



**YARRAWONGA COLLEGE P-12**  
*Dream Believe Succeed*

# rospectus

# *P* *Our* hiosophy

The underpinning philosophy of the College is a restorative one,  
with relationships at the core of all we do.

We actively teach, model, correct and acknowledge positive behaviour



# Welcome

On behalf of Yarrawonga College P-12 (YCP-12), it gives me great pleasure to welcome you to our College community. I am very proud of our College, our students and their wide range of abilities and achievements.

Our College provides access to an education that is seamless from Prep right through to Year 12. We provide education of the highest quality for all students in Yarrawonga and surrounding districts. The curriculum and teaching strategies are aimed at encouraging our students to have high expectations of themselves and their work, and to produce their best. We seek to provide our students with a positive attitude to learning, encouraging them to contribute to their life and the wider community.

We strive to foster our students with a high level of self-worth, independence and a sense of community, while at the same time instilling the College values of integrity, cooperation, honesty, respect and responsibility. These five values underpin all that we teach and do. We pride ourselves on providing an environment that is conducive to achieving these aims. Our College uniform is an important part of our positive environment, and is worn with pride by our students.

Our College is a student-centred facility that offers exciting pathways into learning. Our staff are caring, well qualified and talented. They value highly the success of every individual student. We enjoy very strong partnerships with local groups and businesses and are supported by a wonderful range of community volunteers who come into the College to support our programs. We are also increasingly becoming a community facility, with the Yarrawonga Neighborhood House, the Neighbourhood Community Garden on-site and a Community Playgroup, Oral Language Learning Program (Term 4) and After Hours Activities Program at our Tom St Campus. Out of hours, our facilities are used by local sporting, theatre, cooking and other community groups.

In 2014 we received a \$7.66 Million State Government Funding Grant to re-develop our Early and Middle Years facilities of our Gilmore Street site. Planning for this is now well underway with Kneeler Architects.

Warm regards

Kim Stewart  
College Principal

# Mission, Aims, and Values

At Yarrawonga College P – 12 we promote high achievement by developing the learning capacities of all students, enabling them to be:

Motivated lifelong learners striving to achieve excellence

Students who demonstrate respect, compassion, honesty and tolerance for others

Innovative and resilient learners, inquisitive of the world around them

Students competent in the essential skills of literacy and numeracy, allowing all to reach their full potential

Technologically capable students who can adapt to a rapidly advancing world

Socially responsible students who contribute positively to the community

## **Mission for staff**

Staff will assist students to succeed by providing:

A broad, challenging, innovative and authentic learning environment

An ethos of respect, tolerance, compassion and acknowledgement of success

A differentiated curriculum based on best teaching practice

Access to the latest technology and ensuring their own skills are updated regularly

A supportive framework focused on mentoring and coaching through teamwork

A safe learning environment based on the principles of restorative justice

Quality opportunities for each student to develop a range of leadership capabilities

## **Values for YCP-12 Community**

**Integrity** - Acting ethically and fairly at all times, ensuring consistency between words and actions, upholding the College values in everything we do

**Co-operation** - Working together, communicating effectively and supporting each other in a positive manner

**Honesty** - Always being truthful, fair and true to oneself and others

**Respect** - Treating others with consideration, being courteous at all times and acknowledging the beliefs and rights of others

**Responsibility** - Taking ownership of our behaviour and actions and setting a positive example to others

# Taking the first step

## Philosophy

Our philosophy is to work with students as early as possible to obtain the highest outcomes. Not only will we be visiting Kindergartens in Term 3 and talking with Kindergarten teachers about student needs for the following year, but our Oral Language Program will operate again in Term 4.

## Working with the community

Yarrawonga College P-12 is an active member of the Moira Shire 0-8 Network which is a group who actively discusses programs and options for children between 0 and 8 years old. The group actively seeks funding to assist and develop programs/structures to support young children across the Shire. Along with the Moira 0-8 Network Yarrawonga College P – 12 **leads the Yarrawonga Early Years Professionals Group**. This group exists to ensure the consistency of processes and outcomes for students in Yarrawonga and Mulwala throughout the Transition from Kindergarten to Prep.

Yarrawonga College P-12, P-4 Campus has the **University of Melbourne as an ongoing research partner** in the area of transition and we pride ourselves on our research based processes and practices for ensuring children feel safe and are ready to learn when they arrive at the College.

## Playgroup

Yarrawonga College P-12 provides a facilitated Community Playgroup every Monday of the school term to encourage young families to socialise and provide an opportunity for young children to participate in oral language activities and play. The college decided to provide the facilitated Playgroup necessary resources and coordination



## School Readiness/Oral Language Program

Our College provides a school readiness/oral language program for kindergarten aged students entering their Prep year for the first time. This program addressed a community need to better equip young children and their families for the beginning of their school journey. The school readiness/oral language program is also facilitated by a classroom teacher and the program occurs within a Prep classroom of the college throughout Term 4.



# P - 4

## Beginning the journey

### Philosophy

Differentiation of the curriculum and learning activities is the Central philosophy of each year level's daily learning and teaching. Individualised approaches to teaching and learning ensure that every student has the opportunity to learn at their current level of need rather than a 'one size fits all approach'.

### Learning and Teaching

Our teachers are focused on achieving the best possible outcomes for students in the areas of **literacy and numeracy** whilst **nurturing and developing care and consideration for others**. We understand that students learn more effectively when they are interested in the topic and it means something to them.

All teaching staff actively engage in Professional Learning in the areas of Literacy and Numeracy and are working to improve learning and teaching practices constantly.

### Pre-Prep

School Readiness (Oral Language Development) and Weekly Playgroup sessions for the wider community. Staged transition for students. Provision of identified support services for individual needs through Campus based Pre-Referral screening.

### Prep

School Readiness (social and emotional) and development of Learning Behaviours and the content essentials. Provision of identified support services for individual needs through Campus based Pre-Referral screening.

### Year 1

Refining appropriate learning and social behaviours and Building on the learning content essentials. Provision of identified support services for individual needs through Campus based Pre-Referral screening.

### Year 2

Developing team work, independence and interdependence through appropriate learning activities with a content focus.





### Years 3 and 4

Enhancing team work, independence and interdependence through appropriate and engaging learning activities and broadening student awareness of learning tools. Students begin to understand themselves as learners and familiarise themselves with more flexible learning spaces and learning and teaching spaces.

Other subject areas at the P-4 Campus include Science, The Arts, Health and Physical Education, Humanities and Social Sciences, Information and Communication Technology and Design Technology and Environmental Sustainability.





# 5 - 8

## Years of discovery

### Philosophy

The Years 5-8 Campus of Yarrawonga College P-12 has a philosophy to provide education that is responsive and appropriate to the developmental needs of young adolescents. Our educational rationale is based upon an innovative 21st century learning model, our College's strong values program, positive relationships and extensive student leadership opportunities. Our student's education is characterised by a curriculum and pedagogy (teaching method) based on constructivism (where students 'construct' their own knowledge through experimentation, trial and error and research). In practice, this involves elements such as:

- higher order thinking, critical thinking, problem-solving and life-long learning;
- integrated and disciplinary curricula that are negotiated, relevant and challenging;
- cooperative learning and collaborative teaching;
- flexible student groupings that cater to the individual's point of need;
- high expectations and success for every student;
- small learning communities that provide students with sustained individual attention in a safe, healthy and engaging school environment;
- emphasis on strong teacher-student and student-student relationships through mutual respect by all College community members;
- parental and community involvement in student learning.







Positive relationships are the key to a successful schooling experience. Our College's move to develop three learning environments, meaning fewer students at each campus, will only result in the ability for these relationships to grow and flourish. All three Yarrawonga College P-12's campuses live by the values of Integrity, Respect, Honesty, Co-operation and Responsibility. Students are actively educated in these values which transpire to create a happy and safe learning environment for every student.

## Learning and Teaching

### Years 5 and 6

During Years 5 and 6, for the majority of the week, students are in a learning environment similar to which they are used to from their P - 4 experience.

They continue to enjoy team teaching on occasions and also have the opportunity to experience a variety of different subjects including **Art, Music, Drama, Technology, IT, PE and Science** with other teachers. Teaching and Learning continues to focus on teamwork, independence and interdependence by engaging our students in a range of learning activities designed to meet the needs of each individual.

### Years 7 & 8

As students' progress through the Years 5 – 8 Campus, Literacy, Numeracy, History, Geography, Physical Education & Health and Science remain the core subjects.

Students begin to experience more regular sessions during the week where team teaching is the norm and their exposure to different subjects increase. **During Year 7**, students participate in Visual Arts, Textiles, Home Economics, Wood Work, Metal Work, Music and IT. Team work is still a focus as is the continued development of independent learners and critical thinkers

**Students in Year 8** start to experience a wider range of teachers for their core subjects and get to choose which electives they complete. This is a major step in the transition phase for students as they begin to specialise in their interest areas.

*In every year level, teachers are striving to inspire students to become life-long learners.*

# 9 - 12

## Creating their pathway

### Philosophy

As students enter their senior years of education the underpinning philosophy is on challenging them to reach their full potential and building the pathway to their future careers, with a focus on developing leadership skills, independence, responsibility, an ability to think critically and analyse a range of complex problems.

### Teaching and Learning

At YCP-12 senior students will be guided to become more complex thinkers and to improve their skills in:

- Literacy and Numeracy
- Knowledge in a practical and theoretical context
- Becoming a more independent, flexible and self-regulated learner
- Managing their emotions, predicting consequences and developing good study habits
- Building confidence, resilience and leadership qualities.

They will begin to develop preferred areas in their learning, thus selecting specific subject areas as they start to establish their pathway towards a career choice.



**In Year 9 students** are beginning to see their future as adults. They are experiencing profound physical, social, emotional and intellectual developmental changes. Students learn through a combination of core studies (English, Maths, Science, SOSE and Environment, Health & PE and Personal and Project Based Learning) plus electives, where they begin to focus on a deeper level of skill and understanding, and expand into specialised areas within each subject.

**In Year 10 students** have a growing interest in their future career pathways. They are increasingly aware of the world outside school. For some this means preparation for work or work-specific training, and for others it means preparation for post-compulsory schooling. As a result the College caters for all students by running three different options at Year 10:

Students may decide to complete a “standard” Year 10 – a combination of core and elective subjects.

Others may select to be involved in the workplace mentoring program which involves working one day per week with a local employer to gain skills required to be successful in that particular vocational area. Students in the workplace mentoring program still study their core and elective subjects.

The other option available to students is accelerated learning – students study core and elective units at Year 10 but they have access to a range of VCE and VET subjects and can begin to learn at an advanced level.

In Year 10 students explore and identify possible pathways for their future learning and they continue to learn the skills required for future studies. All students participate in a week of work experience as well as the Urban Familiarisation Camp in Melbourne.

**In Years 11 and 12** students start to work towards what they are interested in doing once they leave school – through either the Victorian Certificate of Applied Learning (VCAL) or the Victorian Certificate of Education (VCE). There are a huge range of subjects available for both courses and students can pursue areas of interest and develop a program that allows them to meet their desired pathway.





















# Leading the way

*Yarrawonga College P-12 aims to provide quality opportunities for each student to develop a range of leadership capabilities. Leadership programs cultivate self-reliance, confidence, self-esteem, appreciation for lifelong learning, creativity, conflict resolution, communication and team building skills – all extremely important skills and abilities for our students.....our future leaders.*

## **Kokoda Track Leadership Program**

Proudly sponsored by Club Mulwala and supported by many other organisations and community groups.

Students in Years 10 and 11 have the opportunity every two years to apply for the Kokoda Track Leadership Program. A team of 10 students and 2 staff are sponsored by Club Mulwala and heavily subsidised to travel to Papua New Guinea and partake in a nine day Australian Guide led trek along the Kokoda Track.

## **School for Student Leadership**

The School for Student Leadership is a Victorian Department of Education and Training (DET) school that specialises in leadership education, located at three campuses; Dinner Plain on Mt Hotham; Marlo in East Gippsland; and Glenormiston in Western Victoria. Yarrawonga College P-12 applies each year to send a team of six students to one of the campuses for a nine week residential leadership experience.

## **Year 9 Future Makers Program**

This program is specialised for our Year 9 cohort and operates at Yarrawonga College P-12 and is delivered in conjunction with the Bogong Outdoor School. Students engage in a three hour block every week of Personal and Project Based Learning (PPL) whereby they develop an understanding of themselves as learners, their strengths and values and how to activate these in everyday life. The program then involves a two week residential component where students attend the Outdoor School – Bogong Campus and undertake a five day student led expedition in the Alpine National Park. Please visit the Outdoor School website [www.boec.vic.edu.au](http://www.boec.vic.edu.au)

## **School Captains, Prefects and Leaders**

At our P-4 Campus six leaders are elected for each term. At our 5-8 Campus two Campus captains and a student leadership team consisting of a minimum of 20 students representing each year level are elected each semester. Captains are responsible for hosting the weekly assembly, meeting and greeting visitors, discussing and solving campus based issues and speaking at various events. At our 9-12 Campus two captains, two vice captains and eight prefects are elected to form the Senior Leadership Group (SLG). The SLG meets weekly with the Year 12 Coordinator.



## **Student Representative Council**

Students from Years 2 through to Year 10 can participate in our Student Representative Council. Students are encouraged to work on community fundraising and awareness raising projects (eg Shave 4 a Cure, Keep Australia Beautiful) and meet to discuss improvements that can be made to our school such as gardens, play areas, etc. At the 9 – 12 Campus these students are also responsible for organising the Year 7 – 12 College formal.

## **Moirra Junior Shire Council**

The Moirra Junior Shire Council is comprised of six students from Years 9 and 10, who come together four times a year with students from all six secondary schools within the Moirra Shire, forming a Junior Council.

## **Year 10 Sports Leaders**

Year 10 students who have opted to study the Sport Elective have the opportunity to nominate to be a Sports Leader. This role entails assisting our P – 4 and 5 – 8 Campus's plus other schools with their sporting days, as well as the 7-12 sports days as a coach, umpire, team manager or other official. This is a great opportunity to take on a leadership role in the sporting arena.

## **House Captains and Vice Captains**

House Captains and Vice Captains are elected each year to lead each of the four houses – Hovell, Hume, Mitchell and Sturt – in each of the sporting competitions and carnivals.

These carnivals include whole school swimming, athletics and cross country. Captains and Vice Captains assist the Sports Coordinator in ensuring student entries into events, organising relay teams as well as leading, encouraging and motivating students in their House.





# Team Spirit

## Sport and Outdoor Education

Students in the primary years are engaged in a developmentally appropriate Physical Education Program run by a Specialist Physical Education teacher for one hour each week. The programs are designed to ensure that all children can enjoy a challenge and experience success.

Our motto **Recognising Participation and Celebrating Achievement** is our way of ‘raising the bar’ and asking our students **not just to participate but to compete**.

The College holds both a Swimming and Athletics Carnival annually for our Years 3 – 6 students and Years 7 – 12 Students. All students are allocated to a College House upon their enrolment. These carnivals allow students to compete within their College House and strive to be the overall winners of the respective Shield.

All students are expected to attend these carnivals, even if they are not competing in line with our motto **“Recognising Participation and Celebrating Achievement”**

Within our Year 5 – 8 and 9 – 12 Campus students are able to participate at an elite level. Students regularly represent the College at national, state and regional levels both in teams and individually.

Our College also encourages and participates in sporting competitions against other neighbouring Government and Catholic Education Schools. These include cricket, netball, football, swimming tennis and athletics.







# Express yourself

## Visual Art and Visual Communication Design

Art plays a vital role to play in developing an individual's creativity, individuality and provides students with the potential to express themselves and their views on the world around them!

**From years Prep – 6** students produce works that express and communicate ideas, experiences, observations and feelings. They explore and, with guidance, use a variety of elements, skills, techniques and processes, materials and equipment. Students experiment with construction, model clay, wax-resist, textiles, mosaics pattern work and various types of papers.

Outdoor projects are in place to improve and beautify our school grounds in all three campuses and support school related projects such as the Community Garden. Students are working on several projects. This is made possible by Art and Workshop teaming up to give the students opportunities that they would otherwise not have.

**All 5/6 students** are involved in these projects, which include building a greenhouse, mosaics for 5-8 campus, bird boxes and totem poles for the 9-12 campus. While some students are working with mentors, others are working on connected projects and all are following the 5/6 Art Program.

**From years 7 – 10** both Visual Art and Visual Communication Design cover a wide range of art forms, media and techniques. At Yarrawonga College 7-12 campus we provide students with an opportunity to focus on their own ideas through making, creating and developing student's folios as well as appreciating and understanding artists and artworks from various cultural backgrounds.

Our art department's ethos, aims and practice provides programs that are both intellectual and practical. Developing student's artistic and experimental growth, we present studentss with problem solving situations that challenge them with their own ideas and teacher led tasks.

**In Years 11 and 12** students are required to undertake self-directed projects, and to develop their own themes to work around. By generating their own ideas, decision making and final folios, students develop a responsibility for their creative growth.

Senior students participate in an end of year exhibition, and gain exposure to the practice of others via various excursions.





## Music at our College

Yarrowonga College P-12 offers an extensive contemporary music program, currently from **Year 5 to Year 12**.

The classroom music program explores a variety of music styles including Rock, Popular, Blues, Funk, Jazz, Reggae, Orchestral and World. Music technology is a strong feature of the program with the latest, professional, industry standard equipment available to assist learning.

**From Year 7** students can enrol in the College Instrumental Music Program. Participants learn specific instrument skills on the instrument of their choice in small groups or one-on-one lessons each week

**In senior year levels**, students can opt to study both VET Music and/or VCE Music Performance, offering pathways into the music industry or tertiary study.



# Post schooling options

There are many post-schooling options available to students and these derive from the course of study taken in Years 11 and 12. Students may choose to study VCE (Victorian Certificate of Education) or VCAL (Victorian Certificate of Applied Learning). As part of their course in either VCE or VCAL, students may also elect to study a VET (Vocational Education and Training) subject. VET studies are a TAFE qualification that can be studied whilst at school and they provide credit towards both the VCE and VCAL, as well as providing a tertiary qualification.

**VCE** – academic pathway for students considering further study post Year 12.

**VCAL** – ‘hands-on’ vocational pathway for students considering employment, apprenticeship, traineeship and some TAFE courses.

**VET** – Vocational studies that may be studied as part of the VCE or VCAL certificates. At YCP-12 we run Cert II in Hospitality, Building and Construction, Engineering, Music, Beauty Services and Hairdressing. These courses are run at school as part of a regular student timetable. Further VET courses may be accessed at alternative venues such as GO TAFE and other providers.

**University and TAFE** – Many students at YCP-12 are successful in gaining entry into tertiary education via the VCE program. Pathways sessions once a week focus specifically on investigating these options as well as alternate and select entry programs to university, advance offers, scholarships and securing accommodation. Students at YCP-12 have been extremely successful in gaining entry into the courses of their choice, in particular the early-entry programs and scholarships.

**Apprenticeships and Traineeships** – Many students at YCP-12 are successful in gaining apprenticeships and traineeships as a direct result of our Year 10 Workplace Mentoring Program and our VCAL program at Years 11 & 12. At Year 10 students have the opportunity of working in the workplace one day per week, and as part of the VCAL program, students can work for up to three days per week, depending on the studies selected. In short, this provides students with a ‘real’ opportunity to work in an area of interest, whilst also allowing potential employers to trial students as future employees.





# Outside the Classroom

Yarrawonga College P – 12 recognises the importance of providing students with an extensive range of experiences and opportunities beyond the classroom for students. These extracurricular activities motivate and challenge students to develop identity, creativity and leadership qualities.

## **Outdoor and Environmental Studies**

This program is offered at VCE. Students have the opportunity to complete Units 1-4 over two years. The course focuses on human interactions with the environment; past, present and personal. Students have the opportunity to attend a range of outdoor experiences throughout the course. Some of these include winter and summer camps to the Victoria's Alpine region, a coastal experience, and a river experience. Students reflect on these experiences, using the experiential learning from the field experience to enhance their understanding of the theoretical components.

Students also develop skills, in a range of outdoor activities, minimal impact practices, risk management, team work and personal organisation and responsibility. They explore concepts of sustainability, biodiversity, water management, and strategies of conservation and management of our unique natural resources. Through both the practical and theoretical components students reflect on and analyse how interactions with outdoor environments have shaped Australian cultural practices.

## **Blue Earth Program (Years 3 and 4)**

Blue Earth aims to provide a foundation that enables students to engage in lifelong physical activities, active leisure pursuits or sports of their choosing.

Through various activities, both physical and cognitive, the program aims to develop in students a conscious awareness and acceptance of themselves and their abilities. Activities aim to build a sense of purposefulness in students by developing an appreciation of how and why they are doing each activity. Building purposefulness allows students to exercise choice and intention and have a sense of control over their lives.







## Perceptual Motor Program (Years Prep to 2)

Once a week students in our Prep to Year 2 area attend a Perceptual Motor Program which aims to develop the child's perceptions and understandings of himself or herself in relation to his/her world, through movement/motor experiences.

It aims to develop perceptions of height and space, the pattern and order of the child's natural world, the laws and limitations that govern the human body. Above all it aims to give the child confidence to manipulate him/herself in their world to suit his or her own best interests. PMP is seen as part of the program of total experiences. It is not a physical education program alone, or music, or fitness, or dance, or gymnastics. It is a program that uses facets of all of the above in order to develop childrens' perceptions. The perceptions and judgments that are formed over time help determine how children react to their environment, to others, and to new ideas.

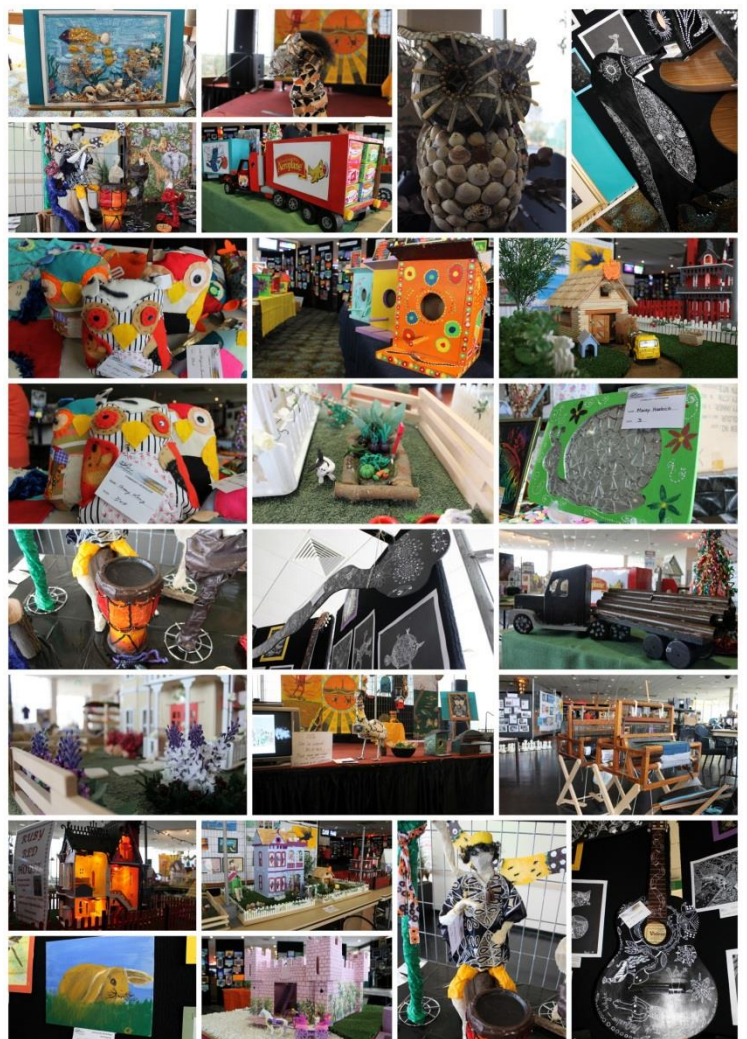
In short, refining perceptual judgments prepare the brain for learning.

## Community Art Workshop Program

The Program (designed by students from Prep to Year 8) is delivered in a way that children can work on projects individually or in groups. Volunteers come into our school and share their skills and expertise with the children. We proudly boast a contingent of more than 40 volunteers who come into our school on a regular basis and support the children with their chosen project

Some workshop activities offered are – Artist workshops, mosaics, model building and dioramas, chess, designing skateboard art and mini skateboard parks, flying remote control aeroplanes, woodwork (dolls houses, bird boxes, trays, fishing trailers, RACV Energy Breakthrough, wooden toys, spice racks, pencil holders, toy boxes etc), string art, beading, paper mache', dot art, aboriginal art, sculpture, kites, fishing, art and craft, weaving, knitting, card making, Creative Production Acting Performance (social stories).

Each year in November all pieces created throughout the year in the Art Workshop Program are on display at a two day public Exhibition (see collage to right) that is very favourably received by the local community.



## **RACV Energy Breakthrough Challenge**

This program is available to students from Year 3 - 8. Students work throughout the year to design, build and test vehicles or machines within detailed specifications. It requires a team effort and an across-the-curriculum approach. Students, within their groups, then bring their vehicles and machines to Maryborough in November, for a huge celebration in which they can demonstrate and trial them in action. To find more about this amazing event simply visit [www.racvenergybreakthrough.net](http://www.racvenergybreakthrough.net).

## **Instrumental Music Program**

Students in Years 7 – 12 interested in learning a musical instrument may do so in this program and can learn on an individual and/or small group basis and also have the option of joining a performing group.

Students who learn instruments in the Rock Music Program can become skilled in Rhythm, Lead and Bass Guitar, Keyboard, Vocal and Drums. Students who choose to participate in the Band Program can learn Flute, Clarinet, Saxophone, Trumpet, Trombone and Percussion.

College instruments are available for lessons and practise on the College premises only. Instruments are also available for hire from the College or a music retailer.

## **Chess Club**

Students can attend Chess Club every Monday at recess at our P – 4 and 5 – 8 Campus and also have the opportunity to attend a one hour tuition program each week within class time.

Yarrawonga College recognises the benefits of Chess. It helps children to focus, analyse and plan strategies, which in turn helps support a healthy and active mind. At Yarrawonga College P-12 Chess is an important tool to engage, encourage attitude towards sportsmanship and promote healthy competition between different schools and members of the community. Students as young as Prep participate in our Chess Program.

## **LOTE (Language Other Than English – Indonesian)**

Students in Years Prep to Year 2, Year 5 and Year 7 are offered as part of their curriculum LOTE. At our College the chosen language is Indonesian.

Students learn how to say own names, to greet, to thank, to say good bye, count from 0-10, say some basic colours. Throughout their first year of LOTE they learn how to say more about colours and family, identify sounds in Indonesian Alphabets, say a few classroom instructions and name objects in class. Students also get introduced to number 11-20.

As the year progresses relearn how to tell times of the day, action words related to daily activities, identify parts of the body, food (including vegetable, fruit) and drinks, and telling hobbies.

All the above lessons are run using various teaching methods such as simulation, singing, reading aloud, games, computer activities, drawing and colouring.



## **Bike Ed**

At Yarrawonga College the Bike Ed program is offered to the Year 3 and 4 students in Term 2.

Bike Ed is a Vic Roads approved resource of Traffic Safety Education. It was first introduced in 1996 for the Federal Office of Road Safety for primary schools. Bike Ed fits well into the Physical, Personal and Social Learning Strand at Levels 3 and 4 and in particular the Health and Physical Education Domain.

Bike Ed aims to Increase rider competency, confidence, promote safe strategies for riding in traffic, familiarise children with relevant road laws and provide safe methods to negotiate common traffic situations

## **Library**

Yarrawonga College P-12 regards the Library as an essential resource for students. The Library provides students with access to written material to support their own research for both school based and recreational learning. Each Campus Library houses a large number of age-appropriate fiction books, across all genres, to stimulate student reading, and encourage reading for recreation. Each year the Library co-ordinates the Victorian Premier's Reading Challenge at the school to continue to promote an interest in reading

## **Outside Hours School Care and Vacation Care**

Our OSHC service provides a caring and safe environment for children between the ages of 5 and 12 years Monday to Fridays from 3.15pm to 6.00pm. Our program aims to meet the social, emotional, creative and physical needs of the children attending and strives to be more than just a child care service.

### **Vacation Care**

This service operates throughout the school year and for the last two weeks of the January holidays. You will be required to complete an enrolment form if your child/children is/are not already enrolled at the service. Programs are available two before the commencement of school holidays and bookings are taken during this time. Please try to book during this time as places fill fast. The service will be closed on Public holidays and student free days.

## **P-4 Campus**

2 Tom Street  
entrance in Piper Street  
YARRAWONGA VIC 3730

**Campus Principal** Damien Keel

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## **5 – 8 Campus**

8 Gilmore Street  
YARRAWONGA VIC 3730

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## **9 – 12 Campus**

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**Campus Principal** Jo McCarthy

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