



PENINSULA

GRAMMAR





MIDDLE YEARS HANDBOOK | 2020

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WELCOME TO THE MIDDLE YEARS: YEARS 5-8

Our unique Middle Years program, “Becoming Me” provides a supportive link between the Junior Years and Pre Senior Year 9. The unique needs of young adolescent students at this age are identified and catered for in a tailored program designed explicitly to support students through a time of exceptional physical, social and emotional growth.

Our “Becoming Me” program underpins our Middle Years structure whereby we have identified the need to build confidence, promote positive attitudes and behaviours and motivate students to achieve their best academically, socially, culturally and in sporting areas.

Leadership, team building and a strong sense of personal self-image are crucial components of their education. Skills of resilience and a sense of optimism must also be fostered in these formative years. We focus on an engaging teaching and learning program by providing learning environments that are inviting, supportive and safe.

The Year 5 and 6 classes are smaller in size and with a focus on growth in literacy and numeracy, students benefit from an investment in specialist staff and targeted teaching. Each class also has a Mentor teacher appointed. This is the teacher with whom the students begin and end each day. Flexible grouping of students allows each student to be taught at their point of need and for growth to be maximised regardless of their starting point. Touch screen interactive panels installed in each classroom allow innovative and interactive teaching practice.

Students in Years 5 and 6 are provided with a Microsoft Surface Go laptop (which remains at school) in order to enhance their learning. An extensive curriculum allows students to enjoy a range of experiences in subjects such as Music, The Arts, Physical Education, Library and both Chinese and French. The Outdoor Education program, including study tours to Ballarat and Canberra enhance the learning opportunities outside of the classroom for all students in Years 5 and 6.

In Year 7 and 8 students are encouraged to further develop their independence, resilience and self-discipline. Year 7 and 8 students will begin the day with their House group and Mentor who will be the first port of call for parent contact.

The curriculum is underpinned by the Victorian Curriculum and includes core subjects of Mathematics, English, Science, Humanities, Health and Physical Education, RAVE, Digital Technologies, Drama, Music and The Arts. Students also elect to study either Chinese or French for two years. Positive Psychology, Personal and Social Learning and the Personal Development program all combine to consolidate the rich experiences available to students in Year 7 and 8.

Flexible grouping again allows students to be taught in small English and Mathematics groups with students of similar ability and need. All other subjects are taught in mixed ability co-educational classes.

Peninsula Grammar is proudly coeducational and, as such, offers a mutually supportive environment in which girls and boys learn from each other.

Peninsula Grammar students are the beneficiaries of a balanced education that combines the rigours of a challenging academic curriculum with a variety of engaging artistic, social and sporting opportunities.

The partnership between home and school is a collaborative venture to ensure the holistic development of each student towards the fulfilment of their true potential. I look forward to working with each and every student and family in 2020.

Muriel Bakker
Head of Middle Years



PHILOSOPHY OF MIDDLE YEARS: YEARS 5-8

In 2020 our focus for all students is one of growth. Personal growth is different for each individual and can include but is not limited to academic growth. Students in Years 5 to 8 will undertake a series of English and Mathematics tests to develop an objective external measure of their reading, writing, numeracy skills and general aptitude that can then be tracked periodically throughout their schooling.

This will provide teachers and students with a clearer understanding of the progress students are making in the development of their key literacy and numeracy skills, and will enable teachers to better personalise learning experiences throughout the year to match every student's needs.

The division of Peninsula Grammar into key learning areas sees the Middle Years straddling the 'adolescent years' of student development. It is during this period that there is significant physical, emotional and intellectual development. It is appropriate to see this as a period of transition during which students pass from being 'children' to being 'young adults'.

The philosophy of the Middle Years reflects the need for adolescents to feel they are individuals; being treated as such by staff, fellow students and all members of the School community. Transitioning between schools during this challenging time in a child's life can make the journey even more difficult. With this in mind, the Years 5-8 program at Peninsula Grammar has been specially designed with a focus on belonging and graduated transition, nurturing and supporting girls and boys, and creating a bridge from the primary to the secondary years.

Our Years 5-8 program offers connections and a stimulating learning environment in support of self-development and a confident transition to 'Becoming Me'. The role of all Mentors and teachers within the Middle Years is to encourage students to develop skills essential for their future lives and to foster the development of their special interests and talents. The sub-school structure

enables the pastoral care of students to be linked to their physical and emotional development. In particular, the Middle Years is where students develop their 'own' identities and make significant transitions in learning.

There is a Mentor allocated to each class in the Middle Years. Mentors are proactive in meeting the daily pastoral needs of the students, supported by our Counsellors, Medical staff, Department of Learning Support, Wellbeing Coordinators, the Deputy Head and the Head of Middle Years.

Mentoring in Years 5 to 8 guides students in the right direction and helps develop resilience and strategies for solving their own problems. Our teachers draw on their empathy, intrinsically understanding children's academic and wellbeing needs and strive to help students believe in themselves, boosting their self-confidence.

The pastoral care of students is best achieved by fostering clearly defined expectations of student behaviour and progress/development. This can be achieved by utilising the pre-existing culture of the School and the talents of the team of Middle Years teachers. Students are given the opportunity to succeed in both academic and co-curricular activities with an emphasis on personal excellence. It is important that students feel that they can make valued contributions to their Mentor group, class and to their school.

Discipline is fundamentally linked with student wellbeing. It is essential that students in the Middle Years realise and accept the consequences of their actions. By maintaining effective communication between key stakeholders, the School will be able to closely support and monitor the progress of all students. Any disciplinary action will reflect the severity of the incident and will be implemented in an appropriate manner in line with our Behavioural Expectations framework to ensure that it is a positive learning experience for the student.



Students should have an understanding of their responsibilities in creating an environment that is conducive to an excellent co-educational experience. The environment in the Middle Years should be nurturing, encouraging and harassment-free to support each student's pursuit of personal excellence. Harassment, racism, and sexism are totally unacceptable and all staff have a responsibility to deal with any incident immediately. Students should be familiar with the School policy on harassment and be aware of the likely responses to any such incidents.

The development of curriculum within the Middle Years is based on the understanding that all individuals have distinct learning styles that influence their ability to learn, process, practise and retain new and different information. Individual learning is achieved by a combination of the student's own self-assessment in conjunction with a diverse range of differentiated assessment provided by the student's teachers and peers.

The development of student learning goes beyond subject disciplines. We extend their ability to utilise a variety of approaches in their thinking. To expand each student's communication and leadership skills they regularly operate in small groups which have the capacity to produce complex multimedia presentations. We believe that effective learning requires diverse and engaging teacher strategies and a dynamic learning environment. The design and implementation of our entire Middle Years program maximises the opportunity for student engagement and development.





MIDDLE YEARS STRUCTURE



Mrs Muriel Bakker
Head of Middle Years



Ms Georgina Bishop
Deputy Head of Middle Years



Mrs Melinda Balfour
Years 5 & 6 Wellbeing &
Program Coordinator



Mrs Charlene Sanders
Year 7 Wellbeing Coordinator



Mrs Jennyann North
Year 8 Wellbeing Coordinator



OUR LEADERSHIP TEAM

Mr Stuart Johnston, Principal

Mrs Lucy Gowdie, Deputy Principal - Learning and Teaching

Mr Peter Ford, Deputy Principal - Student Wellbeing

Mrs Louise Nicholls-Easley, Head of Junior Years

Mrs Muriel Bakker, Head of Middle Years

Dr Josie Monro Head of Pre Senior Year 9

Mrs Sharyn Curtis, Head of Senior Years





**STUDENTS ARE
ASSESSED ON THEIR
PERFORMANCE AGAINST
THE OBJECTIVES
AND ASSESSMENT
CRITERIA SET OUT FOR
THEIR SUBJECT AND
YEAR LEVEL**



INFORMATION FOR PARENTS AND STUDENTS

ANTI-BULLYING

A fundamental aim of the Middle Years is to allow students to develop their own interests and to embrace diversity. Harassment and bullying are not tolerated under any circumstances at school. If students feel they are being harassed or bullied they should speak to a teacher or a parent as soon as possible. The action that follows will be decided on in consultation with Wellbeing and Academic Mentors, Wellbeing Coordinators and the Head of Middle Years.

Students should approach their Mentor if a problem arises, otherwise they should approach a teacher with whom they feel comfortable. All students will be taken through the Bullying Policy early in the year. A full copy of this policy can be found in the Record Book, on Zenith, and the School's website.

ATTENDANCE - ABSENCES

If a student is absent, parents are required to ring before 10.00am to notify the School. We have a 24/7 absentee line and email address that provides one point of contact for parents to use to notify the School of student absences for all children, for both School and sport. Parents can now ring 9788 7800 at any time and leave a message or email absent@pgs.vic.edu.au. Please provide your child's name and year level.

This is very important as it allows us to complete our regulatory paperwork accurately. We encourage parents not to take their son or daughter out of school during term time. If this is unavoidable, however, a **written application for leave greater than three days must be addressed to the Head of Middle Years**. Should the application for leave be longer than ten days, a written application for leave must be addressed to the Principal.

BEGINNING YEAR 7

The range of curricular and extra-curricular activities at Peninsula Grammar assists individual knowledge and skill development for successful transitions into and through the Middle Years. A particular focus of our program is the transition of new Year 7 students from a Primary School environment into a Middle Years environment.

Whilst there are many similarities there are also several challenges in Year 7 and students need assistance and guidance to successfully make this transition. One part of the program includes a Connect Day where all students get to know other students in their House and also their classmates for the following year. A diverse range of activities and opportunities exist for students to develop a better understanding of the School and meet other students during the transition process.

At the end of each year there is a comprehensive student handover meeting between the current and next year's Wellbeing Coordinator and Mentors. This ensures that all concerned will have better knowledge of the learning, behavioural and other individual strengths and concerns of students.

Middle Years students who complete a satisfactory academic and co-curricular program, participate in school activities, and demonstrate good studentship during the year will be eligible for automatic promotion.



DAILY TIMETABLE

Below are the bell times for daily classes and recess/lunch. Please note registration begins at 8.40am. If students arrive after this time they are required to sign in at the Transport and Safety Manager's office (Ansett Hall bus bay) if they are in Year 7 or 8, and at the Clarke Centre reception if they are in Year 5 or 6.

DAILY PROGRAM		MINUTES
Registration	8.40-8.47	7
Period 1	8.50-9.40	50
Period 2	9.45-10.40	55
RECESS	10.40-11.05	25
Period 3	11.05-11.55	50
Period 4	12.00-12.55	55
LUNCH	12.55-1.50	55
Period 5	1.50-2.40	50
Period 6	2.45-3.35	50

INJURIES/ILLNESS

Students feeling ill should report this to their class teacher before going to the School Health Centre. No medication, pills or tablets are allowed in the School unless first approved by School Health. Generally, all medications must be retained in the School Health Centre. Any incident where a student sustains a physical injury must be reported to the School Health Centre.

LATE ARRIVALS AND EARLY DEPARTURES

Students arriving late must sign in at the Transport and Safety Manager's office and show their note. If students need to depart School early, they must bring a note from their parent or guardian, or the parent/guardian may contact their child's Wellbeing Coordinator or Mentor by phone or email. The Mentor will issue an 'Early Departure' slip which they are to take to the Transport and Safety Manager's office prior to leaving the School grounds.

LEADERSHIP POSITIONS

Within the Middle Years there are many opportunities for students to experience leadership opportunities. There are House Representatives appointed from each House in Years 5-8. These student leaders will work across a number of specific briefs and assist in a range of activities including assemblies, Chapel and classroom activities. All students are encouraged to develop their leadership skills regardless of whether they are awarded a badge.

LOCKERS

Every student in the Middle Years is allocated a locker. The maintenance of a neat locker is the responsibility of each student. At no stage is graffiti to be written on the locker and students will incur a maintenance fee if the locker is wilfully damaged. All valuable items are to be locked inside the locker, especially the notebook computer for students in Year 7 or 8. There is sufficient room inside if the student is organised and neat.

Lockers will be randomly inspected throughout the year by staff with the student present. The key system in the Perry Building for Year 7 and 8 is secure and students will be charged for replacement of lost keys. Keys are handed back to the Wellbeing Coordinator at the end of Year 7 and 8.

Middle Years students should not be going to lockers between lessons to collect/drop off books. Physical Education and music lessons are the only exceptions.

MOBILE PHONES

It is accepted that carrying a mobile phone may add a degree of safety for students on their way to and from school. Students may therefore bring a phone with them to school on the proviso that it is switched off on entering the campus and remains in their locker during the entire school day. Mobile phones are not to be taken on camps.

Students in Year 5 and 6 must give mobile phones to their teacher for safe storage. Students in Year 7 and 8 are responsible for storing mobile phones and any other valuables in their locked locker at all times.

MUSIC LESSONS/ENSEMBLES

Instrumental lessons occur throughout the day. Students are expected to remind teachers of lesson times and then attend and return to class promptly. Enquiries regarding lessons should be directed to Mrs Vicki Maclachlan in the Music Department on 9788 7733.

PERRY BUILDING DUTY YEARS 7 & 8

In order to improve the quality of the environment within and around the Perry Building and to enhance student enthusiasm and responsibility for their school, a duty system operates.

Each class is responsible for covering at least ten days of duty during the year. During their assigned week, students will meet at the Wellbeing Coordinator's office at the end of lunchtime to clean up their allocated area. Students must have finished their duty and returned to class by 2.00pm at the latest.

PERSONAL AND SOCIAL LEARNING YEARS 5-8

The Middle Years Personal and Social Learning program is a comprehensive program that aims to help develop the individual student to that student's full potential. The program looks at wellbeing, academic, personal and social issues. The Mentor takes on a pastoral role at all times with his or her students.

Any problems or concerns should be addressed to the Mentor as the first point of contact and then the Wellbeing Coordinator or the Head of Middle Years for more serious concerns.

POSITIVE EDUCATION IN THE MIDDLE YEARS

Throughout the Middle Years students have weekly lessons in the science of positive psychology and how to live a healthy, fulfilling and productive life. This includes a basic understanding of how the brain works and the biology of emotions, stress and decision making. Each term has a different theme and parents receive an email outlining the key focus of student learning.

In Year 5 students explore character strengths of wisdom, courage, and perspective along with various approaches to mindfulness. In Year 6 students look at strengths of gratitude, humour, kindness and fairness. Students examine what makes a good friend, how to embrace change and develop real-world leadership skills.

In Year 7 students are taught evidence based ways to take ownership of their own wellbeing and to appreciate the impact of their choices for mind and body. Year 8 offers a range of highly interactive programs allowing students to explore the concepts of growth mindset, mental fitness and resilience, along with opportunities to develop critical thinking and problem-solving skills.

	Term 1	Term 2	Term 3	Term 4
Year 5	Emotions	Strengths: Wisdom & Courage	Mindfulness	Mindful strategies
Year 6	Strengths: Gratitude & Humour	Strengths: Humanity & Justice	Relationships	Change & Leadership
Year 7	Growth & Kindness	Mindfulness	Five ways to wellbeing	Relationships & Physical wellbeing
Year 8	Perspective & Mindfulness	Reach Out Online Orb	Happy the Movie	Options: Drumbeat, Problem Solving, Leadership



SPORT

All students in Year 7 and 8 are expected to represent the School in a Winter and a Summer sport. These sports are chosen at the beginning of each season and students are to commit to training and playing their chosen sport for the entire season. Any possible absence, excluding illness, must be approved by the coach and the Director of Sport in advance of the event.

STUDENT CODE OF BEHAVIOUR

Students are expected to behave in a thoughtful and respectful manner at all times. Good character development relies on honesty, respect, affirmation of personal and community success, pride and acceptance of personal responsibility. All students have the right to feel safe at school and be able to discover their own individuality and strengths.

THE CODE OF BEHAVIOUR FOR THE STUDENTS OF PENINSULA GRAMMAR

1. Peninsula Grammar exists as a place where a complete education may be undertaken in a helpful and co-operative environment. To develop such an environment it is necessary to provide more than facilities for classes and sport – we need to have an atmosphere which will foster the development of the mind, body and character.

It is most important, therefore, that all associated with the life of the School regard themselves and other persons with dignity and respect, and learn the importance of co-operation in a community with many diverse interests, as well as a common concern for the wellbeing of all its members.

2. It is expected that each student will co-operate to the fullest in taking responsibility for his or her own progress by diligent and careful preparation for, and participation in the classes. It is particularly important that no student, either through neglect or lack of concern, interfere with the rights of others to pursue their courses. Therefore irresponsible behaviour in school or class, or the defiance of the authority of a teacher, will not be tolerated.
3. As it is essential that each student develops a respect for himself or herself as a person and as a member of the School community, a student must conduct himself or herself at all times in a manner which will not detract from his or her own reputation or reduce that of other members of the School. A student does not have the right either to conduct himself or herself in such a way as is likely to offend others.

Offensive behaviour will not be tolerated whether it be in the use of offensive language, smoking, drinking of alcohol, gambling, stealing or the injury of others. As some of these are offences against the law, offenders may be asked to leave the School.

4. Self-respect is also mirrored in a student's appearance and grooming, characterised by cleanliness and tidiness. Students should ensure that they display good personal hygiene, neat hair style, and a well-maintained uniform. It is a requirement of the School that the School Uniform (as prescribed in the uniform regulations) be worn to all School functions and sporting fixtures unless students are otherwise directed.
5. The mistreatment of others' property is a serious offence. Such behaviour reveals a lack of concern for the owners of that property whether these be individuals, the School as a whole, or the community, and cannot be tolerated.
6. The School offers a wide range of courses, activities and sporting pursuits. While it is understood that students could not participate in all of these they should take part in as many as possible and encourage the involvement of their colleagues. All are encouraged to attend, even if only as spectators, the major annual events of School life e.g. Celebration Evening, School plays and concerts, AGSV Sporting Competitions and such other functions as are held from time to time.
7. When a student accepts membership of a school team, club or society he or she accepts all of the commitments involved in the membership, for not to do so is a mark of little respect towards the other members of the group concerned.
8. All must recognise that there are certain legal responsibilities involved in attendance at the School. In particular a student may not leave the grounds for any purpose during the School day without special leave from the Principal, or from those to who he delegates his authority. If leave is granted the student must sign out on departure and sign in on return. After any absence from the School, a student must produce an absence note signed by his or her parent or guardian. Except in the case of illness, a student must be in attendance on all days on which the School is open, unless leave has been granted by the Principal.
9. In matters which are not specifically covered by the above code or any other School Regulation, members of the School will observe the principles outlined above concerning the dignity of each person, respect for others and their property and of mutual co-operation with the School community.
10. It is a requirement that students of Peninsula Grammar behave in a socially acceptable manner at all times, including times deemed to be "out of hours".

Continued enrolment at the School is at the discretion of the Principal and is dependent on compliance with this Code of Behaviour.

The Code of Behaviour can be found in the School Record Book together with a full list of the School rules.

STUDENT ID AND PUBLISHING CARD

At the start of the year each Year 7 and 8 student will be issued with a photo ID card which must be brought to school each day. This card will be used for printing, photocopying, signing in and out and for all uniform shop transactions. Each student is allocated a nominal allowance per month for photocopying and downloading of appropriate academic material. This is sufficient for expected costs and if the student should exceed this allowance, further credit can be purchased from a machine in the Resource Centre. Replacement ID cards are issued at a cost of \$5.00 per card and can be obtained from the Audio Visual Department at recess on Monday, Wednesday or Friday.

SUBJECT SELECTION

In the Middle Years students study a core group of subjects (English, Mathematics, Humanities, Science, Physical Education and Health, and Religion and Values Education). At the beginning of Year 7 students choose a language (French or Chinese) which they will study for two years after which it becomes an elective in Year 9. Students who choose not to study a language in Year 9 have the option of Commerce and other electives. In Year 5 and 6, students study one semester each of Chinese and French. In Year 7 and 8 students undertake a core creative arts program involving Music, Drama, Art and Design, Food Technology and MakerSpace.



SUN PROTECTION

The School adopts a Sunsmart policy and all Middle Years students must wear a hat during Terms 1 and 4. A policy of 'no hat no play' is enforced. Students without hats will be required to remain under cover of a solid structure (e.g. walkway) and will not be served at the School Tuckshop.

TERM DATES 2020

TERM 1 (8 WEEKS)	
Monday 27 January	Australia Day holiday
Thursday 30 January	First day of school for Years 5, 7 and 12
Friday 31 January	Term 1 commences
Monday 9 March	Labour Day holiday
Friday 27 March	Term 1 concludes

TERM 2 (10 WEEKS)	
Friday 10 April	Good Friday
Monday 13 April	Easter Monday
Tuesday 14 April	Term 2 commences
Saturday 25 April	ANZAC Day
Monday 8 June	Queen's Birthday
Saturday 20 June	Term 2 concludes

TERM 3 (10 WEEKS)	
Tuesday 14 July	Term 3 commences
Friday 18 September	Term 3 concludes

TERM 4 (9 WEEKS)	
Tuesday 6 October	Term 4 commences
Monday 2 November	Mid-Term break
Tuesday 3 November	Melbourne Cup Day
Friday 4 December	Academic program concludes Years 9 – 11
Tuesday 8 December	Academic program concludes Years K – 8
Friday 11 December	Term 4 concludes for Academic staff

TRANSPORT

BUSES

The Uniform Shop has Peninsula Bus Lines timetables and application forms for Bus Passes. Property left on a Peninsula bus can usually be located by telephoning 9786 7088. Staff will supervise bus waiting areas to assist with ensuring student safety.

BICYCLES

Students who ride bicycles and wish to cross Nepean Highway MUST walk their bicycles over the pedestrian overpass, ride up the bicycle path and walk across Wooralla Drive at the supervised crossing provided. Bicycles are not to be ridden in or around the School grounds. All bicycles must be left in the Bicycle Shed (located behind the Uniform Shop) which is locked daily at 9.00am and unlocked at 3.20 pm. **BICYCLE HELMETS ARE COMPULSORY.**

Scooters are not permitted as transport to or from school.

TUCKSHOP & LUNCH ORDERS

Students in Years 5 and 6 will have their lunch orders collected by monitors during Registration. Lunches are brought to the lunch areas in baskets by lunch monitors.

FLEXISCHOOLS - ONLINE LUNCH ORDERING

To help make lunchtime easier for both parents and students, we have now implemented a new tuckshop online ordering system called Flexischools. Flexischools is a fast, convenient and secure way to order and pay for Lunch Orders from home on any device including computer, iPad and mobile phone.

HOW IT WORKS

1. Parents go online at www.flexischools.com.au to set up a Flexischools account and pre-load funds to be accessed when making an order.
2. Food items can then be selected from the list and must be purchased prior to 9am on the day of collection to ensure they are ready. Recurring orders can also be made so that lunch is sorted without any fuss.
3. Prep – Year 6 students will receive their lunch orders through the normal system where the Lunch monitors collect them while Years 7 – 12 students can pick up their orders from the Tuckshop.

HOW TO SET UP AN ACCOUNT

Online account set up only takes a minute!

- Visit www.flexischools.com.au and select "Register" and enter in your email address
- Follow the link from your email address to set up your account
- Complete the New User Registration
- Select 'Add new student' and select school by starting to type "Peninsula Grammar" in the Search bar and then selecting Peninsula Grammar
- Complete the details for name, year level and class then save. Add additional students if required
- Top Up your account via Visa, Mastercard, PayPal or Direct Deposit
- Make an order by selecting from the range of options and proceed to the payment section

- Review orders by logging back in to your Flexischools account. You can set recurring orders, view transaction history or cancel orders via your Flexischools login.

FEES

- Online Ordering Fees - \$0.29 per order
- Account Top Up Direct Deposit - no charge
- Credit Card (VISA/Mastercard) and PayPal - \$0.15 +1%

For any queries regarding account setup or ordering issues please contact Flexischools direct on 1300 361 769.

UNIFORM

All students are expected to wear the School uniform correctly and with pride. A full listing of uniform requirements is in the Record Book and particular school expectations have been summarised in the start of year letter to parents.

ONLINE UNIFORM SHOP

Parents are also able to shop online and goods can be collected from the Early Childhood Centre or Clarke Centre reception the following day. Please see the [School website](#) for details.

UNIFORM SHOP OPENING HOURS

Monday, Wednesday, Friday 8.00am - 4.00pm
(closed 11.00am - 1.00pm)

Tuesday, Thursday 8.00am - 9.30am and 3.00pm - 4.00pm

UNIFORM REGULATIONS

A well-maintained School Uniform should be worn tidily and correctly both at school and between home and school. The full school uniform must be worn at all times. Shirts are to be tucked in; socks are to be pulled up. Where a situation arises concerning a student's uniform, written requests for the temporary wearing of non-regulation items must be referred to the Head of Middle Years.

Uniform must be worn to all school functions and any departure from this rule in respect of sport or excursions must be authorised by the teacher concerned.

A student whose appearance is not in accord with school rules and does not have a note from his or her parents will receive a warning to remedy the fault. If prompt action is not taken parents will be notified that the student may not return until the fault is rectified.

BLAZERS

A student wearing winter uniform must wear the School blazer to and from school. It is not appropriate to wear the School blazer with summer uniform.

BOYS' SHORTS AND TROUSERS

Boys are to wear their shorts or school trousers at waist height. Shorts should sit above the knee.

School belts are to be worn with both summer and winter uniform for boys in Years 7-12.

DRESS LENGTH

Summer dresses must be at least mid-knee in length. The hemline of winter skirts must sit at mid-calf.

HAIR

Hairstyles are to be sensible and befitting the image of the School (i.e. clean, neat and well groomed).

Hair must be off the collar and the fringe length must be off the face and not tucked behind the ears. Hair must not be shorter than a 4 comb.

Examples of inappropriate styling include, but are not limited to: tails, mohawks, shaven heads, dreadlocks, man buns, undercuts, lines, extreme high fade.

Hair may be dyed only in natural shades. Visible regrowth is not acceptable.

Males are to be clean shaven.

Girls with shoulder length or longer hair must tie it up. Ribbons and hair ties/scrunchies may be red or blue.

Hairbands/Headbands are not to be worn.

Tortoiseshell butterfly clips which are unobtrusive in size, may be worn by girls to keep hair back.

A maximum of two standard size snap clips may be worn to keep hair off the face.

HOUSE ACTIVITIES

Students are to wear navy shorts and their House polo top to Cross Country and Athletics.

Swimming - students are to wear school approved bathers.

Girls may wear House coloured hair ribbons to House events.

Other House Activities - students are to wear clothing as stipulated by their Head of House.

JEWELLERY

Watches, with small, unadorned faces and simple watchbands, are allowed. Girls with pierced ears may wear one small plain stud or sleeper in the lower ear lobe. The stud or sleeper may be silver or gold in colour. No other jewellery including tongue and/or facial studs/rings (even when covered with tape), wrist bands/bracelets or any other visible body piercings are permitted.

Students wishing to wear a visible religious icon are to apply to the Deputy Principal - Student Wellbeing, supported in writing by their parents.

Badges may not be worn in the School, unless related to a School activity, or a charity supported by the School.



JUMPERS

Jumpers are not to be tied around the waist.

MAKE-UP/NAIL POLISH

Visible make-up is not to be worn. Nail polish is not permitted.

SCARVES

Scarves are not to be worn with summer uniform, nor should they be worn to formal occasions e.g. Assembly, Music Concerts, Celebration Evening etc.

SCHOOL BAGS

Only the official Peninsula Grammar school bags (Backpack and Sports Bags) are to be used to transport student belongings to and from school.

SCHOOL SHOES

Only black leather lace-up school shoes or T-Bar (girls only) are to be worn.

SCHOOL TIES

School ties must be worn at all times – with both Summer and Winter Uniform, except in February when the School short-sleeved white shirt bearing the School crest can be worn without a tie.

A tie must be worn whenever a blazer or bomber jacket is worn.

TATTOOS

Students are not permitted to have visible tattoos.

FREE DRESS POLICY

On special occasions students are permitted to wear a selection of their own casual clothes to school instead of their normal uniform. Generally, these are held as fundraisers for selected charities, therefore a gold coin donation for each student is often requested.

Whilst it is a free dress day, the School still expects students to observe principles concerning the dignity of each person and the respect for others. Students need to be mindful of the styles of clothing and appearance that are deemed to be inappropriate at Peninsula Grammar.

In the case of girls, items considered inappropriate include singlet tops, tops that expose the midriff, micro shorts and micro skirts. This also extends to dresses with single or shoestring straps. Hair still needs to be tied back for some subjects such as Technology and Science. The School rules still apply with regard to the wearing of jewellery, make-up and nail polish.

Students should be mindful that if they are dressed inappropriately, or their appearance is deemed not suitable, then they will be required to change into more appropriate clothing or return home.

FOOTWEAR

For safety reasons, both boys and girls are not to wear any form of open-toe shoes such as thongs or sandals. All shoes should cover the toe.

PE CLASSES

If a student has a PE class or sports practice the usual PE and sport uniforms are to be worn; students will then be permitted to change back to free dress.

Students are reminded to bring their locker key on free dress day.

ASSESSMENT AND REPORTING

ZENITH FEEDBACK

The Middle Years is centred on notion of growth and knowing success. Our feedback is timely and is written to the student. This information is also made available to parents under the 'grades' section on Zenith. This feedback includes assessment task results and formative feedback on learning habits. Parents are encouraged to regularly check Zenith for all feedback, particularly prior to Parent/Teacher/Student discussions.

SEMESTER REPORTS

In the Middle Years (5-8), parents receive The Becoming Me Program summary (Semester Report) at the conclusion of Semester 1 and 2. Students are placed on a learning continuum for each subject area and Mentor teachers write a comment summarising each student's strengths and achievements throughout the semester.

In Semester 2, the report also includes a co-curricular page which lists any key co-curricular activities that a student participated in during the year. Parents are encouraged to make contact with their child's Mentor or subject teacher if they have any queries or concerns arising from the report.

We encourage parents to discuss the feedback with their children and to help them set goals for the semester ahead. If the need arises parents will be contacted and an interview arranged.

PARENT/TEACHER/STUDENT DISCUSSIONS

Parents will be advised when bookings can be made for Parent/Teacher/Student discussion via Zenith.

They are scheduled to take place on the following dates:

SEMESTER ONE:	
Year 5-6	Tuesday 24 March (4.00pm-7.30pm) Pavilion
Year 7-8	Wednesday 11 March (4.00pm-7.30pm) Zammit Centre
	Tuesday 17 March (4.00pm-7.30pm) Zammit Centre
SEMESTER TWO:	
Year 5-6	Monday 14 September (4.00pm-7.30pm) Pavilion
Year 7-8	Thursday 27 August (4.00pm-7.30pm) Zammit Centre
	Wednesday 2 September (4.00pm-7.30pm) Zammit Centre

MENTOR CONVERSATION EVENING

Early in Term 1, parents are invited to book in for a brief appointment with their child's Mentor teacher. This is an opportunity for parents to share information about their child and to ask any questions about the year ahead.



**'STRIVE FOR
PROGRESS, NOT
PERFECTION'**



HOMEWORK IN THE MIDDLE YEARS

The purpose of homework in the Middle Years is threefold:

1. To consolidate and revise learning that has taken place within the classroom
2. To prepare for further learning
3. To establish sound study techniques, self-regulation and independent learning habits that will be essential for later years.

There are also many other benefits including providing an essential link between home and school. Homework allows parents to be involved in their son or daughters learning, to engage with them in a positive manner, to readily identify any concerns or deficits within their learning, and to be informed about what the children are learning at school. Students with a keen interest in a particular subject area are able to further explore a subject that interests them and extend their learning by applying skills to new situations. Below is a suggested guide to homework.

What if they “have no homework”?

- Check Zenith to ensure there are no upcoming tasks that could be undertaken
- Review the class page to revisit some of the learning that may have taken place that day
- Consider consolidation of concepts via online software such as JacPLUS
- Choose a novel to share together. Read the daily newspaper. Find an online article of interest.

What homework is not:

- An onerous task designed to cause stress and anxiety amongst families
- A time consuming task that detracts from quality family time
- A competition to see who can do the most
- An opportunity for parents to showcase their skills
- An assessment tool for overall grades.

If set homework is taking more time than is reasonable considering the above guidelines, please raise this issue with your child's teacher.

What if homework is not completed?

- Individual teachers will use their discretion, guided by the School Policy to determine the appropriate follow up for students who do not complete the set homework by the due date
- In Year 7 and 8 Assessment tasks that are overdue will incur a consequence in order to assist students to develop sound habits for later years
- Parents will be contacted if it appears that a student is having difficulty completing homework on a regular basis.

HOMEWORK ADVICE TO STUDENTS

- Write everything down in your Record Book or note on your Outlook calendar when the task is issued, together with due dates
- Check Zenith regularly
- Review your Record Book before leaving school to ensure you have correct equipment/books to complete tasks
- Establish a regular routine and time to do your homework
- Complete any unfinished class work that night to ensure that it is not forgotten and that you do not fall further behind
- Ensure that distractions are kept to a minimum, including avoidance of television, music, mobile phones and especially Facebook or other computer distractions
- Attempt the more difficult tasks first
- Organise appropriate time portions to each task and don't leave things to the last minute
- Plan your study and homework time in advance. If you have a test or a deadline approaching, write down what you are going to do each night and stick to it
- Be sure to plan around things such as sports training or family commitments to make sure that your plans are realistic
- Re-check your Record Book to make sure everything has been completed
- Don't spend too much time on the one task. If you are having difficulty with anything consult your subject teacher before it is due
- If you can, read over your notes and write summaries before a test is imminent
- Pack your school bag the night before so that you don't leave work at home
- Talk to your parents about what you have to achieve. Sometimes just explaining to parents helps you to remember and work out problems
- Keep reading your English novels and interest material when you have spare time
- Above all, talk to Mentors if you need assistance with anything
- Ensure that you catch up on any work missed through absences. It is your responsibility to talk to your teachers about what you missed and what you need to do to catch up.



'THE PHYSICAL, SOCIAL AND EMOTIONAL WELFARE OF OUR STUDENTS ARE AS IMPORTANT AS ACADEMIC PROGRESS; HENCE OUR SCHOOL HEALTH CENTRE PLAYS A VITAL ROLE IN THE EVERYDAY LIFE OF STUDENTS.'



STUDENT SERVICES

SCHOOL HEALTH

The physical, social and emotional welfare of our students are as important as academic progress; hence our School Health Centre plays a vital role in the everyday life of students. The Health Centre incorporates full time qualified nurses, assistants and welfare coordinators. If parents have concerns or information that the School needs to be aware of, we ask that you contact the relevant department as early as possible.

Nurses are on campus at the Health Centre in the Student Services Centre from 8.30am to 4.35pm Monday to Friday. If a student becomes ill or injured during the day, they should report to the Health Centre for assessment and treatment. If the nurse considers that the student is unwell enough to go home, she will contact a parent or guardian to arrange for the student to be picked up from school.

Students themselves should not contact their parents to arrange to leave school. The Health Centre also arranges periodic immunisations that are made available by the local Shire Council and State Health authorities.

The Health Centre direct telephone extension is 9788 7712, mobile: 0419 581 302, email: schoolhealth@pgs.vic.edu.au.

STUDENT SERVICES

At Peninsula Grammar we provide a safe and respectful learning environment through our commitment to wellbeing. We endeavour to provide every student with the support they need to Learn. Grow. Flourish! We have a team of counselling and health professionals to assist students and their families. The School Counsellors are located in the Student Services Centre. Students may request to see a counsellor themselves or be referred by a parent or staff member. The counsellors make time available to help students with personal problems, social difficulties, organisation concerns, or to assist in developing specific study techniques.

Services include:

- Counselling
- First-aid
- Consultation
- Assistance with referrals to external agencies
- Specialist programs.

If you are interested in more information, please speak to your child's Mentor or contact Lyn Bylart on 9788 7823.

WELLBEING AND POSITIVE EDUCATION TEAM



Mrs Lyn Bylart
Head of Wellbeing



Ms Therese Joyce
Director of Positive
Education & People



Ms Rachel Larke
School Counsellor



Ms Lauren Nelson
School Counsellor



Mrs Deborah Harris
Health Services
Manager



Mrs Sarah Watson
School Nurse



Ms Kelli Butler
School Nurse

DEPARTMENT OF LEARNING SUPPORT

The Department of Learning Support (DLS) operates throughout the School and has the primary role of supporting students of all abilities with differences – physical or academic. The Department is involved in identifying students' needs and documenting support strategies. The primary function of DLS is to support and encourage the best individual student outcomes.

WELLBEING

UMATTER

uMatter is a whole-school approach to supporting the wellbeing of students and their families. uMatter is a combination of the [MindMatters](#) wellbeing framework coupled with the science of Positive Psychology.



Peninsula Grammar will aim to continually improve in four keys areas, as these have been proven to make a positive difference in the lives of young people, including:

1. Building a positive school community.
2. Social and emotional learning.
3. Partnering with Parents and Families.
4. Support for students experiencing mental health difficulties.

WELLBEING PROGRAM

A comprehensive wellbeing program has been designed to suit the developmental needs of all Middle Years Students. At this stage of the lifespan, peer relationships become increasingly important, however navigating the social landscape can be challenging at times. In the Middle Years we have carefully selected programs and guest speakers that will help build positive peer relationships by giving all student critical social and emotional skills.

The curriculum is based around a collection of evidence informed programs, such as: beyondblue, The Men We Need, Beautiful, Department of Education Get Ready and Safe Schools Hub. A variety of experts will also be engaged to provide current information to students about relevant topics.

- Brainstorm Productions – Bullying
- Elevate – Study Skills
- Genevieve Bailey: I am Eleven
- SECASA – Feeling Safe Together
- SECASA – Safety Online and Respectful Relationships
- SECASA – Respect, Protect, Connect.

RESOURCES FOR PARENTS

PARENTLINE

Supports and nurtures positive, caring relationships between parents, children, teenagers and the significant other people who are important to the wellbeing of families. Visit the website for more information or call 13 22 89.

RAISING CHILDREN NETWORK

Is an Australian parenting website that provides comprehensive, practical child health and parenting information and activities covering children aged 0-15 years.

FAMILY RELATIONSHIPS ONLINE

The advice line complements the information and services offered by Family Relationship Centres. The website offers access to information about family relationship issues, ranging from building better relationships to dispute resolution.

LIFELINE

Lifeline provides all Australians experiencing a personal crisis with access to 24-hour counselling support and suicide prevention services that can be accessed by calling 13 11 14 or on their website.

BEYONDBLUE

Is a national, independent, not-for-profit organisation working to address issues associated with depression, anxiety and related substance-use disorders in Australia. If you need help you can contact 1300 22 4636 or visit the website to seek support.

RESOURCES FOR STUDENTS

REACHOUT




ReachOut is a leading youth mental health website. It provides practical tools and support to help young people get through everything from everyday issues to tough times. The website has factsheets, tools, apps, videos and forums.

YOUTH BEYONDBLUE

Youth beyondblue provides information on a range of topics and issues that are relevant for young people. The website also allows young people to link in with free confidential counselling either by phoning 1300 22 4636 or webchat.

HEADSPACE

Headspace is a national mental health service for young people aged 12-25 years. The website has a number of factsheets on a range of topics and helps young people link in with their local centre. There is also eheadspace which offers free confidential counselling via webchat or phoning 1800 650 890.

APPS	NAME	COST	
	Music eScape	Free	Developed by Young and Well Cooperative Research Centre. This app allows you to create a mood map of your existing music library and select music to express and enhance your mood.
	ReachOut Breathe	Free	Developed by ReachOut a leading online youth mental health service. This app can measure heart rate and helps guide deep breathing by touching the screen.
	Smiling Mind	Free	Developed by Psychologists this app provides different meditations and mindfulness exercise for every age group. It also allows you to rate your mood and track your progress.
	ReachOut WorryTime	Free	Developed by ReachOut this app allows you to set time aside to deal with worries so they don't become intrusive. This is a great brain training exercise to keep stress and worries at bay.

For information about other apps that will boost your wellbeing visit ReachOut [Toolbox](#).

KIDS HELPLINE

Kids Helpline offers information and counselling for people aged 5 to 25 years old. The counselling is free and confidential and can be accessed by calling 1800 55 1800, emailing counsellor@kidshelpline.com.au or [webchat](#).

FOR INFORMATION ON HOT TOPICS

For tip sheets on a range of wellbeing topics please visit the following [link](#).

LOCAL PROFESSIONALS

If you or a family member needs support, below are a couple of directories that may assist you to find the right service.

[Child & Youth Services](#). Mornington Peninsula Child and Youth Directory helps families find information and service providers relevant to their needs.

[Health Services](#). Health Engine helps you search for Doctors, Dentists, Psychologists and many more health professionals in your local area.





**'THE MOST SUCCESSFUL
PEOPLE IN LIFE ARE
THE ONES WHO ASK
QUESTIONS. THEY ARE
ALWAYS LEARNING.
THEY ARE ALWAYS
GROWING. THEY ARE
ALWAYS PUSHING.'**
ROBERT KIYOSAKI



COMMUNICATION

Peninsula Grammar uses a range of tools to communicate with parents. These include:

EMAIL

Emailing parents directly allows for timely communication about what's happening in the classroom and also to share information about important events or activities. While we can email both parents or guardians nominated on the enrolment form, we usually only email the primary contact to avoid duplication. Please ensure your email address is kept up to date to ensure we can contact you when needed, and you do not miss out on pertinent information.

SCHOOL INTRANET SITE, ZENITH

Zenith is our learning management system and our main communication tool for staff, students and parents. It is used both as a learning tool for students as well as a place for parents to find information about what's happening in the classroom and around the School. Zenith also includes information about camps, excursions and key dates for upcoming events.

Parents will have their own username and password and are encouraged to regularly check Zenith. When students or parents access Zenith using their password, an individualised page will list homework and current assessment tasks that are password protected. This allows you to keep up to date with your child's learning. The class blog will appear on the site as well as information about daily happenings in the School. The news section is updated on a weekly basis with the news for the week ahead which is published every Thursday. All families have access to the site. If you have any trouble accessing Zenith, please feel free to contact the School.

SOCIAL MEDIA

The School has multiple ways for you to connect via social media: Instagram, Twitter, LinkedIn and Facebook where we regularly post information on activities and key events happening around the School.

Most Year levels also have their own Facebook page. Please search for your child's Year level page and request to join. Please note that the School or PSPA does not administer these Year level pages, however, the School may use them to keep you informed.

WEEKLY BULLETIN

Parents receive a weekly email with all the latest news and upcoming events.

PENINSULA IN PROFILE - OUR SCHOOL MAGAZINE

Pen in Profile – our school magazine is a great read for parents, family and students alike. It highlights the achievements of the term prior including stories from our students, staff, Parent Association and Alumni. It also includes information about upcoming events.

CAREMONKEY

CareMonkey is a health and safety system that automatically keeps up to date medical and emergency contact details for all students. It is an innovative parent controlled program used to seek and document consent from parents for students to participate in or attend events or activities such as excursions, sporting activities and camps.

A CareMonkey profile is only completed once and provides parents the opportunity to update medical and emergency contact information promptly and accurately while providing Peninsula Grammar with instant access to the information provided.

Once the profile has been completed, consent via CareMonkey for any School event should be instant.

Parents can use a PC, laptop, tablet or smartphone to enter the details including:

- Emergency contacts
- Medical checklist - anaphylaxis, asthma, allergies, diabetes, seizures etc
- Ambulance and health insurance details
- Any other care instructions from parents/guardians.

When a student commences at Peninsula Grammar, we will send an email invite via CareMonkey to the primary contact parent email which includes instructions on how to get started. You MUST update your child's profile to be able to start using CareMonkey.

SCHOOL APP

The School app is available free from the iTunes store for iPhone and iPad users and from the Google Play app store for those with an android smartphone. iPad users can download the app for iPhone which also offers complete functionality on the iPad. Just search for Peninsula Grammar and look for our crest. The app provides alerts, calendar events, school news and other valuable pieces of information for parents.

TEXT MESSAGES

Parents may be contacted via text using the mobile numbers provided at enrolment for important or urgent information that needs to be delivered in a timely way. This includes notices of sport cancellations, and changes to usual school practices that take effect immediately as a result of emergency situations or a critical incident.

Of course parents will always be contacted via phone when there are key issues to discuss relevant to your child or in an emergency that directly affects your child.

Our commitment to keeping you informed relies significantly on having accurate contact details for you so please ensure you let us know when these change.



**‘THE CAPACITY
TO LEARN IS A
GIFT; THE ABILITY
TO LEARN IS A SKILL;
THE WILLINGNESS TO
LEARN IS A CHOICE.’
BRIAN HERBERT**



MIDDLE YEARS CURRICULUM

YEAR 5

The Year 5 Program is an evolutionary educational design that proudly targets individual student growth. Students are exposed to a variety of experiences throughout the year, that help them make sense of who they are, where they live and how they can contribute meaningfully to the world they inhabit.

Particular emphasis is placed on interdisciplinary studies through an in depth study of Melbourne. Students study the history of the city and what shaped it, paying particular attention to the Gold Rush, immigration and the impact of Gold on the development of Melbourne from the 1850's.

A highlight of the project will be a visit to Sovereign Hill in Ballarat where students will see first-hand much of the history of our State. Students will also visit Melbourne and view many of the significant landmarks of our city and use this information to transfer their knowledge into a Minecraft Project, that inspires them to construct, develop and consolidate their understanding of the impact of gold on Melbourne.

As they journey throughout the year students will make use of our 'MakerSpace' to enhance their 21st century learning skills and build upon their digital thinking skills. The Genius Hour project will challenge students to pose and investigate a non-googleable question that encourages students to consider how they could contribute to their community in a positive way and have a significant impact on the environment.

This program provides our Year 5 students the opportunity to understand how they learn, what they are interested in learning and what excites them as learners.

YEAR 6

The Year 6 Program builds upon the skills and opportunities afforded our Year 5 students with continued focus on personal growth, involvement in the community, and exploration of what it means to be a global citizen.

Specific emphasis is placed on teamwork, resilience, innovation and multi-literacies through a detailed study of 'Economics and Enterprise.' Using the 'MakerSpace' students work collaboratively to develop a small business, where they design, create, market, and eventually sell a product at our annual Market Day. Students research and nominate local Mornington Peninsula charities (who receive all proceeds from the Market) and learn the importance of giving back to create positive change.

Students develop a greater sense of belonging on the Wilson's Promontory Camp which builds on their developing relationships and helps improve geographical understanding of local regions whilst exploring the human impact on environments over time. Students explore indigenous historical land use and develop an appreciation for the importance of National Parks and sustainability.

As the students journey throughout the year, greater complexity is established in a focus on current affairs in Australia and the importance of being a good global citizen. Students explore 'Civics, Citizenship, Democracy and Australia as a Nation,' through studying migration and notable Australian refugees. They learn valuable lessons

about persistence, hardship and resilience whilst exploring the benefits of cultural and ethnic diversity.

The students' investigation of what it means to be an active member of first a local, then a global community culminates in a trip to Canberra, where they see their learning come to life through opportunities to become Members of Parliament for the day and understand further the democratic systems that govern our land.

Year 6 builds autonomy in every individual and a sense of ownership over behaviours, learning and positive actions that contribute meaningfully to the world around them.

YEAR 7: NIGHT OF NOTABLES

In Semester 2 the Year 7 cohort work across all subject disciplines on a project "Night of Notables". It is multifaceted and concludes with an evening presentation to parents and friends where the students portray their choice of notable character. This is an enjoyable but quite demanding exercise.

Students select and research an historically important individual and then present their findings 'in character'. It allows students to display their skills of research, writing, presentation, drama, costuming and organisation. In the past the School community has been impressed by the work completed and displayed on the evening. Dates and plans are advertised on Zenith close to the event with preparation beginning in Term 3 and the students presenting their work early in Term 4.

Night of Notables - Thursday 10 September

YEAR 8: INTERDISCIPLINARY PROJECT

The Interdisciplinary project week in 2018 was a great success and will continue this year. The project will encompass a range of disciplines including Science, Maths, English, Humanities and The Arts. Students will work outside the constraints of the usual timetable and instead will be involved in self design projects working in small teams. The students will be provided with a challenging scenario which they must complete prior to the exhibition at the conclusion of the week. The project will take place during Week 9 of Term 2.

Year 8 Interdisciplinary Project - Friday 19 June

YEAR 8: STUDENT LED CONFERENCES

During the student-led conference, the students lead the conference while teachers and parents listen and then discuss the information presented. The students are responsible for sharing their reflections on achievements and challenges. Each student will prepare a digital portfolio to showcase their learning. It is not about grades or results but more about a learning mindset whereby students, parents, and the Mentor are able to discuss how to help the student learn more effectively.

Year 8 Student Led Conference - Tuesday 27 October and Thursday 29 October



PENINSULA GRAMMAR OUTDOOR EDUCATION PROGRAM & PDP

Students time at the Outdoor Education Programs will enable them to gain an appreciation of the outdoors, become more aware of how to care for natural environments, how to look after themselves in an unfamiliar environment and understand how the natural environment can influence their experience at camp, and how to take measures to deal with those factors.

YEAR 5

Monday 2 March – Wednesday 4 March: Philip Island Camp.

Wednesday 28 October – Friday 30 October: Ballarat Study Tour.

YEAR 6

Monday 2 March – Friday 6 March: Wilsons Promontory Camp.

Monday 26 October – Friday 30 October: Canberra Study Tour.

YEAR 7

Monday 2 March – Friday 6 March: Summit Camp in Trafalgar, Gippsland.

YEAR 8

Monday 2 March – Friday 6 March: Outdoor Education Camp.

Mobile phones are not to be taken on camps.

Further details will be provided to parents and students closer to the time.

PERSONAL DEVELOPMENT PROGRAM (YEAR 7 & 8)

The integrated PDP program allows Year 7 and 8 students to explore both life experience and community service based activities. It is designed to allow students to experience a range of personal interest, community service and leadership opportunities outside of the mainstream curriculum.

Cadets is considered to be both a life experience and service based program that is available to Year 7 and 8 students. Students may also be invited to participate in the Advanced Skills Squads for various sports. The Personal Development Program occurs every Day 3 during Period 5 and 6. Students choose their activity early in the semester and this choice needs to be ratified by their parents as a cost is usually incurred for the activity.

Students are encouraged to pursue a variety of interests and are made aware that they will not necessarily gain their first or second choice. Once approved, students may not change activity until the next semester, unless injury or illness prevents them from participating. It is the student's responsibility to see that relevant permission forms have been completed and, if travel is involved, that the student arrives at the buses at the scheduled time.





PLAGIARISM POLICY IN THE MIDDLE YEARS

Plagiarism is defined as the 'part or whole use of others' work without acknowledgement or attribution'. A student will be deemed to have plagiarised if their work can be proven to resemble or replicate someone else's work through use of the same sentences or paragraphs, structure or layout, beyond what could reasonably be considered normal given the respective nature of each task. All students receive explicit instruction about what constitutes plagiarism both within the classroom and at the preliminary year level assembly. All cases of plagiarism are to be managed as follows:

1. If a student is found to have plagiarised either a peer or a source, the matter is to be referred to the Wellbeing and Program coordinator, who will, together with the student's teacher and the relevant Head of Department, discuss the serious nature of the action with the student at a formal meeting.
2. Following the meeting, the teacher involved will contact the student's parents via either telephone or email and inform them of the situation, outlining what has occurred and what is now expected.
3. The student is expected to resubmit the task in question in its entirety free of plagiarised material.
4. The student will be required to attend an **academic tutorial during lunchtime**.
5. Should the student have plagiarised from a peer who knowingly lent their work to that student, the student whose work has been plagiarised will receive an official verbal warning of academic misconduct from the Head of Middle Years and the relevant Head of Department.
6. Any student involved in a second or subsequent case of plagiarism, including students who are found to have lent their work to others to copy on a second or subsequent occasion, will in addition receive a detention as deemed appropriate by the Head of Middle Years.





MIDDLE YEARS ICT ACCEPTABLE USE POLICY

At Peninsula Grammar students are provided with access to email, internet and intranet facilities via the School's network. Below are guidelines governing the acceptable use of all of these facilities. By using the Peninsula Grammar Network students agree to accept the terms and conditions outlined here and in the complete Middle, Pre Senior and Senior Years' ICT Acceptable use policy which is available to view via Zenith.

NETWORK

Students must keep their password confidential at all times. If a student suspects that someone else is aware of their network password, they should contact the IT Service Centre to have their password altered

Any student with a non-school issued notebook who wishes to access the network must first have the Service Centre configure their notebook with the appropriate software which includes the School's security client

Upon logging on to the School network, the individual understands that his or her actions may be monitored at any time

Monitoring of user accounts may include tracking of web pages visited, viewing of sent and received emails, monitoring all material downloaded from the internet, and scanning of files saved on the individual's allocated storage space

The School network is integral in the development and delivery of the curriculum. Students found attempting to violate or compromise the integrity of the network by any means are guilty of a criminal offence and will be dealt with accordingly

Under no circumstances will an individual store any games, music, or other related non-school materials on their personally allocated storage space.

EXTERNAL WIRELESS MODEMS / HOTSPOT / TETHERING

The School provides a wired and wireless network for students. Hence, there is no need for students to have external wireless cards, USB modems or Hotspots. These devices must not be utilised or brought to school.

INTERNET

The individual using the Peninsula Grammar internet connection is responsible for all material accessed under their account

The internet connection is to be used for school research, assignments and other school-related activities only. The internet is a valuable research tool and all students are encouraged to use it, provided it is used appropriately

The Peninsula Grammar internet connection is not to be used to download material that is unrelated to school. This includes games, music, movies and other such material

The Peninsula Grammar internet connection may not be used to stream any content unrelated to school activities

Students' internet use is monitored at all times and high bandwidth users will be spoken to by the appropriate Head of House, Wellbeing Coordinator, or Head of Learning Area

Whilst the School endeavours to block as many unacceptable sites as possible via content filtering software, we realise that no blocking software is 100% effective. If a student comes across an unacceptable site, it is their responsibility to report this to the Service Centre who will add it to the blocked list. Students must not knowingly attempt to access unacceptable content

Students are prohibited from accessing or downloading various social media programs whilst at school. These include but are not limited to Facebook, Instagram, Tumblr etc

Students under no circumstances are to attempt to bypass the content filtering software



Your school issued password is not to be used on any other non-school supplied digital platform. Personal online services should be created and accessed with your own personal email address and associated password.

EMAIL

Peninsula Grammar provides an email account for all users

Email is to be used for electronic communication between two parties. It is not to be used for "spamming" or sending unsolicited "junk mail"

Students are encouraged to exercise great care when creating email messages. At all times students should use appropriate language and images when sending email

No student is to harass another person. Email is considered harassment if it offends the receiving party in any way

Students are not to send unauthorised broadcast messages

Students are not to send messages containing private information about themselves or any other person, nor should anyone forward to another person a message sent to them privately, without the permission of the sender

Any user who feels uncomfortable about a message they receive or which they consider to be inappropriate must report it immediately to a staff member

Students' school email addresses are not to be used for personal email subscriptions such as Facebook, Twitter, TwitchTv etc.

SCHOOL SOFTWARE

Students "lease" the Microsoft operating system and Microsoft Office on an annual basis. When students leave the School other than on Year 12 Graduation, they are responsible for removing the "leased" software and replacing it with the original operating system. The Service Centre may be of assistance with this. If the software is not removed it will cease to work after a period of time. Students graduating at the end of Year 12 are entitled to receive a licensing code that will allow the Microsoft Operating System to continue working. This can be applied for towards the end of the year.

BACK-UP RESPONSIBILITIES

It is the individual's responsibility to back up their notebook data on a periodic basis. Backups should be at least once a week, preferably to an external device. If

an individual's notebook computer fails, and he/she has not performed a backup, only the individual can be held responsible for the loss of any data. The IT department is not responsible for backing up student notebook data and cannot be held accountable for any loss. Students should utilise their OneDrive storage space wherever possible to protect against hardware loss or failure.

MOBILE PHONES

It is accepted that carrying a mobile phone may add a degree of safety for students on their way to and from school. Students may therefore bring a phone with them to school. The following outlines the expectations for students.

Year 5 and 6 students must hand their phone to their class teacher on arrival as they do not have 'lockable' lockers

Year 7 and 8 students must have their phone locked in their locker from 8.40am until 3.35pm

Phones are not to be used at recess, lunchtime, during classes, mentoring, registration or PDP unless it is a specific requirement of the lesson and a teacher has granted permission for them to be brought to class on that specific occasion

Permission must be sought before taking photos or videoing in any area of the School

Should any student not adhere to this policy, their phone will be collected by a teacher and placed in a locked cupboard in their Wellbeing Coordinator's office for them to collect at the end of that day. Repeated instances of phone confiscation may lead to further consequences

In some special circumstances exceptions to this policy may be made and will be managed by the Head of Middle Years

In an emergency parents can contact their children through the Middle Years reception on 9788 7748 or through their child's mentor

All students are responsible for maintaining their own mobile phone security and must ensure that the above guidelines are followed at all times. The School will not be held responsible for any lost or stolen phones.

MIDDLE YEARS ICT ACCEPTABLE USE POLICY

The full Middle, Pre Senior and Senior Years' ICT Acceptable use policy is available to view on Zenith at any time.



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info@pgs.vic.edu.au | +61 3 9788 7777 | 20 Wooralla Drive, Mount Eliza, VIC 3930 | www.peninsulagrammar.vic.edu.au

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