



Gold Creek School Senior Site Parent Handbook 2021



**An ACT public school
offering an international education**



GOLD CREEK SCHOOL

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Principal's Message

I would like to extend a warm welcome to families looking for an outstanding public education here in Canberra. Gold Creek School is one of nine public schools in the ACT that deliver an International Baccalaureate (IB) education to its students.

Our qualified teachers and leaders are deeply committed to the principles of the IB, with its focus on academic excellence, differentiated instruction, rich co-curricular experiences and active global citizenship. Students have opportunities to develop and challenge themselves and one another across a broad spectrum of interests in a caring and mutually supportive environment.

Our diverse student body representing more than 30 nations—ages 4 to 16—provides students and teachers the opportunity to learn from one another, share unique perspectives, foster mutual respect and cultivate the core values of an IB education.

I understand the importance that families place upon a quality education in a safe and welcoming environment. Gold Creek School will provide you with that and more.



Angela Spence

Principal Gold Creek School

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Gold Creek School Vision and Mission Statements

Gold Creek School is an International Baccalaureate school, catering for students from preschool to year 10. The School is committed to:

Gold Creek School Vision Statement

We inspire individuals to flourish, embrace challenge and make a positive difference to our world.

Gold Creek School Mission Statement

The Gold Creek School learning community fosters innovative life-long learners who:

- Strive for excellence
- Think critically, creatively and collaboratively
- Model inclusiveness, intercultural understanding and respect
- Positively engage in citizenship
- Celebrate their own and others success

This is achieved by focussing on developing the IB Learner Profile attributes so that our graduates are well rounded, engaged citizens.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Enrolment at Gold Creek School

Our enrolment policy is based on the ACT Education Directorate's (EDU) enrolment policy. All enrolment applications must be completed online via the EDU website. The link below provides information about enrolment processes and guidelines, and includes the online enrolment portal:

http://www.det.act.gov.au/school_education/enrolling_in_an_act_public_school

Our Curriculum

In 2016 Gold Creek School was awarded World School status by the International Baccalaureate Organisation (IBO) to introduce the Primary Years Programme (PYP) on our junior site and the Middle Years Programme (MYP) on our senior site. The MYP is a curriculum framework that incorporates conceptual understanding and inquiry-based pedagogy for students to access and learn the Australian Curriculum.

Students undertake studies in eight subject groups: Language and Literature, Language Acquisition, Individuals and Society, Science, Mathematics, Health and Physical Education, the Arts and Design. In years 7 and 8, students complete study in all the eight subject groups. In years 9 and 10, students may choose to specialise in specific subject groups and undertake pathways classes to extend their learning. At Gold Creek School, students have the opportunity to study a language throughout their time on the senior site: French, Indonesian, Korean (Y7's only) or Japanese.

The MYP encourages all members of the school community to view themselves as lifelong learner.

Assessment of Learning

GCS assesses student learning using MYP criterion. All learning programmes have been aligned with the Australian Curriculum requirements.

Students in years 7 and 8 are assessed using IB MYP Year 3 Assessment Criteria. Students in years 9 and 10 are assessed using IB MYP Year 5 Assessment Criteria.

Students with specialised learning needs in years 7 - 10 may be assessed using IB MYP Year 1 Assessment Criteria.

Course Outlines

Course outlines are available on the schools website. Course outlines include information on the topics to be covered and an indication of the weeks when summative assessment items are due, including the MYP subject group criteria used to assess student work. An assessment schedule is also provided via year level.

Achievement levels/Grades

Each semester, students will receive an IB MYP score (0 to 7), which is converted to an ACT A – E grade in each course studied. In all year levels, end of course grades are defined by the following descriptors:

26-32
A The student demonstrated outstanding achievement and an exceptional understanding of all knowledge, skills and applications and has extended their understanding beyond the stated course outcomes. All assessment tasks have been completed and the student has participated in all aspects of the course.

20-25
B The student demonstrated high achievement and a comprehensive understanding of all knowledge, skills and applications stated in the course outcomes. All assessment tasks have been completed and the student has participated in all aspects of the course.

12-19
C The student demonstrated sound achievement and a fundamental understanding of all knowledge, skills and applications stated in the course outcomes. The expectation is that all assessment tasks have been completed and the student has participated in most of the class activities.

6-11
D The student demonstrated limited achievement and an emerging or beginning understanding of all knowledge, skills and applications stated in the course outcomes. The expectation is that most assessment tasks have been attempted and the student has participated in a limited number of the class activities.

1-5
E The student demonstrated very limited achievement and has not provided evidence of an understanding of the knowledge, skills and applications stated in the course outcomes. Some assessment work would have been completed and the student has had limited participation in the class activities.

Special
Consideration When a student's personal circumstances limit his/her capacity to complete assessment tasks within a semester, the teacher, in consultation with the Executive Team, may negotiate a variation of final grade. The student may be marked with consideration and the grade will be determined based on work completed. Or the student may be given *Status* for the semester and no grade will be recorded. An *Exempt* grade is used only when given an official exemption from the Education Directorate.

NB: Students can only be issued with 'Status' at the direction of an Associate Principal, and upon presentation of evidence such as a medical certificate to verify the reason for Status being issued.

Review and appeals process

Students have the right to appeal any grade awarded by their teacher. To appeal a grade for an individual assessment item or for an end of semester grade, the following procedures must be taken (in this order) within five school days of receiving the grade:

1. Classroom Teacher – The student must discuss the problem with their classroom teacher and seek clarification about how the grade was determined. Most issues are resolved at this level.
2. Executive Teacher – The review is discussed with the Executive Teacher in charge of this faculty. The student must provide evidence to support their claims (e.g. previous results and feedback).
3. Associate Principal – The review is discussed with the Associate Principal. The student must provide evidence to support their claims and the previous discussions with the classroom teacher and Executive Teacher.
4. Chief Executive – Students in Years 9 and 10 who remain dissatisfied with the school review process may then appeal to the Chief Executive within ten days of completing steps one to three. An ACT Department of Education and Training leaflet, issued to all students, gives information about appeals and is available at the school. All appeals must be made by the students themselves.

Students are strongly advised to retain a copy of all assessment items and teacher feedback in the event that an appeal over a grade occurs.

Late submission of work

To achieve at the highest standard at Gold Creek School students are expected to demonstrate the ability to plan, organise and submit tasks within a specified timeframe. If work is submitted late, your work expectations (i.e. consistently, usually, rarely) will reflect this accordingly as will your effort result (i.e. outstanding, high, sound, limited).

If work is not submitted on the due date, the following steps will be taken:

- Contact is made with parents to notify them of the omission.
- Students then have 10 days to submit the piece of work.
- After 10 days, the student may no longer submit the task but an alternative piece of work assessing the same criteria can be negotiated with the classroom teacher.
- Students are encouraged to submit all assessment so that they can receive valuable feedback on your learning.

Students should ensure that they keep copies of drafts and working documents in case the final copy is lost. Computer malfunction will not be accepted as a reasonable excuse for late work. If students need computer access to successfully complete an assessment item, the library has opening hours where they may have use of a computer. Alternatively, the after school homework club is available for students to gain teacher assistance as well as computer access.

Extensions

In special circumstances, students can apply for an extension in advance, providing a note from a parent with a reasonable explanation for the late submission. Extensions will only be granted at the discretion of the classroom teacher and will take into account factors such as effective use of classroom time to complete the set task.

Absence from school

If a student is absent from school for short periods of time due to illness, excursions or sporting events, they should make arrangements to catch up on missed work. If a student is absent for longer periods of time, parents should contact their Pastoral Care teacher for special arrangements to be made regarding assessment and submission of work.

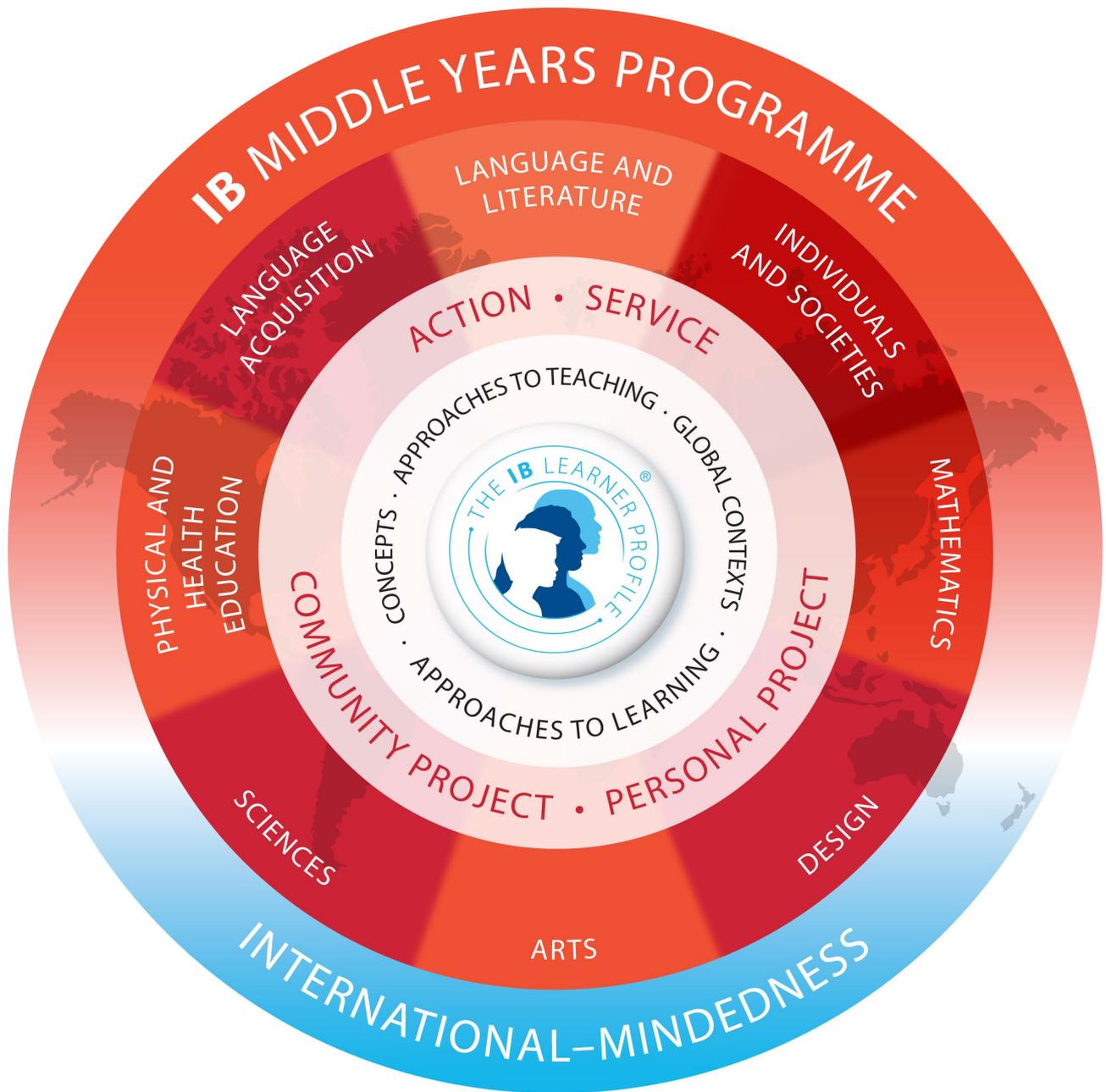
Academic Honesty

All work for individual assessment tasks must be the student's own work. Students are not permitted to submit for marking, as original, any work which contains:

Identical or similar material to the work of another person (such as another student, parent or tutor);

Identical, or similar material to a published work unless the source is acknowledged in referencing or footnoting. See the Academic Honesty policy and procedures for further guidelines on academic dishonesty.

If a student is believed to have engaged in cheating, collusion or plagiarism will have their work returned (unmarked) and be given the opportunity to resubmit their work. Parents will be contacted in these circumstances. As part of the process, the student will be provided with the right of reply.



Language and Literature

At Gold Creek School students study the Australian Curriculum combined with an International Baccalaureate programme. This curriculum aims to develop learners who have an appreciation of language and literature broadened by a global perspective. Language proficiency provides students with a powerful tool for confident communication and imaginative thinking.

Students have the opportunity to study a balanced curriculum experiencing inquiry driven teaching and learning that enhances their conceptual development. Students are supported to cultivate an intercultural understanding, developing them into responsible members of local, national and global communities. This includes valuing, respecting and exploring the contribution of Aboriginal and Torres Strait Islander peoples to the literary heritage of Australia.

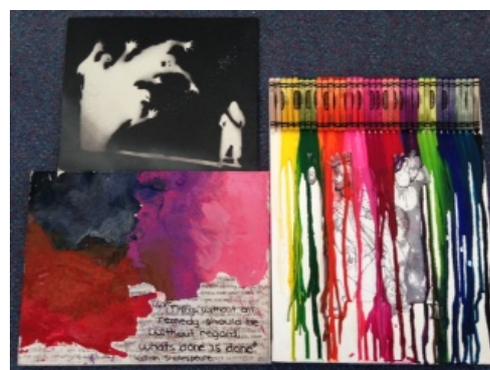
Typical units of work at each year may include the following:

Year 7

- Personal narratives
- Novel studies
- Poetry appreciation
- Film study

Year 8

- The Hero's Journey film study
- A novel study
- Poetry analysis
- Research task
- Persuasion, including an introduction to essay writing



Macbeth creative responses

Year 9

- Thematic study: love and relationships, including Shakespearean texts
- Novel studies
- Truth in media, including the influence of social media

Year 10

- Thematic study: power and injustice, including a Shakespearean text
- Novel studies
- Short stories
- Film study

English as an Additional Language or Dialect (EAL/D)

English as an Additional Language or Dialect (EAL/D) is offered to students who require support with learning English as an additional language or dialect. It is conducted both within mainstream classes and as tutorial support in an elective class. Entry into EAL/D classes is by recommendation, and negotiation with the EAL/D teacher and Associate Principal.

Language Acquisition

Students are provided with an exceptional opportunity for language acquisition at Gold Creek School, essential to their development of intercultural understanding. Language

study empowers students to gain new perspectives and accelerates their acquisition of all language skills. Study of a language offers students a distinct advantage in their future careers where the ability to exchange information with other countries and cultures can give an employee a distinct professional advantage. Students are supported in their language learning by access to ICT and involvement in a wide variety of cultural activities and excursions. Students study a language from year 7 to year 10 providing them with a solid grounding in the language of their choice. Student international exchange and travel are being planned as annual events in the school calendar.

French

French is a world language. Francophonie, the international organisation of French speaking countries, comprises 68 states and governments. French is the second most widely studied language after English.

French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture. Knowledge of French offers access to the great works of literature, film and song.

Indonesian – years 8 to 10

Bahasa Indonesian is the official language of Australia's closest neighbour. Indonesia is an archipelago which consists of approximately 18, 000 islands, including five main islands. All islands are diverse in culture and practices.

Speaking Indonesian presents an exciting prospect for travel, holidays and career. Australia places a large emphasis on its political relationship with Indonesia as a major trading partner. Students studying Indonesian have a real opportunity to use their knowledge because of the proximity of Indonesia and Australia.

Japanese



Australia does a great deal of business with Japan and fluency in this language is a distinct advantage. Japanese is a fascinating language that borrows from Chinese, Portuguese, Dutch and English.

Japanese culture is very popular around the world. It is the language of computer games, manga, anime (Japanese animation) and music. Japanese is the third largest community on the internet. Japan shares many cultural similarities with nations such as

China and Korea. The study of Japanese gives insight into other Asian cultures.

Korean year 7 only

Studying Korean enables students to engage critically with many aspects of cultural and social phenomena in Korea. K-pop, K-drama, Gangnam style and the recent Korean wave of popular culture have turned the spotlight on the peninsula.

In the Australian context, South Korea (with its 50-million population is the fourth largest trading partner and third largest global export market. With growing people-to-people exchanges between Korea and Australia, there are various aspects of international collaboration in areas such as technology, science and engineering, urban design, arts, culture and the environment.

Mathematics

'Neglect of mathematics works injury to all knowledge, since he who is ignorant of it cannot know the other sciences or the things of the world.' Roger Bacon (1214–1294)

Gold Creek School promotes both inquiry and application in developing mathematical knowledge and skills, helping students to develop problem-solving techniques that transcend the discipline and that are useful in the world outside school. The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom.



Our mathematics programs are tailored to the needs of students and align with the national curriculum. We seek to intrigue and motivate students to want to learn mathematical principles. Students have the opportunity to see authentic examples of how mathematics is useful and relevant to their lives and are encouraged to apply it to new situations. In mathematics we aim to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare students to use mathematics in their studies, workplaces and lives in general.

Science

With inquiry at the core, Gold Creek School's science framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. Students explore the connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry also fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students have the opportunity to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching



ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

Gold Creek School engages students with activities from a number of scientific institutions and competes in many national competitions.

Individuals and Society

Individuals and Society provides students at Gold Creek School with the opportunity to explore and investigate the human story and the world around them. Included in Individuals and Society are the studies of History, Geography, Economics, Business Administration and Civics and Citizenship. Students learn about past societies and events and relate them to the modern world, learn to understand and appreciate the planet on which we live, gain knowledge and competence in economic and business matters, and understand how government, law and citizenship in Australia works.

History

The study of history is a core subject at Gold Creek School for all students in years 7 to 10. In year 7, students study the ancient societies of Greece, Rome and China. In year 8, students explore the world of the Vikings, the Samurai and the Mongols. In year 9, students investigate a range of topics from the Industrial Revolution of the 18th and 19th Centuries; examples of the movement of great numbers of people at the time, Imperialism and its consequences on indigenous societies, and the First World War. Finally, in Year 10 students study the lead up to, causes and the course of the Second World War and the consequences of that war and the development of today's society.

Geography

From years 7 to 10, students study a wide range of topics related to human interaction with the natural world. Some of the subjects studied are: water in the world; places and liveability; interconnections between people, places and the environment; and the management of sustainable human and natural systems.

Economics

Students learn about the role of money in society; personal economic management; the concept of scarcity and choice; and explore how markets operate in a complex society.

Civics and Citizenship

From years 7 to 10, students learn about Australian law; the rights and responsibilities of Australian citizenship; the democratic process in Australia; and Australian government.

Health and Physical Education



There is an increasing recognition of the importance of living an active, healthy life and of the need to make informed, responsible decisions about personal health. Health and Physical Education aims to provide the knowledge, understanding and basis of physical skills and experiences for students to be able to make their own healthy life choices.

Gold Creek School values studies in Health and Physical Education. Students who study this subject experience a range of benefits including:

- A better understanding of the importance of personal health and fitness and a strong understanding of the many specific health issues relevant to young people today
- Being active and developing lifelong healthy activity habits
- Learning concepts about play, games, sport and recreation, and the roles these play in leading an active healthy life
- Understanding the rules, etiquette and culture associated with all forms of physical activity
- The development of a range of interpersonal skills such as communication, assertiveness, conflict resolution, leadership and teamwork
- The learning and application of self-management skills such as decision making, problem solving, planning, time and stress management
- The development of a range of movement skills that will enable students to reduce the risk of ill health
- The development of strong self-esteem and personal confidence through successful experiences in a range of enjoyable physical activities
- The development of flexibility, endurance and strength - components of fitness which allow people to lead functional healthy lifestyles.



Course Information

In each semester, all students from years 7 to 10 participate in a series of compulsory health and physical education units. Health topics include: relationships, risk taking behaviours, nutrition, drugs, alcohol and smoking, sexual health and mental health. Sports covered may include: Indigenous games ,team sports, individual games and other activities like social dance.

The Arts

Students work in the purpose built environments of the Drama and Dance studios, Visual Arts and Music rooms. They are encouraged to identify particular creative abilities and to master techniques appropriate to that form of expression. Students are brought into contact with the art forms and aesthetic values of other cultures as well as their own and develop their creative energy, communication, interaction and reflection skills both through ensemble work and as individuals.

Dance



Students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, appreciation of and responses to dance and dance making. Students evaluate how they, and others from different cultures, times and places, communicate meaning and intent through dance. They choreograph and perform dances demonstrating selection and organisation of the elements, such as space, time, dynamics and relationships.

Drama

In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama, collaborating to devise, interpret and perform. Students learn to manipulate the elements of drama, narrative and structure to communicate meaning and use performance skills and design elements to shape and focus theatrical effect for an audience.

Music

Students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians. Students study music from Australian and international artists and make discoveries as to how this can influence their own music making.

Visual Arts

Students explore and experiment with a range of media and techniques to create two and three dimensional artworks. Practical work requires the development of new art making skills, problem solving, developing conceptual processes and the careful application of new skills to set projects. Students analyse artworks through a range of Australian and international artist studies, and identify how cultural and historical concerns, attitudes, ideas and beliefs are represented through art. Skills covered include various combinations of the following: observational drawing, life drawing, watercolour and ink painting, acrylic painting, collage, pastels, clay forms and papier mache, alongside various printmaking techniques.

Media Arts

Media Arts is a project based class where students can explore, develop and build their own media products. They analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how users of media artworks from different cultures, times and places use genre, media conventions, technical and symbolic elements to make meaning, including the social and ethical responsibility of the makers and users of media artworks.

Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

Sculpture

Students explore and experiment with a range of media and techniques to plan and make three dimensional artworks. Practical work requires careful selection and manipulation of a range of media and tools as well as problem solving and conceptual processes. Students may study portraiture in traditional and contemporary art forms, exploring how life and environments are represented in sculptural objects.

Students analyse artworks through a range of Australian and international artist studies, and identify how cultural and historical concerns, attitudes, ideas and beliefs are represented through art.

Skills covered may include various combinations of the following: ceramic hand building, papier mache, cardboard construction, assemblage using found objects, carving, mould making and fibre art.

Arts Enrichment

Gold Creek School provides a range of extra-curricular activities for arts students to be involved in and to assist their classroom learning. Some initiatives include:

Get Good Program: Students can utilise their break times to practice their music, dance and drama skills, and access staff support and resources.

School of Rock: An afterschool program where students can build their musical ensemble skills and build positive relationships with other students.

School Band: The school band caters to all levels of ability and is run during school hours; students can improve their instrument skills and sight reading.

Mural Design: Students work towards creating murals both within the school, and in our wider community.

Dance Troupe: Students choreograph, practice and perform at a variety of school events, and local competitions.

Excursions: Students will have opportunities to participate in a variety of excursions and incursions throughout the year, including the National Gallery and National Portrait Gallery, Canberra Symphony Orchestra, etc.

School Production: Students have opportunity to rehearse and to be a part of the school production. Students can be involved in acting, singing, dancing, music and technical aspects such as sound, lighting, costuming and backstage operations.

Design

Technology at Gold Creek School ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. We encourage students to apply their knowledge, practical skills and processes to create innovative solutions, independently and collaboratively.

The practical nature of Design at Gold Creek School engages students in critical and creative thinking, including solving complex problems. A systematic approach instils in students the value of planning and reviewing processes to realise ideas.

Digital Design

Throughout these units students use a wide range of digital technologies to create a variety of creative projects. They explore the basics of computer science, identify specific problem solving skills and become familiar with Information and Communication Technology (ICT) based terminology. Students also have the opportunity to engage with a variety of coding languages.

Food Design

Students learn key kitchen safety and hygiene procedures and how to identify and prevent risks. They learn to understand and use nutritional information as well as a wide variety of cooking techniques. In both practical and theory classwork students develop and apply the design process skills of researching, planning and cooking their own dishes for specific purposes and evaluating food products. Students will also expand their knowledge and understanding of a variety of ingredients as they investigate food groups, as well as methods of cookery applied to them.

Wood/Metal Design

Students develop and extend their individual skills, knowledge and experiences, whilst exploring their abilities and interests in wood and metal design. Students will have the opportunity, through a number of practical exercises and safety tests, to work with tools, materials, and a range of processes to produce artefacts out of timber and/or metal. Processes will involve hand tools for marking out, cutting, shaping and finishing, and a variety of power tools and machines.



Robotics

Students use the RCX and LEGO pieces included in LEGO Mindstorms Building Sets. They then learn to create a program for their robot using ROBOLAB, an easy to use programming language. Once familiar with the basics of designing, building and programming, students then work in groups to produce solutions for problem-based activities and challenges.

Textiles

Using the Design cycle, students explore textiles and creating useful objects. Students work in a fully equipped sewing room and use sewing machines to create their objects. Student explore fabrics and their qualities in terms of durability and function as well as the aesthetic elements to create objects that they will use, such as bags and pillow cases.

Sustainability

Comprising of a wide range of units, all of which have large practical components, sustainability includes units of work such as caring for a planted area; preparing soil and applying mulch; preparing and planting hanging baskets or vertical gardens; preparing ground for sowing or planting; watering an area of plants in containers (pots) or garden beds through irrigation; understanding the principles of plant science and organic horticulture; understanding the basic principles of organic horticulture. All of this takes place in an outdoor classroom which students help to create. This is a year 9/10 elective course.

Design Enrichment

Gold Creek School provides a range of co-curricular activities for technology students to be involved in and to assist their classroom learning. Initiatives include a photography excursion to several key locations in Canberra, and a robotics excursion to Questacon.

Google Classrooms

At Gold Creek School we use the Google Suite as our principle platform for managing class content. The Google Suite includes Docs, Slides and Sheets as the word processing, presentation and spreadsheeting tools respectively. The suite also includes a digital portal called 'Google Classroom', which facilitates paperless communication between teachers and students and streamlines educational workflow.

Students will be enrolled in a Google Classroom for each of the subjects they study at Gold Creek School. That Classroom will allow students to be assigned work, submit formative and summative assessment tasks, access class material and receive reminders and feedback from teachers.

Parents/carers can choose to receive email summaries showing your child's progress in their Classroom. You can choose the frequency of the emails, such as daily or weekly. Guardian email summaries include:

- missing work—work that's late at the time the email was sent
- upcoming work—work that's due today and tomorrow (for daily emails) or work that's due in the upcoming week (for weekly emails)
- class activity—announcements, assignments, and questions recently posted by teachers.

In order to receive these emails, you must receive and accept an email invitation from one of your child's teachers. When you accept an invitation, you, your child, and the person who invited you receives an email confirmation. Once you are registered as guardian in one of your child's classrooms, you are registered in them all. To manage your email summary settings, you need a free Google Account. You do not need a Gmail address to create the account. You can use your current email address.

Google has prepared an excellent detailed information page which includes all the details above, with further information. The easiest way to access this information is go to www.support.google.com and then search for 'classroom email summaries for guardians'. You'll also note on the right-hand side of the page that there is a link to a Guardian Email Summaries FAQ.

If you have any further questions regarding your child's Google Classroom, please do not hesitate to contact their Pastoral Care teacher for support and assistance.

Education Perfect

Education Perfect is an online learning tool that Gold Creek School integrates into the curriculum.

Education Perfect enables students to focus on learning, providing structured lessons suitable for both the classroom and individual learning. These lessons start with introductory slides, so students gain a good understanding of the topic before it's taught. Rich images and videos break down difficult concepts and give students a thorough understanding of the topic. It also allows the teacher to monitor student progress and pass this feedback onto parents/carers through a feature called the Control Panel.

Parents and Carers can engage in their child's learning by allocating regular time to work together through Education Perfect Smart Lessons and encourage participation in Education Perfect competitions. Parents and Carers can assign their email address to a student account to receive regular updates as work is due and results released.

The resource has been successfully implemented in over a thousand schools from around the world, with notable impacts on student motivation and grades. Students gain points for every question they answer, they can therefore compete against their friends in a fun, educational and safe environment at their own pace.

You are welcome to visit their website for more information – <http://worldseries.educationperfect.com>. Education Perfect has replaced text books and a \$50 per year levy is required to access this resource.

Library

The Senior Site Library is an extensive resource centre. Students can browse and borrow a range of books including fiction and non-fiction and access to electronic books. The library is staffed by a school librarian and a librarian assistant, who provide support for students to access all of the library's resources.

Classes regularly book into the spaces of the library. Students can also access the space during break times as a quieter environment. Students use this time to read and even join in social activities like card games and chess.

The library has a range of resources written in other languages to meet the diverse language needs of students at Gold Creek School. These resources are also invaluable for our students as they study their second language.

Students are supported in developing information, media and digital fluency skills through a team-teaching collaborative approach shared between the Teacher Librarian and subject-specific teachers. The library catalogue on Oliver is available [HERE](#) or via the Digital Backpack, and can be accessed from any computer at school or home using the student's protected password. On Oliver, students can access carefully curated print and digital resources specific to their Units of Inquiry to help them with their assignments and research.

The teacher-librarian supports students in developing critical literacy skills including academic honesty requirements of the school.

Inclusion at Gold Creek School Gifted and Talented

Gold Creek School caters for gifted and talented students from Preschool to Year 10 who demonstrate a level of giftedness as described in the ACT Education Directorate 'Gifted and Talented Students' Policy' (2014):

'**Giftedness** refers to a student's outstanding natural abilities or aptitudes, located in one or more domains: intellectual, creative, social, perceptual or physical, and recognises the diverse abilities of students.'

'**Talent** refers to a student's outstanding performance in one or more fields of human activity: academic, technical, science and technology, arts, social service, administration or sales, business operations, games or sports and athletics.'

Mildly gifted students represent the top 2-10%, and Moderate to Profoundly Gifted students represent the top 1% of the population. A student may be in the top 1% for some areas and below for others. Each student will be supported based on their needs, including collaboratively creating an Individual Learning Plan (ILP) if required.



- All students in the gifted and talented programme will have a differentiated curriculum supported by the International Baccalaureate Middle Years Programme (IB MYP)
- Access to our advanced classes based on areas of giftedness
- Access to extension and enrichment opportunities
- Involvement in a wide variety of extra-curricular activities
- Placement with likeminded students as identified in ILP meeting.

Gold Creek School is committed to providing a curriculum for gifted and talented students that is academically rigorous, intellectually stimulating and sufficiently flexible to meet their educational, social and emotional needs. Student needs are catered for through differentiation; a process of working with each learner and identifying the most effective strategies for achieving agreed goals.

We employ a range of educational provisions, some of which are listed below:

In Class provisions	School and sector wide provisions
Clustering – ability and interest groups and classes	Mentoring – school/community
Negotiated tasks and independent learning	Competitions
Compacting the curriculum	Tournament of Minds
Pre-testing to build on existing knowledge	Da Vinci Decathlon
Co-operative learning	Mathematics Challenge
Open-ended tasks using higher order thinking skills	Resource Based Learning
Leadership opportunities	Electives opportunities
Information/research skills development	Flexible timetabling
Project learning	Clubs
Online learning platforms	Interschool debating

An application for the Gifted and Talented Programme is available on the school [website](#).

Band

The Gold Creek Senior School band consists of students in years 7 to 10 with a wide range of abilities from first timer to experienced students. Band rehearsals occur once each week during class time with a varying timetable to have minimal impact on student learning. If you are new to playing an instrument, there will also be an extra compulsory rehearsal during a lunch break. Other students may drop into this session for extra rehearsal time too.



Students who join the school band are expected to commit for a minimum of a year. If your child is interested in joining the school band – please see more information here: <http://bit.ly/goldcreekschoolbandinterest>

If students are interested in having private tuition on an instrument, these are provided by Canberra Music Tuition – please fill in the enrolment form if you are interested:

<https://canberramusictuition.com.au/enrol/>

The school have recently started up a Jazz Band. This is for more experienced musicians, and students from any year group can audition to be in this. We will be running auditions within the first two weeks of term 1.

Vocal Group

Gold Creek School have a vocal group for students who are interested in singing, rehearsal is weekly at lunch times.

Throughout the year, there are numerous opportunities for performance, both in and out of school. The emphasis is very much on participation and making music fun. The optional 'Prepare, Promote, Perform' Community Connection class supports students with extra rehearsal times for these performances. If you have further questions regarding music at Gold Creek School, please email philippa.simpson@ed.act.edu.au

Homework Club

Homework Club is run every Wednesday (week 2 to week 9) at 3.30 pm to 4.30 pm every term and is open to all Gold Creek Senior Site students. Students can receive either individual support from teachers, work together with other students or work on their own. Students are encouraged to use this resource to help with any homework, assignments, projects, essays or questions they have, the staff are here to support our students to achieve their academic goals. They have access to computer labs and library resources at this time.

Breakfast Club

Gold Creek School provides a light breakfast Wednesday morning (week 2 to week 9) 8.00 am to 8.45 am, the purpose is to provide a positive start to a student's day. Feed the body feed the mind.

School Houses

Gold Creek School has four houses, all named after Australian flora they are: Eucalyptus (green), Blue Gum (blue), Waratah (red) and Wattle (yellow). Students can gain points throughout the year for their houses through either academic, contributing to the community with even the smallest of actions or in the sports arena. The student's surname determines which house they will be in:

Eucalyptus	A to E
Blue Gum	F to Le
Waratah	Lf to Ri
Wattle	Rj to Z

Cultural Integrity

Gold Creek School values the diverse cultural stories of all students and supports them to reach their potential.

The aspirations, learning and wellbeing needs of all Aboriginal and Torres Strait Islander students are supported through individualised learning programs, student services programs and the collaborative and respectful relationships developed with parents, local community members, service providers and agencies.

All staff and students are provided with opportunities to understand Aboriginal and Torres Strait Islander histories, cultures, languages and knowledge systems through professional learning and curriculum delivery

Disability Education

Gold Creek School caters for students with a disability in years 7-10. We are committed to providing rigorous, authentic, hands on learning experiences each individual's needs through the small group programmes and in mainstream classes.

Staff, students and families work together to attain goals identified in Individual Learning Plans (ILPs) and develop an Integration Support Program (ISP) to assist each individuals learning.

FLEX

FLEX is a dedicated learning space, to maximise individualised instruction and support student achievement.

Targeted assistance is offered for students enrolled in specialised programmes, or those requiring additional support. Assistance is offered by experienced teachers and learning support assistants in individualised and small group tutoring.

The number, frequency and scope of sessions attended by students is related to the individual student needs.

Student Services Support

The Student Services team assists all students in improving their wellbeing both in and outside of school. The team provides both wrap-around, case management and universal supports for students.

Specialised programmes are run each term to cater for the needs of students and they may include programmes on friendship, anxiety, role modelling, arts and health. We also liaise with community organisations and outside agencies to improve supports for students outside of the school. We work closely with all classroom teachers to assist students when they are having facing challenges and work with year coordinators to help identify areas of need. Students can self-refer; or parents or teachers can suggest they seek support in a welcoming environment outside of the classroom.

- **Director of Community Partnerships** – who works with students, staff, families and external agencies to oversee student leadership and voice, Aboriginal and Torres Strait Islander education, student mental health and wellbeing and the implementation of programs to develop resilience and positive social and emotional cohesion amongst the school community.
- **Executive Teacher** - Student Engagement who works with students, staff, families and external agencies to support students and teachers to provide the best learning outcomes for all individual students.
- **Defence School Mentor** - who works with other staff and defence families to ease transitions and act as the first port of call for defence students and families.
- **Youth Support Worker** - who is available to provide advice to students feeling lost and supports the Executive Teacher – Pastoral Care in the implementation of programs to develop resilience and positive social and emotional cohesion amongst the school community (Years 7-10)

- **School Psychologist** - who works with students and families to help address mental health, social, family and academic issues not able to be worked through with the other members of the Student Engagement team.
- **Careers and Vocational Education and Training Coordinator** - who supports the Executive Teachers – Pastoral Care and Student Engagement to support students in accessing Work Experience, transition pathways to full time work, Australian School Based Apprenticeships and Vocational Education and Training through Canberra Institute of Technology or private providers.

Student Services is also responsible for developing the Social and Emotional Learning (SEL) curriculum run through pastoral care classes. Students participate in SEL within the pastoral care group environment to develop themselves as individuals and to develop strong connections with other students and their teachers. The pastoral care teacher remains with the group throughout their four years on the senior site wherever possible and as such develops a strong rapport with the group and their families. The pastoral care teacher is the first point of contact for parents and students as issues and needs arise. They are supported by a year coordinator who is able to assist in resolving issues using a restorative framework or offering support to students in their year group.

Communication

Family Engagement

Family engagement recognises that both families and teachers play an important role in students' learning, development and well-being. There are many ways families and

schools work together to support students. We encourage families to give feedback and suggestions to the programmes at Gold Creek School.

Families are welcome to contribute to the decision-making procedures of the school through the School Board or the P&C.

School Board

The Board is the policy-making body of the school. Its major functions are to:

- determine the educational policies to be implemented at the school
- determine the purposes for which funds made available for the school are to be expended
- develop relationships between the school and the community and between the school and community organisations.

Parents and Citizens (P&C) Committee

The Gold Creek P&C Committee plays a vital role in assisting in the day to day running of the school and is involved in making decisions on some of the programmed activities and excursions and enhancing the development of students at the school. All parents are encouraged to attend meetings. As well as its more official activities, the P&C provides an informal meeting ground for parents and teachers and serves an important fundraising function for the school. The P&C hold meetings at 6.00 pm in week 4 and 8 of each term. You can reach out to the P&C through their Facebook page.

Evidence of Learning - Reporting to Parents

Each term we report both formally and informally to parents on student achievement and growth.

Written reports are sent home to parents at the end of both the first and second semester. On the senior site, students are provided with written reports in the subjects studied. Student achievement is determined through reference to both the MYP marking criteria and the Australian Curriculum Achievement Standards. Pastoral care teachers also provide a pastoral care comment to parents.

Mid way through each semester parents are provided with reports on student progress and these reports are followed with parent teacher interviews for parents to discuss student progress in more detail.

Communication with families

'Senior Site Bites', the senior site specific newsletter, is sent home each week. It provides a range of information about the school and includes upcoming events. The Gold Creek P-10 newsletter is sent home three times a term and will replace the Senior Site Bites for those weeks.

School Website

The Gold Creek School website <http://www.goldcreek.act.edu.au> provides an abundance of information on school routines, upcoming school events, school reporting schedule, policies and much more.

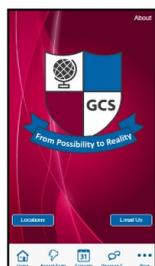
Gold Creek School Facebook

Our school has a Facebook page to update our community about our events, activities, excursions and happenings at the school. Go to [GCS Facebook page](#) and 'Like' our page.

Gold Creek Twitter Feed

Gold Creek School keeps the community updated of key events at the school through our Twitter feed. You can follow us on: [@GoldCreekSchool](#)

GCS School App & Reporting Student Absences



Option 1

Using the school App allows you to report student absences, check the school calendar, read newsletters and receive important information via sms on your mobile phones (provided you allow push notifications). All this is available through our school App!

Download the school App NOW, to help us keep in touch!
(Download from Apple Store or Google Play).

Option 2

email senior site: GoldCreek.StudentSeniorAbsences@ed.act.edu.au

Option 3

The other option is by leaving a short message via our dedicated absence number:

Senior Site: 6142 1323

If using the number above, please leave a short message stating student name, year, PC class and reason for absence eg. Late/Sick or Leave.

Your Contact Details

It is important to keep the school informed of any change to your home address and contact telephone numbers (including work numbers) so that immediate contact can be made if necessary.

Please email changes to your information to info@goldcreek.act.edu.au.

Policies and Procedures

Gold Creek School policies and procedures are updated on an on-going basis. All our policies and procedures are informed by the EDU policies:

http://www.det.act.gov.au/publications_and_policies/policy_a-z

You will find details about specific Gold Creek School policies and procedures that have been approved by the School Board on our [website](#).

Mobile Phone Rules



Gold Creek School has a mobile phone rule. When students are in the buildings their phones must be off and in their bags.

If you need to contact your child in an emergency, please call the school direct on 6142 1300 and we will get the message to them.

For non-urgent messages you can send an SMS and students can check their phones during breaks.

School Uniform

The students of Gold Creek School are encouraged to wear their school uniform with pride as it contributes to school unity, develops a sense of belonging and it also acts as a means towards providing equality amongst children, regardless of socio-economic background. Student adherence to our uniform policy ensures that our shared reputation within the broader community facilitates goodwill and makes clear to all that these young people are part of a school that values dignity and professional presentation. The uniform supports occupational health and safety issues of safe and practical clothing particularly in workshops and practical areas.



The school uniform can be purchased from Lowes Schoolswear or Chilada. Both shops are located in Gungahlin and a full list of items can be found at - [Lowes Schoolswear Online](#) or [Chilada](#).

Book Packs

A 2021 book pack list will be distributed before the end of the 2020 school year. It is necessary for families to purchase these book packs as they provide essential resources for students to engage adequately in our curriculum. The information provided will include a number of options for ordering book packs, including online purchasing. However, parents are welcome to source their own resources as suits the needs of each

family. If you would like an indication of what may be on the list and approximate costings, please view our 2020 book list on our [website](#). Students will also need to pay for online subscriptions to support their learning. These digital resources replace the need for textbooks.

Chromebooks

All students will be provided a Chromebook in year 7 or on starting in an ACT public school as part of the ACT Government's commitment to education. This device is owned by the school but loaned to students for up to four years. Students will need to replace the device if damaged as per the user agreement available on the school website at [IT/Chromebooks information and application form](#).

Term Dates 2021

Term 1, 2021	Monday, 1 February to Friday, 2 April
Term 2, 2021	Monday, 19 April to Friday, 25 June
Term 3, 2021	Monday, 12 July to Friday, 17 September
Term 4, 2021	Tuesday, 5 October to Friday, 17 December

Term Dates 2022

Term 1, 2022	Monday, 31 January to Friday, 8 April
Term 2, 2022	Monday, 25 April to Friday, 1 July
Term 3, 2022	Monday, 18 July to Friday, 23 September
Term 4, 2020	Monday, 10 October to Friday, 16 December

Appendix 1 – Timetable Week A

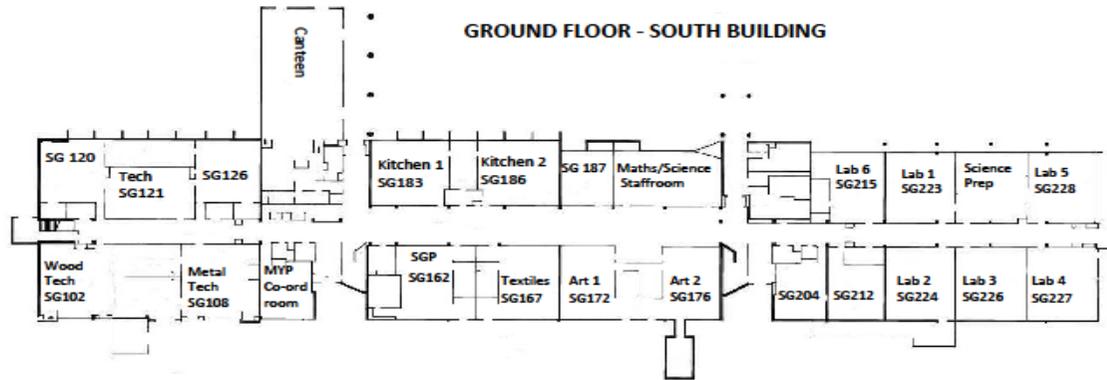
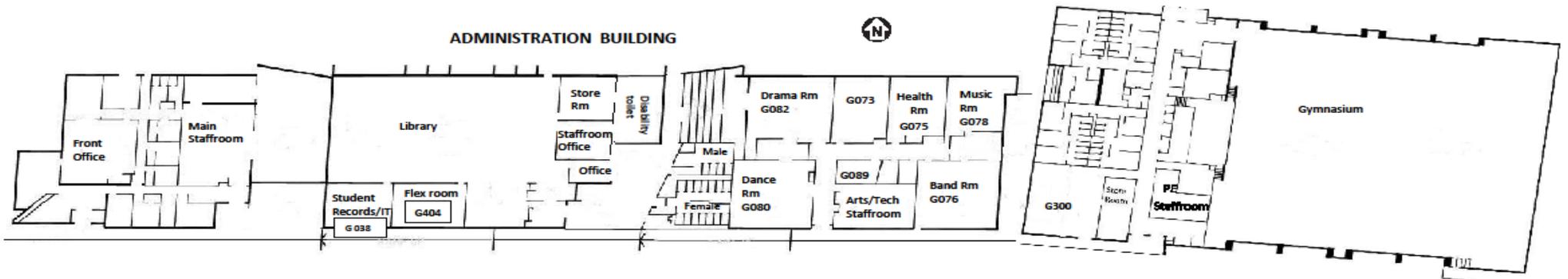
WEEK A									
Monday		Tuesday		Wednesday		Thursday		Friday	
8:50	A	8:50	C	8:50	G	8:50	E	8:50	D
9:50	PC	10:05	PC	9:50	PC	10:05	PC	9:50	PC
10:00	Break 1	10:15	Break 1	10:00	Break 1	10:15	Break 1	10:00	SEL
10:20	G	10:35	Community Connections	10:20	C	10:35	F	10:40	Break 1
11:20	E	11:50	B	11:20	A	11:50	G	11:20	B
12:20	Break 2	1:05	Break 2	12:20	Break 2	1:05	Break 2	12:20	F
1:00	D	1:45	D	1:00	F	1:45	A	1:20	Break 2
2:00	B			2:00	E			2:00	C

Timetable Week B

WEEK B									
Monday		Tuesday		Wednesday		Thursday		Friday	
8:50	B	8:50	PC	8:50	F	8:50	E	8:50	F
9:50	PC	10:05	PC	9:50	PC	10:05	PC	9:50	PC
10:00	Break 1	10:15	Break 1	10:00	Break 1	10:15	Break 1	10:00	ASSEMBLY
10:20	D	10:35	B	10:20	E	10:35	A	10:40	Break 1
11:20	E	11:50	D	11:20	C	11:50	G	11:20	C
12:20	Break 2	1:05	Break 2	12:20	Break 2	1:05	Break 2	12:20	B
1:00	A	1:45	C	1:00	G	1:45	F	1:20	Break 2
2:00	G			2:00	A			2:00	D

Appendix 2 – School Map

GOLD CREEK SHOOOL - SENIOR SITE MAP



Evacuation Point – Basketball Courts

