



Alphington
GRAMMAR SCHOOL

Alphington

VCE Information Handbook

2022

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 school. Our Year 11 and 12 students are now in the final stages of their education here at Alphington Grammar, and a long process has already commenced with career education, career planning, and understanding what is presented in all study designs and the vast array of options open to students. It is important to begin to think of the career possibilities for your child and what they are aspiring to beyond school.

Whilst the VCE is important to set your child up for success **at their chosen university course**, or work life beyond school, we also want to emphasise that an ATAR score at the end of Year 12 is not the only way to secure the course they want. Achieving a solid score to obtain an offer to the University of their choice, or in the general discipline of their choice, can eventually lead them into the exact course that they desire. So whilst these final years of secondary schooling are important, we believe that they will achieve their excellence by having a balanced and rounded life beyond school and studying.

We wish you and your child well as they embark on this final phase of their secondary schooling.

Mr. Lukas Silver
Assistant Principal: Head of Secondary

Information Evening: Wednesday 16 February, 7pm the Lyceum Centre

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Using this Booklet

This booklet provides our students and families with information, which will assist in the transition through VCE. The booklet is also intended to streamline the Parent Information Evening, held in the third week of Term One.

Please email any questions you have, as stipulated in the covering letter, by **Friday 21 January 2022**, 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**; Deputy Head of Secondary, **Ms. Deirdre Grealish**; and Careers Professional Practitioner, **Mrs. Helen Mallis** will respond to your questions at the Information Evening.

Information Evening: Wednesday 16 February, 7pm the Lyceum Centre

General Information

Years 11 and 12 are critically important years for students as they undertake the Victorian Certificate of Education (VCE) and conclude their secondary schooling. Students at the senior secondary years of schooling are treated with a greater degree of maturity and are expected to take greater responsibility for their own learning. This includes completing all work requirements, including homework, meeting all work deadlines, undertaking independent revision, using **Edrolo**, and preparing for semester examinations.

Students at Year 11 are expected to actively participate in the scheduled School Sport Program. School sport is optional for Year 12 students only.

Involvement in the School's House and co-curricular programs are regarded as compulsory for all senior students as they form an integral part of an Alphington Grammar School education.

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. A VCE program includes a number of different VCE studies (or subjects). These units can be completed over two/three years, with a unit representing one semester or half a year of work.

Units 1 and 2 are typically taken in Year 11, while Units 3 and 4 are usually completed in Year 12.

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?

VCE Students need to attend 50 hours of class time per unit.

This is $50 \times 60 = 3000$ minutes of class time.

Given our periods are 45 minutes each this means the minimum VCE attendance is 67 periods per unit.

Relevant sections from the VCE administration handbook are attached below. A few key points are:

- Students need to meet 50 hours of class time per unit.
- At the beginning of the year students should be signing a form saying that they agree to the rules and conduct of VCE assessment, which includes School rules relating to their assessment and attendance.
- The School needs to specify to students what is required to achieve an S (one of the criteria being attendance).
- If a student is to be given an N for not meeting minimum attendance requirements of the School (despite sitting all the required work) they must be assigned an N for one or more of the outcomes of the unit.
- Under special circumstances, a school can choose not to penalise a student for not meeting the attendance criteria.

IMPORTANT

In relation to VCE minimum attendance requirements, students have no right to appeal a School decision, VCAA defers all attendance authority to the School. The complete 'Alphington Grammar School VCE Attendance Policy' is provided at the end of this document.

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 36 shows that you are in the middle range of students; a score of 37 or more indicates that you are in the top 15%.**

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

Australian Tertiary Admissions Rank (ATAR)

It is most important at this stage that you become familiar with the procedures for entrance into the various tertiary institutions. The Victorian Tertiary Admissions Centre (VTAC) is the administrative unit for the selection of students for most Victorian universities and tertiary colleges.

Normally, the minimum entrance requirements for all tertiary institutions will be:

- Satisfactory completion of the VCE as described previously, and
- Satisfactory completion of Unit 3 and 4 English/EAL and three other Unit 3 and 4 sequences.

Beyond these minimum requirements, entrance requirements and selection procedures for the various faculties within tertiary institutions vary considerably. Many faculties specify satisfactory completion of prerequisite VCE studies or minimum grade averages. It is impossible to describe the tertiary entrance procedures here in full, but an outline of the general procedure follows.

For many institutions and faculties, 50% of selection is based on an Equivalent National Tertiary Entrance Rank/Australian Tertiary Admissions Rank. Selection into other courses is based on an index of selection criteria such as a test, folio presentation, interview or audition, either solely or in addition to the ATAR. The ATAR is derived as follows:

- The global study scores (out of 50) provided by the VCAA are used as a basis. Only studies that have been given a result of S for both semesters 3 and 4 are included
- A scaling procedure is applied to these scores within and between studies
- The scaled global study scores of English and the best three other studies (the primary four) are added
- 10% of scaled scores obtained in up to two other studies (called increments) are added to the total
- The total is converted to a percentile ranking in 0.05 steps, with the highest possible ranking being 99.95.

The ATAR may be derived from studies taken over any number of years. Students may take advantage of this by completing level 3/4 units in Year 11. Where selection is based on the ATAR, approximately 80% of applicants will be selected based on their ranking (upper band). However, in the middle band, other factors are used to differentiate applicants, such as external examination grades, recommended subjects, interviews, and the number of years taken to complete VCE studies.

You should identify the specific requirements for all courses in which you are interested. Detailed information about tertiary entry is contained in the VTAC publication Tertiary Entrance Requirements. Copies of these documents are available for perusal in the Careers Resource Centre.

Senior Staff

Assistant Principal, Head of Secondary: 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 Deputy Head of Secondary, Ms. Deirdre Grealish and 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.

Deputy Head of Secondary: Ms. Deirdre Grealish DG@ags.vic.edu.au




Ms. Grealish works closely with the Heads of House and the Year 7 Coordinator to cater for the pastoral and wellbeing needs of all secondary students, while ensuring that the students are embracing School values and expectations.

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

Mrs. Mallis is responsible for providing course and subject advice, work experience, University pathways and Victorian Tertiary Admissions Centre (VTAC) applications.

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	Anna Milburn AMN@ags.vic.edu.au
YEAR 7 MENTOR	Samantha Hockey Room B217	Mikeyla Ma Room B218	Shelby Morwood Room B219	James Smith Room B220
MENTOR	Mary Kontosis Room B 101	Cameron Stone Room B 216	Pat O'Shea Room B 206	Denise Diakodimitriou Room B 207
MENTOR	Ming Lei Room B 102	Jessy Varghese Room B 215	Helen Mallis Room B 203	Michael Grigoriadis Room B 209
MENTOR	Robert Panara Room B 103	Stavroula Touranakos Stephanie Atwa Room B 214	Helen Theodoropoulos Room B 201	Priya Palachanda Room B 208

Heads of House

The Heads of House are responsible for the pastoral and academic welfare of the students in their House. The Heads of House are supported by the House Mentors. The House staff work in collaboration with the families of their students to provide a coordinated approach to student welfare and academic support.

Heads of Faculty

Head of EHASS (English, Humanities and Social Sciences)	Ms Corredina Todaro
Head of STEM (Science, Technology, Engineering, Maths)	Mr Louis Diamandikos
Head of LOTE (Languages other than English)	Ms Denise Diakodimitriou
Head of Sport and PE	Ms Olivia Rahme
Head of Visual Arts	Mr Michael Grigoriadis
Head of Music and Performing Arts	Mrs Priya Wilson

Building Resilience

Throughout their time at AGS, students will be supported and nurtured by staff members who genuinely care about them. Relationships and a strong sense of community are at the heart of what we do.

It is equally important to us that our students develop resilience so that they are ready for the world that awaits them when they leave our school community. We cannot control the obstacles that our kids will encounter, but we can prepare them to deal with them; and this preparation needs to start early.

The temptation is always there to smooth the path for our young people. However, by rushing to fix their problems we would be depriving them of the opportunity to learn how to navigate tricky situations for themselves.

If, for example, teachers turn a blind eye to lateness or uniform infractions, it is ultimately the student who will suffer when they join the workforce and do not know how to react when they are held accountable.

The same is true if parents are too quick to challenge a School issued consequence that their child has received or to explain away incomplete homework.

There will be times throughout the school year when staff make decisions that may not initially be popular. However, we ask families to remember that these decisions will always be made the best interests of our students in mind.

Certain points of the year are more emotionally challenging than others for our students. These include:

- **Orientation sessions** (when students meet their teachers and classmates for the next academic year). Change can be challenging. However, all class changes are carefully designed, with pastoral and academic well-being in mind, by the Assistant Principal, the Deputy Head of Secondary, the School Psychologist, the Heads of House, and the Heads of Faculty. This is a complex process that aims to secure the best possible learning environment for students, and that prepares them for VCE, university and the workplace where they will be not be able to choose who they work with.
- **Assessment periods** (when our students may feel anxious about academic performance). Learning how to deal with the pressures of assessment will enable them to deal with the inevitable stresses they will encounter later in life. If a student performs well, we need to help them reflect upon what they did to prepare, and then to celebrate that success. If a student does not perform well, we need to help them see the learning opportunity in that experience. What can they do differently moving forward? What support can they avail of? It is also important to help students recognise and celebrate progress (rather than obsessing over individual grades); and to approach challenges with a growth mindset.
- **Camps and excursions** (when our students are likely to encounter new experiences and be asked to mix with students who they may not be friends with). There is no denying it: the unfamiliar can be uncomfortable. However, if we always keep students firmly within their comfort zones, we run the risk of capping their potential and increasing the likelihood of them panicking when they do encounter something new. It is important that we help students to see the opportunities that new situations offer.

At these points in the year, we ask that families trust the process and work with the School to help the students develop strategies to deal with challenges rather than trying to eliminate them.

As a School, we have embraced **The Resilience Project**, and each year we work to more meaningfully embed its philosophy in day to day School life. While explicit teaching will take place in Health and Homeroom sessions, it is important that we remind the students to use what they learn in real life situations, including when they feel the dread of an upcoming test, the discomfort of working in a group without their best friends, or the frustration of receiving a poor grade or an Infringement.

For those who are interested in learning more about The Resilience Project, please read the information below and join us for a live webinar with the initiative's founder, Hugh Van Cuylenburg, at 6.30pm on **Monday 9 May**. This webinar has been designed to empower parents and parent liaisons by providing them with practical strategies to help build their children's resilience.

The Resilience Project

Hugh Van Cuylenburg has been working in education for over 15 years, teaching both primary and secondary in a range of educational settings. The highlight of his teaching career was the year he spent in the far north of India volunteering and living at an underprivileged school in the Himalayas. It was here that he discovered resilience in its purest form.

Inspired by this experience Hugh returned to Melbourne and commenced working on his own program for schools. 'The Resilience Project' was born. Having completed his post graduate studies, looking at resilience and wellbeing, Hugh has developed and facilitated programs for over 900 schools Australia wide.

In 2015, the National Rugby League asked Hugh to run workshops at every club in the competition. Since then, he has worked with the Australian Cricket Team, the Australian Netball Team, the Australian Women's Soccer Team, The Jillaroos and 10 AFL teams. Beyond the team environment, Hugh has been lucky enough to work one on one with individuals such as Steve Smith, Dustin Martin and Billy Slater. He currently works closely with the Port Adelaide Football Club.

In addition to his work in schools and elite sport, Hugh has presented to over 500 corporate groups as a keynote speaker and developed comprehensive programs for a range workplaces across different sectors.

Student Leadership

Students at Years 11 and 12 level are able to apply for the following leadership opportunities:

- School Leaders: Year 12 Students who are appointed to the key leadership roles of School Captain and Vice-Captain.
- House Captains: Years 11 or 12 students who, along with House staff, have significant responsibility for the care of students and the leadership of the House.
- Co-curricular Captains: Years 11 or 12 students who, along with co-curricular staff, have responsibility for the care of students and the leadership of their particular area of the co-curricular program.

Wellbeing

Student wellbeing is a high priority for the School. The School's vertical or House pastoral care structure underpins the student wellbeing program and it is further supported by the School Nurse and the Exceptionality Team, comprising the relevant members of the School Management Team, the Heads of House and the School Psychologist.

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 support with Learning Support Team or they can receive in-class support. Learning support is determined using teacher referral, current assessment and our prior knowledge of 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 is a vital component of a successful VCE program. By the time the students get to Year 12, an average homework load in VCE could be in excess of 3 hours per night. Homework might sometimes be a continuation of the work done in class or may require further independent research. The more effectively your child works in class and study periods, the less burdensome homework tasks will be.

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 should always extend and build upon the learning that takes place in class, it will not be set without careful planning by the teacher so its completion is essential for optimum performance.

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 and Humanities) 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	Teacher
Tuesday	Math/Science	Mrs. Jessy Varghese Mr. Louis Diamandikos
Wednesday	EAL/Humanities and Greek	Ms. Helen Theodoropoulos
Thursday	English/Greek	Mrs. Anna Milburn Mr. James Smith

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 at the start of the year providing students with the opportunity to not only learn more about the programs on offer, but to 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 released at the start of Term One.

The program will offer a bespoke experience for each student and an opportunity to develop lifelong skills.

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 8.30am to register and give 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 for Years 11 and 12 students will be denied.

The Careers Resource Office

The Careers Resource Office located in the Lyceum Centre and is open each day, during lunchtime and after school. The Office 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 if required. Parents are more than welcome 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. You would be well advised to utilise the services on offer.

Individual Career Counselling

The Careers Professional Practitioner sees all Year 12 students individually. Students may make appointments at any time of the year, preferably during a study period, so as not to impinge on class time.

Year 11 students are also encouraged to make individual appointments. Parents are encouraged to discuss careers options and aptitudes with their children. Parents are also welcome to make an appointment with the Careers Practitioner.

Study Periods

Years 11 and 12 students have allocated Study Periods in their school timetable. Year 11 students are required to report to the supervising teacher at the Study Room to be registered as present, prior to undertaking independent study in the allocated area or alternatively, in another approved area, at the discretion of the supervising teacher. Year 12 students have access to the S.T.E.M Conference Room and Lounge to undertake independent study unsupervised.

Year 12 Privileges

In addition to having access to the Year 12 Study area in the STEM building, during their breaks, Year 12 students (only) have the privilege of leaving school to study off-site from the beginning of the scheduled secondary lunchtime each day if they have no regular timetabled classes scheduled on that particular afternoon. Students leaving before the end of the normal school day are required to sign out at School Administration.

Year 12 students (only) also have the privilege of visiting nearby shops at lunchtimes, providing that they sign out and in again on their return at school administration.

School Reports

Reporting student learning and progress is a fundamental element of education. 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, live.

The main benefit of 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 1 and 3, which coincide with Parent/Teacher interviews. The Interim Report is a one-page snapshot of your child's progress in every subject. In addition, students' learning skills, in class behaviour and organisation will be assessed via an end-of-semester chart of indicators which you will receive at the end of Term 2.

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

Year 12 students will not receive a report at the end of Term 4 as their final VCAA (VCE) examination results replace their Semester Two Report.

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.

This format will provide students and parents with detailed, ongoing feedback about progress throughout the semester.

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 Years 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.

Parent/Teacher/Student Interviews

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

Secondary Parent Teacher Interviews

Term 2 Years 11 -12	Term 3 Years 11 -12
Thursday 28 April 4.00 – 8.00 pm on Microsoft Teams	Thursday 14 July 4.00 – 8.00 pm on Microsoft Teams

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 School.

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 date of each meeting is published in the weekly newsletter. The AGM of the PFA occurs in February, and during this meeting the committee is formed for the coming year.

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

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.

Examinations

Students at Years 11 and 12 undertake semester examinations in all subjects. Students undertaking VCE Units 3 and 4 courses will also have Mock Examinations and VCE Formal Examinations scheduled at the School throughout the year. Senior Secondary students are expected to undertake their own independent revision throughout the semester. Further structured revision and subject-specific examination preparation for these examinations is overseen by class teachers.

Examination Procedures

VCCA examination conditions will apply.

- All students must report to the exam supervisor before their exam.
- 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.
- 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.
- All test work (including student responses) remain the property of Alphington Grammar School and no copies will be given to parents/students or tutors.
- Basic stationery items such as pencil, eraser, pens, highlighters, sharpeners and rulers are allowed.
- 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.
- 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).
- Basic stationery DOES NOT include aids for curve sketching, *Mathomat*, *MathAids* or geometrical drawing instruments such as compasses, set squares and protractors.
- An English and/or bilingual printed dictionary is allowed for English/EAL examinations only.
- Bottled water is allowed – no more than 1.5L and must have a secure lid and all labeling must be removed.
- Water bottles MUST NOT be placed on the table at any time/not refilled during the exam and not shared between students.
- No borrowing of equipment will be allowed during examinations. Students will be given no consideration for inadequate preparation.

- Medication should only be taken as part of approved Special Examination Arrangements.
- NO correction fluid or correction tape is permitted in the exam room.
-
- NO textbooks are permitted in the exam room.
- 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.
- NO electronic devices are permitted in the exam room.
- NO blank paper or loose sheets of paper are permitted.
- All watches must be removed and placed at the top of your table where it can be clearly seen and easily by the exam supervisor.
- NO stopwatches or watches with special functions are permitted.
- Extra time is only allowed as per the examination instructions OR Special Provisions document – issued by the Assistant Principal Teaching and Learning.

Completion of VCE Units – Scored vs Unscored

VCAA recommends that schools encourage all students to undertake scored assessment wherever possible. Scored assessment provides a more detailed record of student achievement and is the traditional way to maximize opportunities and pathways to further education and training.

However, Alphington Grammar School understands the need for flexibility in building individual student programs and is very supportive of students who elect to satisfactorily complete Units 3 and 4 of a study without completing all or any graded assessments (Note: two graded assessment scores are required to achieve a study score and only one in a SAT assessed subject).

It is important to note that levels of achievement for Units 1 and 2 of the study are determined by schools, and there is no reporting to VCAA beyond the allocation of an S or an N for each unit. As such, there is no scored or unscored option available in Units 1 and 2 (following VCAA rules). Where students are at risk of not completing a unit or they experience difficulties with normal assessment due to illness, and impairment or disability, or factors relating to personal circumstance, they should apply for Special Provision through consultation with the Assistant Principal Head of Secondary.

The following table compares the scored and unscored pathways at Alphington Grammar School:

	SCORED	UNSCORED
Units 3 and 4 of a study	Encouraged	Supported
Units 3 and 4 contribute to the achievement of the VCE if satisfactorily completed	Yes	Yes
Study score is calculated upon satisfactory completion of Unit 3 and 4	Yes	No
Contributes to an ATAR (Australian Tertiary admission Rank)	Yes	No
Graded, school-based assessments (SACs, SATs) must be attempted	Yes	Encouraged
External, end-of-year VCAA examinations must be attempted	Yes	No
GAT (General Achievement Test) must be attempted	Yes	Encouraged
Minimum coursework requirements must be met for satisfactory completion of unit	Yes	Yes
90% attendance requirement must be met for satisfactory completion of unit	Yes	Yes
Units 1 and 2 of study	Not applicable – no grades or levels of achievement are reported to VCAA in Unit 1 and 2 studies. Students may apply for <u>Special Provision</u> if alternative arrangements are required.	

All unscored pathways must be approved by the Assistant Principal Teaching and Learning. The Careers Practitioner must meet with the student and family to discuss desired tertiary pathways

Commonly Asked Questions and Answers

What time should I arrive at School each morning?

Students need to arrive before 8.40am each morning. This will allow them time to go to their lockers before Homeroom commences at 8.45am.

What is Homeroom?

A daily timetabled session that runs from 8.45 – 9.00am that is facilitated by the House Mentor. These meetings serve many purposes, including:

- The maintenance of school attendance records
- The dissemination of key information
- Contact with peers, student leaders and House staff
- Pastoral check ins and support
- Uniform and locker checks
- Wellbeing activities

What happens if I am late to School?

- If you arrive later than 8.45am but before 9.00am, you need to go directly to Homeroom. Your Homeroom Mentor will mark you as present, but late.
- If you arrive at School after 9.00am, you must sign in at Reception before going straight to class. The Reception staff will mark you as present, but late.
- If you are repeatedly late for School you will receive an infringement

What if I am sick and cannot attend School?

- Your parent/parent liaison must contact the School to notify of your absence. This can be done by phoning the absence line (9497 4777), or by emailing Reception (info@ags.vic.edu.au) and copying in your Head of House and House Mentor.
- Students cannot notify of their own absence.
- The same process needs to be followed if you need to leave School early for a medical appointment or another unavoidable reason. However, it is important that appointments are not scheduled during school hours when this can be avoided.

Who can I speak with if I have a problem or need help with something?

- Your House Mentor
- Your Head of House
- The Year 7 Coordinator
- Any member of the Exceptionality Team, which includes: the Year 7 Coordinator, Heads of House, the School Psychologists, the Deputy Head of Secondary, the Assistant Principal and the Principal
- Any staff member that you feel comfortable speaking to.

Are there any other support networks that I can access?

Absolutely. At the school we have a thriving Student Leadership Program.

It is important to note that these students are still students. If you have a serious problem, an adult will need to be the one to help you solve it. However, these students know exactly what it feels like to be in Year 7. They will remember the many questions they had when they were in your shoes and will be able to share tips and strategies they used to happily settle in to school life.

These student leaders include:

- **House Captains:** these senior students work closely with House staff to raise House spirit, organise House events, and represent the students in their House.
- **Future Leaders:** these Year 8 and Year 9 students work closely with the House Captains and House staff in support of students and the leadership of the House. They also work closely with Year 7 students as they transition into secondary school life.

What if I lose an item of personal property?

- Students must keep their lockers locked at all times. This will drastically reduce the risk of anything getting lost. Your name should also clearly be marked on garments of clothing.
- If you do lose something, retrace your footsteps and ask your friends. Check that it has not been handed in at Reception. If you still are not able to find it, speak to your House Mentor who will do their best to help you.

How should I wear my School uniform?

- You need to wear your uniform with pride.
- It is important that you familiarise yourself with the Uniform Policy, as this will provide you with all of the information that you need.
- Failure to wear your uniform properly will result in an infringement being issued.

What is an infringement?

- A minor sanction that is issued for a breach of school expectations.
- If a student receives three infringements in a term, they will be required to complete an After School Detention, supervised by the Deputy Head of Secondary or the Assistant Principal.
- Year 12 students are permitted to wear their Year 12 Jackets in place of the School Blazer, except for special occasions as designated by the Assistant Principals.

Student Attendance Policy

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.

1. Student Attendance:

- 1.1. Alphington Grammar School's Policy requires all students to attend a minimum of 90% of their classes, and 93% of their classes at VCE level. This ensures students maintain satisfactory levels of attendance to progress in their course.
- 1.2. Attendance is checked and recorded daily in Homeroom and in classes. In class, attendance is taken at the beginning of each period.
- 1.3. Late arrival to the school is recorded by the Front Office and will be included in attendance calculations. Students arriving late to school must sign in late at the Front Office or they will be marked absent for the day.
- 1.4. Alphington Grammar School supports all students to achieve attendance requirements.
- 1.5. Alphington Grammar School implements an Intervention Strategy for students not meeting attendance requirements.

2. Student Absences:

- 2.1. All absences from school must be satisfactorily explained. There are some circumstances under which the school may decide to approve student absences.
- 2.2. Short absences (less than two days) should be explained via email or phone call from the student's Parent/parent Liaison. Phone calls should be directed to the school absence line. Emails should be addressed to the relevant House Mentor and the Front Office (info@ags.vic.edu.au).
- 2.3. For absences longer than two consecutive days, a medical certificate is required, or evidence that the leave has been approved by the appropriate Head of House/Head of School.
- 2.4. Any absences longer than five consecutive days without approval will be investigated by the School.
- 2.5. Students are strongly discouraged from leaving early for holidays or returning late, and should note that such missed time from classes will be counted as an Unexplained Absence, except in special compassionate circumstances (as outlined in Section 3 of this Policy) where a written letter of explanation is required from the Parent/Parent Liaison.
- 2.6. The School will commence an intervention strategy should the following events occur:
 - student is absent for five consecutive days without approval;
 - student is at risk of not meeting attendance requirements before a student's attendance drops to below 90% (or to below 93% at VCE level); or
 - student develops a pattern of absenteeism.

3. Compassionate circumstances:

- 3.1. Compassionate and compelling circumstances for approved absence may comprise one or more of the following circumstances:
 - mental illness or the injury of the student or student's close relative which requires hospitalisation or impedes activities of daily living;
 - a mental health condition of the student or student's close relative that results in hospitalisation or functional impairment;
 - death/bereavement of a close relative such as parents or grandparents (with evidence of a death certificate if possible);



- serious illness (where a medical certificate has been granted stating that a student has been unable to attend class);
- adverse experience that has impacted on the student, which could include being witness to or victim of a serious accident or being a witness to, or victim of, a crime, natural disaster, or terrorism event;
- a traumatic experience which has impacted on the student (cases should be supported by Police/Psychologist reports); and
- other compassionate/compelling circumstances at the discretion of the school.

4. Intervention:

4.1. The intervention strategy may include, but not limited to the following procedures:

- Parent/Parent Liaisons of students at risk of breaching Alphington Grammar School's attendance requirements will be contacted via email, and students will be offered counselling through an interview with the Head of House to provide the student support to increase their attendance and assistance with any circumstances influencing their absenteeism; and
- where a student continues to fail to meet attendance requirements, the issue will be escalated, and the school will convene a parental meeting attended by the Head of House, Head of School and the School Psychologist.

Academic Honesty Policy

The goal at Alphington Grammar School is to develop well rounded, world ready individuals and this is reflected in the core values underpinned by the seventh value and school motto of 'Aspiring to Excellence'. Three of the core values, Respect, Responsibility and Integrity are central to the philosophy of Academic Integrity.



1. Purpose:

1.1. All students must submit work that is original or have respected the intellectual contributions of others through correct referencing. Violations of this policy will have serious consequences. To this end, this policy aims to:

- acknowledge the importance of respect, integrity and responsibility in the development of Academic Integrity;
- explain Academic Honesty and how to avoid plagiarism;
- outline expectations of students for honest academic practices;
- identify responsibilities of staff in developing and promoting academic honesty;
- describe school processes and practices to assist students to maintain ethical behaviour; and
- outline processes if cases of academic dishonesty are identified.

2. Rationale:

- 2.1. Alphington Grammar School is committed to establishing an environment wherein the students are able to work ethically and honestly, and to be able to recognise that protecting the intellectual rights of others is a civil and social responsibility.
- 2.2. Students develop their own ideas and knowledge throughout their schooling while also engaging critically with the ideas of others. Being able to think and express ideas confidently while at the same time acknowledging the ideas and words of others takes time and practice and are ultimately the hallmarks of a successful student.
- 2.3. Students need to recognise that plagiarism is dishonest, an injustice to themselves, their teachers, their peers and goes against the values of the school.



3. Types of Academic Misconduct:

3.1. Academic misconduct or breach of Academic Honesty includes, but is not limited to the following **whether it is intentional or not**:

- **plagiarize** using another's words or ideas, representing them as your own without acknowledging their source;
- **collusion**: unacknowledged collaboration with another person in the writing of a student's submission for an assessment task;
- **falsification of data**, for example in the collection of experimental results; and
- **cheating** in a test or examination.

3.2. Examples include when you:

- hand in someone else's work as your own;
- ask for significant input into your final draft from someone else. This could include a parent, friend or tutor;
- copy another student's work (with or without their knowledge) and hand it in as your own;
- get assistance for assignments which are supposed to be your own independent work;
- allow someone else to copy your work and hand it in as their own;
- paraphrase material from another source without proper acknowledgement or citation;
- fail to acknowledge direct quotes;
- cut and paste different sections from the internet without acknowledgement;
- fail to indicate with quotation marks that you copied another person's exact written words or symbols, regardless of how few were used;
- fail to provide a reference list or bibliography for a project that requires research; and
- buy or obtain an essay and hand it in as your original work.

3.3. The usual reasons students plagiarize include:

- lack of confidence in their own abilities;
- trouble planning and using their own time;
- competing demands such as work, sport and school;
- not wanting to do the 'work'; and
- wanting to get an academic advantage over other students.

4. Avoiding Malpractice:

4.1. Should a student realise that their commitments will preclude them from having adequate time to complete an upcoming assessment, they need to speak to the teacher of the subject in the first instance or Head of Faculty or Head of House before the work is due. This will avoid a situation whereby the student resorts to plagiarism.

4.2. 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.

4.3. Where a student chooses to use the work of another, however, consequences will apply, and the student's result will be penalized.

4.4. Students are expected to submit copies of their assignments to Turnitin. This can be done repeatedly over the duration of the assignment and informs students of possible plagiarism and allowing work to be corrected. Turnitin also provides teachers with a tool to authenticate the work submitted.



4.5. To avoid incorrect or insufficient information when acknowledging sources, students can use the online referencing generator SLASA, to which the school subscribes.

5. Commitment to Academic Honesty:

5.1. Alphington Grammar School will:

- provide information to parents and students explaining the Academic Honesty Policy and school practices;
- support teachers in implementation and monitoring of the policy;
- develop an environment that supports honesty through encouraging and valuing ownership of individual ideas and work;
- teach appropriate methods of acknowledging the ideas and words of others and provide tools to facilitate this practice;
- provide tools to assist students to avoid unintentional plagiarism; and
- respond promptly and consistently when cases of academic malpractice are identified.

5.2. Students should:

- understand the importance of academic honesty in the development of lifelong learning;
- identify appropriate uses of collaboration and group work;
- submit work for assessment, written or oral, that contains the student's individual and original ideas with the ideas and work of others fully acknowledged;
- demonstrate competent and appropriate use of conventions for citing and acknowledging original authorship, using the Harvard author-date system;
- submit work, on request or at their own instigation, to turnitin.com to identify any non-original content of a piece of assessment work; and
- seek clarification about any aspect of the Academic Honesty Policy, or its application, from teachers or the relevant Faculty Head.

5.3. Teachers will:

- support the Academic Honesty Policy and comply with the school standards for acknowledging sources;
- explain the importance of valuing ownership of individual ideas and work;
- develop a climate that supports honesty through giving students confidence in their ability to produce authentic and individual work, making them feel they can succeed without resorting to malpractice;
- inform students of expected standards for ethical conduct;
- explicitly teach methods, appropriate to individual subjects, of acknowledging the ideas and words of others;
- provide clear guidelines on academic writing and referencing styles required in each subject;
- provide clear guidelines on collaborative and group work and the assessment requirements of tasks based on this work;
- seek to support students by appropriate use of the drafting process;
- retain material which assists in the authentication of student work;
- adopt practices that minimize the risk of malpractice in tests and examinations; and
- support the school in timely, appropriate and consistent management of cases of suspected malpractice.



6. Investigation and Consequences of Malpractice:

- 6.1. 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.
- 6.2. If in exam conditions, the student will discuss the incident with the Head of Faculty and the supervising teacher.
- 6.3. The Head of Faculty will investigate the problem and, if necessary, the student will be brought to the attention of the Assistant Principal/Head of Secondary for an immediate interview.
- 6.4. Each case will be considered depending on particular details, but in general marks will NOT be awarded for the assessment (or relevant section) and this will be carried through into the calculation for the Semester report. The student's parents/parent liaisons will be immediately informed, and a Friday afternoon detention will be given.
- 6.5. The Principal reserves the right to exclude students from Special Awards and/or Speech Night Awards for serious instances of Academic dishonesty or malpractice.

Behaviour for Learning Policy

Actions students choose will have consequences. Good choices will result in praise and rewards, poor choices will result in consequences.

1. Purpose:

- 1.1. To improve standards of behaviour in the learning environment and eradicate disruptions which hinder learning.
- 1.2. To encourage students to take responsibility for their own actions.
- 1.3. To communicate to students what good behaviour means.
- 1.4. To use constant positive reinforcement in the pursuit of high standards of work and behaviour.
- 1.5. To provide a clear set of rewards and sanctions, which all students, parents, parent liaisons, carers, and staff understand.

2. The contribution of Parent/Parent Liaisons to good behaviour:

- 2.1. Support the principles of the Behaviour for Learning Policy.
- 2.2. Work together with the school to ensure their child follows instructions and school rules.
- 2.3. Send their child to school punctually every day, wearing the correct uniform, having had a good sleep and a healthy breakfast.
- 2.4. Email the House Mentor regarding any factors that may make it difficult for their child to behave in an appropriate manner.
- 2.5. Be supportive and take an active interest in their child's experiences at school.
- 2.6. Convey any personal achievements gained outside of school to the House Mentor/Head of House.
- 2.7. Contact the House Mentor or Head of House if they have concerns.
- 2.8. Attend meetings with staff, when requested, to discuss their child's behaviour.

3. The contribution of students to good behaviour:

- 3.1. Students are expected to:
 - arrive on time to school every day, fully equipped and wearing the correct school uniform;
 - have a positive attitude at all times towards staff, students and other members of the school community;
 - respect school property and the property of others;
 - act as positive ambassadors (and role models for the younger students) for the school when off school premises;
 - never harm, put down or bully any member of the school community (See Anti-Bullying Policy);
 - listen to and be respectful of the opinions, views and beliefs of all other members of the school community;
 - cooperate with all members of the school community;
 - cooperate with the systems that have been put in place to promote positive behaviour; and
 - follow school rules.

4. Consequences:

- 4.1. The consequence system is used when students make the wrong choices.
- 4.2. The system is consistent across the Secondary school and gives students the opportunity to reflect on their actions and change their behaviour.
- 4.3. Expectations regarding behaviour are also consistent across the Secondary school.

5. Misbehaviour off School Premises:

- 5.1. Alphington Grammar School students are expected to be positive ambassadors for the school at all times.
- 5.2. The expected standard of behaviour described in this policy also applies to students on educational trips, visits, work experience, sporting events, travelling to and from school and when wearing the Alphington Grammar School uniform.
- 5.3. Any Alphington Grammar School student misbehaving off school premises will receive an appropriate sanction, if possible at the time of the incident, if the student is under the supervision of a staff member when the incident happens. Otherwise, students will receive an appropriate sanction on their return to school.
- 5.4. Intimidating or threatening behaviour from Alphington Grammar School students towards the general public will not be tolerated.

6. Inclusion and Behaviour:

- 6.1. For students experiencing personal difficulties, there are a number of support mechanisms in place.
- 6.2. Each student has a House Mentor, who they see on a daily basis. Equally, subject teachers or support staff may become aware of students experiencing personal difficulties. Students and parents should contact the relevant House Mentor or Head of House if they have concerns. The School Nurse and School Psychologist are also available to support students.
- 6.3. In all cases, the student's Head of House will be informed and appropriate support will be put in place.

7. Banned Substances:

- 7.1. The following substances are banned:
 - alcohol;
 - drugs;
 - cigarettes;
 - vapes; and
 - mood altering substances.
- 7.2. Students who are found using, or in possession of, these substances while on school grounds or whilst off school grounds but wearing the Alphington Grammar School Uniform will be issued a serious sanction at the School's discretion.

8. Infringements:

- 8.1. Infringements are digitally issued for breaches of the following school rules:
 - persistent lateness to Houseroom;
 - persistent lateness to class;
 - being unshaven;
 - wearing obvious makeup;
 - wearing fingernail polish;
 - wearing jewellery that is not in line with the School Uniform Policy;
 - incorrect uniform (including Sport uniform);
 - long hair (below the collar) not being tied back neatly;
 - having a mobile phone in class;
 - misuse of technology (e.g. playing games in class);
 - repeated non-completion of homework;
 - persistent disruption to the learning environment; and
 - persistent disorganisation (See 7.4.).



- 8.2. When a teacher issues an Infringement, they will discuss the issue with the student who will then receive a notification via email.
- 8.3. If a student accumulates three Infringements within one term, they will automatically be assigned an after school (Friday) detention. (See 'Sanctions' below.)
- 8.4. An Infringement Notice will be issued in consultation with the Learning Support Department.

9. Pastoral Report Card System:

- 9.1. Report cards are used by Heads of House, Heads of Faculty and the Head of School to monitor a student's progress and attitude across the school for a designated period determined by the relevant senior staff.
- 9.2. During the monitoring period all class teachers, parents/parent liaisons and the supervising teacher are required to sign the report each day to evaluate how a student is progressing.
- 9.3. If students do not consistently achieve the targets indicated on the report card issued by their Head of House or Head of Faculty, they will be subject to an additional week on report in addition to an after school (Friday) detention.
- 9.4. If students do not demonstrate satisfactory improvement, they will be placed on an escalated report under the supervision of the Head of Secondary. If satisfactory improvement is not achieved, a suspension will occur.

10. Sanctions:

- 10.1. A variety of sanctions exist and are directly related to the seriousness of the offence.
- 10.2. Lunchtime/recess detentions:
 - 10.2.1. Issued and managed by the classroom Teacher or House Mentor as a result of:
 - non-completion of homework;
 - disruptions to the learning environment; and
 - not maintaining classroom standards expected of Alphington Grammar School students.
- 10.3. After school (Friday) detentions:
 - 10.3.1. Issued by a Head of House or Head of Faculty;
 - 10.3.2. Communication will be made with parents/parent liaisons at least 24 hours before it is due to take place. Offences include, but are not limited to:
 - inappropriate behaviour;
 - rudeness towards members of the school community;
 - regular disruptions to the learning environment;
 - the accumulation of three Infringement Notices within one term; and
 - regular non-completion of homework and/or classwork.
- 10.4. Internal suspensions:
 - 10.4.1. Internal suspensions from school are sanctioned by the Heads of House;
 - 10.4.2. Students are internally suspended for a variety of reasons including, but not limited to:
 - a single, serious behavioural incident;
 - persistent poor behaviour in or around the school;
 - persistent disruption to the learning of others; and
 - during investigation or pending decisions related to poor behaviour.
- 10.5. External suspensions:
 - 10.5.1. External suspensions from school are sanctioned by the Assistant Principals. They are used as a sanction for serious offences including, but not limited to:
 - violent or threatening behaviour;



- extreme rudeness or defiance towards a member of staff or member of the school community;
 - theft of another person's property;
 - bullying (see Anti-Bullying Policy);
 - racism, homophobia, sexism and other forms of prejudice and discrimination;
 - recording any member of the school community without permission;
 - inappropriate use of social media (see Acceptable Use of Technology Policy);
 - racist, sexist and homophobic comments and behaviour;
 - any form of physical violence;
 - carrying a weapon;
 - carrying/use of drugs, alcohol, or mood altering substances; and
 - continued poor behaviour despite three internal suspensions being issued.
- 10.5.2. The length of the suspension will be determined by the seriousness of the offence.
- 10.5.3. Following the suspension, students must attend a reintegration meeting with their Head of House/Head of Secondary, where the seriousness of the incident is emphasised and the consequences of continued behaviour of this type is outlined.
- 10.5.4. After two suspensions, the student's enrolment will be reviewed by the Principal.
- 10.6. Expulsion (Principal):
- 10.6.1. This is very much the last resort after:
- all the other sanctions have proved ineffective;
 - three external suspensions have been issued; or
 - the offence is so serious that no other sanction is appropriate.



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