Welcome to Williamstown High School. We are a school that celebrates the growth and achievement of our wonderful students, works continuously to develop and enhance our dynamic learning culture and observes the vibrancy and strength of our wider school community. Our school values promote the ideals of integrity, innovation and the individual.

- Excellence and creativity in our achievement and ambitions.
- Integrity and honesty in our actions and relationships.
- Diversity in our curriculum, in each other and in our community.
- Strong and open communication between our school and our homes, and between our teachers, students and our families.
- A commitment to social justice and a passion to protect and improve our environment and our community.

Our focus on individual growth and success, together with our emphasis on support and connection, encourages students to “Be Safe, Be Respectful and Be a Learner”. Our students are provided with many opportunities to excel, these include universal academic excellence, sport, visual and performing arts, debating, leadership, environmental issues and a strong instrumental music program. There are numerous ways in which students showcase their talents to both the local and broader school community and these events also serve the purpose of bringing the school community together to celebrate student achievement.

We enjoy a strong sense of community, working together to develop supportive and strong home school partnerships, depth in our extracurricular activities, a flourishing student leadership program and outstanding performances in the arts, debating, cultural, sporting and artistic achievement. We encourage the highest standards of our students in their diverse pursuits for personal excellence. We believe that high expectations will empower students to be responsible for their own learning. Our outstanding academic results and focus on the development of the whole person makes Williamstown High School the school of choice. Our students are on an extraordinary journey. They arrive full of nervous energy on day one and leave proud and prepared for the challenges that lie ahead when their time to leave our community finally arrives.

The school’s rich history, the achievements of the present and anticipation of the accomplishments for future generations inspires our work. I am very proud to be the Principal of Williamstown High School. It is an absolute privilege to work alongside our committed, caring and professional educators that make a difference to every child, every classroom, everyday.

I welcome and invite you to attend one of our school tours that run until the start of May each year or visit and discover more about our school through our website.

Gino Catalano
Principal
Williamstown High School
Our campus is a purpose built middle year’s facility that is situated on the waterfront, adjacent to the Jawbone Marine Sanctuary. The spacious surroundings and proximity to the bay provides a special and unique home for our Year 7 to 9 students to experience an environmentally rich curriculum. We have a wonderful platform to provide the depth and breadth of learning opportunities for every student. We pride ourselves as a school community that recognises young people as individual learners and the need for an individualised educational experience that empowers achievement and growth for all. We have a dynamic learning culture that is driven by dedicated and professional teachers that is underpinned by best practice research, supported through consistent use of our instructional model “SIMPLE” and the use of data to inform our teaching.

Our middle year’s curriculum philosophy aims to captivate young minds while optimising diversity and the skilled fundamentals essential for lifelong learning. The depth and breadth of our core curriculum is matched impeccably by our wide ranging elective program at Years 8 and 9. Year 9 students partake in the Immersion Program. This program provides a student centered, vibrant and innovative curriculum where students are taught to be deep thinkers, they develop creative solutions to local and global issues and learn by experience and cultivate individual growth through exploration, collaboration and practical application.
Coeducational Program

Enrolment application forms are overseen by the government primary schools. If your child is at a Catholic or independent primary school you can collect an enrolment form at our open night or from our reception at the Bayview Campus. Only enrolment forms from non-government school students will be directly accepted to Williamstown High School.

The Department of Education and Training (DET) has determined the enrolment priorities for all government schools. Williamstown High School adheres to these priorities and enrolment positions will be offered according to the following:

- Students for whom Williamstown High School is the nearest neighbourhood school.
- Students with a sibling at the same permanent address who are attending the school at the same time.
- Students seeking enrolment on specific curriculum grounds.
- All other students in order of closeness of their home to the school.
- In exceptional circumstances, compassionate grounds

The permanent residential address is defined as where the student is living with their own family. It does not include staying with another relative, friend or a business address.

Girls Only Homegroup

The Girls Only Homegroup is a unique program that offers girls a single-sex education in a coeducational setting. The girls classes have a coordinator who works with curriculum leaders to promote and enhance girls’ education through our teaching and learning and works with our young women to promote and encourage excellence and aspiration across the school.

The Girls Only Homegroup participates in a multitude of opportunities and activities in academic and personal contexts such as guest speakers for special assemblies, self-esteem, leadership and wellbeing workshops. The Girls’ Coordinator follows the academic needs of students and encourages extra curricular involvement. Students in the Girls Only Homegroup are given opportunities to take on various leadership positions within the school, including the “Girls Program” leadership roles.

- Our girls study the mainstream curriculum through instructions, activities and coursework that is tailored towards the individual needs of girls’ education.
- The Girls Only Homegroup studies novels or films which allows them to learn about women’s lives in the particular social and historical context of the text.
- Health and Physical Education classes have the opportunity to deeply explore issues significant to the health and wellbeing of teenage girls in a girls only learning environment.

Boys Only Homegroup

We are offering a Boys Only Homegroup program that provides a finely tuned blend of single and mixed gender learning to ensure our young male students are equipped for the real world. We will provide our students with all the advantages of gender specific teaching combined with the social advantages of a co-educational setting.

Our teachers will apply teaching and learning strategies specially designed for an all-boys classroom and engage students in a curriculum tailored by gender. The Boys Only Homegroup will explore and address gender related issues, delve deeper into concepts of healthy masculinity and attitudes towards females; whilst seeking to challenge common stereotypes and prejudices.

Research insists that boys learn best with problem solving and activity-based learning and at the core, what matters most, is the quality of the teaching and the sensitivity of that teaching to optimise student motivation.

All male students are eligible to preference to be placed in the Boys Only Homegroup and there are no entry requirements for the program, other than the enrolment criteria outlined by DET.

Select Entry Accelerated Learning Program (SEAL)

We provide a Select Entry Accelerated Learning Program for students who have exceptional academic ability. Selection in this program is based upon competitive testing and sustainability interviews. As a member of The Academy of Accredited SEAL Schools (TAASS) we maintain the tradition and high standards of like-minded students developing academically, socially and emotionally.

- We provide opportunities for SEAL students to accelerate through secondary school and to undertake challenging learning experiences, which are tailored to deliver outstanding academic achievement.
- We emphasise higher order thinking and independent learning and research.
- Our curriculum is compacted so the mainstream Year 7 – 10 program is covered in a 3-year period via a comprehensive and specific SEAL Program.
- Enrichment is provided by broadening content, understanding, experience and skills to a level appropriate to the students’ proximal zone of development.
- Extension leads to in depth study and the integration and application of knowledge at a higher level.
- Students begin to undertake VCE units at Year 10 in order to maximise flexibility, depth and breadth in their VCE program.
- Exemplary students may have an opportunity to complete a first year university subject in Year 12.
Welcome to Year 7

At Williamstown High School, we understand that starting Year 7 can sometimes seem like a daunting prospect. That’s why we meet students at their point of need. Our pastoral care framework is carefully designed to support the wellbeing of all students and to ensure an inclusive approach to the learning experience of every child.

Our positive and supportive school culture is pivotal to our stimulating learning environment where each student develops a sense of their own abilities, achievements and self-worth. From the moment a student joins our school community they are connected to a homegroup and a number of middle year’s research principles are applied to support their seamless transition into secondary school.

- We provide an exciting and comprehensive Orientation Program for students including an event specifically designed for new families. We place great value on the strength of the home school partnership.
- Homegroup teachers teach their homegroup for two or more subjects in Year 7 ensuring familiarity and regular contact.
- Our Year 7 students begin the year with a transition program known as “Rolling Out the Red Carpet” which focuses on students spending time building relationships with classmates and teachers, becoming familiar with the campus and the routine of the secondary school experience.
- We have a wonderful camp early in term one at Kangarooie, Port Campbell. This plays a key role in fostering healthy relationships, a sense of belonging and reinforcing the essential positive teacher student relationships. This is enhanced by the Year 7 Family BBQ where we bring together and strengthen our home school partnerships.
## CURRICULUM STRUCTURE: YEARS 7-9

### YEAR 7 CURRICULUM STRUCTURE

**HOMEGROUP STRUCTURE: PASTORAL CARE**
Homegroup Teacher meets homegroup each morning (10 mins) - Plus 1 period each week

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods a week across the year</th>
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<tbody>
<tr>
<td>ENGLISH</td>
<td>5 periods</td>
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<td>MATHEMATICS</td>
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<tr>
<td>HEALTH &amp; PE</td>
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<td>LANGUAGE</td>
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<td>SCIENCE</td>
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<td>THE ARTS</td>
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<td>TECHNOLOGY</td>
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**Units offered:**
- Numeracy block incorporated into curriculum
- French
- Indonesian

**ELECTIVE STRUCTURE**
Students choose 6 elective units in a year and follow the guidelines when doing so:
- Choose at least 1 semester elective unit from The Arts per year
- Choose at least 1 semester elective unit from Technology per year
- Choose a maximum of 3 elective units from any subject area per year

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<tr>
<th>THE ARTS</th>
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<th>HEALTH &amp; PE</th>
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<td>- Advance (Cadets)</td>
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### YEAR 8 CURRICULUM STRUCTURE

**HOMEGROUP STRUCTURE: PASTORAL CARE**
Homegroup Teacher meets homegroup each morning (10 mins) - Plus 1 period each week

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<th>Subject</th>
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<td>TECHNOLOGY</td>
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**Units offered:**
- Numeracy block incorporated into curriculum
- French
- Indonesian

**ELECTIVE STRUCTURE**
Students rotate through the Visual and Performing Arts subjects each semester across Years 7 & 8

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### YEAR 9 CURRICULUM STRUCTURE

**HOMEGROUP STRUCTURE: PASTORAL CARE**
Homegroup Teacher meets homegroup each morning (10 mins) - Plus 1 period each week

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**Units offered:**
- Numeracy block incorporated into curriculum

**ELECTIVE STRUCTURE**
Students choose 6 elective units in a year and follow the guidelines when doing so:
- Choose at least 1 semester elective unit from The Arts per year
- Choose at least 1 semester elective unit from Technology per year
- Choose a maximum of 3 elective units from any subject area per year

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All Year 9 students participate in our Year 9 Immersion Program for a term. This program has 12 periods dedicated to it across the week. The following subjects will be immersed into the term based program:
- English
- Humanities
- Science

When the students are in the Immersion Program they are not undertaking studies in the above mentioned subjects.
YEAR 9 IMMERSION PROGRAM: MAKING A DIFFERENCE (MAD)

“Make a Difference (MAD)”, our Year 9 Immersion Program at Williamstown High School, offers a student centered, vibrant and innovative curriculum where students are encouraged to be deep thinkers, develop creative solutions to local and global issues, learn by experience and cultivate individual growth through engaging exploration, collaboration and practical application.

Our principles include:

- The application of research-based thinking processes that positively impact on learning.
- A robust and rigorous curriculum program that promotes individual and academic growth.
- The enrichment of effective organisational, time management and leadership skills for lifelong learning.
- Higher order thinking skills that provide individual, authentic and transferrable assessment opportunities.
- Personalised challenges to further develop students resilience and preparement to take on challenges.
- Partnerships with community organisations to provide opportunities for the students to engage in community service.
- Experience of real life problem solving.

Learning time is divided into three key areas:

WORLD:
Students look at both local and global issues through teaching and learning discussions, seminars, workshops and guest speakers from The Burnett Institute, The Lost Dogs Home, Foundation House, Ambulance Victoria, Sea Shepherd and Beyond The Fabric. They complete excursions such as the Melbourne CBD Homeless Tour, “through The Big Issue” Shrine of Remembrance, tree planting and a Willihigh version of the Amazing Race in Melbourne. Students also spend significant time planning and executing their MAD project and thesis.

COMMUNITY:
Students undertake both group and individual community service placements. Students have to plan their travel arrangements and work with organisations such as the local libraries, hospitals, nursing homes, primary schools and charity shops.

ME TIME:
Is a time for students to focus and reflect on their own skills and wellbeing. Students spend time developing writing, research and presentation skills, as well as focus on developing their ability to self-regulate and apply metacognition through their learning.

MARINE EDUCATION CENTRE
To Inspire the Community to Conserve our Amazing Marine Ecosystem

Our facility, led by our resident Marine Biologist, Garrett Drago, is recognised as a centre for excellence for marine education. The centre promotes awareness and evokes a passionate response from all who visit, who seek to protect, nurture and appreciate our delicate marine ecosystem.

We encourage our students to further investigate the marine field by becoming members of our Marine Club. Our Marine Education Program encompasses the curriculum to include community projects such as crab surveys, water quality testing, reef surveys and litter counts. Utilising nine habitat displays, touch tanks, an artefact wall and 3 tonnes of saltwater we are able to deliver marine education at its best, while inspiring a passion for our unique underwater ecosystem.

We have designed and developed a website called the “Watery Wonders of the Jawbone Marine Sanctuary”, which aims to bring our students and community closer to the underwater paradise that is on our doorstep. Our students gather data using various survey practices at the Jawbone both above and beneath the waves. We then upload their findings to the website and track the ecological trends occurring at the sanctuary.

Jawbone Marine Sanctuary
In November 2002, the state government declared 13 Marine National Parks and 11 Marine Sanctuaries throughout Victoria. This was to preserve some of Victoria’s finest habitats. Fortunately for Williamstown High School, one of the sanctuaries is located directly behind the school, the Jawbone Marine Sanctuary, and plays a key role in the Marine Education Centre.

The sanctuary supports temperate habitats including: a rocky basalt reef, sea grass beds, a sandy beach, inter-tidal mudflats, a salt marsh, freshwater wetlands, coastal vegetation and the largest population of mangroves in Port Phillip.

We infuse our academic program with environmental themes and issues. The curriculum develops our appreciation for and awareness of designed and natural environments. We are heavily involved in community based environmental projects that provide our students with hands on environmental experience.
Our Pasco Campus is located adjacent to the Williamstown Beach Railway Station, and caters for students in Year 10, 11 and 12. The Pasco Campus has a long history as a secondary school in the City of Williamstown, and more recently in the Hobson Bay City Council. The oldest building dates from 1867 and the most recent addition is our new theatre opened in April 2017. This variety in architectural styles makes the campus visually interesting for students and allows us to create a mature learning environment that successfully meets the needs of our senior students.

Our focus on learning is passionately directed toward successfully completing the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). This provides pathways for our students into employment, apprenticeships, technical and further education, or, in most cases, university.

Our teachers specialise in their subject areas and follow a deliberate and targeted approach to promoting learning in their subjects for all students. They recognise that positive relationships with their students is vital for effective learning, and encourage students to ask questions in and out of the classroom. Our teachers use real time learning tools to provide relevant resources and collaborative spaces. We encourage our teachers to be examination assessors for the Victorian Curriculum and Assessment Authority (VCAA) in order to extend their field of expertise in their subject. Our teachers focus on the point of learning need for each student and develop a differentiated strategy to their teaching of every child.

Our campus continues to ensure our students have a significant voice. Students lead our assemblies, organise musical performances at lunchtime, invite and listen to visiting speakers, organise and manage awareness weeks, and organise fund-raising events for their chosen charities. Our Year 12 School Captains represent the school at local events, lead tours of the school for visiting dignitaries, and are active in articulating the views of students to the Campus Principal.
**SENIOR SCHOOL PROGRAM**

### Year 10 Program

The transition to Year 10 starts during Year 9, where the Bayview students come to the Pascoe Campus for orientation sessions during Semester 2, and for a full week at the end of the year to begin their academic program.

Our Year 10 curriculum provides a strong foundation for VCE and VCAL through a balanced and individually tailored academic program. All students must study English and Mathematics all year, and at least one semester of Science and the Humanities. Six subjects are taken each semester in order to provide depth of study and to develop the habits of study required for the VCE. Students are encouraged to take a VCE subject in Year 10 provided they have shown sufficient ability and maturity in their studies in Year 9. Our Homegroup Program is designed to build confidence, resilience, awareness of personal development, career planning, and is organised around the theme of ‘making the right choices’.

The Victorian Certificate of Education (VCE) Program

The school offers a full range of VCAA subjects in Year 11 and 12, and the Unit 3 and 4 examinations are held at the school in the school gymnasium. We have a dedicated Study Centre for Year 12 students, where they attend during their study periods. This is well used by our students before school, during the day, and after school. All Year 10 and Year 11 subjects have examinations twice a year to best prepare students for their possible pathway after Year 12.

In the senior years, we develop a variety of individual learning pathways for our students. Subject options include a full range of Victorian Certificate of Education (VCE) units, together with Vocational Education and Training in Schools (VETiS) subjects, school based apprenticeships and accelerated university studies to meet individual student needs. Students doing the Victorian Certificate of Education are encouraged to find a balance between their academic studies and personal interests.

The Victorian Certificate of Applied Learning (VCAL) Program

For students with an interest in the trades or TAFE, we provide an alternative pathway to the VCE through the Victorian Certificate of Applied Learning (VCAL). Students attend school for three days of the week for units on Literacy, Numeracy, Personal Development, and Workplace Learning. On the remaining two days of the week they attend their VET program and their workplace placement. This program is highly successful for students pursuing their desired pathways beyond school.

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**CURRICULUM STRUCTURE: YEARS 10-12**

### YEAR 10 CURRICULUM STRUCTURE

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- Students are required to undertake 6 subjects per semester, including a whole year of English and Mathematics, and at least 1 unit of Science and Humanities.
- All students are allocated 4.5 periods per week.
- Students cannot select more than 2 subjects from any one curriculum area.
- We encourage students to take a VCE subject in Year 10 provided they meet the academic requirements and can demonstrate excellent study habits.
- We also offer a year long subject called AVID (Advancement Via Individual Determination) for students who apply, which explores study skills and academic support.

### YEAR 11 & 12 CURRICULUM STRUCTURE

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<th>ENGLISH</th>
<th>MATHEMATICS</th>
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<th>TECHNOLOGY</th>
<th>HEALTH &amp; PE</th>
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<td>English / EAL English Literature English (SEAL)</td>
<td>General Mathematics (5E)</td>
<td>General Mathematics</td>
<td>Biology Chemistry Physics Psychology</td>
<td>Accounting Business Management Economics Legal Studies History History Revolutions Geography Global Politics Philosophy</td>
<td>Drama Music Performance VCD Studio Arts Media</td>
<td>Physical Education Health Advance (Cadets)</td>
<td>French Indonesian</td>
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- Year 11 students are required to take 6 subjects per semester, including a whole year of English.
- All subjects are allocated 4.5 periods per week.
- Year 12 students are required to take 5 subjects per semester, including a whole year of English.
- All subjects are allocated 5 periods per week.
INDIVIDUAL PATHWAYS & TRANSITION

We offer a great diversity of programs and pathway planning to our students. All students from Years 9 to 12 take part in course counselling and selection when transitioning through the school. We ensure each student receives the one-on-one support required, by trained and dedicated teaching, careers and pathways specialist staff.

We know that when students visit our Careers Centre they will have the opportunity to explore, engage, evaluate and be supported to take charge of their pathways research. They will be provided with the most relevant and up to date information that will allow them to make informed decisions about career and pathway decisions.

We have dedicated Careers Coordinator at each campus that supports staff in the teaching of The Victorian Careers Curriculum Framework. This framework focuses young people’s attention on realising their aspirations by creating opportunities, making informed choices and defining their career goals.

Facing the future and thinking about study options and career direction can be a confusing time for young people. We have invested in Morrisby Online for our Year 9 students, which is a comprehensive careers guidance tool. Morrisby helps guide students who are uncertain of which direction their career path should take, by offering insights into their strengths and potential, suggesting matching careers and pathways.

Our Year 10 Work Experience Program provides a powerful insight into career pathways as our students begin to embark in their final years. We ensure that we are with them every step of the way, following their journey and celebrating the success stories along the way.
We never grow tired of hearing the wonderful journeys and successes that have come out of our school community. We are a school that majors in success for all students. It is our families who continue to tell us about the perfect multi-campus balance we offer, including a seamless transition program. We provide deliberate and purposeful learning environments at the Bayview and Pasco Campuses unique to age appropriateness, maturity levels and brain development.

Although we have two distinctively different campuses, we use whole school frameworks that provide a powerful common language, consistent teaching practices and an agreed upon instructional model. At Williamstown High School we are privileged to have a large number of dedicated teachers who are committed to ensuring all our students achieve their best.

THE SECRET TO OUR SUCCESS
Power of Positive Recognition

When students demonstrate school wide expectations, staff celebrate and acknowledge their success with positive reinforcement. This could include a social activity or tangible reinforcers. Two key components of our formal acknowledgement system are our “Success Pass” and “Post Cards”.

Each campus is supported by a highly experienced and professional Student Engagement and Wellbeing Team that encompasses; Assistant Campus Principal, Student Engagement and Wellbeing Leader, Student Wellbeing Coordinator, Student Management Leaders, Student Leadership Coordinator and an Additional Education Needs Coordinator. Collaboratively they lead each campus and support students and families with many harm minimisation strategies, early intervention programs, regular wellbeing workshops and reteaching responsibilities always with a restorative practices methodology.

Our School Wide Positive Behaviour Support framework supports the implementation of the Child Safe Standards and the Department of Education and Training’s rights, resilience and respectful relationships initiative which raises awareness and explicitly teaches respect, gender equality, healthy relationships, resilience and confidence.

Our Positive Behaviour Expectations Matrix

Our Positive Behaviour Expectations Matrix translates Williamstown High School’s three key expectations into expected behaviours. The matrix simplifies what our behaviours should look, sound and feel like. Our expected behaviours are explicitly taught to all students through formal social skills instruction. They are:

**BE SAFE**
- Stay within designated areas
- Be sun smart
- Abide by road rules
- Make positive contributions
- Use good manners
- Encourage and support others
- Wear uniform correctly
- Follow school instructions
- Respect personal space, privacy and property
- Ask for help
- Maintain appropriate noise levels
- Report misuse and damage
- Demonstrate WHS values

**BE A LEARNER**
- Be a positive role model
- Support the school with pride
- Follow the WHS Acceptable Use Agreement
- Make positive contributions
- Use the internet as learning resource
- Follow staff instructions
- Respect personal space, privacy and property
- Ask for help
- Wear uniform correctly

**BE RESPECTFUL**
- Use good manners
- Encourage and support others
- Follow staff instructions
- Respect personal space, privacy and property
- Ask for help
- Wear uniform correctly
- Follow school instructions
- Respect personal space, privacy and property
- Ask for help
- Wear uniform correctly

Our School Wide Positive Behaviour Support framework allows us to create and enrich a positive and safe learning environment that continues to enhance our school culture, where we maximise individual academic and social growth. We have three core behavioural expectations that are explicitly taught to all students through formal social skills instruction. They are:

**BE SAFE**
- Stay within designated areas
- Be sun smart
- Abide by road rules
- Make positive contributions
- Use good manners
- Encourage and support others
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Our Positive Behaviour Expectations Matrix translates Williamstown High School’s three key expectations into expected behaviours. The matrix simplifies what our behaviours should look, sound and feel like. Our expected behaviours are explicitly taught in every classroom and consistently reinforced throughout the school.
DELIVERING QUALITY EDUCATION: INSTRUCTIONAL MODEL

At Williamstown High School we have developed our own instructional teaching model that is underpinned by best practice research and is the foundation of what constitutes high quality teacher practice in the classroom.

"Effective teaching is not a set of generic practices, but instead is a set of context-driven decisions about teaching. Effective teachers do not use the same set of practices for every lesson. Instead, what effective teachers do is constantly reflect about their work, observe whether students are learning or not, and, then adjust their practice accordingly" (Glickman, 1991, p. 6)

WILLIAMSTOWN HIGH SCHOOL IS A UNIFORM SCHOOL

Our students wear their uniform with pride. The correct and dignified wearing of the uniform promotes a sense of cohesion, inclusiveness and citizenship within our school community. Our uniform inspires positive attitudes and a confident school culture which flows over into learning areas and our local community.

The Williamstown High School uniform policy has been developed and endorsed by our school council. Every effort has been made to ensure our uniform is:

- As inexpensive as possible.
- Practical and resilient.
- Popular with the student body.

Williamstown High School’s uniform provider is Dobsons and we have a uniform shop on the Bayview Campus. Our Year 12 students have a unique jumper in their final year, to symbolise their senior school identity and to recognise senior leadership as an important value of the school.

ENVIRONMENTAL AND SUSTAINABLE FOCUS

Our school has a devoted and passionate approach to developing environmental and sustainable focused skills within our school community. We are a ResourceSmart School and we continue to lead and embed the sustainability fundamentals through our learning areas to ensure future generations have the resources needed to survive and thrive.

- Learning about renewable energy from the solar panels incorporated into our school’s design.
- Emphasising water conservation from our school’s rainwater tanks and greywater recycling.
- Taking responsibility for our school’s carbon footprint by monitoring water, gas and electricity consumption.
- Growing organic vegetables in the kitchen garden.
- Taking care and responsibility for our worm farm at the Bayview Campus.
- Understanding biodiversity and local ecosystems by caring for school grounds, including native wetlands and participation in horticulture centre.
- Taking responsibility for reducing, reusing and recycling waste.
- We are a bicycle friendly school that provides bicycle storage and facilities.
- Introduction of a pedal powered recharge station at the Bayview Campus.

Our Environmental team lead our school toward a more sustainable way of life, involving both teachers and students in real life learning opportunities, influencing sustainable behaviour, developing leadership, problem solving skills and confidence in their ability to make a difference.

BRING YOUR OWN DEVICE (BYOD)

We must equip students with the skills to utilise technology responsibly and empower them for life long learning. At Williamstown High School we embrace the Bring Your Own Device (BYOD) initiative. BYOD refers to where students bring a personally owned school approved device to school, configured to meet their personal likes, learning and individual needs. BYOD is part of the school’s overall learning strategy to personalise the curriculum and learning for our students. This also allows students to move their learning seamlessly between home and school and other learning environments.

We are an eSmart school, an initiative of the Alannah & Madeline Foundation, where the smart, safe and responsible use of information and communications technology is a cultural norm. Our students, teachers and the wider school community are equipped to embrace the best technologies that can offer.

THE 4 CRITICAL QUESTIONS

Staff engage in curriculum and cross curriculum Professional Learning Communities to share knowledge, strategies and engage in positive professional learning. Together with our student learning data, the 4 key critical questions form the basis of our teams and preserve the focus on growth and learning for all students.

- What do we want the students to know by the end of the lesson?
- How will we know if the students have learnt it?
- How much have the students learnt?
- How will we respond when some students do not learn?

We equip students with the skills to utilise technology responsibly and empower them for life long learning. At Williamstown High School we embrace the Bring Your Own Device (BYOD) initiative. BYOD refers to where students bring a personally owned school approved device to school, configured to meet their personal likes, learning and individual needs. BYOD is part of the school’s overall learning strategy to personalise the curriculum and learning for our students. This also allows students to move their learning seamlessly between home and school and other learning environments.
All students are encouraged to enjoy and contribute to our school community, and to participate in the many activities and programs that complement our academic program. We strongly believe that learning is enhanced by varying and challenging the experiences beyond the classroom.

We promote the opportunity for students to discover and value their talents, allowing them to grow in self-confidence through a variety of learning experiences. We aim to motivate and challenge students to develop their identity, creativity and leadership qualities beyond our curriculum offerings. It may be these experiences that allow students to develop resilience, independence and teamwork leading to a deeper understanding of concepts taught in the curriculum program.
ACCELERATED SPORTS PROGRAM

The Accelerated Sports Program is an elite program that provides an opportunity for young athletes with excellent sporting abilities to advance their established skills while providing a challenging environment that encourages them to reach their full potential. This specialized program runs in union with the mainstream curriculum, allowing students to experience academic and athletic success.

Sports and Coaches

Our coaches are all professionals who have represented their sport at very high levels. They have links to the sporting community and offer unique programs to Williamstown High School. Elite coaching is available by our coaches in the following sports:

- Netball
- Basketball
- Cricket
- Triathlon
- Australian Football League (AFL)

BAYVIEW CAMPUS RADIO STATION

Our radio station, Waves Of Willi, is run by our students for our students. We broadcast a range of music shows, current affairs programs, community debates, guest speakers, coverage of community events and radio drama. Our station caters for the various tastes of our student body and provides wonderful links with Williamstown High School and the wider community.

CAMPS PROGRAM

Williamstown High School is committed to running a Year Level Camps Program in support of the curriculum and extra-curricular program. We offer our students a variety of camps and enrichment opportunities throughout the year. Our Year Level Camps Program is designed to expose and challenge all students to a multitude of learning experiences with strong and direct links to our school curriculum. Our camps program plays a key role in fostering healthy relationships, independence and reinforces the essential positive teacher student relationships.

EXTRA CURRICULAR ACTIVITIES

Extra-curricular activities are exceptionally important in our school community as we strongly encourage our students to pursue their passions and interests. We acknowledge the research that students who are happy and engaged in their schooling have increased focus across the curriculum, are likely to be successful in their academic and personal growth, and become outstanding members of the school and broader communities.

Through the commitment and dedication of our student leaders and staff, students have the opportunity to explore their interests through a stimulating Extra Curricular Program that caters to the taste of our students. Activities and clubs run weekly during the lunchtime periods, some activities take place after school and on occasions all day excursions are organised.

We offer a nice balance, mix and blend that seeks to peak the interest of all, from Art Club, Breakfast Club, Homework Club, Young Researchers Program, Drama Lab, Craft Club, Schoolaerobics, French Club, Environmental team, History Club, Marine Club, Writers Club, Debating Club, Chess Club, Book Club and Gamer’s Club and we even have our very own campus band "The Bayview Rollers".

Just like in sport, students measure their success through competition, academic students also need competition. We encourage students to participate in the large number of competitions which include Mathematics and English, Humanities, Language Speaking and Debating and Bridge Building, to name a few.

DEBATING AND PUBLIC SPEAKING

Our students have a long tradition of participating successfully in both Debater’s Association of Victoria (DAV) Junior Schools Program and Inter-school State Competition. We provide students, in every year level, the opportunity to enhance their self-confidence and public speaking skills through regular training and competitive inter-school debates.

Students at Bayview elect to participate in the DAV Junior Schools Program, which provides training and structured support to prepare and present a speech persuasively. We encourage teamwork, build self-confidence and develop research skills in a low-risk and fun environment.

The intermediate and senior students enter in the DAV Inter-school Debating Competition, which is the largest English speaking debating competition in the world. Students work together in teams to build up a case debating controversial topics relevant to today’s society. We guide and coach them to develop their skills of communication, as well as their ability to think critically and analytically.

In addition to gaining knowledge and building skills, the debating program is FUN! Students become addicted to the thrill of standing before an audience with something interesting to say and the competitive drive to win the argument. They also thrive on the collegiality of the teamwork involved and gain a significant sense of self achievement.
PERFORMING ARTS

We have a rich and wonderful tradition in the performing arts. Our focus is to ensure that every student has a meaningful experience from Year 7 that excites and motivates them to explore and extend their creative passions and talents. Our curriculum and extra curricular programs provide students with creative outlets within which to explore new ideas, express feelings through the strength of dance, song, music and drama while engaging with other students in a dynamic and exciting learning environment. Participation in the arts allows students to develop self-confidence, poise and learn to problem solve. Due to the social nature of performing arts, students learn to cooperate and collaborate with others and often make life-long friends with those who share the same passion.

We have a proud tradition of working with our local community. Our 300 seat theatre is a state of the art venue for hosting our student performances. It is an amazing rehearsal and performance space and includes an art gallery area to showcase student performance pieces.

INSTRUMENTAL MUSIC PROGRAM

The study of music fosters intellectual, physical and emotional development. In addition to teaching students to play their instruments, playing music develops teamwork, commitment and study skills, and bestows upon students a unique musical experience from which they will benefit for the rest of their lives.

Williamstown High School provides students with an Instrumental Music Program that has been developed over many years. Our program empowers students to develop skills and proficiency across a range of fields, providing a valuable co-curricular and whole school experience.

- Music lessons
- Master classes
- Bands and ensembles
- Performances
- Fundraisers and competitions
- Music camps and tours

INTERSCHOOL SPORTS PROGRAM

Our Inter-school Sports Program provides opportunities for students to develop skills through training and competitive experiences, connecting students to the wider community and promoting teamwork and good sportsmanship.

Although success in competitive sport is important to us, our fundamental objective is to promote participation within the school and instil an interest in, and enjoyment of, practices that support a healthy lifestyle.

We are well known for the success of our inter-school sporting teams. We have a strong record of successful achievement at local, regional, state and national levels in swimming, athletics, cross country and a range of individual and team sports in addition to our Accelerated Sports Program.

The school enjoys the healthy competition of our generational inter-house swimming and athletics carnivals. Most of all, the participation, atmosphere, fun and enjoyment of staff and students that these events always brings our whole school community together.

SCHOOLAEROBICS

Schoolaerobics is a team based sport for girls and boys, which is run as an extra curricular activity. It is the largest inter-school sport aerobics competition for primary and secondary school students throughout Australia. The program aims to provide a path for students to improve their fitness, confidence, health and self-esteem through participation in a healthy and fun competition.

As part of our Schoolaerobics Program students enter in two competitions:

- State preliminary finals
- State finals/wildcard entry

Teams who perform well in the State finals are invited to attend the National competition. Students also have the opportunity to take part in the optional Spring Challenge. Williamstown High School continues to experience success in a number of these competitions. Some have even been lucky enough to progress through to the National level of competition but most importantly we promote and encourage participation.

Annual School Production

School productions are performed each year and involve performing arts students from across Years 9 to 12. Productions involve countless students acting, singing, playing in the ensemble, front of house, backstage, costuming, make-up and every other facet of theatrical life. The excitement, energy, dedication and level of professionalism is always a source of great pride for the Williamstown High School community.
STUDENT LEADERSHIP 'STUDENT VOICE'

Student leadership is an essential part of school life at Williamstown High School. The leadership body is student focussed, energetic and led by our school captains at both the Pasco and Bayview Campuses. Our Student Leadership Program is flexible and is adapted according to the needs of our ever changing student body.

Our student leaders experience training to develop important leadership skill, public speaking, peer support, communicating and problem solving, all of which will help them succeed in the school environment and beyond.

Our student leadership teams seek to:

- Highlight new and existing opportunities for student voice to foster a sense of ownership in the school.
- Increase student participation and engagement in the classroom and within the wider community.
- Renew focus on house competition to foster a sense of school pride and spirit.

Students can make a meaningful contribution to our school community as leaders via:

- Bayview and Pasco School Captains and Vice Captains
- The Junior School Council
- The House Leaders (supported by a School and Vice-Captain) are role models for the school and more specifically for students in their House.
- The House Leaders play an important role in:
  - Organise and motivate students to participate in House activities.
  - Assist teachers organising inter-House events.
  - Take an organisational role with other House Leaders in improving student engagement within the campus, including ideas for the increase of House oriented activities within the school.
  - Speak on behalf of students in the House at school functions and other special events.
  - Mentor other students in the House.

- Leadership Roles (linked with particular curriculum or extra-curricular teams across the campus)
  - Young Women of Willi
  - Environmental Captain
  - Visual Arts Captain
  - Music Captain
  - Instrumental Music Captains
  - STEAM Captain
  - VCAL Captains
  - Social Justice Captains
  - International Students Captains
  - Journalism Captains
  - Drama Captain

Events & Positive School Culture Leaders
This group led by a School and Vice-Captain, play a key role in the organisation and implementation of a number of events across the campus. These include:

- End of term celebration assemblies
- Campus fundraising events
- Awareness events and activities
- Celebration Days
- Student representatives on SWPBS and Respectful Relationships Lead Team

International Student Program

Williamstown High School has a long and proud tradition of academic excellence, and our International Student Program continues to attract high quality learners eager to enhance their opportunity for success.

The international student population is located at the Pasco Campus. Our international students come from many different countries with a diversity of traditions and cultural values that Williamstown High School celebrates and embraces. Students typically live with families of current students at the school and enrich the student body with an international perspective. Currently our international students come from China, Germany, Vietnam, Norway and America.

We have an experienced International Student Program Coordinator who leads the team that supports our international students in innumerable ways with enrolment, accommodation, homestay placements, course or pathways support and most importantly transition and pastoral care. We encourage and embrace the opportunity for all students, in particular our international students to participate in all aspects of school life.

International Study Tours

Looking outwards is an approach that we value at Williamstown High School. It is important that we look beyond school and our domestic boundaries to see what the world has to offer. It is essential to help students to develop competencies that will prepare them to be active and mature citizens and leaders in a multicultural and diverse population. We offer the following study tours to our senior students on a two year rotational bases:

- History/Literature study tour to the United Kingdom
- NASA study tour to the USA
- Visual and Performing Arts study tour to the USA

Our Sister Schools

As global educators we are proud of the strong connections and relationships with our two international sister schools: Lycée Sainte Marie du Port in Les Sables d’Olonne in France and SMP Labschool Kebayoran in Jakarta, Indonesia.

Our sister school partnerships provide meaningful, shared and unforgettable learning opportunities for our language students. Every second year our senior language students embark on a tour abroad visiting our sister school students, staying with families, immersed in the language, attending school and visiting the sites. The alternative year, we host our sister school partners and provide a similar and unique learning opportunity.

The learning and lifelong friendships that are formed from our sister school partnerships are priceless. Our students develop competencies and confidence in language learning, diplomacy skills and a deeper understanding of international issues and most importantly develop lifelong international friendships.

GLOBAL CONNECTIONS

WILLIAMSTOWN HIGH SCHOOL:

Our Sister Schools

Williamstown High School Partnerships

Our Sister Schools

Williamstown High School

Williamstown High School
THE WORLD CHALLENGE EXPEDITION

The World Challenge Expedition runs every two years and is an opportunity available to students from Years 10 to 12. So far, students have travelled to the Galápagos Islands, Central America, Cambodia and Malaysia.

The World Challenge expedition teaches life skills, enriches global awareness and offers a learning experience outside the classroom. This is a life-changing experience for students as they are presented with an expedition where they must manage a project helping a local school or orphanage, complete treks and immerse themselves in a foreign culture.

Students are also expected to be entirely self-sufficient by conducting their own research, cooking their own food and organising transport. To complete the two years of fundraising and preparation is a fantastic achievement and the trip provides valuable experience and personal growth. Our students and teachers benefit from a high level of expedition safety and service. The World Challenge Expedition is an amazing, life-changing opportunity.

Williamstown High School provides a dynamic learning culture that promotes integrity, innovation and the individual.

EXCELLENCE & CREATIVITY
...in our achievements and ambitions.

INTEGRITY & HONESTY
...in our actions and relationships.

DIVERSITY
...in our curriculum, in each other and in our community.

STRONG & OPEN COMMUNICATION
...between our school and our homes, and between our teachers, our students and our families.

COMMITMENT
...to social justice and a passion to protect and improve our environment and our community.