

RED CLIFFS  
SECONDARY COLLEGE

# JUNIOR SCHOOL HANDBOOK 2024

RESILIENT  
COMPASSIONATE  
SUCCESSFUL  
CITIZENS

# WELCOME TO RED CLIFFS SECONDARY COLLEGE

Red Cliffs Secondary College's primary objective is to nurture the academic, social, and emotional growth of our young individuals, instilling a sense of pride in themselves, the school, and the community. Our priority is to provide a safe and inclusive environment that fosters this development.

At the core of our improvement strategy lies the belief in setting high expectations for all students. With a strong emphasis on exceptional teaching and learning, our college strives to build genuine and respectful relationships while forging effective partnerships with the community. Our aim is to create a resilient, compassionate and successful learning atmosphere where students can develop into socially responsible citizens.

Nestled amongst expansive green grounds, Red Cliffs Secondary College offers an exciting and enriching learning experience. Our students enjoy access to our fantastic new facilities, as well as well-equipped areas dedicated to technology, arts, science, and music.

Red Cliffs Secondary College aims to provide a comprehensive curriculum during Years 7, 8 and 9 laying a solid foundation for lifelong success in learning. This curriculum structure promotes profound learning and fosters strong connections. As students progress into Senior School, they have the opportunity to explore a variety of elective options, tailoring their education to suit their individual interests and preparing them for future life and learning beyond Red Cliffs Secondary College. Furthermore, we offer additional programs to cater to the diverse learning needs of students with disabilities, students from various backgrounds, and those seeking academic extension.

Occasionally, students within our school may encounter personal challenges that can impact their behaviour and academic performance, even though these issues are typically not their fault. Should students find themselves facing such difficulties, our dedicated team of Check-In teachers, Year Level Coordinators, Sub-School Leaders, and Wellbeing Team members are readily accessible and willing to provide assistance. Whether you require someone to confide in or seek guidance from, these individuals are here to lend a helping hand and support you through any problems you may be experiencing.

## BELL TIMES

### TERM DATES 2024

Term 1 - 30th January - 28th March  
Term 2 - 15th April - 28th June  
Term 3 - 15th July - 20th September  
Term 4 - 7th October - 20th December

8:50 am - Locker Bell and Music  
8:50am - 9:00 am - Check-In  
9:00am - 10:00am - Session 1  
10:00am - 11:00am - Session 2  
11:00am - 11:20am - RECESS  
11:20am - 12:20pm - Session 3  
12:20pm - 1:20pm - Session 4  
1:20pm - 2:00pm - LUNCH  
2:00pm - 3:00pm - Session 5



## PRINCIPAL CLASS AND KEY STAFF



Principal  
Justin Matt



Assistant Principals  
Bradley Vallance  
Josh Willersdorf



Business Manager  
Larissa Hamilton



Year 7 Coordinator,  
Transition & Junior Sub  
School Leader  
Jennifer Chatfield



Year 8 Coordinator  
Jake Anders



Year 9 Coordinator  
Warwick McDermott



Wellbeing Coordinator  
Brittany Russo



Mental Health Practitioner  
Marita Barnes



School Nurse  
Antoinette Tippett



## VISION

To develop, lifelong, independent learners who are confident, capable and have a strong sense of self-worth and compassion for others.

## VALUES

The RCSC values are lifestyle priorities that are of significant personal importance and direct our behaviours. They are our sense of right and wrong and inform the way in which we conduct ourselves. The values of our college reflect those of our wider community and the nation to which we belong.

Our college values reflect our commitment to providing a holistic education. Our aim is to develop students' emotional intelligence which foster human connections and key personal attributes to embrace opportunities, navigate the challenges of life and succeed academically.

In line with the values, of Resilience, Compassion, Success, and Citizenship, we have developed a comprehensive statement of behaviours that informs the way we live our college values within and beyond the school.

## EXPECTATIONS

### RESILIENCE

"We are strong, grateful, empathetic and mindful"

- I have a positive, growth attitude
- I do my best even when things are challenging
- I 'bounce back' from difficult situations
- I try strategies to improve my mindset
- I attend school

### COMPASSION

"We value ourselves, others and our environment"

- I value the rights of others to learn and teachers to teach
- I accept the unique qualities of others
- I speak and behave courteously
- I take care of my property and respect the property of others

### SUCCESS

"We constantly strive for excellence"

- I set and work towards achieving my challenging goals
- I take responsibility for my learning by being on time, organised and prepared for class
- I show initiative
- I am proactive in seeking learning opportunities
- I lead when the chance presents
- I am a productive learner

### CITIZENSHIP

"We act in the best interest of our community"

- I actively participate in our community
- I think before I act
- I accept the consequences of my actions
- I wear the correct college uniform
- I follow our school rules and procedures
- I speak up for the rights of others
- I take action to improve things that are not right



## CONTACTING THE COLLEGE

Our office is open Monday to Thursday between 8:00am and 4:30pm and  
Friday 8:00am to 4:00pm  
55 Fitzroy Avenue, Red Cliffs

Phone - 50241522

Email - [red.cliffs.sc@education.vic.gov.au](mailto:red.cliffs.sc@education.vic.gov.au)

College Website - [www.red-cliffs-sc.vic.edu.au](http://www.red-cliffs-sc.vic.edu.au)

Facebook - <https://www.facebook.com/RedCliffsSC>

Instagram - @redcliffssecondarycollege



Please note: The college Facebook and Instagram accounts should not be used to contact the college about urgent matter. This should be done through the college phone number or via email, and your enquiry will be responded to during office hours.

## CHILD SAFE SCHOOL

Red Cliffs Secondary College is committed to ensuring child safety. All students enrolled at Red Cliffs Secondary College have the right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we do not and will not tolerate child abuse. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety.

As a Child Safe School, the college

- has zero tolerance for child abuse
- actively works to listen to and empower children
- has systems to protect children from abuse, and will take all allegations and concerns very seriously and responds to them consistently in line with the organisation's policies and procedures
- is committed to promoting cultural safety for Aboriginal children
- is committed to promoting the cultural safety for children from culturally and/or linguistically diverse backgrounds
- provides a safe environment for children with a disability.

# PROTECT

Protecting children & young people  
from abuse is our responsibility



## PARENT/CARER DETAILS AND EMERGENCY CONTACTS

Parents/carers are asked to ensure the college is provided with all current contact numbers, including home number, mobile phone number and work numbers. If the school is unable to contact a parent/carers at work during school hours, an alternative contact person should be listed. It is important we are able to contact a parent/carers or a person listed as an emergency contact if a child is sick or injured.

If students are attending camps, this information will be requested on the consent forms, to ensure we have the contact details of both parents/carers and emergency contacts during the time the student will be on the actual camp.

### UPDATING DETAILS

If you move house or change phone numbers, please update your details by either calling the college on 50241522, in person at the college or changing your details online via the Compass Parent Portal. This includes updating your current residential and postal address. Changes to the child's living or care arrangements also need to be provided to the college.

### EMERGENCY CONTACTS

The college is not permitted to contact anyone about your child, other than those listed as a parents/carers or emergency. Similarly, we cannot provide any information to an individual not listed as a parent/carers or emergency contact.

Please make sure the people listed as emergency contacts know their names and contact details have been provided to the college, for your child. *The emergency contacts should know they may be contacted during school hours to collect your child, in the event we are unable to contact a parent/carers.*

### STUDENT PICKUPS-DROP OFFS

If a relative, parent/carers's partner or family friend needs to collect your child from school during school hours, parents/carers must ensure this person/s are listed as contacts with the college. The school cannot release a child from school with anyone who is not an authorised contact. This is to ensure the safety of all children.

All students are to be dropped off and picked up at the front of the school. There is no entry past the car park unless a parent/guardian is picking up a child who is ill or injured. The school bus shelter is for buses only and is not to be used by parents as a drop off/pick up point.

### ACCESS RESTRICTIONS & COURT ORDERS

Parents/carers are also asked to provide copies of any current access restrictions and court orders to the college. These will be treated as confidential and kept on file.



## COMPASS - Parent & Student Portal

Each family will be provided a parent login to access the Compass Parent Portal. Students will have their own login for Compass and the college network.

Compass can be accessed via any internet browser or via the Compass app. The Compass app is available as a free download from both the App Store and Google Play.

Through the portal, families can access their child's timetable and attendance in all classes, see upcoming and recent assessments and access students' reports. It allows you keep up to date with events, including camps and excursions and when consent forms need to be returned. Parents/guardians, may email their child's teacher via Compass to discuss their learning or any concerns.

Compass also allows families to book parent-teacher conferences online. Parents/guardians may have their Compass login reset, by contacting the college.

Our compass site can be accessed at the following address or via the college website <https://red-cliffs-sc-vic.compass.education/>

## PARENT/CARER RECORDING AUTHORISATION STUDENT IMAGES, PRIVACY & COPYRIGHT

On enrolment, parents/carers are asked to provide consent for the use of their child's image within and outside the college. Photographs and video are used for a variety of purposes, within and beyond the college. These include, student identity cards, newsletter, college magazine, displays around the school, compass, and college website. Photographs and video may also be use on social media (Facebook and Instagram).

Please note, students are only identified by first name only.

## PARENT PAYMENTS

Curriculum contributions may be paid in person at the General Office by cash or credit card. Payments may also be made online via BPAY, with your family biller code provided on your statement.

Statements can be provided on request. The Red Cliffs Secondary College Parent Payment Policy is provided to families annually and a copy is also available from the college website.

## E-CIGARETTES/VAPING/SMOKING

Students are reminded that smoking and vaping is not permitted at any time and is punishable by suspension. Smoking and Vaping has serious health impacts and we urge students struggling to stop vaping to contact our Wellbeing team for a discussion on how to quit and have support to do so.



## SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS)

The college demonstrates a zero tolerance for bullying and physical violence. Our aim is to provide and maintain a safe, supportive and inclusive environment for all.

Our college introduced School Wide Positive Behaviour Supports (SWPBS) in mid-2021. This journey has led to the creation of our purpose statement, vision and establishment of our core values of Resilient, Compassion, Success and Citizenship.

SWPBS is a framework that brings together school communities to develop a positive, safe and supportive learning culture. SWPBS aims to improve social, emotional, behavioural and academic outcomes for young people. SWPBS is a broad range of systemic and individualised strategies for achieving important social and learning outcomes in schools while preventing problem behaviour.

The development of our values has underpinned the implementation of our college Whole School Behaviour Expectations Matrix. The matrix sets out the expected behaviours and clearly defines what is expected of students. The development of our matrix has led to an increase in respectful and positive behaviour and a more focused classroom on teaching and learning. Our matrix is displayed in all areas of the college and is referred to in conversations about behaviour between students, teachers and peers.

SWPBS also focuses on the development of respectful relationships in all levels of the college community - between students; students and teachers; and between students and community members.

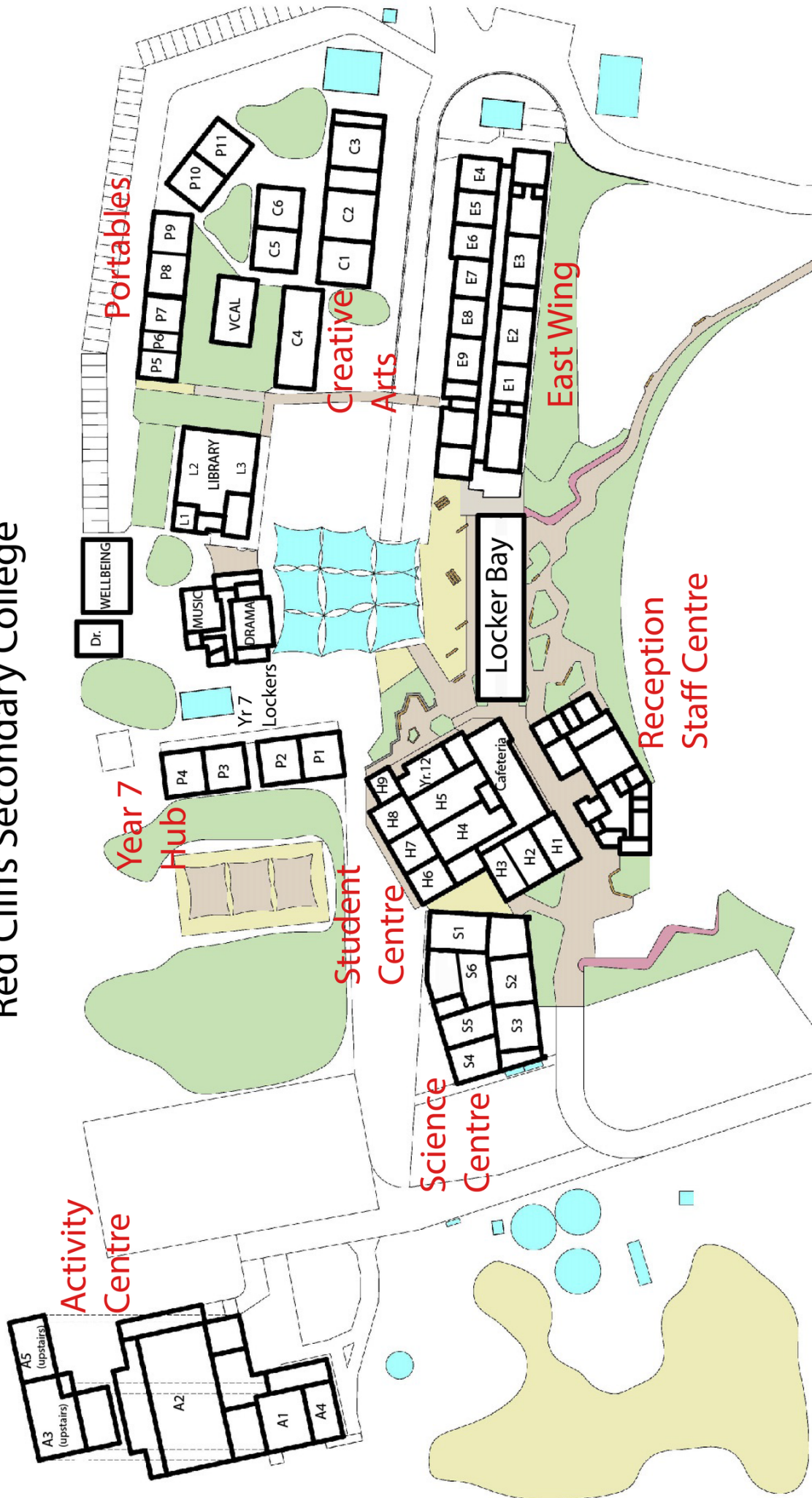
At Red Cliffs Secondary College, SWPBS is also about acknowledging the positive behaviours we see at the college. Students are recognised for making a positive contribution to the college through positive behaviour credits, the 'reddy positive' cards and positive phone calls.

Red Cliffs Secondary College applies a restorative approach to resolve conflict and work with students to repair relationships and/or address the impact of individuals' actions on others.





# Red Cliffs Secondary College



## LEADERSHIP OPPORTUNITIES

With Red Cliffs Secondary College being a 7 – 12 school, we have both informal and formal opportunities to develop and display Leadership. Some of the formal Leadership Programs we have on offer are:

### ALPINE SCHOOL

School for Student Leadership is a Victorian Department of Education and Training (DET) initiative offering a unique residential education experience for year nine students. The curriculum focuses on personal development and team learning projects sourced from students' home regions. The Alpine School Campus is located at Dinner Plain in the Victorian Alps and is where our successful applicants attend for a whole term.

### STUDENT REPRESENTATIVE COUNCIL

The SRC is open to any student of any year level to apply. The SRC meets regularly to not only promote citizenship by organising events, fundraisers and promotion but also meets with the Principal to discuss improvements to the school.

### COLLEGE LEADERSHIP TEAM

Our Red Cliffs Secondary College Leadership Team consists of two College Captains, six Student Ambassadors and eight Sporting House Captains. The College Captains represent our school community at many different functions throughout the year and promote our school to the wider community. The Sporting House Captains assist with the running of sports carnivals and promote healthy sporting culture in all house sports.

### CONVEYANCE ALLOWANCE INFORMATION

Families may be eligible to claim assistance with travel expenses if the student lives at least 4.8 km from the school and they are attending their closest school. Claim forms are available for free bus travel or for the private car allowance and may be obtained from the school.

### ENROLMENTS

For year 7 students who transfer directly to our school at the end of grade six the enrolment process is completed by the Junior Sub School Leader. Students who wish to enrol at other year levels are required to contact the school for an enrolment enquiry form. Once this form is submitted, you will be contacted by the relevant Sub School Leader.



## HATS

The School Council has endorsed the Sun Smart Policy with regard to hats. All students are encouraged to wear a college hat when outside the school buildings. It is in the student's best interest to support the Sun Smart program they followed in primary school. No hats are to be worn inside. Hats can be purchased, as part of the uniform.

## HOMEWORK/STUDY

Homework benefits students by complementing classroom learning, fostering good study habits and providing opportunity for students to be responsible for their own learning. Students can be asked to complete homework from across all subject areas. Please see our Homework Policy for further information about suggested guidelines.

## INSTRUMENTAL MUSIC

The Music staff and visiting instrumental specialists provide a comprehensive music program. If you require more information please visit our website or contact Mr. Donald Mayne - Music Coordinator at the college.

## LOCKERS

Students are allocated a locker in the locker bay. Students will need to provide their own lock at the beginning of the year and they will be expected to use it at all times. The school is not able to provide locks to students who do not provide their own. Students are required to leave their mobile phone, money and any valuables in their bag in a locked locker. Alternatively items can be stored at the front office until the end of the day. An engraving service for calculators and other items is available upon request.



## MEDICATIONS

If students are feeling unwell or are injured at school, they must go to First Aid, which is situated at Students Reception. Staff will assess and contact home as required. Students should not contact the home when they are unwell. This is the responsibility of the First Aid staff who will assess each case and contact parent/carers as required.

If students need to take any medication, they need to bring it to Student Reception with a signed note stating frequency and amount to be taken. Medications are not to be stored in school bags or lockers. This includes paracetamol. In the event your child needs to take medication, please contact the school.

## MOBILE PHONES

Students are not permitted to use mobile phones and electronic devices at school. This is a Ministerial Policy issued by the Minister for Education. Students must keep devices either locked in their locker throughout the day, or handed in at student reception to be collected when they leave.

Students are not permitted to record or video sound, images or footage of students or staff at school. The college takes no responsibility for the loss, damage or theft of personal items, including mobile phones and electronic devices.

Students found using a device at school will be asked to hand it to a staff member, who will place it in a locked cabinet at front reception. A phone confiscation text message will be sent out to parents/guardians, stating that they will receive a call from a Year Level Coordinator (YLC) or Sub School Leader (SSL).

For a second offense, the same message will go out to parents/guardians, the student will receive a detention and a call will be made by a YLC or SSL stating that the next time the student will be suspended the following day.

For any further offences, the same message will go out to parents/guardians, a call will be made by a YLC or SSL stating that the student will be suspended the following day and a return to school meeting with a parent/guardian will need to occur.

Students will be given their phones back at the end of each day. Teachers can in no way be held responsible for the device while in transit to the lockable cabinet. This policy also applies to students on school excursions and any extra curricular activities, unless permitted by the supervising teacher in consultation with the Principal.



## NEWSLETTERS

Newsletters are shared fortnightly and can be accessed via Compass and our Facebook Page.

## NETBOOKS

It is strongly encouraged that all students have their own device. Students who do not have access to a device can borrow one through the IT office before school and at recess time.

For more information about what device is right for your child contact, Mr. Peter Manno - IT Manager.

## PRINTING CREDIT

Students will be provided with a password to use netbooks and computers in the school. Students can purchase printing credit through the kiosk in the general office, using their Compass ID card or alternately parents can purchase credit through the Compass parent portal.

The use of the internet is provided for free by the college. Students have access to cloud storage and local network storage. A USB should be the second point of storage.



## UNIFORM

Students are expected to wear the complete school uniform at school, at school events and excursions, unless otherwise instructed. Parents/guardians are expected to supply and maintain college uniform items for their child and encourage them to wear it in a neat and tidy way and in accordance with the uniform policy.

The only items students are allowed to wear that fall outside the approved uniform are:

- sunglasses to protect eyes (outside only, unless medically specified)
- hats that provide sun protection (outside only)
- religious or cultural attire where a variation or exemption has been applied for through the Red Cliffs Secondary College Council

Students who are out of uniform must:

- Bring a note of explanation from a parent/carer indicating when they will be back in complete uniform. The note should contain a reason, date and an expected date of return to full school uniform.
- Get a uniform pass before school or during check in from Student Reception
- Wear alternative clothing that is 'as close as possible' to college uniform.
- Students who are out of uniform (even with a note) may not comply with Health & Safety rules and therefore may be excluded from certain practical tasks.
- Please note, even when a student has a note for being out of correct uniform the school will attempt to provide uniform for the student to borrow and wear for the day.

A student out of uniform without a note will have an 'out of uniform' incident recorded. An SMS and/or email will be sent home reminding the student and parent/guardian of the uniform policy. This will also outline the responsibilities of both parent and student and a request for cooperation in meeting the uniform expectations.

For families experiencing financial hardship or difficult circumstances, the college can access a uniform voucher from State Schools Relief. The uniform voucher can be redeemed at LaserPrint to provide a full college uniform for the student. Please contact your child's Year Level Coordinator, Sub-school Leader, Wellbeing, Assistant Principal or Principal if you need assistance in getting your child a uniform. All requests for support with school uniform will be treated with sensitivity and confidentiality.

The college has some second-hand uniform items available for purchase. Enquiries regarding second hand uniform can be made via reception.



## PROGRAMS FOR STUDENTS WITH DISABILITIES AND IMPAIRMENTS

Students who receive funding through the DET program for disabilities and impairments are supported at this school to access all parts of the school curriculum and wider school program. Students transferring from the non-government sector or interstate will need to be reassessed to ensure they meet DET criteria.

If your child is eligible for additional support under this program this will be discussed at enrolment and during transition visits with your child's primary school.

## BIKES AND SCOOTERS

The bike rack and scooter lock up is located at the front of the school near the staff car park. This area is under CCTV. Students should lock their bike/scooter securely with their own lock. Bikes and scooters left at school are left at the owners risk and will not be the responsibility of the college.

## SCHOOL BOUNDARIES

Students are not permitted to leave the school grounds during school times. All late arrivals and visitors are required to enter reception and sign in. This is to ensure the safety of all students and staff onsite. Students leaving the school for appointments, may do so if they have a signed note from their parent/carer. This should be presented to Student Reception and the student will be required to sign out through the Compass Kiosk using their Compass ID Card.

## COLLEGE COUNCIL

Our college council is responsible for the governance of our school. The college council works together to make decisions that set the direction of the school by helping to create and check the school's budget; contribute to the school strategic plan; and make decisions on policies such as investments, uniform, payments by parents.

College council consists of the Principal, Assistant Principals, staff representatives, student representatives and nominated parents (chosen by election if required). College council may also include community co-opted members. Parents/carers are encouraged to become involved in college council.

Nominations will be called for in Term 1 each year, with individuals able to self-nominate or be nominated by another person. College council meets twice per term. For further information about the role of college council go to:

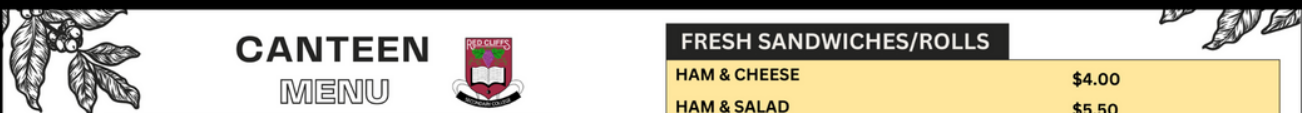
<https://www.education.vic.gov.au/parents/going-to-school/Pages/get-involved-at-school.aspx>



## CANTEEN & BREAKFAST CLUB

Our college has a fully established canteen with a cafeteria style eating area. The canteen is open before school, and at break times, offering a range of delicious lunch and snack options. Students are encouraged to order lunch at the start of the day to assist the canteen staff in providing an efficient service. Orders can be made via Compass, or in the Canteen at the start of each day.

Breakfast Club also offers a free breakfast before school Monday, Wednesday, & Friday to students in H4.



### CANTEEN MENU

<h4 style="background-color: #f08080; padding: 2px;">BREAKFAST</h4> <table style="width: 100%;"> <tr><td>TOASTED HAM &amp; CHEESE</td><td style="text-align: right;">\$4.50</td></tr> <tr><td>BACON &amp; EGG MUFFIN</td><td style="text-align: right;">\$4.50</td></tr> <tr><td>CRUNCHY HASH BROWN</td><td style="text-align: right;">\$2.00</td></tr> </table>	TOASTED HAM & CHEESE	\$4.50	BACON & EGG MUFFIN	\$4.50	CRUNCHY HASH BROWN	\$2.00	<h4 style="background-color: #add8e6; padding: 2px;">COLD DRINKS</h4> <table style="width: 100%;"> <tr><td>BOTTLED WATER</td><td style="text-align: right;">\$3.00</td></tr> <tr><td>NIPPY'S JUICE (500ml) <small>APPLE, ORANGE, ORANGE &amp; MANGO</small></td><td style="text-align: right;">\$4.00</td></tr> <tr><td>ICE BREAK ICED COFFEE (500ml)</td><td style="text-align: right;">\$4.50</td></tr> <tr><td>CLASSIC MILK (375ml) <small>CHOC, STRAWBERRY, BANANA</small></td><td style="text-align: right;">\$4.50</td></tr> <tr><td>POWERADE ZERO (600ml) <small>MOUNTAIN BLAST, BERRY ICE</small></td><td style="text-align: right;">\$5.00</td></tr> <tr><td>PUMP &amp; PUMP FLAVOURS (500ml) <small>LEMON FIZ, LIME RUSH</small></td><td style="text-align: right;">\$5.00</td></tr> <tr><td>FRUIT BOX (250ml) <small>ORANGE</small></td><td style="text-align: right;">\$2.00</td></tr> </table>	BOTTLED WATER	\$3.00	NIPPY'S JUICE (500ml) <small>APPLE, ORANGE, ORANGE &amp; MANGO</small>	\$4.00	ICE BREAK ICED COFFEE (500ml)	\$4.50	CLASSIC MILK (375ml) <small>CHOC, STRAWBERRY, BANANA</small>	\$4.50	POWERADE ZERO (600ml) <small>MOUNTAIN BLAST, BERRY ICE</small>	\$5.00	PUMP & PUMP FLAVOURS (500ml) <small>LEMON FIZ, LIME RUSH</small>	\$5.00	FRUIT BOX (250ml) <small>ORANGE</small>	\$2.00	<h4 style="background-color: #fff9c4; padding: 2px;">FRESH SANDWICHES/ROLLS</h4> <table style="width: 100%;"> <tr><td>HAM &amp; CHEESE</td><td style="text-align: right;">\$4.00</td></tr> <tr><td>HAM &amp; SALAD</td><td style="text-align: right;">\$5.50</td></tr> <tr><td>CHICKEN &amp; SALAD*</td><td style="text-align: right;">\$5.50</td></tr> <tr><td>CHICKEN, CHEESE, LETTUCE &amp; MAYO (CCLM)*</td><td style="text-align: right;">\$5.50</td></tr> <tr><td>EGG, LETTUCE &amp; MAYO</td><td style="text-align: right;">\$5.00</td></tr> <tr><td>CLM ROLL (CHICKEN TENDERS, LETTUCE, CHEESE, CAESAR DRESSING)</td><td style="text-align: right;">\$6.00</td></tr> </table> <p style="font-size: small; margin-top: 5px;">ALL MADE ON FRESH WHITE BREAD/WHOLEMEAL* GLUTEN FREE BREAD extra 50c ROLLS extra 50c TOASTED extra 50c (Term 2 &amp; 3 only)</p>	HAM & CHEESE	\$4.00	HAM & SALAD	\$5.50	CHICKEN & SALAD*	\$5.50	CHICKEN, CHEESE, LETTUCE & MAYO (CCLM)*	\$5.50	EGG, LETTUCE & MAYO	\$5.00	CLM ROLL (CHICKEN TENDERS, LETTUCE, CHEESE, CAESAR DRESSING)	\$6.00																																													
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## LUNCH ORDERS

These need to be filled out at the canteen or can be pre paid through compass pay. Lunch orders can be collected from canteen at the start of lunchtime. The canteen menu orders can be made on the Compass portal or Compass App.





## ASSESSMENT & REPORTING

Students will be required to complete a range of learning tasks in each subject throughout the year. Parents/Guardians can access details about learning tasks, including student results and teacher feedback via Compass.

The College will provide Progress Reports, Semester Reports and Parent/Teacher Interviews as shown below:

Progress Report – Mid Term 1  
Progress Report – Mid Term 2  
Progress Report – Mid Term 3  
Progress Report – Mid Term 4

Parent/Teacher Interview – End Term 1  
Semester Report – End Term 2  
Parent/Teacher Interview – End Term 3  
Semester Report – End Term 4

This allows multiple opportunities for students and parents/guardians to communicate with staff about how students are progressing.

## WELLBEING

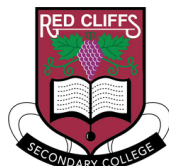
Our Wellbeing team runs a number of programs and initiatives throughout the year to benefit our students and college community. These programs range from mental health awareness, conflict resolution, emotional regulation programs to health promotion and immunisations.

The Wellbeing team provides short-term counselling for school-based issues and will work with students and their families to externally refer to the relevant supports for more complex issues and/or requiring long-term or specific supports.

To access Wellbeing supports, students may make an appointment with one of the Wellbeing team. Alternatively, students may talk to any staff member, who will organise a Wellbeing referral for follow up by the team. Parents/carers are encouraged to communicate any wellbeing concerns with their child's Year Level Coordinator or Sub-School Leader to enable the Wellbeing team to link in the most appropriate supports.

## CAMPS

Throughout the year, students may attend camps and excursions at an additional cost. These will be communicated in advance and will need to be paid prior to the student attending the camp or excursion. Families eligible for the CSEF Camps, Sports and Excursion Funding will be able to direct these funds toward their child's camp or excursion.



## SPORT AT RED CLIFFS SECONDARY COLLEGE

The sports program runs throughout the school year, with approximately 15 sports offered. Interested students will be asked to sign up, try out and train as a team in their chosen sport in the lead up to the inter-school competition. This is promoted via the college's Compass Newsfeed.

Students are encouraged to try a range of sports. For many students, the secondary school sports program is the first time they have had the opportunity to try or play particular sports.

All students are encouraged to develop their skills and talents to the highest order, improving both as individuals and within a team. Our sports program also provides opportunities for students to form friendships, develop sportsmanship, improve self-esteem and self-discipline. Students develop their teamwork skills and physical fitness through sport, which also builds their connectedness to their peers and our school. Sports offered include the following:

Summer	Autumn	Winter	Spring
Baseball	Cross Country	Badminton	Athletics
Swimming	Soccer	Football (AFL)	Basketball
Tennis		Netball	Cricket
Volleyball			Hockey
			Table Tennis

Students also compete in swimming, cross country and athletics during the year. Students compete for their house team and are encouraged to dress in house colours on the day.

House captains lead their teams in the organisation of competitors and encourage participation by their team in all events. Students will be allocated a house team on enrolment, and siblings will be allocated the same house team. House teams and colours are as follows

TERRAGONG	BINDAREE	WARRAGAI	ALLUNGAH
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## LEARNING AT RED CLIFFS SECONDARY COLLEGE

The Year 7 and 8 learning program includes core subjects of English, Maths, Humanities, Science, LOTE, Health & Physical Education and Arts and Technology subjects.

Year 7 and 8 students participate in a rotation of Arts and Technology electives during semester 1 and 2.

Art electives include Visual Communication & Design, Drama, Music & Art.

Technology electives include Wood, Textiles, Multimedia & Food

The Year 7 and 8 Arts and Technology rotation provides students with a general curriculum to expose them to a range of aspects of the subject areas. In Year 9, students choose electives from Arts and Technology and are provided with an opportunity to consolidate or extend their knowledge and skills.

Students will learn Japanese in Year 7 and 8. In Year 9 students can elect Japanese as an elective.

In Year 9 students have the option of choosing additional extension electives which include, Animal Science, Forensic Science, Nursing & Health Promotion, Modern History, and Japanese.

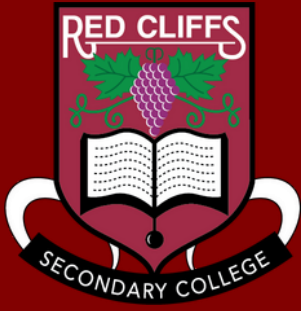
All students' timetables consist of 25 x 60 minute sessions per week.

Students have 5 sessions per day, each week

In Year 7-8 the weekly timetable is divided as follows:

English	4 x 60 minute sessions per week
Maths	4 x 60 minute sessions per week
Science	4 x 60 minute sessions per week
Humanities	3 x 60 minute sessions per week
Health & Physical Education	3 x 60 minute sessions per week
Arts & Technology	2 x 60 minute sessions per week of Arts 2 x 60 minute sessions per week of Technology
Language/Careers	2 x 60 minute sessions per week (each subject is semester based)
Resilience Project	1 x 60 minute session per week





RED CLIFFS  
SECONDARY COLLEGE

# YEAR 9 CURRICULUM

RESILIENT  
COMPASSIONATE  
SUCCESSFUL  
CITIZENS

## The Year 9 Curriculum

The following subjects are studied at Year 9

Subject	Sessions per week
English	4
Maths	4
Health & PE	3
Science	4
Humanities	3
Arts Electives	2
Technology Electives	2
Extension Electives	2
Resilience Project & Careers	1

### Arts Electives

(Must pick 2 from following list)

- Art
- Dance
- Drama
- Music
- Textiles
- Fashion Design

### Technology Electives

(Must pick 2 from following list)

- Food
- Food Trends
- Visual Communication & Design
- Media
- Media - Film Production
- Woodwork/Metal Work

### Extension Electives

(Must pick 2 from following list)

- Animal Science
- Forensic Science
- Modern History
- Nursing, Health & Promotion
- Comprehensive Fitness Training and Program Development
- Embracing an Active Lifestyle

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CHECK-IN					
SESSION 1	MATHS	HEALTH/PE	ENGLISH	HUMANITIES	HUMANITIES
SESSION 2	SCIENCE	HEALTH/PE	MATHS	SCIENCE	MATHS
RECESS					
SESSION 3	ENGLISH	ELECTIVE	EXTENSION	ELECTIVE	SCIENCE
SESSION 4	HEALTH/PE	ELECTIVE	EXTENSION	ELECTIVE	SCIENCE
LUNCH					
SESSION 5	RESILIENCE	MATHS	ENGLISH	HUMANITIES	ENGLISH



## CORE SUBJECTS

YEAR 9 ENGLISH	4 SESSIONS PER WEEK	CORE SUBJECT
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### COURSE STRUCTURE

At Year 9 the English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students analyse the ways that text structures can be manipulated for effect, and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. In creating texts students demonstrate how manipulating language features and images can create innovative texts. Students also listen for ways texts position an audience. They understand how to use a variety of language features to create different levels of meaning.

### TOPICS COVERED

- Creating and presenting texts
- Analysis of texts
- Using language to persuade



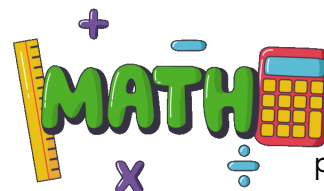
YEAR 9 MATHS	3 SESSION PER WEEK	CORE SUBJECT
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### COURSE STRUCTURE

The course is based on an approved text that includes routine skills exercises supplemented by practical activities, group work, outdoor activities, videos, problem solving tasks and project work. Students are expected to keep a workbook showing that work has been completed, and is well organised and correctly set out. Whenever possible the Maths is linked to real life and every day events. Students will be grouped for mathematics in year nine according to prior academic performance and attitude. Students in the higher maths groups will be encouraged to participate in the Australian Mathematics Competition and other maths challenges set by the college.

### TOPICS COVERED

- **Number:** Use of scientific calculators, directed numbers, surds.
- **Measurement:** Right-angled triangles, Pythagoras' theorem, basic trigonometry.
- **Space:** Geometric constructions, 3-D objects.
- **Algebra:** Algebraic manipulation, solving linear equations, linear graphs.
- **Chance & Data:** Variables, representative values, measures of spread.
- **Probability:** experimental and theoretical probability, probability formula, odds.



YEAR 9 HEALTH & PE	4 SESSIONS PER WEEK	CORE SUBJECT
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### COURSE STRUCTURE

The Year 9 Health and Physical Education course consists of 2 periods of practical classes (physical education and sport) and 2 periods of health per week. In the practical components of the subject, learning experiences are targeted to build on existing ball-handling skills developed in Years 7 and 8. Students are also introduced to korfbal, European handball, touch rugby, soft lacrosse and fitness training methods. Fitness activities remain an on-going part of all sessions.

### TOPICS COVERED:

- First aid
- Fitness training methods and body systems
- Sexuality
- Drug Education
- Sports Specific Nutrition



YEAR 9 HUMANITIES	3 SESSION PER WEEK	CORE SUBJECT
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### COURSE STRUCTURE

The key concepts in the core disciplines of Geography, Economics/Business, History and Civics/Citizenship are the main focus of Humanities in Year 9. These are taught over four separate terms and focus on inquiry, engagement, concepts and skills. Students are able to study and learn from a local and personal perspective, branching out into a global perspective. Students will also prepare for their work experience in year 10 by exploring key concepts of work and by completing the OHS certificates for the Department of Education and Training as general modules and by the specific industry as selected by the student.

### TOPICS COVERED

- Biomes and Food Security
- Australia at war (1914-1945)
- Consumer and Financial Literacy
- The Business Environment
- Work and Work Futures



YEAR 9 - RESILIENCE & CAREERS	1 SESSIONS PER WEEK	CORE SUBJECT
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### BUILDING RESILIENCE AND VALUES EDUCATION

The Resilience Project delivers emotionally engaging programs and provides evidence-based, practical strategies to support positive mental health and build resilience. Through this program, teachers and students will engage in weekly lessons and activities around the key principles of Gratitude, Empathy, Mindfulness (GEM) with Emotional Literacy being a foundation skill to practise these strategies to build resilience.

*never give up*

YEAR 9 SCIENCE	4 SESSION PER WEEK	CORE SUBJECT
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### COURSE STRUCTURE

Throughout the year, students develop their knowledge and skills of the scientific method and practical report writing. Students are introduced to a range of topics in Physics, Chemistry, Earth and Space Science and Biology and complete theoretical and practical activities, apply research skills and use a range of technologies to help enhance their understanding. The Year 9 Science course also provides students with the opportunities to practice critical and creative thinking and problem solving.

**Semester 1** commences with a study of magnetism and electricity where students investigate the effects of magnetic forces and the transfer of energy through an electric circuit. Students describe and model the structure of atoms. The nervous and endocrine systems in humans are revisited while students build on their understanding of how our bodies respond to the external environment.

**Semester 2**, students learn about the changing ideas surrounding the structure of Earth and how this has led to understanding more about why natural disasters occur. Students study microbes, diseases and the immune system, concluding with researching a specific pathogen and describing its role in establishing an infectious disease. The final topic investigates chemical reactions where students conduct experiments to help them understand the mechanisms different types of reactions.

### TOPICS COVERED:

- Magnetism and Electricity
- Atoms
- Body in Balance
- Dynamic Earth
- Microbes and Disease
- Everyday Reactions



### Assessment tasks:

Students are assessed on their knowledge of the above topics through a range of assessment tasks including practical reports, tests and research assignments



## ARTS ELECTIVES

YEAR 9 - ART

2 SESSIONS PER WEEK

ELECTIVE

### COURSE STRUCTURE

Students are encouraged to explore their artistic potential across a variety of new and traditional visual media – painting, printmaking, ceramics, photography and sculpture. They will explore their individual style and develop experimental work whilst building on the skills and knowledge developed in junior art. Emphasis is placed on decision-making skills to find the most effective way to implement ideas, design, create and make artworks developed from a range of inspiration sources.

Theoretical activities complement practical tasks by introducing students to a wide range of artists and methodologies in both a contemporary and historical context.

### TOPICS COVERED

- Art Analysis
- Art Folio



YEAR 9 - DANCE

2 SESSIONS PER WEEK

ELECTIVE

### COURSE STRUCTURE

Students will explore dance as an artform as well as work on their skills and technique. They will analyse dance works, choreograph their own dances as well as learn and perform a whole class dance. They will explore movement in different ways using the Elements of Movement and the Movement Categories. Students will understand safe dance practices and usually have the opportunity to perform to an audience.

### TOPICS COVERED

- Whole group dance
- Small group dance
- Styles of dance research assignment
- Self and peer reflections



## ARTS ELECTIVES

YEAR 9 - DRAMA

2 SESSIONS PER WEEK

ELECTIVE

### COURSE STRUCTURE

In this subject, students explore some familiar theatre styles, devising and performing short plays in the styles of Melodrama and Commedia del arte. Students hone their improvisation skills, reflecting their understandings of society through social theatre. They use created characters and/or scenes to devise and present a performance in a variety of different styles. Students develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft. They use performance and expressive skills to convey dramatic stories clearly. Students identify and analyse how the elements of drama are used, combined and manipulated, and apply this knowledge in drama they make and perform. It is important that students understand that this is a performance based subject and students will need to present works regularly to an audience.



### TOPICS COVERED

- Melodrama
- Commedia dell arte'
- Elizabethan Theatre

YEAR 9 - MUSIC

2 SESSIONS PER WEEK

ELECTIVE

### COURSE STRUCTURE

Have you ever dreamt of being a Rock Star? If you want to learn what it takes to play or sing in a rock band, this is the class for you. In this class, you will learn how to play in a band and also learn the skills necessary to play the style of rock on your instrument. In this class, you will also learn how to write and craft an original song for recording.

### TOPICS COVERED

- Practical
- Song writing and recording
- Rock history



## ARTS ELECTIVES

YEAR 9 - VISUAL  
COMMUNICATION &  
DESIGN

2 SESSIONS PER WEEK

ELECTIVE

### COURSE STRUCTURE

Students will undertake the study in Visual Communication and Design, including producing a wide range of visual communications, responding to client briefs, understanding target audiences and developing their own visual communication design practices. Main areas studied will be logo design, illustrative and technical drawing, typography, developing software skills, developing individual design practice (the application of methods, materials, media, design elements and design principles).

### TOPICS COVERED

- **Design Practice Tasks** (longer assignments aimed at developing visual communication design practices, such as responding to client briefs, generating ideas, developing concepts, refinement and presentation).
- **Folio Tasks** (shorter assignments/exercises that are aimed at developing Visual Communication Design skills).
- **Analysis Tasks** (assignments/exercises that are aimed at understanding the use of methods, media, materials, design elements and design principles in different contexts in visual communications).



## TECHNOLOGY ELECTIVES

YEAR 9 - FASHION

2 SESSIONS PER WEEK

ELECTIVE

### COURSE STRUCTURE

Fashion Design elective introduces students to the fashion industry. The course covers basic knowledge and skills used in Fashion illustration, following the design process while creating a basic garment for a client then evaluating their work through a quality check.

### TOPICS COVERED

- Safe work practices in the fashion industry room.
- Fashion Illustration.
- Mood boards.
- Design Process
- Produce a basic garment
- Quality checks and garment evaluation.



YEAR 9 - FOOD

2 SESSIONS PER WEEK

ELECTIVE

### COURSE STRUCTURE

Food Technology is an exciting and creative area of study. Students will investigate and prepare appropriate food for a multicultural Australia. Areas of study such as safety and hygiene in the kitchen, diet related diseases and foods from around the world form part of the course. Students will develop skills in a wide range of processing and cooking techniques to develop sound food production to support a healthy eating plan.

### TOPICS COVERED

- Food safety and hygiene
- The design process and healthy eating
- Nutrition
- Multicultural foods from around the world
- Sensory analysis of food



## TECHNOLOGY ELECTIVES

YEAR 9 - FOOD TRENDS

2 SESSIONS PER WEEK

ELECTIVE

### COURSE STRUCTURE

Food Trends elective introduces students to some of the trends and diets currently circulating the food industry. The course covers safety and hygiene in the kitchen and follows the design process to study and create some of the current food trends. Students will develop new skills in a wide range of current processing and cooking techniques currently used in the food industry.

### TOPICS COVERED

- Food safety and hygiene
- Food trends
- Foods of the future
- Convenience foods



YEAR 9 - MEDIA

2 SESSIONS PER WEEK

ELECTIVE

### COURSE STRUCTURE

Lights, Camera, Action!

Media is a subject where students will explore how the media is used to construct stories and how to create media products to tell their own stories. Students start by negotiating the film genres (e.g. horror or comedy) that they are interested in viewing, investigating and developing media products for. Students then view selected films (e.g. Psycho/Split) and media to develop an understanding of their chosen genre. Following this students will select, design and produce a range of media products that meet the expectations of the selected genre, such as a movie trailer or a video game. Students will also have the opportunity to enter their completed media products in various local, state and national short film competitions. A great preparation for senior Media classes or a creative subject to learn some new skills, give it a go!

### TOPICS COVERED

- Media analysis
- Media production – selection of short film, game development, animation and podcasting tasks



## TECHNOLOGY ELECTIVES

YEAR 9 - FILM PRODUCTION

2 SESSIONS PER WEEK

ELECTIVE

### COURSE STRUCTURE

Pass the remote!

Film Production elective will provide students with an opportunity to develop their media skills in a variety of television and online formats. As with all Media subjects we will spend time investigating the media codes and conventions for different media forms and genres. Students will then have the opportunity to select, design and produce a range of media products. You could produce a 'Fake News' show, your own cooking show, a sports show, a reality show, a game show, a YouTube series about gaming, a tacky melodrama or dodgy advertisements just to fill the time! This elective will include a focus on production skills using green screen technology and creating original sound effects to develop our products. It should be a lot of fun, hope to see you there!

### TOPICS COVERED

- Media analysis
- Media production – selection of short film, television, Facebook, TikTok and podcasting tasks



YEAR 9 - TEXTILES

2 SESSIONS PER WEEK

ELECTIVE

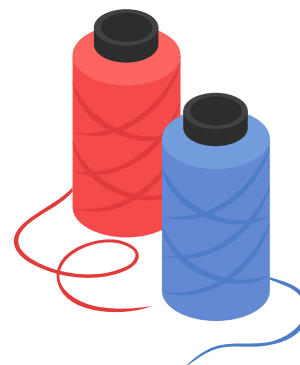
### COURSE STRUCTURE

Textiles enables students to explore their creativity while develop knowledge of fibres and textiles, which leads to students developing an understanding of the variety of ways fibres are used within society and the textile industry.

During the course, students will explore creating with different textiles processes like dyeing and printing on fabrics, felting, embroidery, applique and macramé. They will also follow the design process, extend their sewing skills, and construct a simple product while following safe work practices.

### TOPICS COVERED

- Safe work practices in the textiles room.
- Exploring textile techniques.
- Produce a basic product



## TECHNOLOGY ELECTIVES

YEAR 9 -  
WOODWORK/METAL WORK

2 SESSIONS PER WEEK

ELECTIVE

### COURSE STRUCTURE

In this course students follow the design process to design and produce products for a client. Students develop an understanding of a client's needs and wants before following the steps in the design process to develop a series of solutions to meet the client's needs.

Students will be introduced to the safe work practices of new machinery and equipment to enable them to develop the required skills needed to produce the products their clients require.

### TOPICS COVERED

- Safe work practices.
- Following the design process when designing for a client
- Exploring materials and techniques.
- Produce basic products.



## EXTENSION ELECTIVES

YEAR 9 - ANIMAL SCIENCE

2 SESSIONS PER WEEK

EXTENSION ELECTIVE

### COURSE STRUCTURE

Throughout this elective, students will learn about basic animal husbandry skills of our domestic animals including dogs, cats and horses. Animal husbandry refers to the branch of science that deals with the practice of breeding, farming and caring for animals by humans. Students will gain an understanding of animal behaviour and training, then incorporate these skills to train their own companion pets. The aim of this course is to help students develop an understanding of the biology of domestic pets, their care, management and use in recreation and companionship. The course has been specifically designed for any student with an interest in animal behaviour, care and welfare. It is a great stepping stone for any student who is interested in vet science, vet nursing or future animal studies at a higher level.

### TOPICS COVERED

- Animal husbandry and behaviour in domestic pets.



YEAR 9 - FORENSIC SCIENCE

2 SESSIONS PER WEEK

EXTENSION ELECTIVE

### COURSE STRUCTURE

Throughout this elective, students will learn about the history of forensic science and the process of crime-scene investigation. They will develop the skills to make observations, gather and analyse evidence using the tools that forensic scientists use. Students will be able to explain how fingerprints are made and collected at a crime scene and explain the structure of DNA and how it is used to identify an individual. Through a range of practical activities, technology use, and analysis of fictional crime scenarios, students will have the opportunity to use forensic skills to collect and analyse evidence to develop theories about how a crime was committed.

### TOPICS COVERED

- Forensic investigation technologies and processes, fingerprinting, blood-type analysis, blood spatter pattern analysis, microscopy, chromatography, fibre and powder analysis, footprint analysis, DNA extraction and profiling





## EXTENSION ELECTIVES

YEAR 9 - MODERN HISTORY

2 SESSIONS PER WEEK

EXTENSION ELECTIVE

### COURSE STRUCTURE

In this extension subject, students learn about the underlying causes of World War 2. They study the aftermath of World War 1 and the impact it had on Germany. They delve into factors that led to the rise of the Nazi Party and the aims, goals, and methods undertaken by Hitler and his accomplices to seize power. The other great antagonist of World War 2, Japan, is explored by students. The Meiji restoration shows the changes Japan undertook to survive and then rival the European imperial powers. These shifts in Japanese governance and their rising militarism explains their involvement in the costliest war in human history.

Students expand on their abilities to analyse and evaluate the events and the individuals behind historical changes. They will begin to refine their ideas on why events occur and how to recognise possible 'patterns' throughout history.



YEAR 9 - NURSING & HEALTH  
PROMOTION

2 SESSIONS PER WEEK

EXTENSION ELECTIVE

### COURSE STRUCTURE

This subject focuses on nursing's role in health promotion and how nurses can actively contribute to improving the health and well-being of individuals and communities. Students investigate the history of nursing in Australia. The unit emphasises the principles of health promotion, disease prevention, health education, and basic patient care skills to empower students with the knowledge and skills needed to promote healthier lifestyles and foster positive health behaviours in diverse populations.

Students also get opportunities to conduct visits and learn about various health professions, such as Occupational Therapists, Public Health Coordinators, Physiotherapists, Emergency Department Doctors, Social Workers, Psychologists, Personal Trainers, Nutritionists, Nurses and Midwives.

### TOPICS COVERED

- Dimensions of health
- Patient care
- Hands-on skills
- Basic First aid skills
- Healthier lifestyles.
- Health education
- Disease prevention
- History of Nursing
- Take vital signs, including blood pressure, oxygen levels, respiratory rate, and pulse.



## EXTENSION ELECTIVES

YEAR 9 - JAPANESE

2 SESSIONS PER WEEK

EXTENSION ELECTIVE

### COURSE STRUCTURE

This elective expands not just on the language skills learnt in year 7 and 8 but also gives student a chance to explore another culture's way of life and traditions. By the end of this elective, students will be able to make travel plans, write short dialogues, and hold basic conversations about their family, food, and holiday plans. They will also be able to identify and explain differences in communication between Australian culture and Japanese culture.

The wider benefits of this subject are numerous. Perhaps the most applicable to student's futures is having the skills and mindset to be able to understand how another culture communicates. As students meet people from other ways of life, they will be better prepared to learn how that culture communicates and will find it easier to build professional and personal relationships.

### ASSESSMENT TASKS

- Booklet Work
- Written Test
- Speaking Activities



YEAR 9 - COMPREHENSIVE  
FITNESS TRAINING AND  
PROGRAM DEVELOPMENT

2 SESSIONS PER WEEK

EXTENSION ELECTIVE

### COURSE STRUCTURE

This subject covers a broad range of topics related to fitness training, including understanding the different components of fitness, the principles that underpin effective training programs, various training methods and techniques, the process of designing and writing personalised training programs, actively participating in training programs, evaluating the effectiveness of training programs, incorporating recovery strategies to optimise performance and prevent injuries, and ensuring safety when working with weights and equipment in a fitness setting.

The subject involves a combination of theoretical learning, practical exercises, and hands-on experience to develop a well-rounded understanding of fitness training and program development. Students or participants would gain knowledge and skills essential for pursuing careers in fitness training, coaching, exercise science, and related fields.

### TOPICS COVERED

- Fitness components
- Workout principles
- Types of training
- Personal fitness profiling
- Fitness goal setting
- Designing a training program
- Participating in the training program
- Fitness analysis and reflection



## EXTENSION ELECTIVES

YEAR 9 - EMBRACING AN  
ACTIVE LIFESTYLE

2 SESSIONS PER WEEK

EXTENSION ELECTIVE

### COURSE STRUCTURE

This subject focuses on fostering a positive attitude towards physical activity by exploring a wide range of games and sports and lifelong physical activities. Students will engage in various physical activities, develop fundamental skills, and learn the importance of staying active throughout life for their overall health and well-being. The unit emphasises inclusivity, sportsmanship, and the value of lifelong physical fitness. By the end of the subject, students will have a deeper appreciation for the importance of games and sports and lifelong physical activities in maintaining a healthy and active lifestyle. They will be equipped with fundamental skills, knowledge, and motivation to continue participating in physical activities and making positive choices for their long-term well-being.

### TOPICS COVERED

- Define and differentiate between games, sports, and lifelong physical activities.
- Benefits of being physically active and its impact on health.
- Team-building games.
- Traditional and modified team sports, such as soccer, basketball, volleyball, and cricket.
- Basic skills, rules, and strategies in each sport.
- Fair play, sportsmanship, and teamwork.

