



2026-2027

SECONDARY 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 19th February: Year 12 Welcome Breakfast

Thursday 5th March: Secondary Years Swimming Carnival

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

Wednesday 11th - Monday 23rd March: NAPLAN

Thursday 19th March: 2027 Year 7 Information Evening

Monday 23rd - Wednesday 25th March: Year 7 Camp

Thursday 26th March: Secondary Years Athletics Carnival

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

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

Monday 11th - Friday 15th May: Year 10 Work Experience

Friday 15th May: Education Support Staff Day

Monday 25th May: Year 10 Meningococcal Immunisations

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

Tuesday 9th - Monday 15th June: Year 11 Exams

Thursday 11th June: Year 9 Personal Best Showcase Evening

Friday 12th June: Year 12 Formal

Tuesday 16th June: General Achievement Test (GAT)

Wednesday 17th - Wednesday 24th June: Year 10 Exams

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

Tuesday 28th July: Year 10 Course Counselling Day

Thursday 13th August: Year 7 Immunisations

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

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

Wednesday 16th - Friday 18th September: Year 12 Dress Up Week

Friday 18th September: College Footy Dress Up Day

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

Friday 16th October: Final Day Year 12 VCE Classes

Tuesday 20th October: Year 12 Celebration Day

Monday 26th October - Wednesday 18th November: VCAA Unit 3&4 Exams

Friday 30th October: World Teachers' Day

Thursday 5th November: College Art & Tech Show

Friday 6th - Friday 13th November: Year 11 Exams

Friday 13th - Friday 20th November: Year 10 Exams

Monday 16th - Friday 27th November: 2027 Year 12 Early Start Program

Wednesday 18th November: Year 12 Graduation Presentation Ceremony

Monday 23rd November - Friday 4th December: 2027 Year 11 Early Start Program

Wednesday 2nd - Friday 4th December: Year 9 Exams

Monday 7th - Tuesday 8th December: 2027 Year 10 Early Start

Tuesday 8th December: Orientation Day

Wednesday 9th December: Secondary Years Awards Evening

Monday 14th December: College Carols

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

Please note that dates are subject to change.

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.



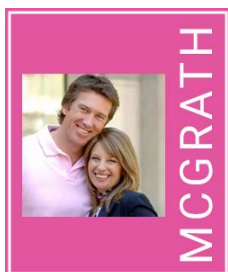
Adam Goodes

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.

SECONDARY 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. Students have the option to choose between wearing the College academic uniform and the College PE uniform.

This aims to support the needs of our students and families by providing more flexibility in their daily attire. **It is important that students wear either uniform in its entirety and do not mix and match items from the academic and PE uniforms.** On PE/Sport days, students are required to wear their PE uniform. On non-PE/Sport days, students have the choice to wear either the academic uniform or the PE uniform.

ACADEMIC UNIFORM

- Summer Dress with Plain White, Black or Grey Socks (must cover ankles)
- Woollen Jumper: Purple for Years 7-9, Black for Years 10-12
- Year 12 Jacket (to only be worn by this Year Level)
- Tunic Skirt with Black Tights or Plain White, Black or Grey Socks (must cover ankles)
- Grey Pants or Shorts with Plain White, Black or Grey Socks (must cover ankles)
- Short or Long Sleeve Shirt with Logo
- Purple Bonded Jacket
- Blazer (Year 7-12 **ONLY**) - Optional
- Tie (Year 7-12 **ONLY**) - Optional
- Black leather lace up shoes with black laces
- **Note:** T-Bars are not permitted.

PE/SPORT UNIFORM

- PE Polo Top
- Rugby Top
- PE/Sport shorts no logo (HGC logo accepted) mid thigh all black, no skins, bike shorts or running shorts
- Purple Bonded Jacket
- Black Tracksuit Pants, no logo (HGC logo accepted)
- Plain White, Grey or Black Sports Socks (no logos and must cover ankles)
- Students must wear PE/Sport Uniform on designated PE/Sport days
- Supportive runners with a rubber sole. Note: No flat soled shoes ie skate or street shoes or basketball hi-top shoes.
- Note: On days when students have Technology/Science subjects (Technology or Science pracs), enclosed leather shoes are to be worn in line with health and safety guidelines. Students will be required to bring a pair of shoes for these sessions if wearing PE uniform.

ACCESSORIES

- HGC Backpack with Laptop Insert
- College Cap or Bucket Hat
- College Beanie
- Black Scarf Only (no other colours permitted; no prints or labels)
- Hair accessories (e.g. hair ties, scrunchies, ribbons) must be College colours (including religious headwear)

SECONDARY YEARS UNIFORM GUIDE

The College uniform is expected to be worn with pride and care. To ensure this happens:

- The Uniform Guidelines apply during school hours, while travelling to and from Hazel Glen, and when students are on school events or representing the College
- Students are expected to dress neatly and in the correct College uniform
- Primary School Wear (PSW) are the current uniform supplier available online (www.psw.com.au)
- All Hazel Glen College uniform items (except the summer dress, College grey shorts/pants, tunic skirt and socks/tights) have the College logo
- We encourage all uniform items must be clearly labelled with the student's name; any items are the responsibility of the child and child's family
- Jewellery: the only acceptable jewellery items are watches, small stud earrings/sleepers worn in the ears only and nose piercings must be a small stud/clear discreet keeper only
- Extreme hair colours (e.g. green or purple) and/or extreme hair styles (e.g. spikes or shaved head patterns) are not permitted. If in the College opinion it is unacceptable, it may result in the student's exclusion until the matter is satisfactorily resolved
- Students with long hair are encouraged to keep it tied back for health and safety reasons and in support of the prevention of Head Lice. Long hair must be tied back when required eg. PE and technology subjects
- All hair accessories should conform to the College colours (including religious headwear)
- Discreet cosmetics may be worn by students in Years 7-12
- Hazel Glen College beanies with a logo may be worn. Hats and beanies are not to be worn inside
- College Council requires the Principal to be responsible for implementation of the School Dress Code
- Students not wearing the prescribed uniform will be issued an 'Out of School Uniform' notification that will be sent home to parents/guardians
- Tailored Long-sleeved Shirts must be tucked in
- Parents seeking exemptions to the Dress Code due to religious beliefs, ethnic or cultural background, student disability, health condition or economic hardship must apply in writing to the Principal for consideration

Decisions as to the suitability of any uniform item is made by the Head of Year level in conjunction with an Assistant Principal.

TEACHING AND LEARNING

Hazel Glen College K-12 is located in the growing suburb of Doreen. Our College works in partnership with our community to provide authentic learning opportunities for our young people. We work hand in hand with our community to achieve the best academic and personal outcomes for all students.

At Hazel Glen, we equip learners with the skills, knowledge, and attitudes for success in today's world. Our College enables students to become successful learners, confident and creative individuals, and active, informed citizens. With high expectations for every student, we provide rigorous academic learning as well as hands-on, applied learning pathways.

By engaging in authentic, hands-on experiences and leveraging a wide range of digital tools, our students research, create, collaborate, and share their learning in meaningful ways.

Hazel Glen students learn through social participation with peers, teachers, parents, and members of the wider community. Social participation extends beyond the classroom by connecting student learning to the local and global community.

Our teachers provide a challenging and engaging curriculum that reflects contemporary issues and allows for learning to be applied to authentic contexts. We get our students to actively participate in meaningful learning experiences that are culturally relevant and draw on their passions and interests. They can make choices about their learning pathway and develop competencies in communicating, problem-solving, and becoming responsible citizens. Our teachers collaborate with our students to personalise their curriculum and pedagogy.

Our teachers also support students to develop their learning pathways as they progress through their secondary years of schooling. Students have access to specialised learning environments, including our Performing Arts Studio, STEAM Centre, Food Technology Kitchen, and Science Labs and our specialised Music Lab to enhance and complement their learning experiences.



To get an overview of our College, the following is a little bit of our history and a part of an extensive list of things we offer:

- K-12 education precinct
- Commenced in 2014 as a Prep to Year 6 Primary School
- Year 7 students started in 2015
- First Year 12 students Graduated in 2020
- Excellent academic opportunities
- Dynamic curriculum with a broad range of subjects
- High level of student involvement, achievement and leadership
- Learning support programs
- Extensive use of ICT to support student learning
- Performing Arts program and centres
- Extracurricular programs, including Student Leadership, music, dance, singing, sport, arts, and technology
- Comprehensive House system across the College
- Social and Emotional learning program
- Gymnasium (incorporating a Dance and Fitness Centre), outdoor hard courts, sports ovals
- STEAM Centre (Science, Technology, Engineering, Arts & Maths)
- Commercial Kitchen

iTHRIVE

Each student belongs to a Home Group class and are in the same iThrive class. iThrive Teachers are an important connection for students, and students in Years 7-9 have their own room in which they have most of their classes. The iThrive Teacher will have the student for iThrive once per week and for at least one other subject. iThrive class serves as a valuable opportunity for the iThrive Teacher and students to build positive relationships and strengthen student connectedness to school. The iThrive Teacher plays an important role in supporting student learning, engagement and wellbeing.

DAILY STRUCTURE

The College runs a ten-day timetable and a five-session day. For easy reference, it is important for students to keep their timetable in their diary and refer to our Student Management System, Compass, for updates.

8:38am - 8:50am-- Home Group
 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 - 2:00pm-- Lunch
 2:00pm - 2:58pm-- Session 5
 2:58pm-- Students Dismissed

YEAR 7 CURRICULUM

	Periods Per Week
English	5
Mathematics	4
Humanities	3
Science	3
Physical Education	2
Health	1
iThrive	1
Visual Arts	2 Per Semester
Performing Arts	
Food Technology	
Media	
Digital Design	
Languages (Italian or Mandarin)	

AIMS AND OBJECTIVES OF OUR SECONDARY SCHOOL CURRICULUM

INTRODUCTION

Our program provides a comprehensive program catering to the educational needs of all students. Our Secondary Years curriculum is structured to ensure a smooth transition from the Primary Years and the introduction of students to a variety of new subjects and opportunities for their future.

VICTORIAN CURRICULUM AND THE AUSTRALIAN CURRICULUM

The Victorian Curriculum incorporates the Australian Curriculum P-10. Hazel Glen's curriculum content reflects Victorian Curriculum requirements. In addition, assessments of progress are based upon the standards set up by the Victorian Curriculum. More information may be obtained online at <http://victoriancurriculum.vcaa.vic.edu.au/>. In the senior years of their secondary school journey, students will be offered a choice between a Victorian Certificate of Education (VCE) pathway or a Vocational Major (VM) pathway. More information can be found at <https://www.vcaa.vic.edu.au/Pages/HomePage.aspx>

DIFFERENTIATED CURRICULUM

The College recognises and caters for the different rates of progress students take as they master the key competencies outlined within the Victorian Curriculum Framework. Programs of study are differentiated to cater to the varying levels within any learning group.

Our teaching staff cater to student's needs and where necessary, construct individual education plans and modified programs. Our teachers and programs cater for accelerated learning needs through the High Ability Program as well as catering for the needs of those students who require more time to develop their skills.

LEARNER QUALITIES AND BEHAVIOURS

Underpinning the content and skills taught in relation to the curriculum are the learning behaviours or learner qualities that teachers develop in our students. They cross disciplines, promote student agency and provide students with the habits and skills needed for success as life-long learners. In the secondary years at HGC, these qualities are explicitly taught in classes and are incorporated into iThrive lessons. These qualities are viewed as foundational to students 'learning to learn' in all areas of study.

ENGLISH

Our English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in reading, viewing, speaking, listening and writing. Learning in English builds on concepts, skills and processes developed in earlier levels.

Students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the College curriculum, local community, regional and global contexts.

Students listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

MATHEMATICS

Students will practise the skills of Understanding, Fluency, Problem Solving and Reasoning as an integral part of the Mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The skills reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of Mathematics.

Understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions.

Fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms.

Problem Solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data through a variety of methods.

Reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

HUMANITIES

In the Victorian Curriculum P–10, the Humanities includes Civics and Citizenship, Economics and Business, Geography and History. The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges, including people's interconnections with the Environment.

History

The History component involves the two strands of Historical Knowledge and Understanding and Historical Skills. There will be opportunities to develop historical understanding exploring key concepts, including continuity and change, cause and effect, perspectives, empathy, significance and contestability. Students study the history of the 'Ancient World'. They will learn about what is known about the earliest Australian communities. They will investigate aspects of this ancient period including, discoveries and mysteries related to Ancient Greece.

Civic and Citizenship

Students analyse Australia's political system and the ways in which citizens participate in democracy. They explain the characteristics and types of law in Australia, and the features of the Australian legal system, including how citizens can participate in lawmaking. Students discuss democratic values and their influence on contemporary Australian society. Students describe the nature of Australian society and how Australians express different aspects of their identity and communities, including cultural and religious diversity. They discuss the values that support cohesion in Australian society.

Geography

Students extend their knowledge and understanding of physical phenomena, including natural hazards, and of the physical processes that produce them. They identify patterns and interrelationship with human activities. Students investigate why people live in a particular place and develop an understanding of the factors of liveability, comparing the world's most and least livable cities. They will analyse the liveability of Melbourne and Doreen.

Economics

Students develop an understanding of the nature of scarcity, opportunity, cost and resource allocation, and how these influence the Australian economy. Students develop personal financial literacy skills and an understanding of the importance of being an informed consumer. They will understand how to recognise scams and the importance of financial planning.

SCIENCE

Students are provided with the unique opportunity to experience science education in a laboratory from the commencement of their time in the secondary years. Teaching and learning in science takes a holistic approach, focusing on a balance of inspiring curiosity and theory. Through extended investigations and hands-on projects, students are introduced to the four branches of the science curriculum: Chemical, Biological, Physical and Earth Sciences. They are encouraged to link new knowledge to prior experience, design questions that investigate cause and effect relationships and test observable phenomena through practical classes in the laboratory.

Excursions and experiments provide our students with learning experiences that reach beyond the theory and lay the foundation for a future love of science.

Our students develop a continuum of learning through Years 7 to 9 to build the practical and applied learning skills necessary for continuing studies of Science in the senior years. Students are exposed to a number of different types of practical activities including dissections, inquiry projects and extended investigations to build their knowledge and capacity to tackle scientific real world problems.

PHYSICAL EDUCATION

Physical Education offers students an experiential curriculum that is relevant, challenging, enjoyable and physically active. Integral to Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently participate in a range of physical activities. During Physical Education sessions, students will continue to develop and refine the fundamental movement skills and game awareness.

Students are exposed to a number of traditional sports as well as sports from different cultures around the world. They will be provided with the opportunity to explore what they are physically capable of as well as continuing to develop their ability to be a valuable team member. We strive to ensure our students develop the skills and knowledge to be physically active for life.



HEALTH

In Years 7 and 8, students learn how to take positive action to enhance their own and others' health, safety (in both the real and digital world) and wellbeing. They focus on all of the dimensions of health and develop strategies to enhance these dimensions. They do this by investigating a multitude of help-seeking strategies and support services. Students also examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions.

MEDIA

Media Arts enables students to explore, create and respond to media artworks across a range of forms and platforms. Students learn how media can be used to tell stories, express ideas, and influence audiences. They develop practical skills in storyboarding, scripting, filming, photography, and editing using accessible technology.

Students are introduced to the basic principles of media production, including composition, framing, lighting, sound, and editing techniques. Through sequential, skills-based units, they build their understanding of how codes (technical and symbolic) and conventions shape meaning in media texts.

Working individually and collaboratively, students produce short film sequences, photo essays, and simple multimedia presentations. They explore genres such as documentary, advertisement, and narrative storytelling, learning to plan, film, and edit short works for a specific audience and purpose. Students develop critical thinking by analysing existing media texts, identifying how meaning is constructed and audiences are engaged.

Students also investigate the evolution of media forms and explore contemporary and historical examples, including media artworks by Aboriginal and Torres Strait Islander Peoples. Self and peer evaluation processes are embedded to enable students to reflect on their creative decisions, refine their productions, and articulate how meaning is conveyed through media.

PERFORMING ARTS - MUSIC AND DRAMA

Music encourages students to work independently and collaboratively to develop performance, aural and compositional skills in a practical-based learning environment. Students strengthen rhythmic skills using African percussion and develop an understanding of harmony and melody through the keyboard and guitar. This is achieved through sequential, skills-based structured units of learning, coinciding with complementary activities to facilitate music literacy.

Students also gain experience in memorising and performing several layered rhythmic patterns (percussion) and learn simple, effective melodies and chord progressions, together with improvisation on keyboard. The performance etiquette of each instrument is studied, with an evaluation of pertinent musical elements. Students then explore the world of music technology to create songs and soundtracks and also use it as a performance medium.

Self and peer reflection is undertaken to enable students the opportunity to evaluate and respond to performances. This is with the view to adjust and refine performances accordingly. In drama, students focus on developing skills in creativity, communication, collaboration and critical thinking. They explore and identify the expressive potential of the body and voice to create role and character and learn to manipulate space, gesture, contrast and movement to communicate a situation and focus point for dramatic action.

Through Mime, Improvisation and Scripted Drama, students explore and develop acting and communication skills, particularly with an emphasis on body language and voice articulation. They combine elements of drama in devised and scripted drama to explore and develop issues, ideas and themes, using a range of performance styles, and work to maintain a commitment to role and apply stagecraft.

Students also identify and connect specific features and purposes of drama from contemporary and past times, including the drama of Aboriginal and Torres Strait Islander Peoples, to explore viewpoints and enrich their drama making.

VISUAL ART AND VISUAL COMMUNICATION DESIGN

Visual Art is offered in Year 7 and Visual Communication Design is offered in Year 8.

Throughout Visual Art, students will explore many different artistic areas: Visual Art, Media, Digital Art and Visual Communication and Design (VCD). Students examine Visual Arts in a purposeful way through an intensive study of the Art Elements and Design Principles. Understanding the breakdown of artworks through line, shape, colour, texture, form, pattern, contrast and balance allows students to recognise the importance of building design skills to create their own.

Students explore the creative art mediums of drawing, painting, printing, photography, animation and mixed media through a set design process where they develop ideas, research existing artworks, experiment with designs and trial techniques and materials before creating their final work. Visual Communication and Design continues this design focus, this time using the Design Elements. Using creative apps and digital art programs, students learn to develop an understanding of manual and digital media processes as an essential part of the creative or presentation process.

Art programs create an important link between Visual Art and VCD, where students will be introduced to the world of product design. Through the research of current market trends and advertising, students will develop an understanding of designing for a specific audience. Considering existing products, their branding and consumers, students will develop ideas and designs that fill the gap. Throughout Visual Communication students reflect on and evaluate the effectiveness of a variety of techniques and materials used to respond to each design brief.

FOOD TECHNOLOGY

Students develop the fundamental skills necessary for food preparation, with a focus on safe, hygienic kitchen practices. They learn to read and follow recipes accurately and design their own healthy recipes. Students work individually and in teams to develop innovative solutions in design and technology contexts (for example, creating a culture-based representation in a biscuit and designing a three-dimensional, environmentally-friendly package for eight of the biscuits) and evaluate their decisions with reference to design brief specifications.

They further explore the properties and characteristics of materials/ingredients and carry out tests to determine their suitability for intended products and systems.



DESIGN TECHNOLOGY

Creative Technologies provides students with the opportunity to develop knowledge and understandings related to design thinking processes. This is an interdisciplinary subject which integrates Digital Technology with Design Technology. The approach presents students with design challenges which require creativity, problem solving and innovations. These challenges include idea and design formulation, prototyping and construction, as well as evaluation of products against personal success criteria.

Students explore a range of materials, technologies and digital understandings. They create models using materials such as woods, cardboard and acrylic while developing an understanding of safe use of tools and equipment. Students construct circuitry and complete coding and programming of different devices. They have the opportunity to explore a range of different current technologies, including 3D printing and laser cutting.

LANGUAGES - MANDARIN AND ITALIAN

Learning languages in addition to English extends students' literacy repertoires and their capacity to communicate. It strengthens a student's understanding of the nature of language, culture, and the processes of communication. Students are encouraged to understand and use Mandarin/Italian within their world of experience, through the study of topics such as familiar stories, self, family and friends, school, leisure interests, likes and dislikes.

Students new to the languages develop their ability:

- To listen and comprehend short instructions, directions and conversation
- To read simple words, labels and sentences
- To make simple statements and ask simple questions in short exchanges and role plays

Students who have previous experience of these languages are provided with the opportunity to continue to build upon the language's vocabulary through differentiated learning approaches.

Students learn about the culture, traditions and geography of China/Italy by completing cultural projects and assignments. They are encouraged to contribute to the class discussions on cultural similarities and differences.

iTHRIVE PROGRAM

iThrive is a personal enrichment program that supports students in developing their social and emotional learning. During iThrive, students develop their interpersonal skills and strategies that support the development of respectful relationships. They participate in activities that help them to identify the differing values and beliefs held by individuals in local, national and global contexts, and reflect on the impact these may have on relationships.

They learn how to manage their emotions and behaviour in their relationships, especially with peers. They will be taught to consider the needs of others, and ways of responding with appropriate sensitivity, learning to adapt their behaviour and language to suit different settings. By exploring appropriate scenarios, students learn that while they need to value friendship and respect confidentiality, in certain circumstances confidentiality may need to be breached. As part of this program, students will be taught lifelong revision and study skills alongside building quality learning behaviours and will also be supported in completing their career action plan.

YEAR 9 PROGRAM

Our Year 9 program offers students an engaging and dynamic experience at a time when they may otherwise become disengaged from school. In addition to studying English, Mathematics, Science, Humanities and PE, students select two elective subjects per semester. All Year 9 students also participate in an experiential learning day each week. Some weeks they will visit the city as part of our City Experience and in other weeks they will participate in activities at the College. These include incursions, Morrisby careers assessment, Personal Best project, community project, learning behaviours and study skills sessions, careers and pathways workshops and social and emotional learning sessions. All of these activities are designed to support our students in developing responsibility and independence.

To complement the program, students have the opportunity to participate in a number of focus camps and excursions.



SPORT

Students have a number of opportunities throughout the year to represent Hazel Glen College in a variety of different interschool sporting teams and events. Trials for sporting teams are open to all students, and those successful in selection will then be expected to train in preparation for upcoming competitions. All students participate in the College's major house events (Athletics and Swimming), performing to the best of their abilities.

Throughout the sport program, students will also be involved in ongoing sports, physical activity, and recreational activities. These will consist of the organised intra-school team and competitive activities where students have the opportunity to gain experience in a wide range of sports and activity, while also providing the opportunity to further develop social and supportive skills in team and group environments.

VICTORIAN CERTIFICATE OF EDUCATION (VCE), VCE VOCATIONAL MAJOR (VCE VM), AND VOCATIONAL EDUCATION AND TRAINING (VET)

In the senior years of their secondary schooling, some students at Hazel Glen College have the opportunity to undertake a VCE or VET subject in Year 10. This can support students in making decisions about their pathway in the final two years of secondary school. At Hazel Glen College, we are able to offer a wide range of choices to support students in pursuing their preferred pathway. For those who have a goal to attend university, we offer students a wide range of VCE and VET subjects in Years 11 and 12 with expert teachers. For students who aim to attend TAFE or pursue a pathway into full time work or an apprenticeship, we offer relevant VCE or VCE VM programs, school based apprenticeships and access to a wide range of VET subjects to support their chosen pathway.



ATHLETE DEVELOPMENT ACADEMY (ADA)

OUR VISION

The Hazel Glen College Athlete Development Academy (ADA) has been established to identify and develop highly talented and emerging student athletes within their focus sport. The Academy's holistic approach aims to enhance, develop and prepare the whole athlete for pathways into an elite setting by supporting them to balance their academics and develop their physical and mental strength to achieve their ultimate sporting goals.

INDIVIDUALISED TRAINING PROGRAM

Our full time Personal Training and Strength & Conditioning coach will design and deliver individualised training programs for each student athlete. Student athletes are encouraged to involve their sports coach during this process.

The ADA offers two different programs for student athletes.

- **Focus Program:** Offers sports specific coaching sessions for basketball, netball and AFL. These sessions are run by external highly experienced elite coaches.
- **Tailored Program:** Offers student athletes a more individualised program targeted at improving performance in a variety of sports. Student athletes are encouraged to negotiate training plans with their coach that can be implemented within their ADA curriculum.

ATHLETE DEVELOPMENT ACADEMY

Students will participate in 5 sessions per week that will replace their Physical Education and Health classes. Student athletes will follow a high-performance curriculum that will further deepen and support their sporting success in and out of competition.

ACADEMY FOCUS AREAS

Strength and Conditioning

- Injury prevention
- Rehabilitation & recovery
- Fitness component enhancement
- Technique and gym safety

Tactical

- Developing skills and movement patterns
- Biomechanics, gameplay & collaboration
- Strategic thinking
- Tactical and video analysis

Sports IQ and Health

- Lectures and tutorials
- Professional and high performance guest speakers
- Stress management and sports psychology
- Mental health, mindset and gratitude

Learning Opportunities

- ADA leadership group
- Excursions and sport-based incursions
- Victorian Institute of Sport guest speakers
- VET/VCAL pathways
- Major event planning and charitable work

ATHLETE DEVELOPMENT ACADEMY (ADA)

STUDENT ATHLETE CRITERIA

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

- ADA student athletes and ADA families will sign and uphold their year-level specific Student Agreement Contract which sets clear guidelines on uniform, attendance and behavioural expectations

APPLICATION PROCESS

- Attend the parent and student information evening
- Submit written College ADA application, including: sporting history and accomplishments, coach or sporting organisation references, previous academic and behavioural school reports
- Successful Stage 1 students will be invited to Stage 2 (sporting highlights and onsite fitness screening)
 - Student/Parent conference may be requested at this stage
- Shortlisted applicants will be presented to the College Principal for final approval

HGC FIT GYMNASIUM

Student athletes will complete a wide range of strength and conditioning class topics that educate students on: technique, safety, exercise movement patterns, fitness components and much more. All classes will be completed in our high-level gymnasium located within our indoor sports stadium. All Strength & Conditioning classes are planned and delivered by our Level 1 Australia Strength & Conditioning Association.

ADA FACILITIES

- Cardio equipment, treadmills, spin bicycles, and rowing machines
- Strengthening and conditioning gym with free weights and a full range of cable/pin loaded machine
- 6 outdoor basketball/netball courts
- 2 Indoor basketball/netball courts
- 2 grassed ovals
- State of the art video cameras and technology to enhance analysis

Please note that additional fees occur for student athletes enrolled in the Hazel Glen College Athlete Development Academy.

These fees will be presented in two components:

- Yearly fees: membership with HGC Fit Gym, ADA uniform, guest presenters, ADA Recovery Pack and coaching fees
- Additional costs: includes all ADA excursions/incursion and a potential annual Year 10 ADA Major Event (planned, organised and conducted by our Year 10 ADA class)



INSTRUMENTAL MUSIC ACADEMY (IMA)

OUR VISION

Hazel Glen College's Instrumental Music Academy (IMA) develops dedicated young musicians through a structured and high-performance music program. The Academy supports students to grow as confident performers, collaborative musicians, and emerging leaders, while balancing their academic studies and personal development.

OUR MISSION

- To develop skilled, confident, and expressive musicians through a high-performance music program
- To provide clear learning and performance pathways into advanced study and future opportunities
- To build student leadership, collaboration, and responsibility through music
- To support students in balancing academic success with instrumental growth

INSTRUMENTAL MUSIC ACADEMY

Students participate in three sessions per week, designed to develop technique, musicianship, and performance:

- Academy Class (during school hours): focus on music literacy, theory, analysis, composition, and leadership development
- Focus Lesson (before school): instrument-specific development, sectional rehearsals, and guided practice
- After School Rehearsal: ensemble performance, concert preparation, and collaborative music-making

Students also participate in performances, workshops, and community events throughout the year. The IMA is a two-year program, commencing in Year 5, Year 7 and Year 9, and requires a two-year commitment.

ACADEMY ENTRY (2027)

The Academy offers limited places to maintain program quality:

- 25 Year 5 students
- 25 Year 6 students
- 25 Year 7 students
- 25 Year 8 students
- 25 Year 9 students

ACADEMY FOCUS AREAS

Academy Class:

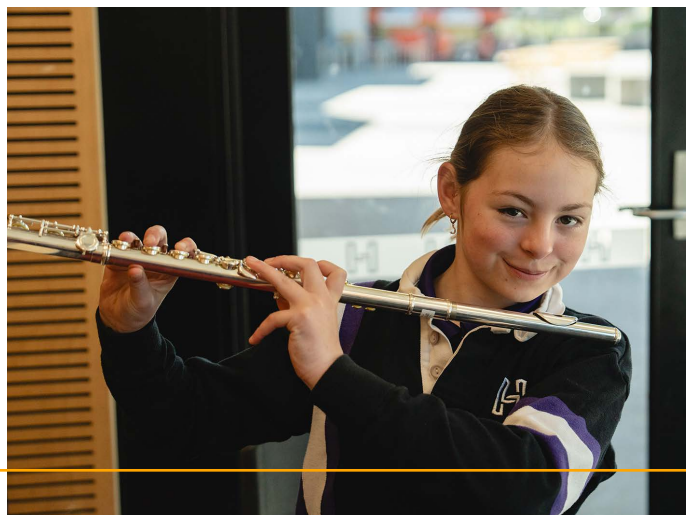
- Advanced music curriculum
- Music theory and analysis
- Songwriting and composition
- Leadership development and student-led initiatives
- Guest workshops and performances
- College and community projects

Focus Lesson:

- Instrumental technique development
- Exposure to a range of instruments
- Sectional and individual rehearsal
- Guided and independent practice

After School Rehearsals:

- Ensemble performance
- Cross-year level collaboration
- College performances
- Community performances



INSTRUMENTAL MUSIC ACADEMY (IMA)

STUDENT MUSICIAN PROFILE

Due to the competitive nature of entry, successful applicants demonstrate:

- Commitment to ongoing growth and improvement
- A willingness to engage in a challenging and structured program
- Strong motivation and a passion for music
- The ability to collaborate effectively within a team
- Emerging or demonstrated leadership capability

APPLICATION PROCESS

STAGE 1

- Attend the Student Information Session(s)
- Written Academy application (musical experience and goals)
- Reference (teacher, organisation, or instrumental teacher)
- Academic and behavioural reports

STAGE 2

- Student video submission

STAGE 3

- Musician interview (*as required*)

EXPECTATIONS AND CONDITIONS OF ENROLMENT

Student Musicians are expected to:

- 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

Each student participates in a tailored instrumental pathway designed by the Director of Music and Academy Leader, supporting their individual goals, skill development, and progression.

IMA FACILITIES

- Performing Arts Centre
- Dedicated Music Hub classrooms
- Access to a wide range of instruments

FEES

Additional fees apply and may include:

- IMA uniform
- Instrument hire and maintenance
- Guest workshops and presenters
- Excursion/Incursions
- Instrumental lessons



PERFORMING ARTS ACADEMY (PAA)

The Hazel Glen College Performing Arts Academy (PAA) has been established to identify and develop highly talented student performers across dance, drama and singing. The Academy's holistic approach aims to enhance, develop and immerse students in the performing arts, and to better prepare individuals for pathways into professional settings by supporting them to balance their academics and develop their creativity and confidence.

OUR STRUCTURE

The Academy will have 25 positions available across Years 7-10.

Students will participate in 2 sessions per week that are a combination of timetabled and before school classes. Student performers will follow a high performance curriculum that will further deepen and support their performing arts endeavours both in and out of the classroom.

STUDENT PERFORMER 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

ACADEMY FOCUS AREAS

Skill Development

- Specialised workshops
- Exploration of performance styles
- Creative and artistic development

Industry Exposure

- Networking and mentorship opportunities
- Masterclasses and workshops with industry professionals
- Experience live performances

Confidence and Performance

- Performance skills and experience
- Community engagement
- Confidence and personal growth



PERFORMING ARTS ACADEMY (PAA)

APPLICATION PROCESS

STAGE 1

- Attend the student information session(s)
- Written Academy application
- Teacher or organisation reference
- Previous academic and behavioural school reports

STAGE 2

- Video performance audition

STAGE 3

- Live performance audition (as required)

EXPECTATIONS AND CONDITIONS OF ENROLMENT

- Student performers 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 performer successfully meeting academic criteria
- Successful applicants are required to be involved with the College Production
- Demonstrate and reflect our College values at all times
- Student agreement must be signed by students and parents and guardians
- Students will need to meet an attendance rate to maintain their position within the Academy

ACADEMY FACILITIES

- Performing Arts Centre
- Dedicated Performing Arts Academy space

Please note that additional fees occur for student performers enrolled in the Hazel Glen College Performing Arts Academy. These fees will include specialised workshop incursions and excursions, performance viewings and Performing Arts Academy uniform.



STUDENT LEADERSHIP ACADEMY (SLA)

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 weekly classes, workshops and excursions.

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.



ASSESSMENT AND REPORTING

Hazel Glen College utilises the Compass Learning Tasks feature to provide information to students and parents about Key Assessment Tasks (KATS) in Year 7-10 and School Assessed Coursework (SACs) in VCE that are completed during the term. Students and parents are able to view information about the task, the due date for submission (or completion), submission status of the task (on time, late, unsubmitted), and the level of achievement. Parents and students will be able to view these items together shortly after the assessments.

Students receive a formal report each semester. These reports show student achievement against the Victorian Curriculum standards in each subject. They also provide feedback on learning behaviours as areas for improvement which students can address for continued growth. Key Assessment Tasks will be collated onto the semester reports as a record of a student's progress in order to help parents see an overall summary of their child's progress.

PARENT/TEACHER/STUDENT CONFERENCES

Parent/Teacher/Student conferences are held at the end of term one and in term three. Parents are strongly encouraged to attend these conferences with their child. Parents are able to arrange interview times through Compass. Families are advised when they are able to access the program as the time for interviews approaches.

International research demonstrates a strong correlation between students' learning, long-term life outcomes, attendance at school, and appropriate participation in education programs.

ATTENDANCE

Each day of school missed makes a difference, with the effect on learning accumulating over time. From an early age, if children are taught that they need to 'show up' for school and make a commitment, this positive mentality aids academic and career success and brings benefits in adulthood.

The Victorian Government's 'Everyday Counts' initiative promotes the fact that regular school attendance enables students to maximise their full educational potential and to actively participate and engage in their learning. It is important that children develop habits of regular attendance at an early age. Students regularly absent from school may be significantly disadvantaged in their learning and are at risk of missing out on fundamental aspects of their educational and social development.

Regular and punctual attendance is essential. Attendance at all classes is compulsory. Parents are required to record all student absences through Compass or by contacting the relevant sub-school Administration Office. The College has an electronic attendance system, and close tracking of students with poor attendance is available, including parent notification of student absence via SMS or email.

SPECIAL LEAVE

If you are aware of any confidential, medical, or personal circumstance that will affect your child's attendance, please contact the College as soon as possible.

OUT OF CLASS

Students should not be out of class except in special circumstances and with approval from their teacher.

Please Note: Variations in College Routine

Where there is any change in requirements for attendance of students due to Curriculum Days, extended teacher absence, etc. parents/guardians will receive communication via Compass.

EARLY LEAVING/LATENESS TO SCHOOL/CLASS

If a student arrives late or needs to leave early, they should report to their relevant sub-school Administration Office to sign in/sign out using the attendance kiosk system. In all cases, students should have a note from home explaining the late arrival or early dismissal. In the case of an early dismissal the parent/guardian must record this in Compass. If a student is late and no note or acceptable reason is given, they may be given an appropriate time redemption consequence. Students may only be collected from school during Recess and Lunchtime.

STUDENTS CONTACTING HOME

Students are not permitted to use their mobile phones or iPads/computer devices to contact home during school hours of 8:30am - 3:00pm. If a student is required to contact home for any reason they are to report to their relevant Administration Office to use the school phone to call home.

STUDENTS WHO BECOME ILL

Students who become ill at school should report to the First Aid officer. They will either be cared for in the sickbay or parents/guardians will be contacted to arrange for the student to be collected. Under no circumstances should a student who becomes ill at the College call parents directly or leave without permission.

EXTENDED FAMILY HOLIDAYS

Extended family holiday (more than ten days): The College asks families to consider the number of time students are absent from school and the impact this has on their learning. A Student Absent Learning Plan will not be provided for extended family holidays. Student coursework will continue to be posted on Compass and Google Classroom as common practice.

COMMUNICATION

Parent communication is always welcome and regarded as vital for each student's social and academic progress. Parents may ring the College to speak to or arrange an appointment with a staff member or specific subject teacher. Contact can also be made via email.

Examples of the various avenues for communication that are in place at Hazel Glen College are:

- Compass Parent Portal
- Assemblies to promote leadership, citizenship, and collegiality
- College Council and subcommittees
- Parent forums and information evenings
- Social media and our College website
- Newsletter, distributed digitally from the College via the College website and Compass

SELF-DISCIPLINE AND RESPONSIBILITY

Hazel Glen College endorses a process to enable a student to be on task with their learning, to develop self-control, and to foster a sense of responsibility for their behaviour.

The process will:

- Allow effective teaching and learning to take place
- Promote the values of fairness and respect for others
- Develop students' ability to participate and be productive contributors to their environment
- Enable students to focus on their learning
- Enable students to recognise and respect the rights of others and to be accountable for their own behaviour and actions

TECHNOLOGY

Hazel Glen College incorporates the use of technology in every area of the curriculum. Students use their devices in many ways, including reviewing their timetables, receiving learning material customised to their classes, participating in collaborative projects and submitting work to their teachers.

- Students from Year 7 to Year 12 can choose their own device to suit their style of learning

An appropriate piece of technology is required as it is an essential part of our student's learning journey. Students require a variety of apps on their devices to assist in their learning. Apps are used to create assignments and assist in the consumption and communication of information.

Therefore, it is essential to have the required applications installed on devices. In this way, students are responsible for and in control of their learning at HGC.

For more information and up to date minimum device requirements please visit the BYOD page of our website: www.hgc.vic.edu.au/byod-program

You are not required to purchase a device through the College, but if you wish to purchase with competitive pricing please visit the BYOD page of our website for the necessary links.

Devices Not Supported:

- Any Android OS or Chrome OS Devices
- Mobile phones are not allowed to be used as a learning device at the College

HOMEWORK

Hazel Glen College Home Learning Guidelines have been developed in recognition of the vital role the close partnership between students, teachers, and parents plays in our students' academic development. The guidelines are specific and appropriate to the stage of learning and are designed to support the classroom learning program. More information can be found in our homework guidelines.

PURPOSES OF HOMEWORK

- Allows for practising, extending, and consolidating work done in class
- Provides an opportunity for students to plan and organise their time
- Develops a range of skills in identifying and using information resources
- Establishes habits of study, concentration, and self-discipline, which will serve students for the rest of their lives
- Strengthens home-school links
- Reaffirms the role of parents and guardians as partners in education
- Provides parents and guardians with insights into what is being taught in the classroom and the progress of their children
- Should be appropriate to the skill level and age of the student, be interesting, challenging and, where appropriate, open-ended
- Be balanced by a diverse range of recreational, family, and cultural activities
- Be purposeful, meaningful, and relevant to the school curriculum

OPPORTUNITIES FOR YEAR 7 STUDENTS

A variety of opportunities exist at the College. Current opportunities will include:

- Academies
- Lunchtime study/homework program
- Lunchtime activities/clubs program
- Active sports program
- Regular structured House activities
- Performing Arts Production
- Year 7/8 camp (optional)
- Sporting teams
- Swimming, Athletics, Science Groups, Robotics
- Victorian High-Ability Program (VHAP)

ORIENTATION DAY 2026

An Orientation Day will be held at the College for students entering Year 7 next year on Tuesday December 8th. Students are placed in their Home Groups. They will work with their Home Group teachers.

THE LEARNING ENVIRONMENT

To maintain an effective College environment:

- Students are expected to obey all College rules, understand that they are responsible for their own actions, and become increasingly self-disciplined
- Clear rules are established within the classroom
- Classroom behaviour is expected to be orderly, cooperative, and purposeful
- High standards of behaviour and appearance are expected in classes, around the College, and when travelling to or from the College
- Department of Education and Early Childhood Development regulations and guidelines concerning student behaviour and punishments will be followed
- Students will not possess, store, or use tobacco, vapes, alcohol, illegal drugs, and other prohibited substances, solvents, or apparatus associated with illegal drug use
- Students will not possess or use any object that might endanger self or other members of the College community
- Students will treat all members of the College community with courtesy and respect
- Students will NOT engage in discriminatory behaviour (including harassment) towards another person based on sex, race, appearance, marital status, parent status, beliefs, physical or mental disability, or impairment or any other condition

Hazel Glen College will:

- Provide a secure environment without intimidation, bullying, or harassment so that all students are able to develop their talents, interests, and ambitions fully
- Encourage participation in the wide range of extracurricular activities which are offered
- Offer programs that provide student support and leadership opportunities
- Provide opportunities for students to be involved in the international exchange program
- Develop a curriculum, which encourages an understanding of physical, emotional, and social differences and promotes positive, healthy relationships
- Encourage cooperative learning both in the classroom and in extracurricular activities

Hazel Glen College implements the use of positive reinforcement to enable a focus on desired rather than unwanted behaviour. It is hoped that the use of individual encouragement will create classrooms that inspire responsible behaviour.

WELLBEING

The Wellbeing Team at Hazel Glen College is responsible for the provision, coordination, and evaluation of wellbeing services provided by the College to students and their families.

The Wellbeing Team is made up of the following members:

- Secondary Years Assistant Principal: Wellbeing
- College Assistant Principal: Inclusion
- Heads of Year
- Year Level Leaders
- Student Wellbeing Coordinator
- Mental Health Practitioner Years 7-12
- First Aid Officers

No appointments or parental permission are necessary for students to access College First Aid Officer, but are necessary to access Department of Education, Educational Psychologists. Parents are also encouraged to contact their child's mentor teacher to assist them with any issues relating to their child's wellbeing.

Responsibilities of the Wellbeing Team include:

- Supporting students who have personal, social, or emotional challenges affecting their ability to participate fully at school
- Linking students and their families with external services to provide ongoing support where necessary
- Supporting teachers in how they can implement social and emotional learning in the classroom, including strategies students can use to problem solve minor social conflicts
- Following up behavioural concerns that interfere with the wellbeing, safety or educational opportunities of other students
- Implementing proactive wellbeing and engagement programs that support the specific needs of students in each year level

COLLEGE CAMPING PROGRAM

The camping program across the College is an important component of College life. These outdoor adventure camps have a primary focus on providing inspiring and life-changing experiences that build teamwork, self-worth, character, and happiness. Full details will be provided through information evenings and during the year.

These camps are fully catered except for lunch on the first day. Students and staff will be rostered for table setting, clearing, and washing dishes as part of their responsibilities.

As you would appreciate, these camps are a very important component of the College's program, and we strongly advise that all students attend the camps.

Camps have many advantages:

- Students can develop firm friendships and because of this be happier at school and learn more effectively
- Teachers can get to know the students in an informal setting
- Many students will discover common interests because of the camp experiences, which will help them to develop relationships

A full camp checklist of what to take (and what not to take) will be received before going on camp.

ADMINISTRATION OFFICES

The Main Administration Office is located at 115 Eminence Boulevard. Parents should come to the reception area to sign-in, pay money, or hand in forms. Parents may also ask for general assistance here.

Administration Office Hours: 8.00 am - 4.00 pm during the College term

CANTEEN

The canteen is open recess and lunchtime Monday to Friday providing the following services for students:

- Recess 10:46am - 11:19am: hot food, drinks and snacks
- Lunch 1:15pm - 2:00pm: hot food, drinks and snacks, as well as pre-ordered food using Munch Monitor. Please note that orders must be placed by the end of recess.

FIRST AID CENTRE

A College First Aid Officer is available for students from 8.30am to 3.00pm daily. A medical record is prepared for each student at enrolment. Parents are asked to keep this record up-to-date by informing the College of any significant injuries or illnesses which occur. Any student who is taking medication should report to the sickbay and leave the medication in the care of the College First Aid Officer.

Allergy and asthma management plans will be required to be kept current. Medication will not be given to students unless written permission from a parent is received, along with their medication.

Assistance can be given with the management of medication and ongoing illnesses if required. If students are unwell in the morning, it is better for them to be kept at home. However, in the event of a child becoming ill during the day, parents or emergency contacts will be contacted. Please ensure the College has current details for parents/guardians and emergency contacts.

SUSTAINABLE TRANSPORT

TRAVELLING TO AND FROM THE COLLEGE

At every opportunity, the College will promote sustainable transport, encouraging students to walk, ride, or scooter to school. At all times, care should be taken when crossing any road. Students must ensure they are dismounting their scooter/bike when they are crossing the road. Responsible behaviour should be shown if accompanying a younger sibling to the College. Students traveling to and from school must use the appropriate school crossings. Students are reminded that when traveling to and from school in their school uniform, we expect they will display appropriate behaviour and courtesy to crossing supervisors and other members of the community.

BICYCLE AND SCOOTERS

Students **MUST** wear a helmet at all times when riding their bicycle or scooter to and from school. Bicycles and scooters are to be stored in the secondary years bike shed, and students should use a lock to secure their bicycle or scooter. Riding on school grounds is not permitted. Please note that E-Scooters (electric scooters) are not permitted at the College. Please ensure you know the laws around using power-assisted bicycles and scooters (e-bikes, e-scooters), i.e. you must wear a helmet and be 16 years old or older. Further information can be found on the VicRoads website.

BUS SERVICE

Public Transport Victoria provides a bus service that covers the local area. Students are required to have a Myki card to use this service. If you require a copy of the available bus route, please contact Public Transport Victoria.

COLLEGE HOURS

School begins at 8:38am. It is important that students arrive at school prior to class time to ensure they have collected the correct books and materials for their lessons and arrive punctually to their classes. Classes are dismissed at 2:58pm each day of the week. Under no circumstances is a student allowed to leave the College grounds without permission.