

NEERIM DISTRICT SECONDARY COLLEGE



PROSPECTUS

YEAR 7 2025



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Neerim South VIC 3831

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**Empowering all
students to be the best
version of themselves.**

Welcome

Welcome to Neerim District Secondary College. I am incredibly proud of our school, the many brilliant learning opportunities we provide, and the outstanding commitment of our staff to care for and extend every individual student. Successful schools rely on a positive partnership between parents/carers and teachers, and I look forward to building strong and supportive relationships with every parent and carer of every student that attends our school.

Neerim District Secondary College is a small Year 7-12 secondary school of 210 students. We offer a broad range of curriculum programs at Year 7, Year 8 and Year 9, and strong academic and vocational pathways through Years 10, Year 11, and Year 12. Our school has a strong focus on building student leadership opportunities through an active student representative council and through a range of other student leadership roles. Students are encouraged to participate in house and interschool sport, instrumental music programs and an annual school production, fundraising activities and a vibrant lunchtime activities program.

At Neerim District Secondary College, we pride ourselves on establishing and reinforcing a positive and orderly school environment. Positive behaviour expectations have been developed collaboratively with students and focus on recognising and reinforcing actions that align to our four school values – Respect, Leadership, Perseverance, Community. Our school's mission is to 'empower all student to be the best version of themselves'.

A key feature of our school is its size and our focus on reinforcing a respectful and supportive community. Our size means all staff know and work to support all students, whether they teach them or not, and students across all year levels interact with, support, and encourage other students. Our school works closely with the Neerim South community to ensure that our students both support community events, and are supported by local businesses through such programs and work placement. This small community environment coupled with broad subject offerings in senior years has led to the establishment of our school motto – 'big enough to make a difference, small enough to care'.

Please read through this Prospectus to build a deeper understanding of our school and its programs. All prospective students, parents and carers are warmly invited to attend a 1 on 1 school tour at any time. As Principal my goal is to ensure every student graduates as happy, healthy, confident, and resilient young people with the knowledge and skills to navigate a successful future. I look forward to working with you to support the growth and development of every young person who attends Neerim District Secondary College.



MICHAEL SHONE
Principal

College Profile

Neerim District Secondary College (NDSC) is a small, rural secondary school of approximately 210 students and 50 staff in 2024. The school offers our students and staff an attractive, settled, and inclusive environment with spacious grounds. Upgrades to the buildings and outdoor spaces at the school were completed in 2021 and these provide enhanced learning spaces for students. Our small school offers many advantages including a strong and supportive community environment where all students and staff know one another and provide respect and care to all.

The community of Neerim South is aspirational and supportive of the school environment and its teaching and learning programs. Confidence in the school and its future has seen a rise in enrolments from both Neerim South and surrounding communities recently. This creates a strong impetus for NDSC to be an attractive option for all West Gippsland families as we strive to provide high-quality education and wellbeing support for all students.

At NDSC we offer a full Year 7-10 curriculum based on the Victorian Curriculum framework, an alternative applied inquiry-based program at Year 9, and a full suite of senior school and pathways programs including pre-Vocational Major and early access VCE options at Year 10, VCE, Vocational-Major VCE, VET options, Headstart School Based Apprenticeships and flexible Work Experience arrangements.

Our vision is to empower our students to become the best version of themselves, maximising their ability to realise their potential and fulfill their dreams. We see our school as a community that cares for and respects one another. We pride ourselves on staff working as a cohesive unit to support students and families to achieve their goals. We have high expectations for our students and believe that all students can achieve excellence in their educational pursuits. NDSC is a School Wide Positive Behaviour Support school.

The values developed by students, staff and the community include:

- Respect - We have due regard for the feelings, wishes and/or rights of others.
- Leadership - We strongly encourage students to undertake leadership roles but also to take on leadership behaviours.
- Perseverance - We admire and encourage others to continue to persevere in spite of barriers.
- Community - We have a strong sense of belonging to the school community and welcome everyone.

Fundamental to these values is a belief that everyone has something to contribute, hence tolerance and understanding are core to the way students and staff operate at NDSC. All teachers undertake professional learning on classroom practice, and we have adopted an agreed instructional framework and consistent process for planning for learning. Professional learning is an aspect of every meeting we undertake in the school.

At Neerim District Secondary College, all students have opportunities to become involved in college-wide programs. Leadership roles include School and House Captains, Student Representative Council (SRC), School Council and Peer Support. The school offers extra-curricular opportunities such as the biannual Presentation Ball and music concerts and productions. Students are encouraged to build their leadership skills through participation in decision-making and community events, as well as through taking part in school and house assemblies. Acknowledgement of student achievement is given a high profile at such assemblies, as well as through awards, including those given out at the Presentation Night at the end of each year.



Student Information

Our Students

At Neerim District Secondary College you will belong to a school community of approximately 200 students.

Will be part of a School House

You will be placed into one of our four houses which you will belong to for the entire time you attend NDSC. When the school has swimming or athletics days you will be expected to represent your House and support your peers.

Our House groups are known as:

MONASH KURNAI STRZELECKI TARAGO

How do I...

Get a locker

A locker will be allocated to you early in the year. You are expected to keep your locker clean and tidy and your lock is your responsibility to look after, as well as your locker code. Students are expected to use a lock provided by the school at the beginning of the year. If you have any issues with your locker please see the student engagement team.

Valuable items should not be left in unlocked lockers or in school bags. These should be locked into your locker at all times or given to the front office for safe keeping.

Catch a bus

At the end of the school day, students move quickly from their lockers to the bus loop and are to stay on the school side of the fence at all times until boarding the bus. A teacher will be on bus duty each morning and afternoon to support students if they require assistance.

Student Information

How do I...

Find out where I should be

The timetable shows the subject, teacher and room where you should be each period. Timetables are pinned up in the corridors and students are provided with an individual student timetable at the beginning of the year. Any staff available can help you with reading your timetable and if you get really stuck you can go to the main office or student engagement office for further support.

At NDSC we follow a 2 week timetable with days labeled day 1 through to day 10. We have 5 periods each day with period 1 and 2 occurring in the morning, followed by recess, then period 3 and 4, followed by lunch and finished with period 5 in the afternoon. Timetables and schedules are available on the students compass portal where room changes and teacher changes will also be published.

9am	9:00: 1 - 8NAUS24 - (8N Auslan 2024) - S† S3 - FL
10am	10:02: 2 - 8NHUM24 - (8N Humanities 2024) - S3 - TB00
11am	11:32: 3 - 8NPE24 - (8N Physical Education 2024) - REC - JTD
12pm	12:34: 4 - 8NMAT24 - (8N Maths 2024) - W6 - AW00
1pm	
2pm	2:20: 5 - 8NCON24 - (8N Connect 2024) - S1 - EB00 JTD
3pm	

NDSC BELL TIMES

P1 9:00am - 10:00am

P2 10:02am - 11:02am

RECESS 11:02am - 11:32am

P3 11:32am - 12:32pm

P4 12:34pm - 1:34pm

LUNCH 1:34pm - 2:20pm

P5 2:20pm - 3:20pm

Student Information

What happens...

IF I BECOME SICK OR INJURED AT SCHOOL

If you become ill at school you should inform a teacher immediately and they will allow you to go to sickbay. You will need to see the Library staff, who will check you into the sickbay and keep an eye on you. If need be, your parents will be contacted and asked to pick you up from school. A number of the staff are trained in first aid and will assist you if you have an accident at school. Students should NOT ring their parents themselves if they are feeling unwell.

IF I AM LATE TO SCHOOL

Go straight to the General Office on arrival at school to sign in via the Compass Kiosk using your Compass ID card, office staff can assist you if you do not know how to use the Kiosk. The Kiosk will print you a late pass to give your classroom teacher. If you are late, you must bring a note from home to give to Office staff. In such a case, collect your books quickly and go straight to class.

It is important for our duty of care and emergency services that any student arriving after 9am must sign in via the Compass Kiosk. Most of all, aim to be on time for school and each class.

IF I NEED TO LEAVE DURING THE DAY

Students are to be collected by a parent/guardian if they must leave school during the day. All students must sign out through the front office and there must be a parent/guardian present.

Remember: You must not leave the school grounds without permission.

IF I LOSE SOMETHING

Firstly, you must retrace your steps and search hard. If you still cannot find your property, see the General Office to see if it has been handed in. Avoid bringing valuables to school first of all, but if you do need to bring valuable items, such as money, make sure that it is locked in your locker and that all your possessions are clearly labelled.

IF I HAVE ANY PROBLEMS

If you have any problems, please see your Connect teacher, Year Level Leader or the School Wellbeing Coordinator. These staff are here to support you no matter how big or small your problem may be.

IF I HAVE A MOBILE PHONE OR MEDIA DEVICE

Mobile phones are not permitted to be used in secondary schools across Victoria. The expectation is that between the hours of 9am-3.20pm all mobile phones are locked in lockers and not accessed. If not, you will be given a phone offence and your phone will be taken to the General Office for the remainder of the day.

IF I DON'T HAVE MY SCHOOL UNIFORM

All student's at NDSC are required to wear school uniform, to and from school, and on school excursions.

If you are going to be out of uniform please have your parents / carers contact the General Office or bring a signed and dated note to be passed on to your Year Level Leader. All students and families are reminded that uniforms compulsory.

Expected Behaviours

At Neerim District Secondary College there are expected ways to behave which are a very important part of living and working together in a community of learners and teachers. NDSC uses Positive Behaviour Support (PBS) as a framework to ensure that the learning environment of the school is focused on creating and maintaining a culture based on positive regard and engagement.

What does this mean for NDSC?

It means NDSC does not focus on a system of rules but instead on expected behaviours. A School-wide Positive Behaviour Support (SWPBS) Matrix was developed by students for students. It focuses on both the school values – **respect, leadership, perseverance and community** and learning behaviours in classroom settings as well as non classroom settings such as the yard and corridor.

- It means staff explicitly teach these behaviours to students to ensure that all students are fully aware of the expectations and what they look like and mean and are consistently reinforced and revisited.
- It means NDSC staff positively acknowledge students expected behaviour. The most common reward used is verbal praise. In PBS there should be 5 positive comments to 1 corrective comment. NDSC also has other reward systems such as green Compass entries and Good News postcards to be sent home with messages outlining the appreciated and acknowledged behaviour.
- It means that the PBS leadership team which consists of staff, students and community members, continually refer to data to determine areas of the school which require further focus and improvement. Data is gathered from many sources including Attitude to School surveys, Bullying surveys, student behaviour referral forms, pulse chronicle data and PBS specific data surveys.

Students who find it difficult to work with the whole school expectations may be supported in specialised groups or individually. The College's Student Engagement Policy outlines actions or penalties for serious breaches of expected positive behaviours.

SWPBS Shop

As part of our school wide PBS approach we have adopted a rewards system that encourages positive behaviours. When student's show one of our four school values they are rewarded with a ticket that they can later spend at our SWPBS Shop. Students are able to earn different items from the shop such as lego, air pods, mountain bikes and many more. We are extremely grateful to The Sixth Child organisation for supporting our SWPBS shop and reinforcing positive behaviours at NDSC.



POSITIVE BEHAVIOURS AT NDSC



"Empowering all students to be the best version of themselves"

CLASSROOM

RESPECT

- Participate
- Be fair and equal
- Look after the classroom
- Be organised with equipment
- Arrive on time

COMMUNITY

- Share ideas
- Work together positively
- Help teachers and peers

LEADERSHIP

- Be inclusive and helpful
- Be considerate and positive
- Be an upstander and a good example

PERSEVERANCE

- Complete the work and ask questions
- Listen and be kind to yourself and others
- Keep going and have a go

YARD

RESPECT

- Put rubbish in the bin
- Respect all equipment
- Be kind to and include others

COMMUNITY

- Include everyone
- Be friendly
- Have fun

LEADERSHIP

- Be inclusive and helpful
- Encourage people to participate
- Be an upstander and a good example
- Speak with respect

PERSEVERANCE

- Try your best in games and sporting activities
- Cheer people on

CORRIDOR

RESPECT

- Be patient at the lockers
- Eat and drink outside
- Be safe and walk
- Keep left
- Use your own locker

COMMUNITY

- Use an inside voice
- Use roll on deodorant
- Use your own locker

LEADERSHIP

- Put rubbish in the bins
- Give space to others at the lockers
- Wait your turn
- Move outside when finished

PERSEVERANCE

- Be patient
- Positive language
- Wait your turn

CANTEEN

RESPECT

- Be patient in the line
- Use your manners
- Put rubbish in the bins
- Use an inside voice

COMMUNITY

- Be an upstander - encourage safe and orderly behaviour
- Order food
- Use equipment safely

LEADERSHIP

- Put rubbish in the bins
- Wait your turn
- Be patient

PERSEVERANCE

- Be patient
- Positive language
- Wait your turn
- Offer help
- Be prepared with your money and order

LIBRARY

RESPECT

- Be mindful of your volume
- Clean up after yourself
- Use your manners
- Use the equipment appropriately
- Eat and drink outside

COMMUNITY

- Share the resources
- Return your books when finished with them
- Inform staff of any damage

LEADERSHIP

- Encourage others to respect the library as a safe space
- Volunteer to borrow and return class resources

PERSEVERANCE

- Be patient when wanting to borrow/return books or attending first aid
- Try new books

BUS

RESPECT

- Be mindful of your volume
- Take your rubbish with you
- Walk calmly to the bus stop

COMMUNITY

- Be kind to who you are sitting with
- Encourage others to be nice and kind

LEADERSHIP

- Always listen to the teacher, staff member or bus driver

PERSEVERANCE

- Sit in the free spots
- Encourage others to be patient when waiting for the bus

TOILETS

RESPECT

- Wash your hands
- Flush the toilet
- Put your rubbish in the bin
- Respect the space
- Move outside when finished

COMMUNITY

- Keep it clean
- Respect privacy
- Use equipment properly
- Inform staff of any damage

Expected Behaviours

Positive Orderly Learning Environment

We, as a school, focus on building positive relationships with all members of our school community and establishing a positive school environment. This includes ensuring we actively interact and build positive relationships with every one of our students and continue to recognise positive effort through green compass chronicles and PBS postcards. We also continue to establish an orderly environment by all teachers consistently and relentlessly applying our POLE processes regarding Uniform, On Time, In Class, Mobile Phone, Prepared for Class.

School Uniform

Wearing a uniform instils pride as well as greater valuing of the school and its community. It supports the establishment of a clean, neat, and orderly environment which directly encourages positive teaching and learning.

On Time

Being punctual and on time to class allows all students to maximise their learning opportunities. It further supports teachers in delivering high quality teaching for all.

In Class

Maximum time in class provides students with the greatest opportunity to learn important skills and knowledge. Students exiting and entering classrooms during periods causes disruptions to other students' learning and to the teacher's capacity to teach.

Prepared for Class

Being prepared for class allows all students to maximise their learning opportunities. It further supports teachers in delivering high quality teaching for all.

Mobile Phones

Mobile phones create distractions that inhibit effective learning and prevent healthy social interactions. A Victorian Government Ministerial Order requires all students in Victorian Government schools to switch phones off and securely store them during school hours.

Curriculum

Students in Year 7 participate in a number of subjects. The delivery of curriculum and the assessment of performance are measured against the Victorian Curriculum F-10 .

Year 7-9 Subjects

Core Subjects

- English
- Humanities (History & Geography)
- Auslan & Achievement
- Mathematics
- Physical Education/Health/Sport
- Science

Electives Subjects

- Art
- Food Technology
- Materials Design & Technology:
Metalwork/Woodwork
- Performing Arts

Some of these units or subjects will run for the whole year. Some other units or subjects listed will run for a semester (i.e. half a year.) Some further units or subjects listed will run for only one term.

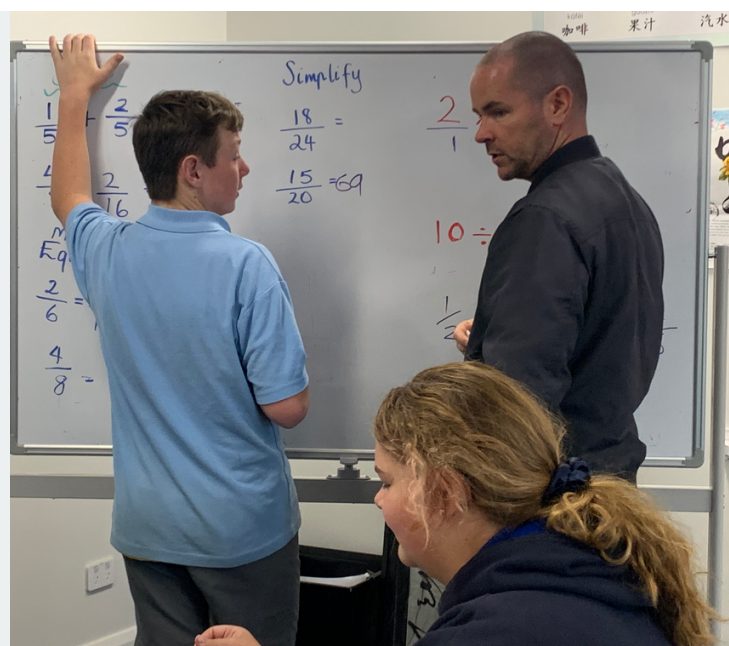


English

As a core subject, students in year 7-9 will undertake English four sessions a week. Throughout the year, students will learn and develop a variety of skills; such as speaking and listening, reading and informative, creative and persuasive writing, just to name a few. In addition, all students will have the opportunity to analyse film techniques. Reading is currently a primary focus in English at NDSC, so students will be given plenty of opportunities to read and write about their reading.

Mathematics

At NDSC, we have a dedicated team of teachers who deliver the Numeracy content based on research, promoting high quality learning. We have differentiated learning within each classroom that caters to the learning needs of all students with various skills and abilities. During the years, students are given the opportunity to further extend and apply their knowledge through participation in Mathematics competitions and events hosted by the Mathematics Association of Victoria. Students can strive for excellent results and be formally recognised for this. During year 7, students explore the topics in Whole Numbers, Integers, Fractions, Decimals, Percentage and Ratio, Algebra, Measurement, Linear Equations, Angles and Shapes and Statistics and Probability. Over the years, they extend their levels and skills in these topics and head into Financial Mathematics, Trigonometry and Quadratics.



Curriculum



Humanities

Humanities consists of two main areas of study: History and Geography. Over the three-year period, History looks at cultures from ancient civilisations such as Egypt, Rome and China's early dynasties. The study moves on to consider societies and cultures through the Medieval period in Europe and Asia and the Age of Discovery in the Americas. In year 9 students study the impact of the industrial revolution, early Australian settlement and WWI. Geography starts out considering the importance of water and ways we can manage water in Australia. It looks at floods and the impact this has on communities. It considers how we choose to live in cities and what makes a city liveable. In Year 8 Geography considers the way coastal and mountain landscapes work and support livelihoods and communities. Students consider mega-cities and what makes a city sustainable. In year 9, students study biomes around the world and consider the impact humans have on these biomes. Students learn about food security, threats to these securities and how we can manage food production sustainably.

Physical Education

We offer PE from year 7 to year 12. Students in years 7 to 9 focus on developing fundamental motor skills through team and individual sports and physical activities as well as their social and personal capabilities, while completing supporting theory in line with the Vic Curriculum. At year 10, students will complete a Coaching & Skill Analysis unit and Life Skills unit. The Coaching and Skill Analysis unit looks at how to improve performance in athletes from a coaching perspective. The Life Skills unit gets students equipped with skills outside of the required curriculum such as changing a tyre, cooking basic meals, making a start on their personal finance and completing a small bout of work experience in a field of their choice. Students in years 9 and 10 can also do a fitness elective. This gives students an early insight into the human body with key focuses such as bones, muscles, joints, energy systems and more. These topics will all be linked through practical experiences. All year 7 to 10 PE units are designed to build the student's prior knowledge and vocabulary before they get to VCE.



Curriculum

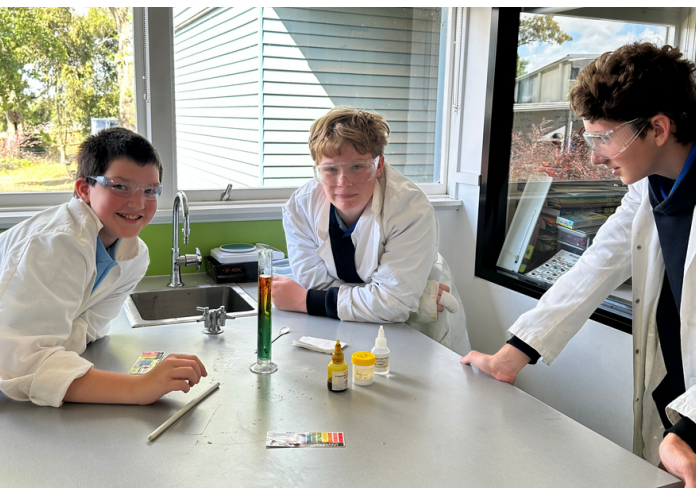


Auslan & Achievement

We introduced Auslan and Achievement classes at Neerim District Secondary College in 2024 for students in Years 7 and 8. Each week all Year 7/8 students participate in one Auslan session and one Achievement session. The Auslan sessions are targeted towards learning basic conversational Auslan; including sentences about family, school, animals, colours, jobs, and students likes or dislikes. Our Achievement sessions teach and reinforce key language convention skills and concepts including grammar, spelling, punctuation and writing and reading skills. These sessions are designed to enhance what is being taught and covered in English classes.

Sport

Students at Neerim District Secondary College can participate in Sport at a local school level, zone, regional, and state level. The variety of opportunities include both individual and team sports. Swimming, athletics, and cross country are held throughout Term One and Term Two, with team sports such as girls' and boys' football, netball, volleyball, tennis, cricket, and basketball held throughout the school year. Concepts of inclusion, teamwork, community, and peer support are valued in all sporting endeavours. All students are encouraged to embrace these key values through house participation and assistance with sporting event management.



Science

In Science students will learn to investigate, understand and communicate about the world around us. Through the study of Science, students are able to become critical thinkers and use evidence to evaluate what is happening around them. Students develop skills to work scientifically and explore evidence. Science covers four main areas. Biology; understanding living things. Chemistry; the composition and behaviour of substances. Earth and Space Sciences; the earth's structure and its place in the universe and Physics; understanding the nature of forces, motion, matter and energy.

Curriculum



Performing Arts

At Year 7 students study both Music and Drama. Both subjects are performance-based subjects which means they help to build confidence levels.

In Year 7 Music, which runs on a 13 week rotation, we study Keyboards, Ukuleles, Instruments of the Orchestra, Music Theory and Listening and Written Analysis. We also use online Composition software to engage students in creative musical activities.

In Year 7 Drama, which runs on a 13 week rotation, we study Character Profiling, Crafting Scripts and Performing Scripts. Students play theatre sports games, improvisation games and general drama games to build confidence and relational skills. They work on monologues and poems, they craft their own plays in small group settings and perform their small scripted plays.

At Year 8 students study Music for a semester.

In Year 8 Music, students revise Keyboard, Guitars, Ukuleles and study Music Theory, Listening and Written Analysis, History of Popular Music and Composition. Students work as a class performing along to tracks in order to build rhythm, timing and performance skills.

Food Technology

Food Technology is more than just cooking. Although, we do start with the basics of knife safety, food hygiene and other safety practices in the kitchen. Followed by preparing healthy meals that can be replicated at home. Our practical classes are focused on building up our skills for using ovens, stovetops, knives and correct procedures for cleaning dishes and kitchens. Our theory centres around the science of food poisoning and contamination, mathematics of measurements, volumes and equipment used to accurately measure ingredients, before moving on to exploring healthy eating and nutrition. Students learn about the design cycle as a problem-solving method to develop healthy eating plans for themselves and their families.



Curriculum



Textiles

Again, the study of textiles is more than just sewing. Our practical classes begin with using the design cycle to create a mini monster and a bag for life. Students learn to sew on buttons, repair holes and sew seams both by hand and on a sewing machine. Students also learn about the different types of fibre produced in Australia, their production methods, environmental impact and sustainability.

Design Tech - Wood

Year 7 woodwork will see students learn basic woodworking skills using hand tools and some power tools. This class provides an opportunity for creative making and structured production processes. Throughout this hands-on experience students will work with an emphasis on safe work practices. The projects prepared for this class introduce students to a clear set of production processes while also allowing creative expression in additional personalisation elements.



Art

Students will learn to generate ideas and develop a vocabulary that will help them to creatively express opinions about Visual Art. This subject focuses on the development of a broad range of skills using a variety of materials and techniques in the creation of 2D and 3D artworks. Students develop a folio of artworks based on a range of visual responses inspired by the study of art styles linked to traditional and contemporary art practices. Students will also develop skills in art criticism and analysis through a range of verbal and written responses based on the study of artists and their artworks.

Additional Programs

Victorian High Achievers Program

The Victorian High Abilities Program (VHAP) is an exciting opportunity for gifted, talented, or high-achieving students in the subject areas of English and Maths to enrich and extend their learning beyond their regular English and Maths classes. Participation in VHAP is available for students in Years 7 and 8 at Neerim District Secondary College and is accessed through Virtual School Victoria's online learning platform. Selected students participate in either the English or Maths stream of VHAP for one term, with lessons occurring once per week.

To be nominated to participate in VHAP, students need to demonstrate that they are – or have the potential to be – working 12 months above level in either English or Maths. Students may be automatically selected by the Department of Education, or they may be nominated by the college. NDSC uses a range of data from students' learning progress to assess eligibility for VHAP nomination. This may include results from standardised literacy and numeracy tests (such as NAPLAN and PAT), tests and assessments administered by the classroom teacher, and other evidence such as class work. The High Abilities Practice Leader selects students to be nominated based on consultation with English and Maths teachers around this data. Students also need to demonstrate a willingness to participate and complete all required work and homework, a positive attitude and positive behaviour which respects others' right to participate in the program without disruption.

Students in Year 7 can participate in VHAP from Term 2. This allows them the opportunity to settle into secondary school and gives their teachers time to get to know their strengths and abilities as they undertake assessments and participate in class.

Sport

Sport & House Sport

The sporting competition within the school is organised on a House basis. Four Houses – Kurnai, Strzelecki, Monash, and Tarago – compete in athletics, swimming, and cross country. As well as providing motivation through competition, the school has a trophy which encourages sportsmanship.

Inter School Sport

Students take part in inter school sporting competitions against Warragul Regional College, Drouin Secondary College, Trafalgar High School, Marist-Sion College, Lowanna College, St Thomas Aquinas College, and Round Robin events are held at a variety of local venues across the school year. The College also sends a team to the athletics, swimming and cross-country carnivals held each year in the West Gippsland area. Successful students in these events are selected to compete at higher levels of competition. The College has a very successful record and has been represented at the highest level on many occasions.

Additional Programs

CEA9 Program in Year 9

In Year 9, options available to students in this highly regarded, innovative and inquiry based program may include:

Urban Knights

A study of Melbourne in comparison to Neerim South with a focus on what makes Melbourne unique and how it has transformed over time. Offsite excursions and exciting opportunities include city and public transport navigation, the State Library, visiting graffiti lane and a stencil workshop, attending ACMI, the Holocaust Museum, the Koorie Heritage Cultural Centre, Immigration Museum, Shrine of Remembrance and Queen Victoria Market.

Rubicon Program

Inquiry learning led by Rubicon teachers to identify the many impacts on the health of our environment. Outdoor education experiences that link back to developing students social capabilities alongside geographical knowledge.

Crime Scene Investigation

This course is a hands-on laboratory and project-based course with a few incursions and excursions, that will lead students through a foundation of law and criminal justice, history of forensics, and modern scientific advances in the field. This course recognizes the growing interest in jobs within the sciences, medicine, engineering, and law enforcement. During this course, students will participate in solving and creating crime scenes, analyse data, sharpen their powers of observation and critical thinking to solve problems.

Backyard Biodiversity

Investigating both the flora and fauna in our local environment, how it adapts over time and how climate change has impacted the diversity of species across our country and planet.

20% Project

Do you have an idea, project or interest that you would pursue, but don't seem to have the time? Then you will have the opportunity to spend 20% of you class time building entrepreneurial skills, business management, financial management, publicity, market research, Investigate/Design/Produce/Evaluate Cycle and providing community services.

Additional Programs

School Camps

Our school has a firm belief in the value of camps in our college program.

Year 7

Year 7 students spend three days together during Term 1 to help promote their transition process. This camp helps them get to know each other, and some of their teachers, away from the rest of the College environment. The venue in 2024 was at CYC The Island – Phillip Island, where students undertook activities like rock climbing, beach combing and archery, while also getting to visit different locations such as Churchill Island, A Maze N' Things and the Penguin Parade. The theme of the camp is to develop a sense of community and build relationships. It is a vital part of the students transition into secondary school.

Year 8

During term 2, our Year 8 student's get to spend 3 days together to help improve their social skills and promote team building. The venue is Rubicon Outdoor Education Centre - Nayook Campus, where students undertake activities like rock climbing, high ropes and caving. The theme of the camp is to develop teamwork and trust within the group. It is a vital part of the students building relationships in Secondary School. Other activities like canoeing may be run to further develop teamwork and provide leadership opportunities amongst the group.



Extra Support

Student Wellbeing

Students may arrange to see the Student Wellbeing Coordinator, or the School Nurse concerning any difficulties they are having. With parental consent they may also access Student Support Services and our school Mental Health Practitioner. Other student wellbeing resources are available throughout the year.

Doctors in Schools

The Doctors in School service runs through our custom built Doctor's rooms which are located in the bus-loop. All students are able to access, via appointment, the confidential services of a GP and Practice Nurse here at school without incurring any out-of-pocket expenses for the consultations.

The objectives of the program are to:

- Make primary health care more accessible to students
- Provide support to young people through the early identification of health problems
- Reduce the pressure on working families.

The program is guided by a range of key principles, including:

- Equity of access
- No cost of access to a GP at school to student or parents/carers
- Youth-friendly
- Staff trained in adolescent-health
- Student confidentiality
- Cultural safety.

Inclusion

Neerim District Secondary College School is recognised for its willingness to support students with various needs in an inclusive and supportive environment. The school strives to foster attitudes of respect, cooperation, and empathy for one another. NDSC provides for students with disabilities by collaborating closely with the student, their parents/carers, and relevant specialists. The Learning Specialist and Disability Inclusion Coordinator oversee the inclusion needs of all students within the College. Students are provided with additional support from our teaching and education support staff who implement a range of strategies as required.

Extra Support

Student Careers Office

The careers office has a Careers Advisor and VM Pathways Coordinator who assist students with their pathways whether it is Vocational or Tertiary. Both can provide information and counselling to students to make choices about their education, training and work, and liaise with external agencies to ensure students have access to opportunities that will help them reach their full potential. Counselling of individual students on career choice and subject selection is available as well as resources from many organisations and Tertiary institutes.

The VM Pathways Coordinator assists students to learn about, and transition to, the world of work with placements in the VM program, assisting students who wish to gain an apprenticeship, as well as work experience for students in year 10.

The My Career Insights program for all year 9 students in government secondary schools. This program will help your year 9 child to:

- learn about what skills and abilities they could bring to a job.
- find out about what jobs match their abilities, interests and personality, and the subjects they need for those jobs.

The program will involve your child answering some questions and quizzes. The results will be presented in a report called the Morrisby Profile Report.

Middle-years students also have the opportunity to attend the Job Skills Expo held at Lardner Park, and the school also has visits from external providers such as Universities and the Defence Force.

The Careers Advisor is available one day per week (Tuesday's), and the VM Pathways Coordinator is available three days per week (Monday/Wednesday/Thursday).

Interventions

Whether your child needs extra support or learning extension we can cater accordingly through various programs on offer.

The Victorian High-Ability Program (VHAP) is an enrichment program that addresses the needs of high-ability students to engage with challenging material in either English or mathematics, and also to meet and exchange ideas with other students like themselves.

MYLNS is another program that plays an important role in our school's teaching and learning program. Using a Response to Intervention framework, MYLNS is categorised as a Tier 3 support, where an intensive intervention is provided for students who require additional support in Literacy and Numeracy.

Parent Information

Transition

The team at NDSC work closely with the local primary schools to help develop a transition program that has the following aims:

- Encourage primary students to look forward to, and enjoy, the challenges secondary school offers.
- Enhance students' growth and development and nurture their desire to learn.

Our Transition Program includes the following activities and strategies:

- Visits of staff and students between primary schools and the secondary college.
- Exchange of student information between schools to assist year 7 staff to understand individual students to make their transition smoother and to enhance learning outcomes.
- Later year primary students have frequent visits to the secondary school through our Discovery Days where primary students get to experience a variety of the classes we offer to our students such as; Wood and Metal Technology, Food, Music, Drama, Art, Science, Physical Education and Outdoor Education.
- Later year primary students are invited to attend our Annual Maths Games Days.
- Share resources, where practical, between primary schools and NDSC.

Our Transition Program

Throughout the year, students from affiliated primary schools undertake a variety of extra-curricular activities that encourage primary students to look forward to and enjoy the challenges the secondary college has to offer.

In Term 4, all year 6 students who will be attending NDSC will be invited to attend our 3-day transition program in line with the Statewide Transition Day. During these three days, students will meet their teachers, locate classrooms, learn about each subject, begin work in subjects and become familiar with the normal operations of our school. Parents are welcome to visit on these days.



Parent Information

School Council

School council members play a key role in Neerim District Secondary College. Participating as a school council member is a rewarding and challenging experience. The school council supports the principal to provide the best possible educational outcomes for students.

Membership of the NDSC Council is as follows:

- Parent Elected members - 7
- Staff Elected members - 5
- Principal - 1
- Community members - 3
- Student members - 2
- Total members - 17

College & Community Library

Our busy school/community Library at Neerim District Secondary College is the focus of much learning activity. The fiction section contains a selection of books suitable for all ages, ranging from children's picture books through to teenage fiction and adult novels. The College's own fiction supply is supplemented by stock from Myli Libraries, library stock is changed on a regular basis.

The non-fiction section of the library houses a range of books and general reference material. Library staff can also provide easy access to the Myli Library collection as well as access to the collections of external Libraries around Victoria.

The library catalogue can be conveniently accessed via the Myli library website using your preferred device. In addition to printed material, an extensive collection of eBooks, eAudiobooks and eMagazines are available via the Borrow Box app. Laptops, iPads, Wi-Fi and printing are also available to students.

Parent Information

Homework

Homework is set by teachers so as to encourage and assist the development of good study habits and to ensure that students complete all work necessary to maximize their learning. Students are assigned homework by their teachers on a regular basis, where teachers will ensure how homework is to be completed and submission dates. This should be recorded on Compass for both students and parents to see.

Teachers and parents should be mindful of the fact that students need to learn that deadlines for the completion of work should be met. Students will always have a reasonable amount of time to complete their homework, keeping in mind the requirements of other subject areas.

Class teachers will be responsible for the reviewing of each child's level of application homework and following up on any homework that is not completed, as well as notifying parents if concerned about a lack of work from any student. Repeated failure to hand in homework will be dealt with in line with the Student Management policy.

Parents are encouraged to check that homework is completed. Homework can take the form of set tasks as well as completion of unfinished work, revision of work already covered prior to a test, or extension work.

It is suggested that year 7 students do homework, including revision, for a minimum of 30 minutes per night.

Neerim District Secondary College provides regular information to parents about the progress of their children through GPA's and learning tasks. Teachers of year 7 draw on a range of assessment procedures linked to the Victorian Curriculum F-10. Within each subject, there is a curriculum focus and standards for student achievement.

It is important to note that every child will progress at different rates in various subject areas in the Victorian Curriculum F-10 according to their own level of understanding. Sometimes, assessment levels will change compared with those from Grade 6 as students settle in to their new school.

Assessment

The wider community rightly expects schools to aim for high standards for all students. Neerim District Secondary College provides regular information to parents about the progress of their children. Teachers of Year 7 draw on a range of assessment procedures linked to the Victorian Curriculum F-10. Within each subject, there is a curriculum focus and standards for student achievement. It is important to note that every child will progress at different rates. In various subject areas in the Victorian Curriculum F-10 according to their own level of understanding. Sometimes, assessment levels will change compared with those from Grade 6 as students settle in to their new school.

Student performance in each subject is assessed continuously. Assessment will be based on such tasks as classroom tests, projects and completed models. Teachers will provide ratings and comments on areas such as achievement, attendance, behaviour, effort, home study, punctuality and participation in group activities. Formal examinations will be conducted in Years 10, 11 and 12.

Student Learning Growth

Student learning growth is a priority at Neerim District. We use a range of assessment tools that track achievement and learning growth which cater for a diverse range of learning needs. Student learning goals are set and tracked accordingly. We use multiple formative data assessments to analyse how our students are growing in their learning and use a range of teaching strategies to monitor the effect of our practice for better student outcomes.

NAPLAN

NAPLAN assesses literacy and numeracy skills that students are learning through their regular curriculum. Students will be assessed on Reading, Writing, Numeracy and Language Conventions. At Neerim District Secondary College students feel prepared and confident leading into NAPLAN through our data literacy program. NAPLAN is a great tool for our school to track student learning growth across year 7-9 and evaluate our teaching practice. We strongly encourage all students to participate in NAPLAN. We provide adjustments for students who need extra support when completing NAPLAN through extra time, rest breaks and small testing environments to suit all learners.

Assessment

ACER PAT Testing

The Acer PAT assessments are another tool Neerim District use to measure student learning growth and achievement. PAT assessments measure what students in year 7-10 know, understand and are capable of across Reading and Numeracy, and help monitor student progress over time. The tests are computer adaptive which support students at multiple entry points. The data is collected in Semester 1 and 2 and is then used to track student growth and what learning needs to take place to continue the students learning development.

Grade Point Average (GPA)

NDSC has implemented a method of compiling measuring and reporting on student learning behaviours. The system is called a Grade Point Average (GPA). Parents and students will be able to access their GPA via an on-line program called Compass. These are completed every 5 weeks. With Compass, teachers are making judgements about individual “student learning behaviours” in their classes. The GPA does not report on the student’s academic level of achievement however, but there is a clear link between the two.

The key Learning Behaviours are behaviour, effort, self- management, class work, and achievement. Judgements include Excellent, Very Good, Good, Moderate, Low, Very Low, or Absence (hard to make a judgement). Students are judged on the learning behaviours in each subject, and each subject will receive a score out of 50. Parents and students can quickly compare the ratings for all of the subjects, and quickly identify those that may require attention, or they are doing well in. Each Learning Behaviour is also rated out of 50 and this is shown across the bottom of the Report. Once again variations occur, so Parents and students can quickly identify the areas that need working on, or where they are doing well. Once all of the judgements for all subjects are taken into account, each student will receive an overall Grade Point Average (GPA). The overall GPA is rated out of 50. Teachers will be entering GPA data every 5 weeks, (twice a term). This will mean that parents and students can track their progress over time, and discussion can occur between teachers, parents and students to put into place strategies that will allow continual improvement.

Assessment

Class Attendance

Teachers are expected to mark student attendance in each class scheduled for the day, which allows the college to have an updated and accurate record of student movements through out the day. Parents will be notified by SMS each day at 10am if their child has an unexplained absent. Parents can enter reasons for student absences via the parent portal or by contacting the school Attendance line.

Student Behaviour & Welfare

Teachers are able to record student behaviour and welfare concerns on Compass and this information will be used to assist your child in achieving their educational outcomes. Year Level Leaders and the school wellbeing team follow up with behaviours of concern and wellbeing issues in collaboration with classroom teachers and families.

Real Time Reporting on Compass

Parents are strongly encouraged to monitor their child's progress through the assessment tasks on Compass. Real time reporting gives parents and students accurate and timely feedback on how students are progressing in each subject. This system replaces traditional reports that only provided feedback when the unit/subject was over.

What to look for (in the [Learning Tasks](#) section).

- Red dots mean that the work has not been completed or submitted
- Green dots indicate that the work has been completed.

Click on the title of each (green dot) learning task to find results and teacher comments on the work. Please email your child's classroom teacher if you are having difficulty navigating around the system.

Assessment

GPA 7-10 Assessment Rubric

	BEHAVIOUR	EFFORT	SELF-MANAGEMENT	CLASSWORK	ACHIEVEMENT
EXCELLENT	<ul style="list-style-type: none"> Always mature and responsible attitude shown Highly cooperative Always respectful of others and property 	<ul style="list-style-type: none"> Always motivated to work at a very high level. Puts in an exemplary amount of effort. Always maintains a very strong focus in class. 	<ul style="list-style-type: none"> Very well organised Always punctual, with all equipment required. Deadlines always met and work sometimes early Effectively plans Completes set homework 	<ul style="list-style-type: none"> Work always completed to the best of their ability. Poses questions that probe complex ideas. Uses multiple sources of feedback to reflect and act. 	<ul style="list-style-type: none"> Completion of all learning tasks to an excellent/outstanding standard
VERY GOOD	<ul style="list-style-type: none"> Responsible attitude consistently shown Very-cooperative Consistently shows respect for others and property 	<ul style="list-style-type: none"> Very well motivated on a consistent basis Shows a high degree of effort with as tasks Maintains strong focus on tasks set in class 	<ul style="list-style-type: none"> Well organised Punctual, with all equipment required. Deadlines always met with set work. Usually plans effectively. 	<ul style="list-style-type: none"> Most work completed to the best of their ability. Poses questions that consider different viewpoints. Uses self & peer feedback. 	<ul style="list-style-type: none"> Completion of all learning tasks to a very good/excellent standard
GOOD	<ul style="list-style-type: none"> Usually displays a positive attitude Usually co-operative Generally shows respect for others and for property 	<ul style="list-style-type: none"> Usually shows a good level of motivation. Puts in an appropriate amount of effort. Usually stays focused on set tasks in class. 	<ul style="list-style-type: none"> Usually organised Generally punctual, with correct equipment. Most deadlines met with set work. Usually plans. 	<ul style="list-style-type: none"> Work usually completed to the best of their ability. Sometimes poses questions about different issues. Uses reflection and teacher feedback. 	<ul style="list-style-type: none"> Completion of learning tasks to a good/very good standard
MODERATE	<ul style="list-style-type: none"> Attitude could be more positive at times Becomes distracted or distracting others Could show greater respect for self, others and property 	<ul style="list-style-type: none"> Displays a reasonable level of motivation. Puts in a satisfactory amount of effort into most tasks. Often loses focus on set tasks in class. 	<ul style="list-style-type: none"> Could be better organised Could be more punctual, bringing correct equipment. A number of deadlines not met with the submission of set work. Plans with support 	<ul style="list-style-type: none"> Work occasionally completed to the best of their ability. Asks questions to identify issues. To some degree reflects and adjusts thinking if necessary. 	<ul style="list-style-type: none"> Only some of the objectives of the subject were met and the completion of learning tasks was to a moderate standard.
LOW	<ul style="list-style-type: none"> Can show a negative attitude at times Regularly does not follow instructions and is easily distracted Should show greater respect for self, others and property 	<ul style="list-style-type: none"> Needs to show an increased level of motivation. Needs to put a greater amount of effort into most tasks. Often loses focus on set tasks in class. 	<ul style="list-style-type: none"> Poorly organised Regularly late to class, often not, bringing correct equipment. Late with the submission of set work on a regular basis Tends not to plan 	<ul style="list-style-type: none"> Class work at times not completed to the best of their ability. Asks questions to clarify their own issues. With support, identifies and describes thinking and learning strategies. 	<ul style="list-style-type: none"> Did not meet many of objectives of the subject and the completion of learning tasks was low.
VERY LOW	<ul style="list-style-type: none"> Very negative attitude Often refuses to follow instructions, Becoming distracted or disrupting others Needs to show far greater respect for self, others and property 	<ul style="list-style-type: none"> Often shows a very low level of motivation. Puts very little effort into the majority of tasks. Rarely focuses on set tasks in class. 	<ul style="list-style-type: none"> Little or no focus on organisation Very often late to class, usually not having required equipment No evidence of planning Deadlines rarely met. 	<ul style="list-style-type: none"> Class work often not completed to the best of their ability. Little evidence of asking questions shown. Only uses thinking and learning strategies when explicitly shown. 	<ul style="list-style-type: none"> Did not meet the objectives of the subject and the completion of learning tasks was very low.
ABSENCE	<ul style="list-style-type: none"> Difficult to make an assessment due to frequent absences. 	<ul style="list-style-type: none"> Difficult to make an assessment due to frequent absences. 	<ul style="list-style-type: none"> Difficult to make an assessment due to frequent absences. 	<ul style="list-style-type: none"> Difficult to make an assessment due to frequent absences. 	<ul style="list-style-type: none"> Difficult to make an assessment due to frequent absences.

School Features

Computers and Information Technology

The College promotes the use of ICT across all areas of the curriculum. The use of ICT is designed to enhance student engagement with their learning. All students at NDSC are required to have a laptop as a part of the college's bring your own device (BYOD) program. Laptops are available for purchase via our third-party provider, Learning with Technologies, using the Neerim District Secondary College Order Portal. Alternatively, parents/carers can purchase a device from any supplier provided it meets the college-specified minimum standard.

All students have individual computer network, internet and Compass accounts which are their responsibility to manage appropriately. Upon enrolment all students and parents/carers are provided with the college's Acceptable Use Agreement for Internet and Digital Technologies - Student Owned Device Policy. Parents/Carers and students are expected to sign the associated Student Owned Device Agreement.

Students will be expected to sign a Safe Computer Usage Policy and will be expected to adhere to it.



Instrumental Music

Instrumental tuition is available to all interested students. A small fee is charged to cover the costs for instrumental music lessons, which are offered in either group or individual settings on a rostered bases during school hours. It is an expectation that students involved in instrumental music lessons contribute to soirees, Presentation Nights, assemblies and other performance based events where appropriate. Forms outlining how these lessons work are available from the Front Office or the Music Teacher.

Uniform

All students in the College are required to wear school uniform at school, to and from school, and on excursions. Students can choose uniform options according to temperature and comfort.

GENERAL REQUIREMENTS

JUMPER: Rugby jumper or royal blue jumper

FOOTWEAR: All black shoes (black soles included)

JACKET: College navy blue soft shell parker jacket with logo

HOODIE: College navy blue hoodie with logo

PANTS: Navy or black track-pants (school logo or plain)

Girls Uniform Options

- School dress with plain white socks
- Tartan skirt with plain grey or navy blue socks or tights
- Navy blue shorts with plain white socks
- Navy blue pants with plain grey or navy blue socks or tights.
- Pale blue polo shirt with logo, short or long sleeved
- Plain black or navy track pants

(A plain black or white T-shirt/ long sleeve may be worn underneath the school shirt for extra warmth.)

Boys Uniform Options

- Regulation grey school shorts or trousers with plain grey socks or plain white socks.
- Pale blue polo shirt with logo, short or long sleeved
- Plain black or navy track pants

(A plain black or white T-shirt/ long sleeve may be worn underneath the school shirt for extra warmth.)

PE/Sport

- Royal blue polo shirt with navy blue collar with logo.
- Navy sport shorts with logo.
- Navy track pants with logo
- Rugby jumper (optional)
- Waterproof lightweight spray jacket with logo (optional)

Where to buy uniform

Uniform items are available from 'Beleza' in Warragul (Williams Square, Ph. 5622 2930). At times, second hand uniform is available from the school please check with the office staff.

Mobile Phone Usage

Neerim District Secondary College understands that students may bring a personal mobile phone to school, particularly if they are travelling independently to and from school.

At Neerim District Secondary College:

- Students who choose to bring mobile phones to school must have them switched off and securely stored in their locker during school hours.
- When emergencies occur, parents or carers should reach their child by calling the school's office..

Personal mobile phone use

In accordance with the Department's Mobile Phones Policy issued by the Minister for Education, personal mobile phones must not be used at Neerim District Secondary College during school hours, including lunchtime and recess.

Secure storage

Mobile phones owned by students at Neerim District Secondary College are considered valuable items and are brought to school at the owner's (student or parent/carers) risk. Students are encouraged not to bring a mobile phone to school unless there is a compelling reason to do so. Please note that Neerim District Secondary College does not have accident insurance for accidental property damage or theft.

Where students bring a mobile phone to school, Neerim District Secondary College will provide secure storage. Secure storage is storage that cannot be readily accessed by those without permission to do so. At Neerim District Secondary College students are required to store their phones in their lockers. Each student is issued with a lockable locker and padlocks for securing their valuables when at school. All students are expected to have their lockers locked at all times. A secured Mobile Phone safe is also available at the General Office accessible by Office Staff only.



Finance

FINANCIAL ASSISTANCE / FINANCIAL MATTERS

Family Financial Statements are sent out at the beginning of each term, prompt payment would be appreciated. Payment plans are available by contacting the Business Manager. If you are experiencing financial hardship or are having difficulties in paying your child's fees please arrange a time with the Business Manager to discuss ways we can assist you with this.

Camps Sport and Excursion Fund (CSEF)

CSEF will be provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities. If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child. Please contact the school office to obtain a CSEF application form.

Centrepay

Centrepay is a free voluntary bill paying service. Deductions come directly from your Centrelink payments and can be used to pay for your school fees. If you would like to set up deductions please contact the Business Manager to discuss.

Methods of Payments

The College accepts the following methods of payment: cash; cheque; EFTPOS, Direct Debit and BPay. If you would like to arrange a regular payment plan, either fortnightly or monthly, please contact the Business Manager to discuss.

Conveyance Allowance

A conveyance allowance may be available for students who travel more than 4.8km from home to a bus stop (or more than 4.8km to school where there is no bus route) and where they are attending their closest school. Please contact the college for more information if you think you may be eligible for this allowance.

School Uniform

If you are experiencing financial hardship or are having difficulties in providing your child with school uniform please contact the Student Engagement team to discuss.

VOLUNTARY CONTRIBUTION

While the School Global Budget provides basic funding, our capacity to offer all the resources needed for high quality education in the classroom depends upon parents paying the College Improvement Voluntary Contributions. All families are encouraged to contribute towards improving the resources available for students in the College by paying the voluntary levies detailed in the booklists.

TEXTBOOKS: JUNIOR YEARS 7 - 9

It is important that students purchase the textbooks listed on the booklist. Every attempt has been made to ensure that students are not asked to purchase books that are unnecessary.

Communication

The College is keen to keep parents informed as to what is happening at school. We use different ways to communicate with families:

- Compass (<https://ndsc-vic.compass.education>).
- A fortnightly newsletter (posted to compass/emailed home).
- Phone calls or emails home.
- Student Reports.
- School's Facebook page
- School website (www.ndsc.vic.edu.au)
- Information Evenings.
- Social Functions.

The school has a policy of easy access. If there is any matter causing concern, please don't hesitate to telephone the school on (03) 5628 1455 and make an appointment if necessary to speak with your child's Year Level Leader about any matters relating to student behaviour or wellbeing.

For matters relating to learning in particular subjects, please feel free to make an appointment with the relevant classroom teacher or subject area leader. If there are any other matters causing concern, you may discuss with the student engagement team.



Neerim District Secondary College
20 Neerim East Road, NEERIM SOUTH VIC 3831
PO Box 18, NEERIM SOUTH VIC 3831

PHONE: (03) 5628 1455
EMAIL: neerim.sc@edumail.vic.gov.au
WEBSITE: www.ndsc.vic.edu.au
COMPASS: <https://ndsc-vic.compass.education>

Bus Routes

BULN BULN - Mizpah Settlement Road — Buln Buln — Crossover

Beginning at Neerim South, along the Mizpah Settlement Road, on to Buln Buln, then back to Neerim South via Crossover.

Stops are: McIntosh Road, McDougall Road, Whitelaw's Track, Mizpah Settlement Road, Mizpah Settlement Road & Old Sale Road, Ryans Road, Factory Street, Buln Buln Primary School, Old Telegraph Road West, Old Telegraph Road East, Cnr Old Telegraph Road & Bloomfield Road, Crossover Bridge Road, Old Holiday Camp and Sawmill at Bloomfield Road onto Neerim South.

JINDIVICK

Jindivick, Drouin West and via Main Neerim Road to Neerim South.

Stops are Gleasons Road, Jindi Store, Stoll Road, West Jindi Road, Drouin West Primary School, Rokeby Town Hall and Main Neerim Road (Joyner's Driveway).

NAYOOK

Beginning at Nayook, via Neerim Junction Hill (service Road), turning into Neerim East Road.

Stops are Sheffield Road, McKenzie Road, McCulloch Road, Rendell Road, Cnr Fraser Spur Road & Vesey Road, Corner Neerim East Road & Fraser Spur Road, Latrobe River Road and Wattle Lane travelling to Neerim.

NOOJEE

Beginning at Noojee Shop and travelling (stopping) via the Noojee Roundabout, up the Old Noojee Road, turning into Neerim North Road on to Main Neerim Road, Neerim Junction; stopping at Hamono Road, Neerim, Elton Road, Service Road and Sawyers Road to Neerim South.

WARRAGUL

Pick up at petrol station on Brandy Creek Road. (Travel on this bus incurs a Termly fee)

Bus travel is available free to students who live over 4.8 km. from the school and who are in our normal catchment area. Students outside these areas should contact the Bus Coordinator about bus travel.

For further details about bus travel please contact the General Office on 5628 1455.

Term Dates

TERM DATES 2024-2027

2024

Term 1: 29 January (school teachers start) to 28 March

Term 2 : 15 April to 28 June

Term 3: 15 July to 20 September

Term 4: 7 October to 20 December

2025

Term 1: 28 January (students start 29 January) to 4 April

Term 2: 22 April to 4 July

Term 3: 21 July to 19 September

Term 4: 6 October to 19 December

2026

Term 1: 27 January (students start 28 January) to March 13

Term 2: 30 March to 19 June

Term 3: 12 July to 17 September

Term 4: 5 October to 18 December

2027

Term 1: 27 January (students start 28 January) to March 25

Term 2: 12 April to 25 June

Term 3: 6 July to 18 September

Term 4: 4 October to 17 December

The first day of Term 1 is a student-free day in all government schools to allow for appropriate planning to take place for the arrival of students. Each year government schools are provided with four student-free days for professional development, school planning and administration, curriculum development, and student assessment and reporting purposes. The remaining three student-free days are determined by each individual school. NDSC will release student free dates to families during each calendar year.

Contact Details



PRINCIPAL
Michael Shone



**ASSISTANT
PRINCIPAL**
Callum White



**BUSINESS
MANAGER**
Tina Bradshaw



**STUDENT ENGAGEMENT
LEADING TEACHER**
Jordan Downs



**7/8 YEAR LEVEL
LEADER**
Rebekah Foulds



**9/10 YEAR LEVEL
LEADER**
Tahlia Bow



**11/12 YEAR LEVEL
LEADER**
Jude Johns



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COMPASS: <https://ndsc-vic.compass.education>

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