



Alphington
GRAMMAR SCHOOL

Years 9 and 10 Information Handbook



2021

Aspiring to Excellence

Welcome

Each year of schooling brings exciting new opportunities and challenges and we encourage all students to be inquisitive and get involved in the many opportunities open to them at school. Years 9 and 10 students begin to expand their curriculum pathways by selecting electives. These electives will provide students with the information needed to select a suitable VCE pathway.

Additionally, all Years 9 and 10 students participate in the compulsory Gateways Program, which encourages students to build personal and social competencies and intercultural understanding, including language skills.

In Victorian schools, learning experiences can take place in a number of ways:

- Language immersion programs
- Curriculum-focused programs
- Cultural study programs
- Community service and community engagement projects
- Sporting and Arts programs
- Individual student exchange programs
- Exchange programs with sister schools and partner organisations.

The Australian Curriculum encourages students to develop an intercultural understanding between themselves and others. This involves students valuing their own cultures and beliefs and those of others, whilst engaging with different people in ways that recognise commonalities and differences, create connections and cultivate respect.

At Alphington Grammar School, we believe regardless of purpose, all learning experiences are intercultural experiences designed to provide students with the opportunity to develop an understanding and appreciation of different cultures.

Mr. Lukas Silver
Assistant Principal: Head of Secondary

Information Evening: Wednesday 10 February, 7pm the Lyceum Centre

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Using this Booklet

This booklet provides our students and families with information that will assist in the transition through Years 9 and 10. The booklet helps streamline the Parent Information Evening, held in the second week of Term One.

Please email any questions you have, as stipulated in the covering letter, by **Friday 22 January 2021**, as your questions will form the basis of the Parent Information Evening.

Mr. Lukas Silver: ls@ags.vic.edu.au

The Principal, **Dr Vivianne Nikou**, Assistant Principal, **Mr. Lukas Silver** Careers Professional Practitioner **Mrs. Helen Mallis** will respond to your questions at the Information Evening.

Information Evening: Wednesday 10 February, 7pm the Lyceum Centre

General Information

Years 9 and 10 are critically important years for students as they begin the transition into VCE. In order to assist students to make well-informed decisions regarding the study options available, we encourage them to identify their **INTERESTS, VALUES, SKILLS** and **PERSONAL PREFERENCES**. Identifying interests early on will open up a wide range of potential opportunities to pursue and help create a career path that makes learning more enjoyable.

Values are what motivate and drive us to set goals and make decisions regarding our learning and behaviour. Our values influence the decision making process in choosing a career that leads to job satisfaction.

Skills are the things that you are good at and enable you to fulfill your potential. By assessing your skill set, you identify the ones you need to acquire or further develop, in order to pursue a potential career.

Personal preferences reflect your personality and needs in relation to decision making and identifying your personal work style.

Points to Consider for Years 9 and 10 Students

Think about your interests and career aspirations

- Make time to visit the Careers Office to discuss your interests and explore possibilities
- Talk to family, friends and teachers about your plans and get feedback from people you may know who work in your area of interest
- Talk to your parents about your strengths and personality type, so you can identify a suitable career path
- Research potential career choices, pathways and courses
- Visit University open days and careers expos
- Challenge yourself to make the most of your capabilities

- Choose a broad range of subjects that provide a balance between the theoretical and practical and give you scope to pursue different paths
- Think about your achievements and identify the areas you have succeeded in and those that require attention

Senior Staff

Assistant Principal: Mr. Lukas Silver LS@ags.vic.edu.au





Mr. Silver is responsible for the pastoral care of all secondary students with the support of the Heads of House. Mr. Silver is also responsible for the delivery of the school's academic program with the support of the Heads of Faculty.

Careers Professional Practitioner: Mrs. Helen Mallis HM@ags.vic.edu.au

Mrs. Wilson is responsible for the transition of students from primary school (Alphington Grammar School and other primary schools) into Secondary School.

The House System

All students are allocated a house. The four houses are **Aristotle** (blue), **Byron** (gold), **Pericles** (red) and **Socrates** (green). The House program underpins the pastoral care system of the School. It also facilitates House competitions in sport and co-curricular activities, as well as supporting nominated charities in the broader community. The four houses are led by a house team comprising the Head of House, House Mentors, House Captains (Years 11 and 12) and Future Leaders (Years 9 and 10).

				
	ARISTOTLE	BYRON	PERICLES	SOCRATES
HEAD OF HOUSE	Toula Terezakis TTE@ags.vic.edu.au	Andrew Diviny AD@ags.vic.edu.au	Con Papoulis CP@ags.vic.edu.au	Trevor Adams TA@ags.vic.edu.au
MENTOR HOUSE ROOM	Anna Milburn Room B 101	Cameron Stone Room B 216	Christina Katsifolis Room B 206	Denise Diakodimitriou Room B 207
MENTOR HOUSE ROOM	Ming Lei Room B 102	Samantha Evangelista Room B 215	Helen Mallis Room B 203	Matthew Logan Room B 209
MENTOR HOUSE ROOM	Robert Panara Room B 103	Gareth Leach Room B 214	Helen Theodoropoulos Room B 201	James Smith Room B 208

Heads of House

The Heads of House are responsible for the pastoral and academic welfare of students in their House, supported by the House Mentors who are responsible for the daily pastoral needs of students in their House Room. All routine enquiries and communication should be directed to your House Mentor. The House staff work in collaboration with the families of their students to deliver a coordinated approach with regard to student welfare and academic support.

The House System

House Activities

Alphington Grammar School promotes a strong House Competition between the four houses. Students in Years 7 to 12 compete in a range of House activities throughout the year, including:

- Athletics
- Bake Off
- Charity Fundraising
- Cross Country
- Debating
- Futsal Competition
- Swimming
- Music
- Trivia Competition

Wellbeing

Student wellbeing is a high priority for the School. The School's Vertical House pastoral care structure underpins the student wellbeing program with the support of the School Nurse and the Exceptionality Team, comprising relevant members of the School Management Team, the Heads of House and School Psychologist.

The Careers Resource Centre

The Careers Resource Office is located in the Lyceum Centre and is open each day, during lunchtime and after school. The Centre offers students a library of up to date careers and course information.

Students are encouraged to browse through available information, ask for assistance, borrow material and arrange a time for a personal interview to discuss potential career pathways. Parents are encouraged to attend these interviews with their child. The Careers Department provides a wide range of services including individual counselling, aptitude, interest and personality assessments and a wide range of publications from institutions across Australia.

Careers Testing

The Careers Centre has a range of vocational assessments available for student use. These tests help students to identify areas of interest and provide focus on possible career pathways. In Year 9, students undertake 'My Career Match'. The 'Career Morrisby Report and Differential Aptitude Testing' follow this in Year 10.

Year 10 Course Selection Requirements

In Term 4 of Year 9, all students select **3 electives** to study during 2021, in preparation for VCE. These electives run for the entire school year, however it is possible to drop an elective after Semester One and pick up an alternative elective for Semester Two.

CORE SUBJECTS are compulsory and studied for the entire year:

- English
- Mathematics
- Science (Subject elective carousel of Physics, Biology, Chemistry, Psychology)
- Humanities (Subject carousel of Accounting / Economics, Legal Studies, History, Geography)

Elective Subjects

Elective Subjects in Year 10 are broken up into three Blocks. Students must select **one** elective from **each block**. Please ensure you study the Subject Pathways Booklet found in Appendix 2.

Electives will only run subject to sufficient numbers.

All Year 10 students will follow a Unit 1 and 2 study to undertake as an early entry subject.

AGS Enrichment Program

The Enrichment Program in the Secondary School complements the broad, dynamic classroom curriculum, whilst also offering students the opportunity to immerse themselves in an array of character-building programs. We encourage all students to explore the many activities on offer, in order to broaden their knowledge, learn a new skill and get to know students from across different year levels.

An AGS Enrichment Fair will run during the first week of school providing students with the opportunity to learn more about the programs on offer, and also sign up to participate.

The activities will span the areas of Music and Performing Arts, Dance, Sport, Games, Debating, STEM Club and many more. An Enrichment Program timetable will be provided at the start of Term 1.

All students in Years 9 and 10 need to meet the minimum requirements for enrichment points each semester.

At the end of each academic year, students will receive a **Certificate of Enrichment Achievement** by fulfilling their co-curricular points per semester. A **Certificate of Enrichment Excellence** is awarded to students who have exhibited outstanding commitment. Students are expected to be engaged participants in their chosen activity/activities and in order to satisfy their enrichment tally of points an attendance rate of 90% must be maintained. The program will offer a bespoke experience for each student and an opportunity to develop lifelong skills.

Metropolis – Year 9 Students

Metropolis is a five-day program for Year 9 students, which immerses participants in a 'city-based learning' experience. The initiative, which takes place in the last week of Term 2, embodies the School's commitment to experiential learning and aims to broaden the horizons of our pupils.

Students are encouraged to get to know their city in a meaningful way through visits to the MCG, Melbourne Gaol, the Eureka Tower, ACMI and the Magistrates Court, as well as partaking in a variety of other activities. In addition, visiting The Intersection, a Melbourne based organisation, which assists those who face homelessness and addiction, encourages empathy, understanding and acceptance in our students. A celebration of our cultural diversity takes place in the form of workshops and talks hosted by the Chinese Museum, the Greek Community of Melbourne and the Shrine of Remembrance.

Over the course of Metropolis, students are encouraged to develop their independence and teamwork skills. In small groups, they learn to navigate their city to appreciate the different strengths individuals contribute to a group, such as emotional intelligence, creativity, public speaking and map reading skills.

The varied program promotes curiosity and participation, whilst simultaneously teaching social responsibility. In this way, Metropolis is a stepping-stone, which enables students to prepare for, and get the most out of, the Gateways Program.

Global Gateways Program – Years 9 and 10

“We must go beyond textbooks, go out into the bypaths and untrodden depths of the wilderness and travel and explore and tell the world the glories of our journey.” – John Hope Franklin

To this end, one of the major areas of our teaching and learning programs is the study of internationalism and cross-cultural understanding across the year levels from prep through to senior years.

Embedded into our curriculum offerings, is the study of Greek and Chinese culture, history and language, and an understanding of Indigenous Australians, encouraging students to develop knowledge, skills, understanding and behaviours that will help them develop into active, informed global citizens.

The Global Gateways Program for Years 9 and 10 students is designed along major interconnected themes and is part of a two-year cycle that has become the Alphington Grammar School approach to international education. It is a powerful catalyst for delivering a true and effective international education.

Phase I of the program occurs in the even years and each student undertakes either a four-week study tour of the cultures of China, Sicily and Greece, or a two-week study of the impact and integration of these international communities in Central Australia*.

Phase II of the Global Gateways Program occurs in the odd years and sees our Years 9 and 10 students choose either a ten-day tour of North and South Vietnam or an eight-day program that takes place in Darwin, Kakadu and Litchfield Park*.

*Due to COVID restrictions, all advice to schools re experiential programs for 2021 is that they remain Australian based. Therefore, for 2021:

Year 9 students will undertake a Central Australia experience taking in Adelaide, Port Augusta, Coober Pedy, King's Canyon and Alice Springs.

Year 10 students will visit Darwin and the Top End, Kakadu and Litchfield Park.

Inter – School Sport

All students from Years 7 to 11 are involved in our inter-school sport competition.

Alphington Grammar School is a member of the EISM (Eastern Independent Schools of Melbourne), which incorporates many schools in the eastern part of Melbourne. The competition includes weekly sport against other EISM schools, along with the annual swimming, athletics and cross-country carnivals. Only approved school sports apparel is to be worn for school sports training and inter-school competitions. Parents are asked to ensure their child has the approved uniform. EISM regulations require all participants to be correctly dressed or forfeiture may apply.

Examinations

Students at Year 9 undertake examinations in the **core subjects only** at the end of each semester. Students at Year 10 undertake examinations in **all subjects** at the end of each semester. Students at this level undertake their own independent revision throughout the semester. Class teachers oversee subject-specific examination preparation for these examinations.

Elevate Education Exam Workshops

In preparation for the Years 9-11 Exams, we enlist an external company to provide our students with study skills and techniques. Elevate Education has been conducting research into the habits of the country's top performing students for the last 15 years. Elevate's bespoke, high impact seminars and workshops help students improve their study techniques, increase motivation, build confidence, and lift exam performance. The presenters are current University students who have all achieved ATAR's of 95 plus.

Learning Support

We also run a variety of support lessons from Year 7 through to Year 12. Students can be withdrawn from classes to receive one-on-one language support with our Senior Tutor or they can receive in-class support with one of our Learning Support Teachers. Learning support is determined using teacher referral, current assessment and our prior knowledge on the student, including NAPLAN and PAT testing. If you have any questions about Learning Support, please direct your queries to **Ms. Michelle Yarnton, Head of Learning Support** MY@ags.vic.edu.au.

Homework

Homework in secondary school is considerably different to what students have experienced in primary school. It is important that students establish productive study habits early in their secondary learning.

Year 9 students should expect to complete an average of 90 minutes of homework per night, and a Year 10 student will average 120 minutes per night. By the time they reach Year 12, an average homework load in VCE could be in excess of 3 hours per night. Homework may sometimes be a continuation of the work carried out in class or further independent research. The more effectively your child works in class, the less burdensome homework tasks will be. If, for any reason, homework cannot be completed please email the assigning teacher to inform them.

It is the students' responsibility to record homework in their diaries and refer to Schoolbox to monitor any assigned homework, in order to maintain an effective schedule and ensure that all homework is completed on time.

Homework Club

Homework clubs run three times per week after school from 3:50 -5:00 pm in the Library. Each core subject (English/EAL, Math and Science) is represented at the Homework Club and is staffed by a subject specialist. Please encourage your child to attend. The teacher is available for specific subject assistance but also to assist in designing a homework timetable for the student.

Day	Subject
Tuesday	Maths
Wednesday	Science/EAL
Thursday	English/Greek/Humanities

School Absences

If students are unexpectedly absent from school, e.g. due to illness, parents/parent liaisons are requested to contact School Administration prior to 8.45am to register and provide a reason for the absence.

For planned absences from school, parents/parent liaisons are asked to write to the Head of House requesting leave of absence for the relevant dates, providing a reason for the absence.

Parents/parent liaisons should be aware that requests for leave during the school term are strongly discouraged. The resultant disruption caused to the academic program can affect the learning of the student. Students are responsible for keeping up with all classwork and homework set via Schoolbox.

School Reports (Progressive Reporting)

Reporting student learning and progress is a fundamental element of education and is currently going through significant developments. Schools are now able to harness technology to improve the delivery of reporting in real time. At Alphington Grammar School, we have moved away from the traditional model of one report at the end of each semester, to a more continuous method of communicating attainment and progress to students and parents; known as 'Progressive Reporting'.

Progressive Reporting refers to the practice of reporting in regular installments throughout the year. Typically, at key moments throughout the semester, teachers provide updated assessment feedback, which is uploaded to Schoolbox and made visible to students and parents.

The main benefit in Progressive Reporting is the timely manner in which work is submitted, assessed and meaningful feedback supplied to students and parents. Reporting at the end of the semester is often seen as 'too late' to remediate any learning issues or deploy additional support.

The following information is designed to assist parents with:

- Navigating Schoolbox to access the Progressive Reporting Domain.
- Understanding Assessment Schedules and the amount of assessments per semester and per subject.

This will vary due to the nature of the subject requirements.

- Interpreting the scores and level of progress.

Instructions on how to view student grades on Schoolbox can be found in **Appendix 1**. You will receive an Interim Report in Terms 2 and 4. The Interim Report is a snapshot of your child's progress in every subject.

If you need any help accessing Schoolbox, please contact the **Campus Administrator, Mr John Savopoulos** JS@ags.vic.edu.au

Formal Assessment and Reports

In addition to formative (ongoing) feedback and assessment given in the classroom, students will have several formal assessments for each of their subjects over the course of a semester.

In place of Semester Reports, this format will provide students and parents with detailed, ongoing feedback about progress throughout the semester. In addition, students' learning skills, in class behaviour and organisation will be assessed via an end-of-semester chart of indicators.

Given the differing requirements of each learning area, the number and types of formal, reportable assessments for each subject will vary, as detailed in later sections of this document.

Types of Formal Assessments

Theoretical knowledge and practical skills in subjects may be assessed through any combination of:

- Assignments
- Essays
- IT related tasks
- Posters
- Practical reports
- Practice exams
- Presentations
- Tests

Students in Year 9 and above also sit Semester Exams.

Types of Scores and Feedback

All assessment scores will be given primarily as a percentage score. A weighted average of these scores form the overall grade the student receives for the subject.

In addition to their scores, students will receive diagnostic feedback on their submissions. Both percentage scores and feedback will be published on Schoolbox and will be visible to students and parents.

Frequency of Assessment: Years 7 - 10

The table below shows the minimum number of formal assessments which will be set and published on Schoolbox for subjects in each of the learning areas, per semester. For Years 9 and 10 students, this can also include the end of Semester Exam.

Learning area	Minimum number of Assessments
English, Humanities and Social Sciences	2
Health and Physical Education	2
Languages other than English	2
Music and Performing Arts	2
Physical Education	2
Science, Technology, Engineering and Maths	2

Secondary Academic Progression Policy

Information regarding the progression policy is available as an Appendix to this document, as well on Schoolbox under the Policies tab.

Parent/Teacher/Student Interviews

Parent/Teacher/Student Interviews scheduled for late Term 1 and early Term 3 will be conducted on Microsoft Teams. Five-minute interviews are scheduled with all classroom teachers, on the request of parents. Follow up meetings can be arranged as required.

Parent Involvement

Whilst it may appear that there are diminishing opportunities for parents to be involved once your child is in secondary school, there are many opportunities to become involved at Alphington Grammar.

The School has a very active Parents and Friends Association (PFA). The PFA meets monthly during the term and new parents are always welcome. The AGM of the PFA occurs in February, and during this meeting the committee is formed for the coming year.

The PFA works in support of the school programs, helping stage school community events throughout the year and raise valuable funds to assist with special projects, which support the learning program.

The PFA also operates the school's Second Hand Uniform Shop, and relies on parents to volunteer their time to ensure its viability.

Student Leadership

Students at Years 9 and 10 level can apply for the following leadership opportunities in Term 4 each year, for leadership positions in the following years.

Future Leader: Years 9 and 10 student leaders who work closely with House staff and House Captains in support of students and the leadership of the House. Future Leaders also work closely with Year 7 students as they transition to secondary school and have the opportunity to attend Years 7 or 8 camp.

ICT in the Classroom

All students and parents are asked to sign the 'ICT Acceptable Use' policy, which outlines the guidelines associated with using our school network. All forms requiring parental permission will be distributed electronically with instructions.

Mobile Phones and Other Devices

Students can bring mobile phones to school; however, Mobile phones are NOT permitted in classes.

Students in Years 7 to 12 can bring their laptops or other personal devices to school for academic use. Students will take responsibility for their own belongings. Alphington Grammar School requires students to use electronic devices responsibly at all times.

Labelling Uniform Items and Books

The School asks parents to ensure that all items of personal property are appropriately labelled. This includes all books and items of school uniform.

Lockers

All secondary students are issued with a locker and a lock. Lockers are located in House areas. Students are responsible for the security of their own belongings and for ensuring lockers are neat and tidy. All schoolbags must be stored in the student's locker.

School Bulletin and Newsletter

The School Bulletin and School Newsletter are emailed to all families, staff and students. They operate on a fortnightly cycle during the term, with the Bulletin distributed one week and the School Newsletter the other week.

The School Bulletin contains notices, and important dates to remember, detailing upcoming excursions and incursions, as well as reminders of any other upcoming events around the School.

Parents have a responsibility to read the School Bulletin, and take note of any events or activities that may be coming up for their child. The bulletin is emailed fortnightly on a Wednesday.

The School Newsletter - *Alpha News* - details the stories of news and events that have taken place around the School that week, including photos of events, stories about excursions and camps, as well as a regular feature from our Principal, and other Senior Staff. The Newsletter is emailed fortnightly on a Friday.

Commonly Asked Questions

What time should I arrive at school each morning?

Students arrive at school each morning between 8.30am and 8.40am, in order to be ready to attend House Room at 8.45am.

What happens if I am late to school?

Students are expected in House Room at 8.45am each morning. If students arrive at school after 8.45am but before 9.00am, they must move directly to House Room and their House Mentor will register them as 'late'. If students arrive at school after 9.00am, they must report to School Administration and sign in prior to attending class. Students are not permitted to attend class without first attending House Room (prior to 9.00am), or signing in at School Administration (after 9.00am). Please note that repeated late arrival to school will result in sanctions being imposed on students.

What if I need to leave school early for an appointment?

Please note that while it may at times be unavoidable, medical appointments should not be scheduled during the school day. If there is a need for students to leave school during the school day, parents/parent liaisons must contact the Head of House to request early leave, giving a reason for the early departure. Students leaving during the day or before the end of the school day will need to sign out at School Administration.

Where do Years 9 and 10 students play at recess and lunchtime?

Years 9 and 10 students are permitted to play on the outdoor courts and also on the oval (unless advised to the contrary). Students are encouraged to move outside during their break times as eating is not permitted inside the buildings.

Appropriate areas are provided for students to play ball games. Kicking of balls is not permitted on the outdoor courts due to the potential danger posed to other users of this common area.

Students are expected to be mindful of noise levels when playing in the immediate vicinity of primary classrooms as the Primary School operate on a different timetable.

Who can I speak with if I have a problem?

There are a number of people available to students to speak with if they are experiencing a problem.

Future Leaders are Years 9 and 10 student leaders who work closely with staff and House Captains in support of students and the leadership of the House. They also work closely with Year 7 students as they transition to secondary school.

House Captains are Year 11 and 12 students who, along with house staff, have significant responsibility for the care of students and the leadership of the House.

The House Mentor is responsible for the daily pastoral needs of the students in their House Room.

The Head of House is responsible for the pastoral and academic welfare of the students in their House.

The Exceptionality Team includes the School Psychologists, working alongside the Principal, Assistant Principal/Head of Secondary, Deputy Head of Secondary, the Heads of House and other appropriately qualified support staff.

What happens on bad weather days?

Indoor areas are available to students on bad weather days. Teaching staff will advise students of these alternative arrangements.

Are there areas of the school that are Out of Bounds?

The following areas are out of bounds for students, unless directly supervised by a member of staff:

- all classrooms at break times
- the Gym (Hall) unless directly supervised by a teacher
- staff work areas and offices
- equipment storage areas
- playground areas designated for primary age students
- car parking areas
- all areas outside the school fence or boundary

What if I feel unwell or suffer an injury during the school day?

Students who feel unwell or suffer an injury during the school day are to report to the Health Centre at the rear of Flowerdale. The School Nurse and the School Psychologist are both located in the Health Centre. If the Health Centre is unattended, students should report to School Administration. All school staff are required to have first aid training. Students who are unwell may be sent home during the school day after parents have been contacted. Students are not permitted to leave school during the school day due to illness or injury without the approval of the School Nurse and/or their Head of House.

Where are toilets located?

Toilets for students are located in the Secondary Building and in the Andrianakos Centre. The Andrianakos Centre toilets/changing rooms can be accessed externally as well as from inside the building.

What if I lose an item of personal property at school?

Students who lose an item of personal property should report this immediately to their Class Teacher (if relevant), and their House Mentor. Students are expected to take responsibility for their own belongings. All items of personal property should be clearly labelled with the student's name. Lockers and locks are provided to all students to support this. Please speak to one of the School Administration team if you need assistance. Lost property is located in the School Canteen.

Will I have Incursions and Excursions?

Incursions and excursions support the academic and co-curricular program and form a compulsory part of the curriculum. Parents/parent liaisons are requested to sign their consent for students to attend these events at the beginning of each school year. All incursions and excursions are subject to a rigorous process of approval by the Assistant Principal Teaching and Learning. This includes provision for appropriate staff supervision of students and all health and safety requirements.

Where is the Homework Club?

Homework Club takes place on Tuesday, Wednesday and Thursday afternoons during the school term from 3:50 PM until 5:00PM. The venue is the school Library.

Where can I go if I need to print work or use the photocopier?

The School provides facilities for printing and photocopying for students. These facilities are now available in the computer laboratories and in Flowerdale. Students are required to use their Student ID Card to access these facilities.

How should I wear my school uniform?

Students are to wear their school uniform correctly and with pride. Parents are asked to maintain the school uniform and ensure that it adequately fits the student as they grow. As part of the winter uniform, students are required to wear their blazer to and from school; the school jumper is not to be worn as the outer garment. The top button of the school shirt must be done up. School ties should be worn correctly with the knot worn at the neck. The school shirt should be tucked in during lessons. Blazers may also be required for other special occasions, as advised by House Staff.

What is an Infringement?

An *Infringement* is a minor sanction issued to a student by House Staff or Teachers for a breach of school uniform or punctuality requirements.

What is a Detention?

A *Detention* is a sanction issued to a student by a teacher for a breach of student behavioral expectations.

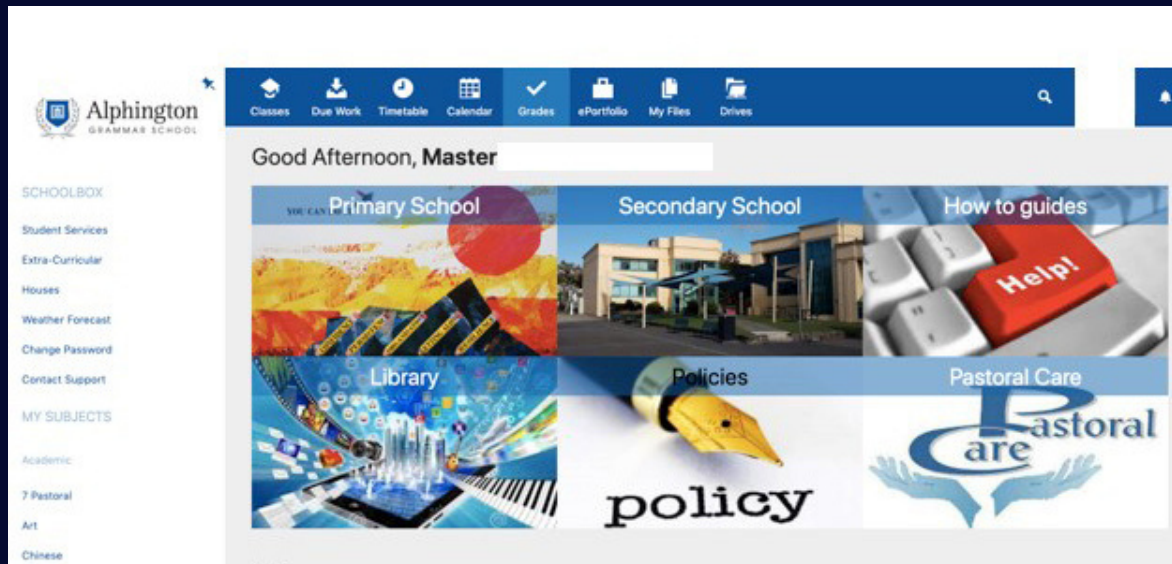
A *Yard Duty* detention is a sanction issued to a student by a teacher for a minor breach of student behavioural expectations.

A *Friday Detention* is a sanction issued to a student by the Heads of House/Heads of Faculty for a serious breach of student behavioral expectations.

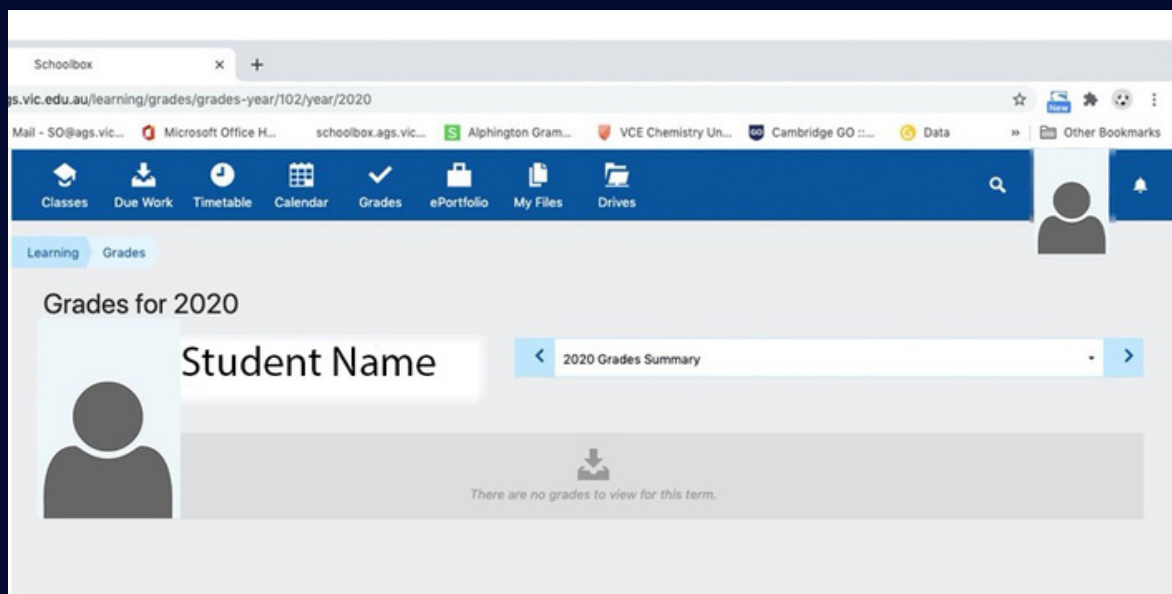
A *Saturday Detention* is a sanction issued to a student by the Assistant Principal / Head of Secondary or Assistant Principal/ Teaching and Learning for repeat transgressions, and for students who fail to attend compulsory school events, without adequate notice or parental permission.

Viewing student grades on Schoolbox

1. From the home page, navigate to the "Grades" section of the student's profile by clicking button on the top pane.

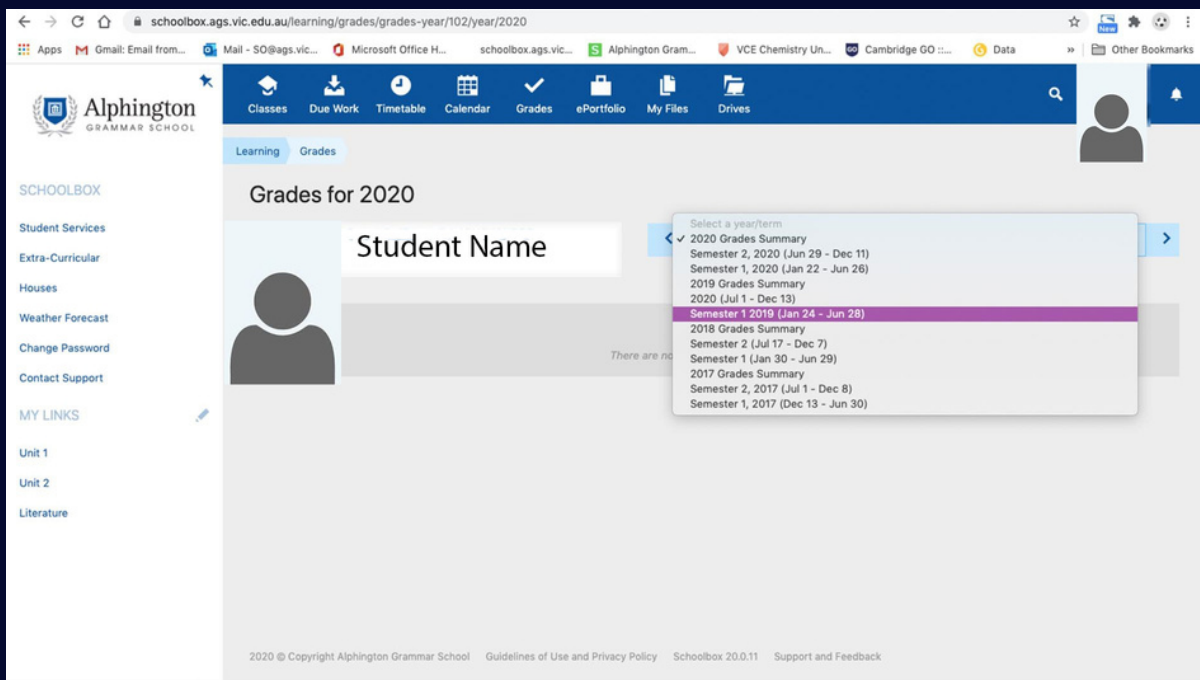


2. In this panel, you will see the student's profile picture and year level details on the left, and a drop down menu on the right hand side of page.

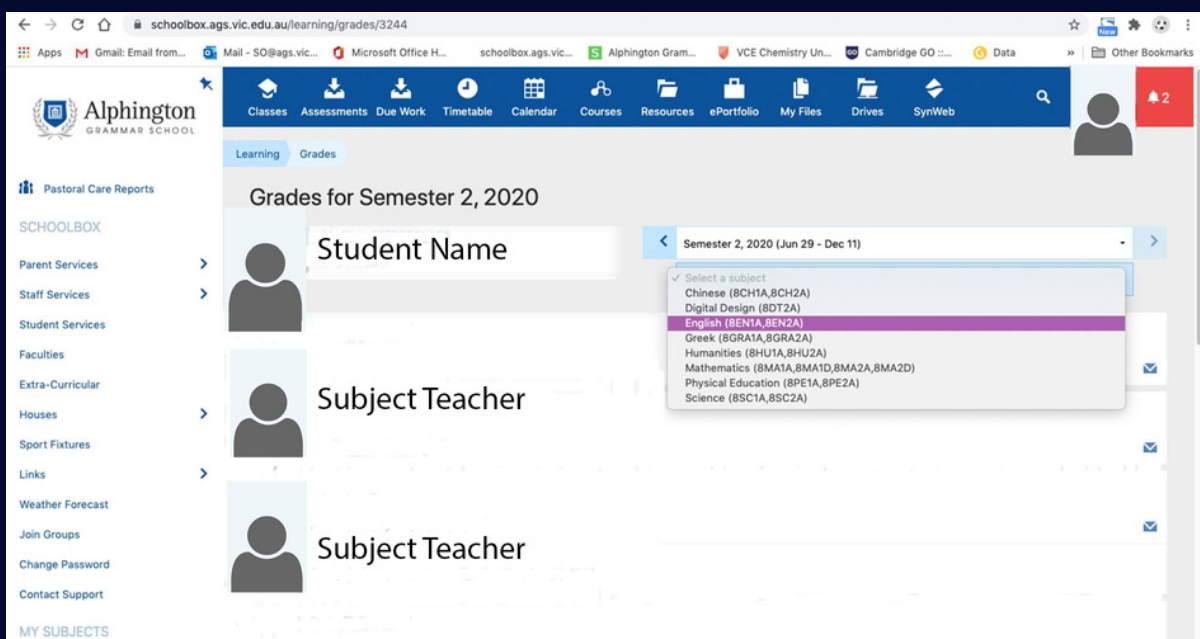


3. Select the relevant semester from the drop-down menu on the right.

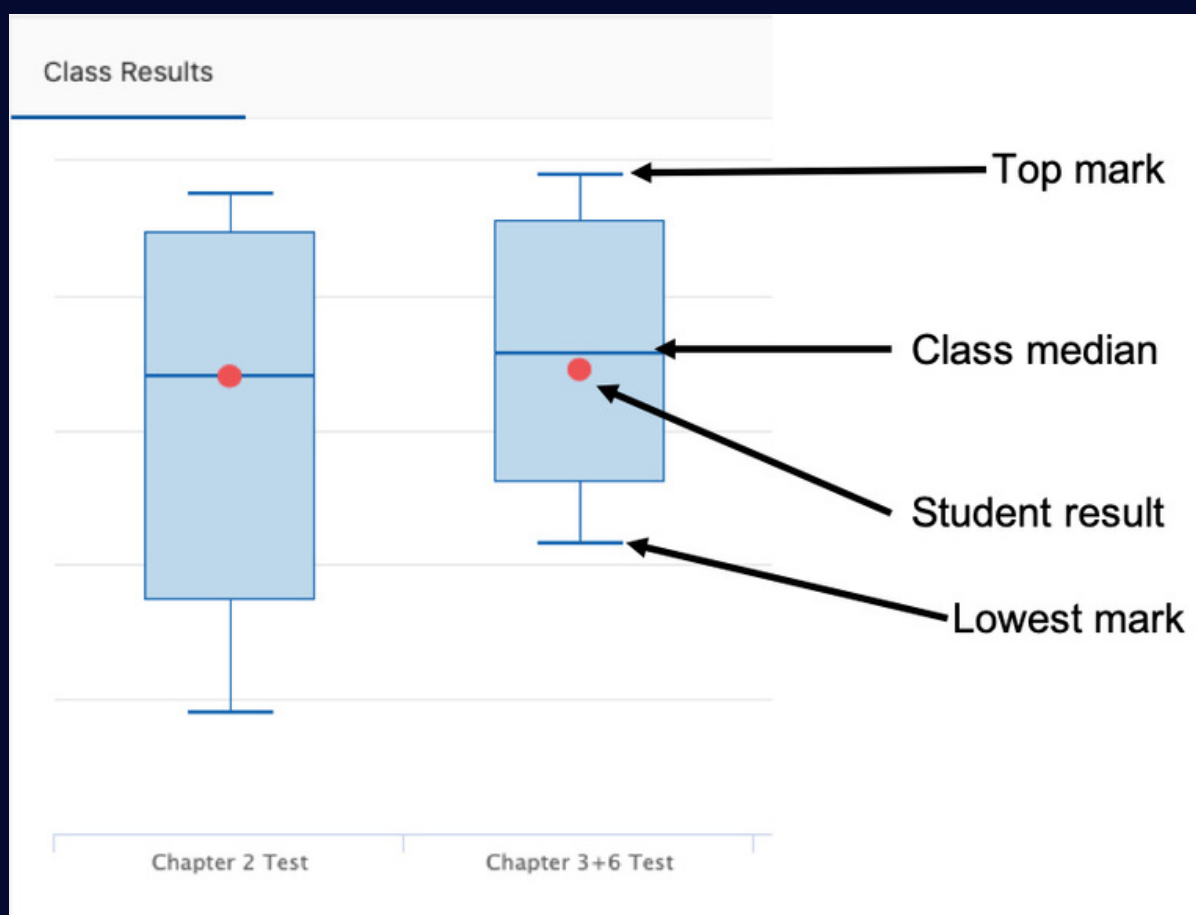
Please note that past semesters may contain grades, but these may not match the current format of the school's progressive reporting framework.



4. Select the relevant subject from the new drop-down menu which appears.



5. For each assessment recorded with a percentage mark, you will see a chart such as the one shown below. Placing your cursor over the chart will also bring up the associated written teacher feedback. From the chart, it is possible to see the 'deidentified' range of grades received by the entire class, median of the results and your child's placement within these results.



Additional information regarding assessment feedback:

- Each student will receive detailed feedback and marks on a minimum of two (2) formal assessments per semester.
- In special circumstances, the student may see their marks and feedback, but not the box graph shown above. For further explanation, please contact the relevant teacher.

Secondary Academic Progression Policy

Alphington Grammar School is governed by the regulations and guidelines of The Education Services for Overseas Students Act (2000) (The 'ESOS Act') and the National Code 2018. Standard 8 of the National Code 2018 requires that where the School has assessed International Students as not meeting attendance requirements, the School must follow through with the procedures and protocols listed in this policy. Records will be maintained in accordance with our International Students Records Management and Retention Policy.

In order to define what an 'S' is for Years 7-10, refer to the expected Victorian Curriculum/EAL Companion level for the appropriate year in conjunction with explanation below. For Years 11 and 12, an 'S' is where a student meets the expected VCAA subject and attendance requirements, and all preparatory and assessed work has been completed, according to the relevant study design.

1. Students (and their parent's/parent liaisons) are required to be notified before exams by email/phone-call/letter of any outstanding work which would jeopardise a student's chance of not receiving an 'S' (Satisfactory completion of course) for secondary school students.

Years 7-10

2. Individual Assessments

- 2.1. S/N must have the same meaning and application as in VCE; if a student gets a **very low** score, eg, in a test/assessment, then the Teacher can award an 'S' if he/she deems that the student has demonstrated a minimum level of understanding. This would be based on a set of criteria given to students before assessment occurs, e.g., could be a tick list of 10 items, where 4 or more must be achieved.
- 2.2. If a student gets an 'N' in the first instance, then a follow-up worksheet/task can be given by the teacher to the student. This must be completed (within a deadline) in order to achieve an 'S' **but the original score (very low) remains unchanged**. This worksheet/task would be based on the objectives not achieved, of which the student must be informed.

3. Interim and Semester Reporting

- 3.1. If a student receives 'N' for an individual assessment, they can redeem 'S' status as stated above. If the student proves proficiency with a set of skills over multiple assessments, they may still receive 'S' for overall course completion in their interim and semester report. These follow up activities/tasks will influence whether a student earns 'Very High', 'High', 'Medium', 'Low', or 'Very Low' and these results should be awarded with a holistic view of the student's performance throughout the term

4. Percentage scores are used

- 4.1. No bonus scores (above 100%) entered as a mark
- 4.2. In order to award VH-H-M-L-VL, see 'AGS report boundaries and indicators' on the following page for reporting purposes.
- 4.3. At Year 7-10, teachers provide students with a percentage score and will level (and record these grades for data tracking purposes).
- 4.4. The makeup of the 'Overall Result' in the report is determined by each faculty due to subject specific tasks and requirements.

RESULT	GRADE	% RANGE	DESCRIPTORS FOR LEARNING OUTCOMES
Very High	A+	92-100%	A comprehensive and thorough basis of skill, knowledge and understanding has been developed in all aspects of the course. Language pertinent to the subject is used accurately and precisely. Answers and solutions demonstrate clear and logical explanations and excellent use of procedures, techniques and methodologies. An ability to analyse and apply skill and knowledge in flexible, versatile and complex ways is strongly evident. Progress in subject is excellent.
High	A	80-91%	
Medium	B+	76-79%	A strong basis of skill, knowledge and understanding has been developed in most aspects of the course. Language pertinent to the subject is applied correctly and in context. Competence in reasoning and analysis is evident. These skills are utilised in providing solutions to a variety of problems and tasks. An ability to analyse and apply skill, methodology and knowledge in different ways is also evident. Good progress has been made in this subject.
	B	70-75%	
	C+	66-69%	A reasonably sound basis of skill, knowledge and understanding of the course has been developed. Language pertinent to the subject is usually applied in the current context. There is some evidence of willingness to reason answers and apply relevant procedures, techniques and methodologies. Analytical skills are not strongly developed, although formative skills in this regard are clearly evident. Ability to apply skill and knowledge in a variety of ways has been demonstrated. Satisfactory progress has been made in his subject.
Low	D+	56-59%	A relatively superficial basis of skill, knowledge and understanding in the course has been demonstrated. A basic command of the language pertinent to the subject is evident. Rudimentary skills only are reflected in explanation, analysis, use of relevant procedures, techniques and methodologies and in the broader application of skill and knowledge. Progress in this subject is on the borderline between satisfactory and unsatisfactory.
	D	50-55%	
	E	35-49%	An insufficient basis of relevant skill, knowledge and understanding has been demonstrated. Significant limitations are evident in the understanding of key concepts, the use of language pertinent to the course and the application of

			relevant procedures, techniques and methodologies. Progress in this subject is unsatisfactory.
Very Low	N	<35%	The student has not completed sufficient tasks for an assessment to be made. Little or no effort has been made to comply with the subject requirements. Progress in this subject is unsatisfactory.

N/A	The student is unable to be assessed. An N/A result must be accompanied by a comment in the body of the report.		
J	Only used on a VCE report if a student is enrolled in the unit but was unable to complete the requirements due to late withdrawal or absence.		
S	Your child has met the minimum standards required, in terms of quality and quantity of the work submitted.		
N	Your child has not met the minimum standards required, in terms of quality and quantity of the work submitted.		

Secondary School Effort Descriptors

RESULT	GRADE	EFFORT	DESCRIPTORS FOR EFFORT DESCRIPTOR
Very High	A+	Excellent/Established	A diligent and consistent approach is adopted. A mature and positive attitude is strongly evident. Thoroughly conscientious attempts are made to complete all set tasks. The student perseveres and works hard to the best of his or her ability.
High	A		
Medium	B+	Good/Consolidating	A mature, conscientious and consistent approach is adopted. The student works hard, strives to complete tasks, perseveres and adopts a positive attitude to learning.
	B		
	C+	At expected Level/Satisfactory	Application to work is reasonably consistent and a positive attitude is usually demonstrated. Improvements could be made to the student's behaviour and attitude to help them engage more fully with the course.
	C		



Low	D+	Experiencing Difficulties/Unsatisfactory	Application to work is sporadic and greater consistency is needed to improve learning outcomes. A casual attitude is also evident, which is hindering the student's attention in class.
	D		
Very Low	E	Needs improvement/Unsatisfactory	The student demonstrates little to no application. Homework tasks are not submitted and little to no desire to learn is evident. A significant improvement in student engagement with the course subject is needed.

Year 7-10 Conversion (Levels to Percentages)

Year 7				
W6+	7-	7	7+	Exceeds 7+
>35%	36-59%	60-79%	80-91%	92-100%
Year 8				
W7+	8-	8	8+	Exceeds 8+
>35%	36-59%	60-79%	80-91%	92-100%
Year 9				
W8+	9-	9	9+	Exceeds 9+
>35%	36-59%	60-79%	80-91%	92-100%
Year 10				
W9+	10-	10	10+	Exceeds 10+
>35%	36-59%	60-79%	80-91%	92-100%



5. Testing

- 5.1. 5.1 Students should be given at least 1 weeks' notice for assessments (e.g. tests)
- 5.2. **No re-testing:** If a student gets a **very low** score, then a follow-up worksheet is given (eg, in the case the student gets an 'N' see above). This follow-up worksheet can be taken home, but a deadline must be given
- 5.3. If a student misses a planned assessment due to illness, they must sit the assessment during the next lesson or at the next available Homework Club, at the teacher's discretion

6. Teaching at same year level (2 or more classes)

- 6.1. Teachers must follow the planning document set out at start of the academic year and approved by the HOF
- 6.2. No deviations of **order** of topics (both classes must be doing the same topic in a given week)

7. Exams (Years 9 and 10)

- 7.1. Mid-year and end of year exams must reflect the materials/topics taught during the semester.
- 7.2. Midterm entries: For students who enter the school during term time, their HoH will decide whether or not the semester exam will be completed in full, in part or not at all. The HoH will communicate this to the student/parents/teachers, Campus Administrator and the AP - T & L.
- 7.3. During each semester, students are to be issued with a curriculum map of assessment tasks and dates that must be completed in order to achieve a 'pass/S' in that subject. Students who are on modified learning plans will follow their individual Education Plans and receive differentiated assessment as required. This modification must be indicated in Semester Reports.
- 7.4. At the end of first semester, after exams, emails and letter notifications of work missing/outstanding will be sent to the parent/parent liaison. In cases where students have not passed exams in four subjects (including English), parents will be asked to come in for a meeting with the relevant HoF/HoH/AP -T&L in order to discuss plans for the subsequent semester in the same academic year. The student may be placed on an academic contract, which will outline expectations/targets in order to progress to the following year. EAL students will be expected to attend additional language acquisition/learning support classes to assist them in reaching a satisfactory level of completion

- 7.5. During the semester, parents/parent liaisons will be notified of work not completed, or not finished to the expected Victorian Curriculum/EAL Companion standard (by the classroom teacher/HoF), with redemption opportunities given throughout to bring work up to standard, which may include mandatory attendance to Homework Clubs.
- 7.6. If expectations/targets on the academic contract are not met then parents/parent liaisons will be required to attend a meeting with the HoH/HoF and ultimately the AP T&L.
8. **Conditions for giving an 'N/ throughout the semester for all year levels:**
- 8.1. Based on scores throughout the year students may be given an 'N'. 'Very Low' constitutes one whole level below the Victorian Curriculum/EAL Companion standard, and 'Low' is half a level below the Victorian Curriculum/EAL Companion standard (eg less than expected average scores are reported in tests/assignments as 'Very Low' or 'Low' the expected standard Victorian Curriculum levels AND on interim and Semester reports throughout the year).
- 8.2. If the student fails exams at the end of Semester 2 (and through the semester, parents/parent liaisons have been notified of work not completed or not done to the expected Victorian Curriculum/EAL Companion standard with redemption opportunities given (see above) throughout to bring work up to standard), then parents/parent liaisons and the student will be informed of the outcome and the decision for the following year.
- 8.3. Hard-copy proof will be provided via the LMS, as well as contract via email/letter/phone-call (and recorded in Schoolbox). See below for the process of informing parents/guardians.

9. Process for teachers/faculties:

- 9.1. Teachers will be required to make it clear to students what pieces of work are essential/critical to securing an 'S'. This will be based on the curriculum maps/outlines that will be posted to Schoolbox at the beginning of each term, which will include all preparatory/assessment work as required by the course/department.
- 9.2. Teachers will issue an early notice via email and/or written letter to parents in advance of the 'N' grade being awarded. This will be flagged for parents/parent liaisons at the same time that interim reports are issued, and those students who are in danger of not being promoted to the next level, and do not have parents/parent liaisons attending Parent - teacher interviews, will be required to meet with the relevant HoF/HoH and possibly the AP T&L who will lay out expectations and possible outcomes if requirements are not met.
- 9.3. Teachers are required to notify parents/parent liaisons at the same time (if not prior) to Interim reports of an impending 'N' grade. All students will then be placed on academic contract to ensure that requirements are met, following a meeting with parents/parent liaisons.
- 9.4. For Unit 1-4 Studies only: if a student misses a planned SAC/Assessment due to illness they must supply their class teacher with a medical certificate.

VCE Study Programs

10. Promotion from Year 10 to Year 11: VCE

- 10.1. To be promoted from Year 10 to Year 11, a student must complete any early entry Unit 1 and 2 subjects and other subjects selected for Units 1 and 2 in year 11 (or related field) to a standard such that the student has developed the skills and met specific subject criteria that will enable successful progression through the Senior School program.
- 10.2. The grades achieved by students are used as the basis for promotion and a C grade/60% (minimum) is required in the core subject (English/EAL) for promotion to Year 11.
- 10.3. The determination for this will rest on exams, assessed coursework that has been graded against Victorian Curriculum/EAL Companion and other summative and formative assessments conducted by the English teacher.
- 10.4. Students who are not making the required progress will be required to either
 - Re-sit required assessments to achieve the required standard;
 - Re-sit exam/s
 - Be placed on a conditional contract from the beginning of Semester 2 at Year 10 to ensure that they are meeting the academic requirements as determined by the relevant HOF/AP T&L. Students who fall into this category are expected to attend all Homework Clubs.
- 10.5. Failure to meet the requirements for progression will result in the student having to repeat the current academic year level until the student is deemed sufficiently able to undertake VCE Unit 1-2 studies.
- 10.6. Students may study a VCE subject at Unit 3-4 level in Year 11 only if they are academically suited and have demonstrated the maturity to undertake the subject. Any recommendations by subject teachers, in conjunction with the HOF, must be approved by the AP T&L.
- 10.7. Before a student is accepted for a Units 3-4 study, they must achieve at least a B grade (roughly 70%) in the subject studied in Year 10, and will only be granted permission if the HOF and the AP T&L deem them suitable to undertake the study of this subject. EAL students must achieve a 'Satisfactory' level in EAL and the relevant subject selected.

Dear Parent/Parent Liaison,

RE: SAC and Unit Grade Redemption Opportunity

I am writing to you because [student name] has completed an assessment task that does not show a satisfactory understanding of the outcome being assessed.

The VCAA policy states that if a student performs unsatisfactorily on an assessment task; or is absent from an assessment task or receives an overall unit grade of 'N' then they have one chance at redemption. In line with this policy, and in order to demonstrate a satisfactory achievement of this outcome/unit, a redemption task will need to be completed by [student name]. It is the policy of the School that all redemption tasks must be completed at an after school catch-up session.

It is important that [student name] complete this work at the **next** after school catch-up session as; class time is far too valuable to miss and may have an adverse impact on [student name 's] subsequent assessments.

Catch-up sessions are held in Room B104 commencing at 3.50pm. The class runs for one hour (may vary due to assessment) and is supervised by a VCE teacher who will distribute the allocated work accordingly:

Student:	
Subject Teacher:	
Subject:	
Assessment Task:	Area of Study 1
Original Due Date:	Monday
Catch-up Session:	Tuesday

If you have any queries, please do not hesitate to contact the Head of Faculty or myself on (03) 9497 4777.

Yours sincerely,



Assistant Principal Teaching and Learning
Mr Lukas Silver

2020

Alphington Grammar School

Assessment Policy



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POLICY DETAILS:

Preamble

Alphington Grammar School's policy on assessment adheres to the Victorian Curriculum Assessment Authority (VCAA) policies on assessment. In broader terms, VCAA policies address assessment conditions, assessment submission, inclusivity of students and special consideration for students.

The VCAA syllabus documents are founded on standards-based assessment. All stakeholders, including students, parents, parent liaisons, parent liaisons and teachers, need to be aware that marks and grades Can only be awarded where authentication of student work can occur, and cannot be awarded where no work is submitted.

This document outlines for parents, guardians, parent liaisons and students, as well as teaching staff, the responsibility to adhere to School protocols and timelines; and understand consequences that can follow possible occurrences of breaches.

Alphington Grammar School: Pursuit of Excellence

At AGS we believe that teaching and learning is our core purpose, and we inspire and equip all students to strive for excellence in their academic pursuits to reach their personal best. We believe that the achievement of enhanced academic outcomes and personal best performance is a product of shared values, practices and commitment to excellence. At AGS, we strive to equip all students with the knowledge, skills and attributes to participate successfully in society, and to develop lifelong learning skills that will prepare them for a multitude of futures in a globally mobile workforce.

At Alphington Grammar School we believe that:

- Excellence is a product of personal best effort.
- Academic honesty and integrity are not negotiable.
- Students must accept responsibility for their own performance.
- Excuses for academic underachievement are always unacceptable.
- Teachers play a pivotal role in the management of optimal student learning experiences.
- Families play a key role in enhancing student learning outcomes.
- The School accepts responsibility for progressive reporting to parents online and in an ongoing manner.
- The School accepts responsibility for promoting an academic culture where learning and scholastic achievement are highly valued.

The Alphington Grammar School Assessment Policy reflects VCAA Policies, Australian Curriculum, Assessment and Reporting Authority (ACARA) guidelines.

Terminology

ACARA: Australian Curriculum, Assessment and Reporting Authority - an independent statutory authority for improving the learning of all young Australians through world class school curriculum, assessment and reporting.

Academic Award: An award presented on Speech Night based on results available up to the end of the third term and in some cases, very early in the fourth term, levels of achievement and rank order performance across subjects. (For more information, see the School Handbook.)

Assessment: The purposeful, systematic and ongoing collection of information about students' learning.

Assignment: A task undertaken over an extended period of time, with sufficient class time allocated to it to facilitate a satisfactory result. Assignments may be research projects, extended writing tasks, reports, folios, models, works of art, oral presentations, field reports or practical performances.

Academic Award: The recipient of the Academic Award will exemplify the best performance across the following categories: classwork and formal assessment, participation, homework and exam result where applicable.

Endeavour Award: The recipient of the Endeavour Award will display significant improvement/application in the following: consistent dedication to class related activities including homework and working to capacity.

Head of Faculty: Member of staff who oversees and manages a faculty/discipline of subjects with responsibilities for facilitating learning and assessment programs.

Special Consideration: Official School recognition of exceptional circumstances, generally provided by the Assistant Principal - Teaching and Learning, which allows for extended time or other alterations to Assessment tasks, conditions or programs.

Unexplained Absence: An absence from school for which there is no prior notice or no notice given at the time of the absence.

VCAA: Victorian Curriculum Assessment Authority - The Victorian Curriculum and Assessment Authority is a statutory authority of the Government of Victoria responsible for the provision of curriculum and assessment programs for students in Victoria.

Purpose and Principles of Assessment

The purposes of assessment are to:

1. Promote, assist and improve learning.
2. Inform programs of teaching and learning.
3. Provide information for those people - students, parents, guardians, parent liaisons, teachers— who need to know about the progress and achievements of individual students to help them achieve to the best of their abilities.
4. Provide information for the determination of Special Awards and Speech Night Academic Awards.
5. Assessment helps improve teaching, helps students achieve their personal best standards and provides for meaningful progressive reporting.
6. Provide information to the progression committee about 'at risk' students who do not reach the Year 10 progression point of 60% in English/EAL.

Assessments

Assessments will be reported in the following ways:

Formative Assessment:

- Any number of assessment instruments relative to each subject
- Assessment marks to be entered in LMS Markbook
- Progressively reported and published in LMS

Summative Assessment:

- Ongoing assessments throughout the academic year
- One formalised exam at the end of Semester 1 and Semester 2 for each subject from Years 10 to 12
- One formalised exam at the end of Semester 1 and Semester 2 for Core subjects in Year 9
- Assessment marks to be entered in LMS Markbook
- To be reported in 'Interim Reports' at the end of Semester 1 and Semester 2 (7-11)
- Progressively reported and published in LMS at the end of each term

Academic Honesty and Integrity

All students must:

- Be honest and responsible about their own work
- Acknowledge all references
- Use their own words and ideas

Plagiarism

Plagiarism refers to representing the ideas or work of another as your own. The usual reasons students plagiarise include:

- Lack of confidence in their own abilities
- Trouble planning and using their own time
- Competing demands, such as balancing work, sport and School
- Not wanting to do the 'work'
- Wanting to get an academic advantage over other students

The School can often assist students with the first three of the above situations. Should a student realise that his/her commitments will preclude him/her from having adequate time to complete an upcoming assessment, he/she needs to speak to the teacher of the subject in the first instance or Head of Faculty or Head of House at least 3 days before the work is due.

The student's circumstances will be considered and if judged to be valid, the student will be given an extension of time to complete the task.

Collusion refers to supporting malpractice by another candidate, for example allowing work to be copied. In the case of collusion both parties are involved: one person knowingly supplies work to another student who decides to present the work as their own. The student who colludes is as much in the wrong as the student who relies on the work of others. Penalties apply to students who are involved in collusion. Students need to understand their own responsibility in relation to assessment, and must demonstrate honesty.

Cheating in School Assessed Coursework or Examinations

1. The Subject teacher will collect any evidence immediately, and the nature of the breach will be recorded. If applicable, the student will be allowed to complete the remainder of the task.
2. At the end of the SAC/examination, the student will discuss the incident with the Head of Faculty and the supervising teacher.
3. The Head of Faculty will investigate the problem and, if necessary, the student will be brought to the attention of the Assistant Principal - Teaching and Learning for an immediate interview.
4. Each case will be considered depending on particular details, but in general marks will NOT be awarded for the assessment. The student's parent's/parent liaisons will be immediately informed.

NB. The Assistant Principal, Teaching and Learning and the Principal reserves the right to exclude students from Special Awards and/or Speech Night Awards for serious instances of Academic dishonesty or malpractice.

Plagiarism Detection and Prevention

- A student's work will not be accepted if it is clear that it contains more than 20% of unacknowledged material that is not their own. The student's parents and Head of House will be advised by the Head of Faculty and the assessment will be awarded a ZERO.
- Students at AGS are explicitly taught how to acknowledge their sources of information
- It is the responsibility of each Head of Faculty to ensure plagiarism guidelines are explicitly communicated to all students and parent/parent liaison
- Submitting an assignment that has been copied from the internet, a book, CD-ROM or from another student without permission or acknowledgement is plagiarism, and will result in a ZERO being awarded.

It is unethical for students to partake in any of the following actions/behaviour:

- Submit an essay written in whole or even in part by another student as if it were their own
- Download an essay from the internet then paraphrase or quote from it, without acknowledging the original source
- Reproduce another writer's ideas without acknowledging the source
- Cheat on tests/exams/assessments through the use of viewing another student's papers, using hidden notes, verbal communication, sign language, mobile phones, headphones or showing their papers to other students.
- Have another person (e.g. a parent or tutor) do all or part of an assignment for them
- Cheating comes in many different forms; please note that the above list is not comprehensive.

There are a number of methods to determine if plagiarism has occurred. These include:

1. Searching the library for full text databases for text directly taken from journal articles
2. Investigating the occurrence of specific sentences/unusual phrases within a suspect assignment through the use of internet search engines
3. Checking student work using plagiarism detection software 'Turnitin'. Turnitin allows students to view their work, to resubmit several times to allow rectification – and it provides teachers with a tool to mark the integrity of the work submitted
4. Work submitted may be put through an electronic system, and held in the database for future matching purposes and protecting their work against copying by others.

Retention of Student Work

Most student assessment is prepared electronically; necessitating the practice of backing up data. Therefore, the School encourages students to keep files of submitted assessment. It is not usual practice to return assessment items to students. Assignments and test papers are returned in class for perusal but are taken up again and kept by the class teacher.

In Years 11 and 12 complete folios of student work are kept by the class teacher for two years.

Guidelines for Written Assignments

Guidelines for Presentation

Students are encouraged to submit word-processed copies of their assignment into Turnitin, *as instructed by class teachers. Assignments should be submitted with:*

1. A title page that contains the student's first name and surname, House, subject teacher's name, the generic title of the assessment piece (e.g. Comparative review; Personal recount) and the due date, *if stipulated on the task sheet.*
2. A footer on each body page that contains the student's first name and surname, Tutor class and the generic title of the assignment. Numbered pages assembled in the correct order.

Guidelines for Referencing

1. To avoid plagiarism and to maintain academic honesty in assignments, students must acknowledge their information sources by providing:
 - in-text citations (Years 9-12 students)
 - a bibliography (Years 7-12 students)

Procedural Routines

Special Consideration Application

There may be times during the course of the year when students require emergent special consideration due to illness, bereavement, representative sport or other unforeseeable life circumstances that may impact on their opportunity to engage in learning and be assessed fairly.

1. **It is the student's responsibility to alert the Assistant Principal - Teaching and Learning to make the request for Special Consideration.** In the case of Years 10-12 students, documentation such as a medical certificate is imperative to support such a request; parental letters of explanation are required for other reasons.

Examination Procedures

During formal testing, VCE examination conditions will apply.

1. All students must report to the exam supervisor before their exam.
2. The subject teacher/examination supervisor will ensure that all desks are separated with as much space as possible between them. Where possible, students will be seated, facing the same direction.
3. Students will not speak, other than to the supervisor, in an examination. They will raise their hands and wait for the supervisor to approach them.
4. All test work (including student responses) shall remain the property of Alphington Grammar School and no copies will be given to parents/students or tutors.
5. Basic stationery items like pencil, eraser, pens, highlighters sharpeners and rulers are allowed.
6. No bags, or other materials (other than the stated equipment) will be allowed into the examination room - students are only to bring in the required equipment.
7. Pencil cases can be brought in the exam room ONLY IF THEY ARE TRANSPARENT. (The contents in the case must be clearly visible to the exam supervisor.)
8. Basic stationery DOES NOT include aids for curve sketching, Mathomat, MathAids or geometrical drawing instruments such as compasses, set squares and protractors.
9. An English and/or bilingual printed dictionary is allowed for the English and EAL exam only.
10. Bottled water is allowed – no more than 1.5L and must have a secure lid.
11. Water bottles MUST NOT be placed on the table at any time/not refilled during the exam and not shared between students.
12. **No borrowing of equipment will be allowed during examinations. Students will be given no consideration for inadequate preparation.**
13. Medication should only be taken as part of approved Special Examination Arrangements.
14. You may bring an asthma inhaler into the exam room – this is allowed. The inhaler should be placed on top of your table where it can be seen clearly and easily by the exam supervisor.
15. NO electronic devices are permitted in the exam room.
16. NO correction fluid or correction tape is permitted in the exam room.
17. NO notes are permitted.
18. NO textbooks are permitted.
19. NO blank paper or loose sheets of paper are permitted.
20. All watches must be removed and placed at the top of the student's table where it can be clearly seen and easily by the exam supervisor.
21. NO stopwatches or any watches with special functions are permitted.
22. Extra time is only allowed as per the examination instructions OR Special Provisions document issued by the Head of Learning Support.

Absence from Examinations

Absence due to illness or similar unforeseeable circumstance

Procedure for Absence on the day of the Examination

If a medical certificate/letter explaining circumstances has not been presented to the Exam Coordinator (Mr. Papoulis), then Special Consideration will not be granted.

Years 9

When ill or legitimately unable to attend School, and absent from examinations, parents/parent liaisons should:

1. Ring the School to notify of absence.
2. Email the relevant Head of House and the Exam Coordinator.

Years 10-12

When ill or legitimately unable to attend School, and absent from examinations, parents/parent liaisons should:

1. Ring the School to notify absence.
2. Attach the medical certificate/letter explaining circumstances to the relevant Head of House and Exam Coordinator.

On return to School, the student must follow up with the Exam Coordinator and Subject teacher to organise a new timeline to sit the missed examination. Preference is given to lunch/after School to avoid further disruption to learning.

Submission of Assignments

1. For the successful completion of assignments, it is expected that an outline of structured steps will be provided by the subject teacher. Teaching will be supportive of the assignment process and monitoring of student progress throughout the development of the task, will be an integral part of encouraging successful student participation and completion. Progressive monitoring of student work is an expectation with set dates for such monitoring to be clearly established between the teacher and the class. (e.g. draft due date). If such dates are not met, a parent/parent liaison will be notified by the teacher.
2. The responsibility lies with the student to ensure the successful submission of the assignment in the scheduled class. If no class occurs on the due date, the work must be given to the subject teacher on that day (e.g. by 3.35 pm). Assignments may not be handed to office staff.
3. In Years 11 and 12, failure to complete a course of study in a particular subject by not submitting all required assessment instruments or attending mandatory field trips/excursions may result in the student receiving an “N” in that subject for the VCE.
4. Incomplete coverage of Year 11 and 12 courses also has possible implications for Units of credit, which will have a further impact on meeting the requirements for the VCE/ATAR and on the student remaining VCE eligible.
5. Drafts or other proof of process such as, practice essays or assignments in the lead up to the assessment are considered an important part of the process involved in assignment writing. Such evidence may be required to be submitted with final assignments for a variety of reasons, including evidence that the work is that of the student. Students must keep a copy of their drafts or proof of process, as well as their final assignment. In addition, to avoid loss of work, students are encouraged to back up all assignment work, including drafts, on their network drive and/or USB.
6. If a student is absent on the day an assignment is due, endeavours should be made to submit the assignment either electronically, prior to the due date (if absence is known in advance) or by other means. If this is not possible, the student must send an email to the teacher and the Head of Faculty that the assignment is unable to be submitted. It must be submitted the next day and the HOF may deduct 5% per late day from the final result, if a medical certificate is not presented.

Application for Assignment Extensions

1. Students are to approach the appropriate subject teacher who will make a decision in consultation with the Head of Faculty if they wish to apply for an extension of time in advance of due date.
2. All advanced extensions must be negotiated no later than **3 days prior to the due date**. Applications the day before are generally inappropriate.
3. The final decision to permit an extension, and the length of any extension, will be made by the relevant Head of Faculty after consultation with the subject teacher.

Late Submission Assignments

Students should be aware that there are consequences that will be enforced for those who submit assignments after the due date without an approved extension from the Head of Faculty or Special Consideration from the Assistant Principal - Teaching and Learning. In the event that an extension has not been granted, the student will be required to submit drafts and his/her current work in progress on the due date, which will be marked according to the criteria and a result assigned

1. In the case of Years 10-12 students, in some circumstances, subject teachers may (after discussion with their Head of Faculty), selectively update this draft with a “final copy” of an assignment submitted by the student after the due date.
2. It should be noted that computer problems associated with the completion or submission of assignments will not be accepted as valid reasons for lateness. A lost file, email failure, printer failure or lack of printing credit is not an excuse for failure to submit an assignment.
3. To avoid loss of work, students are advised to make and retain an initial print-out of the work, and to back up their work on their network drive/USB, well before the due date.
4. In the event of a technology failure, a hand written copy or draft is to be submitted with a note of explanation from the parent/parent liaison.
5. Students should note that a late submission will result in the daily reduction of 5% off the final result for each day assignment remains outstanding. Late submission might also mean that the conditions of the task have changed and the task will be marked accordingly. Assignments could be marked more critically as the student could have benefitted from more time, e.g. expectation of more content and analysis, error free.

Failure to Submit Assignments

If a student fails to submit any work on the due date, the following procedures apply:

Years 7-9

1. The subject teacher will discuss non-submission with the student and make contact with the parent/parent liaison. The subject teacher will negotiate with the student expedient submission of the assignment.
2. The Head of Faculty will be notified for recording purposes.
3. If an assignment is not submitted to the subject teacher as negotiated, the student will complete the assignment at a detention as determined by the Head of Faculty and submit whatever is completed. Submitted work will be marked against the full suite of assessment criteria.
4. Names of students who continually fail to submit work on time will be given to the Head of Faculty. Academic consequences will follow.

Years 10-12

1. The subject teacher will discuss non-submission with the student and contact parents/parent liaisons.
2. The subject teacher will make a pastoral note in the LMS.
3. The Head of Faculty will be notified for recording purposes.
4. The student must submit the assignment electronically on the day the non-submission is discussed, or in a negotiated detention with the teacher.
5. The submission of a late assignment, after an initial ‘non-submission’, will mean that the conditions of the task have changed and it will be marked accordingly.
6. Continual inability to submit work will result in an ‘N’ grade being issued.

AGS EXTENSION REQUEST

1.	Extension to timeline for upcoming assignment from Head of Faculty	
2.	Extension to timeline for upcoming examination being sought from Head of Faculty	
3.	Medical condition necessitating special consideration to assessment is obtained from the Assistant Principal - Teaching and Learning	
4.	Non-medical circumstance necessitating special consideration to assessment (i.e. bereavement, representative sport) is obtained from the Assistant Principal - Teaching and Learning	

Student Name: _____ **Year Level:** _____ **House:** _____

Reason: Student is making the request to vary conditions because:

(If medical, please attach Medical Certificate Years 10-12).

Request Details (please indicate Subject, Title of Assessment, date due, date of extension):

In applying for this extension I assure the School that I am not seeking unfair advantage over other students in this course.

_____	_____	____/____/____
Student's Name (please print)	Student's signature	Date

_____	_____	____/____/____
Parent's/Parent Liaison's Name (please print)	Signature	Date

OFFICE USE ONLY

Action Taken:

Copies to:

Relevant Head of Faculty: ☐

Assistant Principal – Teaching & Learning: ☐

SPECIAL CONSIDERATION

(ISSUED BY Assistant Principal - Teaching and Learning)

Student Name: _____ **Year Level:** _____ **House:** _____

Date of Absence: ____/____/____ **TO** ____/____/____ ☐ Ongoing

Reason for Special Consideration:

<input type="checkbox"/>	Illness	<input type="checkbox"/>	Representative Sporting Commitments
<input type="checkbox"/>	Family Bereavement	<input type="checkbox"/>	Family Travel/Holidays
<input type="checkbox"/>	Stress Related Issues	<input type="checkbox"/>	Other

Special Consideration does apply. Please action:

<input type="checkbox"/>	An outline of classwork covering above dates and emailed to:
<input type="checkbox"/>	New timelines for assignments negotiated with the student.
<input type="checkbox"/>	Student to sit missed exam at a negotiated time to complete assessment requirements.
<input type="checkbox"/>	Student to sit the missed exam upon return to your next lesson.
<input type="checkbox"/>	No penalty to apply to missed assessment; mark the student as absent, with no penalty.
<input type="checkbox"/>	Finalised school report based on work done until (____/____/____). No penalty to apply to work missed beyond above date.
<input type="checkbox"/>	Changes to the criteria for assessment. Due to extended conditions surrounding this assessment subject teacher will need to reflect these variations in the way the holistic mark is awarded i.e. if the result is 'atypical' then it may not necessarily be factored into rankings.

No Special Consideration is given in these circumstances:

<input type="checkbox"/>	No Special Consideration is to apply. Assessment must be completed and marked but the holistic mark needs to factor lateness. A penalty applies for late submission in this instance.
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The proforma is distributed to:

<input type="checkbox"/>	Assistant Principal - Teaching and Learning
<input type="checkbox"/>	Head of Senior School
<input type="checkbox"/>	Head of Faculty and Head of Support
<input type="checkbox"/>	Head of House
<input type="checkbox"/>	Subject teacher

Comments

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Attendance Policy – Secondary School (Domestic Students)

Policy Introduction

Daily school attendance is important for all children and young people to succeed in education and to ensure they do not fall behind socially, academically and developmentally. School participation maximises life opportunities for children and young people by providing them with education and support networks. School helps our students to develop important skills, knowledge and values that set them up for further learning and participation in their community. Schooling is compulsory for children and young people aged from 6 to 17 years (unless an exemption from attendance or enrolment has been granted).

Aim

The aim of this policy is to

- ensure all children of compulsory school age in our community are enrolled in a registered school and attend school every day that the school is open for instruction, subject to illness or approved absence
- ensure students, staff and parents/carers have a shared understanding of the importance of attending school
- explain to school staff and parents/carers the key practices and procedures Alphington Grammar School has in place to support, monitor and maintain student attendance and to record, monitor and follow up student absences

Scope

This policy applies to all students at Alphington Grammar School. This policy should be read in conjunction with the Department of Education and Training's School Attendance Guidelines.

Definition of Parent: includes a Parent Liaison, Guardian and every person who has parental responsibility for the child, including parental responsibility under the Family Law Act 1975 and any person with whom a child normally or regularly resides.

Implementation

Students are expected to attend school during normal school hours every day of each term unless:

- there is an approved exemption from school attendance for the student
- the student has a dual enrolment with another school and has only a partial enrolment at AGS
- the student is registered for home schooling and has only a partial enrolment at AGS for particular activities.

School Hours

Years 7 - 9: 8.45am to 3.25pm, Monday to Friday during school term

Years 10 - 12: 8.45am to 3.35pm, Monday to Friday during school term

Parents/Carers

Parents/Carers are required to ensure their child/children attend school on time every day when instruction is offered, to communicating openly with the school and providing valid explanations for any absence.

Parents/Carers will communicate with the relevant staff at school about any issues affecting their child's attendance and work in partnership with the school to address any concerns.

Parents/Carers will provide a reasonable explanation for their child's absence from school and endeavour to schedule family holidays, appointments and other activities outside of school hours.

Supporting and Promoting Attendance

The AGS Student Engagement Policy supports student attendance. The school may also establish a Care Team to support parents with complex attendance matters.

Recording Attendance

AGS records student attendance at morning Houserom and for each lesson. This is necessary to meet legislative requirements and to discharge the School's duty of care for all students.

The Houserom teacher will record attendance by 8.45am each morning using SCHOOLBOX. If students are in attendance at a school approved activity, the teacher in charge of the activity will record them as being present.

Houserom Teachers and Classroom Teachers and office staff will use the School's Attendance Process to ensure that student attendance, late arrival or early departure are accurately recorded and maintained on SCHOOLBOX. In the event that SCHOOLBOX is unavailable, paper rolls will be completed and forwarded to the office for manual entry.

Notifying Absences

For absences where there is no approved exemption in place, a parent is requested to provide an explanation on each occasion to the School. Parents/Carers should notify the School of absences by:

- contacting the office if it is an unplanned absence
- requesting for leave to be approved via the Head of House, if it is a planned absence.

If a student is absent on a particular day and the school has not been previously notified by a parent, or the absence is otherwise unexplained, AGS will notify parents/carers by SMS/push notification message. The School will attempt to contact parents/carers as soon as practicable on the same day of the unexplained absence, allowing time for the parent to respond.

The School will keep a record of the reason given for each absence. The Principal will determine if the explanation provided is a reasonable excuse for the purposes of the parent meeting their responsibilities under the Education Training Reform Act 2006 and the School Attendance Guidelines.

If the school considers that the parent has provided a reasonable excuse for their child's absence the absence will be marked as an 'explained absence'. If the school determines that no reasonable excuse has been provided, the absence will be marked as an 'unexplained absence'.

The Principal has the discretion to accept a reason given by a parent for a student's absence. Generally accepted reasons are:

- medical and dental appointments, where out of hours appointments are not possible or appropriate
- bereavement or attendance at the funeral of a relative or friend of the student, including a period of cultural practices and protocols associated with death (known as Sorry Business).
- school refusal, where there is dialogue with the parent/carer to address causes and support the student's return to school
- cultural observance if the parent/carer notifies the school in advance
- family holidays where the parent notifies the school in writing in advance. These requests should be directed to the Head of House

Following contact with the family, if no explanation is provided by the parent within 10 school days of an absence, it will remain recorded as an 'unexplained absence' and recorded on the student's file. Parents/Carers will be notified if an absence has not been excused.

Managing Non-Attendance and Supporting Student Engagement

Where absences are of concern due to their nature or frequency, or where a student has been absent, without explanation, for more than five days in any given term, AGS will work collaboratively with parents/carers, the student, and other professionals, where appropriate, to develop strategies to improve attendance, including:

- issuing Warning Letters to the student with a copy to parents/carers
- the student may be required to make up time missed
- establishing an Attendance Student Support Group
- implementing a Return to School Plan
- implementing an Individual Education Plan
- implementing a Student Absence Learning Plan for students who will be absent for an extended period
- arranging for assistance from relevant student wellbeing staff and available outside services.

It is accepted that, from time to time, some students will need additional support and assistance, and in collaboration with the student and their family, AGS will endeavour to provide this support when it is required.



Alphington

GRAMMAR SCHOOL



Secondary Curriculum Pathways

CRICOS CODE: 018421J

PRIMARY COURSE CODE: 043106A

SECONDARY COURSE CODE: 18421J

Secondary School

The Secondary Years at Alphington Grammar School will continue to build on the learning and experiences your child encountered in Primary School. We expose years 7 and 8 students to many curricular and co-curricular opportunities, as they transition to Secondary School and discover more things about themselves and the world around them.

While every student is extended and expected to Aspire to Excellence, during years 7 and 8 we also run an Advanced Learning Program for High Achieving students (ALPHA). This program promotes higher order thinking skills, creativity, independent learning skills and ultimately paves the path to other accelerated learning opportunities.

During years 9 and 10, the social and emotional development of our students is underpinned by the Habits of Mind, a developmental series of problem solving and other life related skills essential for our students to effectively manage living and working in the fast paced world they live in. Students also participate in the Global Gateways Program which will help them to understand new cultures and appreciate cultural diversity.

By the time they enter the VCE years, students will have been exposed to a breadth of learning areas and experiences to ensure they are selecting an academic program that ignites their passions and enhances their abilities.

Students have a wide range of co-curricular opportunities, across all levels available to them. These include community service, debating, fine arts, fitness club (boys), fitness club (girls), future leadership program, global gateways experiential overseas programs, Greek dancing, homework club, media publications, metropolis, peer support, public speaking, STEM club, student leadership team and work experience.

The broad education offered at Alphington Grammar School aims to develop all students into young men and women who will be work ready, able to actively engage with the world they will help shape. We trust it will be a rich and rewarding educational journey.



Years 7 and 8

During Years 7 and 8 all students follow the same broad curriculum, providing a solid base for learning across a range of disciplines. The timetable operates on a 10 day cycle, with the periods of study per subject shown in brackets. The subject areas are listed below.

Year 7

English (9)
Maths (9)
Science (9)
Humanities (8) - incorporating Civics & Citizenship, Economics & Business, Geography, History
LOTE: Greek (7), Chinese (7)
Health & Physical Education (5)
Digital Technologies & Design (4)
Art (4)
Music (4)
Drama (4)
EISM Sport (6)
Assembly (1)
Pastoral Care (1)

Year 8

English (9)
Maths (9)
Science (9)
Humanities (8) - incorporating Civics & Citizenship, Economics & Business, Geography, History
LOTE: Greek (7), Chinese (7)
Health & Physical Education (5)
Digital Technologies & Design (4)
Art (4)
Music (4)
Drama (4)
EISM Sport (6)
Assembly (1)
Pastoral Care (1)



Year 9

As they progress into Years 9 and 10, alongside the CORE subjects studied by all, students are given the opportunity to choose an increasing range of electives across the two years.

CORE SUBJECTS

English (9)
Maths (9)
Science (9)
Humanities (8) - incorporating Economics, Business, Geography and History
LOTE: Greek (7), Chinese (7)
LOTE: Chinese Second Language (7)
Health & Physical Education (5)
Digital Enterprises: Robotics (5)

ELECTIVE SUBJECTS (All students select 2 electives per semester)

Media (5)
Art (5)
Music (5)
Drama (5)

Please note: All electives are offered subject to sufficient interest.



Year 10

As they progress into Year 10, alongside the CORE subjects studied by all, students are given the opportunity to complete an accelerated VCE subject. This is designed to expose the Year 10's to the rigours of a VCE subject before they enter Year 11. It is also designed to reduce the load when in Year 12.

CORE SUBJECTS

English or EAL (9)

Bridging EAL Unit 1 and 2(9)

Maths (9) - Semester 2 students allocated into General Maths or Maths Methods streams

Science (9) - Biology, Chemistry, Physics, Psychology

Humanities (9) - Accounting, Economics, History, Introduction to Legal Studies

ELECTIVE SUBJECTS (All students select 3 electives per semester)

LOTE: Greek (9)

Chinese Second Language (9)

Exercise Science (9)

Art (9)

Music (9)

Visual Communication and Design (9)

ACCELERATED VCE ELECTIVE SUBJECTS

Applied Computing Units 1 and 2 (9)

Chinese First Language Units 1 and 2 (9)

Business Management Units 1 and 2 (9)

Legal Studies Units 1 and 2 (9)

All electives are offered subject to sufficient interest.



Introduction to VCE

A VCE program includes a number of different VCE studies (or subjects). These units can be completed over the two years, with a unit representing one semester or half a year of work. Units 1 and 2 are typically undertaken in Year 11, while Units 3 and 4 are usually completed in Year 12

WHAT IS THE VCE?

The VCE (Victorian Certificate of Education) is a course undertaken in order to complete secondary education in Victoria. It is conducted under the guidance of the VCAA (Victorian Curriculum and Assessment Authority). It is the basis for attaining an ATAR (Australian National Tertiary Admissions Rank) for tertiary selection.

What must I include in my VCE program?

In order to obtain the VCE certificate, students must satisfactorily complete (attain 'S' outcomes) in at least:

- 3 English units (a unit is half a year's study of a subject)
- 3 Sequences of units 3 and 4
- At least 7 further units
- A minimum of 16 units in total

What are the attendance requirements for the VCE?

All VCE units require 50 hours of class time, which equates to 93%. You need to attend sufficient class time to complete work.

How is the VCE assessed?

In Unit 1 and 2 VCE studies, students are assessed on their coursework and are awarded 'satisfactory completion' if they meet the requirements of each unit. In Unit 3 and 4 studies, students undertake formal graded assessments, including school-based coursework and at least one examination (written, oral or performance exams according to the study), which are set and marked by VCAA. A student can still graduate with the VCE without undertaking graded assessments for the calculation of a study score, as long as this student has met the requirements for satisfactory completion in each study.

A study score shows how well you have performed in a study at Unit 3 and 4 level, compared to everybody else in Victoria who took that study. The maximum study score is 50. Each year, and for every study, the mean study score is set at 30. A score of between 23 and 37 shows that you are in the middle range of students; a score of 40 or more indicates that you are in the top 9%.

Students are encouraged to seek advice regarding their choice of subjects from the Careers Practitioner, Heads of House, Heads of Faculty and subject teachers who are available to assist in the planning of each individual program. The Assistant Principal - Teaching and Learning is also available for consultation.

Points to Consider




- Many students are unsure about which subjects to choose. The most important thing is to pick subjects that you're interested in and capable of doing. Never choose a subject because it scales well.
- Think about your interests and career aspirations.
- Talk to your family, friends and teachers about your plans and get feedback from people you may know work in your area of interest.
- Explore the web and printed material for information on career choice, pathways and courses.

VCE Common Study

ENGLISH

At Alphington Grammar School the study of English branches at Years 11 and 12 into two subjects: English and Literature. The Study of English or Literature is a compulsory component of a student's VCE program. Students thus are presented with three possible pathways:

PATHWAYS OF STUDY FOR ENGLISH

Year 11		Year 12
English Units 1 and 2		English Units 3 and 4
Literature Units 1 and 2		English Units 3 and 4* or Literature Units 3 and 4
Units 1 and 2 English and Literature		English Units 3 and 4 and / or Literature Units 3 and 4

*For this to combination of units students will need to undertake some supplementary study with respect to assumed knowledge and skills for Area of Study 2, Analysing and Presenting Argument from Units 1 and 2.







Approval for all pathways are subject to the approval of the Head of EHASS.



VCE Common Study

MATHEMATICS

Recommended pathways through VCE Mathematics

Year 10		Year 11 Units 1 and 2		Year 12 Units 3 and 4
Advanced		Specialist Mathematics Mathematical Methods		Specialist Mathematics (Must be taken with Mathematical Methods) Mathematical Methods (May be taken on its own)
Mainstream		Mathematical Methods General Mathematics		Mathematical Methods (May be taken on its own) Further Mathematics (May be taken with Mathematical Methods)
Core		General Mathematics No Mathematics		Further Mathematics (May be taken on its own)

Entry into VCE Mathematics

Before their VCE subject selection process next year, all students in Year 10 will receive a recommendation regarding the Mathematics that they are most suited for. These will be largely based on students' test scores and examination results from Semester 1 using the following criteria:

Recommendation	Criteria
No Mathematics at VCE	Test Average and Examination below 25%
General Mathematics Units 1 and 2	Test Average and Examination above 25%
Mathematical Methods Units 1 and 2	Test Average and Examination above 70%
Specialist Mathematics Units 1 and 2	Test Average and Examination above 85%
Acceleration into Further Mathematics Units 3 and 4	Test Average and Examination above 80% Student needs to have demonstrated strong commitment to their studies. Applications will be considered individually.

Please note that each student is considered individually and recommendations are made at the teacher discretion in consultation with the Head of S.T.E.M

Year 11

As they progress into Years 11 and 12 students begin their VCE studies. Units 1 and 2 are studied during Year 11. Units 3 and 4 are studied in Year 12. Where relevant it may be necessary to complete all 4 units in sequence. The subject areas are listed below.

UNITS 1 AND 2

English or EAL
English Literature
Accounting
Art
Biology
Business Management
Chemistry
Applied Computing
Economics
General Maths
Global Politics
Health and Human Development
History: 20th Century History
Legal Studies
LOTE: Greek, Chinese First Language
Maths Methods
Media
Music Performance
Physical Education
Physics
Psychology
Specialist Maths
Studio Arts
Visual Communications and Design

Please note: All subjects are offered subject to sufficient interest. All students must study English or EAL.



Year 12

UNITS 3 AND 4

English or EAL
English Literature
Accounting
Art
Biology
Business Management
Chemistry
Economics
EISM Sport
Further Maths
Global Politics
Health and Human Development
History: Revolutions
Data Analytics
Legal Studies
LOTE: Greek, Chinese First Language
Maths Methods
Media
Music Performance
Physical Education
Physics
Psychology
Software Development
Specialist Maths
Studio Arts
Visual Communications and Design

Please note: All subjects are offered subject to sufficient interest. All students must study English or EAL.



VCE STUDY DESIGNS 2020 - 2021

ACCOUNTING

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Accounting/Pages/index.aspx>

BUSINESS MANAGEMENT

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/business-management/Pages/Index.aspx>

ECONOMICS

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/economics/Pages/Index.aspx>

LEGAL STUDIES

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/legalstudies/Pages/Index.aspx>

BIOLOGY

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/biology/Pages/Index.aspx>

CHEMISTRY

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chemistry/Pages/Index.aspx>

PHYSICS

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/physics/Pages/Index.aspx>

PSYCHOLOGY

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/psychology/Pages/Index.aspx>

ENGLISH/EAL

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/Index.aspx>

LITERATURE

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/literature/Pages/Index.aspx>

TWENTIETH CENTURY HISTORY UNIT 1 AND 2

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/Index.aspx>

HISTORY: REVOLUTIONS UNIT 3 AND 4

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/revolutions/Pages/index.aspx>

GLOBAL POLITICS

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ausglobalpolitics/Pages/Index.aspx>

GENERAL MATHEMATICS

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/generalmathematics/Pages/Index.aspx>

FURTHER MATHEMATICS

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/furthermathematics/Pages/Index.aspx>

MATHEMATICAL METHODS

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/mathematicalmethods/Pages/Index.aspx>

SPECIALIST MATHEMATICS

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/specialistmathematics/Pages/Index.aspx>

MEDIA

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Media/Pages/Index.aspx>

ART

<https://www.vcaa.vic.edu.au/Documents/vce/art/ArtSD-2017.pdf>

STUDIO ART

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/studioarts/Pages/Index.aspx>

VISUAL COMMUNICATION AND DESIGN

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/visualcommunicationdesign/Pages/Index.aspx>

CHINESE - FIRST LANGUAGE

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chinese-firstlanguage/Pages/Index.aspx>

CHINESE - SECOND LANGUAGE

<https://www.vcaa.vic.edu.au/Documents/vce/chinese2nd/2019ChineseSLSD.pdf>

GREEK -SECOND LANGUAGE

<https://www.vcaa.vic.edu.au/Documents/vce/greek/2019GreekSD.pdf>

HEALTH AND HUMAN DEVELOPMENT

<https://www.vcaa.vic.edu.au/Documents/vce/healthandhumandevelopment/2018HealthHumDevSD.pdf>

PHYSICAL EDUCATION

<https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/2017PhysicalEducationSD.pdf>

APPLIED COMPUTING AND DATA ANALYTICS

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/computing/Pages/Index.aspx>

MUSIC PERFORMANCE

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/music/Pages/Index.aspx>

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