

YEAR NINE CURRICULUM

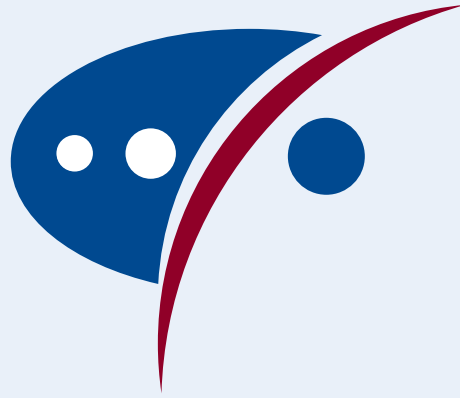
# 2018 Handbook

Bentleigh  
Secondary College

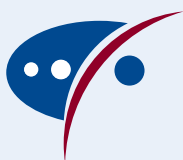


“Being the best you can be”

# Bentleigh Secondary College

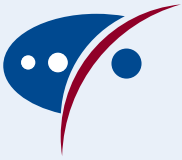


“Being the best you can be”



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## WELCOME

*Learning is experience.  
Everything else is just information.*  
– Albert Einstein

Bentleigh Secondary College is proud of its continuing tradition of excellence. We believe that the college motto, “Being the best you can be” is something everyone in our school community must aspire to.

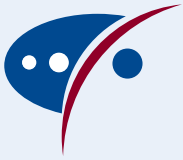
As a learning community, we set high expectations for staff and students alike and provide an inclusive learning environment which facilitates the best possible outcome for all students. The college curriculum is innovative and academically challenging. Our co-curricular programs offer outstanding opportunities in the performing arts, instrumental music, leadership, sustainable practices and sport. Positive relationships are the cornerstone of our inclusive college culture. These relationships are supported by our code of conduct which is based on the following principles: the right to learn, the right to be treated with respect and the right to be safe.

In Year 9, we encourage students to develop their sense of independence and make a commitment to their learning and this is particularly true of the Learning Journey program, where they apply their learning beyond the classroom. Subject choice is increased enabling students to select some of their semester subjects in Languages other than English, Arts and Technology as well as selecting focus areas for their Learning Journey program. Your Handbook will assist in this process and it is important you take the time to plan your desired course. Our staff will support you in planning a rewarding program that will help you achieve your goals. Our Careers and Pathways Co-ordinator will work with you to develop and manage your individual pathway.

Bentleigh Secondary College places great emphasis on students working to achieve their very best, and on students challenging themselves.



Ms Helene Hiotis  
College Principal



## PROMOTION POLICY – YEAR 9

### Promotion Policy for Entry to Year 9

#### ELIGIBILITY CRITERIA

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In order for students to gain automatic promotion from one year level to the next, they must satisfy the following criteria.

##### 1. Demonstrated personal learning qualities

- Positive commitment to the Bentleigh Secondary College principles underlying our Code of Conduct.

These are:

- The right to learn
  - The right to be treated with respect
  - The right to be safe
- Regular attendance and punctuality
  - Positive relationships with staff and peers
  - Positive contribution to curricular and co-curricular activities

##### 2. Academic record

An 'S' result across all subjects studied throughout the year.

*NOTE: Students who do not meet these eligibility criteria may be required to present a case to the Promotions Committee. This will normally involve the student, parents, the Head of Year Level and the Assistant Principal.*





## YEAR 9 CURRICULUM

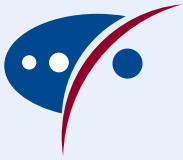
THE YEAR 9 CURRICULUM CONSISTS OF:

SEMESTER 1		SEMESTER 2	
English	5 sessions	English	5 sessions
Mathematics	5 sessions	Mathematics	5 sessions
Science	3 sessions	Science	3 sessions
Humanities	4 sessions	Humanities	4 sessions
Physical Education/Health	3 sessions	Physical Education/Health	3 sessions
Elective 1	3 sessions	Elective 1	3 sessions
Elective 2	3 sessions	Elective 2	3 sessions
Learning Journey	4 sessions	Learning Journey	4 sessions
Total per week	30 sessions	Total per week	30 sessions

### ELECTIVES PROGRAM

A combination of two of The Arts, Technology, Advance, and/or Languages in each semester

*NOTE: Students in the Gifted and Talented program (9.4) will select Japanese as one of their Electives. This will run for both semesters.*



## YEAR 9 – LEARNING JOURNEY PROGRAM

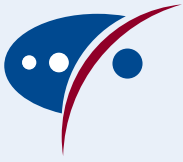
Through the Learning Journey program students will have the opportunity to lead a range of community-based programs. Each activity is based around giving students the chance to experience real-world learning outside the classroom environment.

During Term 1, the focus of the program will revolve around the City Search program, but will also provide some insight into the Learning Journey choices later in the year.

The Learning Journey program has established strong community links, providing students with opportunities to engage and work with kindergartens and primary schools in the local area. These experiences are rewarding and assist in the development of students' confidence and leadership skills. In 2017, examples of experiences that were offered through the Learning Journey program were: 'Community Leadership Through Mindfulness Meditation,' 'Healthy Body, Health Mind' and 'STEAM Entrepreneurs and Engineers.'

The aim of each unit is to help students develop their confidence, responsibility and awareness, while enabling them to engage in interesting and worthwhile activities.





## THE CITY SEARCH PROGRAM

The City Search program is like school without walls. It's a unique way of learning. It's where real lessons are learned: community, individual potential and career, the value of education and the importance of knowledge. It fosters the idea that learning can happen in all sorts of ways.

The City Search program helps teachers give students an understanding of the world beyond the classroom. It's learning that opens up a whole new world of educational and career opportunities for all students.

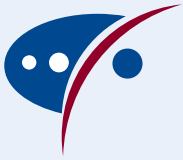
It changes the way young people see themselves. Mostly it is learning of the future, using the City of Melbourne as the platform for engagement. Students travel into the city independently each day for a week and learn about life

and work in the city through speaking to workers, CEOs, and community leaders. The City Search program is conducted early in the school year to help promote independence and responsibility in our students which, in turn, will support their other endeavours during the year. Two classes at a time will attend the City Search program with three dedicated teachers acting as mentors for the whole week.

Students will complete a special, rich research task to present to their peers back at school. Bentleigh Secondary College has been running a City Search program since 2004.







## SCHOOL FOR STUDENT LEADERSHIP

The School for Student Leadership is a Victorian DET initiative offering a unique residential education experience for Year 9 students. The curriculum focuses on personal development and team learning projects sourced from students' home regions. There are three campuses in iconic locations across Victoria. The Alpine School Campus is located at Dinner Plain in the Victorian Alps. The Snowy River Campus is near the mouth of the Snowy River at Marlo in East Gippsland. The third site is adjacent to Mount Noorat near Camperdown in Victoria's Western District, and is called **Gnurad-Gundidj**. After consultation with the local aboriginal community, this name represents both the indigenous name of the local area and an interpretation of the statement "belonging to this place". It opened for students in Term 1, 2009.

In 2009, Bentleigh Secondary College was invited to send six Year 9 students to Gnurad Gundidj for Term 3. This was the first time the college had been involved with the School for Student Leadership. Students spend a term at one of the campuses. They return to the college with a "Community Learning Project" they have developed and work on completing in the following term.

Students interested in attending the School for Student Leadership Gnurad Gundidj Campus will be invited to submit an application and attend an interview for the placement in term 2.

The application should outline:

- the student's interest in the placement
- the reasons why he/she would like to attend
- ideas for the Community Learning Project
- what he/she believes will be brought back to the college

Applications should also include supporting references.

The cost of the term is \$1050 per student.

Applicants will be interviewed by the Assistant Principal – Middle School, the Head of Middle School and the Head of Year 9.

This is an amazing and unique opportunity for the successful applicants. Students who have attended the School for Student Leadership have been very enthusiastic about their experiences. Further reminders, with application dates will be made in the newsletter and the student daily bulletin.





## STUDENT CODE OF CONDUCT

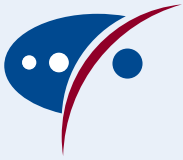
The aim of the Bentleigh Secondary College Code of Conduct is the development of self-discipline based on the following principles:

- The right to learn
- The right to be treated with respect
- The right to be safe

Responsibilities are attached to these rights. Students who feel safe and secure will be capable of

**“Being the best you can be”.**

RIGHTS	RESPONSIBILITIES
The right to a positive learning environment.	The responsibility to be punctual, fully equipped, co-operative and prepared to follow instructions and complete set tasks to ensure that lessons proceed without interruption.
The right to be secure and to be treated with respect, politeness and understanding, and to feel emotionally secure.	The responsibility to treat others with respect, politeness and understanding. This means students must not engage in any forms of bullying whether it is physical, verbal or cyber bullying. Bullying will not be tolerated at any level.
The right to be treated fairly and equally irrespective of individual differences.	The responsibility to treat others fairly and equally irrespective of individual differences.
The right to be physically and cyber safe in the school environment.	The responsibility to behave in a way that will not threaten or endanger oneself or others. This includes the responsibility to report any defective equipment or hazards and to follow any rules which are designed to avoid accidents.
The right for one’s personal school approved belongings to be safe.	The responsibility not to steal, damage or destroy the property of others; to hand in any items which are found; and to follow any rules which are designed to protect people’s belongings.
The right to spend time at school in pleasant, clean and well-maintained buildings and grounds.	The responsibility to care for the school environment by keeping grounds and buildings neat and clean, and to correctly dispose of litter.
The right to expect the community to support, respect and have pride in the school.	The responsibility to behave and dress in a way that the community will respect the school.



## PARENT CODE OF CONDUCT

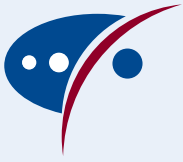
Bentleigh Secondary College values a strong and constructive parent and community connection. Our Learning Community includes students, staff and parents/guardians.

To assist in maintaining a strong and vibrant Learning Community, the college has in place a Student Code of Conduct, a Staff Code of Conduct and a Parent Code of Conduct.

Bentleigh Secondary College expects that parents, visitors and members of the community, will:

- Display respectful, courteous and responsible behaviour in all interactions with students, staff and other community members
- Support procedures and make appointments where there is a concern which needs to be discussed
- Support the implementation of the Student Code of Conduct by:
  - Following attendance and punctuality procedures
  - Supporting the college home study policies
  - Facilitate the development of a college identity by ensuring that students observe the School Uniform Policy
- Support college expectations of student behaviour at the college
- Observe confidentiality when participating in college programs
- Support staff in their educational expectations of children by:
  - Providing the college with any relevant information which will assist their child's education
  - Attend parent teacher interviews and information sessions
  - Read college newsletters and information notices via Compass

This code of conduct acknowledges the Racial and Religious Tolerance ACT 2001 which supports racial and religious tolerance and prohibits vilification on the grounds of race or religion.



# HOME STUDY PROGRAM

## OBJECTIVES

- To develop organisational and time management skills
- To develop the students' capacity to assume responsibility for their own learning
- To encourage students to realise that high aspirations and consistent effort in school and Homestudy maximise the likelihood of success
- To develop a balanced and consistent approach to study at home and at school
- To further the learning partnership between parents, teachers and students through cooperation, communication and common goals



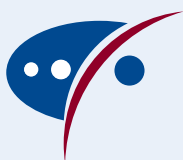
## GUIDELINES

- The nature and amount of Homestudy at each Year Level will vary according to individual age, learning needs and contexts
- Students at junior levels are introduced to appropriate tasks, study techniques and time management skills as a preparation for senior studies
- Sequential development of these skills assists preparation for the senior years, when individual initiative and planning are particularly vital
- It is also important that Homestudy is balanced by hobby, social and sporting pursuits in order to provide appropriately for individual interests, growth and relaxation

As a general rule the college recommends the following minimum guidelines:

Year 7	3–4 hours per week
Year 8	5–7 hours per week
Year 9	7–9 hours per week
Year 10	10–12 hours per week
Year 11	13–15 hours per week
Year 12	15+ hours per week

- It should be recognised that these are only recommendations. Individual differences between students and additional factors, such as varying subject demands and other commitments like family responsibilities would need to be taken into account
- It is the student's responsibility to ensure that work is subsequently completed after absence due to illness, appointments, sporting commitments, religious or other holidays
- A Homework Club is provided by the college one afternoon a week in the Learning Centre.



## YEAR 9 CORE SUBJECTS



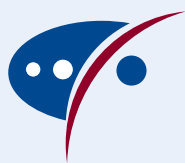
### Mathematics

Mathematics in Year 9 continues to introduce content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Through a differentiated curriculum, students are challenged at an appropriate level to develop and extend their skills and understanding. In Year 9 students will be introduced to new mathematical topics including Trigonometry and Quadratic Equations and Graphs.

### Science

Science topics in Year 9 cover aspects of the four main areas of study in Science, Biology, Chemistry, Physics and Earth and Space Science. It is designed to reinforce and build on skills learnt in Year 7 and 8 Science. The topics covered include: Atomic Theory, Chemical Reactions, Physics, Heat, Magnetism and Electric Circuits, Tectonic Plates and the Human Nervous and Endocrine Systems with focus on Immunology.

The theme of STEAM education is a major part of our Year 9 program, reinforcing skills learnt in Year 7 and 8. Students learn to apply scientific concepts and knowledge to various engineering and inquiry based projects. They continue to conduct themselves appropriately in laboratory situations, carry out inquiry based practical investigations and write appropriate reports in poster format in preparation for VCE Science. They also conduct research and apply higher order thinking to scientific concepts and knowledge. These skills are assessed in compulsory Common Assessment Tasks which are highly differentiated to cater for a variety of student needs.



## YEAR 9 CORE SUBJECTS *Continued...*

### English

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The focus of Year 9 English is to read, listen to, view, speak, write, create and reflect on a range of texts including one novel and a Shakespeare play. They appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue. These skills help them to complete NAPLAN testing in Term Two. They develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature. Students develop their basic knowledge of grammar, spelling and punctuation through the use of a textbook.

### Humanities

In line with the Victorian Curriculum, our Year 9 students study the disciplines of History, Geography and Civics and Citizenship.

The Year 9 history curriculum focuses on the Making of the Modern World and Australia from 1750 to 1918; students complete depth studies covering the Movement of Peoples, Making A Nation and World War I. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

There are two units of study in the Year 9 curriculum for Geography: Biomes and food security and Geographies of interconnections. Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

Students also complete a unit on Economics which covers budgeting.



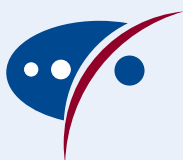
### Physical Education

In Year 9 Physical and Health Education offers an exciting program involving a rich diversity of physical and sporting activities. Students will participate in core units such as Invasion, Net/Wall, SEPEP, Fitness and Striking/Fielding games. Students will be introduced to the basics of varied sports, and have the opportunity to build on their skills throughout the unit. Health Education offers core units focusing on the physical, mental and social aspects of health. This aims to develop skills so students make informed and safe choices in their lives.

#### Topics include:

- Mental Health
- Alcohol and Other Drugs
- Relationships/Sexuality
- Physical Activity/Nutrition.

Overall Physical and Health Education classes will provide each student with an understanding of the importance of a healthy lifestyle, making sound nutritional choices and establish a lifelong involvement in physical activity and sport. Students will also be equipped with the knowledge and skills to make safe life choices.



# SELECTION PROCESS

Year 9 students will study two electives per semester.

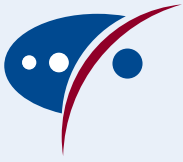
## Selection Rules

1. Students are required to select one elective from Arts and one elective from Technology.
2. Students are required to select a further two electives. These can be chosen from any of the learning areas (students are permitted to select additional electives from Arts and/or Technology).
3. Students will be required to nominate second preferences. Students may be allocated their second preferences on the occasion that one of their first preferences does not run.

## Elective subjects offered at Year 9

ARTS	TECHNOLOGY	LANGUAGES	OTHER
		<i>Optional</i>	<i>Optional</i>
Drama	Design and Technology — Textiles	Japanese*	Advance*
Media	Design and Technology — Wood		
Music	Food Technology		
Art	Information Technology		
Visual Communication and Design			

\*This elective runs for the full year. Students who enrol in this elective will complete two other electives (three in total).



## ELECTIVES – ARTS

Students must choose at least one Arts elective.

### Art

Students explore a variety of approaches to art making in Year 9 Art. The subject focuses on developing their visual and analytical skills through a variety of mediums. Creative approaches to the subject matter are encouraged and students do not have to possess advanced artistic skills to benefit from the subject. A creative approach to art making is encouraged.

#### Areas of Study

Students use a multitude of resources as their starting point for creating artworks. They trial artworks throughout the design process developing their skills and techniques using a variety of mediums. They develop their drawing, painting and ICT skills whilst investigating given themes and topics. Students analyse and evaluate their own and others' artworks to produce informed written responses.

#### Assessment Tasks

- (1) Design Process
- (2) Folio of finished Artworks
- (3) Written Analysis

### Drama

The emphasis in this unit will be placed on performance and communication skills. Students will explore play making techniques such as character development, physical theatre, script writing, naturalism and non naturalism and how they can be used to develop performances. Students will be expected to actively participate in classes where new ideas and approaches are practised and discussed. Encouragement will be given to new writing, clear critical analysis of others' work, as well as developing some understanding of the history of dramatic ideas and placing them in the context of their times.

#### Areas of Study

- Script Writing.
- Performance Techniques.
- History of Theatre  
(eg: Aboriginal and Greek Theatre styles).
- Modern Media Performance analysis and creation using modern technology.
- Application and understanding of Expressive Skills in performance.

#### Assessment Tasks

- (1) Group Performance
- (2) Solo Performance
- (3) Writing
- (4) Evaluation of Performance
- (5) Class Workshops



## Media

This subject is an extension of Year 8 Media but can be taken independently. The emphasis in Year 9 Media is on creative collaboration and communication through media tools and techniques. Through practical, 'hands-on' projects, students learn to refine their media productions and to use creative visual techniques aimed at communication and expression.

There is a focus on visual literacy; the codes and conventions of narrative and visual media, such as how to frame images to get more affective footage and how to utilise editing to enhance that footage, creating continuity, flow and impact.

Students work collaboratively at all times in either pairs or production teams. Progressively, they develop their concepts through scripts or storyboards before taking cameras out of the classroom to shoot their footage. They will then edit this footage; adding voice-overs, music, text, images and graphics as needed, to create their projects. Finally, they will focus on enhancing their product through the use of filters and refined editing techniques.

### Areas of Study

- Film construction – using video techniques and conventions to construct creative media texts.
- Visual codes – constructing Music Videos to learn advanced visual literacy and techniques.
- Narrative and Representation – using advanced media production techniques, codes and conventions.
- Literacy – script writing and concept development.
- Teamwork, group work and creative collaboration.
- Use and knowledge of Media Technologies.
- Tools of Persuasion – exploring media techniques of persuasion and influence.

### Assessment Tasks

- (1) Advanced Media Bootcamp – introduction to creative video production
- (2) Visual Literacy
- (3) Narrative Construction
- (4) Script Development
- (5) Persuasive Text

## Music

This subject has been developed to enhance student instrumental and performance skills. While this is a largely performance-based subject, it is not necessarily limited to students learning an instrument. This subject could be a stepping-stone for students wanting to continue to VCE music curriculum.

### Areas of Study

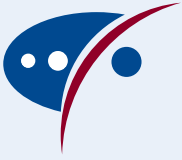
The aim of this subject is to deliver a practical musical education. This will include instrumental performance skills determined by the student. It will also encompass theory and aural (listening) skills.

### Assessment Tasks

- (1) Solo/Group performance tasks
- (2) Composition tasks
- (3) Written tasks
- (4) Theory and aural tasks

## Three Dimensional Studies

The focus of this semester length elective is the design, development and construction of a folio of free standing, three dimensionally built sculptural forms. Students will initially research the history, artistic practices and techniques related to sculpture as an established art form through a written task. They will then be given a range of starting points for the design and drafting of their own work using a range of materials, tools and artistic processes in order to build skills. An understanding and consideration of aesthetic qualities will be developed as an important aspect of both the design and decoration of folio work. Students will be expected to maintain a sketchbook for collection of ideas, notes and annotations.



## **ELECTIVES – ARTS** *Continued...*

### Visual Communication and Design

Visual Communication and Design introduces students to the diverse approaches that can be used to communicate ideas and information visually. Students develop practical skills in drawing, researching, organising and selecting information, and developing and refining ideas. These skills are developed over the semester as they work through the design process to produce a variety of visual communications.

#### Areas of Study

- Two Dimensional drawing – Design developments, orthogonal drawing, symbols.
- Three Dimensional drawing – both freehand and using technical drawing instruments.
- Illustrations.

#### Assessment Tasks

- (1) Design Process
- (2) Final Presentations
- (3) Analysis of Visual Communications





## ELECTIVES — TECHNOLOGY

Students must choose at least one Technology elective.

### Design, Creativity and Technology — Design/Fashion/Textiles

This subject emphasises engagement in investigating, designing, creating, analysing and evaluating processes and products. Students enjoy the practical based/hands on format of the course where they learn to work independently and in groups to achieve set tasks.

As an introduction to the course/skill building exercise, students design and produce a simple product. They then design and produce a garment of their own choice, developed from their design brief, following the heading “Party Wear”.

All activities are documented in a folio.

#### Areas of Study

- Investigating and testing
- Generating design ideas
- Production tasks
- Evaluations
- Planning and managing

#### Assessment Tasks

- (1) Production – demonstration of practical skills whilst meeting the requirements of design briefs
- (2) Folio Presentation – documenting, investigating, designing, analysing and evaluating

### Design and Technology — Woodwork

This subject is a one semester elective which you can select for Semester 1 or 2. The aim is to extend students’ skills in the woodwork room where they work safely with a range of tools and equipment. They manage materials and processes to produce a wooden product when working from a design brief.

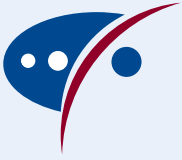
#### Areas of Study

Students participate in a range of learning activities which include the following:

- Investigating issues and needs.
- Developing design proposals and alternatives using CAD software.
- Producing various wooden products demonstrating their practical skills.
- Analysing and evaluating outcomes against set criteria.

#### Assessment Tasks

- (1) Production – demonstration of practical skills whilst meeting the requirements of design briefs
- (2) Folio Presentation – documenting, investigating, designing, analysing and evaluating



## ELECTIVES – TECHNOLOGY *Continued...*

### Food Technology

This subject focuses on the practical side of cooking. Students have the opportunity to learn about food preparation and presentation, using a variety of key foods.

#### Areas of Study

- Methods of cooking
- Food safety and hygiene
- Basic knife skills and cutting techniques
- Food presentation

#### Assessment Tasks

- (1) Practical Skills
- (2) Folio presentation and evaluation plans
- (3) Investigation assignment
- (4) End of semester examination

### Information Technology

Students use ICT to manage individual and collaborative projects. They initiate and engage in real and virtual teams and collaborative problem solving in local and global environments.

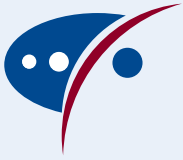
#### Areas of Study

Students use a range of ICT tools and techniques to assist in monitoring, reflecting on and refining their thinking strategies when addressing complex issues and solving complex problems.

Students understand the need to protect data and they use ICT tools to protect their files and control access to them. They share ideas with others through a range of electronic media. They demonstrate and discuss appropriate ethical and social behaviours for users of ICT and analyse the impact of ICT in society.

#### Assessment Tasks

- (1) Practical Tasks
- (2) Software Folio



## **ELECTIVES – LANGUAGES**

### **Japanese**

This is a program for students who have studied Japanese in Year 7 and Year 8 to continue the development of their communication skills. It is compulsory for students in 9.4 and an elective for other students.

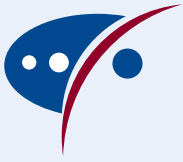
#### **Areas of Study**

As more complex forms of expression are studied, the written content of the subject will increase and students will consolidate their learning of earlier work. Katakana characters will be consolidated and Kanji characters will be studied for use in both reading and writing. Students will also participate in oral work in class individually and in groups. Topics covered include: inviting friends to parties, talking about locations of items, school life, seasons, weather and shopping.

Opportunities to enhance language skills and cultural knowledge are provided through a range of eLearning experiences.

#### **Assessment Tasks**

- (1) Reading and Writing tests
- (2) Oral and Aural tests
- (3) Cultural Project



## ELECTIVES – OTHER

### Advance

Advance is a program that is partly funded by the Victorian Government that develops students' Leadership and Teamwork qualities in a range of settings and environments outside the classroom walls.

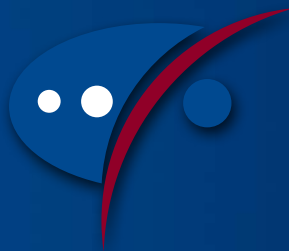
The program sees students undertake the 'Bronze Duke of Edinburgh Award', which requires participants to be involved in recreational pursuits, carry out voluntary community work and complete two overnight expeditions. The overnight bushwalks are usually considered highlights of the program. The students also participate in a week long camp at Bogong, undertaking a number of outdoor activities such as rock climbing, abseiling, high ropes course, canoeing, mountain bike riding, orienteering and more. The 'Life Saving Victoria Bronze Medallion Award' is also a component of the course and allows the students to become competent swimmers whilst developing their life saving and resuscitation skills.

### Assessment Tasks

- (1) Duke of Edinburgh completion
- (2) Participation
- (3) Life Saving Victoria — Bronze Award







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