



TINTERN  GRAMMAR

MIDDLE SCHOOL HANDBOOK 2021





TINTERN GRAMMAR

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The Middle School at Tintern Grammar
– a dynamic experience

Tintern Grammar's Aim

Tintern Grammar provides educational and cultural experiences that offer each student opportunities to:

- develop an enquiring mind;
- find purpose and enjoyment in learning;
- value and appreciate excellence and opportunity; and
- develop personal and professional skills for life

in the context of the dynamic and challenging environment of C21 Australia and its global context.

We aim to inspire independence and a sense of identity in every student so that each young adult leaves Tintern Grammar:

- empowered to face the future with confidence
- with the ability to creatively solve problems
- a principled and compassionate young person
- with a commitment to contributing to the wider and global communities
- enabled to be a life-long learner

Students are encouraged to strive for:

- academic, creative, spiritual and physical maturity;
- personal excellence of endeavour;
- an ability to relate to others in a positive and affirming manner; and
- self-discipline and responsible use of authority

in an environment which engages students, staff and families in co-operation and respect and in which care, compassion, challenge, fulfilment and commitment are guiding values.

At Tintern Grammar our emerging young adults learn that independence comes with responsibility. Students are guided and supported in their journey by teachers and peers.

History of Tintern Grammar

Over 140 years ago Mrs Emma B Cook (our founding principal) wanted 'an excellent school' for her sons and daughters. Not satisfied with any of the established schools in Hawthorn, she started her own school - Tintern. It was not long before neighbours pressed Mrs Cook to allow their children to attend. Even while the school was in its infancy, its reputation for excellence grew so rapidly and widely that before long many country families also sent their children to attend the school. In 1918, the Church of England Trust purchased the school property and what was initially a School for the whole family became a school for girls. Continued growth led to the need for more

spacious and modern facilities to suit a widening range of educational activities. In 1953 the school moved to its current site (just over fifty acres) at Ringwood East.

In 1999, as a means of providing girls and boys with similar quality education whilst still recognising the gender differences in development, the Tintern Board established Southwood Boys Grammar School, a complementary school for boys.

In 2014 Tintern and Southwood students came together on the Ringwood East site. Today, Tintern Grammar is one of Australia's oldest and foremost independent schools. We continue to provide educational and cultural experiences that facilitate opportunities to develop an enquiring mind, to find purpose and enjoyment in learning, to value and appreciate excellence in all things, and to develop personal and professional skills for life.

Students are encouraged to achieve: academic, creative, spiritual and physical development, personal excellence of endeavour, an ability to relate to others in a positive and mutually rewarding manner and self discipline and acceptance of responsibility in an environment which engages students, staff and parents in a mutual cooperation, and in which care, compassion, challenge, fulfilment, and commitment are guiding values.

The School is committed to achieving these objectives through a rigorous process of continuous improvement - ensuring that Tintern Grammar's future is as bright as its past.

Tintern Grammar Headmistresses and Principals

Emma Cook 1877 – 1910

Agnes Cross 1911 – 1918

Hilda Ball 1918 – 1928

Anne Peterson 1929 – 1933

Ethel Colebrook 1933 – 1939

Constance Wood 1939 – 1968

Margaret Hamilton 1969 – 1982

Sylvia Walton 1982 – 2005

Jenny Collins 2006 – 2014

Brad Fry 2015 – present

Factis non Verbis - By Deeds Not By Words

By Deeds Not By Words is our School's motto. The school has used the symbolic representation of the bishop's mitre as its crest since 1918, when the earlier shield of Tintern Girls Grammar School was replaced along with the first motto 'Onus quod bene fertur leve fit' (A burden well borne grows light).

The Tintern House System

A range of activities take place throughout each year which are aimed at fostering and developing House spirit and camaraderie among students at all levels. House sport, including basketball, football, cricket, netball and soccer and competitions such as swimming, athletics, cross country and House Music Showdown, Dancing and Cheersports are just a few of the activities organised.

The girls House System was adopted in 1924. The five Houses at Tintern are named after a previous significant staff member or student:

Cross - (House colour, Blue). Miss Agnes Cross was Tintern's second Headmistress.

Gordon - (House colour, Green). Three Gordon sisters (Florence, Olive and Inez) attended Tintern. Each was a Head Prefect in 1918, 1920 and 1922 respectively.

Mansfield - (House colour, Red). This House was named after the founder of Tintern Grammar, Mrs Emma B Cook, whose maiden name was Mansfield.

Somner - (House colour, Purple). The Somner sisters (Agnes, Jessie and Frances) were pupils of Tintern. Both Agnes and Jessie also became staff members during Mrs Cook's leadership.

Watt - (House colour, Gold). The newest House was added in 1993. Kathy Watt (Tintern student from 1977 – 1982) distinguished herself as a Gold and Silver medallist in Cycling at the 1992 Barcelona Olympic Games. Her mother and sister also attended Tintern.

The boys Houses have been named after Bishops who have been Chairmen of the Tintern Grammar Council.

Butterss	Blue
Dann	Gold
Grant	Green
McKie	Red
Stewart	Purple

With many House activities involving both boys and girls since 2010 we have adopted the combined House names of:

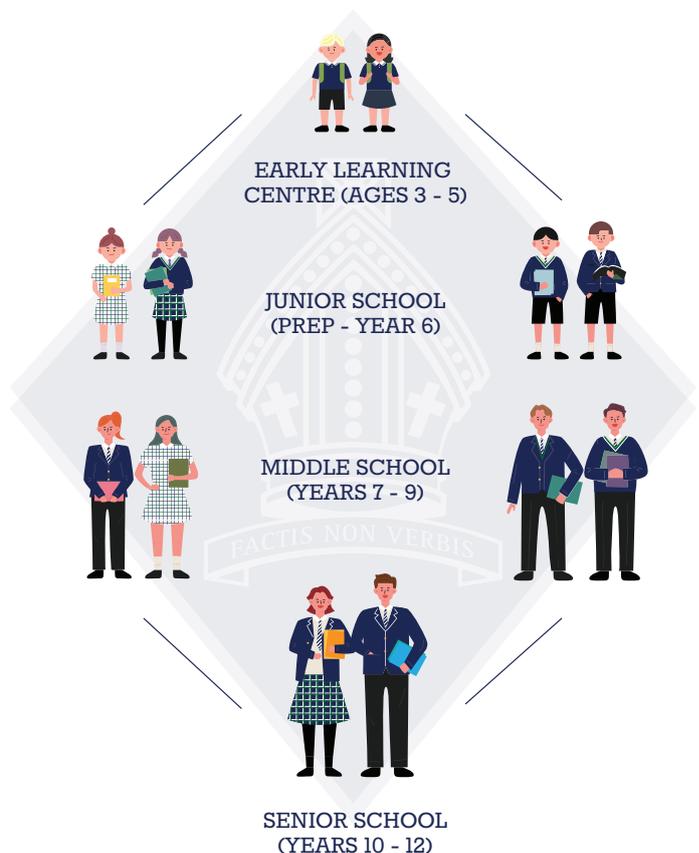
Butterss Cross
Dann Watt
Grant
Mansfield McKie
Somner Stewart

Parallel Learning

Our Parallel Learning education model is unique in Victoria, providing a blend of parallel and convergent learning for the whole family.

Parallel Learning works on the principle of acknowledging that teenage boys and girls learn at different rates and in different ways. Classes are mixed for the learning of basic skills in the Early Learning Centre, then through the Junior and Middle School the genders are separated to provide a more stimulating and effective learning experience for each. They finally converge in the co-educational environment of Senior College, where students benefit from greater subject choice, tertiary style facilities and preparation for an easy transition into further study after school or into joining the workforce.

Parallel Learning Model



Welcome to the Middle School

Dear Parents and Students

The Middle School years are a unique period of growth and development where students undergo significant emotional, social, physical and intellectual development. Our Middle Schools Theme 'Change and Challenge' supports both girls and boys through this exciting period of transition to becoming resilient young adults.

Our teaching practice and pastoral programs focus on ensuring students are engaged in their learning while gaining independence. With the support of their dedicated teachers, state of the art learning facilities, access to learning technologies and a strong teaching pedagogy, reinforced by the Tintern Grammar Learner Profile and Compass, our students develop many skills in a range of experiences that are engaging and relevant to students in the middle years. The success of a Tintern Grammar education is the result of a collaborative approach of students, parents, and the entire school community which focuses on the holistic development of the student and allowing them to develop their own identity. This is underpinned by our Parallel Learning Model, which works on the principle of acknowledging that teenage boys and girls learn at different rates and in different ways. Pastoral Mentors and subject teachers working within the Tintern Grammar Middle Schools have extensive experience in tailoring learning opportunities to best suit the specific needs of boys and girls. All teachers will encourage and support students to foster the development of their special interests and talents in addition to essential life skills.

The Middle Schools Handbook can be used by families as a valuable source of information regarding the school and our policies. An ongoing partnership between families and the school is essential to the continued support and development of students and we both encourage open and honest communication between families and the school throughout the year. Each girl and boy can make a valuable contribution to the Tintern Grammar community. This can be achieved through; their positive interactions, attitudes and behaviours with their peers and teaching staff; their leadership or involvement in co-curricular activities and by sharing their talents, interests and skills. We encourage all students to embrace the opportunities on offer and action our school motto 'Factis Non Verbis' to experience the satisfaction and sense of community that can be felt through involvement in all aspects of school life in 2021.

We wish our students every success throughout their Middle School journey.



Mr Brett Trollope
Head of Middle School

SECTION A: School Rules, Procedures, Contacts and Offerings

Introduction

The Middle School Years: Change and Challenge

The philosophy of the Middle School focuses on assisting students to effectively manage change and individual challenges. We provide an education that develops the full potential of the individual on a pastoral and an educational level. We aim to create a challenging and stimulating environment. Exploring personal development, community, leadership and adventure are key themes in the Middle Years which are times of critical transition as our students develop from young boys and girls into young men and women. We engender this by selecting a theme for each year level that is appropriate to their developmental stage.

Through the Middle School years our aim is to provide education of the highest quality, not only in terms of academic work, but also in terms of providing you with a wide range of opportunities to increase your skills and broaden your interests. Tintern Grammar further emphasises the concept of independence and responsibility: to yourself, to your family, to other members of the school community and to the wider community.

The pastoral team at each year level assists students to foster self-discipline, independence and a sense of community and seeks to build resilience in each student in preparation for the next stage of their learning. A wide range of co-curricular activities are offered to Middle School students, including Young Farmers, music ensembles, choirs and recreational sports. Additionally all students are encouraged to participate in a variety of Pastoral and House activities. We look forward to welcoming and working with the young men and women of the Middle School.

Leadership in the Middle School

Leadership opportunities are available through many pursuits and avenues for our Middle School students. Each pastoral group elects Form Leaders on a semester basis and these students work closely with their Pastoral Mentors and class peers. Year 9 students elect House Leaders for each of the five Houses. These House Leaders work actively to promote House events and participation, both within the Middle Schools and in co-operation with our Senior College House Leaders. In particular, House Leaders take ownership of significant Middle School House events such as the Year 9 House Showdown. All student leaders receive

leadership training within the School and this is often supplemented by additional training programs.

Year 9 students also elect Year Level Leaders, who play a large role in assisting the Year Level Co-ordinator at Assemblies and in presenting student driven ideas to staff. Our Year 9 Level Leaders are called the Middle School Captain and the Vice Captain who work closely with our Senior College School Leaders. In addition we have other Middle School leadership categories – Middle School Leaders, Middle School Music and Drama Captains, Middle School Community Captains and Middle School Sports Captains. These Leaders will assist the staff in the promotion and organisation of a variety of Middle School activities across the year.

As a Middle School student you will learn to take into consideration your interests, abilities and thoughts about the future. Be responsible in your approach to your studies and in your commitment to co-curricular and community activities - inside and outside the school. Pastoral, teaching and administrative staff will be on hand to support you as an individual to make the very best use of your Middle School years. This handbook outlines procedures and rules relevant to Years 7, 8 and 9 of the Middle School at the Tintern Campus as well as providing information specific to the pastoral program. We urge you and your parents to read it carefully and to refer to it regularly.

The Middle School ePortfolio

The Middle School ePortfolio enables all Middle School students to celebrate their journey by giving due recognition to the myriad of achievements and milestones that are accomplished academically, socially and across the various co-curricular and community events by all students. Each student will be able to identify, reflect and achieve goals that are focussed on such areas as: their own personal development; their contribution to the school community; their commitment to social service activities; their academic and/or co-curricular achievements. Year 9 students will use a Portfolio which includes sections that relate to their experiences in the Challenge Program. The ePortfolio is accessed through the MyTintern Portal and is updated throughout the year.

Resilience Project

In Australia 1 in 4 adolescents will experience mental health problems this year. The key to reducing these figures is prevention. Even for students who will never experience a mental health issue, the benefits, in terms of increasing capacity to deal with challenges, changes and stressors, are endless. Our Middle School uses the Resilience Project as a foundation for the development of our student's wellbeing and

reducing the likelihood of mental health issues arising. The program delivers emotionally engaging activities providing evidence-based programs to build resilience and happiness. These fit into four key areas:

1. Gratitude.
 - a. The act of being thankful and appreciating what you have in life.
2. Empathy (kindness).
 - a. The capacity to understand and feel what another person is feeling.
3. Mindfulness.
 - a. The practise of attention regulation.
4. Emotional Literacy.
 - a. Develops their ability to understand and express their emotions, and practise how to manage them.

Contact Information

Telephone Main Administration 9845 7777

Office Hours	8am - 4pm
Assistant to Head of Middle Schools	9845 7793
Head of Middle School	9845 7777
Absentee Hotline	9845 7722
Facsimile	9845 7712

Girls' Middle School Staff

Head of Middle School	Mr Brett Trollope
Year Level Co-ordinators:	
Year 9 Co-ordinator	Miss Emma Lowing
Year 7 & 8 Co-ordinator	Mrs Anthea Watkins
Year 9 Pastoral Mentors:	
9A	Mr Tom Stammers
9B	Miss Elizabeth Cutter
Year 8 Pastoral Mentors:	
8A	Mrs Liz Black
8B	Ms Rebecca Infanti
Year 7 Pastoral Mentors:	
7A	Mrs Shereen D'Souza
7B	Miss Anha Nguyen

Boys' Middle School Staff

Head of Middle School	Mr Brett Trollope
Year Level Co-ordinators:	
Year 9 Co-ordinator	Miss Emma Lowing
Year 7 & 8 Co-ordinator	Mrs Naomi Baulch
Year 9 Pastoral Mentors:	
9D	Mr Alexander Pitcher
9E	Mrs Jessica Fulton
Year 8 Pastoral Mentors:	
8D	Mr Vince Di Mitrio
8E	Mr Steven Lo
Year 7 Pastoral Mentors:	
7D	Mrs Anne Meredith
7E	Mr Matt O'Brien

Other Important Contact Staff

Mr Bradley Fry	Principal
Ms Oriana Constable	Acting Vice Principal
Mrs Heather Ruckert	Acting Head of Senior College

Middle School Leaders

Girls' Middle School Captain

Anika Mulemane

Girls' Middle School Vice Captain

Katie Howell

Girls' Middle School Leaders

Emily Stokes

Boys' Middle School Captain

Barathan Mahadeva

Boys' Middle School Vice Captain

Trent Chisholm

Boys' Middle School Leaders

Callum Power, Liam Roswarne

Year 9 House Leaders

Butterss/Cross Captains

Zoe Leonard, Aiden Van Dijk

Dann/Watt Captains

Skye Sriratana, Luke Fryer

Gordon/Grant Captains

Salma Maher, Will Kenny

Mansfield/McKie Captains

Elsje Van Vroonhoven, Jayden Lee

Somner/Stewart Captains

Emily Block, Kye Bertram

Music & Drama Leaders

Helen Yang, Hovan Tuong

Sport Leaders

Avan Cantor, Flynn Hutchinson

Community Leaders

Maddie Glasson, Alexander Martin

School Principles

The School respects, adheres to and affirms the following principles:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance

Parental Contact

Parents who have questions about aspects of their child's schooling should feel comfortable in contacting staff at the school. Each student is allocated to a Pastoral (Form) group and has daily contact with their Pastoral Mentor. Year Level Co-ordinators, in consultation with the Heads of Middle School are responsible for the pastoral program, Camps and daily events at their year level. There is a range of staff who can help. The usual order of contact is:

- Pastoral Mentor should be the first contact person for queries of a non-subject type
- the Subject teacher should be the first contact person for queries of a subject type
- Year Level Co-ordinator
- Appropriate Head of Middle School

The school also has School Counsellors who can be consulted as required: Kylie Cummins (MS Girls') and Catie McNamara (MS Boys').

School Hours

The school day begins at 8.30am with morning Roll Call and finishes at 3.30pm. Students may be required to stay after school for scheduled practices in music, sport or other co-curricular activities. Such events will be notified in advance to parents/guardians.

Daily Timetable:

Monday to Thursday

Morning Roll Call	8.30am – 8.40am
Period 1	8.40am – 9.55am
Recess	9.55am – 10.25am
Period 2	10.25am – 11.40am
Period 3	11.40am – 12.55pm
Lunch	12.55pm – 1.45pm
Assembly/Utility	1.45pm – 2.15pm
Period 4	2.15pm – 3.30pm
Period 5	3.30pm – 4.45pm (Tuesdays only for Senior College students)

Friday

Period 1	8.30am – 9.45am
Assembly/Utility	9.45am – 10.25am
Recess	10.25am – 10.55am
Period 2	10.55am – 12.10pm
Period 3	12.10pm – 1.25pm
Lunch	1.25pm – 2.15pm
Period 4	2.15pm – 3.30pm

Term Dates 2021

Term 1 starts	Friday 29 January (Years 7, 11, & 12) and new students (8, 9 & 10)
Term 1 starts (all students)	Monday 1 February
Term 1 ends	Thursday 1 April
Term 2 starts	Tuesday 20 April
Term 2 ends	Friday 18 June
Term 3 starts	Tuesday 13 July
Term 3 ends	Thursday 16 September
Term 4 starts	Monday 4 October
Term 4 ends	Friday 10 December (Junior & Middle Schools)

Public Holidays 2021

Australia Day	Tuesday 26 January
Labour Day	Monday 8 March
Good Friday	Friday 2 April
Easter Monday	Monday 5 April
ANZAC Day	Saturday 25 April
Queen's Birthday	Monday 14 June
Mid Term Break	Friday 20 August
Mid Term Break	Monday 1 November
Melbourne Cup Day	Tuesday 2 November

The Family/School Partnership

In keeping with our emphasis on the important partnerships that exist between families and the School we provide the following information relating to Students, Parent and Staff Expectations.

Student And Staff Welfare

The following statements of expectations and responsibilities describe significant aspects of the Tintern Grammar Student and Staff Welfare Policy and implied co-operative understanding:

1. Every student has the right to expect that they will be able to learn and every teacher has the right to expect that they will be able to teach.

We all have a responsibility to:

- be punctual
- listen to the views of others
- participate in classroom activities
- meet deadlines
- be aware of pressure on, and workloads of, the whole school community.

All students have a responsibility to:

- come to class prepared and willing to organise themselves for the lesson; this includes having appropriate equipment and other educational requirements
- contribute supportively to our teaching and learning environment and cause no disruptions
- listen to and follow instructions
- approach the teacher if work has not been understood or if a lesson has been missed

All teachers have a responsibility to:

- issue clear instructions to individuals or groups.

All teachers have a right to:

- be treated with courtesy by students and in return to treat students with courtesy
- be able to work co-operatively with all areas of the school through the support of colleagues and co-operation of students, families and the school administration.

2. Everyone can expect to be treated with respect and fairness.

We all have a responsibility to:

- be courteous
 - address and respond to others in an appropriate manner, e.g. using the appropriate terms of reference and language
 - be sensitive to the feelings and needs of others
 - respect the rights of others to hold views different from our own within the general ethos of the school.
 - encourage all students to be involved in the life of the school.
3. Everyone has the expectation that open and honest communication will occur throughout the school.

We all have a responsibility to:

- respect confidences and avoid gossip, unless it is important that information be passed on, e.g. for purposes of safety or a person's wellbeing
- ask valid questions at appropriate times
- give honest straightforward answers to questions
- pass on information which is not of a confidential nature and which would enable staff and students to fulfil their roles more adequately

All students have a responsibility to:

- take note of and follow all instructions given about work or other aspects of school life

All students can expect to:

- receive appropriate assistance to resolve school related problems
- be kept informed about school-related matters
- be provided with opportunities for comprehensive involvement in school life

All teachers have a responsibility to:

- issue instructions that are clear and straightforward
 - provide students with appropriate feedback on progress
 - foster communication between school and home.
4. Everyone has the expectation that the school will be a clean, safe and healthy environment.

We all have a responsibility to:

- keep all areas of the school clean and free of obstacles
 - put equipment away carefully
 - identify and familiarise ourselves with emergency exits and procedures
 - avoid all unsafe activities
 - keep toilets and washrooms clean and tidy and behave with dignity when using these facilities
 - keep lockers clean and free from all intrusive material
 - use all resources in a positive way and be conscious of the need to recycle and conserve
 - treat all our public spaces with respect and understand that the property is owned by us all, therefore it is our own.
5. Everyone can expect health issues to be considered seriously.

Students and families have a responsibility to:

- at all times act in ways which promote good health and well-being
 - consider illness seriously and not come to school when unwell
 - consider the information available regarding public health, particularly in relation to sun hats, and to abide by the relevant school policies
 - never administer any form of substance to another person.
 - not carry medication; should medication be necessary, links between home and the school first aid service must be made. Only that medication held by the first aid services should be in the school.
6. Everybody has the expectation that their property, both personal and communal, will be respected and safe.

Students have a responsibility to:

- be trustworthy at all times
- name all personal property clearly and keep it in the appropriate space
- not move nor borrow another person's property without that person's authority
- not steal

- not bring personal property of value to school, e.g. telephones, Walkmans, iPods
 - hand in for safe keeping at the section office valuables that of necessity have been brought to school
 - never have large sums of money at school
 - carefully manage all personal property and lodge it in appropriate safekeeping during class time.
7. Everyone in the school community has the expectation that all other members of the community will behave in a way which upholds the school's good name and ethos.

We all have a responsibility to:

- exhibit exemplary behaviour through word, action, deed and dress
- treat all visitors with care and respect and also with friendliness and courtesy.

Students have a responsibility to:

- wear the correct and appropriate uniform at all times
- behave appropriately on excursions and at any school function, especially when travelling to and from school and particularly when in school uniform
- behave in an appropriate, sensible, mature and courteous way when they are on any school excursion, or in any public place, e.g. a shopping centre
- fulfill their school obligations and to attend school at all required times
- ensure that their public and private behaviour is of the highest possible standard, to bring credit to themselves and others
- read all school circulars and bring them to their parents' attention (parents have a responsibility to reply promptly to school requests).

The Student Management Policy

The Student Management Policy is designed to improve the quality of communication between teachers, Year Level Co-ordinators, the Head's of Middle School, School Counselling staff, the Vice Principals, the Principal and parents about issues concerning a student. If teaching staff have concerns regarding a student's behaviour whilst at school they communicate these to the student's Pastoral Mentor or Year Level Co-ordinator who will act according to

the student's actions and the circumstances relating to the individual student. This can include a variety of approaches including warnings, counselling or detentions. Parents will also be contacted by the Pastoral Mentor, Year Level Co-ordinator or the appropriate Head of Middle School should it be deemed necessary.

Students and families will be encouraged to seek the support of the School Counsellors as appropriate and Year Level Co-ordinators and the Head's of Middle School will seek their advice whenever student well-being issues are suspected.

Harassment and Bullying Policy

Tintern Grammar's Position:

- Students have the right to seek assistance as soon as they feel threatened
- Any student who is aware of the occurrence of bullying should approach a staff member to seek advice
- Parents are advised to contact the school if they are aware of any instance of bullying.
- Bullying is regarded as a serious offence and therefore any report will be followed up as soon as possible. The school will view the matter seriously if the report is verified, and will take appropriate action including counselling and/or sanctions.
- It is expected that Tintern Grammar's students will support each other in a positive manner.

Tintern Grammar is committed to providing all staff and students with a working and learning environment free from harassment.

Please note: All Middle School students and parents will receive a copy of the Tintern Grammar Harassment and Bullying Policy at the start of the year. This booklet includes a significant amount of information and advice relating to cyber-safety issues.

Tintern Grammar's Complaints Policy

- Students should feel free to approach any member of staff with regards to airing a concern.
- Where a student has a concern, they should, in the first instance, approach the relevant member of staff who will work with them to resolve the issue.
- Where the complaint is not resolved to the student's satisfaction the student should approach their Level Co-ordinator (or the Head of Faculty if applicable), or the School Counsellor who will work with the student to resolve the issue.

- If the complaint is still not resolved the student will be referred to the School's Complaints Policy which is in place to ensure that practices are followed by Tintern Grammar in an efficient, consistent, fair and just way.
- If the complaint is still not resolved the student may appeal for a final ruling on the complaint directly to the Principal.
- When appropriate, a current practice or policy may be recommended to be changed to avoid similar student complaints in the future.

(A more detailed outline of the process is provided in the School's Complaints Policy).

Parental Contact and Parent Complaint Policy

Parents/Guardians who have questions/concerns about aspects of their child's schooling should always feel comfortable in contacting staff at the school.

Each student is allocated to a Pastoral Mentor group and has daily contact with their Mentor.

Year Level Co-ordinator's in consultation with the Vice Principal - Head of Senior College are responsible for the pastoral program, Camps and daily events at their year level.

The usual order of parental contact with staff is:

- The Pastoral Mentor should be the first contact person for queries of a non-subject type
- The Subject teacher should be the first contact for queries relating to their subject
- Year Level Co-ordinator or Head of Faculty
- The Vice Principal - Head of Senior College
- The school has also a School Counsellor who can be consulted as required.
- Where a concern is deemed serious and cannot be resolved after initial consultation the Parent/Guardian can be referred to the School's Complaints Policy.

Inappropriate Behaviour

Inappropriate behaviour will result in a referral to the Level Co-ordinator or Head of Middle School, who, after discussion, may impose consequences such as a detention. Parents are expected to support the School's discipline policy.

Substance Abuse Policy

A drug is any substance with the exception of food and water, which, when taken into the body, alters its function physically and psychologically. This includes all legal and illegal drugs. Drugs include alcohol, tobacco, medicines prescribed for someone else, harmful amounts of medicine easily brought at the chemist or supermarket and illicit drugs such as cannabis, heroin, cocaine and ecstasy.

Bringing to school or being in possession of or under the influence of alcohol or any prohibited substances while at school or when engaged in school activities, such as School Camps, while travelling to and from school or while wearing school uniform is forbidden. Any situation in which illegal drugs are brought into the school will be reported to the Victorian Police. Bringing to school or being in possession of any tobacco products while at school or when engaged in school activities, while travelling to and from school or while wearing school uniform is forbidden.

To support this Substance Abuse Policy the school provides relevant drug education, provides a whole school approach to welfare through the role of the school chaplain, student counsellor, Level Co-ordinators and pastoral staff and encourages the development of positive inter-personal relationships between students through programs such as peer mediation, house activities and co-curricular activities.

In investigating a breach of this policy, students are reminded that school lockers and desks remain the property of the School and the School has the right to search them if it so desires. School bags belong to the student. In a situation where there is imminent danger based on a reasonable suspicion that a student is concealing an illicit drug and is likely to use it without warning, then the Heads of Middle School, Vice Principals or Principal may need to conduct or sanction an immediate search to prevent an injury to the student before police are called and arrive.

If there is no imminent danger that it will be used, the preferred approach is for teachers to request the consent of the student to search his/her property. If the student refuses, the bag could be quarantined and the police called and the bag opened or the parents of the student could be asked to come in.

Should an incident of prohibited drug use occur it may result in one or more of the following consequences: Consultation with parents, Written warning, Exclusion from School Camps, Loss of any office held, participation in a Re-education program, Community Service in conjunction with outside agencies, Counselling, Referral to outside agencies/services, Withdrawal of privileges, Comprehensive individual

assessment, Drug testing, Police involvement, Suspension or Expulsion from the School, Counselling and assistance to find an alternative school placement.

Care of the School's Environment

Every student is called upon to care for and to maintain the attractive surroundings that we are fortunate to have. People who drop litter or deface surfaces or walls are being anti-social, and will be dealt with accordingly.

Students are expected to maintain their Form Room and classrooms tidy and in good condition, and ensure the furniture is kept clean. Each Form Group is expected to tidy up their own Form Room at the end of each day and a final cleaning is done on the last afternoon of every Term. We are all asked to co-operate in keeping the school grounds, locker-bays, corridors and classrooms clean, free of litter and in good order.

Middle School students are encouraged to act in a way that minimises the environmental impact of our daily actions on our surroundings through:

- Use of the recycling boxes for paper, including newspaper and card
- Use of the recycling bins for cans and plastic bottles

Personal Property

Care of property, one's own as well as other people's, is essential. Careful labelling of all property is required: uniform, text books, stationery, sports equipment and any other items brought to the school. This is essential. ALL ARTICLES MUST BE MARKED. The school cannot accept responsibility for unmarked items, or for money left in classrooms, locker rooms or lockers. Any valuables may be left at the Main Office for safe keeping. Other personal belongings should be locked in the student's own locker. Students must use the padlocks provided and must be responsible for retrieving their lost items from the lost property cupboard located in the First Aid Room through the School First Aid Officer.

Uniform Policy

Below are the Tintern Grammar uniform requirements. Tintern Grammar students are expected to take pride in their personal appearance. When wearing the School uniform in public, it should adhere to the expected and approved standards, be worn appropriately and students should appear neat and tidy.

All Students - General

- Care with appearance is expected. The prescribed uniform should be well-presented. Well-pressed

uniform, clean shoes and signs of obvious care are required.

- The School uniform should not be mixed with casual or other clothing.
- Apart from inter-school and recreational sports days or House Sports days, the School blazer is the outer garment to be worn to and from school - an exception being days when the forecast maximum temperature is 30°C or above, or when the temperature reaches this level unexpectedly during the day.
- Only badges issued by the school may be worn with the uniform.
- Any student whose hair falls below the bottom edge of their collar will wear their hair tied back with a hair tie in one or more of the School colours (navy blue, maroon, green or white).
- Students with pierced ears may wear only one small plain pair of metal studs or sleepers (one only in each lobe). Other than this, no visible jewellery may be worn by boys or girls.
- Visible piercings other than the above are not permitted while wearing the School uniform.
- Make-up, including mascara, is not to be worn.
- Coloured nail polish or shellac and other artificial nail coverings are not to be worn.
- Extreme hairstyles and unevenly or unnaturally coloured hair are not permitted.
- The prescribed School jumper may be worn, but never as the outer garment to and from school.
- Scarves, if worn in winter, must be plain navy blue. They may not be worn to any School Assembly.
- ELC students are permitted to wear a plain white skivvy during colder months. Any other additional undergarments should not be visible.
- On rare occasions there may be a scheduled “free dress day” or an excursion where parents/guardians are advised that their son/daughter may wear casual clothes. On such days it is requested that parents pay particular attention to their child’s attire.

Again, the principle of taking pride in one’s appearance applies. Shorts/dresses or skirts that are too short or low slung are not acceptable and nor are any clothes that will expose a bare midriff or bare shoulders. Offensive t-shirts are not permissible. For safety, footwear must enclose the foot completely (i.e. no thongs, sandals, or open-toed shoes).

- A student deemed to be dressed inappropriately may not attend any School excursion as applicable. Instead, the relevant Head of School will ring to arrange for a parent or guardian to collect them from school.
- As per the Sun Smart Policy for their relevant section of the school, students from ELC – Year 6 are expected to wear the School broad-brimmed

hat when at play in Terms 1 and 4 or attending PE classes or sporting events.

- Students from Years 7 – 12 are required to wear a hat when attending PE classes or sporting events and are strongly encouraged to wear a hat when outside in Terms 1 and 4.
- For designated formal occasions, all students will be required to wear their School uniform with tie, unless the temperature and conditions demand otherwise. Students will be informed ahead of time if this is to be the case.

Girls School Uniform

This uniform may be worn all year round and is compulsory for the winter months (1 June to 31 August) and on designated formal occasions.

- Blazer
- Long sleeve white blouse/shirt with school mitre (two different cuts available)
- School jumper when desired
- Winter skirt (Years 6 - 12) worn with navy tights and ‘T-bar’ shoes or black polishable lace-up shoes or
- Uniform navy trousers worn with navy school socks and black polishable lace-up shoes
- Winter tunic (Prep - Year 6) worn with navy tights or knee length navy socks or
- Uniform navy trousers worn with navy school socks and black polishable lace-up shoes
- School tie (Years 3 – 12)

Girls in Years 3 – 6 have the option to wear either trousers or summer shorts with the long sleeve shirt and tie between 1 June to 31 August.

Year 12 students are permitted to wear the Year 12 jumper during their Year 12 year.

Girls Summer Option

This option is available from the start of Term 1 to 31 May and from 1 September to end of Term 4.

- Summer dress or
- Summer short sleeve shirt with mitre and summer shorts (summer shirt not to be worn with school tie or trousers)
- White school socks
- ‘T-bar’ shoes or black polishable lace-up shoes

Girls Uniform Requirements

- Mid-calf plain white school socks without insignia or branding must be worn in summer
- Summer dress to touch the kneecap in a normal stance when a student looks down at their feet
- Undershorts: girls may wear plain black ‘bike shorts’ under their summer dress
- The girls’ square-tailed blouse or the summer short sleeve shirt to be worn untucked. The hem should

sit at mid-fly, not sitting above the top of the shorts and not lower than the crotch line

- The skirt or tunic will touch the kneecap in a normal stance when a student looks down at their feet
- Ties must be worn with the top button on their shirt buttoned and the tie worn against the button
- Navy tights may vary in weight and material in deference to the temperature and student preference, but may not feature a pattern

Boys School Uniform

This uniform may be worn all year round and is compulsory between 1 June and 31 August and on designated formal occasions.

- Blazer
- Long sleeve white shirt with school mitre
- School jumper when desired
- Trousers worn with navy school socks
- Black polishable lace-up shoes
- School tie (Years 3 – 12)

Boys in Years 3 – 6 have the option to wear either trousers or summer shorts with the long sleeve shirt and tie between 1 June to 31 August.

Boys Summer Option

This option is available from the start of Term 1 to 31 May and from 1 September to end of Term 4.

- Blazer
- Short sleeve summer shirt with mitre (not to be worn with school tie or trousers)
- Summer shorts
- Navy school socks
- Black polishable lace-up shoes

Boys Uniform Requirements

- Mid-calf plain navy school socks without insignia or branding must be worn
- The older style summer shirts with uneven scallop hems must be worn tucked in
- The new style summer shirts are worn untucked. The hem will sit at mid-fly, not sitting above the top of the shorts nor lower than the crotch line
- The new style summer shirt will be the Tintern boys' required uniform from Term 1, 2022
- If a tie is worn, the top button on their shirt must be buttoned and the tie done up against the button.

Students will be given a reasonable opportunity to address inappropriate wearing of the uniform. This will be followed up by Year Level Coordinators in the secondary school and class teachers in the Junior School.

Continued breaches of the School's uniform policy will result in an escalating set of consequences. In

repeated cases, contact will be made with parents to seek support of the School's expectations.

Sports Uniform

- Sport: on inter-school sports and recreational sports days only (i.e. not Physical Education), students are expected to wear full correct sports uniform to and from school. Only on such days may the Sports Rugby top be worn to and from school. On House Sports days students are expected to wear full correct sports uniform to and from school to which they may add appropriate articles in House colours upon arrival at school.
- Physical Education: students from Years 3 – 12 must change into their correct PE uniform at the start of practical PE classes and then change out of PE uniform for other classes. They are not allowed to stay in PE uniform throughout the day. The exception to this is when PE is timetabled for Period 1 or Period 4, students may arrive or leave school respectively, in PE uniform but must wear School uniform for the remainder of the day. When Junior School students have after-school sporting activities, they may travel home in sports uniform.
- Physical Education: Prep – Year 2 students are permitted to wear the correct PE uniform to school and remain in it all day when they have timetabled PE lessons.
- Students must wear plain, unbranded white sport socks with their uniform. Students may choose between wearing ankle socks or mid-calf length socks.

School Bags

- Tintern Grammar School Backpack and Sports bags are a required item of uniform for all students
- All students must use the Tintern Grammar Backpack appropriate to their section of the school to bring required class items to and from school. (see Uniform Shop List)
- All students must use the Tintern Grammar Sports Bag appropriate to their section of the school to bring required sports/PE gear to and from school.
- Students must not use non-Tintern Grammar bags to bring items to and from school.

School Shoes ELC – Year 12

- All students (Years 3 – 12) must wear black polishable lace-up shoes
- Girls may alternatively wear black polishable 't-bar' shoes.
- Students in ELC may wear sports shoes with a non-marking sole. They should be a neutral colour (not black) and have velcro fastening.
- Students in Prep to Year 2 may wear black polishable school shoes with Velcro fastening.

- Students in Year 2 may also wear black polishable lace up shoes.
- Sports shoes must have non-marking soles.

The School Uniform Shop

The Uniform Shop is situated at the top of the Bus Bay.

Hours: Monday, Wednesday and Friday, 8am - 4.30pm.
(A lunch break is taken between 12 noon - 12.30pm)

Appointments can be arranged during and outside normal trading hours.

Phone: 9845 7824 Email: uniformshop@tintern.vic.edu.au

Attendance And Punctuality

Starting times

- All students are required at Morning Roll Call at 8:30am and we suggest that students arrive at school no later than 8.25am each day. At Morning Roll Call information relating to any changes to the day's program and special activities will be relayed to the Form Group.

Classes and Assemblies

- Attendance at all classes and Assemblies is compulsory.

Punctuality

- Punctuality is an expectation. Lessons will begin on time and all students are expected to bring the required equipment and books to every lesson.

Student Responsibility

- Middle School students can be expected to be responsible for delivering information collected from their Form Mentor, Year Level Co-ordinator, Subject Teacher, Main Reception, Sporting Team Coach or via electronic means to their parent(s)/guardian(s).

After School Collection

When parents of students in the Middle School are delayed in collecting them, students may wait in the library until 4.30pm. After that time students will be required to move to the PE Centre and to contact their parents to make alternative arrangements for travelling home. Students working in the library after school are expected to be working on homework or revision tasks.

Messages

Procedures exist for messages to be delivered to students during school hours. Parents may ring through important messages for their child to the Main School Office. In cases of emergency, students may also need to contact their parent(s)/guardian(s) through the Main Office. Parents are asked to avoid texting/calling students during class time as phones are not permitted in class.

Student Record Books

A Student Record Book is distributed to students at the beginning of Term 1 – its cost is covered in the fixed charge. If lost a new Record Book will be issued and charged to the student's account. The Record Book is expected to be used efficiently to record all Homework, Assignments, timing of excursions, and important reminders/messages. It is a handy tool in ensuring that a student is working effectively and developing sound organisational skills. The Record Book is also to be used for communication between the Form and/or Subject Teachers and parents/guardians. Time in the Middle School Pastoral program is devoted to discussing the correct use of the Record Book and Record Books will periodically be checked by the Form Mentor, Level Co-ordinator and the Head of Middle School to ensure they are being used effectively.

Absences

For all absences, we ask that parents telephone the absence hotline on 9845 7722 or email absences@tintern.vic.edu.au before 9.15am on the day of the absence. Where there is a medical appointment or family obligation necessitating absence, we ask that a note of request be sent WELL IN ADVANCE asking for permission for absence on the required day. On the first day of returning to school after illness or absence, a student must show their Form Mentor a signed note of explanation recorded in the Student Record Book. The school does not encourage leave or absence for holidays within the school term for private reasons. Students who need to leave school early for an appointment are required to have a note from home, an appointment card and be collected from Main reception by a parent or guardian. At the time of departure they need to sign out at the Library and show the necessary documentation. Families are strongly urged to make appointments outside class time.

Homework

Work at home or beyond the hours of timetabled lessons is important to a student's on-going education and an integral part of the teaching program. The

goal of the homework policy is to enhance student responsibility for their learning through meeting work commitments and negotiating with staff should any unexpected difficulties arise. Homework will sometimes be modified to cater for individual learning differences.

The following recommendations are given:

Year 7: 5 x 45 min sessions or the equivalent per week

Year 8: 5 x 60 min sessions or the equivalent per week

Year 9: 5 x 75 min sessions or the equivalent per week

Good homework habits lead to greater satisfaction in learning and more successful results.

- Subject teachers will notify parents via e-mail should homework not be completed
- Students who do not submit homework will be given a supervised lunchtime detention

Study Skills

The Middle School pastoral program devotes time at each year level to sessions on personal organisation and study techniques some of which are conducted by external providers. These programs are further consolidated and formalised in the Senior College at Tintern Grammar.

Throughout the Middle School students should aim to develop good study strategies by engaging with the programs run by the school and also by talking to students in more senior levels to find out what methods these students have employed.

Have some clear goals:

Short Term

- completion of on-going projects and assignments
- passing a topic test
- mastering a maths problem

Medium Term

- preparation of revision notes
- have all novels read by a certain date
- improve essay writing

Long Term

- improve overall Semester Grades in a subject
- perhaps you already have a preferred career area

The Homework/Study Environment

- Do homework/study away from distractions such as family members and friends or loud music and TV
- Use the school library if working at home is difficult
- Keep work area clear of clutter so that work can begin as soon as you sit down
- Set up a sensible filing system so you don't waste time searching for things you need
- Good lighting and a comfortable position are important
- Angle books so that they are propped up in front of you. This is easier on the eye

When to Study

- Organise a homework/study timetable, taking into account all of your commitments
- Be disciplined about starting work when you say you will
- Avoid the great time wasters, especially when taking breaks. TV, phone, internet and computer games all passively destroy your resolve to return to work

Work Policy Years 7 – 9

The over-riding considerations regarding student work are:

- submit work on time
- submit work that is clearly her/his own

The following work policy has been developed to assist students to assume the responsibility for the organisation of their work and time and in the interest of fairness and equity to all students and staff. Completion of assigned work is an integral part of a student's learning in terms of self-motivation, responsibility, reinforcement of and extension of work undertaken in class. To this end, staff set tasks which have an educational and time value. Once set, dates for the completion of these tasks are expected to be adhered to by all students within the class.

A specific timeframe to complete the task and clear instructions in class will be provided at the outset. Where applicable, class or library time will also be provided. It is each student's responsibility to ask questions or to seek other relevant guidance from the teacher as needed, in order to complete the work thoroughly and within the allotted time.

If the work involves use of computers the student must organise to save the work as it is being developed and must keep a back-up copy of the

final piece submitted. Similarly it is the student's responsibility to ensure that the work is printed in sufficient time to meet deadlines. Overcoming technical difficulties is also the responsibility of the student.

The final piece of work is to be handed directly to the teacher in class on the due date. The teacher will then record its safe submission and may also wish to initial and date the work at that time. There may be instances where the work will need to be submitted at reception. If this occurs, the secretarial staff will accept the work once the student has signed the work submission book to indicate what is submitted and the name of their class teacher. Occasionally students may find that they will have difficulty in submitting a piece of work on time. If so, it is the student's responsibility to approach their classroom teacher in advance of the due date to request an extension. A sound reason will be expected, and in the case of illness or health issues a medical certificate will be requested as confirmation. Due consideration will be given to a request for an extension, and if agreed to the teacher will negotiate a new submission date.

Should the work not arrive on the due date and no extension has been approved, the School's Late Submission of Work Policy will take effect, as below. It is important that late submissions are an exception. We emphasise that consistency and fairness to all students are paramount considerations in the teacher's setting and, accepting and assessing of all work. It is important that students do undertake all set work except in unusual circumstances. Teachers will mark all work that is submitted, even if work is submitted very late, but the following policy applies:

Absence or extension of Deadline

If a student is ill on the day of the task or unable to meet a particular work deadline, the following procedure is to be adhered to:

1. Evidence in the form of note or e-mail from the parent guardian must be obtained to justify the reason for the late submission
2. The student is to e-mail or discuss her/his case with the subject teacher and a revised due date may be suggested by negotiation
4. The student is responsible for contacting the teacher to request an extension who will sign off on the new date if it is granted
5. The Year Level Co-ordinator, Head of Middle School and the subject teacher reserve the right to indicate that the request is unjustified
6. The student is then notified by e-mail of the decision (copied to Year Level Co-ordinator)

7. The work must be handed in to the teacher, or to the Main School Reception as relevant on the extension date

Late Submission of Work

Should the work not be received by the due date:

- Work will incur a 10% reduction in grade (without accepted reason or extension requested and granted no later than the day before the due day)
- The 10% penalty is calculated from the total available score (that is a penalty of 2 marks if out of 20, 4 marks if out of 40)
- Student is given a homework detention
- Teacher contacts parent/guardian and Year Level Co-ordinator
- A second deadline which will fall on or before the detention date is agreed to by parent/teacher/student which if met incurs no further penalty
- If second deadline is missed then the work completed by the end of detention will be graded, but given only the maximum possible grade of 50% (D Grade) to credit towards the Semester Report
- Parents will be immediately notified by the teacher

Computer Use

When students use a computer to produce a task, it is the student's responsibility to ensure that

- there is an alternative system available for use in case of computer or printer malfunction or unavailability;
- hard copies of the work in progress are produced regularly to meet authentication requirements; and
- each time changes are made, the work is saved onto a back-up file. The back-up file should not be stored with the computer

Preparing For Tests

Review topics

Don't leave your preparation until just before a test. At the end of each topic summarise the major points and keep this summary at the end of that section of notes. It should be just a short list of essential points.

Repetition

Most tests require the recall of information to answer the given question/s. The best way to learn is through repetition and there are a variety of methods, such as:

- arrange your material into charts and diagrams

- record information onto a tape and play it back
- arrange material into sub-groups
- work with someone else and test each other
- make some flash cards – an alphabetical index of topics/definitions on one side and detailed data on the reverse side. Have another person test you
- use the READ, COVER, WRITE CHECK method, working on a small section of material at a time

Practice Examples

Practise on sample tests, if given, and attempt them as if you are actually sitting the test. In Maths and Science try sample problems from the textbook.

Go over assessed work

Do this honestly. Chances are that you did the work earlier when you were less confident/competent. Identify anything that needs improvement. Seek help from your teacher if you still don't understand.

Understand what you are doing

This is essential. Don't memorise for the sake of it. Work out the relevance of material within the wider context of the subject. If you don't understand, seek help.

During the test

- Allow yourself time to digest the questions
- Allocate time sensibly to complete all sections

Be aware of your own learning style

- People learn in different ways – identify your own style and use appropriate strategies, e.g. some people are visual learners; others oral.

EISM and House Sport

Sport is an integral part of Tintern Grammar's life and plays an important part in the development of the 'whole person'. Tintern Grammar has a proud sporting tradition and we applaud those who participate as much as those who strive to excel. Sport also helps students to develop many qualities they can rely on now, and in later life such as: teamwork; social skills; a sense of fair play. Many leadership opportunities also arise through Sport.

A House system operates at Tintern Grammar and students are divided into 5 House groups for an exciting range of activities. The House system provides students with 3 major sporting carnivals over the year

– Athletics, Cross Country and Swimming. The focus of House activities is participation and enriching our students' experiences within the School.

EISM Sports Matches are scheduled across the year and commence from the start of Semester 1 for Years 8 and 9 students. Year 7 students do not have scheduled EISM fixtures until Semester 2. In Semester 1 Year 7 students have training sessions during class time on Monday afternoon. EISM carnivals in Athletics, Cross Country and Swimming are also available for Tintern Grammar students to participate in. Training for the Carnival teams takes place before school. Once selected in an EISM sports team, attendance is compulsory unless a medical reason is given – we have a clear expectation that students will show commitment to others in their team. A detention will be given if no prior notification of absence is given.

Co-Curricular Programs

Tintern Grammar offers a huge variety of Co-curricular programs to all secondary students and, in particular, to Middle School students. Our advice is for all students to sample as many co-curricular activities as their time allows across the Middle School – an interest at this stage, may become a life passion or a career in future years.

Teachers in charge of co-curricular activities publicise activities through newsletters and directly to students and parents at various forums. Consult your Form Mentor for additional advice and speak to your parent(s)/guardian(s) to seek their input/permission before over-committing yourself.

The co-curricular programs on offer include: Music – a huge variety of Ensembles, Choirs, Bands, The School Orchestra are available as well as individual private Music lessons (Mrs Alison Bezaire, Head of Music at Tintern Grammar, provides more detailed information on all of the Music offerings); Performing Arts (for example the Annual School Musical, the Year 9/10 Cross Campus Production); The Young Farmers group; Sustainable Futures; Speech and Drama; Debating (Year 9 and above) and Public Speaking; Horizon Art Group; various subject competitions – Maths, Science, Geography, History; Tournament of Minds; various Sports – in addition to the EISM an House Sports offerings – including Equestrian Sports and Snow Sports.

Travelling to and from School

- Behaviour on public transport, including school buses, should be self-disciplined and sensible, taking into account the rights and needs of others. It has been arranged that the Vice Principal - Senior College and Administration will be advised

directly either by individual bus drivers or by the Bus Company Manager should any concerns occur regarding Tintern Grammar students. Breaches of behaviour on buses may result in the withdrawal of bus travelling rights.

- Similarly, in streets and shopping centres, Tintern Grammar's students should behave courteously and discreetly.
- Students who travel by train, in particular, are advised to draw no attention to themselves by loud or objectionable behaviour at all times: on a train platform; when walking to and from the train station; or when travelling in the train

Parent Teacher Interviews

Parents/Guardians are encouraged to contact the Pastoral Mentor, subject teachers or Level Co-ordinators, as the need arises. Interim reports are made available via the parent portal prior to scheduled formal Parent-Teacher interviews. Parents/Guardians are then invited to make on-line Parent-Teacher Interview bookings for interview sessions that are held in Term 1 in Semester 1 and late Term 3 for Semester 2. Parents will be advised by and reminded in various newsletters when interim reports are made available and when interviews are scheduled. Students in the Middle School are encouraged to attend the Parent-Teacher interviews but may choose to do so. Written subject reports are completed by all subject teachers at the end of each Semester and are accessible online.

The Compass Cafe

The Compass Cafe is located in the Visual Arts building and is open at recess and lunchtime and provides snacks/lunches for both the Primary and the Middle School. Online ordering is available through Flexischools.

Nut-Aware Policy

Tintern Grammar has many students who suffer from severe nut allergies. Even trace amounts of a problem food can cause a life threatening anaphylactic reaction.

In an attempt to make our school environment safe for all students, staff and visitors, Tintern Grammar has implemented a "Nut-Aware" strategy. This strategy came into effect as of July 15, 2008. We would appreciate your help to maintain a safe community by keeping as far as is reasonable and practicable, all nuts and nut products out of the school. This includes peanuts, walnuts, cashews, almonds and all other tree nuts. Please read all food product labels carefully.

"Accidents" happen when foods labelled "may contain" or "traces of" are brought to school. Our goal is to prevent allergic reactions and awareness is the key. We appreciate your help to make the school safe for every student. Tintern Grammar has also involved our primary catering provider, Alliance Catering, to help us to support members of our community and visitors to the school who are nut allergic. As part of this process, Alliance Catering has removed all items on site that have nuts or contain traces of nuts.

Alliance Catering has advised all suppliers that Tintern Grammar has become a Nut Aware school and has outlined expectations for client compliance. A Permanent Note has been attached to all delivery dockets advising of the Nut Aware approach adopted by Tintern Grammar. Menu items are reviewed to ensure that no items have nuts and the ability to order loose and visible nuts from Alliance suppliers has been removed.

Physical Education, Years 7 - 9

The essence of Physical Education is participation and to strive for improvement. Appropriate clothing and preparation are essential together with the student's sense of self-discipline. In order for each student to be prepared properly for their Physical Education classes, we are providing the following list of requirements:

- We appreciate that there are times when a student is unable to take part in a Physical Education class. To verify this, we need to have a written note signed by a parent/guardian prior to or at the commencement of each lesson the student will miss. During this lesson, the student may be required to undertake written work supervised by PE staff.
- The nominated sports uniform appropriate to the particular activity is always to be brought and worn in full. Non-marking soled shoes only are acceptable.
- Mouthguards are to be worn as required for a variety of activities. If a student does not have a mouthguard, a moulded one will be supplied by the school and the cost charged to the school account.
- A hat is to be worn during all classes in Terms 1 and 4. If a student does not provide a hat a new sunhat will be supplied and charged to the student's account.
- All students must wear a swimming cap when swimming.

Sunsmart Policy and Sun Hats

Tintern Grammar adheres to the guidelines of the Sunsmart Policy. Students are encouraged to:

- wear a hat
- wear sunscreen
- avoid sitting in the sun without protection
- wear sunglasses to protect the eyes

The wearing of sun hats by all students at Tintern Grammar must be regarded by staff, parents and students themselves as desirable and entirely necessary during Terms 1 and after the Cup Day holiday in Term 4. The school provides several styles of hat through the Uniform Shop.

Community awareness and parental concern in supporting the school in this policy is essential, and can be promoted by:

- parents actively, vocally and in a practical way support the wearing of hats. This is also encouraged by example
- staff, by example and also through encouragement, are part of this active policy
- through teaching programs, the essential reasons for a culture of hat-wearing be emphasised to all students throughout the year

It is especially important that throughout all curriculum areas where students are outside in the supervision of a teacher or under control of that school that they wear hats. Students are encouraged to understand the need to wear hats to and from school in Terms 1 & 4 and to keep their hats with them at all times. We also encourage students to wear a hat while around the school grounds and not in areas of shade in the time periods defined above.

The Sick Bay

Illness at School

Students must obtain a signed note from their class teacher when it is necessary to report ill. In Years 7-9 students should report to the First Aid Room (near the PE Centre and the School Uniform Shop). The school keeps records of family contact numbers and an emergency telephone number. The First Aid Officer will contact parents if it is necessary for a student to be sent home. We do not provide medication. Parents should not allow their daughters/sons to attend school if they appear unwell in the morning, as this places an unnecessary load on the school staff in coping with illnesses.

Prescribed and Non-Prescribed Medication Policy

This policy considers first aid issues at Tintern Grammar in relation to the use of medication in the school. The purpose of this policy is to

- Minimise the health and safety risks for all staff and students and
- Create a healthy and safe environment for all.
- It is a requirement of the school that a Student Medical Consent Form be completed at the beginning of each school year. In the event of a change in a student's medical needs during the year, it is the parent's responsibility to notify the school
- Students should not carry medication at school. Should it be necessary for short term medication to be administered at school, families have a responsibility to inform the school of this. Medication must be left with the School's First Aid Officer
- Students should never administer any form of substance to another student.
- All medication is to be administered through the First Aid service of the school where records of administration are kept. The only exclusion to this is Asthma Puffers and an EpiPen or an Anapen

Please note: It is appropriate that students in Years 10-12 only will be encouraged to be responsible for their own medication. This will be undertaken through a consultative process between the student's family and the appropriate staff members. The First Aid service will still be available to administer the medication to students of this age should the family require such assistance. It is to be noted however, that students in these year levels are to only bring a single day's medication to the School unless they are taking the opportunity to have the medication administered through the First Aid service of the School. Parents will be contacted if medication is to be administered through the First Aid Service.

In the event of a student requiring regular medication to be administered by the school during school hours the following procedure is to be adopted. The parents/guardians will be asked to fill out a Request for Administration of Medication form. The School's First Aid Officer will then take receipt of the student's medication and store it in a locked cupboard for administration as per the treating doctor's instructions. If the parent is allocating part of a full prescription to the school, Tintern Grammar requires that the original container be sighted and that the dosage and expiry date be noted. The storage of students' medication is to be in a clearly marked container if not in the original prescription package.

Every student who has a medical condition or illness should have an individual written management plan from the treating doctor.

This plan should contain details of:

- The usual medical treatment needed by the student at school or on school activities.
- The medical treatment and action needed if the student's condition deteriorates
- The name, address and telephone numbers for emergency contact and the student's doctor.

Asthma Management Plan

Every student with asthma attending the school should have a written Asthma Management Plan filled out by the family doctor or paediatrician in consultation with the student's parent/guardian. This will be attached to the student's medical records and kept by the First Aid service of the school.

The management plan should include:

- Usual medical treatment – medication taken on a regular basis when the student is well or as a premedication to exercise
- The medical treatment and action needed if the student's condition deteriorates.
- The name, address and telephone numbers for emergency contact and the student's doctor.

Tintern Grammar will treat any information given in relation to a student's health confidentially, and will offer discretion, as far as is practicable, to the administration of the student's medication.

Anaphylaxis Management Policy

Tintern Grammar's ANAPHYLAXIS MANAGEMENT POLICY was created to:

- engage with parents/carers of students at risk of anaphylaxis in assessing risks, developing risk minimisation strategies, and management strategies for the student
- ensure that each staff member has adequate knowledge about allergies, anaphylaxis and the school's policy and procedures in responding to an anaphylactic reaction

An individual management plan (the Action Plan) is required to be developed, in consultation with the student's parents, for any student who has been diagnosed by a medical practitioner as being at risk of anaphylaxis.

The individual anaphylaxis management plan will be in place as soon as practicable after the student enrolls and where possible before their first day of school.

The individual anaphylaxis management plan will set out the following:

- Information about the diagnosis, including the type of allergy or allergies the student has (based on a diagnosis from a medical practitioner)
 - Strategies to minimise the risk of exposure to allergens while the student is under the care or supervision of school staff, for in-school and out of school settings including camps and excursions
- The student's individual management plan will be reviewed, in consultation with the student's parents/ carers:
- annually, or more frequently as applicable, if the student's condition changes, or immediately after a student has an anaphylactic reaction at school.

It is the responsibility of the parent to: provide the emergency procedures plan (ASCIA Action Plan see link below) - inform the school if their child's medical condition changes, and if relevant provide an updated emergency procedures plan (ASCIA Action Plan see link below). - provide an up to date photo for the emergency procedures plan (ASCIA Action Plan see link below) when the plan is provided to the school and when it is reviewed. Any student with an ASCIA Action Plan must have it signed by their medical practitioner before it is provided to the school.

Note: A link to an individual anaphylaxis management plan is attached: http://www.allergy.org.au/images/stories/anaphylaxis/Action_Plan_anaphylaxis_personal.pdf

Note: The red and blue 'ASCIA Action Plan' attached is the most common form of emergency procedures plan that is provided by medical practitioners to parents when a child is diagnosed as being at risk of anaphylaxis.

Immunisation Policy

A school entry immunisation certificate is a specific document which shows your child's record of immunisation. The certificate is an important record that will assist health authorities in protecting children in the event of a vaccine preventable disease occurrence in school.

Mobile Phone and Headphones Policy

The policy below is a simplified expression of the Tintern Grammar Mobile Phone Policy – Student Use document, which may be found on the Parent Services->Policies page of the Tintern Grammar Portal.

Mobile Phone Policy – Students

Purpose and Background

- Whilst many families will see the need for their child(ren) to carry a mobile phone with them on a daily basis for emergency contact reasons, Tintern Grammar's 'Respect for Learning' procedures, which outline the School's commitment to ensuring that all students respect the rights of others to concentrate and to learn in class, are relevant to the use of Mobile Phones in the classroom.
- Tintern Grammar is not responsible for the "safety" of mobile phones that are brought to School; the student must take personal responsibility for their phone's safe storage and carriage to and from and around the School.
- Procedures outlined in this Policy apply to mobile phones, wired and Bluetooth headphones and also the use of smart watches in receiving/sending messages as these can all be sources of distraction to learning.

The Policy

- The fundamental principle in Tintern Grammar's Mobile Phone Policy is that they are to be locked in lockers between 8.25am and 3.30pm.
- Additionally, headphones may not be used to play music during class periods or school activities.
- Phones or headphones used or sighted in class will be confiscated for the duration of the class.
- Repeat offences will result in the matter being escalated to Year Level Co-ordinators.

Secondary students:

- Senior College students may not use headphones to play music in class or during School activities.
- Given the lack of a Senior College iPad program, there may be good academic reasons why a Senior College student might seek permission from their classroom teacher to use their mobile phone in class.

Please note: that in any circumstances where a secondary student may propose to use their phone during class, the classroom teacher must be consulted to seek permission for use of the phone in class.

If permission is not granted, the student is NOT to use their phone in class.

- If the mobile phone is used without permission from the classroom teacher, the classroom teacher will confiscate the phone for the remainder of the school day.

- Repeated transgressions will result in escalation of the matter to Year Level Co-ordinators. To assist with limiting the use of mobile phones at school, Tintern Grammar requests parents/guardians do NOT send text messages to their child(ren) during the school day (8.30am – 3.30pm) but instead relay urgent messages only to Main Reception at: reception@tintern.vic.edu.au or by phone on: (03) 9845 7777.

E-Mail Use and Expectations

Students, parents and other members of the School community need to observe common courtesy when addressing staff and other members of the community in e-mails. Please refer to the Electronic Communication Agreement for student use of the school computer network to be signed by each student and a parent. E-mail is never to be used to bully/intimidate other students or staff. It is reasonable for students to give staff sufficient time to respond to e-mails or to take action as requested. Staff responses to student e-mails should not be expected after school hours, during holidays or on weekends. Otherwise responses should be expected within 48 hours, where possible.

Computer Use Policy

Students are responsible for their own actions when using the computer facilities. Students may only use the facilities which they have been authorised to use. The equipment is to be used with care and respect and students should seek assistance if they are unsure of procedures.

- The Internet is considered a public place in cyberspace. Accordingly, students are to exhibit the usual high standard of behaviour expected of our school.
- Students need to be aware of their responsibilities in using e-mail. E-mail is not guaranteed to be private. Users of e-mail must be aware that they may personally be exposed to legal action on the basis of their e-mail communication, for example, defamation laws. It is essential that the student's password remains secure and not be shared with others.
- Inappropriate use of the computer network and/or the Internet may result in the withdrawal of a student's privilege to use the facilities at school.

An Electronic Communication Agreement for Student use of the Tintern Grammar's Computer Network is placed at the end of this Handbook along with a copy of the Tintern Grammar's Digital Citizenship Policy. These policies need to be signed by each student to indicate acceptance of these important School Policies.

Awards

A variety of Awards - academic, those recognising community involvement and co-curricular - are available to Middle School students.

Music Awards Music students may receive a gold, silver or bronze badge that recognises their contribution and commitment to Music at Tintern Grammar. The criteria for these Awards is defined and publicised by the Music Faculty.

Sports Awards are given for outstanding performances by individuals and teams who/which have achieved outstanding results and/or shown consistency and commitment across a season or a year.

Middle School Celebration Evening Awards are given in 3 categories:

Citizenship Awards recognise outstanding contribution and commitment to the School Community through positive involvement and influence across a variety of areas.

Academic Excellence Awards recognise outstanding academic results across a number of subject areas and commitment to the ethos of the school. All subject areas nominate its top 10% of students within the year level.

The number of subject award nominations then determines those students who will receive Academic Excellence Awards.

Overall Excellence Awards recognise students who have qualified for Academic Excellence Awards in addition who have made and make a significant contribution to the life of the school through their commitment to the co-curricular program and their service to Tintern Grammar and the wider community.

Factis non Verbis Awards are announced each term at School Assemblies and are awarded to students in recognition of outstanding service to the School community which has embodied our School Motto - By Deeds, Not Words.

The Middle School Endeavour Award is awarded to a Year 9 boy and a Year 9 girl who have distinguished themselves through displaying: ongoing commitment and responsibility for their own behaviour and learning; determination to improve their academic grades across the Middle School years; significant service to their classmates and to the School; outstanding qualities of character and integrity including demonstrated respect for himself/herself and others.

The most prestigious Award made available to a Middle School girl is the **Elspeth Adamson Award** which is given annually to the Year 9 student who most embodies

the School's motto and who has made a significant contribution for the good of the School in service of her Middle School peers and the whole School Community. Elspeth Adamson was a former staff member who was Deputy Principal of Tintern Grammar from 1997 – 2006.

The most prestigious Award made available to a Middle School boy is the **JP Masters Award** which is given annually to the Year 9 boy who best exemplifies the values displayed in the Tintern Grammar Compass. Jerry Masters was a foundation member of the Southwood staff who was an outstanding teacher, demonstrating dedication and commitment to the education of Southwood students.

Section B: The Middle School Pastoral Program

The Pastoral program addresses the Key Competencies indicated for each year level. A sample for each year level is shown below. Each Pastoral program may vary slightly from year to year according to the needs of the year level.

Year 7 Pastoral Care Program

Year 7 – Establish

Year 7 is an exciting transition from Primary into Secondary school and a time for nurturing, guidance and discovery. Our caring and engaging environment enables all students to discover and develop personal strengths and to experience opportunities that will enrich and inspire every student. During the Middle School journey we support the growth of each young person through our pastoral and academic programs.

Year 7 Boys Pastoral Program

MINDFULNESS. EMPATHY. GRATITUDE			
	THEME	OUTLINE	
ESTABLISH (Year 7) GROW (Year 8) REACH (Year 9)	SELF: UNDERSTANDING YOURSELF AND ESTABLISHING WHO YOU ARE	<ul style="list-style-type: none"> • Knowing self and peers • Confidence in class and around the school • Co-curricular exploration and involvement • Study skills and Organisation • Mindfulness Practice • Expressing Gratitude 	Independence Confidence Responsibility Commitment Integrity
	OTHERS: CONNECTING WITH AND CARING FOR OTHERS	<ul style="list-style-type: none"> • Big Brother Big Sister Program • Camp <ul style="list-style-type: none"> - problem solving - camping skills - Interpersonal relationships • Friendships <ul style="list-style-type: none"> - online - in the 'real' world - resilience • Night of the Notables research and Presentation • Year 7 House Dancing - Hip-hop Showdown • Christmas Hampers for EACH Ringwood 	Compassion Respect Responsibility Integrity Confidence

MINDFULNESS. EMPATHY. GRATITUDE			
	THEME	OUTLINE	
ESTABLISH (Year 7) GROW (Year 8) REACH (Year 9)	SELF: UNDERSTANDING YOURSELF AND ESTABLISHING WHO YOU ARE	<ul style="list-style-type: none"> • Knowing self and peers • Confidence in class and around the school • Co-curricular exploration and involvement • Study skills and Organisation • Mindfulness Practice • Expressing Gratitude 	Independence Confidence Responsibility Commitment Integrity
	OTHERS: CONNECTING WITH AND CARING FOR OTHERS	<ul style="list-style-type: none"> • Big Brother Big Sister Program • Camp <ul style="list-style-type: none"> - problem solving - Camping skills - Interpersonal relationships • Friendships <ul style="list-style-type: none"> - online - in the 'real' world' - resilience • Night of the Notables research and Presentation • Year 7 House Dancing - HipHop Showdown • Christmas Hampers for EACH Ringwood 	Compassion Respect Responsibility Integrity Confidence

Year 8 Pastoral Program

Year 8 – Grow

The Year 8 Pastoral program builds on the foundations of the Year 7 program of self-identification and self-worth, and we begin to develop student’s perception of who they are and want to be in the future. Our purposely designed program at year 8 is structured to actively encourage the students to further explore more of their strengths and abilities. Through a detailed program the students are encouraged to deepen their sense of connectedness to school, their peers and their broader communities. This is done through increasing awareness, developing resilience and communication skills, and engaging in positive interactions with peers. The second part of the course focuses on enabling students to gain a global perspective and develop their sense of global citizenship, as reflected through their involvement in social justice and leadership Pastoral activities.

Year 8 Boys Pastoral Themes

MINDFULNESS. EMPATHY. GRATITUDE			
	TERM		
ESTABLISH (Year 7) GROW (Year 8) REACH (Year 9)	ONE	<ul style="list-style-type: none"> • Goal Setting/Report Reflections • Camp preparation and reflection • Study skills program • Mindfulness Training • Introduction to resilience project 	Independence Confidence Responsibility Commitment Integrity
	TWO	<ul style="list-style-type: none"> • Study skills continues • The Art of Manliness/chivalry • Resilience project • Goal setting workshop • Social Media etiquette 	Compassion Respect Responsibility Commitment Fulfilment Confidence Independence
	THREE	<ul style="list-style-type: none"> • The Art of Manliness continues • Leading self - leading others program • Resilience training • Mental health week • Resilience project • Smoothie Bar (teamwork) 	Responsibility Compassion Fulfilment Respect Confidence Commitment
	FOUR	<ul style="list-style-type: none"> • Leading self/leading others continues • Movember • Resilience project • Transition to year 9 • Billycarts and Great Race 	Confidence Independence Integrity Respect Fulfilment Commitment

Year 8 Girls Pastoral Themes

MINDFULNESS. EMPATHY. GRATITUDE			
	THEME	OUTLINE	
ESTABLISH (Year 7) GROW (Year 8) REACH (Year 9)	VALUE SELF	<ul style="list-style-type: none"> • Self-talk • Resilience • Social media use • Growth mindset • Study skills • Mindfulness Training • Camp preparation 	Independence Confidence Responsibility
	VALUE OTHERS	<ul style="list-style-type: none"> • Conflict resolution • Importance of family • Racism • Empathy • Amazing women 	Compassion Respect Responsibility Fulfilment
	VALUE GLOBAL CITIZENS	<ul style="list-style-type: none"> • Leadership training • Gratitude • Outstanding citizens • Days for Girls (Social Justice Action Day) 	Responsibility Compassion Fulfilment

Year 9 Pastoral Program and Challenge Program

Year 9 – Reach

As leaders of the Middle School, Year 9 students are challenged through engaging academic and pastoral programs, adventure based activities and increased leadership opportunities. Social and physical challenges faced through our progressive camps program inspire students to develop safe risk taking behaviours, independence, resiliency and self-sufficiency. The Year 9 program develops the students understanding of their unique qualities and strengths, gaining independence, while further developing positive and supportive relationships with their peers. There is an emphasis on respect for self and others, ‘challenge by choice’ and co-operation as they identify an awareness of their responsibilities and place within the community and the world. The students will leave the Middle School well-equipped with the confidence to learn, develop and excel in the Senior College.

Year 9 Boys Pastoral Program

MINDFULNESS. EMPATHY. GRATITUDE			
	THEME	OUTLINE	
ESTABLISH (Year 7) GROW (Year 8) REACH (Year 9)	ONE	<ul style="list-style-type: none"> • Goal Setting/Report Reflections • Social media use • Study skills • Mindfulness Training • Camp 1 (Bushwalk) preparation, experience and reflection. • Mental Health & Wellbeing 	Independence Confidence Responsibility Compassion Integrity
	TWO	<ul style="list-style-type: none"> • Careers • House Showdown-Prep, presentation and reflection • Gratitude Expression 	Compassion Respect Responsibility Fulfilment Confidence Independence
	THREE	<ul style="list-style-type: none"> • Camp 2 (Winter Camp) preparation, experience and reflection • Financial Literacy • Resilience training • Mental health week 	Responsibility Compassion Fulfilment Respect Confidence
	FOUR	<ul style="list-style-type: none"> • Camp 3 (Summer Expedition) preparation, experience and reflection. • Becoming a Man Program • Study Skills and exam preparation 	Confidence Independence Integrity Respect Fulfilment

MINDFULNESS. EMPATHY. GRATITUDE			
	THEME	OUTLINE	
ESTABLISH (Year 7) GROW (Year 8) REACH (Year 9)	ONE	<ul style="list-style-type: none"> • Goal Setting • Social media use • Study skills • Mindfulness Training • Camp 1 (Bushwalk) preparation, experience and reflection. 	Independence Confidence Responsibility Compassion Integrity
	TWO	<ul style="list-style-type: none"> • Careers • House Showdown-Prep, presentation and reflection • Gratitude Expression • Financial Literacy • Report reflection 	Compassion Respect Responsibility Fulfilment Confidence Independence
	THREE	<ul style="list-style-type: none"> • Camp 2 (Winter Camp) preparation, experience and reflection • Girl Rising Social Justice task • Big Day In • Resilience training • Mental health week 	Responsibility Compassion Fulfilment Respect Confidence
	FOUR	<ul style="list-style-type: none"> • Camp 3 (Summer Expedition) preparation, experience and reflection. • Life Skills 101 • Study Skills and exam preparation • Trangia Masterchef 	Confidence Independence Integrity Respect Fufilment

Section C:

Visits to the Student Welfare Department

This is the procedure to be followed by students wishing to visit the Student Welfare Department.

1. Appointments with the Director of Student Welfare should generally be scheduled to take place during lunchtime or recess
2. In rare circumstances a student may require immediate counselling during class time. In this case the following procedures apply:
 - a) The relevant Level Co-ordinator is to be notified immediately. If they are unavailable the student must inform the relevant Head of Middle School or her/his secretary at the Main Reception Office. Only then may the student be excused from class
 - b) If the Director of Student Welfare considers the student needs support from another student, she will notify the appropriate Level Co-ordinator or the Head of Middle School who will ensure the support student leaves class to assist

Counselling and Welfare Contact Lines

Action Centre

Counselling, Family Planning for Youth, STD/AIDs information FREECALL 1800 013 952

After Hours Telephone Service Against Sexual Assault

(Weekdays 5.30pm – 9am); (Weekends and public holidays 24 hours) 9349 1766

Alcohol & Drugs, DIRECT Line

24 hour Telephone Counselling 1800 136 385

Eating Disorders Foundation of Victoria

9885 0318

Centre Against Sexual Assault

9344 2210

Caring Crisis Line 24 hours

136169

Grief Line

9596 7799

Kids Help

FREECALL 1800 551 800

Lifeline

24 hour Counselling Service (Melbourne Metropolitan area)

13 1114

M.E./Chronic Fatigue Syndrome Soc. of Vic.

9888 8991

Melbourne Youth Support Service

FREECALL 132490

Overeaters Anonymous 24 hours

9521 3696

Pregnancy Crisis Helpline

(Crisis Pregnancy Counselling and Support)

FREECALL 1300 737 732

Quit Smoking Information

13 1848

Schizophrenia Fellowship of Victoria HELPLINE

9482 4199

Stepfamily Association of Vic. Inc.

9481 1500

OUR VISION

We foster strong character in young women and men, enabling them to achieve personal excellence, strive with confidence, and aspire to create a better world.

WE BELIEVE IN



WE ARE

Open-minded inquirers
Knowledgeable, caring thinkers
Principled, reflective communicators
Balanced risk takers

TINTERN GRAMMAR



EXCELLENCE & CONFIDENCE, SIDE BY SIDE.





TINTERN GRAMMAR

tintern.vic.edu.au

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