



PENINSULA

GRAMMAR

INSPIRING PERFORMANCE



SENIOR SCHOOL HANDBOOK

2021

SENIOR SCHOOL HANDBOOK

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KEY CONTACTS

Senior School Reception:
9788 7621
Jaffray House (after hours):
9787 7977
Heather Reilly House (after hours):
9788 7893
Director of Outdoor Education:
0428 544 471
Wet Weather Saturday Sport:
9788 7625
Other Enquiries re Saturday Sport:
0429 947 479
School Health:
0419 581 302
Absentee Line:
9788 7800

STAFF

SENIOR EXECUTIVE

Principal: Mr. S. Johnston
Deputy Principal: Mrs. L. Gowdie

SENIOR STAFF

Chaplain: Rev. M. Sweeney
Director of IT: Mr. G. Newland

SENIOR SCHOOL MANAGEMENT

Head of Senior School: Mrs. S. Curtis
Deputy Head of Senior School:
Dr. M. Barnes
Director of VCE Studies -
Mrs. M. Wolsley-Findlay
Head of House – Ansett:
Mr. P. Furman
Head of House – Carr:
Mrs. M. Slade
Head of House – Clarke:
Mr. G. Kennedy
Head of House – Country:
Mrs. A. Haugen
Head of House – Newton:
Mrs M. Newham
Head of House – Town:
Mr. L. Carbonel

CO-CURRICULAR OFFICERS

Acting Director of Sport: Mr. M Harbourn
Head of Girls Sport:
Ms. Melissa Cunnington
Boys Sport Coordinator: Mr. S. Dacy

HEADS OF DEPARTMENT

Art, Design & Technology:
Mrs. E. Davenport
Classroom Music: Mr. R. Savage
Commerce: Mr. S. Downie
Drama: Mr. S. Mackie
English: Mrs. J. Malcolm
Ensemble and Studio Music:
Dr. R. Vaudrey
Humanities: Ms. M. Dwyer
Learning Support: Ms. Katie Tribe
Mathematics: Mrs. C Utber
Physical Education: Mrs. C. McCullum
Religious Studies: Rev. M. Sweeney
Science: Mrs. T Earl

STUDENT SERVICES

Manager - Student Futures and
Pathways: Mrs. S. Thompson
Head of Boarding: Mrs. K. Beagley
School Counsellors:
Mrs P Wheeler, Ms. L. Nelson



INTRODUCTION

Welcome to the Senior School. The journey from Year 10 to 12 is an exciting one for every young person and we feel very fortunate to be part of it with you. We believe that the journey should be one that is enriching, stimulating and one that explores the development of valuable skills and dispositions.

As we saw last year in 2020 more than ever before, we live in an ever changing world. The future of our society is based upon our ability to change and grow. Every single one of us at Peninsula Grammar demonstrated our capacity for growth, flexibility and resilience in 2020 more than ever before. We now need to continue to build on these characteristics, applying all that we learnt last year to continually help us grow into better people. It is vital that during your schooling years you develop the ability to live in an ever changing world. As you progress through the final stage of your secondary education, 'Inspiring Me', you will be challenged to be creative problem solvers, you will be encouraged to understand the importance of lifelong learning and you will be provided with opportunities to cultivate effective communication skills.

In addition, you will be able to collaborate with others during classes or in the open spaces and you will discover the value of the effective use of technology. You will be presented with many possibilities at Peninsula Grammar and we hope that you will make the most of these, whilst striving to do your very best in all that you undertake.

During your time in the Senior School there will be a strong focus on 'personal growth', as without growth there can be no learning. At Peninsula Grammar we embrace the notion of having a growth mindset in all aspects of life. With a growth mindset the natural thought is 'I can' rather than 'I can't' and it is the former that is exciting. A growth mindset allows passions to be pursued and dreams to be realised. It also assists in creating a dynamic schooling environment; an environment where appropriate learning occurs and most importantly an environment where you believe that you can achieve and flourish.

Within the Senior School we place a strong emphasis on Wellbeing and Positive Psychology and you will be challenged to embed the principles of Positive Psychology into your daily life. Recent research shows that activities such as: expressing gratitude, initiating random acts of kindness, exercising or practising mindfulness can improve one's wellbeing. Meaning and purpose are also explored through service learning and I hope that you will become involved and learn about the value of being a responsible and active citizen.

Our House-based pastoral care system provides support for each student and opportunities for them to develop stronger connections within our Senior School community.

Ensure that you take the time to get to know your peers and the staff of the School. You have a dedicated team to support you throughout your journey. This includes: your Mentor, Head of House, teachers, the School Counsellors, the Director of VCE Studies and the Manager: Student Futures and Pathways. Strong relationships are very important and I encourage you to develop open and respectful relationships within the community, relationships that are built on the basic values of trust, forgiveness, integrity, hope and compassion.

I look forward to sharing your journey, getting to know you, celebrating your successes and watching you flourish.

Mrs. Sharyn Curtis
Head of Senior School



SENIOR SCHOOL LEADERSHIP TEAM



Dr. Mark Barnes
Deputy Head of Seniors School



Mrs. Sharyn Curtis
Head of Senior School



Mr. Paul Furman
Head of
Ansett House

House Mentors x 5



Mrs. Melinda Slade
Head of
Carr House

House Mentors x 5



Mr. Greg Kennedy
Head of
Clarke House

House Mentors x 5



**Mrs. Anne-Lise
Haugen**
Head of
Country House

House Mentors x 5



**Mrs. Melissa
Newham**
Head of
Newton House

House Mentors x 5



Mr. Lionel Carbonel
Head of
Town House

House Mentors x 5



**Mrs. Melissa
Wolsley-Findlay**
Director of VCE
Studies



**Mrs. Heather
de Morton**
Senior School
Administrator

HEAD OF SENIOR SCHOOL

The Head of Senior School leads and manages the activities of students and teachers, in line with the School's vision. She is responsible for the smooth running of the Senior School, including curriculum, pastoral care of students, discipline and general organisation.

DEPUTY HEAD OF SENIOR SCHOOL

The Deputy Head of Senior School provides strategic direction, leadership, expert advice and coaching in best practice teaching and learning in the Senior School. The DHSS provides support to individual students with regard to academics and wellbeing and works with other Senior School staff, including Head of Senior School and Heads of House to ensure the smooth running of all aspects of the Senior School.

DIRECTOR OF VCE STUDIES

The Director of VCE Studies is primarily concerned with the day-to-day administration of the School's VCE program: enrolments, assessment and reporting processes and the dissemination of

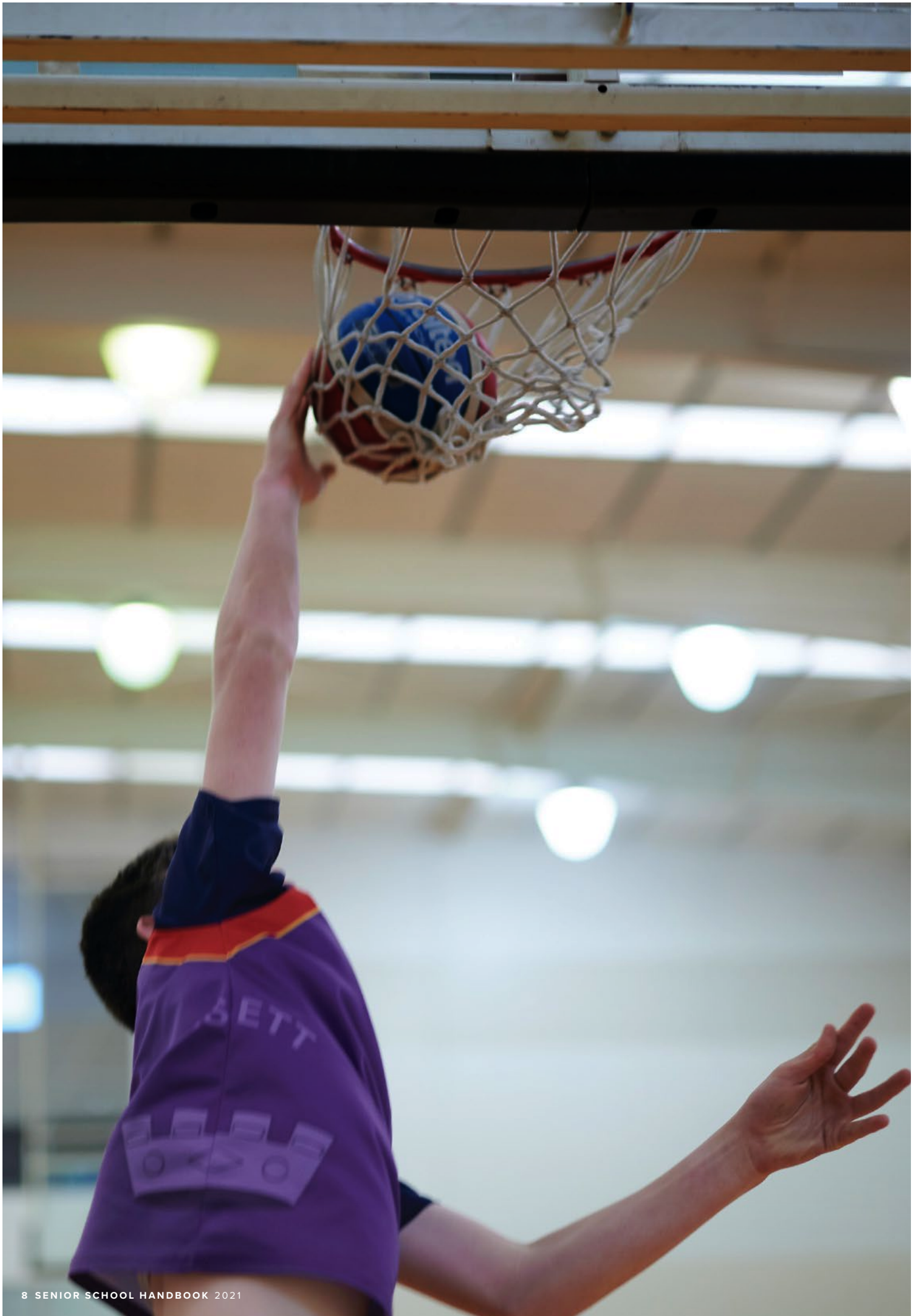
key information to students, parents and staff. The Director of VCE Studies works closely with the Heads of House, the VASS coordinator, and staff of the Careers Department with respect to the particular programs and learning needs of students in the Senior School.

HEAD OF HOUSE

The Head of House is responsible for the welfare and progress of all students in their care and the management and direction of staff working within the House. The role provides an opportunity to develop a meaningful relationship with students, and thus, a chance to play a significant role in their overall education – academic, physical, spiritual and moral – and in doing so give them the opportunity to recognise and develop their talents.

HOUSE MENTORS

House Mentors in the Senior School will work with students to improve student academic outcomes in a manner which is consistent with the core values of the School. House Mentors will take into consideration the social, emotional, physical and spiritual wellbeing of students when supporting their academic growth.



COMMUNICATION WITHIN THE SENIOR SCHOOL

WHO TO CONTACT?

The parent's first point of call in most cases is the child's Mentor. Should further information be required, please contact the following staff:

Classroom specific concerns:
Classroom teacher
Student academic progress update:
Classroom teacher or Mentor
Pathway queries:
Careers' department
Subject selection queries:
Director of VCE Studies
Wellbeing concerns:
<div>Low Level Mentor</div> <div> <div> </div> <div>Medium and High Level Mentor and HOH</div> </div>
Reporting or curriculum matters:
Deputy Head of Senior School
Assessment/examination matters:
Director of VCE Studies
General VCE queries:
Director of VCE Studies
General Senior School program queries:
Deputy Head of Senior School



DAILY ROUTINE

OUTLINE OF THE DAY

It is important that students arrive at school by 8.35am to ensure they are ready and organised for the day ahead and arrive at registration at 8.40am. Students are expected to be at class on time. Class times can be found here. Students who arrive late to school (any time after 8.40am) must sign in at Zammit Centre Reception. If a student is regularly late they will be required to meet with the Head of Senior School.

PENINSULA GRAMMAR SENIOR SCHOOL DAILY PROGRAM

YEAR 5 – YEAR 12	TIMES	MINUTES
Registration	8:40 – 8:47	7
Period 1	8:50 – 9:45	55
Period 2	9:45 – 10:40	55
Recess	10:40 – 11:05	25
Period 3	11:05 – 12:00	55
Period 4	12:00 – 12:55	55
Lunch	12:55 – 1:45	50
Period 5	1:45 – 2:40	55
Period 6	2:40 – 3:35	55
After School (if on campus) Attend to school commitments or gather in designated Year 10, 11 or 12 areas	3.35pm – 7.00pm (Mon – Thurs)	235
	3.35pm – 5.00pm (Fri)	115

Please note that the Zammit Centre is open for additional study during the following times:

Monday – Thursday: 7.30am – 7.00pm
Friday: 7.30am – 5.00pm

LOCATION AND TIMES FOR STUDY AND MENTORING IN THE ZAMMIT CENTRE

REGISTRATION

- All Year 10, 11 and 12 students will be located within the Senior School Precinct (Zammit Centre and VCE Science Centre and Year 10 Centre).

HOUSE MENTORING

- All Year 11 and 12 students will meet with their Mentor group in the Senior School Precinct

PRIVATE STUDY TIME

- Year 12 students may study on any level in the ZC building
- Year 11 students may study in The Commons, the silent study retreat, and on the lower level. Please note, very few students in Year 11 will have private study periods (VET students)
- Year 10 students do not have private study periods.

AFTER HOURS STUDY

- Year 12 students may study on any level in the building or the silent study retreat
- Year 11 students may study in the Commons, the silent study retreat, and lower level
- Year 10 students may study on the middle level in designated rooms.

STUDY DURING RECESS AND LUNCH TIME

To ensure that specific zones of the Zammit Centre are areas that are conducive to effective study the following guidelines are in place:

- Year 12 students are welcome to utilise all floors of the Zammit Centre
- Year 11 students are welcome to utilise The Commons, the silent study retreat, the middle level and lower levels of the Zammit centre
- Year 10 students are only permitted in the Commons or Year 10 Centre during this time.

CLASSES

- The furniture configurations within specific rooms are often suited to specific classes. As a result, Unit 1/2, Unit 3/4 and some Year 10 classes will be held on all three levels.

TABLE TENNIS

- All Year 11 and 12 students are welcome to utilise the table tennis facility.

LOCKERS

- All Year 11 and 12 student lockers will be grouped in Year level House clusters within the Zammit Centre building
- All Year 10 students will be placed in Year 10 House clusters in the Year 10 Centre.

LATE ARRIVALS AND EARLY DEPARTURES DURING THE SCHOOL DAY

The health and safety of our students is something that we placed a strong emphasis on here at Peninsula Grammar.

Therefore, it is important that a consistent process is followed when students arrive late or are required to depart the school grounds during school hours.

Students arriving late must sign in at Zammit Centre Reception and show a note from their parent/guardian explaining the lateness.

If a student needs to depart school early, a parent email or phone call to Zammit Centre reception is required. The student must then sign out at Zammit Centre reception at the appropriate time.

Please note: a text message from a parent will not be accepted as appropriate communication when requesting an absence from school.

EXTENDED LEAVE OF ABSENCE

Time away from the school day in the Senior School can place great pressure on students as they try to catch up independently. For this reason, leave is not normally granted during term time unless there are extenuating circumstances. If the student requires an extended leave of absence for up to ten days from the academic program, please send the request by email to the Head of Senior School, or for leave greater than ten days, addressed to the Principal. If leave is granted, it is the student's responsibility to catch up on work missed. They are expected to communicate with their teachers and Head of House prior to leaving regarding work missed. It is also recommended that they regularly check Zenith while on leave.

ASSEMBLIES, CHAPEL AND HOUSE MENTORING TIME

It is an expectation that all students attend School assemblies, Chapel services and House Mentoring sessions. It would be greatly appreciated if personal appointments were not scheduled during this time.

STUDY PERIODS

Students in Years 11 and 12 will on occasion have a study period in their timetable. The following guidelines are put in place to ensure that all students are using their time productively and that they do not impact on others.

- Students are expected to stay within the Zammit Centre for the entire duration of their study session. If teacher permission is obtained, students may study in the ADT rooms and Performing Arts Centre. They must sign the book at Zammit Centre reception to indicate the location they are using for study.

All students are expected to work productively during their study period.

During a study session all students will report to Zammit Centre reception if:

- they need to go to the Health Centre.
- they are required to leave the School for an appointment.
- they are planning to study outside of the Zammit Centre.

Students who consistently misuse their study period will be required to complete supervised study periods with a senior teacher.



EXPECTATIONS OF STUDENTS

BEHAVIOURAL EXPECTATIONS FRAMEWORK

The Behavioural Expectations Framework reflects Peninsula Grammar's core values of; stewardship, integrity, coeducational learning, personal excellence, community spirit and Christian faith. This framework, in association with the established School policies, indicates what the School and its students can expect from each other. The School's mission is to maintain its reputation as a leading co-educational day and boarding school, provide the highest quality teachers, inspire students to reach for personal excellence and nurture in our students the skills and passion to contribute to and engage with the world.

This framework is designed to establish the tone and philosophy of Peninsula Grammar and to provide a standard that creates a safe, positive, and nurturing learning environment.

The framework references the School's:

- Core Values
- Guiding Principles
- Rights and responsibilities of students, staff and parents/guardians
- Behavioural expectations.

The framework outlines the School rules and the Peninsula Grammar Bullying Prevention and Intervention Policy.

It is expected that all members of the School community will embrace this framework so that needs and outcomes are better achieved to advance the vision of our school.

The Behavioural Expectations Framework has been provided to all students and is available from the website under Important Information for Current Students.



SCHOOL RULES

The School Rules are to be read in conjunction with the Behavioural Expectations Framework.

Students who become members of the School must know the School Rules. A plea of ignorance of them will not be accepted as an excuse for breaking them. All students are to comply with the Rules and parents are asked to support the School in their application.

Breaking School Rules can lead to detention. Detentions may also be given for uncompleted homework or unsatisfactory work. A day's warning will usually be given to enable transport arrangements to be made.

Recalcitrant students will be required to attend an extended detention. Persistent poor behaviour will be reported to parents, and if a student then continues to break the School Rules, he or she may be placed on probation, or be suspended, or required to leave the School.

ALCOHOL

No student is permitted to have alcohol in his or her possession, or to drink alcohol in the School, at School functions, while wearing the School uniform, or in circumstances which are liable to bring the School into disrepute.

APPEARANCE

Please refer to the Uniform Regulations.

ATTENDANCE/ABSENCE

It is the policy of the School that all students are in full attendance, including the first and last days of term. Leave of absence may be granted by the Head of Senior School only, for illness or urgent family matters.

In the event of a student being absent from school due to illness, School Reception should be notified by telephone before 10:00am on the day of absence, or call the absentee line on 9788 7800 or email absent@pgs.vic.edu.au.

BEHAVIOUR IN PUBLIC PLACES

Impeccable behaviour is required of all students at all times, particularly when wearing the School uniform in public places. Full School Uniform must be worn when travelling to and from the School.

BICYCLES

Bicycles must not be ridden around the School buildings or covered ways or on the playing fields. Under no circumstances is a student allowed to use another student's bicycle, or to carry another student as a passenger. Traffic regulations must be observed at all times and helmets must be worn. Bicycles parked in the bicycle sheds must be secured with a padlock and chain.

BOUNDS

The following are out of bounds:

- Staff offices, unless in consultation with the staff member occupying the office
- The creek and areas beyond the ovals, including the Detmold land, the area adjoining the Nepean Highway and the area adjoining the Girls' Boarding House
- All car parks except for the purpose of genuine transport
- Roofs of buildings or covered ways
- The Boarding Houses and surrounding areas for day students
- The swimming pools without qualified staff supervision
- Work sites for new buildings
- Cricket squares and goal areas
- Changing rooms, except for the purposes of changing for sport/PE
- Bicycle sheds, except on arrival or departure
- The stage of the Ansett Hall.

CO-CURRICULAR ACTIVITIES

Students are encouraged to take part in co-curricular activities. Membership of school teams, Choir, Orchestra, and other ensembles or similar groups is a privilege and an educational opportunity of great value. Students selected for any of these groups should attend all practices and rehearsals as required.

COMPUTER GAMES

Students are not permitted to play computer games during class time or study periods.

DAMAGE TO SCHOOL PROPERTY

Damage to school property must be reported to the Business Manager and any deliberate/intentional damage must be paid for. Students showing disregard for property will be given detention.

DRIVING TO SCHOOL

No student is allowed to drive a car or motorcycle within the School grounds without the Head of Senior School permission. A student driving a car may not carry, as passengers, other members of the School without the written permission of all the parents concerned and the approval of the Head of Senior School. Permission is granted via CareMonkey.

DRUGS

No student is permitted to have any prohibited drug in his or her possession on any occasion under the School's control. Police are advised of any breaches of this rule.

FIREARMS

The possession of firearms (real or imitation), cartridges or explosives of any kind, crackers, fireworks, shanghais, peashooters, laser lights, water pistols and knives is strictly forbidden and will be regarded as a serious offence.

GYMNASIA AND ANSETT HALL

No students are allowed in the Gymnasia or the Ansett Hall without the permission of a staff member.

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.

KEYS/SWIPE CARDS

No student may have in their possession keys /swipe cards to School buildings or cupboards.

LEAVING THE SCHOOL GROUNDS DURING THE DAY

No student may leave the School grounds during the school day without the permission of the Principal or from those to whom he delegates his authority. If leave is granted the student must sign out on departure and sign in on return. In the event of illness, students must first report to the School Health Centre.

MONEY AND VALUABLES

Money and/or valuables should be kept secure in a locked locker unless carried in person. They must not be left in clothing in the change rooms, locker areas or shower rooms. Students participating in Physical Education should hand valuables to the supervising teacher for safe keeping, otherwise no responsibility can be accepted for their loss.

OVALS

Students are not permitted to take food or drink onto the School ovals.

SMOKING

No student is permitted to have in his or her possession cigarettes, matches or tobacco, or to smoke in the School, at School functions or while wearing the School uniform.

SPORT

Sport is an integral part of the School's program. All students are required to attend trainings which may require students to remain at school one or two nights a week. Permission to be absent can be given by the teacher in charge and will usually be given only if a written note/email from the parent is received prior to 2:00pm on the day of training.

Correct gear must be worn for all sport training. No student may wear gear which does not belong to him or her.

A student selected as a member or official of a team must make himself or herself available for sport fixtures when required, including on Saturdays. When a student plays a sport outside the School the student is expected to play that sport for the School unless official exemption is given by the Director of Sport.

Full or partial exemption from AGSV sport can only be granted by the Deputy Principal - Student Wellbeing upon written request by a parent. Exemptions are rare and in order to be granted must meet one or more of the following criteria:

- Medical reasons supported by appropriate evidence from a medical practitioner
- High level pastoral care concerns
- Involvement in elite sport program/activity, at a State or National level or equivalent.

SUNSCREEN

Students are required to have their own supply of sunscreen in their lockers for use on sunny days.

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 Senior School.

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.

Uniforms may be purchased online by visiting our website or directly from the Uniform Shop. The opening hours are:

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

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

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. Hair/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 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 one.

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.

DRIVING TO SCHOOL

Only Year 12 students are permitted to drive to school once they obtain permission from the Head of Senior School. The School does not assume responsibility for students' vehicles nor accept liability for vehicles or their contents whilst parked on the school property. If permission is granted, there are a number of conditions under which students may drive to school which are outlined in the permission to drive form. However, some conditions to note include:

- Students must have their Victorian Probationary Licence sighted and copied by the Head of Senior School
- Siblings may be carried as passengers when their names are registered on the Consent Form
- Keys are to be handed in to the Zammit Centre Reception upon arrival at school and will be locked in a designated cabinet
- Students are not permitted to leave the designated parking area until 3:50pm and keys can be collected from 3:45pm
- Students must park in the designated student car park – on the gravel area near the Nepean Hwy (Gate 7), or in other locations as directed by the Head of Senior School.

ICT AT PENINSULA GRAMMAR

At Peninsula Grammar students are provided with access to email, internet and intranet facilities via the School's network. The ICT Policy contains a set of guidelines that outlines the acceptable use of all of these facilities. By using the Peninsula Grammar Network students agree to accept the terms and conditions outlined in the policy. Technology access in the 21st Century has created an increasing demand on schools to prepare students to use that technology safely, legally, and ethically as well as socially and eventually professionally.

It is expected that students at Peninsula Grammar:

- practice safe, legal, and responsible use of information and technology
- exhibit a positive attitude toward using technology that supports collaboration and learning
- demonstrate personal responsibility for lifelong learning.

MOBILE PHONES

- Mobile phones must be locked in lockers from 8.40am until 3.35pm
- Phones are not to be used at recess, lunchtime, during classes, House mentoring or registration 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 at Zammit Centre Reception for them to collect at the end of that day
- In some special circumstances exceptions to this policy may be made. These exceptions will only be available if a mobile phone is essential for a student in managing a health condition or classroom learning. Teachers can grant a one-off classroom-based learning exception, but all other exceptions are managed by the Head of Senior School
- In an emergency parents can contact their children through Zammit Centre Reception on 9788 7621.

“LEARNING IS
INFINITE – AND
THAT IS WHAT
MAKES IT SO
MARVELLOUS.”



LEARNING IN THE SENIOR SCHOOL

OUR VISION

Senior School classes are about building the foundations for lifelong learning and encouraging the pursuit of personal excellence for every student. Teachers aim to inspire a passion for their subject, whilst teaching skills and knowledge that the students can apply throughout their Senior School journey and beyond.

Learning is not an easy journey. There are moments of frustration and bewilderment, periods where no progress appears to be made. Then, somehow, it all makes sense and we see the world with a renewed clarity and purpose.

Learning starts with questions ... then it raises more questions. Learning is infinite – and that is what makes it so marvellous. The best minds understand that true learning is never stagnant, never conquered and never definitive. There are always new discoveries to be made, new perspectives to consider and new ideas to contemplate.

As much as the knowledge and skills that they take from their learning, great learners learn about themselves. They understand what motivates them, what makes them curious and what they need to work on to be successful. They know their weaknesses as well as their strengths. They discover that they can adapt to new situations and they begin to understand the ability they have when they put their mind to it.

Successful learners learn how to learn. They understand that learning is a skill that has to be worked at. It starts with an open mind, curiosity and an attitude that the world is a wondrous place worth finding out about. It requires all sorts of ways of thinking and imagining but it also calls for self-discipline.

It requires effort and persistence; it involves targets and timelines and strategies and deadlines. It requires study, revision, discussion, debate and working with others.

Good learners understand that with curiosity and effort they grow and their knowledge and skills continue to develop. They understand that learning is about constant development and growth.

As students enter the Senior School it is important to remember that a genuine love of learning, a growth mind-set, the ability to work with and learn from others and the capacity to work independently will serve them as well in Year 10 as it will in their VCE. The experiences, knowledge and skills that our students gained in the Middle Years have formed the platform for successful senior studies.

Our Senior School teaching team continually work to develop student's key learning skills and attributes. This will enable our students to approach their learning with an inquiring mind, to demonstrate a love of learning and a curiosity that has been shaped by hard work, self-discipline and an understanding of what makes them the learner that they are. These traits not only best prepare them to achieve their personal best in their VCE but also set them up to be lifelong learners with the skills to pursue their passion.

Dr. Mark Barnes
Deputy Head of Senior School

SENIOR SCHOOL ASSESSMENT

HOW WILL I KNOW WHAT IS EXPECTED OF ME IN ASSESSMENT TASKS AND SACS?

Teachers will set clear instructions regarding assessment tasks. A clear due date will be set and all students will be given clear instructions regarding the expectations of the task as well as any assessment criteria. This information will be on Zenith.

HOW WILL I KNOW WHEN ASSESSMENT TASKS AND SACS ARE DUE?

The date of all assessment tasks will be scheduled on the SAC Calendar (Units 3 and 4 studies) or Assessment Calendar (Units 1 and 2 studies). Teachers in Unit 1/2 subjects will nominate the week in which the assessment is to be completed. They may then negotiate with the class the day within the nominated week in which the assessment task is to be completed. This should be done at least two weeks in advance. Year 12 teachers need to specify the exact date on the SAC Calendar. Students will not be excused from a SAC task to attend excursions or activities that are not calendared. The assessment task will take priority.

WHAT IS MEANT BY SATISFACTORY/ NOT SATISFACTORY?

All VCE subjects require specified learning outcomes to be achieved. If a student completes work set by their teachers which demonstrates that the learning outcomes have been achieved they will be deemed to have satisfactorily completed the unit. This decision is made by the school and reported to the Victorian Curriculum and Assessment Authority (VCAA) as S (satisfactory) or N (not satisfactory). Students receive an S or an N for all units, be they at the 1 & 2 or 3 & 4 level.

It should be noted that the awarding of an S or N for a given unit is entirely discreet from a student's level of achievement.

Students will receive an S for a unit when all outcomes are achieved satisfactorily. To achieve an outcome a student must:

- Produce work that meets the required standard in the professional judgement of the classroom teacher.
- Submit work by the final submission date.
- Submit work that is clearly their own.
- Ensure 90% attendance for the unit.

Students may receive N for a unit when one or more of the outcomes are not achieved because:

- They have failed to submit all tasks by the final submission date.
- The work cannot be authenticated.
- There has been a breach of school rules including school attendance rules.
- If, in the judgement of the teacher, the work submitted for the assessment of an outcome does not meet the required standard for satisfactory completion.

Satisfactory completion should be determined at the time in which the assessment task or SAC is undertaken and all students will be given every opportunity to redeem the situation in the event of an N. This should be done as close as possible to the date in which the assessment task or SAC was initially attempted. Any N that is redeemed will not alter the initial achievement grade.

If a student's level of progress is below expectations, their teachers will contact the parents. This will be in the form of a letter, a copy of which will be given to the appropriate Head of Department and Head of House.

If a student is required to repeat a task, parents or guardians will be advised by a letter authorised by the Head of Department and forwarded to the relevant Head of House and the Head of Senior School.

The award of S or N is not based on the examination. The examination grade, however does form an important part of a student's global assessment and achievement grade, and it may be used to determine future subject selections.

WHAT ARE ACHIEVEMENT GRADES?

In addition to the S or N, an achievement grade is recorded for all assessment tasks at Year 10 and for Unit 1 and 2 subjects.

	Grade	Percentage
Outstanding	A+	90–100
	A	80–89
Highly competent	B+	75–79
	B	70–74
Competent	C+	65–69
	C	60–64
Approaching competence	D+	55–59
	D	50–54
Not yet competent	E+	40–49
	E	0–39

NA (not assessed) indicates work was not submitted or an examination/test not undertaken.

ASSESSMENT OF VCE SUBJECTS

Unit 1 and 2 assessment is graded on a 10 point scale, A+ – E in accordance with other subjects at Year 10 and throughout the School. This grading is for learning purposes and provides students with an indication of their learning progress and their level of achievement; a student's achievement at the Unit 1 and 2 level has no bearing on the calculation of their Australian Tertiary Admission Rank (ATAR) that is calculated at the end of Year 12 based on their achievement in Unit 3 & 4 subjects.



WHAT IS A STUDENT WORK CONTRACT?

Students who have ongoing academic concerns (eg. continual late work, poor effort) will be case managed by their Head of House. If a student is placed on a work contract the staff member managing this will make contact with their parents.

WHAT HAPPENS IF CHEATING OCCURS IN AN ASSESSMENT TASK?

Any breaches of rules or possible authentication issues with assessment tasks will be reported to the VCAA. An investigation will be conducted to determine whether or not a breach of rules has occurred and, if so, the extent to which this has compromised the authenticity of the work submitted for assessment. Students found in breach of the rules of an assessment task will receive a penalty. This may range from a reprimand to receiving an N for the task (in which case the student will fail the unit). Students have a right of appeal to the VCAA.

WHAT HAPPENS IF I DO NOT SUBMIT WORK ON TIME?

All students are expected to submit work on or before the due date. Late work may only be accepted if a student is absent or that they have a note on the due date signed by their parents explaining why the work was not submitted. It is up to their teacher to determine if this reason is valid. If not, the work should be treated as late and dealt with accordingly. If the note is accepted, a reasonable new due date is negotiated. In cases where work is not submitted because a student is absent, the work must be submitted the next working day.

If work is not submitted on time:

- The student will be informed that the task has been graded at zero
- The work is still required to be submitted during the current term. Work subsequently submitted should be graded according to the quality of the work. However, the student will only receive the minimum passing grade for that piece of work – i.e. 55% or a D+. Their teacher would then change the zero to 55% and record both grades (including what the work would have achieved had it not been late. This information can be used when discussing a student's progress)
- Work still not submitted would remain at a score of zero
- The student's teacher will inform their Head of House, and they may be required to stay after school to complete the work
- You will have up to 7 days to redeem the situation. If submitted within the 7 days the grade may be increased to a maximum of 55% or D+.

If school activities have prevented a student from meeting this deadline or in the event of illness that is confirmed by parents or guardians, the policy will be relaxed accordingly. Students should discuss any extensions with their Head of House who will liaise with the Director of VCE. A Request for Extension form is required for any VCE subject; it is a student's responsibility to provide the completed form.

If a second piece of work is not submitted during a term, then a meeting will be convened with the Head of House, subject teacher, Mentor and the student and an appropriate course of action will be adopted which could mean that the student is placed on Academic catch-up.

WHAT IS ACADEMIC CATCH-UP?

Academic catch-up is a mandatory session, held at lunchtimes. The purpose of academic catch-up is to promote the completion of student work in a timely manner in order to advance student learning. These sessions are for students that have a history of not completing work in a timely manner. The Academic contract process is for a student who is yet to complete a single task.

Students that are placed on Academic catch-up will report to Head of Senior School (or staff member on duty) in ZC214 at 1.00pm. Students are expected to work for the duration of the Academic catch-up session. All school policies are in effect before, during and after session. Students will not be permitted to leave the classroom for any reason prior to the end of lunch.

WHAT IF I AM UNWELL OR UNAVOIDABLY ABSENT FOR AN ASSESSMENT TASK OR SAC?

If a student misses an assessment task or SAC they must request an Application - Extension of an Assessment Task Date from the Director of VCE and **present a medical certificate**.

For an extension to be granted it must be signed initially by the classroom teacher, the Head of House, the Director of VCE Studies and, finally, the Head of Senior School. If any of these signatories object to the request, the application at the discretion of the Head of Senior School may not be granted.

The School's response to an application will vary according to circumstances. Possible scenarios are as follows:

- Illness/absence during a period of tuition/preparation for a given task and the task itself: Student given NA.
- Special Provision applied for and granted subject to provision of medical certificate. Estimated grade(s) provided by teacher.
- Illness/absence during a period of tuition/preparation for a given task, but student presents for the task: Student may choose to seek Special Provision (above) or be assessed and graded as normal
- Illness/absence for an assessment task taken over 2 days or less: Alternative test and date provided as soon as practicable after student returns
- Illness/absence for 1 or 2 days for an assessment task taken over an extended period: Time lost made up by special appointment with relevant teacher
- No alternative task required.

AM I ELIGIBLE FOR SPECIAL PROVISION?

Special Provision provides all students with the maximum opportunity to participate in and complete their senior secondary studies. Individual students may need special provision in curriculum to achieve the learning outcomes and in assessment to demonstrate their learning and achievements.

The VCAA's Special Provision policy is based on the following principles:

- The provision should provide equivalent, alternative arrangements for students
- The provision should not confer an advantage to any student over other students.

Special Provision in the VCE can take a number of forms:

- Curriculum Delivery and Student Programs
- School-Based Assessment
- Special Examination Arrangements
- Calculation of a Derived Examination Score.

In each case specific eligibility requirements apply. The School will not grant any special provision if, in the opinion of the Director of VCE Studies, such provision is unlikely to be granted by the VCAA in Year 12. It is not fair to raise expectations only to see them denied by VCAA in Year 12 because they believe special provision is not warranted. This means that careful consideration is given to all applications in Years 10 and 11. Equally, it is wise to apply for special consideration in Years 10 and 11 if it is warranted. This will establish a precedent that may be taken into account by the VCAA should they be required to consider an application in Year 12.

CAN SPECIAL PROVISION BE USED FOR ASSESSMENT TASKS COMPLETED AT SCHOOL?

The policy enables schools to apply special provisions and arrangements for school-based assessments. Students are eligible for Special Provision for school-based assessments if their ability to demonstrate achievement is affected by:

- Illness – acute and chronic
- Impairment – long term
- Personal circumstances.

There are a number of ways in which schools can make alternative arrangements to enable students to be fairly assessed including:

- Allowing students to undertake the task at a later date
- Allowing the student extra time to complete the task
- Setting a substitute task of the same type
- Replacing one task with a task of a different kind
- Using another planned task to assess more outcomes or aspects of outcomes than originally intended
- Use of technology to undertake assessment tasks
- Deriving a score from other assessments or work completed by the student (in circumstances where the above provisions are not feasible or reasonable).

In order to be granted Special Provision for school-based assessment, students must approach the Director of VCE Studies. Students will need to make a formal application using the Application for the Extension of a VCE Due Date Form. Supporting evidence will be required to validate their application. This provision is available to students undertaking VCE Units 1–4.

WHAT ARE SPECIAL EXAMINATION ARRANGEMENTS?

Students are eligible for Special Examination Arrangements if it can be demonstrated that their ability to access the examination is impaired due to:

- Severe health impairment
- Significant physical disability
- Hearing impairment
- Vision impairment
- Learning disability
- Severe language disorder.

Applications for Special Examination Arrangements must be accompanied by recent supporting medical or other specialist documentation. Special Examination Arrangements may take the form of:

- Extra reading time
- Extra writing time
- Rest breaks
- Permission to use a laptop computer
- Other arrangements necessary to accommodate student's specific needs.

In order to be granted Special Examination Arrangements, students must approach the Director of VCE Studies. In VCE Unit 3/4 subjects, the School must make a formal application to the VCAA on behalf of the student. This provision is available to students undertaking VCE Units 1–4.

WHAT IS A DERIVED EXAMINATION SCORE?

This form of Special Provision applies only to those students studying VCE Units 3/4. The Derived Examination Score (DES) is calculated by the VCAA and may be used as the student's examination result where the student has met the eligibility requirements for the provision.

The purpose of a DES is to ensure that a student's final result on an examination reflects as accurately as possible the level of achievement that would be expected based on the learning and achievement they have demonstrated in their study over the year/semester.

The DES is not intended to compensate for learning or achievement that has not been possible because of long-term illness or other ongoing conditions that have been present over the year.

Students are eligible for a DES if, within two weeks prior to the examination, the student has been significantly and adversely affected by some circumstance. The circumstances that will be deemed acceptable are:

- Illness (both physical and psychiatric), physical injury or a disability that affects the student's performance on the examination (e.g. influenza, asthma attack, broken arm)
- Factors relating to their personal circumstance i.e. any event that affects the student's performance on the examination (e.g. death/serious illness/accident of a family member or close friend, family break up).

The claim must be substantiated in writing by the attending professional (e.g. doctor, social worker). If a student believes that they have a substantial claim they should contact the Director of VCE Studies who is responsible for making the initial decision on eligibility and recommending approval to the VCAA. Applications for a DES must be lodged with VCAA within seven days of the examination for which the student is making application. Completion of this application form is a student's responsibility. Final approval rests with the VCAA.

For further information on the VCAA's Special Provision policy visit the VCAA website.

AM I ELIGIBLE FOR COMPASSIONATE LATE WITHDRAWAL?

If a student experiences severe hardship, e.g. serious illness, they may be given approval for late withdrawal from Units 3 and 4. Documentation of the exceptional circumstances must be included. This provision is not available if a student is simply not coping with the demands of VCE studies. Compassionate late withdrawal from a study cannot be approved if a student has a final, reported grade for an examination, School-assessed Coursework or School-assessed Task. In this case, the School may apply for Interrupted Studies status on a student's behalf.

AM I ABLE TO COMPLETE A STUDY OVER TWO YEARS IF SOMETHING UNFORESEEN OCCURS?

Interrupted Studies status enables students to complete Units 3 and 4 and have a Study Score calculated over two calendar years. Students enrolled in Units 3 and 4, who go

on a recognised overseas exchange programme or who experience serious illness or other major adverse personal circumstance during the course of the year may apply for Interrupted Studies status and withdraw from Unit 4 of a sequence.

Students may apply for Interrupted Studies status for their whole program of studies or only part of their programme, e.g. interrupting two studies of an enrolment of five studies. Interrupted Studies is not granted to students who wish to enrol in an alternative course of study or participate in activities of personal interest. Students who take up full employment or a full-time apprenticeship, but who maintain their commitment to the VCE by continuing enrolment in at least two sequences of Units 3 and 4, may be considered eligible.

EXAMINATIONS

WHAT IS THE IMPORTANCE OF EXAMINATIONS?

In Years 10 and 11, examinations are conducted at the conclusion of each semester. The purpose of examinations, in broad terms, is two-fold: a student's performance in the examination will influence their achievement and global grades in the end-of-semester report; and the experience of sitting examinations in Years 10 and 11 will help prepare them for Year 12, where there is considerable emphasis on this form of assessment.

HOW WILL MY EXAMINATION PERFORMANCE AFFECT THE ACHIEVEMENT GRADE?

Examination scores are used to determine a student's achievement grade. The examination grade may determine up to 50% of a student's global achievement grade. This is reflective of practice in the VCE. In Year 12, of course, this is determined by the VCAA.

CAN MY EXAMINATION PERFORMANCE BE USED IN MY REPORT TO DETERMINE S OR N?

Examination performance does not determine a student's S or N grade (this will have been determined throughout the semester through their performance in assessment tasks and SACs and SATs). Examination grades may only be used in relation to S or N grades in exceptional circumstances: that is, if a student has been given the opportunity to redeem an N throughout the semester but has failed in subsequent attempts to demonstrate a sufficient level of understanding (at the discretion of the teacher). In this situation, the examination may be used as a final opportunity to demonstrate sufficient understanding and redeem an N into an S. This must only be used after redemption opportunities earlier in the semester have been attempted.

WILL MY PERFORMANCE IN THE EXAMINATION INFLUENCE FUTURE SUBJECT SELECTIONS?

If a student receives a poor examination grade they will be interviewed and the Head of Senior School, in conjunction with the Progress Committee, will make a recommendation as to whether they should proceed with studies in that particular discipline in the following year. This may depend upon the successful completion of subsequent tasks to demonstrate competence.

HOMEWORK

HOW MUCH HOMEWORK SHOULD I BE DOING?

Homework is an important aspect of one's academic program. It can take various forms, including short-term 'housekeeping' involving the completion of work from class, revision and assignment work. Weekends provide a further opportunity for revision, completion of notes and practice tasks.

Year 10 students are expected to complete up to 45 minutes per subject, in the case of English and Mathematics up to six sessions per cycle, and in Humanities and Science up to five sessions per cycle

Year 11 students could be expected to complete at least two hours of homework each night

Year 12 students should complete at least three hours of homework each night.

STUDY SKILLS ADVICE

WORK EFFICIENTLY

- Reduce the amount of time on busy work. 'Work smart not hard'
- Learn to 'read it once and read it well' by highlighting and annotating what you read
- It is also better to summarise your work regularly – at least as you finish each topic or unit of work. It is unreasonable to think that you will have time to summarise all of your work and learn it just before major assessment tasks
- Learn to use techniques such as Mind Maps, Concept Maps, etc.
- Utilise flipped learning opportunities such as: Youtube tutorials, guided animations and Edrolo.

PLAN YOUR STUDY TIME

- Develop good work habits from Week 1.
- Be realistic and reasonable. You need to maintain a balanced and healthy lifestyle
- Be pro-active. Arrange and manage your time to spread the workload. It helps if you make a study plan for the week ahead as well as a broad term or semester plan including key tasks
- Put the study plan over your desk – so that it is a visible reminder
- Give yourself a chance to develop good study habits – do not be too hard on yourself
- Use class time effectively: be punctual, be prepared and be active. Engage in all class activities. Do not rely on your memory – record each class in some way by taking effective notes.

TAKING EFFECTIVE NOTES

This will vary for different subjects and different students.

- Be selective in what you write down or record (not every word of the teacher)
- Put the date on each page as this helps to organise your notes
- Keep your notes in a secure folder (to avoid loss).
- Date and label sheets and keep with the notes for the topic
- It is useful to have a wide margin to record 'key words' – this could form the basis of summaries
- Use abbreviations
- Remember that the notes should suit your needs and preferred learning style
- Structure notes using colour, headings, sub-headings, underline, colour, different sizes, and capitals
- Ensure that notes and summaries are reviewed regularly.

ACTIVE STUDY

- Summarise topics.
- Compose and refine lists of suitable definitions and formulae that need to be learned
- Self-reflection. Always go through teacher-assessed work to ensure full understanding of specific concepts or aspects where you lost marks
- If you do not understand something, try and find out the answer and if necessary ask for assistance
- Pre-reading in some subjects can be beneficial
- Review work daily and weekly – make connections with previous work
- Ensure that your study environment is effective for you.



STRESS MANAGEMENT

Tips for reducing stress:

- Set realistic goals
- Prioritise important tasks
- Break homework into smaller manageable tasks
- Develop some strategies to enable you to relax
- Ensure that you are getting enough sleep (9–10 hours)
- Being busy does not mean you are stressed – know the difference
- If you feel overwhelmed, speak to someone about it.

AFTER HOURS USE OF THE ZAMMIT CENTRE

All Senior School students are encouraged to utilise the Zammit Centre to complete homework. After hours use of the Zammit Centre provides an opportunity for students to:

- Study in an environment where there are fewer distractions
- Seek assistance from teachers (subject to availability)
- Form study groups with other like-minded students
- Develop a regular study routine.

The Zammit Centre is open until 7.00pm on Monday through to Thursday and until 5.00pm on Friday evenings.

ATTENDANCE

WHAT IS THE EXPECTED LEVEL OF ATTENDANCE IN SENIOR CLASSES?

Attending class is mandatory for VCE students as it is here that most effective learning takes place. Full attendance in all classes is the norm; absence will only be accepted for illness, school excursions and activities. VCE students must attend a minimum of 90% of classes in each study. If students fail to attend 90% of classes they risk being awarded an 'N' for that study. Teachers will alert the Head of House of any pattern of absence which approaches 10%. Rolls will be monitored by the Director of VCE Studies and the Head of House at the end of each term.



REPORTING

WHY DOES THE SCHOOL HAVE REPORTS?

The purpose of reporting at Peninsula Grammar is to provide feedback to you and your parents on your ongoing development by providing targeted advice for how you can improve. Reports at Peninsula Grammar aim to:

- provide ongoing feedback to you and your parents about your learning.
- develop a feedback cycle that involves active input from teachers, students and parents.
- foster self-regulated learning.

WHAT IS CONTINUOUS REPORTING?

We are now moving into our third year of the Continuous Online Reporting system via Zenith. As the name suggests, continuous reporting is the process of reporting continually. As teachers we are constantly assessing our students, however in the past, we waited until the end of a semester to provide students and parents a full report on how their child was progressing.

Continuous reporting allows our students to constantly reflect on their progress, set goals, and make improvements during the year. Feedback works best when it is released to parents too, as this keeps you informed on how your child is progressing at all times and can lead to meaningful discussions with your child and their teachers about their learning.

HOW DO I ACCESS FEEDBACK FOR MY CHILD ON ZENITH?

To access feedback for your child on Zenith please follow these steps:

1. Login to the Zenith Parent portal.
2. Select your child.
3. Select the grades component underneath your child's details.
4. Use the 'select a subject' drop down menu to select your child's subject and go to their grades.
5. Click on the Assessments you would like to view under the Assessments heading to access detailed information about your child's learning. Note that you should always click the blue hyperlinked text.

If you have any questions regarding accessing your child's reports on Zenith, please contact the school.

PROMOTION

CAN MY PERFORMANCE LIMIT THE SUBJECTS I CAN CHOOSE IN FUTURE YEARS?

Students are held accountable for their efforts and are expected to achieve their personal best throughout their time in the Senior School. Poor performance will have an impact on their ability to study particular subjects in future years.

WHAT IS THE ROLE OF THE PROGRESS COMMITTEE?

The Progress Committee is a committee consisting of the Head of Senior School, Director of VCE Studies, Head of House and the Mentor. The aims of this committee are to deliberate on the progress of highlighted students and determine whether their efforts warrant a promotion into the next year level. They will also be given the responsibility of developing strategies for all students who are presented to the committee.

Key factors in the determination of promotion would be:

- Level of effort displayed
- Ability of the student
- Extenuating circumstances e.g. family difficulties, illness, long term disability, learning disability
- External commitments of the student e.g. a demanding sport or drama commitment outside the School.

IF I'M IN YEAR 10, WHAT DO I NEED TO DO TO BE PROMOTED?

Should a student receive two or more N results or UG results for subjects in a semester, they will be required to attend a meeting with the Progress Committee. During the June period the committee will interview them regarding their results and develop strategies/set goals for the second semester. All details of this meeting will be recorded and discussed with parents. During the November period the student will be asked to present an argument as to why they should be promoted into Year 11.

The Progress Committee may set goals to be achieved during first term the following year, they may limit or make recommendations regarding subject selection or they may decide that a student is not to be promoted to the following year level.

IN YEAR 11, WHAT IS THE IMPACT OF POOR PERFORMANCE ON MY SUBJECT SELECTIONS?

If a student receives two or more N or UG results they will be required to attend a meeting with the Progress Committee after the June and November reporting periods. During the June period the committee will interview them regarding their results and develop strategies/set goals for the second semester. After the November reporting period the committee may amend a student's subject selection for the following year, they may set goals to be attained during the following year or they may decide that the student is not promoted to the following year level.





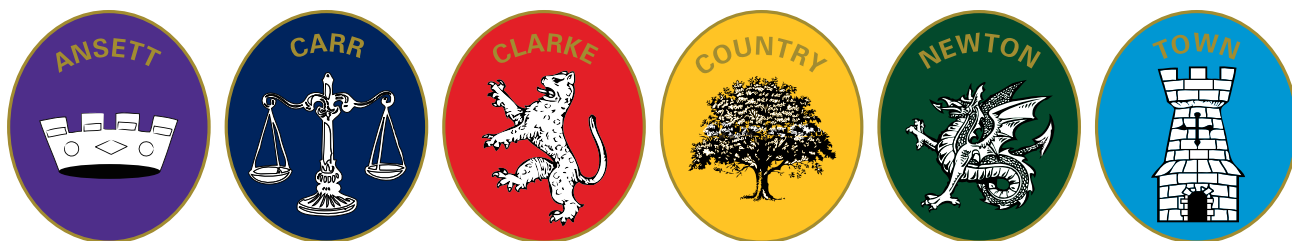


PASTORAL CARE

Expectations that assist in building positive relationships within the Senior School include:

- Treating all members of the School community with respect
- Being kind to one another
- Showing empathy towards one another
- Striving for resilience. We will draw on our inner strength and the support of the school community to achieve this
- Becoming creative thinkers and problem solvers who strive to understand the world from multiple perspectives
- Finding a balance amongst the academic, physical, spiritual, artistic and social elements of our lives
- Having calm, meaningful conversations, especially in situations of uncertainty or perceived difference
- Arriving to all classes, assemblies and registration sessions on time
- Wearing the School uniform correctly and with pride
- Using the internet/your computer safely, appropriately and in-line with the School's ICT policy
- To have a strong academic emphasis
- Having a clean and tidy locker
- Not taking or consuming another person's property without their permission
- Not bullying (verbal, physical, cyber or covert) anyone within the Peninsula community
- Following all School rules and policies.





THE HOUSE SYSTEM

contribute to society. The School's House program naturally develops student House and School spirit and as a result, enhances the Senior School' journey for our students.

THE HISTORY OF THE HOUSES

The House system has long been a feature of our School with the names of the six Houses honouring the founders of the School; Ansett, Carr and Newton; the School's first Headmaster, Clarke and the two original Houses, Town which comprised the students from the 'town' (at that time, Frankston) and Country for the students from regional Victoria.

THE VALUE OF HOUSE

The House system is designed to create smaller communities where students form a connection and build a sense of belonging regardless of their year level. The success of a House system is largely dependent on the opportunities provided to students to interact in their House communities, to support each other and to work towards common goals.

School spirit is a very important dimension in creating an environment where students can achieve to their academic potential and develop as well rounded individuals able to

THE STRUCTURE OF THE HOUSE SYSTEM

There are six Houses for day and boarding students. A student belongs to the one House throughout their time in the Senior School. Membership of the one House gives the student the opportunity to participate in and identify with a group larger than and more representative than a class or team, yet not as large as the school itself. It also gives the student and their parents a better chance of being known, appreciated and understood. Each House has members from Years 10 to 12.

Each House is managed by a Head of House who, with the assistance of five Mentors, is responsible for the welfare and general care of all the students in the House. Each Mentor is allocated students from one year level and will get to know these students particularly well. It is our hope that the Head of House and Mentor remain the consistent link for the student during their entire time in the Senior School.

It is hoped that through encouragement and careful monitoring each student will grow intellectually, physically, socially and emotionally during their time in the Senior School.

COMMUNICATION

The parents' first point of contact on any matter is their child's Mentor. Parents should ensure they keep in regular contact with both the Mentor and the Head of House throughout the year. This can be achieved by correspondence, telephone, email or by arranging a meeting at a mutually

convenient time. All Year 11 and 12 Mentors will contact parents early in the 2021 school year. Year 10 parents will be invited to meet their child's Mentor in person prior to the Year 10 information evening. The contact details for each Head of House are below:



ANSETT HOUSE
Paul Furman
pfurman@pgs.vic.edu.au



CARR HOUSE
Melinda Slade
mslade@pgs.vic.edu.au



CLARKE HOUSE
Greg Kennedy
gkennedy@pgs.vic.edu.au



COUNTRY HOUSE
Anne-Lise Haugen
ahaugen@pgs.vic.edu.au



NEWTON HOUSE
Melissa Newham
mnewham@pgs.vic.edu.au



TOWN HOUSE
Lionel Carbonel
lcarbonel@pgs.vic.edu.au

HOUSE PASTORAL CARE TIME

All students are required to meet in their House Mentor Group area each morning. This 8.40am meeting starts the School day. In addition to registration time each morning, there are four, 50 minute House Mentoring periods each fortnight. The regular gathering gives students the opportunity to discuss matters of concern or interest with the Head of House or Mentor or at the very least to arrange an alternative time to meet if necessary. It is also a time when basic administration can be conducted and also provides a time where the House can come together.

ALLOCATION TO HOUSES

The aim is to spread student talents equally between Houses so that each student has the opportunity to participate as fully as possible. Siblings are allocated to the same House unless there is a particular reason for them to be separated. This ensures a continuity of contact between the family and the School. Where there is a close family connection with the School every effort is made to continue the family tradition. All students will move into a House mentor group at Year 10 that is linked to their House affiliation. We see this as a great opportunity to develop a wider range of connections throughout the school and to further develop one's social skills.

WELLBEING PROGRAM



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 key 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.



FIT2LEARNGROWFLOURISH

Fit2LearnGrowFlourish is a tailored well-being program aimed at addressing the developmental needs of our Senior School Students. The program concentrates on critical life skills to help prepare students to be happy and successful young adults and to succeed in school, life, and beyond. The program includes differentiated concentrations for each of our three senior year levels, based on stage of development and the differing demands that go along with this. These are: Fit2Learn for Year 10, Fit2Lead for Year 11 and Fit2Leave for Year 12. Students across all Senior Year levels will have the opportunity to attend seminars run by experts in the field, presenting on topics related to the key themes.

FIT2LEARN

Students in the Fit2Learn stream will have the opportunity to attend seminars run by experts in the field and engage with their Mentor groups for further learning through workshops and activities. Across Term 1, Andrew Jobling will deliver a tailor-made program to Year 10 students designed to support motivation and skill-building to achieve personal success. Mentors will engage Year 10 students with theme-based workshops such as five evidence-based ways to wellbeing, and the importance of sleep for the developing brain."

FIT2LEAD

Students in the Fit2Lead stream will also have the opportunity to attend seminars run by guest speakers, will be involved in peer-peer coaching, and participate in the house based challenge series throughout the year. This program is designed to encourage autonomy, responsibility and student empowerment. Challenges will be term based, and in line with the overarching theme for that term (i.e., healthy relationships). During Term 4, Burn Bright will work with elected Year 11 leaders in preparation for their final year as heads of the School.

FIT2LEAVE

Fit2Leave focuses on preparing students for success in the final year of secondary school and beyond. Core to the Fit2Leave program are optional individual coaching sessions that will take place throughout the year. These sessions will be highly individual and driven by the student's interests and desired outcomes, with the goal of clarifying what's important to them. In addition to coaching sessions, students will have the opportunity to attend seminars and learn important life skills.

TERM	THEME	GUEST SPEAKER
TERM 1	HEALTHY RELATIONSHIPS	<p>Andrew Jobling - Mindset Program</p> <p>Andrew Jobling speaks to teenagers in Victorian schools, instilling in them self-belief, resilience and the thinking that will lead them to success in their schooling and broader lives. Andrew played senior AFL football for the St Kilda Football Club and has over 30 years experience in the health and wellbeing industry. Andrew is the author of seven published books, including his latest "The Wellness Puzzle". Andrew will be delivering a program to our Year 10 cohort which includes 4 student sessions and a parent education session. The program will focus on the process of goal setting, growth mindset, personal strengths, respectful relationships, and helpful attitudes around future achievement.</p> <p>Mentors will lead sessions on Character Strengths, developing healthy relationships, and living with integrity.</p>
TERM 2	HEALTHY MINDS	<p>Brainstorm Productions</p> <p>Brainstorm Productions are an award winning in-school theatre company. They tour live, innovative, interactive educational theatre that brings about positive social change through a range of bullying programs, cyber bullying programs, positive behaviour programs, and mental health programs for schools. They will be performing 'Wired' to our Year 10 cohort. This presentation addresses student mental health and emotional wellbeing, including the physiology, causes and effects of stress, anxiety and depression.</p>
TERM 3	HEALTHY BODIES	<p>Mentors will deliver workshops on exercise and the brain, and nutrition and the brain. Research has found physical activity to be the single best activity to relieve stress and positive promote mental wellbeing.</p>
TERM 4	HEALTHY CHOICES	<p>Paul Dillon</p> <p>Paul has been working in the area of drug education for the past 25 years. Paul established Drug and Alcohol Research and Training Australia (DARTA) which provides regular updates on current drug trends. Paul works with many schools across the country to ensure that they have access to good quality information and best practice drug education. Paul is a best-selling author, publishing 'Teenagers, Alcohol and Drugs'. Paul regularly appears in the media and is regarded as a key social commentator, with interviews on television programs such as Sunrise, TODAY and The Project. Paul also writes a blog where he discusses topical issues.</p>

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.

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

WELLBEING AND POSITIVE EDUCATION TEAM



Ms. Olivia Shelton
Director of Positive Education & People



Ms. Prue Wheeler
School Counsellor



Ms. Lauren Nelson
School Counsellor



Mrs. Rebecca Wonnacott
School Nurse



Ms. Eleanor Holland
School Nurse



Mrs. Hannah Coyle
School Nurse



Ms. Kelli Butler
School Nurse

RESOURCES FOR PARENTS

Parentline

Supports and nurtures positive, caring relationships between parents, children, teenagers and the significant other people who are important to the well-being 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.

eSafety Commissioner

The eSafety Commissioner (eSafety) is Australia's national independent regulator for online safety. It contains resources and advice for parents and carers to help keep their children safe online.

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.

Generation Next

Generation Next is a website that provides education and information about the prevention and managements of mental illness in youth. There are resources for young people, professionals and the community.

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. The website has a number of fact-sheets on a range of topics and helps young people link in with their local centre. There is also 'ehespace' which offers free confidential counselling via webchat or phoning 1800 650 890.

Kids Helpline – Teens

Kids Helpline has a section just for teens which offers information and counselling for people aged 13–25 years. The counselling is free and confidential and can be accessed by calling 1800 55 1800, emailing counsellor@kidshelpline.com.au or webchat.

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.
	Uplifted	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.

FOR INFORMATION ON HOT TOPICS, SEE:

Anxiety

Bullying

Dealing with relationship break-ups

Depression

Eating disorders

Gender identity

Getting help from your GP

Grief

Helping a friend

Sexuality

Surviving School Exams and Stress

Tips for a healthy headspace

What is mental health?

LOCAL PROFESSIONALS

If you or a family member needs support, below are 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.

POSITIVE EDUCATION AND POSITIVE PSYCHOLOGY

POSITIVE EDUCATION IN THE SENIOR SCHOOL

Your final years at Peninsula Grammar are often the culmination of many years of hard work, friendships, learning and challenges. There is so much to do, and so much unknown, that the future can sometimes seem both exciting and overwhelming. In Positive Education we understand that ambiguity and uncertainty are part of life, and can be faced confidently with curiosity, acceptance, courage, authenticity and even playfulness.

Positive Psychology is an applied science, and in these Senior School, it is more important than ever that the approach is relevant, constructive and helps create sustainable positive change. Our goal is to empower students to understand their situation through reflection and self-awareness, and to provide pragmatic support for personal development and learning growth.

POSITIVE PSYCHOLOGY AT PENINSULA GRAMMAR

Positive Psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive. Positive Education applies this evidence-based knowledge in practical and relevant ways within a school environment, enabling our students to learn, grow and flourish.

The development of the whole person is fundamental to all that we do at Peninsula Grammar. In caring for the wellbeing of our students we encourage them to take up life's challenges, both at school and beyond. Put simply, we aim to produce well educated and well-rounded individuals who, as their lives unfold, are capable of flourishing personally and professionally and who are well equipped to contribute to society in a satisfying and meaningful way.

Positive Psychology aligns extremely well with the emphasis that we have always placed on building mutually respectful relationships and fostering connectedness within our community. Indeed, it sits very well with our School's core values, particularly Christian Faith and Community Spirit, in which kindness and altruism are important aspects.

Positive Psychology has the potential to have a powerful impact on classroom practice. Research tells us that a warm socio-emotional climate is a key factor in student achievement which supports our own belief that positive teacher-student relationships will result in enhanced academic performance. Positive psychology adopts an evidence based approach, drawing on empirical research findings on psychology, neuroscience and education. Research findings show that, when applied in schools, positive psychology can foster outcomes such as higher levels of engagement, school connectedness, emotional vitality, psychological functioning and academic performance. At Peninsula Grammar we aim for both students and staff to experience these benefits.

Since 2010, Peninsula Grammar has embedded a school-wide Positive Psychology initiative that has involved staff, students and parents. Within our existing programs, together with the ethos and driving values of our school, we have proactively and strategically built the school into a strength-based institution.

Our Positive Psychology framework has allowed us to more systematically work with the programs we have in order to create greater connections and synergies across all levels of the school. In addition, the pillars of Positive Psychology have provided us with vital information from which to make informed decisions about the future programs that we adopt at Peninsula Grammar.

In order to track and measure the impact that Positive Psychology is having on students and staff at Peninsula Grammar, we assess levels of engagement, school connectedness, emotional vitality, and psychological functioning through a series of scientifically validated surveys. These surveys are repeated at strategic points in time.

PRACTICAL TIPS FOR WELLBEING

In 2008, the New Economics Foundation, was commissioned by the UK Government to identify simple, practical ways for people to improve their own wellbeing. NEF came up with the Five Ways to Wellbeing – clear, concrete recommendations, based on extensive research. Just as five serves of vegetables a day will help our physical health, actively doing these five tips every day will cultivate our mental and personal health.

1. **Connect** with people around you: family, friends, colleagues and neighbours. Developing positive relationships will support and enrich your life.
2. **Be Active** – Go for a walk or run. Step outside. Cycle. Swim. Play a game. Garden. Dance. Discover a physical activity you enjoy and suits your level of fitness and mobility.
3. **Take Notice** – Be curious. Notice the changing seasons. Savour the moment, whether walking to work, eating lunch or talking to friends. Reflect on what matters most to you.
4. **Keep Learning** – Try something new. Rediscover an old interest. Fix a bike. Learn the ukulele, or how to cook your favourite food.
5. **Give** – Do something nice for a friend or a stranger. Thank someone. Smile. Volunteer. Join a group. Look out as well as in. Consider how you are connected to the wider community.

RESOURCES FOR PARENTS

Being a parent can be both rewarding and challenging, often at the same time! Although children aren't born with a 'how to' manual or parenting handbook, there are a growing number of resources available for parents. Our Positive Education department has a library of books available for loan from experts such as Dr Michael Carr-Gregg (Surviving Adolescents; Surviving Year 12), Steve Biddulph (Raising Real People; Raising Boys), Kaz Cooke (Girls' Stuff), and Eline Snel (Breathe through this – Mindfulness for Parents of Teenagers).





STUDENT LEADERSHIP

OVERVIEW

To assist in the development of student leadership, Peninsula Grammar endeavours to offer a range of opportunities across the school. Learning about leadership occurs through a variety of means including the acceptance of formal positions of responsibility and active engagement within the community. Students who accept a formal position of leadership should do so understanding that their primary responsibility is to serve and support others, whilst also supporting the school's core values. There are many opportunities to lead within the Senior School which include but are not limited to whole school, House, sporting and performance positions.

PREFECT GROUP

The Prefect group are senior members of the student body, who have been appointed by the staff and students of the School. It is their responsibility to set the example at all times in high standards of behaviour, manners and dress, and to offer the staff full cooperation in the carrying out of their duties. These student leaders are also expected to offer guidance and support to the student body throughout the school day.

This body will meet regularly with the Principal and the Head of Senior School. This allows the group to raise matters of common interest or concern on behalf of their peers. In addition, members of this group will be expected to play an active role in driving various portfolios that are considered important in enhancing the life of the school.

HOUSE LEADERS

The House leadership roles play a role in developing the culture of their House, encouraging participation and supporting all members of the House. The House Captains and Vice-Captains meet regularly with their Head of House and are expected to play an active role in House events and act as role models at all times.

STUDENT COMMITTEES

Our Senior School students have the opportunity to have their voice heard through joining a committee. The Student Committees are responsible for organising and driving various events and initiatives that contribute to the life of the Senior School. The committees have staff support; however, students are encouraged to chair these meetings, generate ideas and take ownership of projects in relevant areas. Examples of Student Committees include:

- Wellbeing committee
- Digital technology committee
- AV committee
- Sustainability committee
- Service Learning Committee.



CAREERS DEPARTMENT

PENINSULA GRAMMAR CAREERS SERVICES

The Careers Resource Centre is located in Room ZC207 in the Zammit Centre. This space is open to all families of Peninsula Grammar, regardless of year level and including parents and alumni. Outside of scheduled appointment times, students are most welcome to visit during recess, lunchtime, before and after school and during study periods. The Careers Office in ZC208 offers a quiet space to look through the range of resource materials available; a pod of computers to access as needed; and comfortable seating areas to chat with one of our Careers Team members. The services provided by the Careers Team include:

CAREERS RESOURCE CENTRE

Students have open access to all TAFE and university course guides, VET information, guidelines to help get a job and specific vocational advice. The Careers Library is located within the Careers Office.

INDIVIDUAL CAREERS COUNSELLING

The Careers Team meets with all Senior School Students, to develop pathways plans for their future. This process involves identification of students' interests and abilities; planning for Year 11 and 12 programs; organising for the transition from school to further training, education or work; and tertiary applications.

CAREERS NEWSLETTER – 'CAREERS NEWS'

Careers News is a fortnightly newsletter that can be accessed via a link in Zenith. Careers News is the easiest way to stay informed about specific careers information pertinent to students; as well as gain details about a range of careers events occurring throughout the year.

VCE AND PATHWAYS EXPO

The VCE and Pathways Expo is held annually. This is an important event for current Year 10 and 11 students and parents to attend to assist in planning for subject selection and post school options. Students will receive detailed information on VCE subject areas and options for Years 11 and 12. Representatives from selected TAFE, universities and private colleges will provide information and advice about post-secondary options for all Senior School students.

WORK EXPERIENCE (OPTIONAL)

Work Experience provides students with a first-hand opportunity to experience a workplace of interest and to participate in the broader 'world of work'. Work Experience may be undertaken during term breaks, except during the end of year holidays. Students can do work experience for a maximum of 10 days per term or 40 days per year.

WHY PARTICIPATE IN WORK EXPERIENCE?

Work Experience has many and varied benefits for students. These include:

- Gaining a 'first-hand' insight into a workplace of interest and helping students to explore their career options further
- Gaining an understanding of the work environment and employer expectations
- Obtaining an appreciation of important life skills i.e. communication skills, self-reliance, the ability to adapt to change
- Developing maturity, confidence and independence
- The opportunity to make contacts for future employment possibilities
- Increase motivation to continue to study and / or undertake further training.

WHY THE CHANGE TO OPTIONAL WORK EXPERIENCE?

Feedback from students and parents over many years has indicated that at times work experience in Year 10 is not suitable for particular individuals. As well there have been new Child Safety Standards introduced which affect the regulations surrounding Work Experience to ensure student safety and wellbeing. Taking this information into account, Peninsula Grammar has decided that an optional work experience program will provide more flexibility to meet individual learning needs and to satisfy the new Child Safety Standards.

WHEN WILL WORK EXPERIENCE TAKE PLACE?

Within the Senior School, it is imperative that students avoid missing class time. In this way, students may arrange their block week with the Careers office.

WORK EXPERIENCE DATES 2021

Block 1: 12 – 16 April

Block 2: 21 – 25 June

Block 3: 5 – 9 July

Block 4: 20 – 24 September

Block 5: 27 September - 1 October

SAFE AT WORK AND WHITE CARD 2021

Dates to be advised to selected students.

JOB PREPARATION

Whether students are seeking part time work on weekends or looking to gain a full time job at the end of their schooling, the Careers Team can assist. We can help construct resumes and application letters or help provide tips for your first job interview. Employers regularly contact the Careers Office to advertise jobs in the local area and students should keep an eye on their school email for details of these positions.

VOCATIONAL EDUCATION AND TRAINING (VET) COORDINATION

The School's VET Coordination takes place from the Careers Office. The team are responsible for overseeing the overall operation of VET programs for our students; including enrolment coordination, liaising with training organisations; coordination of the Structured Work Placement Program; visits with employers; and Occupational Health and Safety Training.



IMPORTANT PATHWAYS PLANNING DATES FOR SENIOR STUDENTS 2021

YEAR 12 2021

EVENT	DATES
VCE and Careers Expo at Caulfield Racecourse (optional - students can attend over the weekend) The Age Expo showcases university, TAFE and private colleges across Australia and internationally; employment organisations, Defence and Police Forces; GAP organisations; as well as a range of VCE study support materials and sessions.	30 April – 1 May
VCE and Pathways Expo An opportunity for students and parents to obtain information from some universities, TAFE institutes and private colleges. Students and parents will also have the opportunity to attend a tertiary application information session on the evening, to discuss the process in detail.	20 May
One-on-One Interviews Students are welcome to make voluntary appointments at any time. All Year 12 students will have an interview scheduled to establish pathways plans for 2021 and beyond.	Term 1 – 2 – 20 March and Term 3 – 3 – 28 August
VTAC applications for current Year 12 students The Application system required for most university, TAFE and private colleges, both in Victoria and interstate.	First week in August – end September (TBC)
Open Days These events are your chance to visit tertiary institutions to learn more about courses and to have a first-hand 'taste' of what the campus is like.	Weekends throughout August (usually Sundays)
SEAS and Scholarship applications due This is the system students use when applying for tertiary study, to notify institutions of difficult circumstances; and to apply for academic and equity scholarships.	End of Term 3, September
VCE results and ATAR available	Second week of December
Change of Preference Period This is the final opportunity for students to confirm their choices for applications for tertiary study.	Second week of December (TBC)
First round offers released Students are notified of the tertiary course they have been made an offer to.	Third week of December (TBC)
Tertiary Enrolments Students wishing to accept their tertiary course are instructed to complete the enrolment process (usually requiring the student to visit the campus at a specified time).	December 2020 – Mid-February 2021
Work Experience All Year 12 students will have the opportunity to participate in an optional week of Work Experience. This is a fabulous way to gain a first-hand taste of what it might be like to work in a particular field or industry, in order to make well-informed decisions about future pathways options. These occur in Term breaks.	Term 1 – 2 – 20 March and Term 3 – 3 – 28 August



R. J. ZAMMIT
SENIOR CENTRE





CO-CURRICULAR ACTIVITIES

SPORT

Sport is an integral part of the School's program. All students are required to attend training which may require students to remain at School one or two nights a week. Permission to be absent can be sought by contacting the Director of Sport. Correct gear must be worn for all sport and physical training. No student may wear gear which does not belong to him or her.

Teams: A student selected as a member or official of a team must make himself or herself available for sports fixtures when required, including on Saturdays. When a student plays a sport outside of the School the student is expected to play that sport for the School unless official exemption is given by the Director of Sport.

PERFORMING ARTS

Every year our Middle and Senior students stage a major drama production each. The whole community looks forward to seeing our actors, singers and dancers performing on stage supported by our extremely talented musicians.

The professional quality of these productions accounts for our undeniable reputation for excellence in performing arts. Recent major productions include Seussical, Jekyll & Hyde, Grease, Beauty & The Beast, Cabaret, Fame, West Side Story, The Wiz, Guys and Dolls, Hairspray, Into The Woods, Legally Blonde The Musical, Anything Goes, Disney's The Little Mermaid and most recently, Wicked. Senior students also have an opportunity to showcase their classwork in our excellent R.T. Hille Performing Arts Centre.

Our major annual Senior Musical production, always performed at the Frankston Arts Centre, is selected to stretch the performers and usually contains a cast in excess of 60 members. Supporting those on stage is a large crew, working behind the scenes honing their skills in the myriad of jobs required to present a professional production. The talents of students involved in set construction, costume design, production artwork, publicity, sound, lighting and staging never fail to impress the audience. In addition to the Musical Productions:

- Every VCE Drama and Theatre Studies class puts on a performance, running over two nights, each year.
- Every second year, the drama department runs a five day tour to the Adelaide Fringe festival, which often encompasses up to 10 live performances.



MUSIC

There is now overwhelming evidence that music enhances the developmental pathways of students in many ways. It is accepted that music not only develops new skills, but also consolidates skills learned in other areas of the curriculum. Rhythm and pitch assist with language development, music theory improves literacy, and ensemble music promotes collaborative social interaction and leadership skills. Instrumental and vocal lessons help students develop individual learning strategies. Music technology complements e-learning throughout the school.

Music plays a central role in the educational and cultural life of Peninsula Grammar. Students enjoy a broad range of musical experiences including VCE music, flourishing instrumental and vocal programs, House Music and Performing Arts evenings.

In the Senior School the current combination of traditional classroom music with music technology ensures that students are being offered a 21st century music education that is both stimulating and relevant to student needs. Many students choose to study Music at VCE.

COMMUNITY SERVICE LEARNING

The context within which learning takes place today is changing. The skills required for tomorrow's learners are consequently changing. The pedagogy (i.e. teachable moments) used to facilitate such learning must therefore also change.

Students learn best when they are engaged. Engagement occurs when students are motivated. Research shows that student motivation and engagement increases when students are immersed in real world contexts to solve practical issues outside the classroom. This places the spotlight front and centre on Community Service Learning (CSL). CSL is "a form of experiential learning which occurs through a cycle of action and reflection, as students seek to achieve real objectives for the community. In this process student's link personal development with academic cognitive development" (Bandy, 2016). Such development facilitates the attainment of what has become known as "21st century competencies", which employers are clamouring for, illustrated below left.

"THE ILLITERATE OF THE 21ST CENTURY ARE NOT THOSE THAT CANNOT READ OR WRITE, BUT THOSE THAT CANNOT LEARN, UNLEARN AND RELEARN".
ALVIN TOFFLER

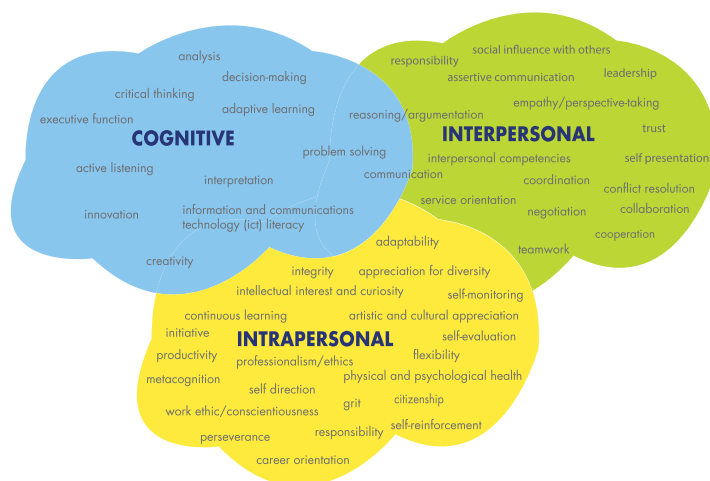






Figure 1: "21st century skills" grouped into three broad domains
(National Research Council, July 2012, p. 2)

CSL at Peninsula Grammar provides students with opportunities to learn, grow and flourish. They are mentored to critically analyse social issues, prepare and initiative proposals to address such issues and stretch themselves both independently and collaboratively to implement solutions. Examples of initiatives designed and delivered by our CSL students include: hosting hunger banquets, tutoring refugees, working outdoors cleaning the environment, contributing to school processes through the introduction of thank you water, raising awareness on issues such as mental health to name a few.

The notion that contributing to a greater cause positively influences learning and self-actualisation is one that is also explored in the Benefit Mindset (Buchanan, 2016). We realise our full potential when participating and contributing positively to the greater good. This is illustrated below:

Fixed Mindset	Growth Mindset	Benefit Mindset
		
Everyday experts who seek perfection and avoid failure	Everyday achievers who seek success and mastery	Everyday leaders who seek to be well and do good
Focus on production , questioning what they do	Focus on productivity , questioning how they do it	Focus on purpose , questioning why they do it
Mostly individualistic , ego-system benefit	Mostly individualistic , ego-system benefit	Individual and collective , ego and eco-system benefit
Feels threatened by achievements of others and achieves less than their full potential	Finds lessons in the success of others, to reach ever-higher levels of personal achievement	Discover their strengths and meaningfully contribute to a future of greater possibility

 Ash Buchanan • @CohereSustain

(<http://www.cohere.com.au/the-benefit-mindset/>)

Educational journeys are enhanced through exposure to CSL experiences, making each and every student better prepared to navigate the increasing demands of a highly volatile and uncertain world.





AWARDS

COLOURS

For a student to receive an award (Full Colour, Half Colour or Merit), they should have displayed the following attributes as essential pre-requisites for eligibility:

1. High personal standards of sportsmanship, and/or pride in performance
2. Regular attendance at training/rehearsal
3. A majority of AGSV games/performances for the season or practices if a non-sporting activity
4. A committed attitude to the team/group and respect for the game or activity.

Whilst AGSV representation is important, the award is based largely upon School performance. If criteria (1–4) are met, awards would then be based upon standards of performance achieved by students in their respective sports/activities, according to the set criteria for that activity.

These specific criteria, applicable to each sport or activity, can be obtained from the Director of Sport or the person in charge of that sport or activity.

HOUSE AWARDS

In addition to House Colour, Half Colour and Merit awards students will be acknowledged for their significant involvement within the House Competition system over the year during House Assemblies. Students are acknowledged in the following areas:

- Leadership
- Spirit
- Excellence
- Service.



COMMUNICATION

Peninsula Grammar uses a range of communication tools to communicate with parents.

EMAIL

Emailing parents directly allows for timely communication about what is 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 don't 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 as both 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 have their own username and password and are encouraged to check Zenith regularly. 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 published every Thursday. 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.

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.



OPEROO PERMISSION TOOL

Operoo 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. It is also used to seek input or feedback from parents/guardians on School related activities.

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

Using a PC, laptop, tablet or smartphone parents/guardians can complete their Operoo profile and update medical and emergency contact information as required ensuring the School has the most up to date details at all times. This includes:

- Emergency contacts
- Medical checklist
- Ambulance and health insurance details
- Any other care instructions from parents/guardians.

Once the profile has been completed, parents/guardians are sent forms to provide consent via Operoo for each event or activity.

Visit the Operoo website for further information on the system at www.operoo.com or feel free to contact the School with any questions by emailing us at operoo@pgs.vic.edu.au

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 Peninsula Grammar and look for our crest. The App provides Alerts, Calendar Events, School News and other valuable 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 their child or in an emergency that directly affects their 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.

PGSREADY

PGSReady is the Peninsula Grammar School's community readiness platform in the event of changes to our on campus learning.

On our PGSReady page is regularly updated and is available from the website under Important Information.



SENIOR SCHOOL AND SCHOOL POLICIES

School policies can be viewed and downloaded from Zenith or the school's website at <https://www.peninsulagrammar.vic.edu.au/all-policies/all-student-policies>.



STUDENT SUPPORT RESOURCES

ADVICE FOR THE SENIOR SCHOOL' JOURNEY

The senior years of schooling can be an extremely stressful time for a teenager and it is important that support strategies are put in place sooner rather than later. There has been a significant amount of research about improving performance and reducing stress and I would like to share some of these findings with you.

- **Sleep:**

At least 9 – 10 hours of sleep is required for a teenager. Therefore, it is important to avoid the temptation to cram into the early hours of the morning before a test, SAC, oral presentation or examination. This can impair reasoning and memory for up to four days. Significantly reducing the amount of sleep that you have will interfere with REM sleep which is thought to aid memory.

- **Time Management:**

Being organised and creating a study timetable will lower stress levels and improve one's ability to retain information. By prioritising and creating a balanced study plan, students will be able to study each subject in its entirety and ultimately improve their performance.

- **Nutrition:**

It is important to have a balanced diet. A nutritious breakfast that contains oats, muesli or multigrain toast can help improve performance throughout the day. It is important to try and avoid unproven 'fad diets' that can impact on health and general wellbeing.

- **Minimise Distractions:**

Research shows that the claim of being able to 'multi-task' is false. In fact, 'multi-tasking' is actually more accurately named 'task switching'. During time of study we recommend that students store their mobile phone somewhere else and if music is to be played we encourage music such as baroque music.

- **Study Spaces:**

It is actually useful to have a number of different study spaces available. Here at Peninsula Grammar students may study in the silent study retreat or work collaboratively in a Zammit Centre classroom or open space.

- **Exercise:**

Cardio vascular health is an important factor in preserving and improving learning and memory. Regular cardio activities such as: running, swimming, dancing, aerobics or walking can also reduce stress levels.

- **Practice examinations:**

Students often leave this until the last minute, but it is a skill that must be practiced throughout one's senior years. The ability to identify key words and apply one's knowledge can be developed over time and can reduce performance anxiety during examinations.

It is very important that all Senior School students have a plan in place to allow them to deal with the challenges of Years 10, 11 and 12. However, it can be quite challenging for a teenage student to develop a plan on their own. Therefore, it is important that they are encouraged to seek regular support from parents, peers and teachers.

PENINSULA GRAMMAR SENIOR SCHOOL WEEK 1 PLANNER

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7.00 – 8.00						Morning	Morning
8.00 – 8.40							
8.40 – 8.47	Registration	Registration	Registration	Registration	Registration		
8.50 – 9.40							
9.45 – 10.40		Principal's Assembly					
Recess							
11.05 – 11.55				House Mentoring			
12.00 – 12.55					VCT		
Lunch						Afternoon	Afternoon
1.50 – 2.40			VCT				
2.45 – 3.35	House Mentoring		VCT				
4.00 – 5.00							
5.00 – 6.00							
6.00 – 7.00							
7.00 – 8.00						Evening	Evening
8.00 – 9.00							
9.00 – 10.00							
10.00 – 11.00							

To do list

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Key Assessment Task due dates

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BELL TIMES

YEAR 5 – YEAR 12	TIMES	MINUTES
Registration	8:40 – 8:47	7
Period 1	8:50 – 9:45	55
Period 2	9:45 – 10:40	55
Recess	10:40 – 11:05	25
Period 3	11:05 – 12:00	55
Period 4	12:00 – 12:55	55
Lunch	12:55 – 1:45	50
Period 5	1:45 – 2:40	55
Period 6	2:40 – 3:35	55







PENINSULA
— G R A M M A R —
INSPIRING PERFORMANCE