

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.

Years 9 and 10 are an exciting part of School life as students begin to visualize what the future may look like. We wish you and your child well as they delve into this phase of their schooling.

Mr. Lukas Silver
Assistant Principal: Head of Secondary

Information Evening: Wednesday 9 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 that will be held in the second 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 9 February, 7pm the Lyceum Centre

General Information

Years 9 and 10 are critically important years for students as they begin to 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, 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.

Year 7 Coordinator: Mrs. Priya Wilson PW@ags.vic.edu.au

Mrs. Wilson is responsible for the transition, pastoral care and academic progress of the Year 7 students.

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, and Future Leaders.

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.

				
	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 B217	Mikeyla Ma B218	B219	James Smith B220
MENTOR	Mary Kontosis Room B 101	Cameron Stone Room B 216	Christina Katsifolis Room B 206	Denise Diakodimitriou Room B 207
MENTOR	Ming Lei Ashley Jiang 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 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.

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 the 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 2022, 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 carousel of Physics, Biology, Chemistry, Psychology)
- Humanities (Subject carousel of Civics and Citizenship, History, politics, Geography and Economics)

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.

Please note: 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 at the start of the year 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 One. 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 institutions like the MCG, Melbourne Gaol, the Eureka Tower, ACMI and the Magistrate's 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*.

Covid restrictions in 2021 prevented our Gateways excursions from taking place. As a result Years 9 and 10 students have the following experiences to look forward to in 2022.

Year 9 students will visit Howman’s gap in Falls Creek from **Monday 28 March to Friday 1 April**.

Later in the year, **Year 9** students will visit Central Australia (**Saturday 27 August to Monday 5 September**).

Year 10 students will undertake a Central Australia experience, visiting Uluru, Alice Springs and Kings Canyon from **Saturday 26 March to Monday 4 April**.

Later in the year, **Year 10** students will visit the Northern Territory (**Saturday 27 August to Monday 5 September**).

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 in **Year 9** undertake examinations in the **core subjects only** at the end of each semester. Students in **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 ATARs 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 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 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 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	Maths/Science	Mrs Jessie Varghese Mr Louis Diamandikos
Wednesday	EAL / Humanities and Greek	Ms Helen Theodoropoulos
Thursday	English	Mrs Anna Milburn Mr James Smith

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 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

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 comprehensive 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. The Interim Report is a 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 Terms 2 and 4.

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.

This system 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 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.

Secondary Parent Teacher Interviews

Term 2 Years 7 - 10	Term 3 Years 7 - 10
Tuesday 26 April and Wednesday 27 April 4.00 to 8.00 pm on Microsoft Teams	Tuesday 12 July and Wednesday 13 July 4.00 – 8.00 pm on Microsoft Teams
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.

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.

In addition, Heads of House are always eager to find Parent Representatives who are willing to help out at House and School events in order to build up a sense of community and House Spirit.

Student Leadership

Students at Years 9 and 10 level can apply for the following opportunity in Semester Two, 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 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.