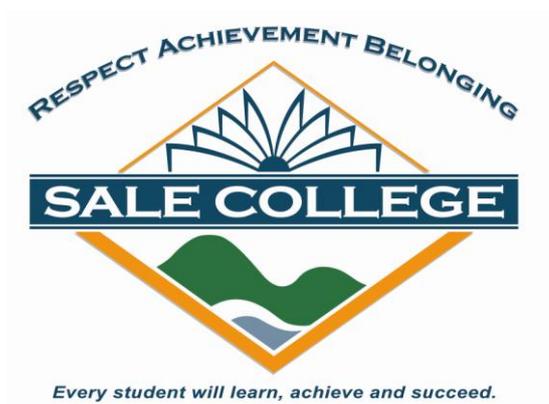


Prospectus 2017



Sale College, population 760 students, was formed at the beginning of 1996 from the merger of two of Victoria's oldest country secondary schools, Macalister Secondary College (est. 1885) and Sale High School (est. 1907).

Sale College is recognised as a caring community of staff, students, parents and guardians providing excellent programs and services, aimed at developing confident students capable of reaching their potential as valued members of the community.

Sale College provides an environment that is safe, secure and happy where students are challenged to produce their very best in all aspects of their school life.

Over the past three years we have seen the following improvements:

- Many VCE study scores increased to be equal to, or better than like schools
- Student Learning Survey (completed by the students on their classes every Term) results averaging scores above 3 on a 4 point scale
- Student Attitude to School Survey results strong in the areas of Student Morale, Teacher Effectiveness, Teacher Empathy, Stimulating Learning, School Connectedness, Student Motivation, Classroom Behaviour and Student Safety.
- Very high percentage of students with a Grade Point Average of 3 or above on a 4 point scale.

The values that guide us are Achievement, Belonging and Respect and the college and its staff are dedicated to providing the best possible education outcomes for every student.

It is our intention that all students experience success in our College and there is an expectation that students joining us are aware that this is a serious work place where every student is expected to give their best.

We understand that every student learns and grows individually and we make it our goal to support each child to their strengths and address their weaknesses.

We have developed an excellent program for all students which will prepare them for the later years of secondary education and 'Lifelong Learning'.

A handwritten signature in black ink, appearing to read "Brendan Staple".

Brendan Staple
College Principal

Guiding Principles & Core Values

The core ethos of the College is to provide an environment where all students learn and seek advice and assistance. It is also about policies and practices designed to enhance the well-being of each student.

Sale College expects that all students will:

- Enjoy their studies.
- Be challenged in all activities to achieve levels of excellence.
- Develop the skills of learning and gain satisfaction and confidence from their developing abilities.
- Be treated individually
- Be supported by a welfare program.
- Respect themselves, teachers, other students and the workplace.
- Work with teachers and parents as a team to ensure that they receive a quality education in our college.

The values that guide us at Guthridge are:

- Respect
- Achievement
- Belonging

Our Code of Conduct

The Guthridge Campus Student Code of Conduct supports the values of Respect, Achievement and Belonging and was developed by staff and students.

It includes both the rights and responsibilities of every student.

	Respect	Achievement	Belonging
In all settings	I take personal responsibility for my actions and accept set consequences. I follow staff instructions. I will be on time. I look after all property. I am tolerant. I listen attentively. I use inoffensive and non-threatening language.	I am an active and enthusiastic participant in all activities. I continually seek ways to improve my personal best. I take responsibility for my learning.	I help create a safe and happy environment. I wear correct uniform. I make others feel welcome and included. I am helpful and productive. I report any anti-social behaviour and property damage. I am safe in my actions by keeping my hands, feet and objects to myself.
Classroom	I use good manners. I listen to staff. I follow directions. I am prepared and on time. I respect other's opinions. I allow others to work. I speak politely. I use equipment with care.	I bring the correct equipment. I am on time and stay in class. I complete work on time. I set goals and work to reach them. I listen and use feedback to improve. I put in maximum effort and take pride in my work.	I allow others to learn. I perform my role in group tasks. I am supportive of others. I am inclusive. I share equipment.

<p>Inside Spaces (HW, Offices, OLC, Assembly)</p>	<p>I walk when inside and talk quietly. I use equipment with care. I leave the area clean and orderly. I am safe in my actions. I use areas and equipment as instructed.</p>	<p>I use these spaces as instructed. I use equipment with purpose. I have permission to be here. I leave the area clean and orderly. I arrive quietly and mindful of others using this space.</p>	<p>I use these areas quietly. I allow others to use these spaces. I use shared space and equipment cooperatively. I help others. I recognize, share and celebrate others' success.</p>
<p>Outside Spaces (Lockers, Toilets, Sports areas, Courtyards, Canteen)</p>	<p>I keep spaces clean by using the bins. I use spaces with respect for others and the environment. I keep bikes and scooters out of the yard. I keep within the set boundaries. I use my locker and keep it tidy. I share spaces and equipment with others. I line up at canteen in an orderly way and pay with my own money. I play safely and fairly.</p>	<p>I listen to teachers on duty. I follow all instructions quickly and without complaint. I use these spaces in a positive, safe and productive way. I leave the toilets clean and orderly. I move to class on the first bell and I am in class on the second bell.</p>	<p>I keep the environment clean. I act in a safe and orderly manner so others feel safe and comfortable. I am friendly and include others. I move quickly and quietly between areas and activities. I wait my turn in the canteen line. I keep toilets clean. I play and use equipment in the designated areas.</p>
<p>Out of School (to & from school, Buses, Excursions, Sport)</p>	<p>I respect my community surroundings. I obey bus travel rules. I follow the road rules. I use the school crossings. I treat others with respect and care. I talk without offending others. I represent the school in a positive way. I wear the school uniform correctly.</p>	<p>I attend school on time every day. I wear my uniform correctly. I keep my family informed by taking home the "Buzz" and relevant school notices. I take work home to revise or complete. I perform with personal best effort.</p>	<p>I wear correct uniform with pride. I am respectful and helpful to everybody. I obey all road rules. I use the school crossings. I am on time every day. I am active and involved in extra-curricular programs.</p>
<p>Digital Citizenship (Computers, iPads, Cameras, iPods, IWBs)</p>	<p>I protect and keep passwords private. I use inoffensive and non-threatening language in social media forums. I look after all ICT equipment. I allow others their privacy. I use ICT equipment according to the guidelines.</p>	<p>I use ICT equipment to complete or enhance my learning. I acknowledge sources of information. I use ICT responsibly. I am cyber-safe with information.</p>	<p>I use ICT respectfully and within the set guidelines. I report cyber bullying. I role model correct use of technology. I use equipment with care. I return equipment in the same working condition. I share resources.</p>

School Wide Positive Behaviour Support for Engagement and Learning (SW-PBSEL)

Students in our school come from many different backgrounds and cultures that view “behaviour” differently; we cannot assume that students know how to behave appropriately when at school. Furthermore, many of our students are sometimes making poor choices when confronted with an issue or conflict. As result of reviewing our approach to student management (and seeking further improvement in the climate and culture of our school environment) the school has decided to invest time into the development of staff, students’ and parents’ understanding in **SW-PBSEL**.

As an educational institution we must teach our students how to behave at school and equip them to be able to make better choices. **SW-PBSEL** views inappropriate behaviour in the same manner that problems in reading or math are viewed...as a skill deficit. When a skill deficit exists, we normally teach the appropriate skill. By doing so, a unified and positive school climate forms informing students and staff that appropriate behaviour is a priority in school.

The **SW-PBSEL** is an evidence based framework that has been piloted previously in three areas of Victoria during 2009 – 2011. It has been successfully implemented across other Australian jurisdictions including Tasmania, New South Wales and Queensland.

Improving student academic and behaviour outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible. **SW-PBSEL** provides an operational framework for achieving these outcomes. More importantly, **SW-PBSEL** is **NOT** a curriculum, intervention, or practice, but **IS** a systems-based decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioural practices for improving important academic and behaviour outcomes for all students.

It has been well documented that schools that establish these effective systems, with the capacity to implement **SW-PBSEL** with integrity and durability, have teaching and learning environments that

- Are less reactive, aversive, dangerous, and exclusionary,
- Are engaging, responsive, preventive, and productive
- Address classroom management and disciplinary issues (e.g., attendance, antisocial behaviour),
- Improve supports for students whose behaviours require more specialized assistance (e.g., emotional and behavioural disorders, mental health)
- Most importantly, maximise academic engagement and achievement for all students.

Contacts for Parents

Sale College Principal	Brendan Staple	(03) 5144 1711
Campus Principal – Guthridge	Chris Malone	(03) 5144 3711
Campus Principal – Guthridge	Jake Shingles	(03) 5144 3711
Campus Principal – Macalister	Frank Stemberger	(03) 5144 1711
Business Manager	Anne Jackson	(03) 5144 1711
Postal Address	PO Box 231 Sale 3851	
Phone Number	Guthridge – (03) 5144 3711 Macalister – (03) 5144 1711	
Internet Homepage	www.salecollege.vic.edu.au	



Department of Education and Training

Regional Network Leader	PO Box 974 Sale 3851	(03) 5144 1844
Regional Director	Gippsland Region PO Box 381 Moe 3825	(03) 5127 0400

Who should you contact?

As a parent of the Guthridge Campus your first point of call is your child's pastoral teacher, personal learning teacher or year level team assistant. This member of staff is the person who has the most contact with your child and is the person that makes sure that the year level team is aware of their welfare and academic progress.

If you believe the issue requires further attention, your child's year level coordinator is always happy to arrange a time to speak to you and discuss any issues you may have.

If the concern is of a greater scale our Campus Principals welcome you to make an appointment to discuss the issue.

If you have any health or welfare concerns for your student, our welfare team consisting of a social worker, school nurse and two school chaplains is available.

Accounts and fees can be discussed with the front office.

Persons of Contact *(Please note these are current 2016 and will change in 2017)*

College Director	Brendan Staple		
Campus Principal	Chris Malone	Jake Shingles	
	Year 7	Year 8	Year 9
Year Level Coordinator	Mieleah Reichelt	Stephen Dunning	Kate Rabbetts
Year Level Assistant	Cherie Cantwell	Kara Shears	Dione Murphy
Pastoral and Personal Learning Teachers	7.1 – Megan Welfare 7.2 – Meg Graham 7.3 – Jason Pell 7.4 – Mieleah Reichelt 7.5 – Stephanie Swain 7.6- Tamsyn Sanders	8.1 – Wendy McPadden 8.2 – Bradley Maddock 8.3 – Brittany Fisher 8.4 – Kayla Tanti 8.5 – Stephen Jeffs 8.6 – Alison Beath 8.7- Bianca Mowbray	9.1 – Nicole Sherriff 9.2 – Naomi Lang 9.3 – Kate Rabbetts 9.4 – Sarah Mangan 9.5 – Ainsley Marcus 9.6- Louise Jones
Welfare Team	School Social Worker School Chaplains	Loretta Bates Russell Ferguson, Derek Hayman	

Curriculum – Year 7 and 8

The Year 7 curriculum is structured to provide the smoothest possible transition from primary to secondary school.

The curriculum will integrate Key Learning Areas to maximise students' time with a core team of teachers in a home base room. We integrate the English and Humanities to create STEPS and Maths and Science to create Discovery. This allows core subject teachers to spend more time with each student.

Teaching styles will incorporate the latest understandings in Middle Years education, focussing on educating the student and an understanding of students' individual learning styles in preparation for future education pathways and life beyond school.

Sale College provides a high quality curriculum covering the eight curriculum areas of English, Maths, Science, Technology, Humanities, LOTE, Art, Health and Physical Education. Victorian Essential Learnings Standards and AusVels are now a focus in curriculum planning and assessment.

Curriculum Details

Year 7			Year 8		
Subject	Duration	Periods Per Week	Subject	Duration	Periods Per Week
STEPS – English and Humanities	All Year	6	STEPS – English and Humanities	All Year	6
Discovery – Maths and Science	All Year	6	Discovery – Maths and Science	All Year	6
Art	1 Semester	2	Graphics	1 Semester	2
Music	1 Semester	2	Drama	1 Semester	2
Health/PE	All Year	2	Health/PE	All Year	2
LOTE	All Year	2	LOTE	All Year	2
Food Tech	1 Term	2	Food Tech	1 Term	2
Textiles	1 Term	2	Textiles	1 Term	2
Woodwork	1 Term	2	Material Studies	1 Semester	2
Electronics	1 Term	2			

Curriculum – Year 9

In Year 9, all students study English, Maths, Science and Humanities.

As well, over the course of the year, students complete four electives from a wide range of choices within the Key Learning Domains outlined in the Victorian Essential Learning Standards (VELS):

The Arts – visual and performing,

Health and Physical Education - Outdoor Education

Design, Creativity and Technology - food technology, electronics, wood technology, small engines

Information and Communication Technology - computer application, textiles.

Electives give students an idea of subjects available in Year 10 and beyond, where they will be able to choose their own course. Students are able to select electives that best cater to their interests and aim to give them more flexibility.

We are aware that as students' progress through school they are required to take greater responsibility for their own learning and participation in school. "Students need to understand what it means to learn; who they are as learners; how to go about planning, monitoring and revising; how to reflect upon their learning and that of others; and to determine their own levels of understanding" *Victorian Essential Learning Standards - Personal Learning*

In recognition of this we run a Personal Learning class two periods each week for Year 9 students where they are divided into smaller groups (8-15 students). During these classes they work on practical projects that engage them in deeper levels of thinking and real life problem solving. The students will link with the community, attend and plan special events and ultimately negotiate their own learning tasks that challenge their thinking and extend their understanding.

Time and resource management, social relationships and team building, together with presentation and self-evaluation will form major components of the program.

Curriculum Details Year 9

Subject	Duration	Periods Per Week
English	All year	4
Maths	All year	4
Humanities	All year	2
Science	All year	2
Personal Learning	All year	2
Physical Activity*	All year	2
4 Electives	2 Each Semester	4 (2 periods of each)

Electives

The current 2016 options for electives are as below.

Elective	Key Learning Domain
Music X Factor	Arts
So you want to be an Actor	Arts
Draw My World	Arts
Painting that Picture	Arts
Boys Ball Games	Health/PE
Girls Ball Games	Health/PE
Boys Body Balance	Health/PE
Girls Body Balance	Health/PE
Outdoor Education Summer	Health/PE
Outdoor Education Winter	Health/PE
Boys Sticks and Racquets	Health/PE
Health	Health/PE
LOTE – Japanese	Languages
Game Maker	Technology
Movie Maker	Technology
Small Engines	Technology
Robotics	Technology
Electronics	Technology
Woodwork	Technology
Cake Shop	Technology
FAB Food	Technology
Fashion	Technology
Forensic Science	Science
Psychology	Science

Assessment and Reporting

Comprehensive mid-year and end of year reports, along with progress reports in the first and third Terms, are issued. Parent interviews are conducted after the Progress Reports in Terms 1 and 3. Parents are invited and most welcome to speak to teachers at any time of the year. Please contact the college to make an appointment. All subjects at all levels are based on the concept of learning outcomes linked to the Victorian Essential Learning Standards (VELS) and AusVELs. All subjects are assessed as Semester length units. Reports will indicate what has been achieved and offer suggestions for improvement.

Grade Point Average (GPA)

Twice per Term teachers provide feedback on a student's work quality, effort and behaviour using a 4 point scale. These are then put together into a report that provides parents and students with the results for each class and an overall average. Each GPA cycle also shows the change in the overall average. All students should be striving for scores above 3.

GPA awards are presented to students who score highly or show considerable improvement.

Rights and Responsibilities of Parents

Parents are encouraged to be a part of Sale College and we believe that parents and our college need to work together. In this partnership,

- You have a right to expect the highest possible development of your children's potential at school. You have the responsibility to provide the home environment that enables such development to be achieved
- You have a right to be fully informed of your children's progress. You have the responsibility to seek information concerning your children's progress and to act upon it
- You have a right to expect the specific needs of your children to be accommodated as far as possible by the college

Roll Marking and Absence Notes

Electronic Roll Marking Attendance (It's Not Ok To Be Away)

All staff use a laptop computer to record the attendance of their students in each class. This information is then downloaded to a central location and will provide accurate reports for the college and parents on student attendance in each class.

It is necessary for all absences to be explained in writing. Year Level Teacher Assistants can be contacted if you are experiencing difficulty in getting your child to school, or prior to an extended absence if you wish to organise work to be supplied over the period.

Absence Notification

A written explanation of the reason for any absence should be provided to the Front Office. Notes should clearly show the student's name, the date(s) of any absence(s) and give a brief indication of the reason for absence. **Please note that the College routinely sends texts to parents informing them of unexplained absences. Attendance information is issued with the end of Semester reports.**

On the day of an absence the college provides an absentee phone line which can be reached on (03) 5143 1901 before 9am. We also provide an absentee email address which is absences@salecollege.vic.edu.au an email with the same details as the note is sufficient.

Bell Times

Monday, Tuesday, Thursday, Friday		WEDNESDAY	
9.00am – 10.15am	Period 1	9.00am – 10.10am	Period 1
10.20am – 11.35am	Period 2	10.15am – 11.25am	Period 2
11.35am – 12pm	Recess	11.25am – 11.50am	Recess
12.00pm – 1.15pm	Period 3	11.50am – 1.00pm	Period 3
1.15pm – 2.00pm	Lunch	1.00pm – 1.20pm	Assembly
2.00pm- 3.15pm	Period 4	1.20pm – 2.05pm	Lunch
		2.05pm – 3.15pm	Period 4

Please note that teacher supervision of the college grounds is not provided before 8:40am or after 3:35pm.

Homework

Homework can be defined as:

- Set homework e.g. project or assignment work
- Completion of ongoing class work
- Study e.g. preparation for tests, exams
- Informal e.g. reading, computer, etc
- Skills practice

As a general guide it is recommended that students set aside the following times each night for homework:

Year 7 - up to 30 minutes per night

Year 8 - up to 1 hour per night

Year 9 – up to 1 ½ half hours per night

Mobile Phone Policy

We strongly believe in protecting the learning focus of students, allowing quality teaching opportunities during class time and ensuring that students succeed. Phones are distracting to both students and teachers and are not needed for learning activities, unless the classroom teacher has encouraged the use.

Phones cause problems with student learning and have a negative effect on our school climate when:

- Students Engage in cyber bullying
- Parents or others contact students during class time
- Students access Facebook or messaging

We understand that some students need phones for safe travel to and from home. These students are encouraged that their phones are turned off and kept in their lockers between 8.45am to 3.15pm.

Parents who need to contact their child throughout school hours can do so by contacting the front office. Any student, who has their phone out in class and refuses to put it away, will have their phone confiscated immediately. These phones can be collected from the office by the student at the end of the day on the first occasion. Any subsequent confiscations will require parents to collect the phone in person. It is important to know that mobile phones along with other personal items, are brought to school at the students own risk.

Canteen

The canteen is open during recess and lunchtime. Students are NOT permitted to leave the school grounds during the day to visit local shops.

GUTHRIDGE CAMPUS 2016 – Possible Changes in 2017	
FOOD	PRICE
Pies	\$4
Sauce	\$0.20
Pasties	\$4
Sausage Rolls	\$3.20
Hot Dogs	\$3.50
Sweet Chilli Chicken Wrap (Lunch Only)	\$4.50
Steamed Dim Sims	2 for \$2
Pasta (Lunch Only)	\$4.00
Salad Rolls	\$5.50
Beef Burgers	\$3.20
Pizzas	\$3.00
Cup of Noodles	\$2.20
Cheese and Bacon Scrolls	\$2.30
Muffins	\$2.50
Custard Tarts	\$2.50
Cookies	\$2.50
Caramel Slice and Lamingtons	\$2.50
Donuts	\$1.20
Chips	\$2.00
Raspberry Twisters	\$1.00
Killer Pythons	\$0.80
DRINKS	PRICE
Water	\$2.70
Nippys	\$2.20
Zings	\$2.20
Juicys	\$2.40
Sunny Boys	\$1.20
Zooper Doopers	\$0.60

Student Welfare and Management

As a college we strongly believe that a student's sense of respect, achievement and belonging is important to individual growth. Therefore we have placed a strong emphasis on student welfare support systems throughout the college.

Each class has a Learning Team Leader. The Learning Team Leader is responsible for monitoring student progress and looking after student welfare. The Learning Team Leader will lead a small team of teachers who will work together to look after each student and to make sure that they are on track to succeed in their studies.

The Learning Team Leader is responsible for the following, with support from classroom teachers:

- Monitoring student progress
- Ensuring that students are in uniform, attending classes and conducting themselves appropriately in class and in the school grounds
- Assisting students to sort out any problems, concerns or issues they may have which are affecting their progress, happiness or health and safety at school. This may involve referral to outside agencies
- Helping students to plan their future and assisting them to access any specialist or professional guidance they may need
- Working with students, teachers, parents/guardians to assist them to succeed in school
- Acknowledging and celebrating successes!

The welfare team is a strong team of specially trained professionals.

Chaplains – attend to the welfare needs of all students, including the provision of speciality programs including Boys Talk and Bike Maintenance.

School Social Worker– attends to the welfare needs of all students, including the provision of speciality programs including Girls' Talk and Creating Conversations.

Integration Aides – Are involved as support staff to students who are identified as having special needs. These people work in classes directly with individual or small groups of students.

All members of the welfare team can be approached to discuss any concerns that a student or parent may have. All information disclosed remains confidential, as outlined in our student welfare privacy policy.

We encourage students and parents to contact us if a student is having any difficulties. These difficulties may include: bullying, handling stress, conflict or personal problems.

Select Entry Accelerated Learning Program (SEAL)

Sale College is one of twenty Victorian Government Schools currently providing a select entry accelerated learning program. Trafalgar and Wonthaggi High Schools are the only other Gippsland Schools to offer such an opportunity to academically able students. The Guthridge Campus has SEAL classes in each of the year levels.

The aims of the program are:

- To provide a challenging program for academically able students that allows them to work with like-minded individuals
- To create a stimulating learning environment that engages and inspires students in their learning, and promotes independent and responsible study habits
- To maximise choice and opportunity for academic pathways through the senior school and tertiary studies

Sale College offers places to a limited number of very capable and committed students who feel that they would benefit from taking part in a curriculum compaction program. Suitable students will have academic skills above those of their peers and be strongly motivated towards learning. Students taking part in the program can progress to VCE subjects when they move to the Macalister Campus at the end of Year 9. They may opt to:

- Complete VCE in two years and enter tertiary education earlier

- Take a wider choice of VCE subjects over 3 years
- Select some VCE and some Year 10 subjects to extend themselves in areas of special interest whilst broadening their educational base

Curriculum compaction differs from the mainstream program in that it provides for:

- A faster paced curriculum which is non-repetitive
- An opportunity to work with more complex and more abstract course material
- An opportunity to work cooperatively with peers of similar ability

Students undertaking this program will be accelerated in English, Mathematics, Science, SOSE and LOTE. Other subjects studied will be the same as mainstream classes - Arts, Technology, Physical Education and Health.

Selection Process

Students wishing to join the program can be nominated by anyone (e.g. parent, peer, teacher).

Students will be selected for entry into the S.E.A.L. program according to the following:

- General aptitude test - evaluating mathematical, problem solving, comprehension and creative writing abilities
- Teacher evaluation form
- Interview - one part with the student, another part with parent(s)/guardian(s)

Music and Instrumental Music Tuition

Sale College has a thriving Music Program that consists of two concert bands, two stage bands, clarinet ensemble, flute ensemble, saxophone ensemble, percussion ensemble, brass ensemble, guitar ensemble, two choirs, pop group, rock band and fiddle orchestra.

Students who enrol in the Music Program receive an instrumental lesson with a specialist teacher for half a period each week, usually in a small group. All students receiving lessons are required to play in at least one of the bands, according to their level.

Senior Concert Band and Senior Stage Band rehearse after school; most other ensembles rehearse at lunch times.

All bands play for school concerts and other functions. They also play in the community, at fairs, for the elderly and at Eisteddfods. Workshops and joint concerts with other school bands are occasionally organised.

The fee for being involved in the music program is \$100 (Year 7) or \$150 (Year 8 - 12) or \$200 per family. This covers costs of sheet music (up to \$150 for each band chart), transport to and from concerts, eisteddfods, trips to Melbourne, instruments such as percussion which are essential to the band but too expensive for individual students to purchase, and many other items.

Instruments taught at the College include:

- Trumpet
- Trombone
- French Horn
- Tuba
- Flute

- Clarinet
- Saxophone
- Percussion
- Bass Guitar
- Guitar
- Violin
- Keyboard and singing lessons can also be arranged at school with a private teacher. The fee is approximately \$100 per Term.

Students are required to provide their own instruments for their lessons. Instruments from a major music store will be available for purchase, Term payment plan, and hire at our recruitment evening early in the year.

Second-hand instruments can be found at local music shops or occasionally through the school. There are also a limited number of instruments available for hire from the school at very reasonable rates. We would like everyone to have the opportunity to learn an instrument regardless of their financial situation.

What we do ask is that students are aware that it is important to put aside time every day for practice. Learning an instrument is different from academic learning, and progress cannot be made without regular practice time.

Learning an instrument has enormous benefits for children. In addition to learning about music and enjoying playing in ensembles, students learn social skills and self-discipline. Research shows that instrumental music students improve their academic performance and overall coordination.

The Music Program has a parent support group that meets once a Term to discuss any aspects of the program, including fundraising.

We have a specialist Performing Arts Centre used for music and drama.

Sport

Trials and competitions are held to select students for Inter-School competition in Swimming, Cross-Country and Athletics. These lead to State and National Competitions for successful athletes. In addition, team events available to students include sports such as netball, softball, football, cricket, badminton, baseball, basketball, soccer, squash, clay target shooting, table tennis, volleyball and gymkhana. All these sports are available to students from Years 7 to 12 at the Inter-College Level, leading up to State Championships.

Hands On Learning

This program at Sale College aims to assist disconnected students, from Years 7 to 10, with an alternative approach to help them re-engage with the school experience.

It has been found that taking these students out of the classroom one day a week, connecting them to mentors and alternative peer groups in their own school and then giving them practical and creative real activities, acts as a circuit breaker. This alleviates the frustrations they have developed with mainstream schooling.

Quicksmart Program

At Sale College we offer a Literacy and Numeracy Support Program called QuickSmart for selected students in Years 7 to 9. After meeting comprehensive, predetermined selection criteria, students are invited to participate in either the Literacy or Numeracy program.

QuickSmart focuses on the role of **automaticity** in learning. Automaticity is the immediate recall of basic information. The program is called *QuickSmart* to encourage students to become **quick** in their response speed and **smart** in their strategy use when learning the basic skills required in literacy and numeracy. Ultimately, *QuickSmart* aims to free up the **working memory** of students so that they can engage meaningfully in school activities that require comprehension of text or quick recall of number facts. It is particularly important that middle school students have ready access to the basic skills that enable them to fully engage with challenging academic work.

The *QuickSmart* Literacy and Numeracy Programs provide instruction that is planned to meet individual student learning needs. The program follows a structured lesson sequence.

Teaching and learning strategies used include explicit strategy instruction, modelling, discussion, repeated reading, and deliberate practice. It incorporates the Cognitive Aptitude Assessment System (OZCAAS) computer assessment tool that provides information about each student's accuracy and speed. Students aim to increase their accuracy and decrease response times as a means of demonstrating increasing automaticity. The program is intensive and requires students to work in pairs with an adult instructor for three thirty minute lessons each week for about thirty weeks.

College Council

The College Council establishes all College policies and has a wide range of powers and responsibilities. The College Council comprises elected parents, the College Director and Principals, four elected DEECD employed members and four co-opted members. Student representatives are invited to contribute to council meetings. Council elections are held in March each year.

Student Leadership Councils

The College has Student Leaders representing the interests of students. They also provide student leadership opportunities. The Student Leadership Council meet to discuss matters that affect the running of the College and issues that are important to students. The Student Councils can present reports to College Council.

Year 10 and VCE at Sale College – Macalister Campus

Sale College aims to provide students with the maximum opportunity for personal and academic growth in a supportive environment. We are committed to helping students develop the knowledge and skills to make informed decisions about their future, linking them to the world of work and further study. As a Year 10 or VCE student at Sale College, the student will be assisted to select a program of study which will meet individual needs.

At Macalister Campus, Sale College provides a positive learning environment for all students and offers them access to a broad range of educational options.

We encourage all students to reach their full potential and recognise, celebrate and publicise success. Students will have access to a range of support and counselling services to assist in their work. The student work environment will be more adult, and the Student Services Lounge and Resource Centre will provide students with excellent facilities to support their education.

At Macalister Campus we offer:

- A wide range of units, both at Year 10 and VCE
- A senior campus atmosphere.
- The opportunity for students in Year 10 to select VCE Units.
- Flexible programs, including Vocational Education and Training (VET) Programs, Victorian Certificate of Applied Learning (VCAL), access to university studies and also Distance Education (DECV) for subjects not offered at Sale College.
- Individual counselling to ensure that student programs meet career goals, tertiary aspirations and abilities. The emphasis is on the selection of a course of study for each student that will provide the maximum opportunity for success.
- Maximum support for students in these critical years of study, with staff experienced in providing academic, career and personal guidance.

Your Choices in Year 10

English	English Advanced English English Literature Creative Writing
Health and Physical Education	Physical Education Court Games Outdoor and Environmental Studies Field Games Health
Humanities	Legal Studies Geography Business Management History
Mathematics	Fundamental Maths Standard Maths Advanced Maths
Science	Biology Physics/Chemistry
The Arts	Photography Drama Production Visual Communication 2D Art 3D Art Music Performance Media Studies
Technology	Engineering – Materials and Design Food Wonderful Food Advanced Cookery Super Snacks IT Web Production Wood Technology

Your Choices in VCE (Years 11 and 12)

English	English Units 1-4 English Literature Units 1-4 Foundation English
Health and Physical Education	Outdoor and Environmental Studies Health and Human Development Physical Education
Humanities	Accounting Business Management History Legal Studies VCAL Personal Development
Mathematics	Foundation Maths General Maths Further Maths Math Methods Specialist Maths
Science	Biology Chemistry Physics Psychology
The Arts	Art Visual Communication Studio Art Media Music Industry (VET) Music Performance Theatre Studies
Technology	Food Technology Design and Technology – Metal/Wood Systems Engineering - Electronics/Mechanical Information Technology – Software Development/IT Applications

Vocation Education And Training At Sale College

VET in Schools Program

This is available to students of year 10, VCE and VCAL in conjunction with local providers. Presently offered are Certificate courses in:

Beauty	Hairdressing	Aeroskills
Automotive	Childrens Services	Engineering
Building & Construction	Hospitality	Multimedia
Music Industry	Agriculture	Animal Studies
Sport & Rec	Fitness Training	Business
Plumbing	Electrical	Horticulture

Most of the above courses will run depending on enrolment numbers and will entail students going to TAFE for a full day each week.

School-Based New Apprenticeships (SBNA)

SBNA's combine practical work with structured training to give nationally recognised qualifications. Sale College encourages students to undertake their work commitments in conjunction with their school program.

The Careers teachers can provide further information.

Victorian Certificate of Applied Learning (VCAL)

The College offers the Victorian Certificate of Applied Learning (VCAL). The Certificate has five areas of study:

Foundation English (VCE)	Foundation Maths (VCE)
Personal Development	Industry Specific Skills
Work Related Skills	

The Certificate is accredited by the Victorian Qualifications Authority and can be an alternative for students who do not aspire to an ATAR score to study university. Students can study VCAL at three different levels; Foundation, Intermediate and Senior.

Managed Individual Pathways

The school provides the services of two Careers Advisors who work individually with students in planning future education, training and employment.

The Careers Advisors work one to one with students developing pathway plans for their future.

These plans will develop over the three years they are studying on the Macalister Campus.

Pathway plans will summarise the pathway options offered to students for internal and external courses, and will hopefully assist in improving retention rates and provide formal links for students to future education, training and employment.

Sale College has effective partnerships with universities, TAFE Institutes, group training companies, job network providers and local employers.

As a result we aim to improve outcomes for all Sale College students.