



Alphington  
GRAMMAR SCHOOL

# **Years 9 and 10 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 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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.

				
	<b>ARISTOTLE</b>	<b>BYRON</b>	<b>PERICLES</b>	<b>SOCRATES</b>
<b>HEAD OF HOUSE</b>	<b>Toula Terezakis</b> <a href="mailto:TTE@ags.vic.edu.au">TTE@ags.vic.edu.au</a>	<b>Andrew Diviny</b> <a href="mailto:AD@ags.vic.edu.au">AD@ags.vic.edu.au</a>	<b>Con Papoulis</b> <a href="mailto:CP@ags.vic.edu.au">CP@ags.vic.edu.au</a>	<b>Anna Milburn</b> <a href="mailto:AMN@ags.vic.edu.au">AMN@ags.vic.edu.au</a>
<b>YEAR 7 MENTOR</b>	<b>Samantha Hockey</b> Room B217	<b>Mikeyla Ma</b> Room B218	<b>Shelby Morwood</b> Room B219	<b>James Smith</b> Room B220
<b>MENTOR</b>	<b>Mary Kontosis</b> Room B 101	<b>Cameron Stone</b> Room B 216	<b>Pat O'Shea</b> Room B 206	<b>Denise Diakodimitriou</b> Room B 207
<b>MENTOR</b>	<b>Ming Lei</b> Room B 102	<b>Jessy Varghese</b> Room B 215	<b>Helen Mallis</b> Room B 203	<b>Michael Grigoriadis</b> Room B 209
<b>MENTOR</b>	<b>Robert Panara</b> Room B 103	<b>Stavroula Touranakos</b> <b>Stephanie Atwa</b> Room B 214	<b>Helen Theodoropoulos</b> Room B 201	<b>Priya Palachanda</b> Room B 208

## Heads of Faculty

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

## 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 in 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 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](mailto: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](mailto: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.

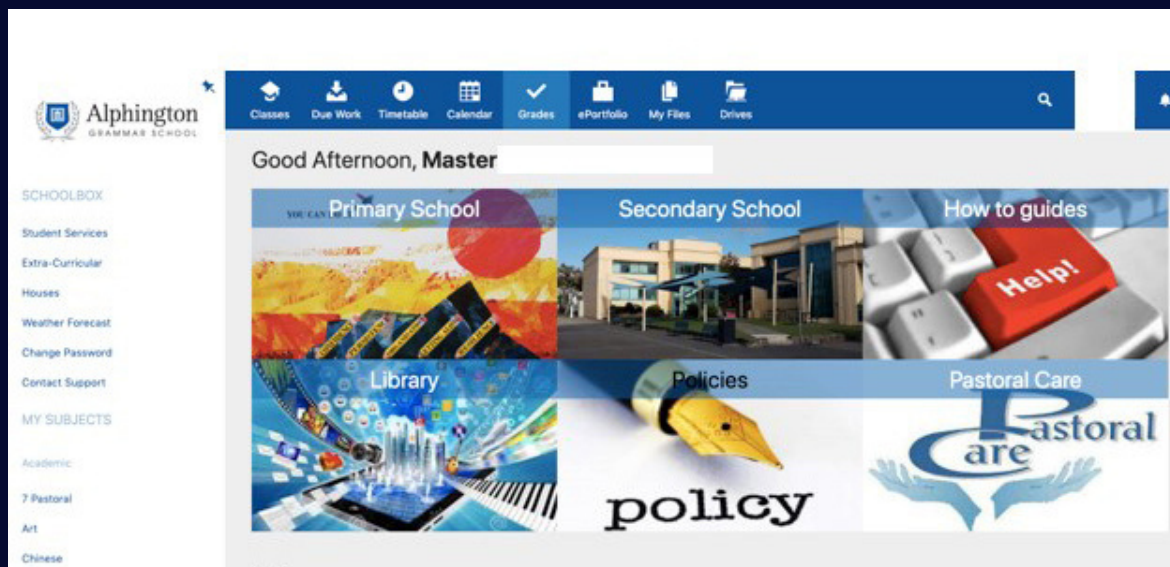
**What is an infringement?**

- 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.

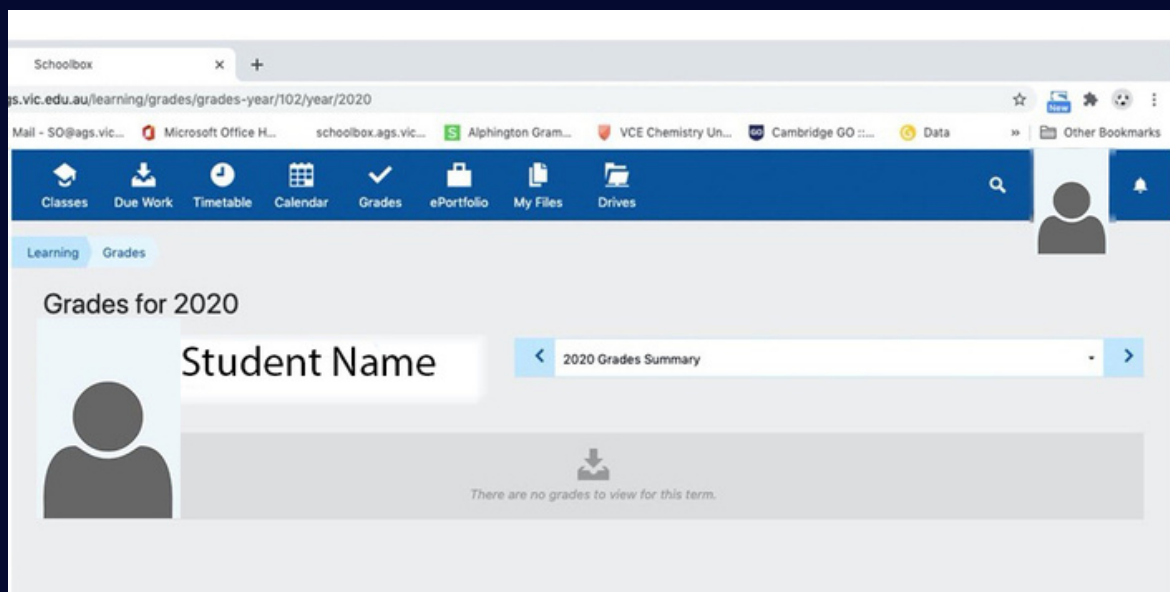
## Appendix 1

### Viewing student grades on Schoolbox

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

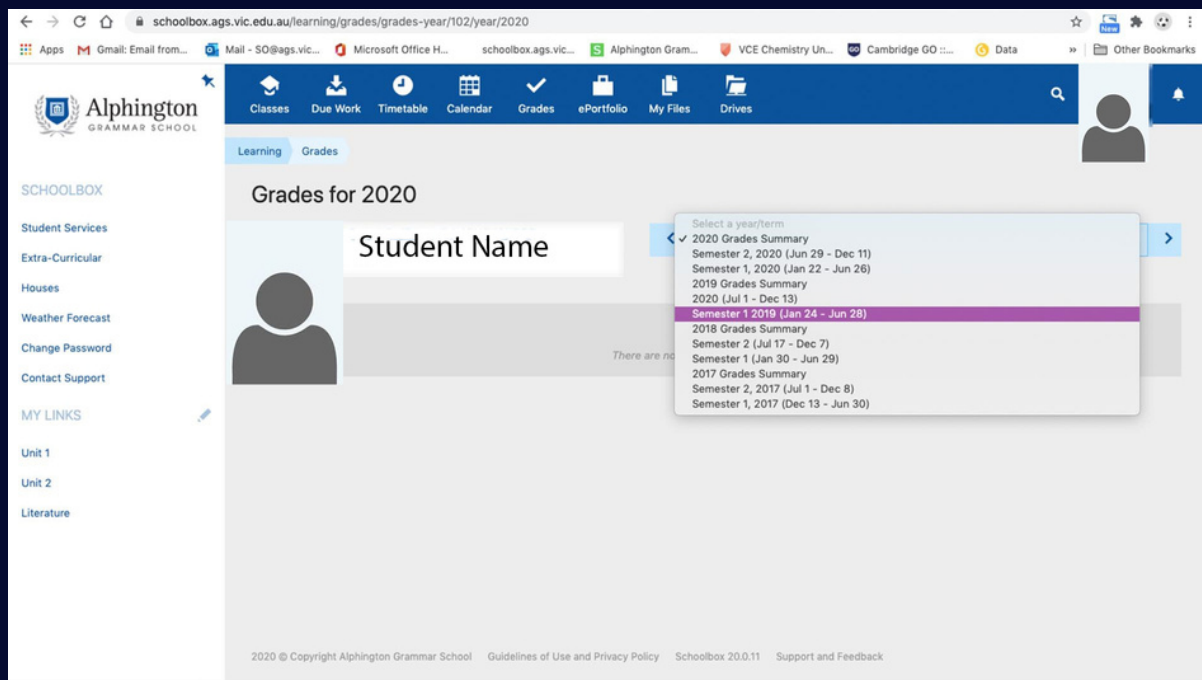


2. In this panel, you will see the student's profile picture and year level details on the left, and a drop down menu on the right hand side of page.

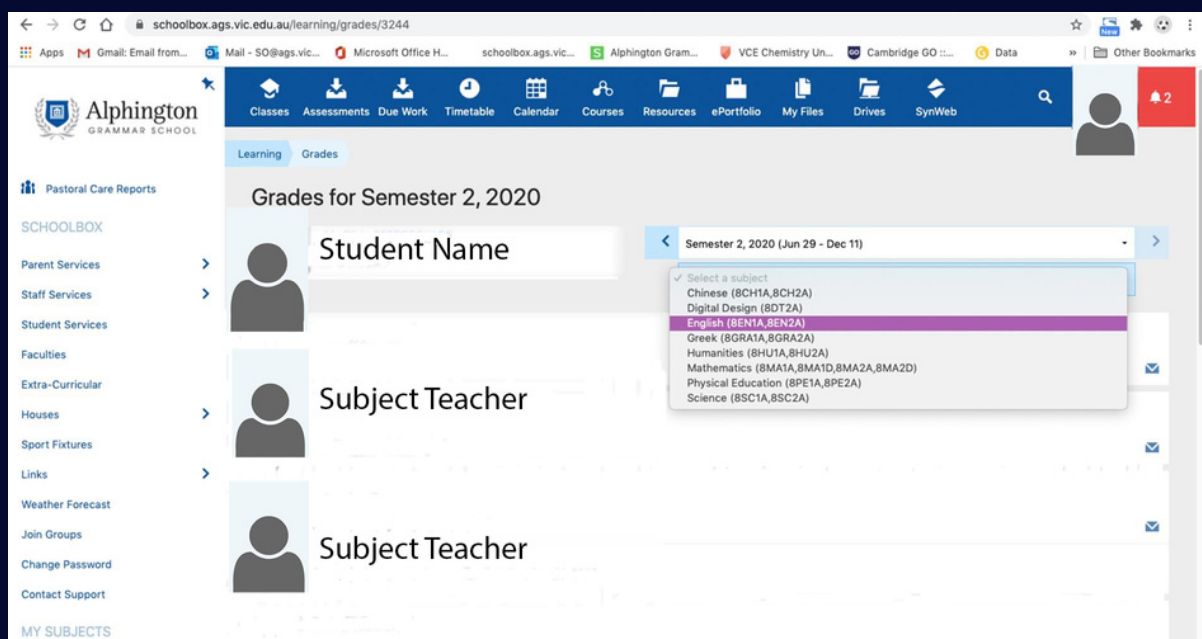


3. Select the relevant semester from the drop-down menu on the right.

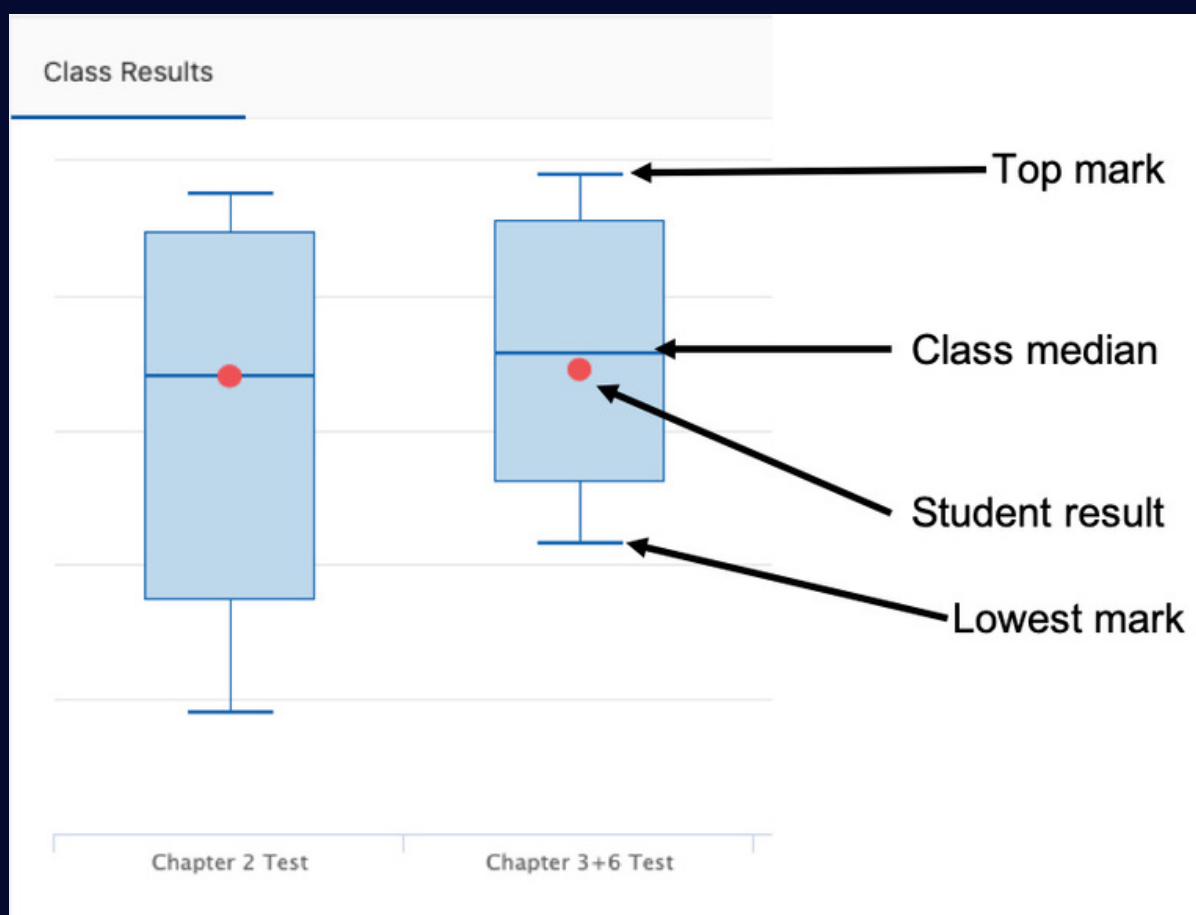
Please note that past semesters may contain grades, but these may not match the current format of the school's progressive reporting framework.



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



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



Additional information regarding assessment feedback:

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

## 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](mailto: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

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*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.

## Academic Progression Policy

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

### 1. Definition:

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

### 2. Communication:

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

### 3. Years 7-10 Individual Assessments:

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

### 4. Interim and Semester Reporting:

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

### 5. Percentage scores:

- 5.1. No bonus scores (above 100%) entered as a mark.
- 5.2. In order to award 'Very High, High, Medium, Low, Very Low' scores, see report boundaries and indicators on the following page for reporting purposes.
- 5.3. At Year 7-10, teachers provide students with a percentage score and will level (and record these grades for data tracking purposes).
- 5.4. The makeup of the 'Overall Result' in the report is determined by each faculty due to subject specific tasks and requirements.

## 6. Secondary School Report Boundaries and Indicators:

RESULT	GRADE	% RANGE	DESCRIPTORS FOR LEARNING OUTCOMES
Very High	A+	92-100%	A comprehensive and thorough basis of skill, knowledge and understanding has been developed in all aspects of the course. Language pertinent to the subject is used accurately and precisely. Answers and solutions demonstrate clear and logical explanations and excellent use of procedures, techniques and methodologies. An ability to analyse and apply skill and knowledge in flexible, versatile and complex ways is strongly evident. Progress in subject is excellent.
High	A	80-91%	
Medium	B+	76-79%	A strong basis of skill, knowledge and understanding has been developed in most aspects of the course. Language pertinent to the subject is applied correctly and in context. Competence in reasoning and analysis is evident. These skills are utilised in providing solutions to a variety of problems and tasks. An ability to analyse and apply skill, methodology and knowledge in different ways is also evident. Good progress has been made in this subject.
	B	70-75%	
	C+	66-69%	A reasonably sound basis of skill, knowledge and understanding of the course has been developed. Language pertinent to the subject is usually applied in the current context. There is some evidence of willingness to reason answers and apply relevant procedures, techniques and methodologies. Analytical skills are not strongly developed, although formative skills in this regard are clearly evident. Ability to apply skill and knowledge in a variety of ways has been demonstrated. Satisfactory progress has been made in his subject.
Low	D+	56-59%	
	D	50-55%	A relatively superficial basis of skill, knowledge and understanding in the course has been demonstrated. A basic command of the language pertinent to the subject is evident. Rudimentary skills only are reflected in explanation, analysis, use of relevant procedures, techniques and methodologies and in the broader application of skill and knowledge. Progress in this subject is on the borderline between satisfactory and unsatisfactory.
	E	35-49%	
Very Low	N	<35%	An insufficient basis of relevant skill, knowledge and understanding has been demonstrated. Significant limitations are evident in the understanding of key concepts, the use of language pertinent to the course and the application of relevant procedures, techniques and methodologies. Progress in this subject is unsatisfactory.
N/A	The student has not completed sufficient tasks for an assessment to be made. Little or no effort has been made to comply with the subject requirements. Progress in this subject is unsatisfactory.		
J	The student is unable to be assessed. N/A result must be accompanied by a comment in the body of the report.		
J	Only used on a VCE report if a student is enrolled in the unit but was unable to complete the requirements due to late withdrawal or absence.		
S	Your child has met the minimum standards required, in terms of quality and quantity of the work submitted.		
N	Your child has not met the minimum standards required, in terms of quality and quantity of the work submitted.		

## 7. Secondary School Effort Descriptors:

RESULT	GRADE	EFFORT	DESCRIPTORS FOR EFFORT DESCRIPTOR
Very High	A+	Excellent/Established	A diligent and consistent approach is adopted. A mature and positive attitude is strongly evident. Thoroughly conscientious attempts are made to complete all set tasks. The student perseveres and works hard to the best of his or her ability.
High	A		
Medium	B+	Good/Consolidating	A mature, conscientious and consistent approach is adopted. The student works hard, strives to complete tasks, perseveres and adopts a positive attitude to learning.
	B		
	C+	At expected Level/Satisfactory	Application to work is reasonably consistent and a positive attitude is usually demonstrated. Improvements could be made to the student's behaviour and attitude to help them engage more fully with the course.
	C		
Low	D+	Experiencing Difficulties/Unsatisfactory	Application to work is sporadic and greater consistency is needed to improve learning outcomes. A casual attitude is also evident, which is hindering the student's attention in class.
	D		
Very Low	E	Needs improvement/Unsatisfactory	The student demonstrates little to no application. Homework tasks are not submitted and little to no desire to learn is evident. A significant improvement in student engagement with the course subject is needed.

## 8. Testing:

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

## 9. Teaching at same year level (2 or more classes):

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

## 10. Exams (Years 9 and 10):

- 10.1. Mid-year and end of year exams must reflect the materials/topics taught during the semester.
- 10.2. Midterm entries: For students who enter the school during term time, their Head of House will decide whether or not the semester exam will be completed in full, in part or not at all. The Head of House will communicate this to the student, parents/parent liaisons, teachers, Campus Administrator and the Assistant Principal/Head of Secondary.

- 10.3. During each semester, students are to be issued with a curriculum map of assessment tasks and dates that must be completed in order to achieve a 'pass/S' in that subject. Students who are on modified learning plans will follow their Individual Education Plans and receive differentiated assessment as required. This modification must be indicated in Semester Reports.
- 10.4. At the end of first semester, after exams, emails and letter notifications of work missing/outstanding will be sent to the parents/parent liaison. In cases where students have not passed exams in four subjects (including English), parents/parent liaison will be asked to come in for a meeting with the relevant Head of Faculty/Head of House/Assistant Principal in order to discuss plans for the subsequent semester in the same academic year. The student may be placed on an academic contract, which will outline expectations/targets in order to progress to the following year. EAL students will be expected to attend additional language acquisition/learning support classes to assist them in reaching a satisfactory level of completion.
- 10.5. During the semester, parents/parent liaisons will be notified of work not completed, or not finished to the expected Victorian Curriculum/EAL Companion standard (by the classroom teacher/Head of Faculty), with redemption opportunities given throughout to bring work up to standard, which may include mandatory attendance to Homework Clubs.
- 10.6. If expectations/targets on the academic contract are not met then parents/parent liaisons will be required to attend a meeting with the Head of House/Head of Faculty and ultimately the Assistant Principal/Head of Secondary.

#### **11. Conditions for giving an 'N' throughout the semester for all year levels:**

- 11.1. Based on scores throughout the year students may be given an 'N'. 'Very Low' constitutes one whole level below the Victorian Curriculum/EAL Companion standard, and 'Low' is half a level below the Victorian Curriculum/EAL Companion standard (e.g. less than expected average scores are reported in tests/assignments as 'Very Low' or 'Low' the expected standard Victorian Curriculum levels AND on interim and Semester reports throughout the year).
- 11.2. If the student fails exams at the end of Semester 2 (and through the semester, parents/parent liaisons have been notified of work not completed or not done to the expected Victorian Curriculum/EAL Companion standard with redemption opportunities given (see above) throughout to bring work up to standard), then parents/parent liaisons and the student will be informed of the outcome and the decision for the following year.
- 11.3. Hard-copy proof will be provided via the LMS, as well as contract via email/letter/phone (and recorded in Schoolbox). See below for the process of informing parents/parent liaisons.

#### **12. Process for teachers/faculties:**

- 12.1. Teachers will be required to make it clear to students what pieces of work are essential/critical to securing an 'S'. This will be based on the curriculum maps/outlines that will be posted to Schoolbox at the beginning of each term, which will include all preparatory/assessment work as required by the course/department.
- 12.2. Teachers will issue an early notice via email and/or written letter to parents in advance of the 'N' grade being awarded. This will be flagged for parents/parent liaisons at the same time that interim reports are issued, and those students who are in danger of not being promoted to the next level, and do not have parents/parent liaisons attending Parent-teacher interviews, will be required to meet with the relevant Head of Faculty/Head of House and possibly the Assistant Principal/Head of Secondary who will lay out expectations and possible outcomes if requirements are not met.



- 12.3. Teachers are required to notify parents/parent liaisons at the same time (if not prior) to Interim reports of an impending 'N' grade. All students will then be placed on academic contract to ensure that requirements are met, following a meeting with parents/parent liaisons.
- 12.4. For Unit 1-4 Studies only: if a student misses a planned SAC/Assessment due to illness they must supply their class teacher with a medical certificate.

**13. VCE Study Program: Promotion from Year 10 to Year 11, VCE:**

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

#### 14. Letter to Parent/Parent Liaison:

*(Insert date)*

Dear Parent/Parent Liaison,

#### ***RE: SAC and Unit Grade Redemption Opportunity***

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

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

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

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

<b>Student:</b>	
<b>Subject Teacher:</b>	
<b>Subject:</b>	
<b>Assessment Task:</b>	
<b>Original Due Date:</b>	
<b>Catch-up Session:</b>	

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

Yours sincerely,



Mr. Lukas Silver  
Assistant Principal/Head of Secondary.



A group of people in kayaks are on a river, with a large, dark, forested mountain in the background. The kayakers are wearing orange life jackets and are in various colored kayaks (yellow, blue, red). The water is dark green and rippled. The sky is blue with some clouds.

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CRICOS: 018421J (Secondary)**