TERM 3

**Monday 13th July:** Prep - Year 12 Curriculum Day - No Students

**Tuesday 14th July:** Prep - Year 12 students commence

**Friday 31st July:** 100 Days of Prep

**Monday 10th - Wednesday 12th August:** Year 4 Camp

**Thursday 20th - Friday 21st August:** Year 5 Camp

**Tuesday 25th August:** College Book Week Dress Up Day - 'Symphony of Stories'

**Thursday 27th - Friday 28th August:** College Production

**Tuesday 1st September:** Father's Day Breakfast

**Tuesday 1st September:** Primary Years Father's Day Stall

**Thursday 3rd - Friday 4th September:** Year 3 Camp

**Monday 7th - Wednesday 9th September:** Year 6 Camp

**Friday 11th September:** Prep - Year 12 Parent Teacher Interviews

**Thursday 17th September:** Primary Years House Performing Arts Day

**Friday 18th September:** College Footy Dress Up Day and Primary Years Footy Day Parade

**Friday 18th September:** Last day Term 3 - normal finish time

**Saturday 19th September - Sunday 4th October:** School Holidays

## TERM 4

**Monday 5th October:** Prep - Year 12 students commence

**Wednesday 14th October:** College Pyjama Day

**Monday 26th October:** Primary Years Grandparents Day - Afternoon Tea

**Wednesday 28th October:** 2027 Prep Information Evening

**Friday 30th October:** World Teachers' Day

**Thursday 5th November:** College Art & Tech Show

**Thursday 19th November:** Prep - Year 3 Athletics Carnival

**Tuesday 8th December:** Orientation Day

**Thursday 10th December:** Year 6 Celebration Evening

**Monday 14th December:** College Carols

**Wednesday 16th December:** Year 4-6 Swimming Carnival

**Thursday 17th December:** Last day for students Prep - Year 9 - normal finish time

**Please note that dates are  
subject to change.**

## PREP 2027 IMPORTANT DATES

### TERM 1 2026

Prep 2027 Meet and Greet Session in our HGC Kindergarten

- Monday 2nd March 2026, 11:00 - 11:45 am and 12:30 - 1:15 pm

Prep 2027 Connections in our Primary Years Reception - Coffee and Chat for parents wishing to learn more about Hazel Glen College Primary Years

- Wednesday 11th March 2026, 10:30 - 11:30 am
- Friday 27th March 2026, 9:00 - 10:00 am

### TERM 2 2026

Prep 2027 Information Night in our Primary Years Learning Lab

- Tuesday 28th April 2026, 6:00 - 7:00 pm

Ready, Prep, Go in our Primary Years Reception

- Storytime Session - Wednesday 20th May 2026, 9:00 - 9:30 am
- Art Session - Wednesday 3rd June 2026, 9:00 - 9:30 am
- Science Session - Wednesday 17th June 2026, 9:00 - 9:30 am

### TERM 3 2026

School Readiness Information Night in our HGC Kindergarten

- Tuesday 28th July 2026, 6:00 - 7:00 pm

### TERM 4 2026

Prep 2027 Enrolled Families Information Night in our Primary Years Learning Lab

- Wednesday 28th October 2026, 6:00 - 7:00 pm

Group Transition Sessions 2026

- Friday 6th November, 2:15 - 3:15 pm
- Friday 13th November, 2:15 - 3:15 pm
- Friday 20th November, 2:15 - 3:15 pm

Meet and Greet - Tuesday 1st December, 2026

- Prep 2027 Meet The Teacher, 2:15 - 3:15 pm
- Prep 2027 Meet and Greet BBQ, 3:15 - 4:15 pm

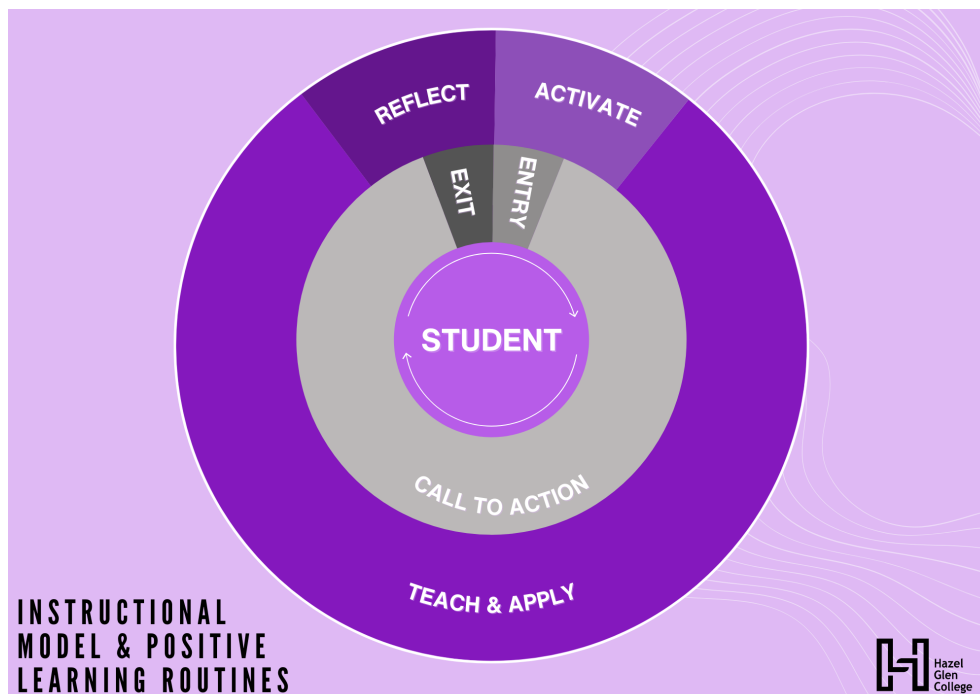
## WHAT SETS HAZEL GLEN COLLEGE APART

- Experienced, enthusiastic and caring teachers who invest in their students
- A welcoming College community dedicated to building connection with families
- A High-quality Student Wellbeing program
- A 21st Century STEAM (Science, Technology, Engineering, Arts and Maths) program
- Modern, well-equipped classrooms - individually designed to inspire and enhance learning
- Kindergarten to Year 12 (K-12) learning journey with seamless transitions for families
- A supportive and nurturing learning environment underpinned by strong College Values
- Curriculum programs catering to unique stages of learning across K-12
- Evidence based programs for literacy and numeracy
- High quality teaching and support staff who nurture and inspire our students
- Academy pathways for student leadership, instrumental music and sport
- Interactive play spaces that are safe, inclusive and inspire imagination
- Excellent K-12 facilities used in teaching and learning programs such as our Performing Arts Centre, STEAM Centre, Science Labs, Library, Learning Lab and Kitchens
- Reputable extra-curricular programs and opportunities for our College Production, College Events, Music Programs and Sport Programs
- Specialist subjects include Italian, Performing Arts, Visual Arts, Physical Education, Science, Food Technology and STEAM
- Inquiry based curiosity program with regular opportunities to showcase student learning
- Clubs program for recess and lunchtimes featuring dance, singing, art, chess and sports
- A proud College House program where students feel connected and valued as members of their College community
- Camping and excursion program designed to inspire our students and provide them with opportunities for independence
- Single classroom learning environments providing targeted and individualised instruction

### TEACHING AND LEARNING IN THE PRIMARY YEARS

## INSTRUCTIONAL MODEL

Hazel Glen College is committed to all students having a seamless transition through their different stages of learning. Our Instructional Model provides the best conditions for all students to be connected with their teachers and classmates, engaged with their learning and experience growth and academic achievement. Our Instructional Model incorporates three stages - Activate, Teach and Apply and Reflect. These three stages are also supported by our Positive Learning Routines. The instructional Model is underpinned by the Victorian Teaching and Learning Model 2.0 with emphasis on the evidence about how students learn as the basis for effective teaching.



# POSITIVE LEARNING ROUTINES

Consistent positive learning routines create calm learning environments for our students. These routines include expectations around how students enter the classroom, how students are called to action by their teachers and how to exit the classroom at the end of a session or at the end of the day. Together, routines and clear expectations help provide the predictability and structure that gives students certainty about what is expected in their classroom and supports a positive and purposeful climate for both students and teachers. Positive Learning Routines are a component of our whole College Positive Classroom Management Strategies.



## Positive Learning Routines

One College.  
Everyone Matters.

### Entry

*How we enter the learning space*

**We...**

- Line up on time
- Are calm and quiet
- Greet the teacher
- Have our correct materials



### Call To Action

*How we transition our attention between tasks*

**We...**

- Answer a rally call
- Show active listening
- Move to the next activity once directed by the teacher



### Exit

*How we leave the learning space*

**We...**

- Pack up when instructed
- Clean up our area
- Leave when asked



**RESPECT**

**RESPONSIBILITY**

**RELATIONSHIPS**

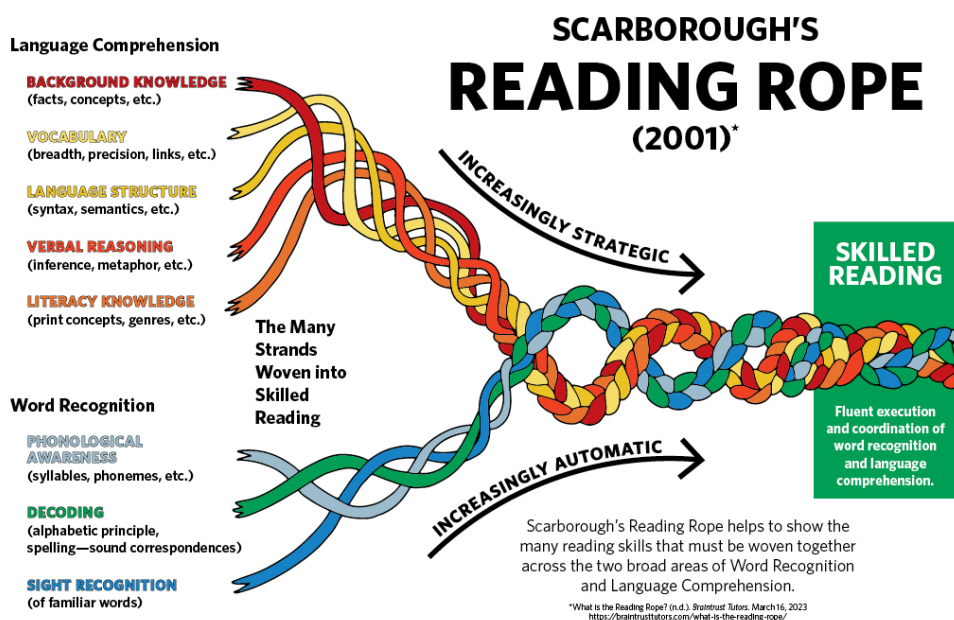
**RESILIENCE**

# LITERACY

Literacy is the foundation for all learning and plays a vital role in a child's academic success and everyday life. Strong literacy skills enable students to read, understand and analyse information, communicate their ideas clearly, and engage confidently with the world around them. The Literacy program in the Primary Years is aligned with the expectations of the Victorian Curriculum English 2.0 and aims to equip students with the essential skills they need to become capable, independent learners and effective communicators, both at our College and beyond.

Students in the Primary Years participate in a 2 hour literacy block each day. This learning focuses on students developing skills in reading, writing including spelling, and speaking and listening. Literacy teaching is explicit, structured and carefully sequenced, ensuring students are directly taught essential skills and provided with guided practice.

Our Literacy program is grounded in the Science of Reading, which draws on extensive research about how children learn to read and write. This research is illustrated through Scarborough's Reading Rope, which shows that skilled reading develops through the integration of word recognition skills (such as phonological awareness, decoding and phonics) and language comprehension skills (including vocabulary, background knowledge and understanding of texts).



In Prep to Year 2, students are taught using the Little Learners Love Literacy program, an explicit systematic synthetic phonics approach that teaches students how sounds link to letters and how to blend and segment sounds to read and spell words. This aligns with the Victorian Government's expectation that students receive daily explicit phonics instruction to build strong decoding skills, which form the foundation for fluent reading and comprehension.

In Years 3–6, students participate in Literacy Skills lessons that follow a carefully sequenced scope and sequence aligned with the Victorian Curriculum English 2.0. These lessons are taught in a specific order to ensure skills build progressively over time. Teaching focuses on grammar, punctuation and syntax, helping students understand how sentences are structured and how language works. Students also receive explicit instruction in spelling, including morphology - the study of prefixes, suffixes and base words - which supports accurate spelling, vocabulary development and reading comprehension. This structured and explicit approach enables students to apply these skills confidently in their reading and writing across a range of genres.

Reading and Writing are closely connected and draw on the same underlying knowledge and skills. These include understanding the knowledge of different text types and their purposes. To strengthen this connection, students receive explicit teaching and have opportunities to read and write every day. Teachers support students to explore how texts are structured and how authors communicate meaning, and students then apply this understanding in their own writing. Through this connected and purposeful approach, students build a deeper understanding of how texts work, which strengthens both their reading comprehension and their ability to communicate clearly in writing. Through this comprehensive approach, we aim to build confident, capable readers and writers who can successfully access learning across all areas of the curriculum.

## NUMERACY

Numeracy is a fundamental life skill. The development and application of mathematical knowledge and skills builds students' conceptual and imaginative worlds, supports problem solving attributes and skills and provides capabilities that contribute to full, participatory citizenship and career pathways.

At our College, students participate in a dedicated one-hour Mathematics lesson each day, aligned with the expectations of the Victorian Curriculum Mathematics 2.0.

Our teaching approach makes learning goals clear and builds on students' existing knowledge. New concepts are taught through explicit instruction in small, manageable steps, with teachers modelling how and why mathematical processes work. This helps students develop a deep understanding of mathematical ideas and supports their ability to reason, make connections and apply their learning flexibly.

Students are supported to develop strong foundations in key number facts so they can recall them accurately and efficiently. This automatic recall allows students to focus on higher-level thinking and problem solving. Regular opportunities to practise, review and consolidate learning are built into lessons to strengthen fluency and confidence.

Our Mathematics program develops the key proficiencies of understanding, fluency, problem solving and reasoning, ensuring students can both understand mathematical concepts and apply them effectively. Students also apply their learning in a range of contexts, revisit concepts over time and are appropriately challenged to support continued growth and mastery.

We are committed to ensuring every student develops confidence and success in Mathematics. We believe all students can learn and achieve highly in Mathematics, and we provide the support, practice and encouragement needed to build strong skills, positive attitudes and confidence.



## CURIOSITY

In the Primary Years we teach the Humanities, Science and the capabilities through an inquiry approach to learning which we call curiosity. Curiosity focuses on investigation and problem-solving that require critical and creative thinking so students can develop their abilities to ask questions, design investigations, interpret evidence, form explanations and arguments, and communicate findings.

Through curiosity we plan for students to have opportunities to direct their own learning, actively research questions that are of interest to them, use a range of resources to find information - books, websites, guest speakers/experts, incursions and excursions. Students are also encouraged to work together, students learn from each other, together with others.

Through curiosity we foster the development of transferable skills that we believe will support students in becoming lifelong learners. We call these skills our 'Learning Essences' and they include students being:

- Self Managers
- Communicators
- Thinker
- Collaborator
- Researcher

The Primary Years Curiosity program provides opportunities and real world learning with a developmental approach from Prep to Year 6. Units across the Primary Years focus on Community, Identity, Sustainability, Social Justice, Discovery and Creativity.

Social and emotional learning is taught each week as part of our Personal Enrichment Program. This program aims to promote and model respectful relationships, positive attitudes and behaviours whilst supporting student wellbeing at the College. The program also teaches our students how to build healthy relationships, resilience and confidence.

## SPECIALIST PROGRAMS

In the Primary Years at Hazel Glen College, students participate in a range of specialist classes taught by specialist teachers.

- Language - Italian
- STEAM - Science, Technology, Engineering, Arts and Maths
- Visual Arts
- Performing Arts
- Health and Physical Education
- Science (Year 5)
- Food Technology (Year 6)

Specialist classes allow students to develop a range of skills and provide them with the opportunity to develop interests outside of our core subjects. We are proud of our learning facilities with engaging learning spaces. Our STEAM Centre offers an array of technology learning devices, such as robotics and students are also provided with opportunities to learn coding and to print using 3D Printers. Our Science Lab is a fully functional lab and students take part in Food Technology in our College kitchens.

## DAILY SCHEDULE

8:50am - 9:48am-- Session 1  
 9:48am - 10:46am-- Session 2  
 10:46am - 11:19am-- Recess  
 11:19am - 12:17pm-- Session 3  
 12:17pm - 1:15pm-- Session 4  
 1:15pm - 1:30pm-- Lunch Eating Time  
 1:30pm - 2:00pm-- Lunch  
 2:00pm - 2:58pm-- Session 5  
 2:58pm-- Students Dismissed

## EVERY STUDENT, EVERY LESSON, EVERY DAY

At Hazel Glen College we believe in developing the whole child to reach their full potential. Taking a holistic approach ensures that students are catered for in both their learning and wellbeing. Students have a range of opportunities on offer at our College to suit their interests and attitudes. Student voice is welcomed through our extra-curricular programs and we aim to cultivate capable and curious members of our College community.

## COLLEGE HOUSE PROGRAM

Hazel Glen College offers a wide variety of innovative programs that aim to create a love of teamwork as well as developing a broad range of skills and abilities. We encourage every child to participate in the College house program and events with a focus on promoting lifelong health and confidence and to feel proud of their contributions with their peers towards their house team.

## CLUBS

Hazel Glen College offers a diverse range of clubs for students wishing to broaden their experiences and connectedness to school. These clubs are designed to offer fun and engaging activities that help to build confidence and offer gateways to new friendships. The clubs run at recess and lunchtimes. Types of clubs are dance, singing, yoga, mindfulness, art and other group activities.

## BUDDY PROGRAM - PREP AND YEAR 4

Every Prep student is assigned a student buddy to offer them invaluable support, guidance and friendship throughout the year. Their buddy will spend time with them engaging in fun activities that will help to enrich and strengthen their relationship. This program is one that is deeply treasured by both the younger and older students and leads to precious memories and friendships that can last a lifetime. Having a Year 4 buddy in Prep means that our Prep students have their buddy at our College until they complete Year 6 and this strengthens our peer connections within the Primary Years.

## STUDENT LEADERSHIP

Students from all year levels are provided with the opportunity to participate in student voice to share their ideas, thoughts and opinions. Regular assemblies are a platform for students to develop their public speaking skills and share their successes with their teachers and peers. Our College Academy program provides pathways beginning in the Primary Years for students to pursue Leadership Development, Instrumental Music and an Athlete Development Academy from Year 7.

## EXCURSION AND EXTRA-CURRICULAR OPPORTUNITIES

Our students are provided with opportunities to enhance their learning experiences with excursions and incursions throughout the year. Examples of these include Bundoora Farm, Road Safety, Museum, Prep Celebrations for 100 Days, Prep Breakfast and other special activities. Our College has a range of whole College events that families are invited to be attend such as the College Production and family events such as the Christmas Carols and Colour Fun Run. These fun community events are enjoyed by many of our local families and friends.

## OUT OF SCHOOL HOURS CARE PROGRAM

Our unique program is operated by our College and is designed and delivered by a dedicated and passionate team of early childhood educators. Our Out of School Hours Care (OSHC) Program provides a safe, inclusive, diverse and engaging educational program for all students across the College. For enquiries, please contact the OSHC Team on 9717 7588 or [oshc@hazelglencollege.com](mailto:oshc@hazelglencollege.com).

## PARENT INVOLVEMENT

At Hazel Glen College, we are dedicated to the partnership between home and our College. We believe everybody benefits from creating strong ties by having parents and guardians involved and engaged in the classroom activities. We warmly welcome parents and guardians into the classroom to assist with our Hazel Glen College reading program, group tasks, and off-site with excursions. To become eligible to help in your child's classroom, we ask that you present a Working with Child Check (as per government guidelines), read and sign our Confidentiality Agreement and complete our 'Classroom Helper Course' and our OHS Induction. See this link for more information on obtaining a Working with Children Check: <https://www.workingwithchildren.vic.gov.au/home>

## DEVICE INFORMATION

The iPad program has been running at Hazel Glen College since our first year in 2014. As a College, we firmly believe in the importance of embedding technology into learning. We are committed to supporting and empowering our students to maximise their full potential. Technology is an important tool in supporting student learning and developing skills they require for their future. Students from Year 1 to Year 6 use an iPad for their everyday classroom learning. We have a Bring Your Own Device Program where students bring their own iPad for school use. For more information, please visit our website.

## CAMP

Our camping program fosters a love of recreation and outdoors by providing opportunities for students to be independent and to gain an understanding of the natural environment and their responsibilities within it. It develops positive relationships and community spirit outside the College setting.

Our program commences in Prep and continues with new opportunities as students progress through the Primary Years. Our students go to a variety of camping locations, such as adventure camps, historical sites, and urban camps. Activities include water activities, lying fox, giant swings, archery, and raft making.

Our Prep students start with their Prep Breakfast and the Year 1's have their disco, both hosted at the College. Our Years 2-6 camps range from overnight camps to three day camps.

## PREPARING FOR SCHOOL - STARTING IN PREP

Early learning and home activities will have provided many opportunities for your child to participate in routines and everyday processes such as resting, eating, toileting, self-help and managing their belongings. Consider how your child is progressing in these routines to identify which areas may need more support in preparation for your child to begin school.

When getting ready for a school day, it is important to ensure your child:

- is well rested by having had a good night's sleep
- has their school uniform ready for them to dress themselves
- has eaten a good, balanced breakfast
- knows the difference between their brain food, snack and lunch
- has a bottle of water, school bucket hat and all clothing and belongings are labelled

In order to make the transition to our College as smooth as possible, we aim to work closely with you and your child's preschool teacher before the school year begins.

In preparation for their College journey, there are some skills which are very important for your child to have, and to continue to work on that are essential for independent learning and self care.

These include:

- putting things away after use
- packing and unpacking their own school bag
- taking off and putting on outer clothing, including shoes and socks (i.e. tying their own shoelaces)
- using a tissue properly and not coughing and sneezing over others
- unpacking and eating, knowing which is brain food, snack and lunch
- using the toilet correctly (i.e. flush and wash hands using soap and water afterwards)
- listening to instructions
- knowing their full name and general information about themselves (i.e. age, birthday month)
- cooperating with others

Parent assistance in achieving these skills is greatly appreciated.



# PREPARING FOR SCHOOL IN THE PRIMARY YEARS

## HOW PARENTS CAN SUPPORT STUDENT WELLBEING

A strong home and College partnership is essential. Families play a powerful role in reinforcing the values and expectations we promote at our College.

### POSITIVE PARENTING

- maintain clear, consistent boundaries and expectations at home
- use calm, respectful language when discussing challenges
- focus on effort, growth and problem-solving rather than blame
- model respectful relationships and emotional regulation
- maintain open communication with your child about their learning and friendships

### WELL-RESTED STUDENTS

Sleep has a significant impact on behaviour, emotional regulation and learning. To support your child:

- establish a consistent bedtime routine
- limit screen time before bed
- ensure children get age-appropriate sleep (Primary Years students generally require 9–11 hours per night)
- encourage a calm, predictable morning routine to set your child up for success

### SUPPORTING DAILY ROUTINES

Predictable routines provide children with a sense of safety and security. When students know what to expect, they are more confident, regulated and ready to learn.

Families can support daily routines by:

- maintaining consistent morning and evening structures
- preparing school bags, uniforms and lunches the night before
- arriving at school on time to minimise anxiety and maximise learning time
- establishing regular homework or reading time in a quiet space
- encouraging independence by gradually increasing responsibility for organisation and self-management

When families and our College work together to create consistent expectations across home and school, students experience stability, connection and care creating the conditions for both wellbeing and academic success.

If you have concerns about your child's wellbeing, we encourage you to contact your classroom teacher or the relevant Year Level team so we can work in partnership to support your child.

# INSTRUMENTAL MUSIC ACADEMY (IMA)

## OUR VISION

Hazel Glen College's Instrumental Music Academy (IMA) has been established to identify and develop emerging student musicians across all facets and disciplines of instrumental music. The academy's holistic approach aims to develop our student musicians to better prepare individuals for pathways into a professional setting by supporting them to balance their academics, develop their leadership skills and support them to become global citizens.

## OUR MISSION

- To promote a high performance culture that provides student musicians the skills to be successful and foster a love for music
- To develop, enhance and prepare students for pathway opportunities into professional settings
- To assist student musicians to balance their academic and instrumental goals, and develop mental and technical skills that will support them to achieve and reach their potential

## INSTRUMENTAL MUSIC ACADEMY

Students will participate in 3 x 60 minute sessions per week that are a combination of timetabled, instrumental and after school classes. Student musicians will follow a high performance curriculum that will further deepen and support their musical success in and out of the classroom. The Instrumental Music Academy is a 2 year program for student musicians starting in Year 5 and Year 7 and requires a 2 year commitment.

## ACADEMY ENTRY

The academy will have the following positions in 2026:

- 25 Year 5 students
- 25 Year 6 students
- 25 Year 7 students
- 25 Year 8 students

## ACADEMY FOCUS AREAS

Academy Class:

- Advanced music curriculum
- Theory and analysis
- Songwriting and composition
- Developing leadership capacity and skills
- Speakers and guest performances
- College and community projects

Focus Lesson:

- Experiences across a range of instruments
- Instrument skill development
- Sectional and individual rehearsal focus
- Guided study sessions

After School Rehearsals:

- Working with other year levels
- College Concert Band
- College performances
- Community performances



# INSTRUMENTAL MUSIC ACADEMY (IMA)

## STUDENT MUSICIAN CRITERIA

Due to the limited number of places we can offer in the Academy, applicants will undergo a rigorous selection process whereby successful applicants must meet the selection criteria and demonstrate the below attributes:

- A committed mindset of ongoing development and improvement
- The physical, mental and emotional willingness to undertake a challenging and rigorous program
- A passion and commitment to work hard, to be challenged, and a motivation to challenge themselves
- The ability to work as part of a team as well as a demonstration of leadership skills

## APPLICATION PROCESS

### STAGE 1

- Attend the Student Information Session(s)
- Written Academy application, including musical history and goals
- Teacher, organisation, or instrumental teacher reference
- Previous academic and behavioural school reports

### STAGE 2

- Student video submission

### STAGE 3

- Musician interview (*as required*)

## EXPECTATIONS AND CONDITIONS OF ENROLMENT

Student Musicians will be required to meet all behavioural and academic expectations of the College and academy:

- Student musicians will be required to meet all behavioural and academic expectations of the College and Academy
- Successful participation within the academy is contingent on the student musician successfully meeting academic criteria
- Demonstrate and reflect our College values at all times
- Student agreement to be signed by students and parents and guardians
- Students will need to meet an attendance rate to maintain their position within the academy

## INDIVIDUALISED INSTRUMENTAL PROGRAM

Our full-time Director of Music and Academy Leader will tailor an individualised program for each student musician.

## IMA FACILITIES

- Performing Arts Centre
- Dedicated music classrooms in the College Music Hub
- Extensive selection of instruments

Please note that additional fees occur for student musicians enrolled in the Hazel Glen College Instrumental Music Academy. These fees will include the IMA uniform, guest presenters, instrument use/hire, maintenance and instrumental lessons.



## STUDENT LEADERSHIP

The Hazel Glen College Student Leadership Academy has been developed to provide students with the necessary skills, knowledge and experiences to become effective leaders in the College, communities and beyond.

The goal of the Student Leadership Academy is to help students develop leadership qualities such as critical thinking, problem solving, communication, teamwork and decision making skills.

Academy students are offered a range of opportunities through teacher led fortnightly classes, workshops and excursions.

## LEADERSHIP ROLES

Students who are nominated and/or elected to leadership positions within the College have the following responsibilities:

- Primary Years Captains
- Student Representative Council
- House Captains
- Specialists Captains
- Year 4 Buddies to Preps

## STUDENT LEADERSHIP ACADEMY (SLA)

Students will participate in 1 class per week that will build their personal leadership skills as well as working together as group to build their team work and communication skills.

### APPLICATION PROCESS

#### STAGE 1

- Students will write an application to the academy leader explaining why they would like to be a part of the academy.

#### STAGE 2

- A select number of students will be invited to a group interview, where they will present themselves as well as a College initiative they would like to develop.

## STUDENT AWARDS

Hazel Glen Heroes are presented at Year Level Assemblies on a fortnightly basis and are awarded to students who have demonstrated our College values.



Hazel Glen College offers a wide variety of innovative programs that aim to create a love of sport and performing arts as well as developing a broad range of skills and abilities. We encourage every child to participate to the best of their ability with a focus on promoting lifelong health and confidence in their ability to 'give it a go'.

## HOUSE PATRONS



### Dr. Victor Chang AC

Dr. Victor Chang was born 21 November 1936, in Shanghai. He was a Chinese-Australian cardiac surgeon who was a pioneer in heart transplant surgery and research. He established the National Heart Transplant Program in 1984 and the National Lung Transplant Program in 1990. Dr. Chang played a key role in the development of an artificial heart valve and, in later years, an artificial heart. He performed the first Heart/Lung transplant in 1986 and on 8 April 1984, Dr. Chang and his team operated on 14-year-old Fiona Coote, Australia's youngest transplant patient. He was awarded the Order of Australia medal in 1986 in recognition of 'service to international relations between Australia and China and to medical science'. The Victor Chang Cardiac Research Institute was established in New South Wales on 14 February 1994 in honour of Dr. Chang.



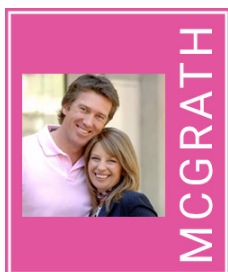
### Adam Goodes

Adam Goodes was born 8 January 1980, in South Australia. Goodes' father is of English, Irish, and Scottish ancestry and his mother is an Indigenous Australian. He was drafted by the Sydney Swans in 1997 at the age of 17. Adam has gone on to achieve the most recognised individual and team awards in the AFL, winning both the Brownlow Medal and Premiership Cup twice. In September 2009 he co-launched the Goodes/O'Loughlin (GO) Foundation to provide Indigenous children with scholarships to quality schools and to assist families in meeting the expenses for students attending these schools. In 2014, he was named Australian of the Year for his community work through the "GO Foundation" and his advocacy against racism.



### Layne Beachley

Layne Beachley was born 24 May 1972, with the birth name of Tania Gardner, before being adopted by the Beachley family. She became a professional surfer at the age of 16 and was the first woman in history to gain 7 World Championships, six of them consecutive, 1998 - 2003 and 2006. In 2006, she was inducted into the Surfing Hall of Fame and in 2011 into the Sport Australia Hall of Fame. Layne was the founder of the 'Aim for the Stars Foundation' whose slogan is "We aim to empower individuals to take control of their lives, to invest in their future and fulfil their potential. We support girls and women with initiative and passion, that are committed to achieving a dream and courageous enough to ask for help along the way."



### Jane and Glenn McGrath

The McGrath Foundation raises money to place Breast Care Nurses in communities right across Australia, as well as increasing breast cancer awareness among young Australian women. Jane McGrath was married to the famous fast bowler Glenn McGrath, who led the Australian bowling attack for over 10 years and holds the record for the most wickets taken by an Australian fast bowler. Following her personal experience with breast cancer and receiving support from a trained breast care nurse, Jane McGrath launched the McGrath Foundation in 2005. The McGrath Foundation is symbolically associated with the colour pink. It is supported by the Sydney Pink Test and the AFL Pink Lady spectacle, where breast cancer patients and survivors stand on the MCG as a sign of solidarity for those who face this illness.



### James 'Jim' Stynes

Jim Stynes was born on 23 April 1966 in Dublin, Ireland. A promising Gaelic footballer, Jim moved to Australia at the age of 18 where he played 264 AFL games for the Melbourne Football Club, including 244 consecutive games. In 1994, Jim Stynes co-founded The Reach Foundation and became a prominent youth worker in Victoria. The Reach Foundation's vision is that every young person has the support and self-belief they need to fulfil their potential and dare to dream. Their mission in achieving this is to encourage young people, no matter what their circumstances, to believe they can achieve. Jim was named the Victorian of the Year in 2001 and 2003 for his work with the Reach Foundation. He received an Order of Australia Medal in 2007. Jim Stynes passed away from cancer on 20 March 2012 aged 45.



### Dr. Fiona Wood

Dr. Fiona Wood was born on 2 February 1958 in Yorkshire, England, and migrated to Australia in 1987. She is the Director of the Burn Service of Western Australia and a Consultant at Royal Perth Hospital and Princess Margaret Hospital in Perth. In October 2002, Dr. Wood and her team worked to save 28 patients suffering from burns, deadly infections, and delayed shock from the Bali Bombings. Fiona Wood received an Order of Australia medal in 2003, Australian of the Year, and Western Australian Citizen of the Year. In 2024, she was promoted to Officer of the Order of Australia. Fiona's dedication to the Australian people and her love of working and living in Australia is reflected in her many medical achievements. Fiona is a permanent resident of Australia, the mother of six children, loves sport, and is immensely proud to be Australian. Fiona works towards a society dependent on the integrity of each and every one of us.

## PRIMARY YEARS UNIFORM GUIDE

As a member of Hazel Glen College, each student projects the College's image, especially in the way they present themselves in their dress and behaviour. This should reflect their status as a member of a respected College in the community. Primary years students are expected to dress neatly and in the correct College uniform as is appropriate for the weather.

### UNIFORM ITEMS

- Purple check Dress
- Black Skort or Shorts mid thigh all black, no skins, bike shorts or running shorts
- Black Classic pants (not leggings)
- Black Cargo Shorts/Pants
- Short/Long Sleeve Polo
- Pinafore Dress
- White Long Sleeve Polo (under tunic)
- Windcheater V-neck
- Windcheater Zip Jacket
- Bonded Jacket
- HGC Year 6 Jacket (to only be worn by this Year Level)
- Plain White or Plain Black Socks (must cover ankles)
- Black Zip Cuff Tracksuit Pants

### FOOTWEAR

Students can wear either black leather lace up shoes or supportive runners with a rubber sole.  
Note: No flat soled shoes ie skate or street shoes or basketball hi-top shoes.

### ACCESSORIES

- HGC Backpack with Laptop/iPad Insert
- HGC Bucket Hat - must be worn from mid August to 30 April (no cap)
- HGC Book Bag
- Tights (black)
- Black Scarf Only (no other colours permitted; no prints or logos)
- Hair accessories (e.g. hair ties, scrunchies, ribbons) must be College colours (including religious headwear)

