

YEAR 10

HANDBOOK

SUBJECT SELECTION GUIDE 2025



CONTENTS

Introduction & Senior School Structure	4
Pathways at Year 10.....	5
Diploma of Islamic Leadership.....	8
Year 10 at ICOM – Compulsory Subjects.....	9
Year 10 Pre VCE - Pathway.....	12
VCE – Victorian Education Certificate.....	13
VET – Vocational Education and Training.....	15
Year 10 Pre VCE - Subjects	17
English Courses.....	17
Mathematics Courses.....	20
Science Courses.....	22
Humanities Courses.....	28
Year 10 VCE Units 1&2 Courses.....	31
Unit 1&2 Health and Human Development.....	32
Unit 1&2 Industry and Enterprise.....	33
Unit 1&2 Text and Traditions.....	34
Year 10 VCE - VET Courses	35
VET Certificate II in Applied Language Arabic.....	36
VET Certificate II in Business.....	37
VET Certificate II in Information & Communications Technology.....	38
VET Certificate II in Sports Aquatics & Recreation.....	39
VET Certificate II in Laboratory Skills.....	40
Pre IB - Pathway	41
IB Diploma Programme.....	42
Pre IB - Subjects.....	45
Pre IB English.....	45
Pre IB-Mathematics Courses.....	47
Pre IB-Science Courses.....	48
Pre IB-Humanities Courses.....	53



DEEP Pathway.....	57
What is DEEP?.....	58
DEEP Curriculum.....	59
DEEP Subjects.....	60
DEEP Compulsory Subjects.....	60
DEEP Units 1&2 Foundation English.....	62
DEEP Units 1&2 Foundation Mathematics.....	63
DEEP VCE-VM Units 1&2 Subjects.....	64
Unit 1&2 Work Related Skill.....	64
Unit 1&2 Personal Development.....	66
DEEP VCE - VET.....	71
VET Taster Courses.....	71
What Do the Year 10 Subjects Lead to In Year 11 & 12?.....	72
Examples of Year 10 Pathways Based on Subject Choices.....	76
Student Policies.....	77
Year 10 Promotion Policy.....	78
Year 9 Academic Achievement Requirements for Entrance into Year 10.....	78
Plagiarism Policy.....	80
Absence from Summative Assessments.....	82
Useful Websites.....	85
VCE and VCE-VM Planning.....	86
IB DP Planning.....	87
My Three-Year Senior School Plan.....	89

COLLEGE INFORMATION FOR NEW STUDENTS & PARENTS PAGES 90-121

INTRODUCTION

Welcome to Year 10 where students are Navigating Personal Growth. As our students transition into the Middle Years, the focus shifts towards Personal Growth Learning.

Our Curriculum, Assessment, and Pedagogy in this phase lean heavily on nurturing a sense of maturity and self-awareness. By fostering connections with the world on a local, national, and global scale, we encourage students to question, reflect, and understand the broader context of their lives. This crucial stage also empowers them with the responsibility of charting their path and making decisions about their future pursuits in the Senior Years.

In Year 10, students begin to choose options and pathways for higher levels of study. All students are taught by highly qualified and specialised teaching staff who endeavour to stimulate and extend all students. Students are encouraged to take responsibility for their own learning and learn skills to navigate their way through the inevitable greater workload.

SENIOR SCHOOL LEADERSHIP TEAM

SCHOOL PRINCIPAL	Dr Abdul Kamareddine
VICE PRINCIPAL & HEAD OF SECONDARY	Mr Fadi Koubar
ASSISTANT HEAD OF SECONDARY DIRECTOR OF TEACHING & LEARNING	Mrs Maha Elsayegh
DIRECTOR OF FAITH & DIRECTOR OF STUDENT SERVICES	Mr Omar Lahham
IB DIPLOMA COORDINATOR	Mr Callum Delbridge
VCE/VET COORDINATOR	Ms Layal Tannous
CAREERS COORDINATORS	Mr Mostafa Haroun & Ms Elise Truong
SECONDARY COUNSELLORS	Ms Malaika Gilani & Mr Melih Bal
ADMIN SUPPORT	Ms Rosie Kozarov
IT MANAGER	Mr Bakr Dennaoui

PATHWAYS FOR YEAR 10 STUDENTS

At ICOM, we offer specialized pathways for Year 10 students to ensure they receive the most suitable education based on their abilities, interests, and future aspirations. Each pathway is designed to prepare students for their senior years of study and align with their academic goals. Students in Year 10 will be placed into one of the following pathways:

- Year 10 Pre VCE
- Year 10 Pre IB
- Year 10 DEEP
- Year 10 ILEAD

Pre-VCE (Victorian Certificate of Education) incorporating VET

The pre-VCE pathway is tailored for students who intend to pursue the Victorian Certificate of Education (VCE) in their senior years. This pathway focuses on providing a comprehensive and balanced curriculum that builds a strong foundation for VCE and VET studies.

The **Pre VCE pathway** is aimed for **mainstream** students and offers a broad range of subject choices that allow students to pursue their interests, and at the same time provide opportunities and learning pathways to continue with informed choices for their studies in Years 11&12. Subjects are offered from English, Maths, Sciences, Humanities, VET and Unit 1&2 subjects. Individual VCE program advice is offered to all students on an ongoing basis to ensure success, support and wellbeing.

Key Features of Pre-VCE:

- **Core Curriculum:** Students engage in a core curriculum that includes English, Mathematics, Science, Humanities, and Health and Physical Education. This ensures a well-rounded academic preparation.
- **Elective Subjects:** A wide range of elective subjects is available, allowing students to explore their interests and strengths in areas such as the Arts, Technologies, and Languages.
- **Study Skills Development:** Emphasis on developing effective study habits, time management, and research skills to prepare students for the rigorous demands of VCE.
- **Assessment and Feedback:** Regular assessments and constructive feedback help students track their progress and identify areas for improvement.
- **Pathway Guidance:** Career counselling and guidance sessions to help students make informed decisions about their VCE subject choices and future career pathways.

Pre-IB Diploma (International Baccalaureate Diploma Programme)

The Pre-IB Diploma pathway is designed for students who aim to pursue the International Baccalaureate (IB) Diploma Programme in their senior years. This pathway emphasizes a global perspective, critical thinking, and academic rigor.

The **Pre IB pathway** is aimed as the continuing pathway for **SAP** students and aims to provide a rigorous, year-long preparatory course designed to prepare students for the academic challenges of the two-year International Baccalaureate Diploma Programme.

In this academic, there is an additional focus on subject knowledge and skills required for success in the IB. It is highly advised that students who would like to pursue the IB Diploma in Grade 11 apply for the Pre IB program. Subjects are offered from English, maths, sciences, humanities and skill-based subjects. Non-SAP students may also apply to enter the Pre IB pathway and their eligibility will be assessed on their Year 9 academic results.

Key Features of Pre-IB Diploma:

- **International Curriculum:** Students follow an internationally recognized curriculum that includes subjects from the IB framework, focusing on holistic education and intercultural understanding.
- **Inquiry-Based Learning:** Emphasis on inquiry-based learning and independent research projects to foster critical thinking and analytical skills.
- **Language Proficiency:** Strong focus on language acquisition and proficiency, with options to study additional languages.
- **Global Perspectives:** Curriculum includes global contexts and international mindedness, preparing students for the challenges of a globalized world.
- **Personal and Social Development:** Activities and projects that promote personal growth, social responsibility, and ethical understanding.
- **Preparation for IB Assessments:** Exposure to the types of assessments and criteria used in the IB Diploma Programme, including extended essays and theory of knowledge projects.

Pre-VCE-VM (Vocational Major)

The Pre-VCE-VM pathway is geared towards students who are interested in vocational education and training (VET) alongside their academic studies. This pathway combines practical skills development with academic learning, preparing students for both the workforce and further education.

This pathway is aimed for **DEEP** students who do not meet the above minimum academic requirements from Year 9 or are continuing from Year 9 DEEP.

The VCE VM is a 2-year vocational and applied learning program that enables students to transition into apprenticeships, traineeships, further education and training and university (via non-ATAR pathways). In this program there is extra focus on equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals and empowering students to make informed decisions about the next stages of their lives through real-life workplace experiences. Subjects offered include English, Maths, Skills based subjects and VET short courses.

Key Features of Pre-VCE-VM:

- **Integrated Curriculum:** Combines core academic subjects with vocational training and hands-on learning experiences.
- **Industry Partnerships:** Collaboration with local industries and businesses to provide students with real-world experiences and practical skills relevant to their chosen vocational areas.
- **Workplace Learning:** Opportunities for structured workplace learning and apprenticeships, giving students a head start in their careers.
- **Flexible Learning Pathways:** Tailored learning plans that allow students to balance academic studies with vocational training and work commitments.
- **Career Readiness:** Focus on developing employability skills, such as teamwork, communication, and problem-solving, essential for success in the workforce.
- **Certification and Credentials:** Students can earn nationally recognized vocational qualifications and certificates alongside their academic studies.

By providing these tailored pathways – Pre-VCE, Pre-IB Diploma, and Pre-VCE-VM – ICOM ensures that Year 10 students receive an education that aligns with their individual interests, strengths, and career aspirations. Each pathway is designed to equip students with the necessary skills and knowledge to succeed in their senior years and beyond, fostering a supportive and engaging learning environment.

This handbook should be used by students to help them plan their pathway through the senior school by selecting combinations of subjects that lead to their intended career and post school studies. In selecting their senior years program, students will be provided with extensive counselling from within the school to assist them in making these important decisions.

The Islamic College of Melbourne provides students with three study options in their senior years of schooling year 11 & 12.

These programs of study are:

1. The Victorian Certificate of Education (VCE) incorporating VET
2. The Victorian Certificate of Education Vocational Major (VCE-VM)
3. IB Diploma Programme

For full information on both courses please refer to the following handbooks:

VCE & VCE-VM Handbook:

[VCE and VCE VM Handbook \(Student\) 2024 V2.pdf](#)

IB Diploma Handbook:

[IBDP_Handbook ICOM NEW 2024.pdf](#)

In mid Term 3, in **Year 9**, students are expected to make a preliminary choice on which pathway they will be pursuing however, final placement is subject to approval by the College.

22628VIC Diploma of Islamic Leadership Pathway (ILEAD)

Students in Year 10 may also choose to enrol the Diploma of Islamic Leadership course at ICOM alongside their normal VCE or IB Diploma pathways.

ICOM College is proud to offer 22628VIC Diploma of Islamic Leadership (ILEAD) as a three-year program. The program involves scheduled classrooms learning activities and assessment including international trips. The 22628VIC Diploma of Islamic Leadership (ILEAD) is the first ever course of its kind, exclusively offered at ICOM. The 22628VIC Diploma of Islamic Leadership (ILEAD) provides graduates with the skills and knowledge required to perform the role of an Imam, Religious Instructor, and/or Muslim Chaplain, to serve the Australian Community.

What will students' study over the three years?

Units of Competency The 22628VIC Diploma of Islamic Leadership (ILEAD) comprises of 8 Units of Competency.

- Teach the Recitation and Sciences of the Quran
- Lead Congregational Prayers
- Deliver an Islamic Sermon
- Develop and Apply knowledge of Arabic for Preaching Islamic Texts
- Support Muslim Community to Respond to Contemporary Challenges
- Provide Faith-based Community Leadership
- Provide Pastoral and Spiritual Care
- Develop and Implement Community Programs

What will an ILEAD Student Academic Program Look like in Year 10.

The structure of the ILEAD course allows students to also fulfill the academic requirements of their chosen VCE or IB pathway. Students must apply to be considered for this course.

Students who complete the ILIAS program in Year 9 are eligible to continue into the ILEAD in Year 10.

For more information on the ILEAD Program:

<https://icom.vic.edu.au/22628vic-diploma-of-islamic-leadership/>

YEAR 10 AT ICOM

Students in Year 10 at ICOM participate in a three-year senior program. This curriculum program has been designed to meet the diverse educational needs of our students and to provide each student with a stimulating and valuable learning experience.

All students will undertake work placement as part of the Year 10 careers program. This is designed to help students explore career options and promote job-seeking skills. Students are required to find their own work placement. Work placement is for one week only and takes place during a designated week in Term 2 holiday break.

All students will also participate in a Community and Service Program under the CAS (Creativity, Activity and Service Certificate). Students are required to be involved in activities as individuals and as part of a team that take place in local, national and international contexts. CAS enables students to enhance their personal and interpersonal development as well as their social and civic development through experiential learning. CAS supports students in achieving a counterbalance to the academic challenge of the rest of their study program. All students will receive a CAS Certificate from the International Baccalaureate Organisation (IBO) at the end of Year 12.

FEATURES OF THE YEAR 10 PROGRAM

1. Students will complete six subjects (in addition to classes in Physical education, careers and Quran & Islamic Studies) and are expected to select subjects for the duration of the year.
2. All students must select one Year 10 English, and one Year 10 Mathematics subject based on their preferred pathway of study (VCE or IB) and academic ability.
3. Science and Humanities are compulsory. Students will choose 2 science and 2 humanities subjects to study throughout the year.
4. All students will have the opportunity to undertake one VCE subject
5. All students will have the opportunity to undertake one VCE-VET certificate. Students who wish to pursue an IB Diploma pathway in Year 11&12 IB students must choose Certificate III in Laboratory Skills or Certificate II in Applied Language Arabic.
6. All students in the senior years will complete mid and end of year exams.
7. All Year 10 students will participate in the Community & Service Program CAS.
8. All Year 10 students are required to complete at least one week of work experience placement.
9. Students will be equipped to pursue the VCE or IB Diploma Programme at the end of Year 10.
10. All subject choices made by students will be considered on a case-by-case basis and student choices may not be granted due to academic results in Year 9.

YEAR 10 COMPULSORY SUBJECTS

QURAN & ISLAMIC STUDIES

QURAN

In the Quran subject students cover the following:

1. Learn to understand the Tafseer of Surat Taha. Surat Taha, the 20th chapter of the Quran is classified as a Meccan surah with a total of 135 Ayats or verses. The main theme of the chapter is about the existence of God. The Prophet assures his followers that the message of the Qur'an will eventually succeed and live on. The story of Prophet Moses is also mentioned in detail to show that the fundamental truths in all revealed religions are identical and same were taught to Prophet Moses at the time of his appointment.
2. Learn the Tafseer of Sourah Taha. Throughout the Sourah, the students learn the story of Prophet Musa with all the lessons and the themes that encounter his events. In addition, the Tafseer of the Sourah, students engage in discussions about the Islamic morals and manners that one should adopt, relationships with the opposite gender and the way to convey the good and forbid the bad.

ISLAMIC STUDIES

In Semester 1 Students study and explore the Islamic ruling, views and understandings behind the concept of Marriage, status of Women in Islam and why Islam has forbidden temptations. Students also learn about spirituality and how to maintain a strong faith. In Term two students explore the preservation of the Qur'an and how it compares with the Bible. They also explore the concept of Halal food in general and what is permissible to eat from the People of the Scriptures. The topics of superstitions, racism and peer pressure are also explored and discussed in detail.

Subject Outcomes:

- Explore the Status of Women in Islam & women in Islamic history
- Understand the importance of Marriage and halal and haram relationships in Islam.
- Explore the Islamic perspectives on sexuality and homosexuality.
- Identify and learn how to avoid the Deluge of Temptations.
- Understand the importance of preservation of the Quran, with a comparative study between the bible & the Quran.
- Learn and understand the classification of Halal food and food of the people of the book.

In Semester 2 students explore a variety of practical topics that relate to living and our faith in the real world. This includes placing our trust in Allah, working hard, and seeking Allah's help through Du'aa. Students also explore the importance of family ties and the serious harms of pornography. They also look into the general topic of religious extremism and the evil of terrorism. The course then delves into the biography of the Messenger of Allah (PBUH) from the latter half of the Madinan period beginning with the Battle of the Trench. Students then progress through the Seerah to the Conquest of Makkah. Students will also look into the final days of the Messenger of Allah and the legacy he left behind.

Subject Outcomes:

- Demonstrate an understanding of miscellaneous topics covered in the beginning of the semester.
- Research and describe the main points relating to the Biography of the Prophet (S) from the Treaty of Hudaibiyyah to the Conquest of Makkah.
- Demonstrate a broad understanding of the life of the Prophet from the Battle of the Trench and to the Battle of Hunayn.

LEADERSHIP CAREERS & PASTROL CARE (LCPC)

The LCPC program aims to develop the focus for year 10 students to confirm and managing their career action plan. Students are guided to ensure that their plan reflects their current personal profile, including skills, abilities, attitudes and academic performance. Students use their career action plan to confirm their current self-knowledge. They need to use this knowledge to establish their post-school direction and at least one possible career choice. Students should be able to identify the skills and abilities they have acquired through activities and experiences in school and their community, including paid and unpaid work or volunteering. Year 10 students should be able to identify the transferability of their skills and abilities to future career choices. In developing their career action plan students demonstrate that they are aware of a range of career resources, including those available online, and identify allies who may support them in achieving their goals. Through effective use of career development resources students exhibit skills that indicate the degree to which they can self-manage their career planning.

Students will revisit their Morrisby Careers Plan and update their personal attributes to map out possible careers and senior study plans.

All students participate in an annual work experience program. This program enables students to completely immerse themselves in the world of full-time work for a period of up to two weeks. Students can choose to work in many areas such as retail, construction, law firms, hospitals, and offices.

Students also participate in a Street Finance program conducted by the University of Melbourne. The program teaches students about budgeting, debt, credit cards and consumer rights.

YEAR 10 PHYSICAL EDUCATION

In Year 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

YEAR 10 WORK EXPERIENCE

At ICOM all year 10 students are required to attend one week of work experience during the Term 2 Break.

Work experience in Year 10 is a valuable opportunity for students to gain firsthand insight into the working world. This program allows students to spend a week or more at a workplace, observing and participating in daily activities. It's a chance to explore different career paths, develop practical skills, and understand workplace expectations.

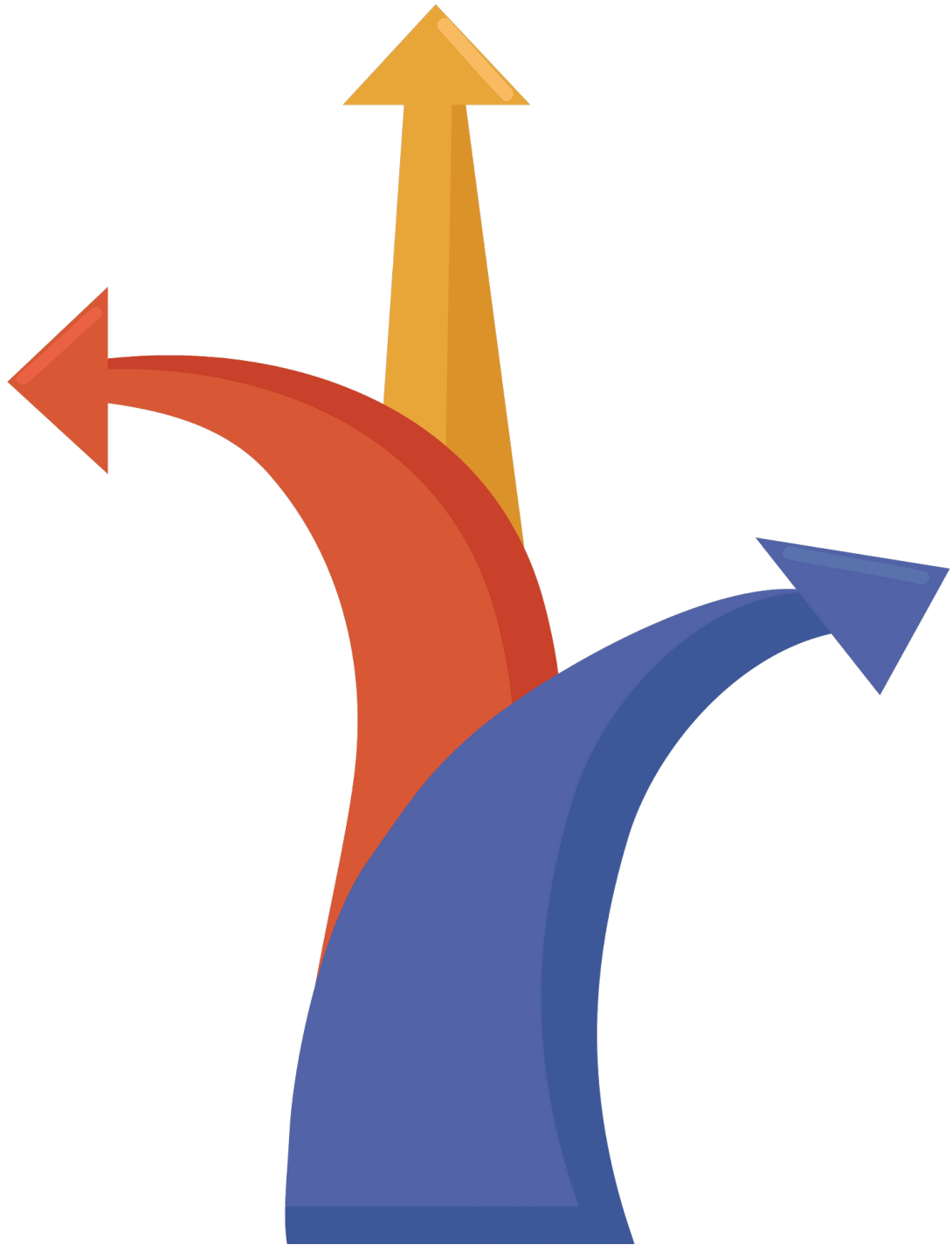
Benefits of Year 10 Work Experience:

- **Career Exploration:** Students can explore various industries and job roles to help them make informed decisions about their future careers.
- **Skill Development:** Work experience helps students develop essential skills such as communication, teamwork, time management, and problem-solving.
- **Networking:** Students have the opportunity to build connections with professionals, which can be beneficial for future job opportunities or mentorship.
- **Resume Building:** Gaining work experience at a young age looks great on a resume, showing initiative and a willingness to learn.
- **Increased Confidence:** Experiencing a real work environment helps boost students'

confidence and prepares them for future employment.



PRE-VCE PATHWAY



VCE | Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is a recognised course of study that provides pathways for students into employment, TAFE, and tertiary institutions. Students are assessed and ranked, and it is this Australian Tertiary Admission Ranking (ATAR) that is required for university entrance. Obtaining the VCE is an achievable goal for most students; however, performing well in the ranking is challenging. This handbook provides information to assist students in planning their pathway through the VCE. We encourage students to read the VCE handbook on the ICOM Website carefully and use it to ask questions about the subjects in which they have an interest. To obtain a VCE, students must satisfactorily complete at least 16 units of study including:

- Three units from the English curriculum area with at least one Unit 3 & 4 sequence.
- Three sequences of Unit 3 & 4 (or VET equivalent) other than English.

VCE ASSESSMENT OUTCOMES

Every unit has learning outcomes that are obtained through a set of varied activities directly related to the areas of study. The classroom teacher (using a range of assessment methods) is responsible for assessing outcomes.

- Units 1 & 2 in the VCE are graded differently from Units 3 & 4.
- Students completing a Unit 1 & 2 subject will receive an overall mark of S (Satisfactory) or N (Not Satisfactory) for every unit they undertake.
- For Unit 3 & 4 students' work is graded on a scale from A+ to E. These marks are used to calculate a study score, which is used to determine the student's Australian Tertiary Admissions Rank (ATAR).
- Each unit of the VCE study has a number of learning outcomes that are assessed by tasks that are common to all students.
- An N for any one of these gives the student an N for the unit. It is from the study's outcomes that satisfactory (S) or not satisfactory (N) completion of a unit is determined.
- **GRADED ASSESSMENT TASKS** - For students undertaking Units 1 & 2, there will be graded tasks in each unit.

These tasks will determine whether the student receives an S or N mark for the subject overall. Students will also be required to sit a school-based examination at the end of each unit. For students undertaking Units 3 & 4, there will be School Assessed Coursework (SAC), School Assessed Tasks (SAT) and/or Externally Assessed Tasks (VCD only) for each unit.

In each unit there will be a combination of school assessed work and examinations that are assessed directly by the VCAA. Grades will be awarded on the scale A+, A, B+, B, C+, C, D+, D, E+, E, UG or NA.

All marks and grades awarded by the school are conditional and may change because of statistical moderation conducted by the VCAA.

STUDIES THAT COUNT TOWARDS THE ATAR

The ATAR is based on up to six VCE study results. The results do not all have to be from one year. The ATAR is calculated using:

- The best score in any one of the English studies plus
- The scores of a student's next best three permissible studies (which together with the English study make the 'Primary Four'), plus
- 10 per cent of the scores for any fifth and sixth study which a student may have completed (these are called increments). Students with the Primary Four will receive an ATAR. VTAC will use up to six results in calculating the ATAR. If a student has more than six results, the six scores that give the highest ATAR are used.



VET

Vocational Education and Training

VET is a senior school study that enables a secondary student to combine their VCE studies with vocational training. VET is usually a two-year program combining general VCE studies with accredited vocational education and training. It enables students to complete a nationally recognised vocational qualification and complete the VCE at the same time. It provides the opportunity to trial a career and helps students explore possible areas of interest and promote further study and work choices. VET allows students to go directly into employment or receive credit towards further study and matches student interest and career directions through the provisions of strong pathways. Important industry specific skills and workplace skills are learnt through the VET program. Upon successful completion of the program, students are awarded a nationally accredited vocational training certificate.

In addition to normal VCE subjects, the College will be offering a VCE VET programs. VCE VET programs are VET qualifications approved by the VCAA following consultation with schools, industry and training providers.

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a VET qualification usually a Certificate II or Certificate III qualification. All VCE VET programs offered by the College provide credit towards the VCE and contribute to the ATAR at units 3&4, as they are scored VCE VET subjects.

The Certificate II or III accreditation comes from an approved training organisation.

CONTRIBUTION TO THE VCE

VET courses are fully incorporated into the VCE. If a VET subject can contribute credit points towards obtaining the VCE it will usually be referred to as VCE VET.

Key features include:

- VET programs usually have a Unit 1 - 4 structure
- Of the 16 units, that make up the VCE, up to three sequences other than English can be approved VCE VET Unit 3 & 4 sequences.
- VET programs can contribute directly to the ATAR

VET ASSESSMENT

The VET classroom teacher against a nationally accredited set of competencies assesses VET studies. If a student is competent, they receive a satisfactory grade. If a student cannot demonstrate their competence in an area, then they can be re-assessed later after further practise. Where possible, assessment should be a particular task or based on a particular task. The VCE Handbook contains the most up to date information on courses on offer at ICOM and can be found on the College website.

COST

Depending on the course, the cost to participate can be between \$350 - \$1,000 which are published in the Year 10 Booklist.

YEAR 10 PRE VCE SUBJECT SELECTIONS

Students must choose one of the following English subjects

ENGLISH



YEAR 10 ENGLISH COURSES

Students select one of the following English Courses in Year 10 based on their academic ability and interest.

UNITS 1&2 BRIDGING ENGLISH

Bridging is designed for a range of students from diverse language and educational backgrounds and experiences. The study design draws on and strengthens the language skills and knowledge students have acquired, recognising their diverse educational backgrounds and English experiences. The nature and flexibility of this course provides teachers with the opportunity to focus on the needs and interests of their students. By engaging reflectively and critically with a range of increasingly complex spoken, print, multimodal and digital texts, students work individually and collaboratively to create their own texts for different audiences, purposes and contexts. Through this process, students develop the confidence, fluency and ability to make accurate and appropriate choices in the English language when engaging with a variety of issues and perspectives, contributing to their effective participation in Australian life.

Aims

This study enables students to:

- ✓ develop their language skills in speaking, listening, reading, viewing and writing Standard Australian English
- ✓ develop their understanding of how language, structural features, and sentence structures are used to make meaning for a range of purposes, audiences and socio-cultural contexts
- ✓ develop competence across a range of increasingly challenging English language texts to construct a variety of responses, including creative, personal, factual, persuasive and critical
- ✓ strengthen and extend their understanding and use of metalanguage to explain the structural and language choices made by authors and themselves for different contexts and audiences
- ✓ edit and reflect on their own use of language to achieve accuracy and clarity of expression
- ✓ enhance their literacy skills across a range of curriculum areas in order to interpret and compose texts across different disciplines
- ✓ develop the capacity to identify improvement areas in their language skills.

WHAT WILL STUDENTS LEARN

Study of Texts

- ✓ How to analyse characters and themes in a number of texts
- ✓ How to identify authors' views and values
- ✓ How to identify the social, historical and political contexts and the influence of these on the texts
- ✓ How to write a text response essay developing a strong interpretation

Creative Writing

- ✓ The key elements of creative writing pieces
- ✓ How to construct different writing forms using literary devices and other language conventions for different effects

Creating Texts

- ✓ How to identify key ideas about a particular theme in a range of texts
- ✓ How to contrast and compare the development of ideas/ themes in a range of text types
- ✓ How to respond to a set context in a creative, expository and persuasive manner

Using Language to Persuade

- ✓ How to analyse media texts
- ✓ How to identify persuasive elements in a range of different texts
- ✓ How to write an analytical essay
- ✓ Formulate persuasive speeches and analyse spoken texts

ADVANCED ENGLISH

English Advanced is for students who love to read, are competent writers and enjoy speaking and debating in front of an audience. English Advanced offers students opportunities to challenge and extend their thinking skills through the critical analysis of complex texts and film. Students will engage with stimulating material that will inform their writing and reading, preparing them for their role in a global community.

Students will expand their knowledge of the world through various thought-provoking activities. There will be a focus on topical issues in the Australian media and students will present their views orally to persuade their audience. The course will align with VCE Literature & IB English Language & Literature through the content offered and will encourage independent learning in preparation for VCE/IB and university studies.

WHAT WILL STUDENTS LEARN

Text Study

- ✓ How to analyse characters and themes in a number of texts
- ✓ How to identify authors' views and values
- ✓ How to identify the social, historical and political contexts and the influence of these on texts
- ✓ How to write a text response essay which develops a strong interpretation

Writing Styles

- ✓ How to identify key ideas about a particular theme in a range of texts
- ✓ How to contrast and compare the development of ideas/ themes in a range of text types
- ✓ How to respond to a set con- text in a creative, expository and persuasive manner

Expanding Ideas

- ✓ The key elements of creative writing pieces
- ✓ How to construct different writing pieces
- ✓ Compare and contrast texts and ideas
- ✓ Book reviews
- ✓ Reading
- ✓ Using literary devices and other language conventions for different effects

The Art of Persuasion

- ✓ How to analyse media texts
- ✓ How to identify persuasive elements in a range of different texts
- ✓ How to write an analytical essay
- ✓ Participate in debates
- ✓ Formulate persuasive speeches and present these orally

YEAR 10 PRE VCE-MATHEMATICS COURSES

Students select one of the following Mathematics Courses in Year 10

MATHEMATICS



UNITS 1 & 2 GENERAL MATHEMATICS

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

WHAT WILL STUDENTS LEARN

The areas of study for General Mathematics are:

- Data analysis, probability & statistics
- Discrete mathematics
- Functions, relations and graphs
- Space & Measurement

Students will also complete a Mathematical investigation

This comprises one to two weeks of investigation into one or two practical or theoretical contexts or scenarios based on content from areas of study and application of key knowledge and key skills for the outcomes.

Investigation is to be incorporated in the development of concepts, skills and processes for the unit, and can be used to assess the outcomes.

There are three components to mathematical investigation:

Formulation

Overview of the context or scenario, and related background, including historical or contemporary background as applicable, and the mathematisation of questions, conjectures, hypotheses, issues or problems of interest.

Exploration

Investigation and analysis of the context or scenario with respect to the questions of interest, conjectures or hypotheses, using mathematical concepts, skills and processes, including the use of technology and application of computational thinking.

Communication

Summary, presentation and interpretation of the findings from the mathematical investigation and related applications.

YEAR 10 MATHEMATICS

Year 10 Mathematics provides for the continuing mathematical development of students entering VCE. This course is designed to allow student entrance into year 12 Further Mathematics and Year 11 Mathematical Methods. Students solve problems involving indices and extend their study of exponential and logarithmic functions. Students extend their work in probability to combinations of up to three events, using lists, tables, Venn diagrams, tree diagrams and grids as applicable to determine probabilities. They explore the concepts of conditional probability and independence, and their application to solving problems involving chance events. Students recognise the connection between simple and compound interest. Students cover matrices and their use to model practical situations and solve a range of related problems.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

WHAT WILL STUDENTS LEARN

Number & Algebra

- Logarithmic and exponential laws
- Exponential Equations
- Algebraic Manipulation
- Polynomials, long division

Statistics & Probability

- Multiple Events
- Using lists, tables, Venn diagrams, tree diagrams and grids
- Conditional Probability & Independent Events
- Simple & Compound Interest
- Determine the probability of outcomes in applied settings

Financial Mathematics

- Simple & Compound interest
- Investments and Loans

- Apply ratio and proportion, and percentage and percentage change, to solve problems in a range of financial contexts

YEAR 10 PRE VCE-SUBJECTS

Compulsory Year 10 Subjects

SCIENCE



Subject Description

The science program at Year 10 provides students with the opportunity either to complete their secondary school education in IB Diploma sciences or to undertake any of the VCE science specialisations providing they have acquired a strong enough understanding of the knowledge and skills. The work program offered in Year 10 includes extension activities to provoke and extend students understanding in the various science disciplines.

Students will gain scientific skills to equip them to study any of the IB Diploma or VCE sciences. At ICOM, students explore two of the main sciences that can be studied in year 11 & 12 with the specialist teacher in that field. They study two sciences throughout Year 10.

All Year 10 students will choose two sciences to study (one per semester):

BIOLOGY

In the Biology unit, students will explore the structure of DNA and RNA along with the process of protein synthesis. Students will also study the latest technology involved around DNA manipulation. Students apply their knowledge of DNA manipulation technologies through investigation of case study data analysis and/or a bioethical issue.

Students focus on the structure and regulation of biochemical pathways. They examine how biochemical pathways, specifically photosynthesis and cellular respiration, involve many steps that are controlled by enzymes and assisted by coenzymes. Students investigate factors that affect the rate of cellular reactions and explore applications of biotechnology that focus on the regulation of biochemical pathways.

Students analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.

WHAT STUDENTS WILL LEARN

The relationship between nucleic acids and DNA technologies

- nucleic acids as information molecules that encode instructions for the synthesis of proteins: the structure of DNA, the three main forms of RNA (mRNA, rRNA and tRNA) and a comparison of their respective nucleotides

- the genetic code as a universal triplet code that is degenerate and the steps in gene expression, including transcription, RNA processing in eukaryotic cells and translation by ribosomes the use of enzymes to manipulate DNA, including polymerase to synthesise DNA, ligase to join DNA and endonucleases to cut DNA
- the function of CRISPR-Cas9 in bacteria and the application of this function in editing an organism's genome
- amplification of DNA using polymerase chain reaction and the use of gel electrophoresis in sorting DNA fragments, including the interpretation of gel runs for DNA profiling
- the use of recombinant plasmids as vectors to transform bacterial cells as demonstrated by the production of human insulin

Regulation of biochemical pathways in photosynthesis and cellular respiration

- the general role of enzymes and coenzymes in facilitating steps in photosynthesis and cellular respiration
- the general factors that impact on enzyme function in relation to photosynthesis and cellular respiration: changes in temperature, pH, concentration, competitive and non-competitive enzyme inhibitors
- inputs, outputs and locations of the light dependent and light independent stages of photosynthesis in plants.
- the main inputs, outputs and locations of glycolysis, Krebs Cycle and electron transport chain including ATP yield.

Human change over time

- the shared characteristics that define mammals, primates, hominoids and hominins
- evidence for major trends in hominin evolution from the genus Australopithecus to the genus Homo: changes in brain size and limb structure

CHEMISTRY

In this area of study students focus on elements as the building blocks of useful materials. They investigate the structures, properties and reactions of carbon compounds and ionic compounds.

The selection of learning contexts should allow students to develop practical techniques to investigate the properties and reactions of various materials. Students develop their skills in the use of scientific equipment and apparatus. They use solubility tables to experimentally identify unknown ions in solution. In this area of study students also focus on the measurement of quantities in chemistry. Students develop their skills in the use of scientific equipment and apparatus. They perform calculations based on the generation of primary data, such as determining the empirical formula of an ionic compound or hydrated salt, and consider how the quality of data generated in experiments can be improved.

Students will also adapt or design and then conduct a scientific investigation related to chemical equations and/or analysis, which must include the generation of primary data. They develop a research question related to a chosen topic of investigation, and adapt or design and then conduct a scientific investigation to generate appropriate quantitative data. Students organise and interpret the data and reach a conclusion in response to their research question.

WHAT STUDENTS WILL LEARN

Elements and the periodic table

- the definitions of elements, isotopes and ions, including appropriate notation: atomic number; mass number; and number of protons, neutrons and electrons, including shell and subshell electronic configurations.

Covalent substances

- the use of Lewis (electron dot) structures, structural formulas and molecular formulas to model the following molecules: hydrogen, oxygen, chlorine, nitrogen, hydrogen chloride, carbon dioxide, water, ammonia, methane, ethane and ethene
- shapes of molecules (linear, bent, pyramidal, and tetrahedral, excluding bond angles) as determined by the repulsion of electron pairs according to valence shell electron pair repulsion (VSEPR) theory
- polar and non-polar character with reference to the shape of the molecule
- the relative strengths of intramolecular bonding (covalent bonding) and intermolecular forces (dispersion forces, dipole-dipole attraction and hydrogen bonding)
- physical properties of molecular substances (including melting points and boiling points and non-conduction of electricity) with reference to their structure and bonding

Reactions of ionic compounds

- the common properties of ionic compounds (brittleness, hardness, melting point, difference in electrical conductivity in solid and molten liquid states), with reference to the nature of ionic bonding and crystal structure
- deduction of the formula and name of an ionic compound from its component ions, including polyatomic ions (NH_4^+ , OH^- , NO_3^- , HCO_3^- , CO_3^{2-} , SO_4^{2-} and PO_4^{3-})
- the formation of ionic compounds through the transfer of electrons from metals to non-metals, and the writing of ionic compound formulas, including those containing polyatomic ions and transition metal ions
- the use of solubility tables to predict and identify precipitation reactions between ions in solution, represented by balanced full and ionic equations including the state symbols: (s), (l), (aq) and (g)

Quantifying atoms and compounds

- the relative isotopic masses of isotopes of elements and their values on the scale in which the relative isotopic mass of the carbon-12 isotope is assigned a value of 12 exactly
- determination of the relative atomic mass of an element using mass spectrometry (details of instrument not required)
- Avogadro's constant as the number 6.02×10^{23} indicating the number of atoms or molecules in a mole of any substance; determination of the amount, in moles, of atoms (or molecules) in a pure sample of known mass
- determination of the molar mass of compounds, the percentage composition by mass of covalent compounds, and the empirical and molecular formula of a compound from its percentage composition by mass

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

In this, unit students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion-using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion. Students model how the mass of finite objects can be considered to be at a point called the centre of mass. They describe and analyse graphically, numerically and algebraically the motion of an object, using specific physics terminology and conventions.

Students further look at Optics a branch of physics that studies electromagnetic radiation, its interactions with matter, and instruments used to gather information due to these interactions.

Concepts used to model electricity

- apply concepts of charge (Q), electric current (I), potential difference (V), energy (E) and power (P), in electric circuits
- explore different analogies used to describe electric current and potential difference
 - current versus potential difference (I – V) graphs
 - resistance as the potential difference to current ratio, including $R = \text{constant}$ for ohmic devices
- model household electricity connections as a simple circuit comprising fuses, switches, circuit breakers, loads and earth

Motion and energy

Concepts used to model motion

- identify parameters of motion as vectors or scalars
- analyse graphically, numerically and algebraically, straight-line motion under constant acceleration
- graphically analyse non-uniform motion in a straight line
- explain changes in momentum as being caused by a net force:

Energy and motion

- apply the concept of work done by a constant force
- investigate and analyse theoretically and practically Hooke's Law for an ideal spring
- calculate the efficiency of an energy transfer system:

How can human vision be enhanced?

Behaviour of light

- identify that light travels in straight lines in a uniform medium
- investigate and apply theoretically and practically the two laws of reflection at a plane surface:
 - the angle of incidence is equal to the angle of reflection
 - the incident ray, reflected ray and the normal at the point of incidence are coplanar
- model and explain human vision as refraction at a spherical surface with an adjusting lens
- distinguish between short-sightedness and long-sightedness, and explain their correction by concave and convex lenses, respectively

- explain accommodation in the human eye including the effects of ageing
- investigate and explain the treatment of cataract blindness including the use of intraocular lenses
- investigate the operation of the bionic eye.

UPDATE PSYCHOLOGY 1&2

Psychology seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered and together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors.

In this unit, students explore the overall functioning of the human nervous system, brain plasticity and the biological and psychological processes that contribute to learning and memory. Students will explore the biological, psychological and social models of understanding human behaviour and the way these factors influence mental health. Students will undertake a student-designed scientific investigation relating to mental processes and psychological functioning. The investigation involves the generation of primary data and draws on knowledge and related key science skills. They examine the contributions made to psychological knowledge and current scientific methods applied in the field.

WHAT STUDENTS WILL LEARN

Nervous system functioning

- the roles of different subdivisions of the central and peripheral nervous systems in responding to, and processing and coordinating with, sensory stimuli received by the body to enable conscious and unconscious responses, including spinal reflexes.
- the role of neurotransmitters in the transmission of neural information across a neural synapse to produce excitatory effects or inhibitory effects as compared to neuromodulators that have a range of effects on brain activity.
- synaptic plasticity – resulting from long-term potentiation and long-term depression, which together act to modify connections between neurons as the fundamental mechanism of memory formation that leads to learning.

Approaches to understand learning

- behaviourist approaches to learning, as illustrated by classical conditioning as a three-phase process that results in the involuntary association between a neutral stimulus and unconditioned stimulus to produce a conditioned response, and operant conditioning as a three-phase process involving reinforcement (positive and negative) and punishment (positive and negative).

The psychobiological process of memory

- the explanatory power of the Atkinson-Shiffrin multi-store model of memory in the encoding, storage and retrieval of stored information in sensory, short-term and long-term memory stores.
- the roles of the hippocampus, amygdala, neocortex, basal ganglia and cerebellum in long-term implicit and explicit memories.
- the use of mnemonics (acronyms, acrostics and the method of loci) to increase the encoding, storage and retrieval of information.

Defining mental wellbeing

- mental wellbeing as a continuum, with an individual's mental wellbeing influenced by the interaction of internal and external factors and fluctuating over time, as illustrated by variations for individuals experiencing stress, anxiety and phobia.

Maintenance of mental wellbeing

- the application of a biopsychosocial approach to maintaining mental wellbeing, with reference to protective factors including adequate nutritional intake and hydration and sleep (biological), cognitive behavioural strategies and mindfulness meditation (psychological) and support from family, friends and community that is authentic and energising (social).

HUMANITIES



Subject Description

Students will gain the skills to equip them to study any of the IB Diploma or VCE Humanities subjects offered at ICOM. At ICOM, students explore each of the four main areas from humanities that can be studied in year 11 & 12 with the specialist teacher in that field. They study two humanities throughout Year 10.

All Year 10 students will choose two humanities to study (one per semester):

ECONOMICS & BUSINESS MANAGEMENT

Thinking like an Economist

Economics and Business has an effect on everyone, irrespective of background. Students will explore important economic and business management concepts during the semester. In the initial half of the semester, for Economics studies, students will describe the basic economic problem of resource allocation to meet the needs and wants of the consumers. Students will discuss the purpose of economic activities and the effect of it on material and non-material living standards of various stakeholders including consumers/households, producers/businesses, and government.

Furthermore, young economists will explore the law of demand and law of supply. Students will analyse the impact of various factors like the prices of substitute goods/services, consumer's tastes and preferences, interest rates, population, and demographics on the consumer demand curve as well as the impact of factors like changes in the costs of production, technology, productivity, and climatic conditions and other disruptions on the supply curve. Building on this knowledge, students will analyse demand and supply graphs to explain changes in prices and quantities traded. Students will also distinguish between the meaning and importance of aggregate demand and aggregate supply. Additionally, students will understand how to measure economic growth using changes in real Gross Domestic Product as well as other indicators of economic growth to evaluate the potential benefits and limitations of economic growth. Students will research various strategies that businesses may use to increase profit, including price discrimination, multiple branding or anti-competitive behaviour as outlined in the Competition and Consumer Act 2010. Students will research contemporary case studies to make connections between economic theory and the workings of different markets in the Australian economy.

Establishing a Business

In the second half of the semester, students will explore key Business Management concepts. Students will describe a process for creating and developing a business idea and explain how innovative and entrepreneurial practices can contribute to the national economic and social wellbeing. Students will investigate contemporary case studies to learn key lessons from successful business managers and business entrepreneurs. Students will explore sources of business opportunity such as innovation, recognising and taking advantage of market opportunities, changing customer needs, research and development, technological development, and global markets. Young entrepreneurs will then conduct market research surveys to undertake initial feasibility studies for a product/service that they would like to introduce in the markets.

GLOBAL POLITICS

Course Title/Theme: *“Man is a wolf to man” – Power, War Crimes and Crises*

Course Overview: In Year 10 Global Politics, students will explore the ancient Roman saying “homo homini lupus” (*Man is a wolf to man*) and question whether it still applies to our world today.

Key Exploration 1: *Live by the sword, die by the sword* (What is power?)

In this case study, students will investigate different types of power: *hard power, soft power, military power, economic power, political power, diplomatic power, cultural power.*

Key Exploration 2: *Who’s who in the zoo?* (Global actors)

In this case study, students will investigate the aims and power of five key global actors: *States, the United Nations, Amnesty International, Facebook Inc/Meta and one individual.*

Key Exploration 3: *Seeking Justice for War Crimes* (Group Inquiry Project)

In groups, students select **one** of the following topics and undertake a group inquiry project: *Gaza Conflicts (2012, 2014, 2021), Syria (2011-2021), Yemen (2015-2021), Ukraine (2022).*

Key Exploration 4: *The world in 2050* (Personal Interest Project)

Students select **one** of the following topics and undertake an individual personal interest project: *Climate Change, Refugees, Food Security, Artificial Intelligence and Warfare.*

HISTORY

Course Title/Theme: *Marathon, Magnificent, Mayhem – A History of ‘Us versus Them’*

Course Overview: In Year 10 History, students will explore the idea of ‘Us versus Them’ through a series of Ancient and Modern History case studies. Students will investigate how and why civilisations, societies and groups have clashed in the past, and the impact of this violence. Students also consider these cases in relation to our own divided world today.

Key Exploration 1: *The Battle of Marathon, 490 BCE* (Ancient Greece)

In this case study, students will look into the clash of civilisations between the Persian Empire and the Greek city-state of Athens. Not only did this battle give its name to the famous Olympic race, it remains one of the greatest underdog victories of all time.

Key Exploration 2: *Suleiman the Magnificent, 1494-1566* (Ottoman Empire)

In this case study, students will look into the clash of religions with the Ottoman expansion into Christian Europe. Suleiman the Magnificent also known as Suleiman the lawgiver ruled over the very apex of this Great Islamic Empire which would see him as rightfully the equal of many great Monarchs of his time such as Henry VIII and Charles V of the Holy Roman Empire.

Key Exploration 3: *M.A Dness and Mayhem* (Cold War and Inquiry)

In this case study, students will look into the superpower rivalry between the US and the former USSR (Russia). Specifically, the arms race, which for 13 days in October 1962, almost launched World War 3 and brought the world to the brink of nuclear destruction. As part of this topic, in groups, students also select **one** of the following topics and undertake a group inquiry project: *Holocaust (1938-45 CE)*, *Bombing of Hiroshima and Nagasaki (1945 CE)*, *Palestinian Nakba (1948 CE)*, *My Lai Massacre (1968 CE)*, *Cambodian Killing Fields (1975-79 CE)*, *Rwandan Genocide (1994 CE)*, and *Srebrenica Massacre (1995 CE)*.

Key Exploration 4: *Struggles for Justice* (Personal Interest Project)

Students select **one** of the following topics and undertake an individual personal interest project: *The 1914 Christmas Truce (World War I)*, *Indigenous rights and freedoms in Australia (1938-2008 CE)*, *the US Civil Rights Movement (1950s-70s CE)*, *the struggle against Apartheid in South Africa (1948-1994 CE)*

LEGAL STUDIES

Course Title/Theme: *The Law and Me*

Legal Studies is a broad subject that enables students to become active and informed citizens.

In this unit of work, students develop a holistic understanding of the legal system that exists within Australia. Students develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system, which can cultivate greater awareness of such processes. During their study of year 10 Legal, students will be introduced with an awareness of the importance of the legal system and its profound influence on society. Students will consider the concept of social cohesion, identify the various sources and types of law, consider the Victorian court hierarchy and interpret the principles of justice. In doing so, students will be provided with an understanding of the foundations of Australia's legal system.

In addition, year 10 Legal studies will also assist students in developing an understanding of the various classifications of crime. Students will examine the main forms of criminal offences; summary and indictable offences. Through this, students will focus on various skills including synthesising and applying legal terminology and developing legal reasoning and principals to justify and argue criminal cases. Furthermore, key ideas will be elucidated including the presumption of innocence and the burden of proof.

Lastly, this unit of work will engage students in understanding sanctions and the enforcement of criminal law. Students will explore various the various sanctions that can be placed on individuals and consider the purposes of sanctions. Students will be encouraged to examine contemporary case studies to make connections between criminal offences and sanctions imposed. Ultimately, year 10 Legal will foster students research skills, promote critical thinking, and solve legal problems.

VCE UNITS 1&2 SUBJECTS

All Year 10 students will have to study one VCE subject.

The same subject sequence will then be carried through to Year 11 where the student will compete the subject as Unit 3&4 and sit for the final exam. This subject will contribute to the student's Year 12 studies and ATAR.

The final subject selection decision is made by the College depending on subject availability and ability of student in that subject. Students will not be permitted to change subject selections after the first **four weeks of the commencement of a Unit 1&2 subject**. Even then, both subject teachers and the VCE Coordinator must approve changes. Change of subject after the specified date is not allowed.

Subject to approval by the VCE Coordinator and based on evidence on student subject performance in Unit 1, students may change subjects before entering into Unit 2.

Students should first find out the **pre-requisite** requirements of the University courses of study for which they intend to seek admission before making subject selections for year 11. After satisfying prerequisite requirements, students should base their subject selection on two factors – ability and interest.

All Year 10 students will have an opportunity to choose one other VCE subjects from:

- Units 1&2 Health & Human Development
- Units 1&2 Industry & Enterprise
- Units 1&2 Text & Traditions

HEALTH AND HUMAN DEVELOPMENT



VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges. VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

WHAT WILL STUDENTS LEARN

VCE Health and Human Development provides students with broad understandings of health and well-being that reach far beyond the individual. Students learn how important health and well-being is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health, well-being, and those that put it at risk. The study provides opportunities for students to view health and well-being, and development, holistically across the lifespan and the globe, and through a lens of social equity and justice.

Unit 1: Understanding Health and Well-being

- Health perspectives and influences
- What is health and how is it measured
- Health and nutrition
- Youth health and well-being

Unit 2: Managing Health and Development

- Developmental transitions from youth to adulthood
- Human lifespan
- Pre-natal health

INDUSTRY & ENTERPRISE

VCE Industry and Enterprise investigates work and its place in work settings, industries and society. The study explores the vocational, economic, social and cultural aspects of work and incorporates theoretical and practical investigations of these functions. Students examine trends and patterns in Australian workplaces and industries as well as significant issues affecting Australian industries and analyse industry responses to these issues. A key feature of VCE Industry and Enterprise is the structured workplace learning that students are required to undertake. The range of personal, community and work settings which students experience, supports the development of work-related skills, which are integral to the study and seen as essential for entry-level employees and for life in general.

WHAT WILL STUDENTS LEARN

VCE Industry and Enterprise provides students the opportunity to develop both personal and work-related skills through structured workplace learning. It encourages students to develop appropriate attitudes and behaviour allowing them to recognise opportunity, manage risks and mobilise resources in relation to community and work settings. Twenty-first century career pathways are complex and ever changing. Traditional concepts of work are no longer applicable to many careers. VCE Industry and Enterprise enables students to develop personal career goals and plan career pathways. It encourages the development of enterprising behaviour through interactions in personal, work, social and community settings.

Unit 1: Workplace participation

- Contributing to the workforce
- Developing work-related skills
- Workplace effectiveness

Unit 2: Being Enterprising

- Enterprising individuals and leadership
- Enterprise and innovation in industry
- Industry issues

TEXT & TRADITIONS

The study of VCE Texts and Traditions equips students to come to a deeper understanding of the relationship between religious traditions and the written sacred texts that have grown from and shaped those traditions. Examining the sacred texts on which religious traditions are founded enables students to gain a good understanding of the basis of those traditions. These sacred texts become a touchstone of the tradition as it develops and responds to changing circumstances.

Many religious traditions have a special relationship with a set of written texts, often referred to as sacred scriptures. Through this study, students are taught to understand that these written texts have particular authority for the tradition and may act as an important reference and foundation for the tradition's social organisation, rituals, values and beliefs, and for the behaviours of the tradition's followers, both historically and in the world today.

Students study the sacred texts in their original social, cultural, religious, political and historical settings, as well as investigate the impact such texts have had throughout history and are having on the world today. Different methods of interpretation are taken into account throughout this study. Students also investigate the texts as pieces of literature and consider how others have been inspired by the interpretation of such writings. They develop the skills to be able to analyse these texts in the form of an exegesis.

The study of VCE Texts and Traditions encourages independent and critical thinking in students that will assist them in work and study, and in fields that require critical thinking about, and research, analysis and interpretation of, written texts.

WHAT WILL STUDENTS LEARN

This study is designed to develop students' understanding of religious texts and:

- their interpretation within religious traditions
- the variety of text types associated with religious traditions
- their place and use within religious traditions, societies and cultures
- their historical development and acceptance.

Unit 1: Texts in traditions

- The importance of sacred texts to the tradition
- The exegesis of texts
- Sacred texts and later traditions

Unit 2: Texts in society

- Sacred texts in the past
- Sacred texts today
- Comparing religious traditions

VCE-VET SUBJECTS

All Year 10 students will have to study one VET subject.

The same subject sequence will then be carried through to Year 11 where the student will complete the subject as Year 2 and sit for the final exam. This subject will contribute to the student's Year 12 studies and ATAR.

The final subject selection decision is made by the College depending on subject availability and ability of student in that subject. Students will not be permitted to change subject selections after the first **four weeks of the commencement of a Year 1 subject**. Even then, both subject teachers and the VCE/VET Coordinator must approve changes. Change of subject after the specified date is not allowed.

Subject to approval by the VCE Coordinator and based on evidence on student subject performance in Unit 1.

Students should first find out the **pre-requisite** requirements of the University courses of study for which they intend to seek admission before making subject selections for year 11. After satisfying prerequisite requirements, students should base their subject selection on two factors – ability and interest.

All Year 10 students will have an opportunity to choose one other VET subjects from:

- VCE/VET Certificate II in Applied Language Arabic
- VCE/VET Certificate III in Business
- VCE/VET Certificate III in Information Technology
- VCE/VET Certificate III in Sport, Aquatics & Recreation
- VCE/VET Certificate III in Laboratory Skills.

VCE-VET SUBJECT INFORMATION

VCE-VET CERTIFICATE II IN APPLIED LANGUAGE ARABIC

The VCE VET Applied Language program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in related industries in language studies. The Certificate of Applied Language is accredited through the ICOM RTO.

PLEASE NOTE: THIS COURSE IS CURRENTLY ONLY AVAILABLE TO ILIAS STUDENTS AT YEAR 9

The VCE VET Applied Language program aims to:

- ✓ provide participants with the language skills and cultural knowledge to enable them to communicate in social and workplace situations in a language other than English (LOTE)
- ✓ enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

The VCE VET Applied Languages program does not offer scored assessment. Students may be eligible to enter into Year 12 VCE Arabic or IB Arabic B in Year 11

Qualifications

10949NAT Certificate II in Applied Language:

This is a nationally accredited curriculum that offers students the opportunity to develop basic oral and written communication in the language in a range of standard social and workplace situations.

Credit in the VCE or VCAL: recognition of up to three VCE VET Units at Units 1 and 2 level.

Course Information:

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/appliedlanguage.aspx>

<https://icom.vic.edu.au/10949nat-certificate-ii-in-applied-language-arabic/>

VCE/VET CERTIFICATE III IN BUSINESS

The VCE VET Business program is drawn from a national training package and offers portable qualifications, which are recognised throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in the business industry. The Certificate III in Business provide a pathway for students who wish to continue with their business studies into higher education. The Certificate III in Business qualification is accredited through iVET.

This program is a scored assessment and can contribute the primary four subjects towards the calculation of an ATAR

Qualifications

BSB30120 Certificate III in Business:

This course provides students with the opportunity to develop a broad range of skills and knowledge to work in a variety of work contexts using discretion, judgement and relevant theoretical knowledge.

Full Course Guide:

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/business.aspx>

Students receive the Certificate III qualification at the end of their Year 11 program as Units 3&4. Students wishing to receive an ATAR contribution for the scored VCE VET Units 3 and 4 sequence of VCE VET Sport and Recreation must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth stud

VCE-VET CERTIFICATE III in INFORMATION & COMMUNICATIONS TECHNOLOGY



The VCE VET Information and Communications Technology programs aim to:

- provide participants with the knowledge, skills, and competency that will enhance their training and employment prospects in the information and communications technology or related industries
- Enable participants to gain a recognised credential and to make an informed choice of vocation or career path. The certificate will be credited through iVET.

Qualification

ICT30120 Certificate III in Information and Communications Technology:

This is a qualification that provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology technical functions and to achieve a degree of self-sufficiency as an advanced ICT user.

Full Course Guide:

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/idmt.aspx>

Students receive the Certificate III qualification at the end of their Year 11 program as Units 3&4. Students wishing to receive an ATAR contribution for the scored VCE VET Units 3 and 4 sequence of VCE VET ICT must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study

VCE-VET CERTIFICATE III IN SPORTS, AQUATICS & RECREATION

SIS30122 Certificate III in Sport, Aquatics and Recreation: provides students with the skills and knowledge to work in the sport and recreation industries. In Units 1 and 2, students can choose from a range of electives to create a program of their choice, including sport specific activities, conducting events, outdoor recreation or fitness programs. Units 3 and 4 offers scored assessment and includes core units such as plan and conduct programs, risk assessment, and conduct coaching with foundation level participants. Employment opportunities reflect roles such as recreation officer, activity operation officer, sport and recreation attendant, community activities officer or leisure services officer.

Qualifications

The following qualifications are available in the VCE VET Sport and Recreation program:

SIS30122 Certificate III in Sport, Aquatics and Recreation:

Full Course Guide:

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/sportrecreation.aspx>

Students receive the Certificate III qualification at the end of their Year 11 program as Units 3&4. Students wishing to receive an ATAR contribution for the scored VCE VET Units 3 and 4 sequence of VCE VET Sport and Recreation must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

VCE-VET CERTIFICATE III IN LABORATORY SKILLS

MSL30118 Certificate III in Laboratory Skills: Certificate III in Laboratory Skills provides students with the necessary knowledge and skills associated with the day-to-day operation of a laboratory and associated technical tasks such as sampling and testing. Units 1 and 2 of the program include recording and presenting data, planning and conducting laboratory/field work, maintaining the laboratory fit for purpose, with electives such as performing basic tests and assisting with fieldwork included. Units 3 and 4 offer scored assessment and incorporate units such as performing aseptic techniques, contributing to the achievement of quality objectives, preparing working solutions and performing microscopic examinations.

Qualifications

The following qualifications are available in the VCE VET Laboratory Skills program:

MSL30118 Certificate III in Laboratory Skills:

Students receive the Certificate III qualification at the end of their Year 11 program as Units 3&4. Students wishing to receive an ATAR contribution for the scored VCE VET Units 3 and 4 sequence of VCE VET Sport and Recreation must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

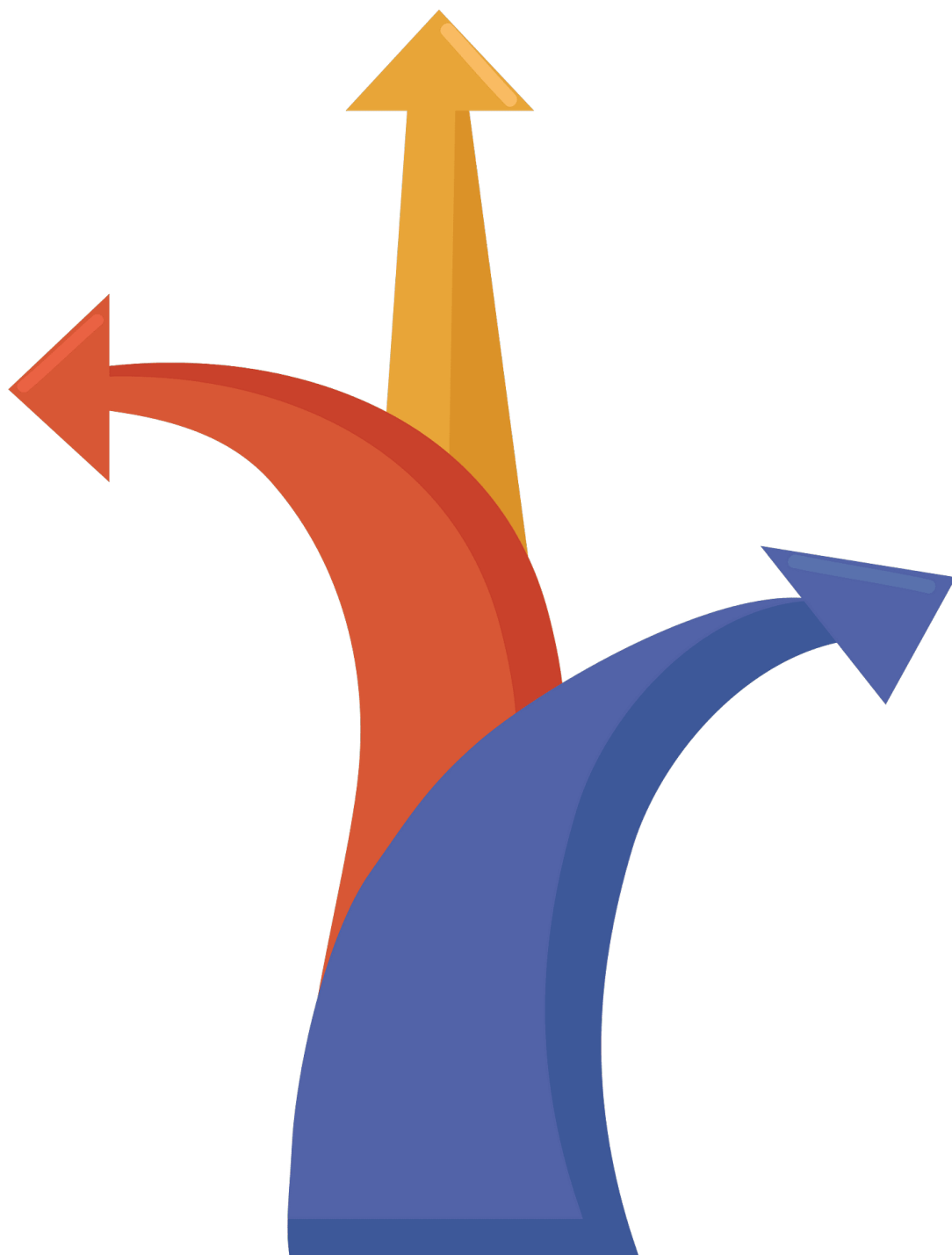
Full Course Guide:

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/laboratory.aspx>

- *Students wishing to enter the IB programme are required to choose this VET subject as the skills obtained in this study equip students for the necessary laboratory skills required in the IB Sciences.*



PRE-IB PATHWAY



IB Diploma Programme



The International Baccalaureate Diploma Programme is a curriculum framework designed by the International Baccalaureate Organisation (IBO) for students in their final two years of high school. The DP is centred on the Learner Profile, a group of ten characteristics that define an IB student and highlight the qualities, which are central to the IBO philosophy.

Diploma Programme students study six subjects, three at standard level and three at higher level, over two years.



Alongside these, students must complete three additional core requirements: the theory of knowledge (TOK), the extended essay (EE) and at least 150 hours of CAS—creativity, activity and service tasks completed outside the classroom.

All IB programmes have a focus on international-mindedness, ensuring students understand their place in their local, national and international community. IB students are required to learn an additional language separate to their native language. This study assists students to develop an understanding and appreciation of others' perspectives and cultures, whilst respecting their own language and cultural context.

For more information on the IB Diploma Programme: <https://www.ibo.org/programmes/diploma-programme/>

For specific IB Diploma subject information: <https://www.ibo.org/university-admission/support-students-transition-to-higher-education/course-selection-guidance/>

WHY UNDERTAKE THE IB DIPLOMA?

IB programmes challenge students to excel not only in their studies but also in their personal growth. The IB aims to inspire a lifelong quest for learning hallmarked by enthusiasm and empathy. To that end, the IB gathers a worldwide community of supporters who share a belief that education can help to build a better world.

Students who have undertaken the IB report that their involvement with the IB has given them the tools needed to succeed beyond high school. In particular, students comment on their sense of preparedness, self-confidence, research skills and their ability to manage their time in a university or workplace setting. Even more important, they have developed a sense of the world around them and their responsibility to it.

The IB Program aims to:

- Provide a balanced, consistent and challenging academic experience, which emphasises the education of the whole person.
- Provide an internationally accepted university entrance qualification into universities in Australia and around the world.
- Promote international understanding through shared academic connections and experience.
- Develop a student's sense of identity and cultural awareness.
- Develop critical and compassionate thinkers who are informed participants in local and world affairs.
- Support learning relationships across communities, both locally and globally
- Make transfer between international schools more convenient for internationally mobile families

IB DIPLOMA ACCESS

Students who wish to enrol in the Diploma are required to submit an expression of interest form with their Year 10 subject selection form.

Any student considering the IB must ensure that they are aware of the course requirements and extracurricular commitments of the programme, so that preparation can be made to accommodate this workload in years 11 and 12. The IB Diploma Programme is an alternate course of study for students at ICOM and it carries with it additional fees to cover the costs of administration, examinations and IBO annual registration. Students wishing to undertake the IB are required to pay these fees in full prior to enrolment in the Diploma.

IB DIPLOMA ASSESSMENT

To successfully complete the Diploma, students must undertake examinations in their chosen subject areas at the end of the two-year Diploma. External IB examiners mark these exams. Students also complete assessment tasks in school, which are marked by subject teachers and externally appointed IBO assessors. Marks are awarded for each subject on a scale of 1 (lowest) to 7 (highest). Students can also gain up to three additional points for their combined results in the Theory of Knowledge and the Extended Essay. The Diploma is awarded to students who obtain an overall score of 24. The maximum score for the Diploma is 45. Unlike the local VCE award, assessment of the Diploma is criteria-based and students are not ranked in order to obtain a final score. Refer to the IB Diploma Handbook on the ICOM website for further details.

IB AND THE ATAR

The IB DP has become well known at Australian Universities as an increasing number of IB students have performed well at the tertiary level. Comparability scales have been developed to compare IB scores with local scores and ATAR conversion tables are produced each year so that families can see how IB results are converted for university acceptance. Some universities give credit IB subjects, and a number of universities now accept IB students on the basis of their predicted score for the IB Diploma. The table shows the 2023 ATAR conversion scores for IB students. 24 is the pass mark for satisfactory completion of the Diploma. Below is an example of a student's IB pathway completed over the two years of the Diploma programme. The following table applies to Australian students applying for University in 2024 to commence tertiary study.

IBAS	ATAR
45.75	99.95
45.50	99.95
45.25	99.85
45.00	99.80
44.75	99.75
44.50	99.70
44.25	99.55
44.00	99.45
43.75	99.35
43.50	99.25
43.25	99.10
43.00	99.00
42.75	98.90
42.50	98.80
42.25	98.60
42.00	98.45
41.75	98.30
41.50	98.15
41.25	97.90
41.00	97.70
40.75	97.50
40.50	97.30
40.25	97.05
40.00	96.80
39.75	96.55
39.50	96.35
39.25	96.05
39.00	95.80
38.75	95.55
38.50	95.30
38.25	95.00
38.00	94.75
37.75	94.50
37.50	94.25
37.25	93.90
37.00	93.55
36.75	93.20
36.50	92.85
36.25	92.50
36.00	92.15
35.75	91.80
35.50	91.50
35.25	91.15
35.00	90.80
34.75	90.45
34.50	90.15

IBAS	ATAR
34.25	89.65
34.00	89.20
33.75	88.75
33.50	88.30
33.25	87.80
33.00	87.30
32.75	86.80
32.50	86.30
32.25	85.80
32.00	85.30
31.75	84.80
31.50	84.30
31.25	83.80
31.00	83.35
30.75	82.85
30.50	82.40
30.25	81.80
30.00	81.25
29.75	80.65
29.50	80.10
29.25	79.50
29.00	78.95
28.75	78.35
28.50	77.80
28.25	77.20
28.00	76.65
27.75	76.10
27.50	75.55
27.25	74.90
27.00	74.25
26.75	73.60
26.50	73.00
26.25	72.30
26.00	71.60
25.75	70.90
25.50	70.25
25.25	69.65
25.00	69.05
24.75	68.45
24.50	67.85
24.25	67.10
24.00	66.35

YEAR 10 PRE IB ENGLISH

Students must choose the following English subject

ENGLISH

Students select one of the following English Courses in Year 10 based on their academic ability and interest.

PRE IB ENGLISH

English Advanced is for students who love to read, are competent writers and enjoy speaking and debating in front of an audience. English Advanced offers students' opportunities to challenge and extend their thinking skills through the critical analysis of complex texts and film. Students will engage with stimulating material that will inform their writing and reading, preparing them for their role in a global community.

Students will expand their knowledge of the world through various thought-provoking activities. There will be a focus on topical issues in the Australian media and students will present their views orally to persuade their audience. The course will align with the IB English Language & Literature through the content offered and will encourage independent learning in preparation for IB.

Through the course, students are able to develop:

- a personal appreciation of language and literature
- critical-thinking skills in their interaction with a range of texts from different periods, styles, text-types and literacy forms
- an understanding of the formal, stylistic and aesthetic qualities of texts
- strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective
- an understanding of how language challenges and sustains ways of thinking.

WHAT WILL STUDENTS LEARN**Text Study**

- ✓ How to analyse characters and themes in a number of texts
- ✓ How to identify authors' views and values
- ✓ How to identify the social, historical and political contexts and the influence of these on texts
- ✓ How to write a text response essay which develops a strong interpretation

Writing Styles

- ✓ How to identify key ideas about a particular theme in a range of texts
- ✓ How to contrast and compare the development of ideas/ themes in a range of text types
- ✓ How to respond to a set con- text in a creative, expository and persuasive manner

Expanding Ideas

- ✓ The key elements of creative writing pieces
- ✓ How to construct different writing pieces
- ✓ Compare and contrast texts and ideas
- ✓ Book reviews
- ✓ Reading
- ✓ Using literary devices and other language conventions for different effects

The Art of Persuasion

- ✓ How to analyse media texts
- ✓ How to identify persuasive elements in a range of different texts
- ✓ How to write an analytical essay
- ✓ Participate in debates
- ✓ Formulate persuasive speeches and present these orally

YEAR 10 PRE-IB MATHEMATIC COURSES

Students select one the following Mathematics Subject

MATHEMATICS



Pre-IB Mathematics is offered to students with a genuine passion and aptitude for Mathematics, whilst placing importance on producing clear, detailed solutions. This subject challenges students to explain the concepts behind a formula or process. This ranges from spontaneous discussions to formal derivations and/ or proofs, fostering an environment of curiosity as well as clear mathematical communication.

Students will build upon prior knowledge and skills and begin to bring previously separate ideas together in new contexts. A key component of this year will be using technology to explore concepts in greater depth. Students will become familiar with the Computer Algebraic System (CAS) calculators as a tool to enhance understanding and prepare students for VCE Math Methods and IB maths.

WHAT WILL STUDENTS LEARN

Number & Algebra

- Show equivalencies and make generalisations
- Logarithmic and exponential laws
- Sequences and series

Functions

- Linear, polynomial, exponential, logarithmic and periodic functions
- Explore the properties of different functions
- Correspond the parameters of functions to their geometrical features
- Solving simultaneous and quadratic equations

Geometry & Trigonometry

- Calculate unknown information for any triangle, including in 3D and navigational settings
- Apply congruence and similarity tests to groups of values, including situations involving volume and surface area
- Trigonometric functions
- Derive and use circle theorems

Statistics & Probability

- Read and interpret data sets and graphs, including in the media
- Display and analyse univariate and bivariate data
- Determine the probability of outcomes in applied settings

Calculus

- Rates of change
- Limits
- The derivative function
- Rules of differentiation

SCIENCE



Subject Description

The science program at Year 10Pre IB provides students with the opportunity to complete their secondary school education in any of the IB Diploma science specialisations providing they have acquired a strong enough understanding of the knowledge and skills. The work program offered in Year 10 includes extension activities to provoke and extend students understanding in the various science disciplines. The Science courses studied in the IB program are exciting and challenging adventures that involve creativity and imagination, as well as detailed thinking and application. Scientists use a wide variety of methodologies which then, together, make up the process of science. Students will study one science per term:

BIOLOGY

The study of biology aims to provide students with a deep understanding of life at both molecular and cellular levels. Students will explore Water, Nucleic Acids, Cell origin and structure and Viruses. These topics provide students with a comprehensive understanding of fundamental biological principles. By exploring the molecular and cellular bases of life, students will develop critical thinking skills and an appreciation for the complexity and diversity of living organisms. This foundation will be invaluable as they progress to more advanced topics in biology and related fields.

WHAT STUDENTS WILL LEARN

Topic 1: Water

Water is essential for life, acting as a solvent, a temperature buffer, and a participant in biochemical reactions. By studying water, students will explore its unique chemical properties, such as cohesion, adhesion, and its role as a universal solvent. Understanding these properties helps students appreciate how water supports cellular processes, making it fundamental to life on Earth.

Topic 2: Nucleic Acids

Nucleic acids are the molecules that carry the genetic information necessary for the growth, development, and reproduction of organisms. This topic focuses on the structure and function of DNA and RNA, emphasizing how genetic information is stored, transmitted, and expressed. Through this, students will grasp the molecular basis of inheritance, which is central to the study of biology.

Topic 3: Origin of Cells

The origin of cells is a key concept in understanding the evolution of life. This topic introduces students to the theories and evidence regarding the emergence of the first cells, exploring concepts such as abiogenesis and the endosymbiotic theory. By studying the origin of cells, students will gain insight into the transition from non-living to living matter, a critical threshold in the history of life.

Topic 4: Cell Structure

Cell structure is fundamental to understanding how life functions. This topic covers the diversity of cell types, including prokaryotic and eukaryotic cells, and their respective organelles. By examining cell structures, students will learn how different components work together to sustain life processes. This knowledge is essential for comprehending more complex biological systems.

Topic 5: Viruses

Viruses occupy a unique position in biology, straddling the line between living and non-living entities. This topic investigates the structure and function of viruses, their modes of reproduction, and their interactions

CHEMISTRY

In this area of study students focus on elements as the building blocks of useful materials. They investigate the structures, properties and reactions of carbon compounds and ionic compounds.

The selection of learning contexts should allow students to develop practical techniques to investigate the properties and reactions of various materials. Students develop their skills in the use of scientific equipment and apparatus. They use solubility tables to experimentally identify unknown ions in solution. In this area of study students also focus on the measurement of quantities in chemistry. Students develop their skills in the use of scientific equipment and apparatus. They perform calculations based on the generation of primary data, such as determining the empirical formula of an ionic compound or hydrated salt, and consider how the quality of data generated in experiments can be improved.

Students will also adapt or design and then conduct a scientific investigation related to a topic studied, which must include the generation of primary data. They develop a research question related to a chosen topic of investigation, and adapt or design and then conduct a scientific investigation to generate appropriate quantitative data. Students organise and interpret the data and reach a conclusion in response to their research question.

WHAT STUDENTS WILL LEARN

Topic 1: Models of the Particulate Nature of Matter

This topic introduces students to the fundamental idea that matter is composed of discrete particles, including atoms, molecules, and ions. By exploring various models that describe the particulate nature of matter, students will gain a deep understanding of how these particles behave and interact. This foundational knowledge is crucial for appreciating the physical and chemical properties of substances and for understanding more complex concepts in chemistry.

Topic 2: Models of Bonding and Structure

In this topic, students explore the different types of chemical bonding, including ionic, covalent, and metallic bonds, and how these bonds determine the structure and properties of substances. By understanding bonding models, students can predict the behaviour of materials and their interactions. This topic also covers molecular geometry and the arrangement of atoms in space, which are key to understanding the physical and chemical properties of compounds.

Topic 3: Reactivity

Reactivity focuses on the behaviour of substances during chemical reactions. Students will study the factors that influence reactivity, including energy changes, reaction kinetics, and equilibrium. By exploring reactivity, students will understand how and why reactions occur, which is essential for predicting outcomes in chemical processes and for the practical application of chemistry in fields such as industry, medicine, and environmental science.

Topic 4: Energy from Fuels

Energy from fuels is a vital topic that examines the role of chemical reactions in energy production. Students will study different types of fuels, their combustion processes, and the energy released. This topic is essential for understanding the environmental and economic implications of energy use, as well as the need for sustainable energy sources. It provides a practical context for applying chemical principles to real-world challenges.

PHYSICS

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

In this, unit. the following topics: Space, Time, and Motion, Particulate Nature of Matter, and Wave Behaviour.

WHAT STUDENTS WILL LEARN

Topic 1: Space, Time, and Motion

This topic explores the fundamental concepts of space, time, and motion, which are central to understanding the universe. Students will study the laws of motion, kinematics, and dynamics, learning how objects move and interact within different frames of reference. By understanding these principles, students gain insights into the behaviour of objects from everyday scales to cosmic distances, forming the basis for more complex topics such as relativity and astrophysics.

Topic 2: Particulate Nature of Matter

The particulate nature of matter is a foundational concept in physics, describing how matter is composed of atoms and molecules. This topic covers atomic theory, the behaviour of gases, and the kinetic theory of matter. By studying the particulate nature of matter, students will understand how the properties of materials arise from the interactions of their constituent particles. This knowledge is essential for explaining phenomena in thermodynamics, quantum mechanics, and other areas of physics.

Topic 3: Wave Behaviour

Wave behaviour is a critical aspect of physics, explaining how energy and information are transmitted through different mediums. This topic covers the properties of waves, including reflection, refraction, diffraction, and interference. Students will explore both mechanical waves (such as sound) and electromagnetic waves (such as light), gaining a comprehensive understanding of how waves behave in various contexts. This knowledge is vital for understanding a wide range of phenomena, from optics to communications technology.

PSYCHOLOGY

Psychology is the systematic study of behaviour and mental processes. In psychology students examine the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in psychology. The aims of the psychology course are to develop an awareness of how psychological research can be applied for the benefit of human beings, ensure that ethical practices are upheld in psychological inquiry, develop an understanding of the biological, cognitive and socio-cultural influences on human behaviour, develop an understanding of alternative explanations of behaviour and understand and use diverse methods of psychological inquiry. The course includes extensive review and evaluation of research studies and theories / models. Students learn to use critical thinking in evaluating the information that they encounter in published theories and research studies. Methodological and ethical considerations are made and cultural diversity is considered.

WHAT STUDENTS WILL LEARN

Nervous system functioning

- the roles of different subdivisions of the central and peripheral nervous systems in responding to, and processing and coordinating with, sensory stimuli received by the body to enable conscious and unconscious responses, including spinal reflexes.
- the role of neurotransmitters in the transmission of neural information across a neural synapse to produce excitatory effects or inhibitory effects as compared to neuromodulators that have a range of effects on brain activity.
- synaptic plasticity – resulting from long-term potentiation and long-term depression, which together act to modify connections between neurons as the fundamental mechanism of memory formation that leads to learning.

Biological approach to understanding behaviour

- The biological approach to understanding behaviour is largely an investigation into correlations. Do areas of the brain correlate with behaviour? When changes take place in the brain do changes take place in behaviour or is the reverse the case? Could an individual's behaviour be predicted from their genes? Is human behaviour subject to natural selection?
- The biological approach to behaviour looks at:
 - the brain and behaviour
 - hormones and behaviour
 - genetics and behaviour

LABORATORY SKILLS

All Year 10 Pre-IB students will study one term of Laboratory Skills. This course is designed to introduce students to the essential concepts, theories, models, and techniques that form the foundation of scientific subjects in the Diploma Programme. Through the Lab Skills unit, students will develop a deeper understanding of the scientific method while acquiring the knowledge and skills needed for the day-to-day operation of a laboratory. This includes performing technical tasks by following set procedures and recipes.

Laboratory experiences teach students how to address challenges inherent in directly observing and manipulating the material world. They will learn to troubleshoot equipment, understand and manage measurement errors, interpret data, and aggregate findings. These activities are crucial for developing practical scientific skills.

The subject is both collaborative and interdisciplinary, offering students the opportunity to explore scientific solutions while building the hands-on skills necessary for success in the Diploma Programme.

WHAT STUDENTS WILL LEARN

1. Recording and Presenting Data:

- Students will learn how to accurately record observations and experimental results using various methods such as lab notebooks, spreadsheets, and digital tools. They will explore different ways to present data, including tables, graphs, and charts, and will practice analysing data to identify trends and draw conclusions. Emphasis will be placed on the importance of clear, precise, and organized data presentation, which is crucial for effective communication in scientific research.

2. Maintaining a Laboratory Fit for Purpose:

- Proper maintenance of a laboratory environment is essential for safety and efficiency. Students will be taught the best practices for organizing workspaces, storing chemicals and equipment, and ensuring that all tools are calibrated and functioning correctly. They will also learn about safety protocols, waste disposal, and the importance of maintaining a clean and orderly lab to prevent contamination and accidents. This knowledge is vital for creating a productive and safe laboratory setting.

3. Performing Basic Tests:

- Students will explore fundamental laboratory techniques, such as pH testing, titration, and qualitative analysis of substances. They will learn to follow standard operating procedures (SOPs) and gain confidence in using basic laboratory equipment like pipettes, burettes, and balances. Mastery of these basic tests lays the groundwork for more advanced scientific investigations.

4. Performing Aseptic Techniques:

- Aseptic techniques are critical in preventing contamination, especially in microbiological studies. Students will learn how to handle samples and cultures in a sterile environment, practicing techniques such as using laminar flow cabinets, sterilizing equipment, and maintaining personal hygiene standards. Mastery of these techniques is essential for any work involving live organisms or sensitive chemical reactions.

5. Preparing Working Solutions:

- Students will practice preparing solutions with precise concentrations, following recipes, and understanding molarity and dilution principles. They will gain experience in calculating the amounts of solutes and solvents required, using balances and volumetric glassware accurately, and labelling solutions correctly. These skills are fundamental for experiments that require exact chemical conditions.

6. Conducting Microscopic Examinations:

- Microscopy is a key tool in many scientific disciplines. Students will learn how to prepare slides, use light and electron microscopes, and interpret the images they observe. They will explore the structure of cells, tissues, and microorganisms, gaining a deeper

HUMANITIES



Subject Description

Students will gain the skills to equip them to study any of the IB Diploma subjects from the Individuals and societies group. Studying any one of these subjects provides for the development of a critical appreciation of:

- human experience and behaviour
- the varieties of physical, economic and social environments that people inhabit
- the history of social and cultural institutions.

In addition, each subject is designed to foster in students the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies. This course is designed to be engaging and interactive, encouraging students to apply their knowledge to real-world scenarios. The blend of theoretical concepts and practical activities ensures that students are not only prepared for future studies in the Diploma but are also inspired to consider the broader implications of decisions in society.

All Year 10 Pre-IB students will study each of the humanities for a term.

BUSINESS & MANAGEMENT

The study of Business Management in the Pre-IB Year 10 program aims to equip students with a foundational understanding of how businesses operate in a dynamic and interconnected world. Students will explore essential topics such as an Introduction to Business Management, Marketing and Human Resource Management. These topics provide students with a comprehensive insight into the key functions and strategies that drive successful business operations. By engaging with real-world scenarios and case studies, students will develop critical thinking, problem-solving skills, and an appreciation for the complexities of managing a business in a global context. This foundational knowledge explored through this unit will assist students in potential further studies in business management.

WHAT STUDENTS WILL LEARN

Topic 1: Introduction to Business Management

The Introduction to Business Management sets the stage for understanding the fundamental concepts of business, including factors of production, business functions, and business sectors. Students will explore how businesses are structured and the various sectors in which they operate. This topic helps students grasp the basic elements that make up a business, providing a strong foundation for more complex topics.

Topic 2: Marketing

Marketing is the backbone of business success, involving the strategies and activities used to promote and sell products or services. In this topic, students will delve into the Marketing Mix, which includes product, price, place, and promotion. By studying real-world examples and engaging in activities like brand analysis and marketing case studies, students will understand how businesses attract and retain customers, making this topic both practical and highly engaging.

Topic 3: Human Resource Management

Human Resource Management (HRM) is crucial for managing people within an organisation. This

recruitment. Students will explore how effective HRM practices can influence a business's success, focusing on leadership development, recruitment strategies, and the importance of motivation and training. Through simulations and leadership activities, students will gain insight into the human element of business management.

ECONOMICS

The study of Economics provides students with a foundational understanding of how economic systems operate, focusing on the allocation of resources and the decision-making processes of individuals, businesses, and governments. This subject delves into the principles that drive economic behaviour and the factors that influence market dynamics. Students will explore core concepts such as demand and supply, price elasticity, and the broader economic environment, including macroeconomic indicators and policies.

WHAT STUDENTS WILL LEARN

Topic 1: Demand and Supply

Understanding demand and supply is fundamental to economics as it explains how markets function. Students will learn about the law of demand, which states that as prices decrease, quantity demanded increases, and the law of supply, which asserts that as prices increase, quantity supplied increases. They will study how these forces interact to determine market equilibrium prices and quantities. This topic will also cover shifts in demand and supply curves and factors affecting these shifts, such as changes in consumer preferences or production costs.

Topic 2: Price Elasticity of Demand

Price elasticity of demand measures how responsive the quantity demanded of a good is to changes in its price. Students will explore concepts such as elastic, inelastic, and unitary elasticity, and understand how these concepts impact total revenue. By examining real-world examples and calculating elasticity coefficients, students will gain insight into consumer behaviour and the strategic decisions businesses make regarding pricing.

Topic 3: Aggregate Demand and Supply

This topic will introduce students to the broader economic context by examining aggregate demand (AD) and aggregate supply (AS). Students will learn how these aggregates interact to determine overall economic output and the price level in an economy. Key concepts include the AD-AS model, shifts in the AD and AS curves, and the factors that influence these shifts, such as fiscal and monetary policies. This understanding is crucial for analysing economic fluctuations and policy impacts.

Topic 4: Unemployment and Inflation

Unemployment and inflation are critical indicators of economic health. Students will explore different types of unemployment (e.g., cyclical, frictional, structural) and their causes. They will also study inflation, its measurement using indices like the Consumer Price Index (CPI), and its effects on purchasing power and economic stability. Understanding these concepts will help students grasp the challenges policymakers face in managing economic performance.

Topic 5: Exchange Rates and Imports and Exports

This topic focuses on the foreign exchange market and its impact on international trade. Students will learn about exchange rates, their determinants, and how they influence trade balances. The concepts of appreciation and depreciation of currencies will be explored, along with the effects of these changes on a country's imports and exports. This knowledge is essential for understanding global economic interactions and trade policies.

Topic 6: Protectionism

Protectionism involves government policies that restrict international trade to protect domestic industries from foreign competition. Students will study various protectionist measures, such as tariffs, quotas, and subsidies, and evaluate their impact on the economy. By analysing the reasons behind protectionist policies and their consequences, students will gain insight into the complexities of international trade and economic policy.

GLOBAL POLITICS

The Year 10 Pre-IB Global Politics course introduces students to the key themes of rights and justice, peace and conflict, and development and sustainability. This course is designed to engage students with critical global issues, encouraging them to explore the complexities of politics on a global scale. By examining real-world case studies and engaging in debates, students will develop a nuanced understanding of how political systems and decisions impact societies worldwide. This foundational knowledge will be invaluable as they progress to more advanced studies in Global Politics and related fields, equipping them with the analytical skills necessary to navigate the increasingly interconnected world. . By integrating real-world case studies and interactive activities, students gain practical insights into the complexities of international relations, preparing them not just for future studies in Global Politics, but also for informed and active global citizenship.

WHAT STUDENTS WILL LEARN**Theme 1: Rights and Justice**

This theme focuses on the concept of human rights and the pursuit of justice in global and local contexts. Students will explore the fundamental principles of human rights, the role of international organisations, and the challenges of ensuring justice across different political systems. Through case studies on contemporary human rights issues and discussions on the effectiveness of global justice mechanisms, students will critically examine the balance between state sovereignty and global ethical standards.

Theme 2: Peace and Conflict

Understanding the causes and consequences of conflict is essential in the study of global politics. In this theme, students will analyse the origins of conflict, the role of international diplomacy, and the strategies for achieving and maintaining peace. They will explore case studies of both historical and contemporary conflicts, examining the role of international organisations, peacekeeping forces, and non-governmental organisations in conflict resolution. The theme also includes simulations of peace negotiations, allowing students to apply theoretical knowledge in practical scenarios.

Theme 3: Development and Sustainability

Development and sustainability are crucial themes in addressing global inequalities and ensuring a balanced approach to economic growth and environmental protection. Students will explore different models of development, the impact of globalisation, and

the challenges of sustainable development. Through case studies on global development projects and debates on environmental policies, students will engage with

the complexities of balancing economic progress with the need for environmental stewardship. This theme encourages students to think critically about the future of global development and the role they can play in promoting sustainability.

IB EXTENDED INVESTIGATION

Students will complete this subject as part of their Humanities course in Term 4.

Extended Investigation

The Extended Investigation develops students' understanding of what constitutes a good research question. They develop an ethical, robust, disciplined and rational approach to gathering, interpreting and evaluating evidence in order to answer the research question. In this study, students consider how research questions are developed and refined to enable the researcher to address the key issues proposed by the research within the limits that time and resources impose. Students conduct a review of relevant literature, develop research project management knowledge and skills, and develop ways of effectively presenting and communicating research findings. Students are introduced to a broad range of research methods and explore their comparative suitability for the investigation of particular questions. The skills that students develop in this study are transferable to any higher education course or vocational education and training program.

Aims

This study enables students to:

- ✓ develop and construct a rigorous research question
- ✓ understand and apply research methods
- ✓ explore a chosen area of investigation in depth
- ✓ develop as independent, critical and reflective learners
- ✓ develop research project management knowledge and skills
- ✓ analyse and evaluate findings and results
- ✓ develop skills in written and oral presentation of research findings.

Structure

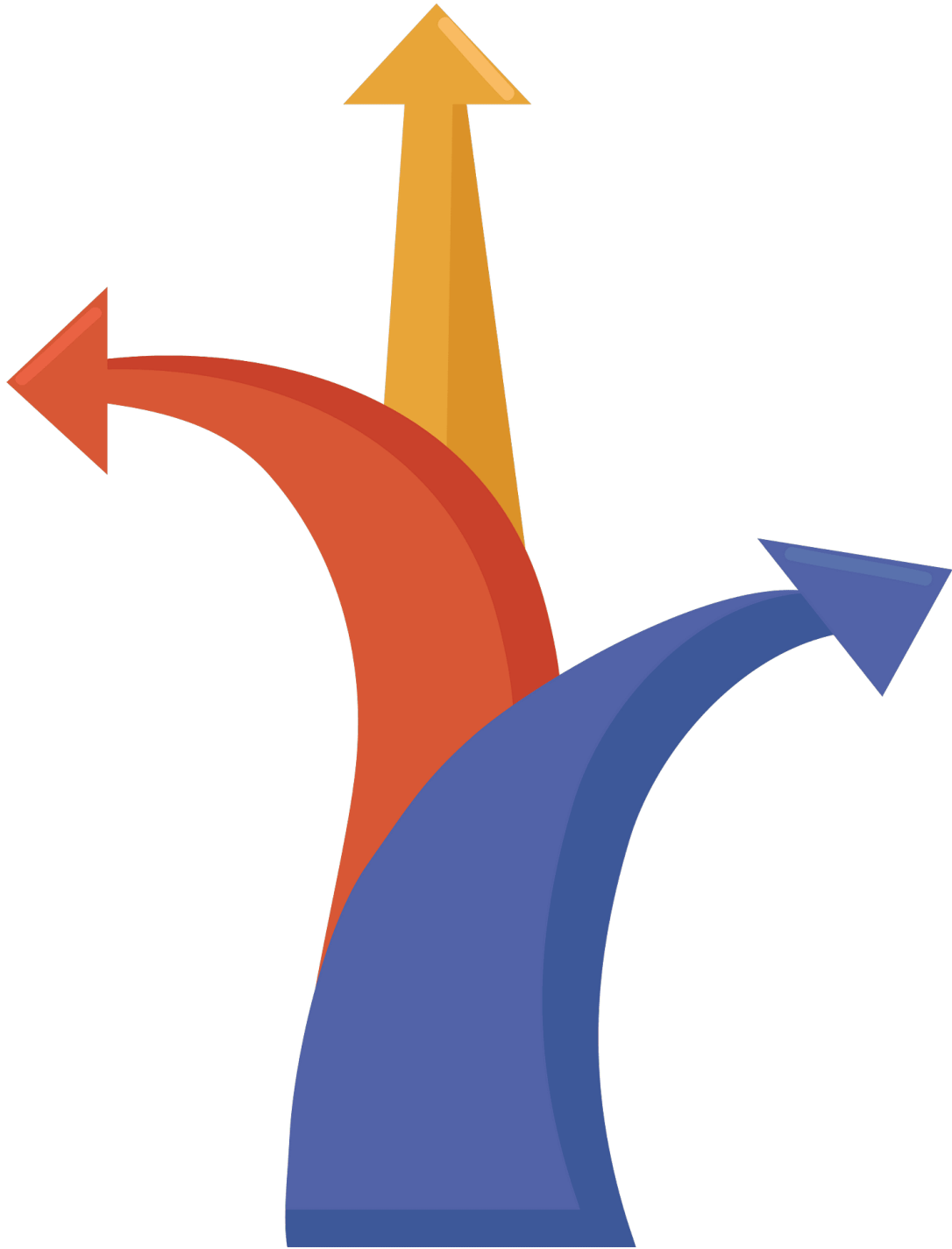
Through the research process for the extended essay, students develop skills in:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

Participation in this process develops the capacity to analyse, synthesize and evaluate knowledge. These skills will be needed in completing the 4000 word IB Extended Essay in Years 11 and 12. The extended essay is a required component of the International Baccalaureate Diploma Programme (DP).



DEEP PATHWAY



DIVERSE EDUCATIONAL ENRICHMENT PROGRAM (DEEP)

What is DEEP?

DEEP is designed to support students to gain and consolidate the skills necessary to access either vocational including VCE Vocational Major (VCE-VM), academic or employment pathways.

VCE VM

Information on the VCE Vocational Major Program

<https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx>

Aims

At ICOM we believe that every student should have the opportunity to maximize their learning potential. The objective of DEEP is to complement regular school curriculum with reasonable adjustments for students to better access the curriculum and participate in their education. The curriculum is designed to engage students at their point of readiness, interest and need. By creating a more relevant learning experience to the student's lives, they will be better positioned to engage in core educational concepts, thereby increasing their motivation and fostering their social skills, learning engagement, independence, and self-confidence. Students will acquire and demonstrate the ability to express informed opinions, work on time management skills and practice leadership development and self-reliance.

Future Focus

Students will develop awareness of the careers they aspire to pursue in the future by being provided with the opportunity to trial a career which will help them explore possible areas of interest and promote further study and work choices. Students will also learn leadership and responsibility through a variety of trainings and workshops on time management and work ready skills. Learning will also take place outside the classroom, in natural environments, excursions, incursions and camps, where active learning and interactions with community members are introduced.

Skill Development

The focus in Years 7 - 9 is the consolidation of numeracy and literacy. Students are also provided with personal development sessions to assist them in building their organizational skills. Furthermore, the curriculum is modified to ensure students are able establish and strengthen the foundations in core subjects before moving on to the next stage in their learning. By the end of the DEEP program, successful students will have the option of engaging a number of pathway offerings at ICOM in vocational, academic or workforce participation.

DEEP students at ICOM will:

- Be supported to consolidate their literacy and numeracy skills.
- Be given the opportunity to experience learning in ways that are relevant to their lives.
- Have experiences in the classroom that provide pathways to vocational learning.
- Have the opportunity to experience success in their learning.
- Receive instruction on personal management and organisational skills

DEEP Curriculum

Students who do not to meet the minimum academic requirements from Year 9 will be placed in the Diverse Educational Enrichment Program (DEEP).

The Diverse Educational Enrichment Program (DEEP) is targeted for students who are experiencing challenges with the mainstream school curriculum and will benefit from a vocational educational pathway.

The objective of the student enrichment program is to complement regular school curriculum with reasonable adjustments for the student to access the curriculum and participate in their education. The curricula increase a student's readiness to explore and engage in core educational concepts, thereby increasing student motivation and fostering the students' social skills, learning strategies, independence, and self-confidence. Students will demonstrate the ability to express informed opinions, work on time management skills and practice leadership development and self-reliance.

Furthermore, students will develop awareness of careers they aspire to pursue in the future by providing the opportunity to trial a career and help students explore possible areas of interest and promote further study and work choices. Students will also learn leadership and responsibility through a variety of trainings and workshops on time management and work ready skills. Learning will also take place outside the classroom, in the nature, excursions, incursions and camps, where active learning and interactions with community members are stimulated.

Students also participate in a work ready subject called Personal Development which focuses on the development of appropriate knowledge, skills and attributes in relation to:

- Resilience, self-esteem and efficacy
- Health and wellbeing
- Family and social connectedness
- Environmental awareness
- Critical and creative thinking
- Planning and organisational skills
- Problem-solving and interpersonal skills.

Program of study for Year 10 DEEP include the following subjects:

- Quran & Islamic Studies
- Year 10 Foundation English (compulsory)
- Year 10 Foundation Math (compulsory)
- Personal Development & LCPC (compulsory)
- VET Subjects (students may choose **one** of)
 - VET Tasters
 - Quran & Islamic Studies
 - Physical Education

DEEP COMPULSORY SUBJECTS

QURAN & ISLAMIC STUDIES

QURAN

In the Quran subject students cover the following:

1. Learn to understand the Tafseer of Surat Taha. Surat Taha, the 20th chapter of the Quran is classified as a Meccan surah with a total of 135 Ayats or verses. The main theme of the chapter is about the existence of God. The Prophet assures his followers that the message of the Qur'an will eventually succeed and live on. The story of Prophet Moses is also mentioned in detail to show that the fundamental truths in all revealed religions are identical and same were taught to Prophet Moses at the time of his appointment.
2. Learn the Tafseer of Surah Taha. Throughout the surah, the students learn the story of Prophet Mussa with all the lessons and the themes that encounter his events. In addition, the Tafseer of the surah, students engage in discussions about the Islamic morals and manners that one should adopt, relationships with the opposite gender and the way to convey the good and forbid the bad.

ISLAMIC STUDIES

In Semester 1 Students study and explore the Islamic ruling, views and understandings behind the concept of Marriage, status of Women in Islam and why Islam has forbidden temptations. Students also learn about spirituality and how to maintain a strong faith. In Term two students explore the preservation of the Qur'an and how it compares with the Bible. They also explore the concept of Halal food in general and what is permissible to eat from the People of the Scriptures. The topics of superstitions, racism and peer pressure are also explored and discussed in detail.

Subject Outcomes:

- Explore the Status of Women in Islam & women in Islamic history
- Understand the importance of Marriage and halal and haram relationships in Islam.
- Explore the Islamic perspectives on sexuality and homosexuality.
- Identify and learn how to avoid the Deluge of Temptations.
- Understand the importance of preservation of the Quran, with a comparative study between the bible & the Quran.
- Learn and understand the classification of Halal food and food of the people of the book.

In Semester 2 students explore a variety of practical topics that relate to living and our faith in the real world. This includes placing our trust in Allah, working hard, and seeking Allah's help through Du'aa. Students also explore the importance of family ties and the serious harms of pornography. They also look into the general topic of religious extremism and the evil of terrorism. The course then delves into the biography of the Messenger of Allah (PBUH) from the latter half of the Madinan period beginning with the Battle of the Trench. Students then progress through the Seerah to the Conquest of Makkah. Students will also look into the final days of the Messenger of Allah and the legacy he left behind.

LEADERSHIP CAREERS & PASTROL CARE (LCPC)

The LCPC program aims to develop the focus for year 10 students to confirm and managing their career action plan. Students are guided to ensure that their plan reflects their current personal profile, including skills, abilities, attitudes and academic performance. Students use their career action plan to confirm their current self-knowledge. They need to use this knowledge to establish their post-school direction and at least one possible career choice. Students should be able to identify the skills and abilities they have acquired through activities and experiences in school and their community, including paid and unpaid work or volunteering. Year 10 students should be able to identify the transferability of their skills and abilities to future career choices. In developing their career action plan students demonstrate that they are aware of a range of career resources, including those available online, and identify allies who may support them in achieving their goals. Through effective use of career development resources students exhibit skills that indicate the degree to which they can self-manage their career planning.

Students will revisit their Morrisby Careers Plan and update their personal attributes to map out possible careers and senior study plans.

All students participate in an annual work experience program. This program enables students to completely immerse themselves in the world of full-time work for a period of up to two weeks. Students can choose to work in many areas such as retail, construction, law firms, hospitals, and offices.

Students also participate in a Street Finance program conducted by the University of Melbourne. The program teaches students about budgeting, debt, credit cards and consumer rights.

YEAR 10 PHYSICAL EDUCATION

In Year 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

VCE SUBJECTS

At Year 10 DEEP students will have to study the following VCE subjects to help them transition into the VCE-VM pathway

ENGLISH



UNITS 1 & 2 FOUNDATION ENGLISH DEEP STUDENTS ONLY

The Foundation English study is designed for students who may require a more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their senior secondary studies. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English Units 1–4 and in other VCE studies.

Foundation English enables students to improve their skills in comprehending and responding to a variety of texts, and to enhance their overall communication skills. The study may be taken as a bridging course into the VCE or by students completing technically orientated courses. Foundation English also provides an opportunity for students to develop stronger connections between the Australian Core Skills Framework and their English studies.

WHAT WILL STUDENTS LEARN

- ✓ strengthen and extend their competence and confidence in using Standard Australian English in meeting the demands of further study, the workplace and their own needs and interests
- ✓ strengthen and extend their language skills through thinking, reading, writing, speaking and listening
- ✓ communicate ideas and information effectively using the conventions of written and spoken language
- ✓ listen and speak in a range of informal and formal settings for different audiences and purposes
- ✓ read a range of texts to construct personal, creative, comparative and critical responses
- ✓ read accurately to locate, extract, understand, organise and synthesise ideas and information
- ✓ control the conventions of Standard Australian English in order to edit and proofread their writing to enhance accuracy of expression and clarity of meaning
- ✓ acquire a vocabulary to talk precisely about language and texts.

MATHEMATICS



UNITS 1&2 FOUNDATION MATHEMATICS

Foundation Mathematics caters for students not intending to continue with Mathematics beyond Year 10 or only intend on continuing with general maths in Year 11. The subject does, however, further develop the mathematical skills of students to support them during their VCE and VET studies. The focus of this subject will be the mathematics of the everyday, including the use of maths in business, manufacturing, construction and the environment. Students will explore the relationship between mathematical discovery and its impact on civilisation.

WHAT WILL STUDENTS LEARN

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Financial and consumer mathematics
- Space and measurement

Students will also complete a Mathematical investigation

This comprises one to two weeks of investigation into one or two practical or theoretical contexts or scenarios based on content from areas of study and application of key knowledge and key skills for the outcomes.

Investigation is to be incorporated in the development of concepts, skills and processes for the unit, and can be used to assess the outcomes.

There are three components to mathematical investigation:

Formulation

Overview of the context or scenario, and related background, including historical or contemporary background as applicable, and the mathematisation of questions, conjectures, hypotheses, issues or problems of interest.

Exploration

Investigation and analysis of the context or scenario with respect to the questions of interest, conjectures

or hypotheses, using mathematical concepts, skills and processes, including the use of technology and application of computational thinking.

Communication

Summary, presentation and interpretation of the findings from the mathematical investigation and related applications.

VCE-VM SUBJECTS

UNITS 1&2 WORK RELATED SKILLS

DEEP STUDENTS ONLY

This study enables students to:

- understand and apply concepts and terminology related to the workplace
- understand the complex and rapidly changing world of work and workplace environments and the impact on the individual
- understand the relationship between skills, knowledge, capabilities and the achievement of pathway goals
- develop effective communication skills to enable self-reflection and self-promotion
- apply skills and knowledge in a practical setting.

Structure

This study is made up of four units:

Unit 1: Careers and learning for the future

Unit 2: Workplace skills and capabilities

Unit 3: Industrial relations, workplace environment and practice

Unit 4: Portfolio preparation and presentation

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

WRS UNITS 1&2 Unit 1: Careers and learning for the future

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

Area of Study 1: Future careers

In this area of study students will evaluate information relating to employment. They will consider the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. Students will apply strategies to improve planning and decision-making related to gaining employment. They will develop research skills and collate evidence and artefacts relating to their future employment prospects.

Outcome 1

On completion of this unit the student should be able to identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.

Area of Study 2: Presentation of career and education goals

In this area of study students will consolidate their knowledge and understanding of future careers and their personal aspirations, skills and capabilities. Students will develop strategies for

conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection.

Outcome 2

On completion of this unit the student should be able to forecast potential employment possibilities, and evaluate several education pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.

Assessment tools

Outcome	Assessment tasks
<p>Outcome 1 Identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.</p>	<p>Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following:</p> <ul style="list-style-type: none"> • a record of data analysis • a research task <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning</p> <ul style="list-style-type: none"> • job outlook, web scavenger hunt • participation/discussion/questions during incursions by industry • participation/discussion/questions during industry visits • participation in career speed-interviews • a reflection and collection of resources during career expos visits • reflection and participation in industry immersion activities • a case study • a video, podcast or oral presentation • a response to structured questions • creation of a graph/chart.
<p>Outcome 2 Forecast potential employment possibilities and evaluate several educational pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.</p>	<p>Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following:</p> <ul style="list-style-type: none"> • a career and education report • a career and education presentation • a career and education research task • a career action plan <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning</p> <ul style="list-style-type: none"> • creation of SMART goals • record of meeting with careers advisor • completion of career discovery quizzes • record of interview with an employer or employee • creation of a personal profile • a record and reflection on visit/s to a community-based program or organisation • a collection of annotated resources. • a record and reflection of presentations by guest speaker/s • a record of discussion or consultation • annotated photographs

UNITS 1&2 PERSONAL DEVELOPMENT SKILLS

DEEP STUDENTS ONLY

Unit 1: Healthy individuals

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.



Area of Study 1: Personal identity and emotional intelligence

In this area of study, students will be introduced to the concepts of personal identity and emotional intelligences in differing contexts. Students will explore the elements of emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills), and develop and apply strategies relating to personal identity and emotional intelligence.

Outcome 1

On completion of this unit the student should be able to explain and discuss key concepts relating to personal identity and emotional intelligence, and apply learnt strategies when working independently or collaboratively on a relevant activity.

Area of Study 2: Community health and wellbeing

In this area of study, students will explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. They will investigate activities and support services that aim to improve individual and group wellbeing within the community. Students will explore the requirements for undertaking activities or voluntary work within the community. They will understand and apply the key elements involved in designing, implementing and evaluating a purposeful activity that aims to achieve a clear objective.



Outcome 2

On completion of this unit the student should be able to plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.

Area of Study 3: Promoting a healthy life

In this area of study, students will investigate key advancements in technology and the impact of technology on individuals and society. They will explore how technology is used to facilitate health promotion programs and understand the importance of using strategies to assess the reliability, validity and accuracy of health and wellbeing-related information.

Outcome 3

On completion of this unit the student should be able to analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.



Assessment Tools

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An Assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

Outcome	Assessment tasks
<p>Outcome 1</p> <p>Explain and discuss key concepts relating to personal identity and emotional intelligence and apply learnt strategies when working independently or collaboratively on a relevant activity.</p>	<p>Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following:</p> <ul style="list-style-type: none"> • a recorded reflection on personal attributes • a reflective journal • a case study <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:</p> <ul style="list-style-type: none"> • a performance • a record and reflection of presentations by guest speaker/s • a record of discussion or debate • a video, podcast or oral presentation • a response to structured questions • a record of interviews with members of the community and class • a digital presentation • a visual presentation, such as a graphic organiser, concept/mind map or annotated poster
<p>Outcome 2</p> <p>Plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.</p>	<p>Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following:</p> <ul style="list-style-type: none"> • a project plan • a research task • annotated photographs <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:</p> <ul style="list-style-type: none"> • a record and reflection on visit/s to a community-based program or organisation • a record and reflection of presentations by guest speaker/s • a record of discussion or consultation • a video or oral presentation • a record of interviews with members of the community • a visual presentation, such as a graphic organiser, concept/mind map or annotated poster
<p>Outcome 3</p> <p>Analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.</p>	<p>Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 3 should be selected from the following:</p> <ul style="list-style-type: none"> • a critical evaluation of an activity or program • a digital or oral presentation reflecting on activity or program <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:</p> <ul style="list-style-type: none"> • annotated photographs • a record of survey responses • a record and reflection on visit/s to a community-based program or organisation • a video, podcast or oral presentation

Unit 2: Connecting with community

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

Area of Study 1: What is community?

In this area of study, students will explore the concept of community at a local, national and global level. They will understand the characteristics that influence how communities are formed, different groups within community, factors that influence groups, and also consider the role of citizenship. Students investigate community participation and recognise that there are a range of ways to participate in community life.

Outcome 1

On completion of this unit the student should be able to describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.

Area of Study 2: Community cohesion

In this area of study, students will examine issues affecting local, national and global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion. Students will explore the enablers and barriers to problem solving and strategies to foster community cohesion.

Outcome 2

On completion of this unit the student should be able to identify issues and challenges within the community, analyse different perspectives of diverse groups and apply problem-solving strategies when working independently or collaboratively on a community-based activity.

Area of Study 3: Engaging and supporting community

In this area of study, students will consider the concept of community engagement and recognise the benefits and challenges of community engagement to address a range of issues. They will investigate the key features of effective community engagement to address issues and implement initiatives.

Outcome 3

On completion of this unit students should be able to discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.

Assessment Tools

Outcome	Assessment tasks
<p>Outcome 1</p> <p>Describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.</p>	<p>Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following:</p> <ul style="list-style-type: none"> • a visual presentation, such as a graphic organiser, concept/mind map or annotated poster • an oral, digital or written report • a record and reflection of guest speaker/s or interview with community member/s <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:</p> <ul style="list-style-type: none"> • a reflective journal of participation in practical tasks • annotated photographs • a case study • a video • a digital presentation • a record of survey result • a website
<p>Outcome 2</p> <p>Identify issues and challenges within the community, analyse different perspectives of diverse groups and apply learnt problem-solving strategies when working independently or collaboratively on a community-based activity.</p>	<p>Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 2 should be selected from the following:</p> <ul style="list-style-type: none"> • research task • an oral, digital or written report • a case study <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:</p> <ul style="list-style-type: none"> • a written critical evaluation of community barriers • a record and reflection on visit/s to a community-based program or organisation • a record and reflection of presentations by guest speaker/s • a record of discussion or debate • a record of interview with community members or leaders • a video, podcast or oral presentation • a research task or case study analysis • a record of interview with members of the community • a digital presentation • a visual presentation, such as a graphic organiser, concept/mind map or annotated poster • meeting minutes
<p>Outcome 3</p> <p>Discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.</p>	<p>Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 3 should be selected from the following:</p> <ul style="list-style-type: none"> • a community engagement plan/ concept map • a digital, oral, or written presentation <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:</p> <ul style="list-style-type: none"> • a record and reflection on visit/s to a community-based program or organisation • a reflective journal of participation in practical tasks • a record and reflection of presentations by guest speaker/s • annotated photographs • a record of discussion or debate • a video, podcast or oral presentation • a record of survey results • a record of interview with community engagement activity participants

VET TASTER SHORT COURSES



All DEEP students will take part in VET Taster Courses. VET taster programs are the best way to get hands-on experience across a range of different VET careers. Students will also learn about the different training options. At ICOM students will complete three short courses during year 10 through a registered training organisation who is in partnership with the College.

These short courses can lead students into VCE-VM VET qualifications at years 11&12

Short Course - Road Infrastructure

- CPCWHS1001 – Prepare to Work Safely in the Construction Industry (white card) Pt 1
- CPCWHS1001 – Prepare to Work Safely in the Construction Industry (white card) Pt 2
- CPCWHS1001 – Prepare to Work Safely in the Construction Industry (white card) Pt 3
- RIICOM201E – Communicate in the workplace Pt 1
- RIICOM201E – Communicate in the workplace Pt 2
- RIICOM201E – Communicate in the workplace Pt 3
- HLTAID011 Provide First Aid Pt 1
- HLTAID011 Provide First Aid Pt 2
- HLTAID011 Provide First Aid Pt 3
- RIIWHS302E – Implement traffic management plans Pt 1
- RIIWHS302E – Implement traffic management plans Pt 2
- RIIWHS302E – Implement traffic management plans Pt 3
- RIIHAN301E – Operate elevated work platform Pt 1
- RIIHAN301E – Operate elevated work platform Pt 2
- RIIHAN301E – Operate elevated work platform Pt 3
- Job Search, SWL & VET Pathways

Short Course - Hospitality

- SITXWHS005 Participate in safe work practices
- HLTAID011 Provide First Aid
- SITHIND006 Source and use information on the hospitality industry
- SITXFSA005 Use Hygienic Practices for Food Safety
- SITHFAB021 – Responsible Service of Alcohol + LCV
- SITXCCS014 Provide service to customers (Café Service Cycle)
- SITXCCS014 Provide service to customers (Café Service Cycle)
- Job Search, SWL & VET Pathways & Graduation

Short Course - Small Business

- BSBOPS201 – Work Effective in business environments Pt1
- BSBOPS201 – Work Effective in business environments Pt2
- BSBOPS201 – Work Effective in business environments Pt3
- BSBTEC203 – Research using the internet Pt 1
- BSBTEC203 – Research using the internet Pt 2
- ICTWEB306 – Develop web presence using social meeting Pt 1
- ICTWEB306 – Develop web presence using social meeting Pt 2
- Job Search, SWL & VET Pathways & Graduation

WHAT DO THE YEAR 10 SUBJECTS LEAD INTO AT YEAR 11&12?

ENGLISH

YEAR 10	YEAR 11	YEAR 12
Unit 1&2 Foundation English	TAFE or Vocational Education	TAFE or Vocational Education
Unit 1&2 Bridging English	VCE Unit 1&2 English	VCE Unit 3&4 English
Advanced & Pre-IB English	VCE Unit 1&2 English Literature	VCE Unit 3&4 English Literature
	IB English Language & Literature	IB English Language & Literature

MATHEMATICS

YEAR 10	YEAR 11	YEAR 12
Unit 1&2 Foundation Maths	Unit 1&2 General Maths Or Unit 3&4 Foundation Maths	Unit 3&4 General Maths <i>One VCE Subject Completed</i>
Unit 1&2 General Maths	Unit 3&4 General Maths	<i>One VCE Subject Completed</i>
10 Mathematics	Unit 3&4 Further Maths Unit 1&2 Math Methods	<i>One VCE Subject Completed</i> Unit 3&4 Maths Methods
Pre-IB Maths	IB Maths Unit 3&4 Further Maths Unit 1&2 Math Methods Unit 1&2 Specialist Maths	IB Maths Unit 3&4 Math Methods Unit 3&4 Specialist Maths

SCIENCES

YEAR 10	YEAR 11	YEAR 12
<ul style="list-style-type: none"> ■ Biology ■ Chemistry ■ Physics ■ Psychology 	<p>IB Biology</p> <p>IB Chemistry</p> <p>IB Physics</p>	<ul style="list-style-type: none"> ■ IB Biology ■ IB Chemistry ■ IB Physics ■ Unit 3&4 Biology ■ Unit 3&4 Chemistry ■ Unit 3&4 Physics ■ Unit 3&4 Psychology
	<ul style="list-style-type: none"> ■ Unit 1&2 Biology ■ Unit 1&2 Chemistry ■ Unit 1&2 Physics ■ Unit 1&2 Psychology 	

HUMANITIES

YEAR 10	YEAR 11	YEAR 12
<ul style="list-style-type: none"> ■ History ■ Global Politics ■ Legal Studies ■ Business and Economics 	<p>IB Business Management</p> <p>IB Psychology</p> <p>IB Global Politics</p>	<ul style="list-style-type: none"> ■ IB Business Management ■ IB Psychology ■ IB Global Politics ■ Unit 3&4 History ■ Unit 3&4 Global Politics ■ Unit 3&4 Legal Studies ■ Unit 3&4 Business Management ■ Unit 3&4 Economics ■ Unit 3&4 Accounting
	<ul style="list-style-type: none"> ■ Unit 1&2 History ■ Unit 1&2 Global Politics ■ Unit 1&2 Legal Studies ■ Unit 1&2 Business Management ■ Unit 1&2 Economics ■ Unit 1&2 Accounting 	

VCE SUBJECTS

YEAR 10	YEAR 11	YEAR 12
Unit 1&2 Health & Human Development	Unit 3&4 Health & Human Development	<i>One VCE subject completed</i>
Unit 1&2 Industry & Enterprise	Unit 3&4 Industry & Enterprise	<i>One VCE subject completed</i>
Unit 1&2 Text & Traditions	Unit 3&4 Text & Traditions	<i>One VCE subject completed</i>

VCE/VET SUBJECTS

YEAR 10	YEAR 11	YEAR 12
VET Certificate II Allied Language Arabic	Certificate completed and students can pursue VCE Unit 3&4 Arabic or IB Arabic B	<i>2nd VCE subject completed</i> <i>IB Arabic completed in May of yr12</i>
**Year 1 VET Certificate III Business	Year 2 VET Certificate III Business	<i>2nd VCE subject completed</i>
**Year 1 VET Certificate III Information technology	Year 2 VET Certificate III ICT	<i>2nd VCE subject completed</i>
**Year 1 VET Certificate III Sport, Aquatics & Recreation	Year 2 VET Certificate III Health Services Assistance	<i>2nd VCE subject completed</i>
**Year 1 VET Certificate III Laboratory Skills	VCE students Year 2 VET Certificate III Laboratory Skills IB Students Skills gained from this subject will be required for all Sciences in the IB	<i>2nd VCE subject completed</i>

** VET students will receive a full Cert III qualification at the end of Year 11.

ISLAMIC STUDIES, PHYSICAL EDUCATION & CAREERS/CAS

YEAR 10	YEAR 11	YEAR 12
Islamic Studies & Quran	Islamic Studies & Quran	Islamic Studies & Quran
PE & Careers/CAS	Careers IB CAS	Careers & Study Periods IB CAS

EXAMPLES OF YEAR 10 PATHWAYS BASED ON SUBJECTS SELECTED

IB DIPLOMA PATHWAY

Pre-IB English	Pre-IB Maths	Science	Humanities	Extended Investigation	VET Skills	Laboratory
Pre-IB English	Pre-IB Maths	Science	Humanities	Extended Investigation	VET Skills	Laboratory

Advanced English	Mathematics	Science	Humanities	Extended Investigation	VET Language	Applied
Advanced English	Mathematics	Science	Humanities	Extended Investigation	VET Language	Applied

These subject choices are suitable for students coming from the SAP class or those students who enjoy a challenge and have a passion for English and Maths.

PATHWAYS LEADING TO VCE AT YEAR 11&12

Advanced English	Advanced Maths	Science	Humanities	Health & Human Development	VET Skills	Laboratory
Bridging English	Advanced Maths	Science	Humanities	Health & Human Development	VET Sports & Rec	
Bridging English	Higher Maths	Science	Humanities	Business Management	VET ICT	
Advanced English	Higher Maths	Science	Humanities	Extended Investigation	VET Skills	Laboratory
Bridging English	Higher Maths	Science	Humanities	Visual Communication & Design	VET ICT	

These are examples only other subject combinations are also possible.

PATHWAY LEADING TO TAFE OR DIPLOMA COURSES AFTER YEAR 12

Bridging English	General Maths	Science	Humanities	Industry & Enterprise	VET Business
Bridging English	General Maths	Science	Humanities	Industry & Enterprise	VET Sports & Rec





STUDENT POLICIES



YEAR 10 STUDENT PROMOTION POLICY

At the Islamic College of Melbourne, not all students in Senior School proceed automatically into the next year level. Therefore, not all:

- Year 9 students are automatically granted their subject choices in year 10 if they do not meet the criteria below.
- Year 10 students are promoted to year 11
- Year 11 students are promoted to year 12

Students wishing to enter and complete VCE, VCE/VET or IB DP subjects will be measured and accepted based on their behaviour, attendance and academic records in the current year of study, according to the following criteria:

- **Behaviour record:** Students must be both mature and self-disciplined and must carry this behaviour through to VCE. Students who wish to proceed to year 10, 11 or 12 must show positive behaviour in line with the school behaviour policy. Students who do not show positive behaviour are in breach of the school behaviour policy will not be allowed to proceed into VCE studies at the Islamic College of Melbourne.
- **Attendance record:** Students who wish to proceed to year 10, 11 or 12 must show satisfactorily attendance rate in line with the school attendance policy. Students with attendance, which is deemed unsatisfactorily by the school, will not be allowed to proceed into VCE/IB studies at the Islamic College of Melbourne.
- **Academic record:** **To be considered for promotion at the Islamic College of Melbourne the following academic standards are used:**

Year 9 Academic Achievement Requirements for Entrance into Year 10

Promotion into Year 10 Pathways is determined by the student's course of study in Year 9. Therefore

- Year 9 DEEP students will enter into the Year 10 DEEP Program (Pre-VCE Vocational Major)
- Year 9 Mainstream students will enter into the Year 10 Pre-VCE Pathway
- Year 9 SAP students will enter into the Pre IB Pathway

To be legible to enter the Pre-VCE and Pre-IB pathway at Year 10 students must maintain the following academic achievement:

- A minimum 60% in all year 9 subjects at the end of semester 1&2.
- A minimum High (61-80%) for all subject coursework.

*Students who do not to meet the above minimum academic requirements will be enrolled into the Year 10 DEEP programme in preparation for the **VCE Vocational Major** in Years 11&12.*

Year 10 DEEP and VCE VM students must maintain the following academic achievement to remain in VCE VM:

- A minimum 50% in all year 9 subjects at the end of semester 1&2.
- A minimum Medium (41-60%) for all subject coursework.

Students in the DEEP Pre- VCE VM program will study the following subjects:

- *Foundation English Units 1&2*
- *Foundation Maths Units 1&2*
- *VM Personal Development Skills Units 1&2*
- *VM Work related Skills Units 1&2*
- *VET Taster courses*

Extra Academic Requirements at Year 9:

The following conditions also apply for year 9 students wishing to enter into the following subjects:

Year 10 Advanced English:

- ✓ A minimum of 75% in Year 9 English Semester 1&2 examinations.

Year 10 Mathematics:

- ✓ A minimum of 70% in Year 9 Mathematics Semester 1&2 examinations.

VCE-VET Certificate III in Laboratory Skills:

- ✓ A minimum of 65% in Year 9 Science & Mathematics Semester 1&2 examinations

The minimum achievement levels must be maintained in Semester 2. Entry into any Year 10 pathway is subject to approval by the College.

PLAIGARISM POLICY

If any student from Year 7-12 is found guilty of any form of malpractice, then the student will receive the following deductions:

- Plagiarism is up to 10% of the paper the student receives a **20% deduction** of the total mark
- Plagiarism is 11-20% of the paper the student receives a **30% deduction** of the mark
- Plagiarism is 21-29% of the paper student receives a **50% deduction** of the mark
- **Plagiarism is 30% or over this is an automatic zero grade for the assessment.**
- ***In the case of a school based or scored assessment related to a VCE or VET subject's SAC or SAT task the student may receive an 'N' or 'NC' for the outcome or unit being assessed. An 'N' or 'NC' is a failing condition for a VCE or VET unit.***

Examples of academic malpractice include:

- **Plagiarism:** This is the act of using someone else's work or ideas without giving proper credit. It includes copying and pasting text from a source, paraphrasing without citation, and using someone else's ideas as your own. This includes the use of Artificial Intelligence (AI) such as ChatGPT.
- **Cheating:** This is the act of dishonestly obtaining an advantage over other students or misrepresenting one's knowledge of ability. It includes sharing answers, using unauthorized materials during exams, and submitting work that was done by another student or AI.
- **Fabrications:** This is the act of creating false data or information and presenting it as true. It includes making up experiments, falsifying research results, and creating fictitious sources.
- **Collusion:** This is the act of working with others to produce work that is not your own. It includes sharing work with others, collaborating on assignments when it is not allowed, and submitting group work that was done by one person. In cases of collusion both parties may receive the penalty.

How to avoid plagiarism?



Keep track of sources

- Compile a list as you go
- Be organized
- Label ideas and corresponding sources
- If possible, use primary sources



Quote and paraphrase correctly

- Fully rewrite the source text when you paraphrase
- Use quotation marks for quotes
- Always add a correct citation
- Don't take information out of context



Add correct citations

- Follow the guidelines of your citation style
- Always add a shortened in-text citation or footnote
- Always add a full citation on the reference page
- Use a reliable citation generator, such as Scribbr's



Use a plagiarism checker

- Detect accidental plagiarism
- Fix mistakes
- Add forgotten sources
- Choose a reliable plagiarism checker, such as Scribbr's

Absence from Summative Assessments

On the day of a school-based summative assessment task, each student must attend **every lesson** on his/her timetable. If a student arrives significantly late to their first class or misses any class without a satisfactory reason as outlined below, the student will receive a penalty.

Summative Assessments including VCE SACs, VET SATs and IB Internal Assessments are sacred and should be treated that way. Therefore attendance to these assessments on the specified date and times must be adhered to and there are very limited excuses for the approval to reschedule an assessment if the student is absent including:

- Medical issue
- Grieving circumstances

Procedure

If a student misses a timetabled school based assessment task, the process they should follow to request that their absence be approved is one of:

1. Year 7-9 and Year 10 (non VCE subjects) The **SSC** must be notified through email from the subject teacher of the student's absence from an assessment on the Assessment Reschedule record log.
2. VCE or VET Subjects the VCE Coordinator is notified of the student absence via the Assessment Reschedule record log.
3. **The student must then:**
 - obtain a medical certificate **prior** to or **on the day of** a school based assessment task and it explains why they were absent.
 - If the student was absent for only part of the day and turn up to the assessment they must provide a medical note or certificate explaining the reason for their absence part of the day.
 - If the student missed the class prior to the school based assessment task with extenuating circumstances that can be verified (e.g. Sick Bay) and that did not allow the student to gain an advantage for study purposes then a medical certificate is not required
 - For any student in Years 7-12, If there is a prolonged medical or family issue and the student is aware that they will miss an assessment then the student must:
 - Contact the SSC or VCE Coordinator prior to the school based assessment task, outlining reasons for an absence/lateness, allowing them to provide advice.

In all instances, **the onus is on the student** to contact the College prior to the school based assessment task to advise of their situation unless there are extenuating circumstances. The SSC, Assistant Head of Secondary or for Year 10-12 VCE or VET Coordinator reserves the right to make decisions on a case-by-case basis where there are extenuating circumstances.

The SSC, Assistant Head of Secondary with the VCE coordinator reserves the right to make decisions on a case-by-case basis if an absence is deemed approved or not approved.

Approved Absences Procedure

If the absence of a student in Years 7-12 is approved by the SSC or VCE Coordinator then the student will be allowed to sit the assessment task at a date specified by the SSC on a Wednesday Afterschool in the Library Map room or SBR.

Rescheduled tasks will be conducted from 3:45pm and may extend to 5:45pm.

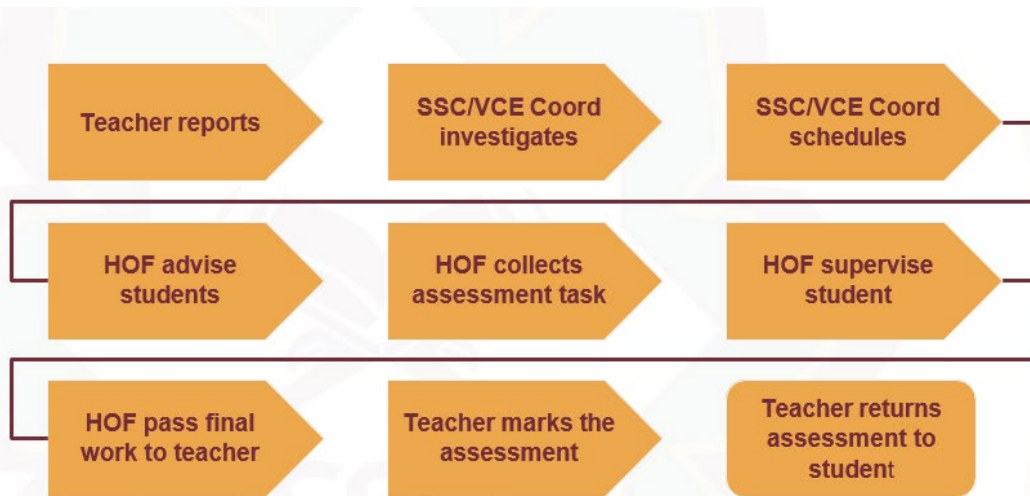
The student will receive a formal email from the Head of Faculty advising them that the reschedule has been approved and of the date and time allocation to complete the task.

Important Notes

Students absent for an assessment during long leave does not grant an approval for retaking any assessments that the student might've missed

Only SSCs and VCE/VET/IB Coordinators can approve assessment retakes

Summary of the Assessment Reschedule Process



Non-Submission of Homework

If a student doesn't submit their homework on time without a reasonable excuse the subject teacher will report this to the SSC. Failing to do homework is not part of the behaviour policy, therefore it will never result in a demerit point instead of a demerit point, the students will instead be allocated to the Recess Homework Club in the library.

If a student receives 3 or more reports in one week, the SSC will allocate them a Recess Homework Club. Failure to attend recess homework club will result in a behaviour consequence.

Late submission of Formative/Summative Assessments Guidelines

In the case where a student does not submit an assigned take home formative/summative assessment by the due date without a valid and approved reason the following consequences apply:

- First calendar day late- minus 10% of the total score
- Second calendar day late- minus 20% of the total score
- Third calendar day late- minus 50% of the total score
- Subsequently days late - The task is allocated a Zero Mark
- Parents will be notified of late submission and the consequences being issues by the college.
- **The student is still required to submit the task, where the teacher will correct it and provide feedback to the student. However, no formal mark will be recorded for this task, the reportable mark will remain zero.**

VTAC

The Victorian Tertiary Admissions Centre provides information related to university entrance such as ATAR scores, subject scaling report, subject prerequisites for university courses, electronic version of VTACguide, and VICTER for Year 10 students. <https://www.vtac.edu.au/>

VCAA

The Victorian Curriculum Assessment Authority provides information related to the Study Designs and Assessment, along with electronic version of past VCE examinations and answers (excellent for revision). <https://www.vcaa.vic.edu.au/Pages/HomePage.aspx>

Students will find the **'Where to now?'** booklet to download. *Where toNow?* Is a guide for students about the options available for the last two years of secondary school, with information about the VCE and VCE VET studies, the VCAL and school-based apprenticeships and traineeships. There is also a **VCE Course Planning document to plan VCE studies from year 10-12**. <https://www.vcaa.vic.edu.au/studentguides/where-to-now/Pages/Index.aspx>

VCE VM

Information on the VCE Vocational Major Program

<https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx>

VCE

Information on the Victorian Certificate of Education and subjects

<https://www.vcaa.vic.edu.au/curriculum/vce/Pages/Index.aspx>

MY FUTURE

Through this website find out how interests can lead to a job, discover what you're really good at, get help finding work experience and search careers and information about TAFE, Apprenticeships and University courses. <https://myfuture.edu.au/>

ICOM

College specific information related to Senior School and a career Development area where students can access the latest VCAA and VTAC publications and career information. <https://icom.vic.edu.au/>

IBO

The International Baccalaureate Organisation provides information about the IB Diploma Programme related to the course, its benefits and university recognition. <https://www.ibo.org/programmes/diploma-programme/>

Planning my VCE or VCE VM

Use this chart to plan your VCE program



Things to consider:

- If you want to complete your VCE in two or three years
- You must include an approved combination for the compulsory units from the English group
- The wide range of available VCE studies and VCE VET programs
- The student profiles in this booklet, and advice from your parents, teachers and careers counsellors that may help you identify the program that is best for you

	Year 10	Year 11	Year 12
Unit 1			
Unit 2			
Unit 3			
Unit 4			

Planning my IB Diploma

Things to consider:

Over the course of the **two-year programme**, students:

- study six subjects chosen from the six subject groups
- complete an extended essay (EE)
- follow a theory of knowledge course (TOK)
- participate in creativity, action, service (CAS)



SUBJECTS AT ICOM

Full subject details are available at: <https://icom.vic.edu.au/ib/>

Group 1: Language A – Language and Literature

- English – Language and Literature HL/SL

Group 2: Language Acquisition

- Arabic B – HL/SL
- French Ab Initio – SL

Group 3: Individuals & Societies

- Business Management SL/HL
- Economics SL/HL
- Global Politics SL/HL
- Psychology SL/HL

Group 4: Experimental Sciences

- Biology SL/HL
- Chemistry SL/HL
- Physics SL/HL

Group 5: Mathematics

- Applications and Interpretations SL
- Analysis and Approaches SL

Group 6:

- Visual Arts SL/HL
or
- One subject from groups 3 or 4

IB Core

- Creativity, Activity & Service (CAS)
- Extended Essay (EE)
- Theory of Knowledge (TOK)

Planning my IB Diploma

Use this chart to plan your IB Diploma program

Year 10	Year 11	Year 12

MY THREE-YEAR SENIOR SCHOOL PLAN

Year 10	Year 11	Year 12



College Information for New Parents & Students

Contents

Colleges Hierarchy	93
School Map	94
Vision	95
Mission.....	96
College Objectives for our Students.....	96
ICOM Bell Times.....	97
ICOM Ramadan Bell Times	97
General Information.....	98
Cafeteria.....	99
Student Welfare.....	99
Arrival and Departure procedures	100
Attendance	100
Uniform	103
Anti-Bullying Policy.....	107
Student Behaviour.....	107
Behaviour Management Chart.....	109
Shared Expectations	110
School Actions and Consequences.....	112
Communicating the policy with the Community and Staff / Students	112
Houses Point System	113
Electronic Devices and Internet Use Policy.....	115
Parent Declaration	116
Appendix 1 - Anti-Bullying / Cyber-Bullying Policy	118

Student Handbook Information

Philosophical Statement

Education, a life-long journey, is *Learning to Know, to Do, to Be and to Live Together*. The values of *Openness* and *Tolerance* as expressed in the Teachings of Islam and the Australian Democratic Principles are integral to this definition of learning.

At the Islamic College of Melbourne, we believe learning occurs through collaboration and interaction within the family unit and within the school, local, wider Australian and global communities. The social, emotional, physical, spiritual, academic and aesthetic development of our students is pivotal to their success at school, within their families and the communities to which they belong. Respectful relationships are foundational to the learning and living culture of the school and promote the values of *openness* and *tolerance*.

We want our children to be Australian:

- people who understand and value Islamic Teaching and Prayer and their relevance to their lives in contemporary society
- community members who contribute socially, economically and culturally to society
- responsible individuals capable of relating to family, friends and colleagues
- life-long learners who are able to make sense of the world in which they live
- informed citizens who understand and contribute to civil and community relations at a local, national and global level.

The Principles and Practice of Australian Democracy

As the case with any other Australian School, the Islamic College of Melbourne is established in line with and operates consistently with the principles of Australian democracy. This was clearly stated in our school's governance, vision and mission documents as well as in our constitution and publications. Our school's programs and teaching practices support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

Colleges Hierarchy

Point of contact	Day to day / Curr. issues	Behaviour	Admin
First point of contact	<ul style="list-style-type: none"> SSC (Students Services Coordinator) for every year level Homeroom / Subject teachers 		<ul style="list-style-type: none"> Office Admin staff Accounts Nurse/First aid
Final point of contact: VP/HOS <ul style="list-style-type: none"> Mr Fadi Koubar 	AHoS / DoTL: <ul style="list-style-type: none"> Mrs Maha Elsayegh 	DOSS: <ul style="list-style-type: none"> Mr Omar Lahham 	Business Manager <ul style="list-style-type: none"> Mr Saleem Schroeder 

School Map

Below is a map of the Islamic College of Melbourne.



Vision

The Islamic College of Melbourne will be recognised as a quality co-educational institution within the local community and beyond. Its vision is to ensure excellence, in both academic and Islamic development, with continuous progress to produce a new generation of Muslims, who are committed Australians. This generation will embrace the Australian and international values of care and compassion, doing your best, freedom, honesty and trustworthiness, integrity, respect, responsibility, openness, tolerance and inclusion.

The diverse programs to be implemented will foster a love of lifelong learning, a sense of achievement and a respect for, and understanding and tolerance of others.

Teaching and learning will accommodate the diverse needs of our students as teachers seek out the best practices and embrace educational initiatives both locally and internationally for continuous improvement to occur. Learning through a variety of programs will enable students to become literate, numerate, self-directed, skilled in critical thinking, creative thinking, reasoning and be technologically proficient. Students will also foster in them the ability to be caring, have intercultural understanding and respect for others. Students, parents and teachers will work together as active learners to ensure that all experience success.

Students will develop an awareness of their responsibilities to the community and their environment. As active global citizens they will be prepared to contribute positively to the local and international communities.

The realisation of this vision will ensure that the school community are well informed lifelong learners that can face local, national and global challenges with confidence.

The following statement is considered as an appropriate summary of the students' needs: -

- Obey the commandments of Allah and seek knowledge from the cradle to the grave;
- Think for yourself, think for others;
- Work for yourself, work for others;
- Take time to smile;
- Learn to wait, but don't wait to learn;
- Nobody is perfect, but everybody is important;
- Learn to live, a full life;
- Respect others if you want others to respect you.

Mission

The Islamic College of Melbourne will provide a positive learning environment where staff and students work co-operatively to achieve their best and to develop a commitment to continuous learning and effective participation within their wider community. We are committed to fostering a community of learners, and to provide an academic curriculum that develops a broad knowledge base, while promoting the skills of critical and creative thinking. We seek to do this within a challenging and supportive Islamic environment which develops individuals as both independent and collaborative learners.

The college is also committed to child safety and to prevent child abuse by creating an organisational culture and structure to address any issues related to child abuse. All staff, volunteers and school members are responsible for supporting the safety of children by adhering to the code of conduct which states acceptable and unacceptable behaviour with respect to child safety and child abuse.

The college clearly opposes any practice that involves conduct of a reportable nature and will be constantly looking to implement measures and strategies that are aimed at preventing reportable conduct and other harm coming to children in its care. Please refer to the ICOM Mandatory Reporting Policy, which details the college's prevention strategies.

College Objectives for our Students

- To foster the development of Islamic manners and love of learning in students
- To promote the physical, spiritual, academic, social, emotional and moral development of each student
- To provide adequate and appropriate educational facilities
- To provide a child safe school that is free from abuse and violence
- To encourage the highest level of community and parental involvement
- To provide a positive, caring and supportive climate
- To work as a team to accomplish our mission

ICOM Bell Times

Secondary -Monday to Thursday				Secondary - Friday Only			
Period	Start	End	Duration	Period	Start	End	Duration
Home Room	8:35	8:50	0:15	Home Room	8:35	8:50	0:15
Period 1	8:50	9:35	0:45	Period 1	8:50	9:35	0:45
Period 2	9:35	10:20	0:45	Period 2	9:35	10:20	0:45
Period 3	10:20	11:05	0:45	Period 3	10:20	11:05	0:45
Recess	11:05	11:55	0:50	Recess	11:05	11:50	0:45
Period 4	11:55	12:40	0:45	Period 4	11:50	12:35	0:45
Period 5	12:40	1:25	0:45	Period 5	12:35	1:20	0:45
Lunch	1:25	1:45	0:20	Lunch	1:20	1:40	0:20
Prayer	1:45	2:05	0:20	Prayer	1:40	2:05	0:25
Period 6	2:05	2:50	0:45	Period 6	2:05	2:50	0:45
Period 7	2:50	3:35	0:45	Period 7	2:50	3:35	0:45

*Subject to change.

ICOM Ramadan Bell Times

Secondary School - Monday to Friday			
Period	Start	End	Duration
Home Room	8:35	8:50	0:15
Period 1	8:50	9:30	0:40
Period 2	9:30	10:10	0:40
Period 3	10:10	10:50	0:40
Recess	10:50	11:25	0:35
Period 4	11:25	12:05	0:40
Period 5	12:05	12:45	0:40
Lunch	12:45	1:05	0:20
Period 6	1:05	1:45	0:40
Period 7	1:45	2:25	0:40
Prayer	2:25	2:45	0:20

At 2:40, Secondary School students to return to their classes/ lockers to collect their bags then get dismissed at 2:50 pm

General Information

Access (Custody)

If there are any issues in relation to access/custody please make necessary arrangements to inform the college. If custody restrictions apply, please provide a copy of the necessary documents to the college administration office. If you wish for someone other than yourself to collect your child, please provide a letter of authority. Unless there are legal restrictions and formal police/court documents are in place, both parents are authorised to collect their children from the college.

Communication

Parents will be provided with information regarding student's progress and school activities through the SEQTA Engage and College student diary, regular parent/teacher meetings, school reports, Parent Portal, newsletters, information evenings, informal discussions, annual reports and questionnaires.

Lost Property

Please clearly label every item of clothing and belongings that students take to school. Rightful owners can claim their properties from the Lost Property section near the office. Unclaimed uniform items will be disposed or used as emergency clothes at the end of the academic year.

Illness

If a student is sick it is best for students to remain at home and contact the college as soon as you can. When they return, they will be required to provide a medical certificate from a GP or a written note from parents/guardians. If a student is unwell or had an accident at school, they will then be taken to the administration office to be kept under supervision in the sick bay until they feel better.

However, if a student needs to be taken home or to be seen by the doctor, parents/guardians will be contacted immediately. Meanwhile, they will be kept under supervision in the sick bay until a parent/guardian arrives.

Accidents or injury

Ambulance services will be contacted whenever the college deem it necessary. Although the college administration staff will attempt to contact parents/guardians, however the college is not obligated to seek parent/guardian permission before calling the ambulance.

Staff members take any injury seriously and if deemed necessary, parents/guardians are immediately contacted. Most staff members at the college are Anaphylaxis and First Aid trained.

Medical Conditions

If a student has a medical condition you need to inform the college. In particular, the college needs to know if a student has any serious medical conditions like epilepsy, haemophilia, asthma, diabetes, anaphylaxis or severe allergic reactions.

It is important to keep information about student's medical conditions up-to-date. If there is a change in a student's care plan or medication, parents/guardians should contact the college either by phone or in person.

If a student needs to take medication during school hours parents/guardians should talk to administration about necessary arrangements and provide written permission and instructions along with the medication.

Cafeteria

The cafeteria operates every school day to provide recess and lunch to our students and staff.

Foundation to Year 6

Students in Foundation to Year 6 can only make their lunch orders online, making it easier and more efficient. Orders will be open for lunch times only. As there are no online orders for recess, parents are reminded to provide enough recess snack for their child/ren.

Orders must be made the night before and will close at 8:00pm. This will ensure students are provided with the correct food and all payments must be made online, so there will be no issues regarding money going missing or incorrect money being provided.

To order your child's lunch, please go to <https://www.cateringatitsfinest.com/>, then click the ICOM link.

Year 7 to Year 12

Year 6-12 students can purchase from the cafeteria directly at recess and lunch.

Student Welfare

At the Islamic College of Melbourne, we endeavour to promote a healthy, supportive, and secure environment for all children and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities and increase coping skills. The provision of Student Welfare is essential to the achievement of the goals of the school and is a pre-requisite for students to experience success in the learning environment. Our school is committed to and has duty of care for all students to take all reasonable steps to prevent foreseeable injury and considers the diversity of all children, including (but not limited) to the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable.

At the Islamic College of Melbourne, we aim to:

- Provide a positive environment in which all teachers assume responsibility for student welfare, endeavouring to provide successful experiences for all students.
- Develop a supportive environment where children feel safe and secure and in which a sense of belonging and welfare is strengthened.
- Develop an environment with zero-tolerance of child abuse
- Develop students' positive social behaviours and problem-solving skills
- Develop staff members that are confident, skilled and proactive in the promotion of student welfare.
- Establish communication processes and protocols that are clear and well known to ensure the effective support of student welfare.

Arrival and Departure procedures

Students are to be at school no later than 8.35am in time for morning assembly. The daily assembly will consist of the Australian Anthem, recitation from the Quran, du'a, student performances and important announcements.

The school gates will be opened at 8.20am every morning. Any student who arrives after 8.45am needs to obtain a late pass from the administration office and if a student arrives after 9:00am, a parent, guardian or carer must sign the student in. If a student is late on 3 occasions, parents/guardians will be called and a meeting organised with the college principal or delegate to discuss the lateness.

Students will be dismissed from school at the following times:

- Junior Primary (Foundation to Year 2) at 3:25pm
- Senior Primary (Year 3 to Year 6) at 3.30pm
- Secondary at 3.35pm

Parents/guardians should collect their child promptly and no later than 3.45pm.

Parents who arrive late to pick up their children from school without giving the school a valid reason will have to pay a fine. The fines differ depending on how late you are. The fine will be charged per child and will be debited against the parents' account.

The fines are as follows:

- 3.45pm to 4.00pm - \$20 per child
- 4.00pm to 4.15pm - \$40 per child
- Any time after 4.15pm - \$70 per child

Attendance

1. Student Attendance Management

The attendance of every student enrolled at the Islamic College of Melbourne will be monitored closely to check whether the attendance meets the Education & Training Reform Act 2006 and Education and Training Reform Regulation 2007.

At the Islamic College of Melbourne, the attendance roll will be kept and marked electronically daily. If rolls cannot be marked electronically, a hard copy roll must be filled out and submitted to the admin office.

2. Class teacher's Responsibility

At the Islamic College of Melbourne, the classroom teacher will:

- take the roll call of the class in the morning by 8:50am.
- take the roll call during every period for Secondary classes
- notify the admin office if a student has an unexplained absence for 2 or more days

3. Administration Office Responsibilities

- the office will monitor daily attendance and identify absence/late arrivals from school or class

- the office will monitor late arrivals and identify late arrivals to school or class. Students should be at school by 8:35am
- the office will monitor early departures and identify early departures from school or class.
- the office will follow up unexplained absence, late arrivals and early departures.
- a record of the student's unsatisfactory attendance, including late arrivals to, and early departures from, school/class will be recorded on the student's file
- student attendance register is maintained daily
- if the child is absent for any period of time, parents of absent students are required to notify the school administration office of the reason for their child's absence/late arrivals. The notification is to be preferably made in writing via email to admin@icom.vic.edu.au but can also be made in person, via a written note and /or phone call. These notifications are to be updated on the electronic system by the administration office.
- if the child consistently arrives late to, or departs early from, school/class, parents are to provide an explanation for the student's continuing lateness, early departure, and take action to ensure students arrive on time
- Students who are sick or on overseas leave must submit appropriate documentation to the office. - i.e. medical certificate, long leave form.
- If a student is failing to satisfy attendance regulations, the College may contact the Department of Education and/or consider cancelling the student's enrolment at the College.

4. Student Responsibilities:

- Students are expected to abide by the school official start time (8:35am) and dismissal time (Foundation to Year 2 – 3:25pm, Year 3 to Year 6 - 3:30pm and Secondary – 3:35pm).
- Students are expected to attend all classes on time and for the entire time as indicated on the timetable. If they do not, they may be marked absent/late.
- If the student overall attendance over each academic term falls below 90% (or 95% for Senior Secondary students), the Principal or delegate will contact the student's parents. Once the student's parents are contacted, they should immediately make a sincere attempt to improve their child's attendance to the College which includes abiding by the official start and dismissal times.
- If the student's attendance remains unsatisfactorily, late arrivals and/or early departures are not resolved, as determined by the College, the Principal or delegate takes appropriate action.
- Actions taken by the College may include contacting the Department of Education and / or cancelling the student's enrolment at the College.

5. Lateness and Leaving Class:

- Students are expected to be at school by 8:35am every day.
- Students who arrive after 8:35am will receive a late pass from the administration office which will be recorded on the student's file.
- For students arriving late to school after 8:50am, parents/guardian must attend the administration office in person to fill in a 'Late Pass' form for their child. The student takes the late pass to class with them.
- Students who are late to homeroom and/or class, are to obtain a late pass from the administration office which will be recorded on the student's file.
- Any student leaving the school grounds before the school time is over is required to fill in the "Early

Departure" form. This will be done by their parent or guardian in the administration office and entered onto the system. In the event of unapproved consistent and scheduled early departures, and as determined by the College, the Principal or delegate takes appropriate action. Actions taken by the College may include contacting the Department of Education and / or cancelling the student's enrolment at the College.

6. Holidays:

All students who are enrolled at the Islamic College of Melbourne are advised to arrange their holidays during the College term breaks. The College discourages any leave during school terms. Therefore, the school may not approve leave forms submitted during the school terms however, the principal may consider only special leave on compassionate reasons for approval.

The College will take action towards parents and guardians who take excessive long leave for their children, and/or who breach leave guidelines. Actions taken by the College may include contacting the Department of Education and / or cancelling the student's enrolment at the College.

7. Sickness:

In case of illness or other exceptional circumstances, students may be excused from attending classes. Such absence/late arrivals/early departures from the classes should be reported to the College as soon as possible. A medical Certificate, from a registered Medical Practitioner is required for any absence of over two consecutive days. The medical certificate should be submitted to the College administration office so that it can be entered into the system. Parents must notify the College with an explanation for student absence/late arrivals/early departures including reasons other than illness.

8. External Courses

The attendance of students who may undertake course externally, will be managed on weekly basis by the VET Coordinator and the Head of Senior School. The external educational providers will be required to provide the College with attendance records on weekly basis. The students undertaking such external courses will be expected to meet the attendance expectations of the external educational provider and the College attendance policies. The college will apply the same procedures if the attendance rate of such students falls below 90% for students in year 9 or below or 90% for senior school students (Year 10-12).

Uniform

A uniform dress code reinforces in students a pride in their own appearance, instills recognition of themselves as an integral part of the college community, and assists in developing pride in representing their college. Issues of equality, health and safety are also factors that contribute to the establishment of the Uniform Policy.

1. It is compulsory for every student to have a minimum of 2 sets of college uniform, 1 jacket/blazer and 1 pair of sports uniform.
2. All items mentioned below are compulsory items, except where optional is written next to the item.
3. All uniform items are to be named, preferably on the tag.
4. All students must be attired in the college uniform that is specifically designed for the Islamic College of Melbourne
5. All students are to wear the College uniform as mentioned below:

SECONDARY SCHOOL UNIFORM	
Boys (Year 7 to Year 12)	Girls (Year 7 to Year 12)
<ul style="list-style-type: none"> • A white shirt (long or short sleeve) • Charcoal Pleated Trouser • College Charcoal Wool Blend Jumper with Stripes (optional) • Plain black long business socks • Black shoes or plain black runners • College Blazer (no other jackets allowed) • College maroon tie • College beanie and/or neck scarf (during Term 2 & 3 only. Not to be worn indoors) • College bag with ICOM logo 	<ul style="list-style-type: none"> • Long grey and maroon summer skirt for summer • Long grey and maroon box pleated skirt for winter • White long-sleeved shirt • College Charcoal Wool Blend Jumper (optional) • VCE College Maroon Wool Blend Jumper with VCE embroidery for Year 11 & 12 students only (optional) • Year 7 to 9 students to wear the ICOM specified maroon hijab with ICOM logo and plain white under cap • Year 10 to 12 students to wear the ICOM specified grey hijab with ICOM logo and plain white under cap • College beanie and/or neck scarf (option) - Not to be worn indoors • Full-length black tights/leggings with black long business socks • Black shoes or plain black runners • College Blazer (no other jackets allowed) • College bag with ICOM logo

6. Uniforms must be kept in a clean condition. The uniforms and the hijabs must be washed, and shoes must be polished regularly.
7. A complete uniform must be worn at all times from the time the students enter the school grounds until they depart at the end of the day.
8. The length of the summer dress or winter tunic should be up to or below the knee and should not be above the knees.
9. Students are only permitted to wear a plain white singlet, t-shirt, or long sleeve top under the school uniform. There should not be any logo or writing or markings visible under the school shirt.

10. The length of the College skirts should not be above the student's ankles.
11. Students' college pants, including sport pants are not to be rolled up or pulled up and should be up to and covering the ankles.
12. Students are not allowed to mix and match the sports and formal uniforms. Sport uniforms are to be worn only on sport days.
13. The primary sports uniform consists of:
 - long black fleece track pants or black microfiber track pants with ICOM logo
 - short sleeved/long sleeved maroon mesh sports top
14. Students in Foundation to Year 4 and boys in Year 5 & 6 are permitted to wear either the short or long-sleeved sports top. Girls in Year 5 & 6 must wear the long-sleeved sports top only.
15. Students in Foundation to Year 5 are permitted to wear plain black fleece track pants. Students in Year 6 and above must wear the black microfiber track pants with ICOM logo.
16. The sports uniform also comes with a College Spray Jacket which can be worn during winter, no other jackets allowed.
17. Students in Foundation to Year 5 are permitted to wear their College Spray Jacket during colder months with their formal uniform; however, students in Year 6 and above are only permitted to wear the College blazer with their formal uniform and the spray jacket only with their sports uniform.

The exception to this is for students in Year 12, where only the college approved Year 12 Jacket can replace the blazer.

Students are only permitted the college approved jacket, blazer, or jumper with the ICOM logo. No other jackets, hoodies or jumpers are permitted to be worn at any time and may be confiscated if worn.
18. For secondary students, the sports uniform consists of long black microfiber track pants with the ICOM logo, short sleeved mesh sports top for boys and long-sleeved mesh sports top for girls. The sports uniform also comes with a College Spray Jacket; no other jackets allowed.
19. Students must also have appropriate sport footwear (runners) when having sports. No casual sport shoes will be permitted, such as converse shoes or hi-tops.
20. Sleeves must always be worn down when wearing long sleeved items of uniform. Female students in Year 5 onwards are not allowed to wear short sleeved shirts or sports tops.
21. Every student must wear a hat to protect them from the sun during summer (Term 1 & 4)
22. If students are found to be out of uniform, they will be excluded from the classes and taken to the administration office unless the reasons given are compelling. Parents/guardians will be contacted and asked to bring the missing item.
23. No makeup and nail polish are permitted.
24. Nails must be trimmed.
25. Girls must have their hair neatly tied under their caps. If boys wish to grow a beard it must be neatly trimmed at all times.
26. For girls, jewellery of any kind is not allowed apart from ear studs and a plain band wristwatch. For boys, only a wristwatch with a plain band is permitted. (wristwatch bands should be kept to white, silver or black)
27. Personal hygiene is of utmost importance. Nails should be kept short and clean; teeth must be brushed daily, and parents/guardians should check their children's hair regularly for head lice.
28. Uniforms must be purchased from the uniform shop only. Uniforms made at home or purchased elsewhere are not acceptable.
29. Consequences for students who are out of uniform will be as follows:

- a. Students uniform will be checked by the class teacher or any other teacher
- b. Student found out of uniform will be given a warning with a letter going home
- c. Subsequent offence – student sent home
- d. Student will have an internal suspension if parent cannot pick up student

Hairstyles and Hijab

All male students need to ensure that they have a respectable haircut. Hair style is a matter that requires good taste and a judgment as to what is in the best interest of the school overall. The College leadership team has the final say as to the appropriateness of a hairstyle.

Parents are asked to assist by ensuring that their children's hairstyle conforms to the following:

1. Hair should be neatly cut, combed and maintained.
2. Boy's hairstyle must be cut above the shirt collar at the back. Hair must be shape cut around the ears and the fringe must not reach the eyebrows.
3. Boy's hair must not be excessively layered. The contrast between the shorter layer around the lower part and the longer upper part must be kept to a difference of only one length and blended progressively without a sudden change of hair length. For example, a very short lower and a much longer and/or thicker top part are not acceptable.
4. Undercut styles are not acceptable, nor are tracks or lines.
5. Skin fades are not permitted
6. Boys' hair must not have any parts with a size lower than level 1, unless in the case of a total buzz cut
7. Dramatic layered effect of levels is not permitted.
8. Hair should not be overly styled by the use of hair products e.g., hair gel.
9. No hair colouring is allowed
10. If a student's hairstyle is deemed inappropriate, parents will be notified, a letter will be sent home and their hair must be rectified in accordance with the college policy before the student is allowed to return to school.
11. Girls are to keep their hair neatly combed and tied up if their hair is long
12. Girls in Year 5 onwards are to have their hair covered (hijab).
 - a. The hijab is compulsory for all female students in Year 5 onwards.
 - b. Secondary female students will only be permitted to wear the College specified hijabs with the ICOM logo purchased from the PSW uniform shop with a plain white inner cap.
 - c. Primary students should wear the ICOM specified 2-piece style hijabs in plain white. Hijabs should not be transparent.
 - d. The hijab represents our Islamic faith and therefore should be kept neat and tidy.
 - e. The hijab must be neat and pinned under the chin and drape to cover the chest area. The two ends are to be secured so there are no loose ends hanging which could be a safety issue if it were to be caught on something.
 - f. The hijab must not be loose around the neck and ears. Strictly, no part of the neck to be showing and no hair is to be seen.

Consequences

Consequences for students who are in major breach of the uniform policy will be as follows:

- Step 1: Students uniform will be checked by the class teacher or any other teacher
- Step 2: Student found out of uniform will be given a warning with a letter going home
- Step 3: Subsequent offence – student sent home. A full day detention will be issued if parent does not pick up student.
- Step 4: If the student is out of uniform on 3 occasions, a meeting with the Head of Primary/Secondary will be organised and further action could involve but not limited to cancelling the student's enrolment at the College.

Major breaches of the uniform policy include:

- Wearing the wrong pants, skirt, shirt, shoes and / or hijab
- Not wearing the hijab
- Wearing the PE uniform on a day they do not have sports, or vice versa
- Wearing the winter skirt during term 1 or term 4, alternatively wearing the summer skirt during term 2 or term 3
- Having a haircut that is not in-line with the uniform policy
- Wearing non-removable jewellery (e.g., nose rings)
- Wearing non-removable make-up

Consequences for students who are in minor breach of the uniform policy are to refer to the restorative behaviour management policy and the college behaviour management charts.

Minor breaches of the uniform policy include:

- Wearing a jacket, jumper, beanie, hat or cap that is not approved by the College
- Wearing sunglasses or a headband
- Shirts not being tucked into pants/skirts
- Pant legs being rolled up or tucked into socks
- Sleeves rolled up
- Wearing removable jewellery
- Wearing removable make-up

Anti-bullying Policy

At the Islamic College of Melbourne, we provide a positive culture where bullying, including cyber bullying, is not accepted, and in doing so, everyone will experience the right of respect from others, the right to learn or to teach, and the right to feel safe and secure in their school environment.

At the Islamic College of Melbourne, we aim to:

- Reinforce within the school community an understanding of the nature of bullying and the fact that it is unacceptable.
- Be alert to signs and evidence of bullying and to exercise our responsibility in relation to this.
- Ensure that all reported incidents of bullying are followed up appropriately and documented; giving due consideration to procedural fairness (restorative practices) and that support is given to both victims and perpetrators.
- Always seek parental and peer-group support and co-operation.

Please refer to the College's Anti-bullying Policy in Appendix 1.

Student Behaviour

The Charter of Human Rights and Responsibilities Act (2006) outline a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference.

At the Islamic College of Melbourne, we take pride in the following values:

- Respect
- Responsibility
- Friendliness
- Caring
- Honesty
- Freedom
- Tolerance
- Inclusion
- Openness
- Trustworthiness

Every member of Islamic College of Melbourne community has the right to:

- Fully participate in a safe, supportive and inclusive educational environment that stimulates and challenges students to be active participants in their learning.
- Learn or teach in a safe, secure and welcoming school environment.
- Be treated with respect, dignity and understanding regardless of their cultural, religious, racial and linguistic backgrounds.

Every member of Islamic College of Melbourne community has a responsibility to:

- Acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act (2006) and communicate these obligations to all members of the school community.

- Abide by state and federal laws and respect the democratic processes under which those laws are made.
- Participate and contribute to a safe, supportive and inclusive learning environment that supports, stimulates and challenges the learning of self and others.
- Provide a positive culture where bullying including cyber bullying is not accepted.
- Be alert to signs and evidence of bullying and cyber bullying and to have a responsibility to report it to staff whether as observer or victim.
- Reinforce with students, safe behaviour with regard to preventing cyber bullying.

Our students, their parents/carers and our staff will treat each other with dignity and respect at all times.

All students have a right to:

- Learn in a supportive, friendly and safe environment free of interference or intimidation.
- Socialise and have fun
- Expect a learning program that supports their individual need.
- Be treated with respect and fairness as individuals.

All students have a responsibility to:

- Be prepared to learn and allow others to learn in a calm supportive environment.
- Be an active participant in achieving their learning potential.
- Show respect to each other
- Show respect to teachers and other members of the school community.

All staff have a right to:

- Work in a co-operative, calm and orderly environment.
- Receive respect and support from the school community.

All staff have a responsibility to:

- Build positive relationships with students as a basis for engagement and learning.
- Use and manage the resources of the school to create stimulating and meaningful learning.
- Ensure all reported incidents of bullying are followed up and support is given to both victim and perpetrator. Parents of any victim of bullying will be contacted.
- Treat all members of the school community with respect, fairness and dignity.
- Use discretion in the application of rules and consequences.
- Exercise their duty of care by monitoring use of digital technology at school.

All parents and carers have a right to:

- Know their children are in a safe, happy learning environment where they are treated fairly and with respect.
- Expect a positive and supportive approach to their child's learning.
- Expect communication and participation in their child's education and learning.

All parents and carers have a responsibility to:

- Support the school in maintaining a safe and respectful learning environment for all students.
- Build positive relationships with members of the school community.
- Ensure students attend school.
- Promote respectful relationships.

Behaviour Management Chart



ICOM BEHAVIOUR MANAGEMENT CHART- SECONDARY



	Minor	Medium	Major		
Inappropriate Behaviour	<ul style="list-style-type: none"> Failing to Work in Class (4 times = 1 DP) Failing to Bring a School Item (4 times = 1 DP) Distracting Chat / Calling Out (4 times = 1 DP) Eating / Drinking in Class (3 times = 1 DP) Not Following Instructions (3 times = 1 DP) Lack of Punctuality (3 times = 1 DP) Breaking Classroom / Gym / Lab / Library Rules (3 times = 1 DP) Leaving Lockers Unlocked (3 times = 1 DP) Minor Uniform Policy Breach* (3 times = 1 DP) Speaking in a Language other than English except during LOTE Subjects (3 times = 1 DP) Entering Non-authorised / Undesignated Areas (2 times = 1 DP) Breaking Yard Rules (2 times = 1 DP) Chewing Gum / Lollipop (2 times = 1 DP) Missing Reflection Time / Homework Club Allocation (2 times = 1 DP) Misbehaving During Prayer / Assembly / In Toilet (2 times = 1 DP) In Possession of a Prohibited Item (2 times = 1 DP) Email / Laptop / iPad Improper Use (2 times = 1 DP) Low Level Opposite Gender Improper Interaction (2 times = 1 DP) Low Level Vandalism / Writing on Uniform (2 times = 1 DP) Non-aggressive Physical Contact (2 times = 1 DP) Improper Use of College Property (2 times = 1 DP) Throwing Object (2 times = 1 DP) Littering (2 times = 1 DP to 1 DP) Plagiarism and/or Aiding in Plagiarism (2 times = 1 DP to 1 DP) 	<ul style="list-style-type: none"> Disruptive Behaviour (2 times = 1 DP) Insulting / Inappropriate Language (2 times = 1 DP) Student Privacy Invasion (2 times = 1 DP) Spilling Liquid / Food on another Student (2 times = 1 DP) Leaving Class without Permission / Wagging Class, Assembly or Prayer by more than 5 Minutes (2 times = 1 DP) Argumentative Behaviour / Undermining Staff Member (2 times = 1 DP) Mobile and Electronic Device Policy Breach (1 to 2 DP) Laptop Policy Breach (1 to 2 DP) Misbehaving During Incursion / Excursion (1 to 2 DP) Low Level Bullying / Cyberbullying (1 to 2 DP) Cheating and/or Aiding in Cheating (1 to 2 DP) Rough Physical Contact (1 to 2 DP) Medium Level Vandalism (1 to 2 DP + Cover Associated Costs) Using College Phones without Permission (1 to 3 DP) Defaming / Spreading Rumour (1 to 3 DP) Act of Discrimination (1 to 3 DP) False Testimony / Theft / Bribery / Forgery (1 to 3 DP) Dangerous / Threatening Behaviour (1 to 3 DP) Disrespecting a Staff Member / Guardian (1 to 3 DP) Selling / Buying items to / from another Student (1 to 3 DP) Parking at the College (1 to 3 DP) Spitting at another Student (2 to 3 DP) Teacher Privacy Invasion (2 to 5 DP) Medium Level Opposite / Same Gender Improper Interaction (2 to 5 DP) 	<ul style="list-style-type: none"> Missing After School Reflection (1 to 2 DP) Verbal / Physical Sexual Gestures (1 to 3 DP) Initiating / Participating in Aggressive Physical Contact (2 to 4 DP) Inappropriate Behaviour / Aggression Towards a Staff Member or Guardian (2 to 5 DP) Recording a Student / Staff at the College without Consent (2 to 5 DP) Posting / Sharing Non-consensual Material to others or online (2 to 5 DP) Viewing / Sending Inappropriate Material (2 to 5 DP) Inappropriate / Indecent Act (2 to 5 DP) Inciting Violence / Aggression (2 to 5 DP) Serious Bullying / Cyberbullying (3 to 5 DP) Entering Opposite Gender Toilets (3 to 5 DP) High Level Vandalism (3 to 6 DP + Cover Associated Costs) Defamation of the College or Staff Members (3 to 6 DP) In Possession of Inappropriate Material / Object (4 to 6 DP) Leaving College Premises without Permission (5 to 6 DP) In Possession of Tobacco, Vape or similar Product (5 to 7 DP) Verbal Sexual Harassment (5 to 7 DP) Inappropriate Physical Contact (5 to 7 DP) Gang Fight (5 to 10 DP) High Level Opposite / Same Gender Improper Interaction (5 to 10 DP) In Possession of a Dangerous item (ex: knife, gun etc.) (5 to 10 DP) In Possession of Alcohol / Drugs / Dangerous Substance (7 to 10 DP) Physical Sexual Harassment and / or Sexual Assault (10 DP) Assault on a Staff Member / Guardian (10 DP) 		
Important Notes	<ul style="list-style-type: none"> Minor behaviour records expire after 6 months within a calendar year Receiving a Minor behaviour record that is one step away from receiving a demerit point will result in the allocation of a Recess Reflection Completing 3 continuous months without receiving any behaviour record will result in receiving a Merit point provided that the student have a current 1 or more demerit point 	<ul style="list-style-type: none"> Medium behaviour records do not expire in a calendar year Receiving a Medium behaviour record that is one step away from receiving a demerit point will result in the allocation of a Recess Reflection Medium behaviour records can invoke a parent meeting Completing 3 continuous months without receiving any behaviour record will result in receiving a Merit point provided that the student have a current 1 or more demerit point 	<ul style="list-style-type: none"> Receiving a Major behaviour record will result in an immediate suspension regardless of the number of demerit points issued Major behaviour records invoke a parent meeting Completing 3 continuous months without receiving any behaviour record will result in receiving a Merit point provided that the student have a current 1 or more demerit point 		
	Minor <ul style="list-style-type: none"> Isolated Reminder Thinking Corner Change seat Written Behaviour Mark Research/Essay Work Computer Time Prevention Loss of Privileges 	Medium <ul style="list-style-type: none"> Reflection Time Allocation Community Service Ban from Areas Full Day Reflection Time Excursion Exclusion Incursion Isolation 	Major <ul style="list-style-type: none"> 2 Full Day Reflection Times Community Service 1 to 15 days Suspension Expulsion (Termination of Enrolment) 	Uniform Policy Notes <ul style="list-style-type: none"> Uniform Policy Breaches are detailed in the Uniform Policy Uniform Policy Breaches will result in a warning with a letter going home Subsequent offence will result in the student sent home. A full day detention will be issued if parent cannot pick up student On the third subsequent offence, a meeting with the Director of Student Services will be organised and further action could involve but not limited to cancelling the students enrolment at the college. 	Demerit Point Consequences <ul style="list-style-type: none"> 1DP: Afterschool Reflection 2DP: Afterschool Reflection 3DP: Afterschool Reflection 4DP: Afterschool Reflection 5DP: Parent Meeting with SSC + 1 Day Suspension 6DP: Parent Meeting with SSC + Afterschool Reflection + Intro to IP 7DP: Parent Meeting with SSC and A/DOSS + 3 Day Suspension 8DP: Parent Meeting with SSC and A/DOSS + Afterschool Reflection 9DP: Parent Meeting with SSC, A/DOSS and VP/HOS + 5 Day Suspension 10DP: Parent Meeting with SSC, A/DOSS and VP/HOS + Expulsion <p> SSC: Student Services Coordinator A/DOSS: Assistant / Director of Student Services IP: Intervention Program VP: Vice Principal HOS: Head Of Secondary </p>

Last Modified: JUL 2024

Shared Expectations

1. Our expectations of the students

- Students are expected to abide by the school's agreed rules which are reflected in the following policies.
- Students are expected to participate fully in the school' educational programs and to attend regularly.
- Students are expected to respect the rights of others including the right to learn and the right to teach.
- Students should increasingly manage their own learning by setting goals and working to achieve these goals including seeking help when needed.
- Students should demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
- Students should demonstrate positive behaviour that ensures the safety, security and enjoyment of others in the school community. This includes the use of technology, behaviour in the class room, playground and during all other school activities.
- Students should value and care for school resources.

2. Our expectations of the staff

Staff are expected to demonstrate trust, confidentiality and understanding in their relationships with members of the school community.

Teachers are expected to:

- Model appropriate behaviour and promote a climate of mutual respect.
- Provide appropriate, relevant, and challenging curriculum that gives students the opportunity to experience success in their learning.
- Ensure curriculum programs and classroom materials incorporate diversity and a range of cultural experiences.
- Use teaching and assessment strategies that cater for a range of learning styles and allow for differences in perspective.
- Liaise with parents/carers to build positive partnerships that support student learning and engagement.
- Value student's knowledge and experience provide a wide range of resources that engage students and ensures every student has an equal opportunity to participate successfully.

3. Expectations of the Principal

- The Principal has the responsibility to provide an educational environment that ensures that all students are valued, cared for, feel they are part of the school, engaged effectively in their learning and experience success.
- Provide leadership to school staff and students.
- Provide a safe, supportive and inclusive educational environment that stimulates and challenges students to be active participants in their learning.
- Manage resources and equipment to assist staff and students in the process of teaching and learning.

- Ensure the curriculum takes into account the needs of specific students where practicable.
- Encourage the participation of parents/carers in developing a positive and supportive whole school community.

4. Parents and Carers

Parents/carers are expected to

- Promote positive educational outcomes for their children by taking an active interest in their schooling and assisting children with their school work.
- Ensure that their children have regular attendance at school.
- Support the school in maintaining a safe and respectful learning environment for all students.
- Communicate clearly and constructively with school staff regarding their child's learning and well-being.
- Model appropriate behaviour and promote a climate of mutual respect

School Actions and Consequences

A key component of the Islamic College of Melbourne's approach to student management is teaching positive behaviours. This is underpinned by the use of logical consequences to address appropriate and inappropriate behaviours. Our policy is based on principles of procedural fairness and does not permit corporal punishment under any circumstance.

The Islamic College of Melbourne places an emphasis on developing a strong positive relationship between teachers and students through the use of regular circle time discussions. Restorative Practices have been introduced in the school. Restorative Practices are about being respectful to every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity are maintained.

The college has zero tolerance for abuse or abusive language towards staff members. Appropriate action will be taken immediately in the event of any such action up to and including being banned from accessing the college premises and/or termination of enrolment of the students.

Communicating the policy with the Community and Staff / Students

All teachers have access to the college's behaviour policy and procedure and have to implement it on a daily basis. Students are made aware of the procedure and behaviour charts and are clear on the consequences of the behaviour they display. Our policies are communicated to the community and parents through the student handbook and the college website. Parents are also able to request a copy from the college administration office should they wish.

Houses Point System

The Islamic College of Melbourne introduced a house point system in 2016. The school is divided into four houses with each student allocated to one house. Houses may compete with one another thus providing a focus for group loyalty.

The four houses are:

- **Ilm (Knowledge)** - team colour is yellow
- **Iman (Faith)** - team colour is blue
- **Najah (Success)** - team colour is green
- **Hikmah (Wisdom)** - team colour is red

Earning House Points

House Points can be awarded by all staff to children for a variety of reasons. For example:

- Polite, well-mannered behaviour
- Demonstrating a caring attitude towards peers
- Working to the best of their ability
- Good attendance
- Putting special effort into a piece of work
- Neatly presented work
- Positive attitude towards work
- Sporting achievement
- Taking part in competitions and events
- Helpful approaches to different situations

House points are awarded using the following guidance:

- 1 house point for an isolated achievement (e.g. a one-off act of kindness, helpfulness, good work etc)
- 2 house points for a sustained achievement (e.g. sustained good behaviour, an achieved target, hard work on a project etc)
- 3 house points for a special achievement (e.g. something that goes above and beyond) or a group achievement (e.g. for winning a class-based team game)
- 5 to 10 house points can be awarded for extra special achievements by the Senior Leadership Team

On top of the points that teachers can give, the student leadership team will also be in charge of handing out some points to their peers. Depending on the role of that the student is undertaking points can be awarded. EXP: Year 8A class captain will have 10 points to hand out to their peers every week.

Every week, the house points are counted by our House Captains and a weekly winner announced during our Achievement Assembly and added to the house points chart.

House points are then tallied over the course of a term, a winner is announced, and the children in that house are rewarded with a special event or treat.

At the end of the year, once all house points are tallied, the House Champions will be announced. The winning house will be awarded their ribbons on the House Cup.

This system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups. The older children are positive role models and take on a pastoral role for the younger children.

Electronic Devices and Internet Use Policy

Our school aims to provide a happy, safe and stimulating learning environment for all students. For this purpose, schools can make reasonable rules about what items students are permitted to bring to school and what not to bring. As a school we have the right to ban anything which is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the school.

- The inappropriate use of mobile phones and electronic devices by taking pictures of classmates and putting them on social media may harm the privacy, integrity and dignity of an individual as well as the reputation of the school.
- Mobile phones and electronic devices are sources of distraction and cause significant disruption during lessons. Games, cameras and texting during class create distractions to the point where the student is unable to learn.

Policy:

- This Mobile Phone and Electronic Devices Policy is applicable to the whole school staff
- Mobile phones and electronic devices are effective and quick means of communication. They provide students and their families with a sense of safety and security while travelling to and from school back home. Secondary school students might find themselves in serious need to be in contact with their parents outside school hours. For this purpose, staff need to be aware that our secondary school students are allowed to bring to school only their mobile phones if they wish to, subject to the following conditions:
 1. At the Islamic College of Melbourne students are not allowed to use mobile phones in school. This includes inside and outside of classrooms, on school buses, during excursions and extra classes.
 2. Failure of students to follow the policy will result in confiscating the mobile phone followed by an interview with parents and may lead to suspension / expulsion depending on the nature of the offence.
 3. Any parents/guardians wishing to leave messages for their children should do so by phoning the college. Office staff will ensure that messages are passed on during class breaks or as required.
 4. Students wishing to contact their parents/guardians for valid reasons will be allowed to do so from the school office.
 5. Any students caught using a mobile phone during school hours and on school grounds will be in direct breach of this policy and disciplinary measures will apply.
 6. If the mobile phone is lost, stolen or damaged, the school accepts no responsibility for replacing it or reimbursing the student (or parent) for damages.
 7. Students are required to keep their mobile phones in their bags / lockers while on school grounds. They should be switched off and out of sight
 8. Electronic devices (other than mobile phones) are not allowed on school grounds at all times

Procedure (for Students):

- Any infringements will result in the mobile phone or electronic device being confiscated and delivered to the office – It will be confiscated for a minimum of one week. Should the offence be repeated, the mobile phone or electronic device will be confiscated until the end of the term (if the student uses the mobile on school grounds towards the end of the term, the mobile will be confiscated for a minimum of a month). If the action is repeated for a third time that will incur suspension. In case of inflicting harm on others, the school will consider expelling the student.
- The College will then notify parents or care givers and will make necessary arrangements for the collection of the mobile phone or electric device.
- Parents, teachers and students are requested to fully cooperate with the College's Mobile Phone and Electronic Device policy.

Parent Declaration

The following Declaration is an extract from the Enrolment form signed by both parents and will be kept in the students file at the College.

As parents, I/we understand and agree that students are expected to:

- *Abide by the College's agreed rules, which are reflected in the afore-mentioned policies.*
- *Participate fully in the College's educational programs and to attend regularly.*
- *Respect the rights of others including the right to learn and the right to teach.*
- *Increasingly manage their own learning by setting goals and working to achieve these goals including seeking help when needed.*
- *Demonstrate respect for themselves, their peers, their teachers and all other members of the College community.*
- *Demonstrate positive behaviour that ensures the safety, security and enjoyment of others in the College community. This includes the use of technology, behaviour in the classroom, playground and during all other College activities.*
- *Value and care for College resources.*

As parents, I/We shall:

- *Actively support the ideals and values of the College as expressed in the College Mission Statement.*
- *Fully support the Islamic Sunni Religious Education Programs offered at the College.*
- *Support participation of my/our children in activities considered by the College as a necessary part of the curriculum.*
- *Ensure that my/our children attends the College regularly and punctually.*
- *Ensure my child are at the College on time and picked up promptly after school at dismissal time.*
- *Abide by the rule that in the case my children are not picked up on time after school, I will be required to pay a fine as decided by the College.*
- *Abide by the rule that in the event my child/children are requested to be collected from the sick bay, I will arrange for my child/children to be promptly collected.*
- *Abide by all the policies and procedures of the Islamic College of Melbourne.*
- *Abide by the College Behaviour Management Policy.*
- *Show support for my children, the teachers and the College*
- *Promote positive educational outcomes for my children by taking an active interest in my schooling and assisting children with my College work*
- *Model appropriate behaviour and promote a climate of mutual respect*
- *Attend meetings and parent/teacher interviews when necessary to ensure they are aware of my children's behaviour and education*
- *Ensure my children participate in extra-curricular activities, including incursions, excursions and camps organised by the College as part of my curriculum*
- *Support the College in maintaining a safe and respectful learning environment for all students*
- *Communicate clearly and constructively with College staff regarding my children's learning and wellbeing*
- *Update the College on any residential changes, e.g. change of Visa or citizenship status*
- *Provide adequate recess and lunch to my children or provide my canteen order with the*

correct money

- Agree to the school fees and levies as set by the College Board, and to pay all fees/levies by the due date.
- Complete the Re-enrolment form and pay the re-enrolment fee annually by the due date. Failing to complete the form and make the payments on time will result in the cancellation of my children's enrolment at the College.
- Provide one full terms notice should I/we wish to withdraw my/our children from the college. If one full terms notice is not received, I/we will be liable to pay one full terms school fees for the following term.
- Be liable to pay all costs (including legal and agent's fees) incurred by the College in connection with any recovery or attempted recovery of any overdue accounts.
- Be liable for payment of all costs resulting from damage cause by my children to the property of the College and associated parties. This includes damage to items such as computers, laptops, iPad's, books and equipment. Wilful damage will be regarded as vandalism and will be dealt with accordingly by the College
- Notify the College in writing of any changes of address or telephone numbers.
- Agree to a non-refundable Enrolment Fee whether or not my children is accepted by the College.
- Abide by the College's instructions regarding access to College grounds before, during and after school hours.
- Abide by the policies that the College may introduce concerning the safety of students.
- Abide by the rule that parents, guardians and carers must wear appropriate and modest attire around the College grounds at all times.
- Abide by the rule that the College is a total smoke-free zone.
- Not engage in vexatious communications relating to a staff member.
- Not behave in a 'disorderly, offensive, abusive, intimidating or threatening way' to staff.
- Not pose an 'unacceptable risk':
 - of harm to a member of the school community
 - of significant disruption to school operations
 - to the wellbeing, safety or learning of students.
- Not use any form of media to voice grievances about the College and/or discuss or mention the College, its staff or any members of the College community in a negative or defamatory way.
- Ensure that my/our children complies with the College's Technology and Social Media Policy
- Not post photographs of students in school uniform representing the College and its students if they have the potential to bring negative connotations towards the College and its staff and students.
- Understand and agree that the College staff have the right to search students' belongings, including school bags and lockers and confiscate any item/s which are not permitted to be on them or on College grounds.
- Understand that the College reserves the right to change College policies and procedures without notice.
- Understand and accept that this declaration and enrolment form will be binding for the duration of my child's enrolment at the Islamic College of Melbourne.

I/We understand and agree that any violation of the items listed will trigger immediate action by the College up to and including termination of enrolment.

Appendix 1

Anti-Bullying / Cyber-Bullying Policy

RATIONALE

At the Islamic College of Melbourne, we provide a positive culture where bullying, including cyber bullying, is not accepted, and in doing so, everyone will experience the right of respect from others, the right to learn or to teach, and the right to feel safe and secure in their school environment.

DEFINITION

Bullying:

A person is bullied when they are intentionally exposed regularly and over time, to negative or harmful actions by one or more people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment, which is an aggressive pressure or intimidation by the bully to his or her subjects. It is an ongoing, intentional pattern of unwelcomed and unwanted behaviour that hurts, intimidates, or discriminates against an individual or group of individuals. It can take many forms including, but not limited to deliberate and repeated physical, verbal, emotional, threatening behaviours, abuse of property and / or cyber-bullying (social media: i.e. Facebook, Twitter, Snapchat, Tiktok, Instagram, recordings, pictures, messages, emails...etc.)

Bullying affects the dignity of both victims and perpetrators and therefore, action must be taken to eliminate it from school environment. Such action must itself be consistent with Islamic principles and be based on sound educational practices. It must also involve all members of the community – parents and guardians, staff, and students – and be directed towards enhancing the dignity of all and securing a safe, supportive learning environment.

Bullying can take many forms as outlined in the table below:

Type	Examples of Repetitive Behaviours
Physical	<ul style="list-style-type: none">• Hitting, kicking, punching• Pushing shoving, spitting• Taking or damaging other people's things• Forcing others to hand over food, money or something that belong to them• Making someone do something that they do not want to through coercion or manipulation
Verbal	<ul style="list-style-type: none">• Name Calling• Teasing• Threatening• Making fun of someone because of appearance, physical characteristics or cultural backgrounds• Making fun of someone's actions• Spreading untrue stories about others
No-Verbal/Indirect	<ul style="list-style-type: none">• Making threatening/obscene gestures• Excluding others from a game or group• Removing/hiding others' belonging

Cyber Bullying	<ul style="list-style-type: none"> • Emails, text messages, chat room conversations and other multi-media forums designed to intimidate or offend
Racial/Religious/Sexual/Disability	<ul style="list-style-type: none"> • Inappropriate touching and actions • Inappropriate conversations/comments

Harassment:

Harassment is any behaviour that is uninvited, unwelcomed, and unwanted that can cause another person to feel hurt or uncomfortable

Bystanders:

A bystander is someone who sees bullying occurring or knows that it is happening to someone else. Bystanders fall into the following categories:

- a. Supporters: These individuals support the person who is doing the bullying, either by helping the person to bully or by encouraging them to bully.
- b. Spectators: These individuals gather or deliberately stay to watch a bullying incident
- c. Witnesses: These individuals are aware that a bullying incident is occurring or can see it from a distance.

AIMS

At the Islamic College of Melbourne, we aim to:

- a. Reinforce within the school community an understanding of the nature of bullying and the fact that it is unacceptable.
- b. Be alert to signs and evidence of bullying and to exercise our responsibility in relation to this.
- c. Ensure that all reported incidents of bullying are followed up appropriately and documented; giving due consideration to procedural fairness (restorative practices) and that support is given to both victims and perpetrators.
- d. Always seek parental and peer-group support and co-operation.

IMPLEMENTATION

- a. Provision of information for parents so as they are aware of the nature of bullying, including cyberbullying, the school's position on bullying and the procedures taken to address bullying within the school community.
- b. Creating clear rules and school consequences to bullies and making sure all students are made aware of it.
- c. Modelling of appropriate behaviour by all staff members.
- d. Investigating of alleged incidents without bias and giving all parties the opportunity to respond to allegations.

FOUR-PHASE APPROACH TO BULLYING

The four phase approach to bullying is:

Primary Prevention by:

- a. Raising community awareness and input relating to bullying, its characteristics and the school's programs and response.

- b. The provision of educational programs within the curriculum
- c. The provision of educational programs through school assemblies/homerooms and extracurricular activities.
- d. The implementation of a bullying survey and yard survey.
- e. Develop staff awareness of school policies and procedures on how to manage and deal with bullying, including cyber bullying.
- f. Provide staff with internal and external professional development on bullying and bullying prevention.

Early Intervention by:

- a. Encouraging children to report bullying incidents involving themselves or others.
- b. Teachers reporting concerning behaviours, including to counsellors, to provide early de-escalation.
- c. Teachers reminding students to report incidents, and that reporting is not dobbing.
- d. Encouraging parents to contact school if they become aware of a problem.
- e. Publicly recognising and rewarding positive behaviour and resolution of problems.

Intervention by:

Speaking to identified, bully, victim and witnesses and fully investigating and documenting all incidents or allegations of bullying.

Conducting a process through which all parties can respond to allegations.

PROCEDURES FOR MANAGING BULLYING CASES

The process includes:

- a. Submitting an incident/accident report about the bullying incident or incidents and their nature in detail.
- b. Arranging a meeting between the class teacher, year level coordinator and/or behaviour coordinator, and the relevant person to discuss the complaint.
- c. The opportunity to be heard without bias.
- d. The setting of actions because of the meeting to resolve the situation.
- e. If required a subsequent meeting with other parties to allow them to be heard without bias and the setting of actions because of the meeting to resolve the situation.
- f. If required, an additional meeting with the principal for further investigation and conciliation. This investigation includes the opportunity for all parties to respond to any allegations.
- g. The setting of further actions resulting from this meeting
- h. Monitoring of actions.
- i. Offering both bully and victim counselling and support.
- j. All the proceeding of the investigations, interviews, and the action points must be documents and stored in the respective students' files.

POST VIOLATION AND RETURN TO WELLBEING BY

- a. Ongoing counselling for both victim and bully by a qualified staff member or an appropriate agency.
- b. Ongoing monitoring of identified bullies.
- c. Rewarding positive behaviour.

