



TINTERN  GRAMMAR

SENIOR COLLEGE HANDBOOK 2022





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Tintern Grammar Senior College - Excellence and Confidence

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

- seeking to do their best in their chosen field
- empowered to face the future with confidence
- with the ability to creatively solve problems
- as principled and compassionate young people
- with a commitment to contributing to the wider and global communities
- enabled to be a life long learner

The Senior College creates a pre-tertiary environment where students experience a greater measure of independence as they move from Year 10 through to Year 12. Emerging young adults learn that independence comes with responsibility. Students are guided and supported in their journey by teachers and peers.

Introduction

The Senior College at Tintern Grammar is defined as Years 10–12.

This handbook outlines procedures and regulations relevant to Years 10, 11 and 12 of the Senior College, as well as information specific to the Victorian Certificate of Education. It has been compiled to assist you to be more aware of your obligations and requirements especially with regard to assessment and reporting procedures and to better plan your final years of study.

Years 10, 11 and 12 further develop Tintern Grammar's aim of providing education of the highest quality, not only in terms of test and examination results, 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.

As a senior student it is important to be responsible in your approach to your studies and in your commitment to co-curricular and community activities, inside and outside the school.

Teaching and administrative staff will be on hand to support you throughout the year and to help you, as an individual, to make the very best use of your final years. We urge you and your parents to read this handbook carefully and refer to it if you are unsure of procedures.

The Structure of the Senior College

- Each student through Years 10 to 12 is allocated to a Pastoral Mentor group.
- The Pastoral Mentor should be the first contact person for queries of a non subject type.
- Year Level Co-ordinators, in consultation with the Head of Secondary School, are responsible for the pastoral program, conferences and daily events at their year level.
- Program Co-ordinators are responsible for management of our 3 academic programs – VCE and VCE/VET.

Community Service

An important element of the Tintern Grammar Senior College philosophy is that all students will commit to the responsibility of completing a total of 15 hours of Community Service (as a minimum) across the 3 years they are part of the Senior College. Ideally the major proportion of these Community Service hours will be devoted to service activities assisting others outside the School community. Increasingly, tertiary courses and work places are looking for evidence of empathy for and commitment to assisting the needs of others. Thus the Community Service hours requirement expected of our Senior College students can be a vital piece of evidence in obtaining a tertiary place or a sought after job. Pastoral Mentors and Year Level Co-ordinators can assist with advice on what constitutes appropriate Community Service activities and on the number of hours that can be claimed for each completed activity.

Enhancing a Positive Culture - Everyone's Responsibility

In line with the Tintern Grammar Compass, policies for behavioural, uniform and attendance expectations have been created for the Senior College. These policies consist of a list of expectations which are underpinned by the points of the Compass. These documents will be discussed in all Pastoral Mentor groups and will be referred to in assemblies. A copy of the documents will be provided to all Senior College families.

The policies define the basis of our expectations of respectful and responsible actions to ensure the co-operative and harmonious operations of the Tintern Grammar Senior College.

YEAR 12 Mentors – in House Groups

BUTTERSS / CROSS	FORM	DANN / WATT	FORM	GORDON / GRANT	FORM
Ms Trine Ord	12A	Ms Vadiay Koucheck	12B	Ms Claire Stanner	12C

MANSFIELD / MCKIE	FORM	SOMNER / STEWART	FORM
Mrs Min Quirillo	12D	Mr Sebastien Lauret	12E

Year 12 'Assist'

Miss Emma Hughes, Ms Chris Millgate-Smith and Miss Natalie Upjohn

YEAR 11 Mentors – in House Groups

BUTTERSS / CROSS	FORM	DANN / WATT	FORM	GORDON / GRANT	FORM
Mr Tim Legge	11A	Rev Alison Andrew	11B	Miss Anha Nguyen	11C

MANSFIELD / MCKIE	FORM	SOMNER / STEWART	FORM
Miss Jeanette Kropp	11D	Ms Tisha Eggleston	11E

Year 11 'Assist'

Mrs Rachel Waud, Mrs Sheryl Jurey and Ms Vanessa Rich

YEAR 10 Mentors in House Groups

BUTTERSS/CROSS	FORM	DANN/WATT	FORM	GORDON/GRANT	FORM
Mr Steven Lo	10A	Mr Rowan Kidd	10B	Ms Marlee Batterham	10C

MANSFIELD/MCKIE	FORM	SOMNER/STEWART	FORM
Ms Kathryn Brentwood	10D	Ms Julie Tillyer	10E

Year 10 'Assist'

Ms Adriana Mantella, Ms Emma-Jane Kelly and Mr Stephen Hobday

Key Staff

Mrs Heather Ruckert	Year 10 Co-ordinator	Mr Brett Trollope	Head of Secondary School
Mrs Megan Scholz	Year 11 Co-ordinator	Ms Oriana Constable	Assistant Principal
Mrs Jennifer Tsai Bove	Year 12 Co-ordinator	Mr Jason McManus	Vice-Principal
Ms Claire Stanner	VCE and VET Co-ordinator, Director of Administration	Mr Brad Fry	Principal

Term Dates 2022

Term 1 starts for Year 7, 10, 11 and 12 (full day)	Monday 31 January
Term 1 starts for all new students in Years 8 – 9 (part day)	Tuesday 1 February
Term 1 ends	Friday 8 April
Term 2 starts (students)	Wednesday 27 April
Term 2 ends	Friday 17 June
Term 3 starts (students)	Tuesday 12 July
Term 3 ends	Thursday 15 September
Term 4 starts (students)	Monday 3 October
Term 4 ends	Thursday 8 December (Junior & Middle Schools)

Public Holidays 2022

Australia Day	Wednesday 26 January
Labour Day	Monday 14 March
Good Friday	Friday 15 April
Easter Monday	Monday 18 April
Queen's Birthday	Monday 13 June
Mid Term Break	Friday 19 August
Mid Term Break	Monday 31 October
Melbourne Cup Day	Tuesday 1 November

Section A: School Rules and Procedures

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:

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 Timetable:

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

ATTENDANCE POLICY

START AND FINISH TIMES

NB: For all students: leaving the school grounds during study periods, recess or lunchtimes is not permitted at any time, under any circumstances.

Year 12

Starting times

- All students are required at roll call at 8:30am every day

Assemblies/Utility Periods

- **All Assemblies/utility periods are compulsory**

Early Finish

- Any students who finish early must sign out at the Senior College Reception
- **Students must stay at school for Assemblies/utility periods.** If a Year 12 student does not have a class,

scheduled Assessment, Assembly/utility period or scheduled Sport in Period 4 or 5, they may leave school at 12.55pm only

Year 11

Starting times

- All students are required at roll call at 8:30am every day

Assemblies/Utility Periods

- **All Assemblies/utility periods are compulsory**

Early Finish & End of Day

- **Students must stay at school for Assemblies/utility periods**
- Year 11 students will be permitted to leave only after 12.55pm if they do not have a scheduled class, scheduled Assessment, Assembly/utility period or Sport in Period 4 or 5.
- Students finishing early (after Assembly) must sign out at the Senior College Reception

Year 10

Starting times

- All students are required at roll call at 8:30am

Assemblies/Utility Periods

- **All Assemblies/utility periods are compulsory**

Classes

For all Senior College students attendance at all classes is compulsory – this includes Period 5 classes, if allocated. **If you are not in class (for any reason) there is work to catch up. Poor attendance leads to poor results. Absences which are not accounted for are termed unauthorised. See the VCE sections of this booklet regarding attendance requirements for the successful completion of either program.**

Attendance at EISM and Recreational Sport

For inter-school team members attendance is compulsory unless a medical reason is given. Detention results otherwise. Year 12 students not involved in EISM Sports matches may leave school at 12.55pm on Wednesdays or they may opt to stay at school and study - either option, providing they have no scheduled classes or official school activity. Students are not permitted to go down the street and return to school. For Years 10 and 11 students

sport is compulsory. The alternatives to EISM Sport are recreational sport or study sessions. The Head of Secondary School or the Head of Sport may grant a dispensation from sport. A form requesting exemption is available at Senior College Reception.

Once Season 2 of EISM Sport is completed in September, Years 11 and 12 students may use the allocated Sport periods as study time at school, go home or seek teacher consultation. Year 10 students are involved in an ongoing school program until their November examinations commence.

Absences

It is your responsibility to make sure all absences are explained. If you are too ill to attend school, your parent or guardian must telephone the Absentee Hotline on 9845 7722 before 10am. If you feel ill during school hours and are thus unable to attend class you must report to the First Aid Room for treatment. If you are too ill to remain at school a parent/guardian will be contacted to collect you from the First Aid Room. You will be required to sign out at the First Aid Room before you leave school.

Appointments

If you have an appointment, notify your Pastoral Mentor or Level Co-ordinator and your relevant subject teachers in advance of the appointment. Before leaving school for your appointment, you must sign out at Senior College Reception. You must sign in if you return before the end of the school day. Families are strongly urged to make appointments outside scheduled class time.

Late Arrival

If you arrive late due to unforeseen circumstances or an early morning appointment, you must sign in at the Senior College Reception as you arrive. A note must be provided and placed in the relevant box.

Punctuality

Punctuality is as important as attendance. Lateness to roll call, assembly and lessons will be noted and followed up by your Pastoral Mentor or subject teacher. References and course applications often require staff to comment on punctuality, attendance and overall reliability.

Student Responsibility

Senior College students are responsible for collecting information from their Pastoral Mentor, Year Level or Program Co-ordinator, subject teacher, a Careers consultant, Reception or via electronic means as applicable in each instance.

Tintern Grammar students are always expected to behave in a manner that reflects a caring and respectful attitude towards their classmates, school and the wider community. Any behaviour outside these parameters may, after discussion with the student's Level Co-ordinator, Head of School, Vice Principal or the Principal, result in a disciplinary consequence.

Home Study

Year 10: 5 x 90 min sessions or the equivalent per week (Min. of 2 hours per VCE subject per week)

Year 11: 12+ hours per week (at minimum) divided evenly over all subjects.

Year 12: 15+ hours per week (at minimum) divided evenly over all subjects.

- 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

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 runners (any colour) with velcro fastening but no flashing/light up components.
- 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.

Please Note: The black polishable school shoe must be below ankle height.

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

Mobile Phones

The rule in Senior College is that Mobile phones cannot be used in class and should not be visible in

class. If required during class time a student must seek permission from their teacher prior to use. Otherwise they may be used outside of class time and only in the Senior College Social Spaces.

Mobile Phone Policy – Students

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, a parent and the Pastoral Mentor. 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.

Student Code of Conduct

Tintern Grammar is committed to ensuring a respectful learning environment that is safe, positive and supportive for all students of the School. Expectations of student behaviour and actions are guided by the Tintern Compass values of Respect, Responsibility, Compassion, Integrity, Commitment, Independence, Confidence and Fulfilment and this Code of Conduct will provide clear guidelines to all students regarding the conduct expected of them whilst at School, engaging in School related activities or representing the School.

This Code applies to all Tintern Grammar students and is not limited to the School site and School hours. It applies to all school-related activities and events and when representing or acting on behalf of the School. The Code also requires that student actions do not damage the reputation of the School into at any time whether the action occurs within or outside of School activities.

It is expected that every student will:

- Respect and uphold the Tintern Grammar Compass values at all times
- Behave with courtesy and consideration for others. In particular, students must refrain from all forms of bullying and harassment.
- Refrain from behaviour which would interrupt the work of any class or hinder the learning opportunities of other students.
- Behave in a manner that does not endanger the health, safety and wellbeing of themselves or others

- Respect School property and the property of staff, contractors, visitors and other students
- Demonstrate respect for themselves and the School by observing an appropriate standard of dress and behaviour when wearing the School's uniform at all times. As detailed in the Tintern Grammar Student Uniform Expectations located in each of the School Handbooks.
- Strictly adhere to the School's policies and procedures as required
- Refrain from activities, conduct or communication that would reasonably be seen to undermine or damage the reputation of; students, staff, or employees or of the School, or of the School itself (including activities on social media)
- Punctually attend all classes, complete all work set by teachers to the best of their ability and to take full advantage of the educational opportunities offered at the School
- Demonstrate academic integrity by only submitting original work unless acknowledged to be the work of others
- Remain in the School grounds during the School day unless otherwise approved
- Not possess or smoke cigarettes, e-cigarettes, possess, use or be under the influence of alcohol, illicit drugs, drugs not prescribed to them, or other substances harmful to health, while undertaking any School activity or while wearing School uniform

Reporting

It is expected that all students will report (in confidence) to a teacher or senior staff member any cases of behaviour in breach of this conduct, or unlawful behaviour, which they may have been observed or has been reported to them.

Breach

Students who breach the Code of Conduct may be sanctioned by the observing teacher, Year Level Coordinator or Head of School as deemed appropriate given the nature of breach and the age of the student.

Students who repeatedly breach the Code will be interviewed by the applicable Head of School. Appropriate action, which may include behavioural contracts, detention, mediation or suspension, is at the discretion of the Head of School.

The Head of School may refer the matter to the Vice Principal or Principal, who have full discretion to take action, up to and including suspension or withdrawal of enrolment, as deemed appropriate.

Social Media Policy - Students

Social Media Policy

Social Networking is the use of Social Media applications such as:

- Social networking sites that allow users to build online profiles and share content with other profiles to which they choose to be linked (including but not limited to; Twitter, Instagram and Facebook);
- Content sharing sites that host and distribute user-created or user-uploaded multimedia content (including but not limited to YouTube, Flickr, wikis and blogs);
- Any site that allows for public comments (including but not limited to news websites, Facebook, Instagram and blogs)
- Any other digital domain including but not limited to; email, direct messaging, Snapchat, WeChat

Foundation Principles

- Behaviour on any form of social media is expected to mirror face to face behaviour and be guided by the Tintern Grammar Compass values, the Tintern Grammar Code of Conduct – Students and the Tintern Grammar Harassment and Bullying Policy - Students
- Cyberbullying, harassment, taking, sending and/or requesting naked or sexually explicit images (sexting) and other misuses of technology in cyberspace are totally unacceptable.
- Students may not ‘tag’ other students, staff or members of the Tintern Grammar community in images, nor post any images, still or moving, without the specific permission of the other person or people.
- Students will not impersonate others or use false identities when interacting or communicating with others online or through an electronic device. Students may not post any media which reflects poorly on any members of the school community or their reputation, or would damage the reputation of the School. This particularly relates to photos or videos of either themselves and/or other students which clearly identify them as a members of Tintern Grammar’s community.
- Students may not post inappropriate comments about individuals (staff, parents or students) which, if said in person, would result in disciplinary or legal action being taken.
- Students will ensure that all on-line communications are in keeping with Tintern Grammar’s Compass values and expectations in relation to appropriate and respectful interactions with students and our teaching and non-teaching staff.

- Neither the School’s network nor the broader Internet (whether accessed on-site or off-site, either during or after school hours, via any application) may be used for any purpose that could be illegal or harmful to others.
- Students must ensure conversations on School accounts remain on topics. Off-topic, commercial or personal conversations, issues or concerns should be directed to the School privately.
- Students may not use the School’s name, motto, crest, logo and/or uniform in any way without first obtaining the permission of the School through the Vice-Principal

The above list is not exhaustive and it is expected that all students will consider whether their activities online are aligned with the Tintern Grammar Compass values before enacting them.

Monitoring

Students should be aware that internet activity can be tracked through a firewall and for student wellbeing, the School will, where it considers appropriate:

- Monitor both general network activity and also social media use when conducted over its network, whether on School owned or provided hardware, or on privately owned devices utilising the School network
- Use and disclose information obtained from social media in such manner as it considers appropriate or is required to by the law.
- All comments made on Tintern Grammar owned social media platforms will be monitored by the School. Tintern Grammar reserves the right to delete any comments that are in breach of this policy, and/or remove/block any person/people and if required take further action as deemed necessary.
- Tintern Grammar also reserves the right to take necessary action to remove, report and/or deactivate unauthorised School social media accounts.

Professional Social Media Use and Connection

- Students may not ‘friend’, ‘connect with’ or otherwise link with staff in the context of social media.
- Students must be aware that staff are not permitted to use social media to communicate with current students of the School unless it is for education or teaching purposes and the staff member has the permission of the Principal in writing. For example, staff members must not add or accept a current student as a “friend” on Facebook. Students are expected to respect this requirement of staff and not seek connection with staff.

This Policy must be complied with at all times. Failure to comply with this Policy may lead to disciplinary action as per the Code of Conduct. Repeated or serious incidents may require the School to make a formal report or refer to appropriate authorities.

Bullying or Harassment

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 Senior College students and parents can refer to Code of Conduct, the Tintern Grammar Harassment and Bullying and Social Media Policy in the student record book or on the MyTintern Portal.

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 Head of Secondary School 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 Head of Secondary School
- The school also has 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.

School Property

All people using the Senior College are expected to assist in maintaining a high standard of presentation in all areas, including the open spaces, locker areas, classrooms and the Senior College surroundings.

No ball games are to be played within the Senior College or within any of the buildings that incorporate the Senior College. Similarly, no ball games are to be played in the areas surrounding the Senior College. There are designated areas such as the ovals or the tennis courts where ball games can be played. The downstairs open space is used as a social space by Years 10 and 11 in non-lesson time. Tea and coffee are available free of charge; students provide their own mugs. Year 12 students have tea and coffee making facilities upstairs and may use designated parts of the upstairs open space as their social area in non-lesson times. Everyone using these areas will be responsible for the overall tidiness and cleanliness so that they will be attractive and welcoming at all times. Students are not permitted to sit or lie on the roadways around the school.

Other Facilities

All facilities are to be maintained with care. Classrooms, locker areas, grounds and walkways are to be kept clean and free of personal belongings, food and litter at all times. All Senior College students are encouraged to act in a way that minimises the environmental impact of our daily actions on our surroundings.

These include:

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

Personal Property

The school cannot accept responsibility for unmarked items or money left in classrooms or locker areas. Careful labelling of personal property is required. All students must be responsible for their books and belongings. Personal belongings are to be locked in the student's own locker.

Sunsmart

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

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

ACADEMIC HONESTY - PLAGIARISM POLICY

All knowledge and intellectual and creative endeavour builds on the work of others. In presenting a piece of work it is intellectually and morally wrong to represent the ideas of others as your own. This is plagiarism.

One definition of plagiarism is "submitting material that in part or whole is not entirely one's own work without attributing those same portions to their correct source." ¹

The source of material that needs to be acknowledged includes all forms of intellectual pursuits and all types of media. Using words from a song or images from a painting should include acknowledgement of the source of these items. Material published on the Internet needs to be cited equally with work published in books or journals.

To prevent plagiarism the following points should be kept in mind:

- Citing sources can be done in a range of ways but it must be clear and specific, that is, include

detail such as page numbers. The point of citing a source is that the material could be easily found and checked for its accuracy, for example, by an examiner

- All direct quotations should be cited. However, quoting more than one sentence is also considered plagiarism as the piece of work should be in your own words, not the wise words of others
- Where an idea is not commonly known it should also be acknowledged with the same degree of specific detail as a direct quotation
- Minor changes of words or syntax does not make the piece become your own words

Penalties for plagiarism

In cases where plagiarism is detected the following steps apply:

- Interview with VCE Co-ordinator, Head of Department and subject teacher as per VCAA
- The Head of Secondary School and the Principal will be notified
- The student may be required to sit another task or part of a task
- The student's work may be marked with the plagiarised section discounted
- Other penalties that may be deemed appropriate, for example, awarding a zero for a piece of work

For some pieces of work you will be requested to hand in an electronic copy as well as a hard copy of the work.

Electronic aids are used on a random basis to test for cases of plagiarism.

Ignorance of this policy will not be a defence.

1. Northwestern University Senate's Principles Regarding Academic Integrity, ratified on May 13, 1992 (internet) <http://www.northwestern.edu/uacc/> visited 25/11/04

Section B: Procedures relating to Year 10 Assessment

YEAR 10 WORK POLICY STATEMENT YEAR 10 ASSESSED TASKS DEADLINES (NON VCE SUBJECTS)

Students are required to:

- submit work on time
- submit work that is clearly their own

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 email from the parent/guardian must be obtained to justify the reason for the late submission
2. The student is to email or discuss her/his case with the subject teacher and a revised due date may be suggested by negotiation
3. The student is responsible for contacting the teacher to request an extension who will sign off on the new date if it is granted
4. The Year Level Co-ordinator, Head of Secondary School and the subject teacher reserve the right to indicate that the request is unjustified
5. The student is then notified by email of the decision (a copy is kept by the Year Level Co-ordinator)
6. The work must be handed in to the teacher, or Senior College 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 where they can work on the task if still incomplete
- Teacher contacts parent/guardian and Year Level Co-ordinator
- A 2nd deadline which will fall on or before the detention date is agreed to by the student / teacher / parent – if this is met no further penalty is incurred
- If the 2nd deadline is missed then the work as completed by the deadline is graded but can only receive 50% (D grade) as a maximum credit towards the Semester Report

Section C: Procedures relating to VCE Assessment

WORK POLICY STATEMENT FOR VCE

Requirements for the completion of the VCE subjects at Years 10, 11 and 12 are prescribed by the Victorian Curriculum and Assessment Authority (VCAA) and developed by the school. Details of this work are provided by each faculty, including criteria-based A+ - UG grading. All criteria are stated in positive terms of what has been achieved.

While the work for assessment varies among units of study (e.g. assignments, practical reports, oral work, essays and topic tests), it is necessary for all work undertaken to be developed during the current year. Work submitted in previous years cannot be used. There is consistency across studies regarding the conditions for submission of work.

COURSEWORK ASSESSMENT AND SCHOOL ASSESSED TASKS DEADLINES

A schedule of Assessment Tasks will be distributed. Students should read it carefully and highlight relevant deadlines on their school planners and in their record books.

To achieve an outcome the student must:

- produce work that meets the required standard
- submit work on time
- submit work that is clearly her/his own
- observe VCAA and school rules including attendance rules

ATTENDANCE POLICY

Whilst the official attendance policy for all VCE subjects involves a minimum rate of attendance of classes at 80%, it must be remembered that in the Tintern Grammar Senior College, attendance at all classes is compulsory – this includes Period 5 classes, if allocated. Again a reminder is strongly given that **if you are not in class (for any reason) there is work to catch up. Further, poor attendance leads to poor results.** Absences which are not accounted for are unauthorised and require a written explanation.

*** If no note or parent phone call is received an absence will be recorded as unauthorised. Letters or phone calls are also required for late arrivals or early departures.**

TIMED ASSESSED TASKS

Most outcome tasks are done during class or school supervised time. Students will be notified by the subject teacher well in advance of the date and attendance is obligatory.

Absence on the day of the task

Should a student be ill on the day of the task, the parent/guardian is to telephone the school. An 'Absence from SAC' Form is to be collected from Senior College Reception or VCE and VET Co-ordinator and completed. Evidence in the form of a medical certificate must be obtained to justify the reason for the absence. The task will then be completed on Mondays after school as organised by the VCE and VET Co-ordinator.

If there is an absence without a medical certificate or without a reason acceptable to the school the student must sit for the task at a date organised by the VCE and VET Co-ordinator. This student can receive an S for the task but forgoes the right to have it graded. It will appear as a NA (Not Assessed) on the report for Units 1 and 2. For Units 3 and 4 it will be recorded as zero on the VASS recording database.

If a task is not completed to a level sufficient to meet the requirements for an S (satisfactory completion), a student may redo the task, to demonstrate sufficient understanding in order to receive an S. The grade gained initially will remain unchanged.

Students must be aware of the 'Conditional' nature of any coursework assessment in any Units 3 and 4 subjects. A student's total scores for SACs may change as a result of statistical moderation against the external examinations and the GAT.

ASSESSED TASKS TO BE COMPLETED OVER A PERIOD OF TIME

Extension of Deadline

If a student is unable to meet a particular work deadline, the following procedure is to be adhered to:

1. Evidence in the form of a medical certificate or other official documentation must be obtained to justify the reason for the late submission.
2. An Extension Request Form is to be collected from Senior College Reception at least three days before the due date.
3. The student is to complete the Form and discuss her/his/their case with the subject teacher and a revised due date may be suggested by negotiation.

4. The student is responsible for submitting the completed form with necessary documentation to the VCE and VET Co-ordinator who will sign off on the new date if it is granted.
5. The VCE and VET Co-ordinator and the subject teacher reserve the right to indicate that the request is unjustified.
6. The student is then notified in writing of the decision and the work must be handed in on the extension date.

Illness on the Day of Submission

If a student is ill on the day of submission, an arrangement must be made for the relevant work to be delivered to the Senior College Reception on the due date.

Non-Submission of Work

Should the work not be received on the due date or on the extension date, the work will be assessed only on an S/N (Satisfactory or Non Satisfactory) basis. The student waives the right to have this work graded. Should the work not be submitted within 10 school days after that date, the work may receive an N, which could mean a future N for the entire unit, according to the VCAA policy.

Computer Use

When students use a computer to produce an outcome 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.

AUTHENTICATION OF SACs and SATs

Rules and Procedures for Students

1. Work done in class is a necessary part of the authentication process. Therefore attendance at all classes is very important.
2. Students must ensure that all unacknowledged work submitted for coursework assessment is genuinely their own work. Plagiarism of any kind is a serious offence. Refer to pages 10 & 11 for more detail on the issue of plagiarism.

3. Students must adhere carefully to the stated guidelines that indicate how much, and what type of resource material can be taken into a SAC. Where appropriate, students must acknowledge all resources used. This includes:
 - text, websites and source material
 - the name(s) and status of any person(s) who provided assistance and the type of assistance provided.
4. Students must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

- the incorporation of ideas or materials from other sources (e.g. by reading, viewing or note-taking) but which has been transformed by the student and used in a new context
- prompting and general advice from another person or source which leads to refinements and/or self-correction

Unacceptable forms of assistance include:

- use of, or copying of, another person's work or other resources without acknowledgement
 - actual corrections or improvements made or dictated by another person
5. Students who knowingly assist other students in a Breach of Rules may be penalised
 6. Students must not submit the same piece of work for assessment in more than one outcome, unless specified otherwise in the study design
 7. Students must sign a general declaration that they will obey the rules and instructions for the VCE, and accept its disciplinary provisions.

BREACHES OF AUTHENTICATION

Normally issues relating to authentication for outcome tasks will be settled as soon as possible after the tasks are submitted. In the first instance this should involve an interview between the VCE and VET Co-ordinator, the subject teacher and the individual student. The Head of Secondary School and the Principal will be informed of all enquiries into possible breach of authentication.

Evidence Required

The evidence required to substantiate a breach of authentication for outcome tasks should include as

much of the following as is necessary and sufficient:

- a record of student class attendance
- the teacher's Authentication Record
- a record of the teacher(s) judgment about the authenticity of particular work
- work of other student(s) which is similar or identical to that presented by the student in question
- samples of other work of the student to provide a comparison of work which the school has been able to authenticate with that which it is unable to authenticate
- a copy of relevant source material from which unacknowledged work was obtained
- a record of the outcome of an interview, discussion, supplementary assessment task or written test where the student has been asked to demonstrate his or her understanding of the work
- any admission from the student that work submitted was not his/her own.

Should the school be satisfied, on the basis of evidence, that there has been a substantial Breach of Rules, then the Vice-Principal in conjunction with the Principal has the power to determine what action should be taken in accordance with the sections below titled School Assessed Outcome Tasks.

School-assessed Outcome Tasks – Units 1/2

The VCE and VET Co-ordinator acting as the Principal's delegate has the authority to:

- counsel a student; and/or
- give the student the opportunity to re-submit work if this can occur within the dates designated by the VCAA; or
- refuse to accept that part of the work which infringes the rules and decide whether to award an N or an S depending upon the quality of the remaining work; or
- refuse to accept any of the work if the infringement is deemed to be so serious that only an N will be justified for the assessed task.

Where the work was initially accepted for assessment and a breach of authentication has been discovered after the initial assessment has been made it will be determined which of the above penalties shall be imposed. This may result in a change of the original result from an S to an N in accordance with the above procedure.

School-assessed Outcome Tasks – Units 3/4

The VCE and VET Co-ordinator acting as the Principal's delegate has the authority to:

- counsel a student; and/or
- give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA; or
- refuse to accept that part of the work which infringes the rules and submit a score solely on an assessment of the remainder; or
- refuse to accept any part of the work if the infringement is judged to be so serious to merit such a decision. The student will be awarded zero for the task.

In the event of this Tintern Grammar Work Policy not being adhered to, students jeopardise their assessments and the opportunity for satisfactory completion. This policy has been adopted in the students' best interests, to help them balance the demands of VCE study.

SPECIAL PROVISION

The guiding principles which are satisfied in all forms of Special Provision are:

- The provision provides equivalent, alternative arrangements for students
- The provision does not confer an advantage to any student over other students

There are four forms of Special Provision for the VCE:

- Student Programs
- School-based Assessment
- Special Examination Arrangements
- Derived Examination Scores

Student Programs

A student is eligible for Special Provision in curriculum delivery if, at any time while studying for the VCE they are

- Significantly adversely affected by illness (physical or psychological), by any factors relating to personal environment or by other serious causes
- Disadvantaged by a disability or impairment including learning disabilities

Where Special Provision in curriculum delivery is recommended guidance will be provided by the Learning Enhancement Department.

School-based Assessment

Students are eligible for Special Provision for school-based assessment if their ability to demonstrate achievement is adversely affected by:

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

The strategies that can be used by the school include:

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

Eligibility for Special Provision for school-based assessment, and the specific arrangement provided, should be discussed with the VCE and VET Co-ordinator.

Special Examination Arrangements

Students are eligible for Special Examination Arrangements if it can be demonstrated that achievement on the examination is adversely affected by:

- Severe Health Impairment
- Significant Physical Disability
- Hearing Impairment
- Vision Impairment
- Learning Disability
- Severe Language Disorder

Special examination arrangement applications are made by the Learning Enhancement Department or the VCE and VET Co-ordinator.

Derived Examination Score (DES)

Students are eligible for a DES if they can demonstrate that illness, personal trauma or other circumstances

occurring up to two weeks before or during the examination period has affected their performance on an examination or has prevented them from attending an examination. Students with a chronic condition are generally ineligible to apply for a DES; however, if their condition deteriorates or flares up just prior to the examination they would be eligible to apply.

Forms for DES applications are available from the VCE and VET Co-ordinator, and must be submitted to VCAA within 7 days of the last examination.

A Derived Examination Score cannot be applied for on the basis of:

- absence from school or study for prolonged periods
- unfamiliarity with the English language
- long-term loss of examination preparation time
- teacher absence or other teacher related difficulties
- long-term or chronic conditions
- matters that a student could have avoided, e.g. misreading the examination timetable or instructions, matters related to school discipline
- matters of a student's own choosing such as involvement in social events, sporting activities, school events and volunteer work
- the same grounds for which a student has received Special Examination Arrangements.

This applies to all VCE examinations – written, oral and performance.

Attendance at Examinations

Where possible, despite illness or adverse circumstances, students should attend every examination session even if they do not feel able to do their best. The Special Provision procedures are designed to cover the case of a student who performs below expectations due to adverse circumstances.

If a student cannot attend an examination he/she must notify the VCE and VET Co-ordinator immediately.

If a student does not attend an examination session and their application for a Derived Examination Score is not approved they will not receive a score for that examination. The VCAA does not expect students to attend an examination session against medical advice, but they must still meet the eligibility requirements and they must have a definitive statement from their doctor about their diagnosis and inability to attend.

CHRONIC CIRCUMSTANCES

Students with a chronic condition are not eligible to apply for a DES unless there is a flare up in the period immediately prior to the examinations. Special application procedures for tertiary places may apply under a personal disability or long-term medical condition or Year 11/12 special condition. Information regarding these processes is available from the Careers Consultants, VTAC web-site or the universities themselves.

Other Important VCE Information

Units 3/4 – VCE EXAMINATIONS

Dates determined by the Victorian Curriculum and Assessment Authority cannot be varied.

In Term 3 students studying a Unit 3/4 subject are given the VCE Examinations - Student Information & Timetable. Please refer to this booklet for advice about examinations as it contains information on:

- General Achievement Test (GAT)
- Special Provision
- Examination Timetables
- Examination Rules

This information can also be found on the VCAA website (www.vcaa.vic.edu.au).

WRITTEN EXAMINATIONS

The GAT is scheduled for Wednesday 8 June 2022. The Unit 3/4 written examinations commence on Wednesday 26 October and will run until Wednesday 16 November 2022.

VCE EXAMINATIONS WITH PERFORMANCE OR ORAL COMPONENT

The following studies have an examination with a performance or oral component: LOTE, Dance Performance, Drama Solo, and Music Performance Solo. The assessment period for these examinations is from Monday 3 October to Sunday 30 October 2022. Students will be notified by the school of the time and location of their performance/oral examination.

PRACTICE EXAMINATIONS

In preparation for the November VCE Units 3/4 examinations, practice examinations are scheduled for the week of Monday 26 September - Friday 30 September 2022. All students studying a Units 3 & 4 subject must sit for these examinations.

These practice examinations are held in the second week of the September holidays. They provide the crucial opportunity for students to sit examinations in a prescribed time under formal examination conditions. The examinations are supervised by external supervisors and take place in Senior College. Feedback from these examinations is vital for revision and for final examination preparation.

GENERAL ACHIEVEMENT TEST (GAT)

The GAT is an essential part of the VCE assessment procedures and will take place on Wednesday 8 June 2022. All students enrolled in one or more VCE Units 3 and 4 sequences including VET studies must sit the GAT.

Although GAT results do not count directly towards a student's VCE results, they play an important role in moderating internal assessments with external examinations. They are also used in determining Derived Examination Scores. So it is important to sit the GAT and do as well as possible on all parts of it.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

RELEASE OF VCE RESULTS

The Victorian Curriculum and Assessment Authority will mail a complete statement of results to all students in the week of 12 - 16 December 2022; they will report S or N for the satisfactory or non-satisfactory completion of each Unit 3 and 4 study and will include a summary Statement of Grades with a Global Score for each VCE Study.

VTAC will mail each student's Australian Tertiary Admissions Rank (ATAR) to coincide with the release of VCE Results by the Victorian Curriculum and Assessment Authority (VCAA).

Procedures for telephone and Internet access to VCE Results and ATARs will be advised when details become available.

FULL STUDENT DETAILS

The VASS Administrator is responsible for communicating your VCE enrolment and results to the VCAA. To ensure that your enrolment data is correct each student will receive a copy of a personal 'Student Full Details' form at various times during the year. Students are responsible for checking the accuracy of this data and reporting any enrolment errors or alterations to personal information such as change of address to the VASS Administrator.

Section E: General Information for Years 10, 11 & 12 Students

CAREERS SUPPORT

The Careers Consultants are qualified practitioners who are available to discuss all aspects of career development with students. In Year 10, students are involved in a careers program where options for Year 11 and Year 12 lectures/seminars will be discussed and Work Experience opportunities will be outlined. Throughout Years 10, 11 and 12 the Careers consultants will assist students develop a realistic awareness of their abilities, interests and skills and broaden their knowledge of current work and study options. Release of results in mid-December for Year 12 VCE students is a busy and important time. The Careers Consultants are available at this time to discuss tertiary offers or any enquiries students may have following receipt of their results.

STUDY AREAS

Group Study Areas

Students wishing to work in groups may do so in the designated areas of the open spaces appropriate for the year level.

Silent Study Space

Students wishing to study in silence may do so in the Cullen Resource Centre's Silent Study Areas. In addition, rooms for quiet study may be available at Senior College and can be booked through Senior College Reception. SS17 is available for silent Private Study for Year 12 students only. S013 is available for Private Study for Years 10 & 11 students only.

SCHOOL LEADERS

School Captains	Jasmine Boss Andrew Derham
School Vice-Captains	Elliott Corcoran Annabelle Guscott
School Leaders	Ellen Abajas Olivia Dowling Mark Evans Isaac Hong Georgia Norton
International Captains	Karen Ma Mees van Vroonhoven
House Captains	
Butterss/Cross	Zack Crowe Beth Nottle
Dann/Watt	Caitlin Hughes-Gage Pat Reid

Gordon/Grant	Emma du Blet Tristan Stafford	Year 12 Co-ordinator	Mrs Jennifer Tsai Bove
Mansfield/McKie	Alice Callaghan Sinali Jayasinghe	VCE/ VET Co-ordinator, Director of Administration	Ms Claire Stanner
Somner/Stewart	Ethan Cooke Molly Cussen	Careers Consultants	Mrs Heather Ruckert Ms Trine Ord
Co-Curricular Leaders		Work Experience Co-ordinator	Mrs Julie Ennor
Art Captains	Emma Pethebridge Emma Sheeran	International Students' Co-ordinator	Ms Wendy Shih
Choral Captains	Natasha Gillam Ella Jones	Year 12 Mentors	
Debating Captains	Miya Urquhart Zoe McKinlay	Butterss/Cross T12A	Ms Trine Ord
Equestrian Captain	Keeley Thomas	Dann/Watt T12B	Ms Vadiay Kouchek
GSA	Emma Pethebridge Liv Dark	Gordon/Grant T12C	Ms Claire Stanner
Green Team	Annabelle Guscott Alej Paul	Mansfield/McKie T12D	Mrs Min Quirillo
Instrumental Captains	Nishka Fernando Isaac Hong	Somner/Stewart T12E	Mr Sebastien Lauret
Language Captains	Chelsea Tonna Emily Biggs	Year 12 'Assist'	Miss Emma Hughes Ms Chris Millgate-Smith Miss Natalie Upjohn
Mathematics Captains	Max Lalor Zach Ho Michael Shi	Year 11 Mentors	
Outdoor Education Captains	Amira Ferrier Rafi Taylor	Butterss/Cross T11A	Mr Tim Legge
Pegasus Campanile Editor	Bianca Anjani	Dann/Watt T11B	Rev Alison Andrew
Performing Arts/Drama	Natasha Gillam Lachlan Smith	Gordon/Grant T11C	Miss Anha Nguyen
Science Captain	Caitlin Hughes Gage	Mansfield/McKie T11D	Miss Jeanette Kropp
Social Justice Captain	Elizabeth Sturgess	Somner/Stewart T11E	Ms Tisha Eggleston
Sports Captains	Saskia Jackson Smith Boyd Pearce-Schmidt	Year 11 'Assist'	Mrs Rachel Waud Mrs Sheryl Jurey Ms Vanessa Rich
Young Farmers	Emmy Horman Mia Howell Rafi Tylor	Year 10 Mentors	
SENIOR COLLEGE CONTACT NUMBERS		Butterss/Cross T10A	Mr Steven Lo
Senior College Reception	9845 7830	Dann/Watt T10B	Mr Rowan Kidd
Absentee Hotline	9845 7722	Gordon/Grant T10C	Ms Marlee Batterham
SENIOR COLLEGE STAFF		Mansfield/McKie T10D	Ms Kathryn Brentwood
Head of Secondary School	Mr Brett Trollope	Somner/Stewart T10E	Ms Julie Tillyer
Year Level Co-ordinators		Year 10 'Assist'	Ms Adriana Mantella Ms Emma-Jane Kelly Mr Stephen Hobday
Year 10 Co-ordinator	Mrs Heather Ruckert	ADMINISTRATION	
Year 11 Co-ordinator	Mrs Megan Scholz	Assistant to the Head of Secondary School	Mrs Debra Cannizzaro
		Careers Administration Assistant & VASS Co-ordinator	Mrs Julie Ennor

STUDY SKILLS

The Senior College at Tintern Grammar runs a co-ordinated study skills program using the outside provider, Elevate Education. It starts in Year 10 with a session covering dynamic reading, note taking and learning skills before the first set of examinations and continues through Years 11 and 12 where the focus is Time Management.

The transition from Year 9 to the Senior College

Year 10 should be viewed as the year to consolidate learning and study skills for the journey through the senior years of school. Students need to seriously apply themselves in all subjects so that they are able to make informed decisions about the subjects they will continue with in Year 11.

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. Year 10 students should become aware of the terminology, processes and expectations of study at a senior level during this transition year.

Why is the transition into the Senior College so demanding?

- Subjects are studied in greater depth and breadth
- More reading is necessary as a higher level of understanding is needed to take in different points of view/sources
- The achievement of personal goals becomes that much more important and so the pressure of work seems greater
- The nature of work is more sophisticated and rather than simply describing or recalling information students have to:
 - compare
 - contrast
 - critically examine
 - justify
 - analyse

Skills required to do this are developed progressively throughout the year.

- New material, different concepts, extended skills seem to come all at once and it can seem overwhelming. The pace of learning increases.

SENIOR WORK IS BUILDING ON WHAT YOU HAVE ALREADY ACHIEVED. IT IS PART OF LIFE LONG LEARNING.

Motivation to study

Have some clear goals:

Short Term

- completion of on-going tasks
- 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

- gain entry to chosen tertiary area
- work in a preferred career area
- pursue overseas travel
- be confident and realistic in setting goals
- look for links between goals to make them worthwhile
- work consistently towards attaining them
- work constructively towards overcoming any obstacles
- re-evaluate short, medium, long term goals as you progress
- be conscious of the poor habits that get in the way of achieving your goals and set out to change these habits

The Study Environment

- Study away from distractions such as family members and friends or loud music and TV
- Use the school library or the Hawthorn Room 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 that you don't waste time searching for documents you need
- Good lighting and a comfortable position are important

- Angle books so that they are propped up in front of you as this is easier on the eye

When to Study

- Organise a study timetable, taking into account all your commitments
- Be disciplined about starting work when you say you will
- Take short breaks of 5 to 10 minutes each hour. Take a walk outside or have a snack. Active breaks will increase your energy and concentration levels.
- Be flexible when choosing the time of day for study. If you find it too difficult in the evenings – perhaps you are too tired, part-time job, family commitments, too many distractions – then try getting up early before everyone else
- Allow one day over the weekend which is free from work. This is not always possible when exams are on the horizon; in which case you should plan ahead to “reward” yourself with a whole weekend totally free after the examinations
- Avoid the great time wasters, especially when taking breaks. TV, phone, internet and computer games are all passive activities.

GETTING THE MOST OUT OF STUDY TIME

Review your work regularly. As soon as it is possible after lessons - ask:

- What was the lesson about?
- How does it fit into the broad scope of the subject?

It will be easier to understand and remember class work if it fits into a framework from prior knowledge.

- Write summaries and/or mind maps regularly
- Review your summaries/mind maps for each week’s work at the end of the week
- Review your summaries/mind maps in the term holidays
- Committing information to memory needs frequent reviewing initially – come back to course work at less frequent intervals as times goes on
- Test your memory of information by writing it out or asking a family member to test you
- Test your understanding by explaining a concept to a friend

- **Identify areas which are not clear and DO SOMETHING about it: read more widely on the topic, discuss it with a friend, ask the teacher for assistance**

Be engaged with your work

- Do **all** required preparation before you go to class
- Contribute to discussion in class. Don’t feel afraid of getting it “wrong” or asking a “stupid” question. There is no such thing as a stupid question if you are genuinely seeking clarification
- Be prepared to write things down which arise in discussions; don’t fool yourself that you’ll remember
- Take down examples to illustrate concepts discussed. This practice will clarify issues when revising later
- Read widely to supplement your understanding - journal articles, recommended novels, chapters of books. It may not seem relevant at the time but you are adding to your repertoire of information and understanding.

Remember that there are different forms of reading:

- ♦ Skimming to gain a quick impression
- ♦ Scanning to find specific information
- ♦ Skipping to read selected information
- ♦ Close reading to reflect over the detailed information

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.

Study/Revision Techniques

- Organise folders into workable sections and file material as soon as you receive it
- Have a purpose in mind when taking notes; don’t just copy slabs of material word for word
- Use sub-headings, diagrams and charts to record material
- Work out a system of abbreviations
- Use key phrases to trigger ideas rather than writing copious notes
- Leave adequate space between sections of notes so that they can be added to later

Assignments and Outcome Tasks

- Don't panic about Outcome Tasks. They are a normal part of teaching and learning. Each one only counts for a small amount of the total mark for the School Assessed Coursework
- The marks given on Outcome Tasks will be statistically moderated against the external examination and GAT results for the class, so good preparation for exams is very important
- Understand exactly what is required and don't give yourself more work by going beyond the confines of the set piece
- Be realistic about the amount of time spent on an assignment. If you're spending an undue amount of time, ask yourself why. Seek help!
- Be patient with yourself. Learning is progressive and it's not always possible to immediately grasp a concept or a method of doing something. Remember, practice brings improvement
- Don't waste time on fancy cover sheets, coloured borders and headings. Neat, clear presentation is all that is needed

PREPARING FOR EXAMINATIONS AND EXAMINATION TECHNIQUES

Review topics

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

Repetition

Most examinations require the recall of information and so you need to be able to draw upon material and use it to answer the given question/s.

The best way to learn is through repetition and there are a variety of methods:

- Arrange your material into charts and diagrams
- Record information onto a tape and play it back
- Arrange material into sub-groups
- Work with someone and test each other
- Make some flash cards – an alphabetical index of topics/ definitions on one side and detailed data on the reverse side. Another person who doesn't know the subject can use these to test you and they stand as a ready reference for you
- Use the READ, COVER, WRITE, CHECK method, working on a small section of material at a time

Practice Examples

Seek out old examination questions and attempt them in the correct timed form as if you were actually sitting in the examination. In Maths and Science take some problems from the texts or make up your own substituting slightly different data. Aim to become totally familiar with the objectives of the course and the examination format so that you can't go wrong.

Go over assessed work

Do this critically. Chances are that you did the work earlier when you were less confident/competent. Identify the elements that need improvement. Seek help to clarify issues if you still don't understand.

Understand what you're 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 examination

- Allow yourself time to digest the questions
- Allocate time sensibly to complete all sections
- Avoid waffle/padding; get to the heart of the matter
- Remember the examiner is on your side. She/he wants to find out what you know.

Policies

Tintern Grammar has a large number of policies that cover all aspects of school life. All relevant student and parent/guardian policies can be accessed from the MyTintern Portal page under Student Services and Parent Services.

VISITS TO THE COUNSELLING DEPARTMENT

This is the procedure to be followed by students wishing to see the Counselling Department

1. Appointments with the School Counsellor must be scheduled to take place during study periods, 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 Anderson Centre Receptionist. Only then may the student be excused from class
 - b) If the School Counsellor considers the student needs support from another student, she will notify the Anderson Centre Receptionist who will ensure the support student leaves class.

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

FREECALL

1300 737 732

(Crisis Pregnancy Counselling and Support)

Quit Smoking Information

13 1848

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

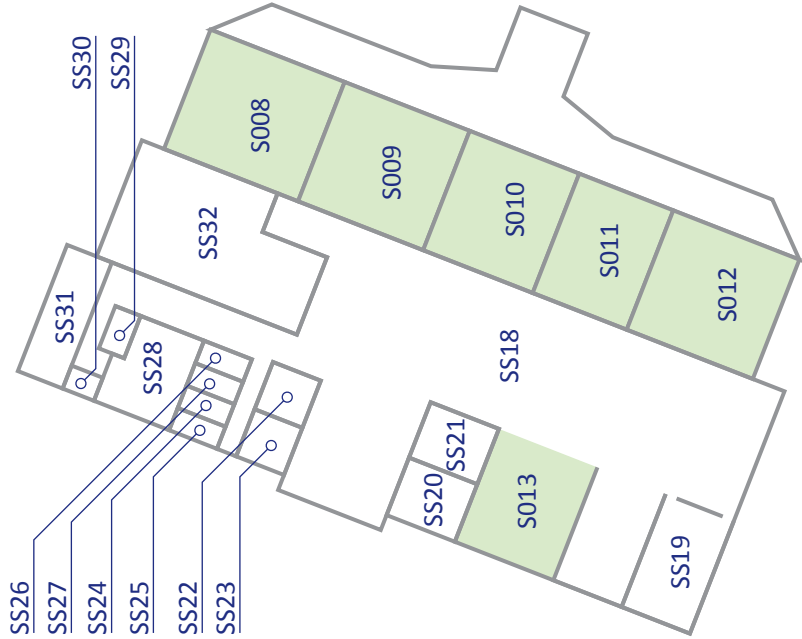
Open-minded inquirers
Knowledgeable, caring thinkers
Principled, reflective communicators
Balanced risk takers

TINTERN  GRAMMAR

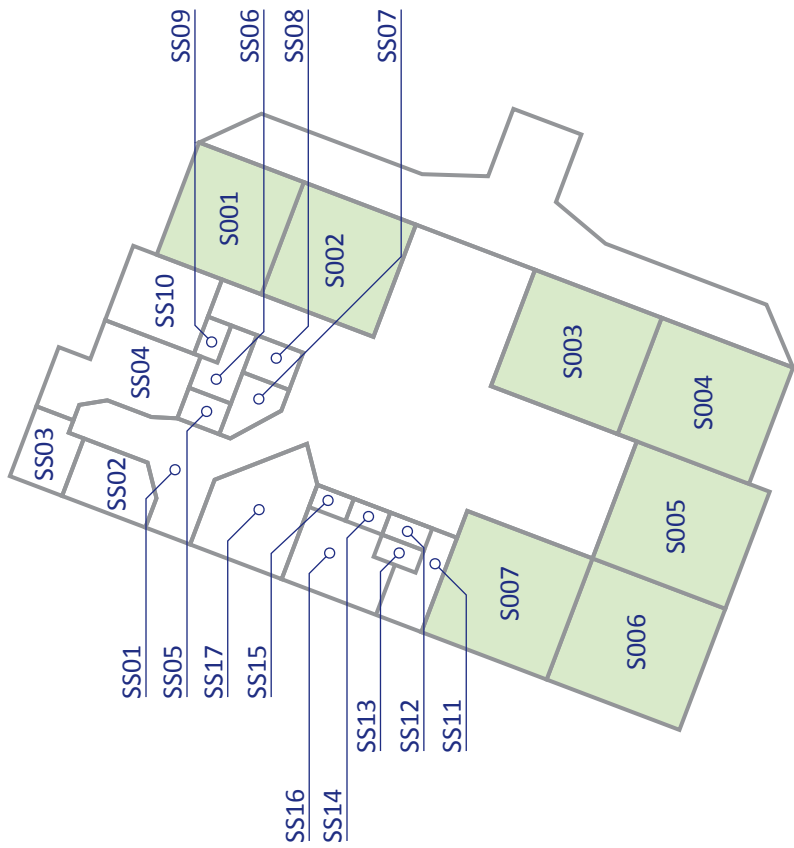
EXCELLENCE & CONFIDENCE, SIDE BY SIDE.

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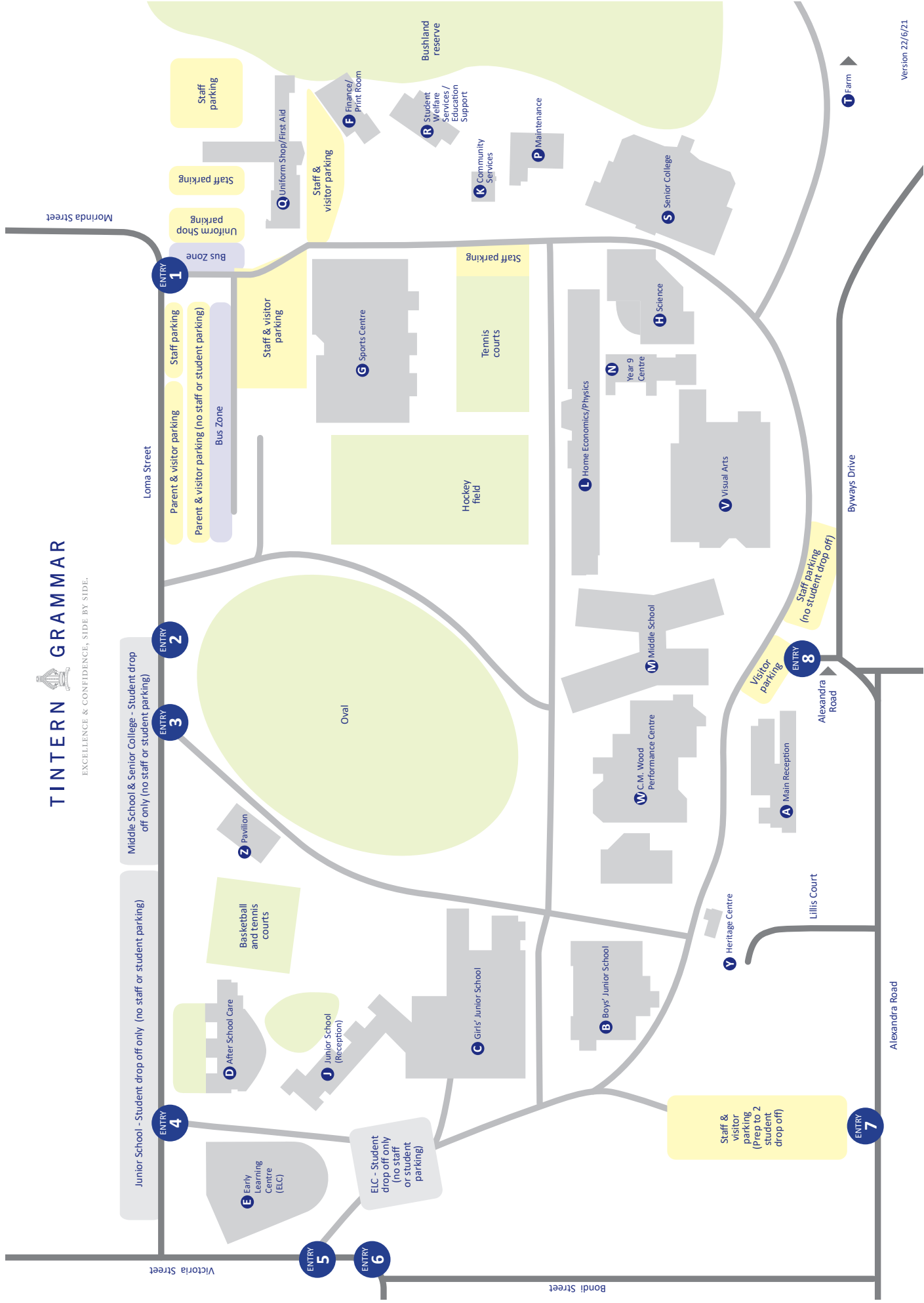
Senior College



Ground Floor



First Floor





TINTERN GRAMMAR

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Office Hours: 8.00am – 4.00pm

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