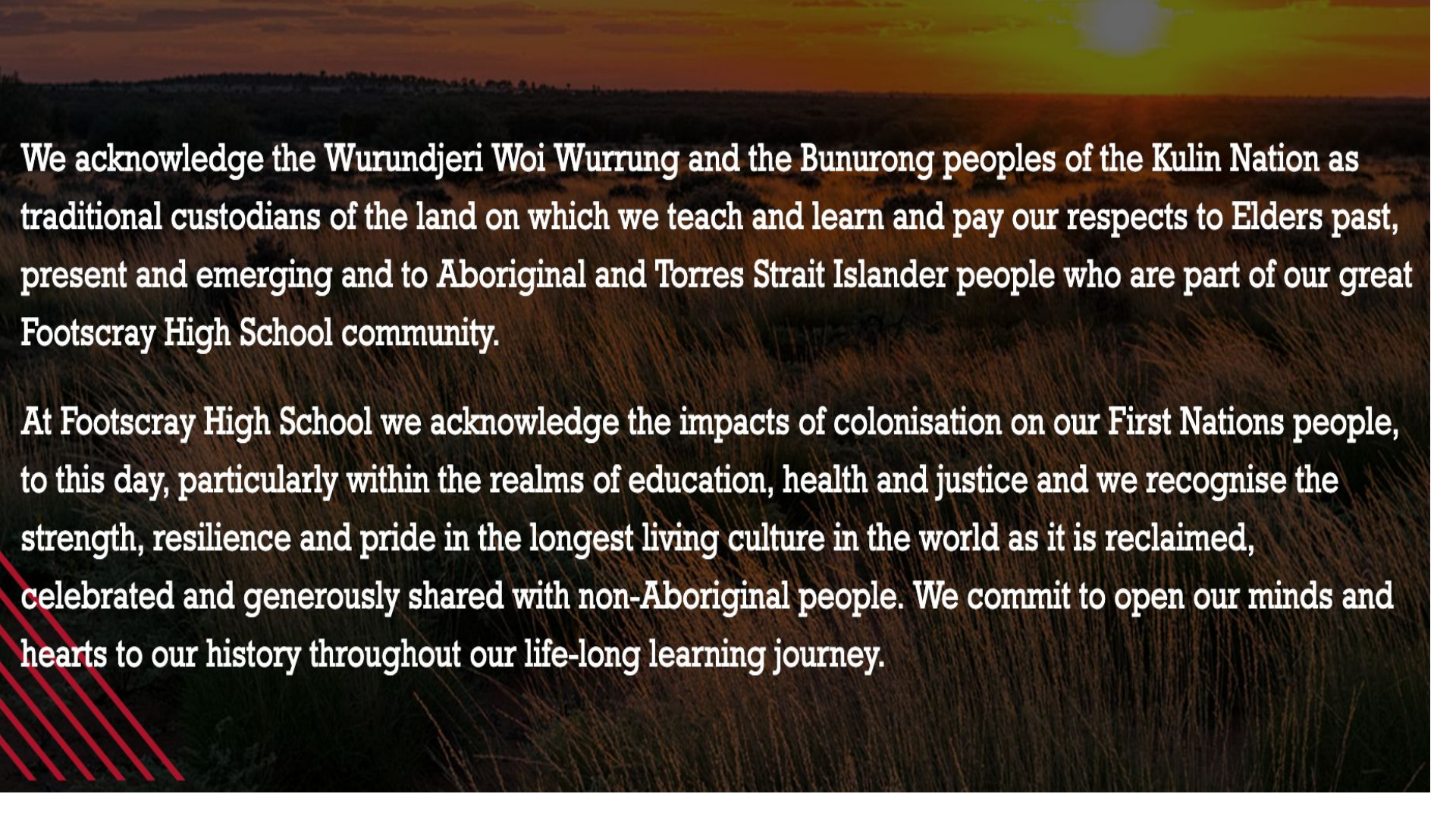




Footscray
High School

Year 6-7 Transition 2021



We acknowledge the Wurundjeri Woi Wurrung and the Bunurong peoples of the Kulin Nation as traditional custodians of the land on which we teach and learn and pay our respects to Elders past, present and emerging and to Aboriginal and Torres Strait Islander people who are part of our great Footscray High School community.

At Footscray High School we acknowledge the impacts of colonisation on our First Nations people, to this day, particularly within the realms of education, health and justice and we recognise the strength, resilience and pride in the longest living culture in the world as it is reclaimed, celebrated and generously shared with non-Aboriginal people. We commit to open our minds and hearts to our history throughout our life-long learning journey.



Footscray
High School



Footscray
High School

Our Pillars

Unity

Our school is built on collaboration.

This is where three campuses, many cultures and infinite personal journeys unite with pride and with purpose.

We lift each other up, building on the strength and support of our whole community to achieve greatness.

Respect

Respect – for ourselves, our colleagues, our individual traditions and our shared future.

We treat each other with care, compassion and kindness; we act with integrity; and we are engaged in making a positive impact on our world.

Creativity

We embrace doing things differently because we want to make a difference.

We draw on wisdom, experience and our own original thinking to create new possibilities.

Future focused, open minded and proudly progressive, we constantly seek a better way.

Endeavour

The boldness of our vision is matched by our relentless spirit, our self-belief and the pride that comes from hard work. The enthusiasm which drives our endeavour also demonstrates our character. In the classroom and beyond, we strive to be our very best.

Our Core Essence

BRAVERY

We are proud to be part of something bigger. Our school is an inclusive community built upon values of unity, respect, creativity and endeavour. We believe in working hard and working together in a positive environment, where each individual is engaged and empowered to discover purpose and develop skills for life. Eyes cast forward, shoulder to shoulder, and with a fire in our heart, we are learning to make a new tomorrow, together.

The Leadership Team

Frank Vetere - Executive Principal Footscray High School

John Box - Barkly Campus Principal

Maria Chrisant - Barkly Assistant Principal

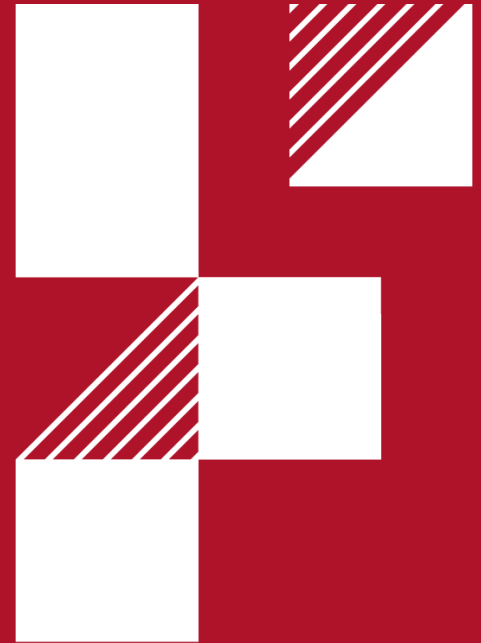
Rob Mcleod - FHS Operations Principal

Ashley Dawson - Junior Program Manager

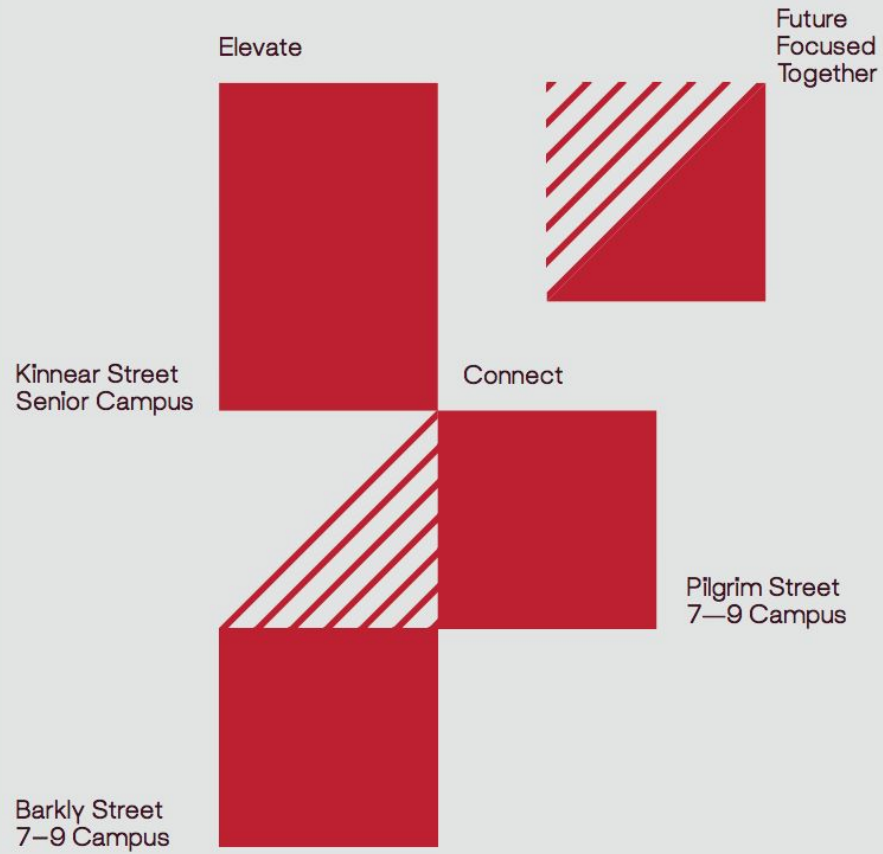
Sarah De Barros - Student Wellbeing

Rebecca Grieve - Transition

Nancy Bragaglia - Enrolment Officer



**Footscray
High School**



Unity - Three Campuses - One School

 **Barkly Campus**

2021 - Years 7 and 8
2022 - Years 7, 8 and 9

 **Pilgrim Campus**

2021 - Years 9 - 12
2022 - Years 10 - 12

 **Kinnear Campus**



Barkly Campus



Pilgrim Campus



Junior Program Structure - Barkly and Pilgrim Campuses

Student Learning Community

- Team of Teachers and Support Staff
- 4 Homegroups
- 100 students
- Academic and Wellbeing Advocates

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Campus Principal
Assistant Principal
Leading Teachers and Learning Specialists
Education Support Staff
Growth Mindset and Respectful Relationships



Year 7

We get to know our students in Year 7 and introduce them to the learning behaviours and experiences that will support them to flourish at FHS. As a foundation year, the deliberately discipline based program introduces students to the core of the junior curriculum: Global Views, Living Longer , Healthier and Happier, and STEAM. Students are supported at the their point of need in the skills and knowledge of all learning areas of the Victorian Curriculum. They explore the pedagogy of inquiry and the benefits of it as a mode of learning and as a way to improve their world. Students from both junior campuses experience scaffolded inquiry together in STEAM for one day a week for one semester, both on campus, and in the community



Year 8

The Year 8 program builds on the curriculum and wellbeing foundation of year 7 to further progress all students from their point of need in the key skills and knowledge of the Victoria Curriculum,. Deliberate interconnections are explored between the learning areas through the core themes of Global Views, Living Longer , Healthier and Happier, and STEAM. Students move towards greater autonomy in their inquiry learning through engaging in STEAM based projects for one day a week for a semester, spending more time in the community addressing real world challenges. Students graduate from year 8 with the skills, knowledge, and capabilities ready to flourish in a more inquiry focussed year 9.



Year 9

In Year 9, students deploy the skills, knowledge and capabilities developed over the previous two years independently in a primarily inquiry based program. The skills and knowledge required to excel academically in the senior years are backwards planned into discipline based units across core learning areas, of the Victorian Curriculum. This is balanced with a wide range of inquiry based elective subjects that support students to pathway into the senior years at the Kinnear Campus. Students engage in all day inquiry units that take them into the local community and beyond. Year 9 students graduate their junior campus imbued with the four pillars of the FHS, and with the skills, knowledge, capabilities and direction to flourish at the senior school in whichever pathway they choose.

The Senior Years

Our students transition into their senior years at FHS with the skills, knowledge, and capabilities to flourish in their chosen field of study.



Year 7 and 8 Curriculum Program - Barkly and Pilgrim Campuses will follow the same curriculum program

Core Themes	Curriculum Focus	Mode of Learning	Learning Areas
STEAM	<ul style="list-style-type: none"> • Learning about Sustainability • Curiosity • Critical and Creative Thinking • Inquiry and Problem Based Learning • Global citizenship • Student Voice and Agency • Ethical Capability • Intercultural Capability • Personal Social Capability 	STEAM Community <ul style="list-style-type: none"> • Interdisciplinary Learning • Authentic Project Based Inquiry 	Science Technology and Engineering The Arts Mathematics Digitech
		STEAM - Tech <ul style="list-style-type: none"> • Interdisciplinary Learning • Discipline Based Learning 	Science Technology and Engineering The Arts Mathematics Digitech
		Discipline Based Learning <ul style="list-style-type: none"> • Team teaching 	Mathematics Science The Arts - Music, Drama, Art Technology - Food and Digital
Global Views	<ul style="list-style-type: none"> • Literacy and Oracy • Learning Aboriginal and Torres Strait Islander histories and cultures • Learning about Australia's involvement with Asia • Intercultural Learning • Ethical Capability • Critical and Creative Thinking 	Interdisciplinary Learning	English and EAL Humanities
		Discipline based Learning	Languages <ul style="list-style-type: none"> • Japanese • Italian
Living Longer, Healthier, and Happier	<ul style="list-style-type: none"> • Growth Mindset • Brainology • Metacognition • Personal and Social Capability • Collaboration • Respectful Relationships 	Intensive Masterclass <ul style="list-style-type: none"> • Learning Community • Whole School 	Brainology and Growth Mindset Health
		Discipline Based Learning	Health and Physical Education Sport / Leadership and Participation



Year 9 Curriculum Program - Kinnear Campus (2021)

Core Themes	Curriculum Focus	Mode of Learning	Learning Areas
STEAM and SUSTAINABILITY	<ul style="list-style-type: none"> • Learning about Sustainability • Curiosity • Critical and Creative Thinking • Inquiry and Problem Based Learning • Civics and Citizenship • Global citizenship • Student Voice and Agency • Ethical Capability • Intercultural Capability • Personal Social Capability 	Community Action Project <ul style="list-style-type: none"> • Interdisciplinary Learning • Community Based Based Inquiry Project - City Campus 	Humanities - Civics and Citizenship English Science Technology and Engineering The Arts
		Community Action Project - STEAM and SUSTAINABILITY <ul style="list-style-type: none"> • Interdisciplinary Learning • Community Based Based Inquiry Project 	Science Technology and Engineering The Arts Mathematics
		Discipline Based Learning <ul style="list-style-type: none"> • Core Subjects Interdisciplinary Learning <ul style="list-style-type: none"> • Elective Subjects 	Mathematics Science The Arts Technology
Global Views	<ul style="list-style-type: none"> • Literacy and Oracy • Learning Aboriginal and Torres Strait Islander histories and cultures • Learning about Australia's involvement with Asia • Intercultural Learning • Ethical Capability • Critical and Creative Thinking 	Discipline Based Learning <ul style="list-style-type: none"> • Core Subjects Interdisciplinary Learning <ul style="list-style-type: none"> • Elective Subjects 	English and EAL Humanities
		Discipline based Learning <ul style="list-style-type: none"> • Elective Subjects 	Languages <ul style="list-style-type: none"> • Japanese • Italian
Living Longer, Healthier, and Happier	<ul style="list-style-type: none"> • Growth Mindset • Metacognition • Personal and Social Capability • Collaboration • Rights, Resilience and Respectful Relationships 	Discipline Based Learning <ul style="list-style-type: none"> • Core Subjects Interdisciplinary Learning <ul style="list-style-type: none"> • Elective Subjects 	Health and Physical Education Sport / Leadership and Participation

Extending our High Performing Students



- High performing students at FHS will have the opportunity to participate in DET's ***Student Excellence Program***
- The program recognises and supports high ability students to reach their full potential
- The new Victorian High-Ability Program will provide enrichment opportunities for our selected students to participate in the ***Victorian High Ability Program and Victorian Challenge and Enrichment Series***



Academic
EXCELLENCE

Literacy Support and Extension

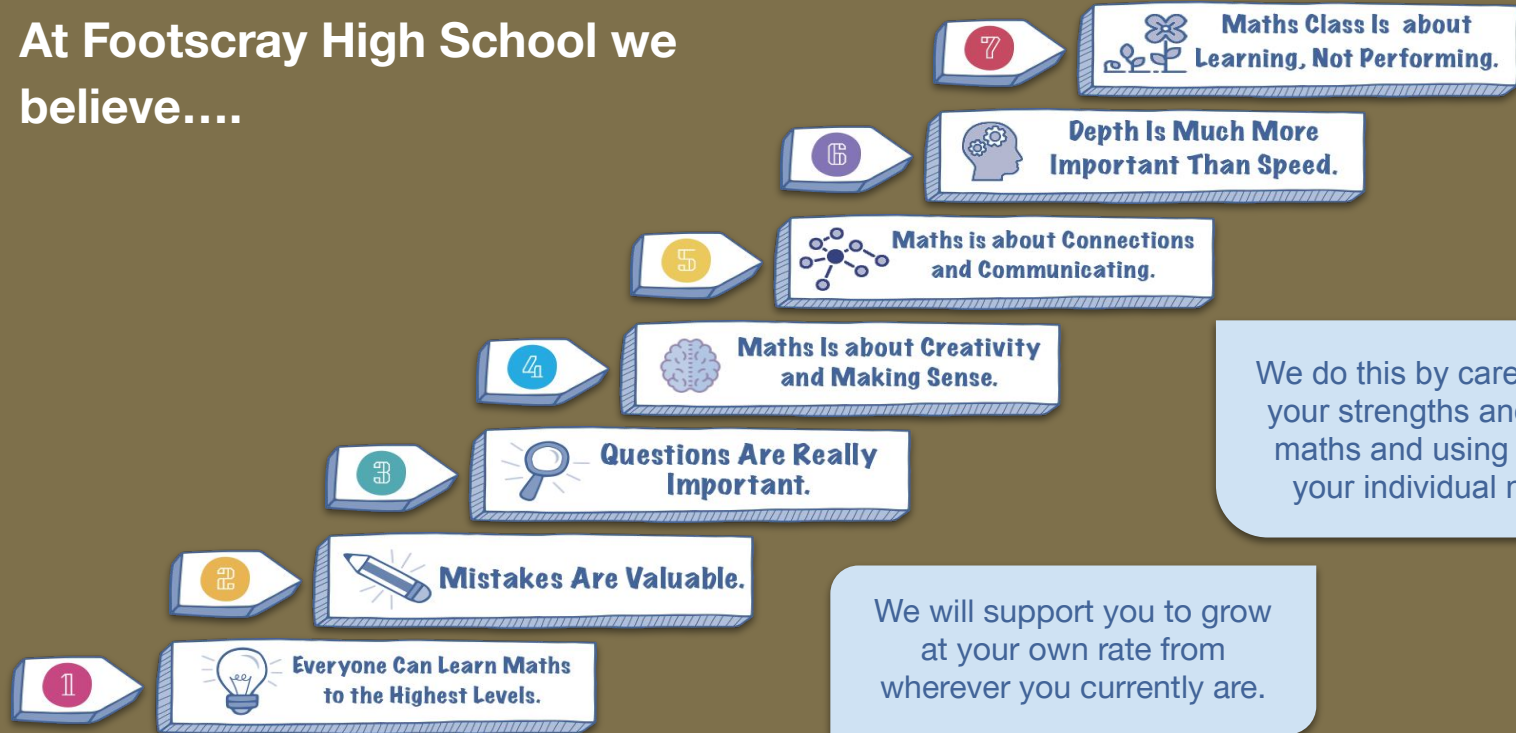


We have a three tiered literacy framework:

Level of intervention	Where?	By Who?	What?
Tier 1	In Class	Classroom Teacher supported by Literacy Learning Specialist	<ul style="list-style-type: none">• Explicit, differentiated teaching• Reading sessions in library• Literacy instruction framework drawn from Misty Andoniou and John Munro - more information here.
Tier 2	Withdrawal from Language classes (Japanese or Italian)	Literacy Specialist Teacher	<ul style="list-style-type: none">• Small group size• Explicit and targeted teaching• Supporting students with the literacy demands of mainstream class work
Tier 3	Withdrawal from some mainstream classes depending on need	Literacy and Dyslexia Specialist	<ul style="list-style-type: none">• 1 on 1 instruction where appropriate• Explicit instruction targeted at gaps in literacy and language• Student and parent support for dyslexia diagnosis and intervention by an AMADA accredited Teacher

Numeracy Support and Extension

At Footscray High School we believe....



We do this by carefully diagnosing what your strengths and weaknesses are in maths and using this data to map out your individual numeracy pathway.

We will support you to grow at your own rate from wherever you currently are.

FUTURE

FOCUSED.

OPEN

MINDED.

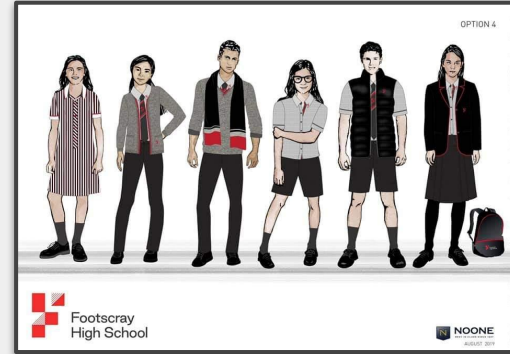
PROUDLY

PROGRESSIVE.

Our Uniform, Your Uniform

For the latest information about our amazing student designed uniform, our uniform policy, and how to arrange fittings and orders, please visit

<https://footscray.vic.edu.au/our-school/uniform/>



Technology in the classroom



Technology at Footscray High School is ubiquitous and invisible, our devices are just one of many tools we use to support the learning in our school.

Our four pillars come together in the digital sphere via the G-Suite for Education and a myriad digital programs that support our curriculum.

UNITY

- Collaboration
 - Student ⇌ Student
 - Student ⇌ Teacher
 - Teacher ⇌ Teacher



RESPECT

- Digital Citizens
 - Engage positively and with integrity online
 - Critically literate

CREATIVITY

- Leveraging Technology to find better ways

ENDEAVOUR

- Technology enables us to strive to achieve our goals

FHS - Growth Mindset and Brainology



Our school is anchored in the belief that every learner is capable of achieving growth in their academic, personal, and social lives. Underpinning this belief is the idea that resilient learners always maintain a 'growth mindset'. Watch below for more information

Growth Mindset
Failure is the most essential step to success

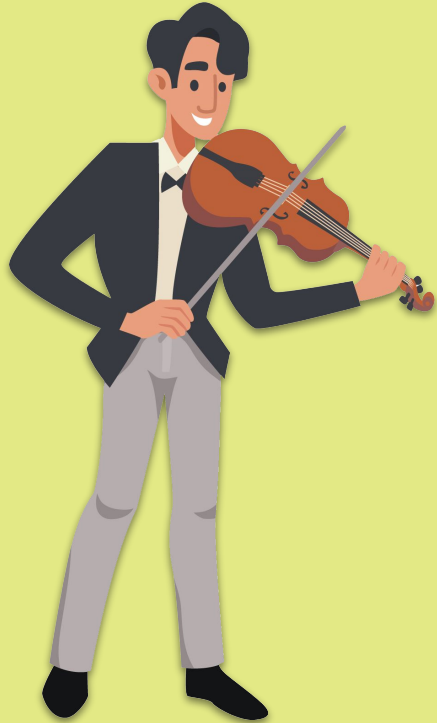
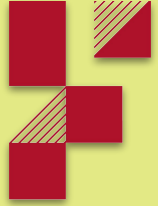
Brainology for Schools is a blended learning curriculum that teaches students how to develop a growth mindset. Brainology is a fun, interactive program that shows students how their brains – like their muscles – become stronger with effort and practice.

<https://www.mindsetworks.com/programs/brainology-for-schools>

Year 7 Camp - The Summit - Trafalgar, Gippsland



FHS Instrumental Music Program



Our program

The instrumental music program (IMP) will be a co-curricular program offering students the opportunity to learn to play a musical instrument and rehearse and perform in an ensemble.

It operates alongside the classroom music program (CMP) and has been an important pathway in preparing students for the demands of VCE Music.

FHS Instrumental Music Program



How does it work?

Students are withdrawn from regular timetabled classes on a rotating basis for either one or half a period per week to attend IMP specialist tuition, usually in a small group.

Major ensembles rehearse outside of timetabled classes (i.e. before/after school or at lunchtime). In some cases, IMP groups are the ensemble. Ensembles are mostly directed by Instrumental Music Teachers (IMTs).

FHS Instrumental Music Program



Enrolment

An IMP letter will be sent with enrolment documents. This makes available a link to a Google Form where an expression of interest can be registered for instrument choice, allowing data to be collected on students with previous experience.



Instrumental Music Program 2020

Year 7 students at Footscray High School have the opportunity to join the Instrumental Music Program which operates as an extra-curricular activity. Students may elect to take lessons on an instrument (including voice) which take place during class time. Students come out of a regular timetabled class to attend on a rotating basis so that the same class is not missed each week.

Students also will be placed in an ensemble which in most cases rehearses during lunchtime, after school or before school. Performances take place each term in both formal and informal settings, and students are expected to participate in these which often occur on weeknights.

The instruments available

Trumpet	Flute	Violin	Percussion	Guitar
French Horn	Clarinet	Viola	(including drum kit)	Electric Bass
Trombone	Saxophone	Cello		Voice (singing)
Tuba		Double Bass		

A limited number of instruments are available for hire at \$150 per year (but not guitar, electric bass or drum kit) and the cost to join the program is \$400 per year.

Piano lessons are also available but operate differently as a private teacher not employed by the school offers these at school. A fee of \$25 per 30 minute lesson is paid directly to the teacher and the other fees are not applicable.

Some (but not the only) Ensembles

Concert Band, Stage Band, String Ensemble, Choir, Brass Ensemble, Percussion Group, Rock Bands, Improvisers' Collective, Sax Quartet and other small chamber groups according to interest and opportunity.

Interested?

Step 1. Go to <https://go.gform.io/forms/7th/Show/61/hz210> (also available as a link on the FHS website under co-curricular) to register an expression of interest in joining the program. This link will remain live until early next year, but places will fill up for some instruments by Orientation day. Chrome is the most reliable browser for this link.

Step 2. At orientation day, students will be given a note to inform them of the instrument they have been allocated based on the preferences indicated in the online form. Where demand exceeds supply students will be placed on a waiting list.

Step 3. Once notified of a place in the program, fees can be paid via Compass and lesson timetables will appear on the student's Compass schedule. Do not pay until a place in the program has been offered.

Any questions? Contact Paul Dooley (Director of Music) 8371 3422 dooley.paul.p@edumail.vic.gov.au



The Enrolment Process

For the latest information on enrolment or any other aspects of our school, please go to our website, linked here:

School Information - <https://footscray.vic.edu.au/>

Enrolment - <https://footscray.vic.edu.au/enrol/enrolment-process/>



The background features a central horizontal band of red. Above this band is a wide, olive-green horizontal strip. Below the red band is a dark red horizontal strip. The corners and edges are decorated with geometric shapes: a dark red triangle in the top-left, a grey triangle in the bottom-left, and a grey triangle in the bottom-right. In the top-right corner, there are several thin, parallel red diagonal lines.

TOMORROW
TOGETHER

WE
ARE
PROUD
TO BE
PART
OF
SOMETHING
BIGGER.

Barkly
Street

7-9
Carrage

Science
Together

PROUD
TO BE
PART OF
SOMETHING
BIGGER



FOOTSCRAY
HIGH
SCHOOL

Enrolments
open for 2020

fhs.com.au