



“Enhancing lives, creating opportunities”

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# ***Year 7 & 8 Handbook***

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“Be Respectful, Be Responsible, Be a Learner”

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“We acknowledge the traditional owners of this land, and pay our respects to elders both past, present and future.”

***Vision***

Together we empower all to learn and achieve with a sense of belonging and pride in self, school and community.

***Mission***

Empower through knowledge, pride and sense of community.

***Values***

Be Respectful, Be Responsible, Be a Learner

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Dear parents and carers,

Welcome to Corryong College and the start of a new chapter in your child's education journey.

Corryong College's Foundation to Year 12 program is designed to provide a strong culture of learning, engaging activities, and celebration of the achievements of each of our students. Our early years program aims to ensure a strong relationship between home and school for your child, nurturing each child in their learning journey.

Our dedicated staff are passionate about teaching and sharing their love of life-long learning. The School Council and Parents Club provide support and guidance for the school community and act with best intentions to guide continuous improvement at our school.

On the following pages, you will find information about our Vision and Values, our curriculum and, events we hold throughout the year as well as detail about how to support your child's journey at school. Please read them and don't hesitate to contact us if you have any questions.

On behalf of all of the Corryong College community, welcome once again to our school.

Chrissie McKimmie  
Acting Principal Corryong College



# The Senior School Journey

In Year 7 your child will be immersed in a challenging and exciting learning environment. Our top priority is to build a culture of mutual trust and respect. The purpose built learning Hub gives students the security of belonging to their own small and caring community while providing flexible learning spaces to cater for independent and collaborative learning. Facilities in the learning space are excellent with interactive whiteboards, large screen TV, toilets and access to a kitchen for students use. A locker is provided for each student just outside the Hub building. Students that would like to bring a lock for their locker are able to do so.



Students experience the personal care of a form teacher and have a small team of dedicated teachers creating a network of support for students so they can become confident and independent learners ready to embrace the many opportunities the College has to offer.

The College has a wide range of core and specialist subjects providing a varied and engaging program. Students have many opportunities to participate in State and National competitions.

When coupled with a range of sporting, dramatic, musical and other extra-curricular programs, our Year 7 & 8 students have many opportunities to achieve personal excellence. Our aim is to foster independence, co-operation and life-long love of learning.

Information and Communication Technology (ICT) is incorporated across the curriculum. Students use state-of-the-art computer equipment as a tool to enhance their learning experiences.

Corryong College learning programs are aligned with the achievement standards of the Victorian Curriculum in English, Mathematics, Science, Humanities, The Arts, Health and Physical Education, LOTE, and Technologies. Reporting is based on student learning against the achievement standards in the curriculum. The levels represent typical progress of students whilst recognising that students progress at individual rates. Teaching is differentiated to reflect individual need within each class. Parents receive a progress report half way through each semester and a comprehensive report at the end of each semester.



# School Facilities

- Spacious grounds - soccer field, football oval, hockey field, cricket pitch, netball courts, and basketball courts
- Full air-conditioning to all classrooms and staff workrooms
- A large well-resourced library that allows students to borrow books and other resources
- A newly renovated Education Community Activity Centre (ECA Centre)
- Administration and staff facilities
- An outdoor education centre (camping equipment and bicycles)
- Several computer laboratories / pods for student use
- Instrumental music room
- A wide range of specialist classrooms
- A managed canteen that serves nutritious and homemade lunches and snacks. Canteen is open during both recess and lunch and serves both hot and cold food. Menu changes during summer and winter months and food differs Monday-Friday of each week



# Uniform

A dress code applies to the way students wear uniform and casual wear. The dress code is provided at the start of the school year and upon enrolment. All students to please dress according to the weather conditions.

All students are expected to wear full school uniform during the school day. This includes travel to and from school, and all excursions unless advised otherwise. Current school uniform is as follows:

## Summer:

- A plain navy broad-brimmed or bucket hat with college logo or the navy 2020 'You'll never walk alone' bucket hat, for wearing outside during terms 1 and 4 (available from the College office)
- Navy polo shirt with white trim (available from the College office)
- Grey or navy shorts/skort mid-thigh length (football or jogging shorts are not permitted)
- Corryong College blue tartan dress (available from the College office)
- White, navy or black socks in keeping with the uniform

## Winter:

- A navy, black, grey, the college beanie with logo or the Big Freeze beanie for wearing outside during terms 2 and 3.
- Grey or navy trousers or navy microfibre tracksuit pants (fleece, jeans, jeggings or leggings are not permitted)
- Navy polo shirt with white trim (available from the College office)
- Corryong College blue tartan dress with navy stockings/tights
- Corryong College polar fleece jacket , Corryong College puffer jacket or Corryong College hoodie (available from the College office)

## Footwear:

- Black or coloured enclosed shoes/runners. **No** thongs, scuffs, sandals, slippers, moccasins, ugg boots, high heels, crocs, ballet flats or canvas slip on style shoes

## Sports Uniform:

- Navy shorts, skorts, or predominantly black sports leggings
- Navy track pants and top may be worn during colder months
- Navy & gold college polo shirt

Most uniform items can be purchased from the office at the College. We rely on the support of parents to both provide uniform and to insist that it be worn.

**Note 1:** if a student is temporarily unable to wear proper school uniform, a note explaining this should be brought to the appropriate teacher before school.

**Note 2: please label student uniform**

# Laptops

## For all new students to Corryong College in 2024 and any students that do not already have a device

Due to the new Department of Education and Training (DET) Parent Payment policy, parents can no longer purchase laptops direct from Corryong College. Corryong College has partnered with "Learning with Technology" (LWT) who will supply Lenovo laptops to parents/students.

LWT offer a range of notebooks and tablets to meet your needs with a combination of warranty, insurance and finance offerings. <https://www.lwt.com.au/AboutUs.aspx>

### How to order student laptops via LWT website.

Parents logon to <https://corryong.orderportal.com.au/>

Parents have an option to "pay now" or those wishing to use payment options select 'Pay with Finance'.

Lenovo ThinkPad L13 Yoga  
Gen 3 - 13.3", Core i5, 8gb  
256GB



**In Stock**

**While Stocks Last.**

**\$1,155.00 inc GST**

13.3" Convertible Notebook with Core i5 processor and active stylus that charges in the device.

Lenovo ThinkPad L14 Gen 4 -  
14" Non Touch, Core i5,  
16GB, 256GB



**In Stock**

**\$1,228.00 inc GST**

A perfect balance between mobility and productivity, durable device with bright 14" screen

Lenovo ThinkPad L13 Yoga  
Gen 4 - 13.3", Core i5, 16GB



**In Stock**

**\$1,320.00 inc GST**

13.3" Convertible Notebook with new Core i5 13th Gen processor and active stylus that charges in the device.

*\*please note that devices and prices are subject to change*

### Should I take out Accidental Damage, Warranty and Insurance?

We highly recommend that you take out "3 year onsite warranty, 3 year battery and accidental damage protection" for an extra \$242.

If you decide not to purchase the added protection bundle, then as a minimum we recommend you please consider the "3 year onsite warranty and 3 year battery warranty" for an extra \$65 depending on which laptop model you purchase.

You can make this selection by clicking on your preferred "warranty" when purchasing your device.

### Terms and conditions

<https://www.lwt.com.au/Policies/Terms.aspx>

### Shipping and Imaging

If purchasing a device we would encourage you to do this prior to December. Delivery dates are available on the website upon device selection. All laptops will be shipped directly to Corryong College where they will be imaged with Department of Education (DET)



# Community

**Students have many opportunities to be part of the wider school community.**

This sense of community is developed and fostered with opportunities for students to create friendships and learning networks outside their immediate peer group. The College band performs regularly in the local community. The College drama production offers a variety of experiences in performance, backstage, makeup, costume design and publicity. A College social is organised and run by the Student Leadership Team each year. The College training restaurant, Faulty Towers, operates a coffee shop twice weekly where students and teachers gather for cappuccinos, hot chocolates and cakes.



## Parent Involvement

**We strongly promote and value the partnership between parents and staff in order to provide the best education for each individual child.**

Corryong College Parents' Club is an informal group that meets regularly to discuss and plan activities that will add to our students' experiences at Corryong College. Anyone can join and new members are always welcome. The College is very appreciative of the work that parents contribute to the life of the school, for example catering for sporting and CFA events as well as providing uniform for representative teams to name a few. The Stephanie Alexander Kitchen Garden (SAKG) program is a very successful initiative started by the Parents' Club.



The garden is now incorporated into classes with students learning how to grow, harvest and cook delicious healthy meals.



# School Wide Positive Behaviour Support

At Corryong College we work together to achieve excellence and have high expectations of behaviour to create an environment which creates individual academic and social growth. A clear set of behaviour expectations are set around our key school values of:

## BE RESPECTFUL, BE RESPONSIBLE, BE A LEARNER


- All behaviour is a result of the choices we make
- Behaviour is managed by developing relationships and rapport
- Positive behaviour is encouraged, recognised and celebrated

Our School Wide Positive Behaviour Support Expectations matrix outlines our values and specific expectations. The matrix is clearly displayed across all learning environments.

### Rationale

The Whole School Positive Behaviour Support Plan is established to provide a positive school climate, and to create a supportive environment for personal, social, emotional, spiritual, and academic growth for student and staff. It is an instrument to enable the aims and value so four school to be reached, especially the goal of student achievement. The School Wide Positive Behaviour Support Plan represents a necessary step in our continuum for providing behaviour support all our students.

## BEHAVIOUR EXPECTATIONS



<b>OUR VALUES</b>	<b>WHOLE SCHOOL</b>	<b>CLASSROOM</b>	<b>YARD</b>	<b>DIGITAL TECHNOLOGY</b>	<b>COMMUNITY</b>
<b>BE RESPECTFUL</b>	We listen and follow instructions.	We sit with people we work well with.	We play safely and within the rules.	We are respectful online.	We are mindful of others property and spaces.
<b>BE RESPONSIBLE</b>	We are kind and inclusive of others.	We bring all our equipment to class.	We share our equipment and spaces.	We are positive in the online space.	We represent our school with pride.
<b>BE A LEARNER</b>	We are polite and use our manners.	We allow others a right to learn.	We leave spaces clean.	We use devices as instructed.	We express gratitude.
<b>BE A LEARNER</b>	We look after our belongings.	We enter class calmly.	We pack up when finished.	We report cyberbullying.	We act as positive role models.
<b>BE A LEARNER</b>	We are a proactive bystander.	We use class time effectively.	We encourage others.	We follow the no mobile phone policy.	We wear our school uniform.
<b>BE A LEARNER</b>	We are ready to learn.	We actively contribute to class.	We are sun smart.		We take pride in what we learn.
<b>BE A LEARNER</b>	We try our best.	We ask for help.	We try new things.		

# Year 7 & 8 Program

## Yearly Subjects

- English
- Mathematics
- Humanities
- History/Geography
- Science
- LOTE-Indonesian
- Physical Education
- Sport

## Term or Semester Subjects

- Art
- Visual Communication
- Performing Arts (Music and Drama)
- Home Economics
- Woodwork
- Metalwork
- Personal Development

## Co-Curricular

- Instrumental Music
- Camps
- House / Interschool Sports
- College Band
- English, Mathematics and Science Competitions
- School Musical Production
- Lunchtime Sporting / Hub Activities
- Chess



# ENGLISH

**Time Allocation:** 5 periods per week

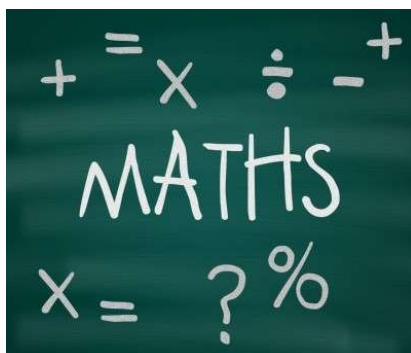
This subject is aligned with the Victorian Curriculum. It seeks to improve students' skills in the specific areas of 'Language, Literacy and Literature' as these relate to the key areas of writing, reading, listening and speaking. Students study the mechanics and uses of Standard English, especially the structural features of English grammar, spelling and punctuation. Students also learn about the features of effective writing. They practise writing in a variety of writing styles and read and explore a broad range of set texts (for example fiction, non-fiction and poetry). Students are required to read widely, respond orally and in writing to the texts studied in class. They also learn how to write for a variety of purposes and audiences, to critically evaluate and improve their own writing. Students also explore Personal and Interpersonal Learning. This involves reflecting on their work, working in teams, setting goals and planning for future work. Effective strategies for revising, editing, redrafting and improving their written work will be incorporated.



# MATHS

**Time Allocation:** 5 periods per week

Year 7 & 8 Mathematics builds on the skills developed in primary school through practical experiences, problem-solving activities, group work and regular practice. Students begin to develop Algebra as a way of formalising mathematical relationships seen in everyday contexts. The Year 7 & 8 Mathematics course encourages enquiry and critical thinking, promotes student interest and provides challenges and enjoyment of Mathematics. The online Maths Mate Homework program called "Squizya" consolidates the curriculum.



# HUMANITIES

**Time Allocation:** 3 periods per week

Humanities incorporates two major disciplines: History and Geography both aligned with the Victorian Curriculum.

## SEMESTER ONE – Geography

Students investigate natural resources such as water. They will develop key geographical skills including mapping, graphing, data analysis and applying geospatial tools to the study of this valuable resource and, its use and distribution around the planet. Resources management and increased global population are investigated to examine the impact on place and liveability.



## SEMESTER TWO - History

Students investigate the Ancients period and develop key historical skills. These skills are then applied to the study of specific ancient civilisations and their contributions to modern society. Inquiry-based learning, group work and case study analysis are all used to demonstrate relevant skills and content knowledge.

# SCIENCE

**Time Allocation:** 3 periods per week

**TWO SEMESTERS.**

Science in Year 7 & 8 is focussed on engagement of students through discussion, practical investigations, research and inquiry tasks. Students are introduced to a broad range of scientific fields including Chemistry, Biology, Earth and Space Sciences. Emphasis is placed on the development of skills and knowledge needed to pursue further studies in their chosen area and the ability to analyse, evaluate and contribute to scientific discussion.



Topics include:

Safety and Separating Mixtures- this unit includes safety features of laboratories, identification and safe use of equipment, conventions for writing scientific reports, observing and recording, types of mixtures and methods used for their separation. Other units include Plants, Ecology and Environment, Animals and Astrology, Forces and Solids, Liquids and Gases.



# INDONESIAN (BAHASA INDONESIA)

**Time allocation:** 2 periods per week

## TWO SEMESTERS.

Through a variety of activities including cooking, craft, music and research students gain a basic working knowledge of the Indonesian language. Students begin to develop an understanding of another culture and their place in a global world. Research has demonstrated that students who study a second language, even if only for a short time, improve their native language skills considerably



# PHYSICAL EDUCATION

**Time Allocation:** 2 periods per week

## TWO SEMESTERS

Physical Education focuses on the importance of a healthy lifestyle and the importance of physical activity in the lives of individuals for overall good health. The emphasis is on developing life-long participation through team and minor games and positive sporting behaviours is an underlying theme. Students are encouraged to participate in a wide range of activities to develop motor skills, teamwork, cooperation and respect for others. Students are given opportunities to demonstrate and develop leadership skills in sport. Physical fitness testing, aquatics, athletics, volleyball, basketball, tennis and cricket are some of the wide range of activities undertaken throughout the year.



# SPORT

**Time Allocation:** 2 periods per week

## TWO SEMESTERS

As well as participating in a broad range of sports, students will be involved in umpiring, coaching and administration in conducting sporting competitions in a SEPEP program (Sport Education in Physical Education Program). Students are also given coaching and training in sports for each term where they are selected to represent the College. At the end of Terms 1, 2 and 3, teams are selected to represent the College in competitions against ten other schools in the Ovens and Mitta District. The teams travel to Albury/Wodonga venues for these competitions. If successful, teams and individuals can continue their representation in Zone and State Competitions. Corryong College has a long tradition of being very successful in many sports including tennis, football and basketball even though competition is against much larger schools.



# ART

**Time Allocation:** 2 periods per week

## ONE SEMESTER

Students investigate the basic art elements of drawing (line, tone, colour, shape, form, texture, space) and explore a range of media and techniques (pencils, charcoal, pastels and crayons). They are encouraged to experiment with colour mixing and paint application techniques. Using basic hand building techniques, students explore the art of ceramics. Students research and analyse art works. They



will be encouraged to expand their knowledge of art and use appropriate vocabulary to write about and discuss art works.

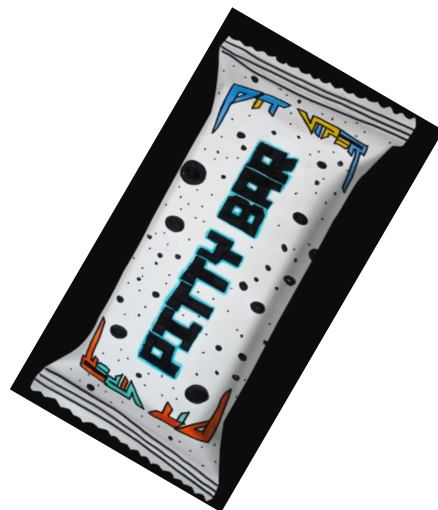


# VISUAL COMMUNICATION

**Time Allocation:** 2 periods per week

## ONE SEMESTER

Students are introduced to design techniques. The elements of design, technical terms and drawing instruments are used in the production of technical drawings and visual communications. Using simple design briefs, students are able to problem solve using visual techniques in their visual diary.



# PERFORMING ARTS (MUSIC & DRAMA)

**Time allocation:** 2 periods per week

## ONE SEMESTER

In performing arts students will have the opportunity to manipulate the elements of music and stylistic conventions to improvise, compose and perform music. They use evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts. In Drama, students are engaged in fun activities while developing confidence, team work and presentation skills through participation in drama games and performance activities. The aim of these games and activities is to explore and manipulate the elements of drama, narrative and structure to control and communicate meaning.



# HOME ECONOMICS

**Time Allocation:** 2 periods per week

## ONE SEMESTER

Students develop skills and techniques in food preparation with the emphasis on nutrition, safety, efficiency and hygiene in the kitchen. They will be required to prepare and present food, clean up and evaluate production tasks in practical classes. Students learn how to make healthy choices concerning their food intake using the Healthy Eating Pyramid.



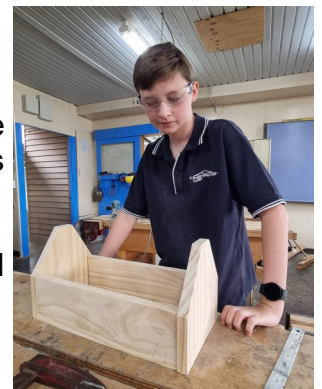
# WOODWORK

**Time Allocation:** 2 periods per week

## ONE SEMESTER

Students will learn about basic workshop procedures, (emphasis on safe practice), characteristics of various types of wood whilst developing skills in setting out, sawing, planning, filing and finishing.

Students will complete a number of models and evaluate their finished product according to design, efficiency and processes used.



# METALWORK

**Time allocation:** 2 periods per week

## ONE SEMESTER

Students learn about workshop procedures using hand tools related to basic metalworking.

Safe practice will be emphasised and is considered an essential part of this course as well as an appreciation of metals and associated materials.





# PERSONAL DEVELOPMENT

**Time Allocation:** 2 periods per week

## ONE SEMESTER

Students explore their personal identity and discover the role of family and friends in shaping their values. Students have the opportunity to develop their self-esteem through a range of group activities and role plays aimed at emphasising their strengths.

The unit also explores the adolescent stage of life in the context of social, physical and emotional changes. Students are encouraged to make informed health choices by undertaking study of the adverse effects of drug taking (cigarettes) and to develop skills in being assertive and resilient.



# INSTRUMENTAL MUSIC (Elective)

Previous experience is not a prerequisite.

Students can choose which instrument they would like to learn according to their interests/abilities, subject to availability. Tuition is available for the following instruments: Flute, Clarinet, Alto Saxophone, Tenor Saxophone, Trumpet, Trombone, Guitar, Piano, Singing and Percussion. Instruments are available for hire from the College subject to the agreement of certain conditions.

Students who elect to take this subject will be issued with an individual Instrumental Music timetable at the beginning of each term. Please note this is a fee based elective.



In addition, students also have the opportunity to join the **school ensemble**. Joining in one of these fun and exciting groups will see you touring the community and spreading cheer and excitement through singing and music. Students also have the opportunity to attend the North East Victorian Region music camp in Beechworth for 3 days at the end of Term One.



# Disability Inclusion & Wellbeing

## The Disability Inclusion (DI) and Wellbeing Team

The DI and Wellbeing team consists of the following roles that work to support our inclusive practices and wellbeing supports for all students.

**Principal**—Oversight of all policy and subsequent processes and practices across the school.

**Assistant Principal**—Guidance for the DI and Wellbeing team and leads connection with parents and department.

**Leading Teachers**—Leads implementation of processes and practices for teaching and learning and DI.

**Wellbeing Coordinator**—Leads implementation of processes and practices for wellbeing, counselling and chaplaincy.

**Year Level Leaders**—Leads wellbeing supports through connections with students, parents and the team.

## SHARE Principals for Inclusive education

The following principles provide guidance for all members of the school community on the main features of inclusive education.

**Student Centered.** Inclusive education involves students, in collaboration with their peers and/or carers, in decision-making processes as respected partners in education

**Human Rights focus.** Inclusive education is supported by and is the realisation of a human rights based approach to education. International human rights principles and Victoria's Charter of Human Rights and Responsibilities Act 2006 provide a framework for every Victorian to be treated with dignity and respect and to enjoy their human rights without discrimination.

**Acknowledges strengths.** Inclusive education recognises that each child and young person is unique. It focuses on a strengths-based, personalised approach to education that celebrates and welcomes difference to maximize learning, engagement and wellbeing outcomes.

**Respects Legal obligations.** Inclusive education enables schools to uphold legal obligations to make reasonable adjustments for all students with disability. Reasonable adjustments assist all students to participate in education on the same basis as their peers without a disability.

**Evidence Based.** Inclusive education uses contemporary evidence-based practices known to be effective in responding to individual student needs and improving student outcomes.

## Tiers of Support

Students are identified and supported through a tier based approach that best supports them. Students may move across the Tiers depending on need.

**Tier 1**—Provides a preventative framework and requires the learner, Parent / Carer, Classroom teacher or Year Level Leader to be in regular communication. This may include input from school level Health and Wellbeing supports.

**Tier 2**—Identifies that some additional support is needed and engages additional Health and Wellbeing members to provide more complex supports. An Individual education Plan (IEP) is developed and SSGs are held per to assess the students' individual needs and progress.

**Tier 3**—External supports are sought, broadening the team to include relevant professional support staff including members from the Department, and local and Government programmes.

## Disability Inclusion Profiles (DIPs)

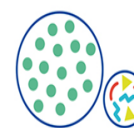
Disability Inclusion Profiles enable individual funding to assist students with disabilities or additional needs. Students are identified through the frequency and level of adjustments they require to function at school.



Inclusion



Exclusion



Segregation



Integration

# Student Support & Wellbeing

Corryong College's mental health and wellbeing support incorporates universal school wide wellbeing programs, early intervention and cohort tailored supports for students who have specific needs or vulnerabilities in addition to intensive targeted interventions for individuals or small groups of students through both internal and external mental health supports.

Members of our wellbeing team will work closely with students, their families/carers and external support services to provide a care team approach to improved mental health and wellbeing, support for families and working with the family unit to facilitate in increased school attendance and engagement.

## The Wellbeing Team

Our caring and approachable wellbeing team comprises Christine McKimmie (Acting Principal), Warren Sinclair (Assistant Principal and Student & Engagement), Katrina Karlson (Counsellor & Wellbeing Coordinator), Margaret Walker (Teacher & Disability and Inclusion Co-Ordinator) Christian Boscolo (Chaplain), and a visiting Adolescent Mental Health Nurse.

## The Wellbeing Space

The wellbeing area provides easy, centralised access to our wellbeing team. The Counsellor & Wellbeing Coordinators office and an additional cosy wellbeing space provides a safe and inviting environment where students can come and seek help and parents/carers are also invited within the privacy of these spaces to chat with a member of our wellbeing team.

## Student Wellbeing Services

Our Wellbeing Team are experienced in a range of areas and caring and passionate in supporting students to navigate their way through social and emotional challenges they may face.

These challenges may include:

- Social difficulties
- Emotional challenges
- Behavioural difficulties
- Learning needs
- Family challenges, including family break-up
- Grief and loss
- School refusal
- Risk-taking behaviours
- Mental health
- Child safety concerns

## **Services Available Through the Student Wellbeing Team**

- Individual and small group counselling for students
- Triage counselling
- Family support
- Positive mental health promotion and liaison with school-wide programs relevant to student wellbeing
- Student Support Group support with parents and young people regarding any learning, behavioural, social or emotional concerns they have
- Referral to external support services and specialist assessment/treatment services

## **Referral to the Wellbeing Team**

Secondary School Students can self-refer to the Wellbeing Team by visiting the Wellbeing Office.

Principals, teachers and support staff can arrange for a referral to the Student Wellbeing Team if they have concerns about a student's wellbeing.

Parents/carer/s can also request an appointment for their child with the Student Wellbeing Team by contacting the school office and asking to speak to our Counsellor & Wellbeing Coordinator.

Primary school students are required to have signed consent from parent/s/carer/s prior to accessing counselling services. Consent forms are available from the Counsellor & Wellbeing Coordinator or accessible to staff via the 'Wellbeing Resources' Microsoft Teams folder to print off. Parent/s/Carer/s are welcome and encouraged to meet and talk with one of our wellbeing team members to foster positive relationships and seek any additional support or guidance and our team can also provide links and contact to external services.

## **Wellbeing Partnerships**

The Wellbeing team work with external supports that focus on providing group-based and individual support and the provision of specialised services. Some of these include Gateway Health, Albury Wodonga Health, UMFC, CHIPS program, Junction Adolescent Support and Junction Counselling services and many more.

## **Wellbeing Programs**

The Wellbeing Team and staff facilitate and/or support a range of proactive, preventative and early intervention programs across the school. Examples of some of the health, wellbeing and inclusion programs include: Breakfast Club, Lunch Clubs, SAMS Club to raise awareness and support for sexual and gender diversity and inclusiveness in the school community, Restorative support through mediation for students in conflict with each other, Health & Wellbeing Days to promote mental health and wellbeing, Wear it Blue Day promoting anti bullying, R U OK? Day to raise awareness of engaging in regular and meaningful conversations with others...and many more.

# Wellbeing Dog—Frankie

Corryong College have partnered with Dogs Connect and are fortunate to have a Wellbeing Dog named “Frankie” at our school.

## RATIONALE

Dogs in Education can assist students with attendance, behaviour, social connection and emotional regulations. They can help engage students in many curriculum areas by supporting children in feeling less self-conscious than they may feel around teachers and peers.

## VISION

Together we empower all to learn and achieve with a sense of belonging and pride in self, school and community. We will integrate our Wellbeing Dog into our school community so it can assist with trauma, anxiety, communication, awareness, leadership, behaviour, emotional regulation, resilience, sensory processing, stress management and emotional literacy.

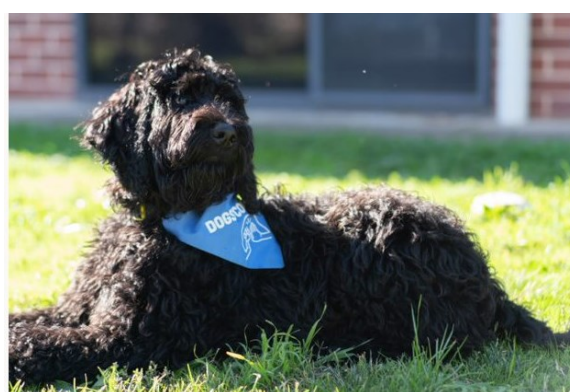
## BELIEFS

At Corryong College our vales drive us to:

- Have a duty to develop and model practices where teaching and learning can be linked to the love, care and connection of our school wellbeing dog.
- Draw on the skills and knowledge of the school wellbeing dog, Dogs Connect staff and the wider community and enter into practices that are mutually beneficial to all community members.
- Implement effective decision-making practices in collaboration with School Council, Dogs Connect staff, school staff and where appropriate the wider community.

## AIM

We aim for the responsible implementation of a structured program through which a school wellbeing dog will be used to assist the school community in experiencing connectedness, developing links to learning throughout the school community, and helping to develop students who are socially adept, respectful and appreciation of diversity.





# CAMPS

Corryong College will return to the Year 7/8 combined camp where the destination is rotated each year between Geehi and another location.

2023 – Year 7 & 8 Tathra or similar

2024—Year 7 & 8 Geehi





# SPORT HOUSES



MITTA



ELLIOT



JEREMAL



MURRAY