2014 Handbook

A selective, innovative and contemporary school

You have been selected as a student – “Embrace the Challenge!”
Nossal High School
Sir Gustav Nossal Boulevard
Monash University Campus
100 Clyde Road
Berwick Victoria

School Telephone Number: 03 8762 4600
School Email: nossal.hs@edumail.vic.gov.au
School Website: www.nossalhs.vic.edu.au

Absence Hotline: 03 8762 4625 or absence@nossalhs.vic.edu.au

School Senior Executive

Principal
Assistant Principals
Director of e-Learning
Director of Student Leadership & Wellbeing
Director of Curriculum & Pedagogy
Director of Curriculum & Pedagogy
Director of VCE & Senior Programs
Director of Year 9 Curriculum
Business Manager

Mr Roger Page
Ms Sue Harrap & Mr Wayne Haworth
Mr Stuart Fankhauser
Mr Wayne Haworth
Ms Tracey Mackin
Ms Jennifer Callahan
Mr Ian Pegram
Ms Sheryl Thompson
Ms Gayl Shute

Nossal High School Domain Leaders 2014

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<tr>
<td>Mrs Leslie Cilia</td>
<td>Art/Technology</td>
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<tr>
<td>Dr Judie Mitchell</td>
<td>English</td>
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<tr>
<td>Mr Angus Clark</td>
<td>Humanities</td>
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<tr>
<td>Mrs Kamla Reddy</td>
<td>Information Resource Centre</td>
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<td>Ms Kellan Wakeman</td>
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<tr>
<td>Ms Po Lin Ooi</td>
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<tr>
<td>Mr Bryan Rule</td>
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At Nossal High School:

We honour the pursuit of individual excellence.

We understand that four heads are better than one - we not only encourage teamwork, we expect it.

We will carefully nurture the development of the disciplined, synthesising, creative, respectful and ethical mind of every student.

We do this through exceptional teaching and learning by exceptional teachers in exceptional learning spaces.

*Embrace the challenge!*
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Welcome to Year 9 students

YEAR 9 ORIENTATION DAY

Tuesday December 3, 2013
9.00am - 2.30pm

The Orientation Day on Tuesday December 3 will commence with an assembly in the ‘Meath Auditorium’, Nossal High School at 9.00am. All students are expected to attend. Students are to wear their current school uniform on this day.
Lunch will be provided.
More details will be provided later.
It is with much enthusiasm, pride and admiration that I welcome you to Nossal High School. I am honoured and privileged to be the foundation Principal of this unique new school and warmly invite you to join me in continuing to build an innovative, student centered, and high performing school for the 21st century.

You may find that Nossal High School is a different school environment to what you have experienced previously – you cannot buy a place at Nossal and all our students are here as they are high performing, highly aspirational and highly committed to their education. We ask our students to take on considerable responsibility for their own learning and to set the school ethos, help design the organizational structures, the academic curriculum and the cocurricular programs. You will work alongside the teachers, school council and parent body to advise and assist with the implementation of a curriculum that will provide authentic student choice and voice, flexible timetabling and classroom arrangements, and a broad range of activities and events organized and run by students. You will help set the tone, create the traditions and write the early history of our school. You will induct and mentor the students (and staff) who join our school in subsequent years, and will be the group that younger students will seek inspiration and guidance from…… and in the far future, as adults and leaders within the global community the school will look to you as the “Nossal High Alumni” to continue to support and inspire our students.

By gaining entry to the school you have demonstrated that you are an outstanding student, but there are many challenges ahead, and we have much to do and much to live up to. As the third of only four Selective Entry government schools in Victoria we (and Suzanne Cory HS) join Melbourne High and The Mac Robertson Girl’s High who were the first government secondary schools, have a long history and proud traditions and are the highest performing schools in the state.

Our school community will be supportive, nurturing and inclusive, but this is not a school where you can come, sit in a room and be given knowledge; this is a school where you must take the opportunity to shape your learning; to work collaboratively, independently, and creatively; to move outside the classroom walls, and to extend and challenge yourself.

Our school location is one of our greatest assets – we share the site with Monash University and are next door to Chisholm TAFE and the Berwick TEC (Technical Education Centre) Our school will be a key component of the Berwick Knowledge Hub and you will have access to tertiary facilities, programs, staff and students through partnership and mentoring arrangements, transition, enrichment and specialist programs.

As you come through the main gates on Clyde Road the Monash sign reads ‘Go Boldly’. We will be bold, we will be challenged, and we will be successful.

I look forward to making the journey with you.

Mr Roger Page
Principal
Sir Gustav Nossal AC CBE FAA FRS

The school was named Nossal High School, by the Premier of Victoria, the honourable John Brumby in 2009 after the eminent Victorian, Sir Gustav Nossal who is world-renowned for his work in immunology and the global battle against disease through his direct involvement with the World Health Organisation.

Sir Gustav Nossal has been an inspirational leader in Australia’s medical and scientific community and was Director of the Walter and Eliza Hall Institute (1965-1996), Professor of Medical Biology at the University of Melbourne and President of the Australian Academy of Science.

Sir Gustav Nossal is also involved in a number of other organisations that allow him to reach people in many areas of the community, including the Centenary of Federation Victoria Committee, the Council for Aboriginal Reconciliation and The Global Foundation. He has been listed in annual Australia Day Honours four times, including as Companion of the Order of Australia in 1989 “for services to medicine, to science and to the community”, and a Centenary Medal Winner “for distinguished service to the study of antibody formation and immunological tolerance” in 2000, when he was also named Australian of the Year.

Gustav Nossal was born in Bad Ischl, in Austria, on the 4th June, 1931. The Nossal family left their home town of Vienna for Australia when he was eight years old. When he attended his first Australian school, Nossal spoke no English but graduated from St Aloysius’ College in 1947 as the dux of the College. In 1948, he entered Sydney University’s Medical School, graduating later with first class honours. At the age of 26, he left his job in Sydney and moved to Melbourne to work with Macfarlane Burnet in Medical Science. Nossal gained his PhD degree in 1960 at the age of 29.

Gustav Nossal has received numerous awards and recognitions throughout his career. He was knighted in 1977 for his ground-breaking work in immunology and made a companion of the Order of Australia in 1989. He was awarded the Albert Einstein World Award of Science in 1990 and in 1996 he won the highly prized Koch Gold Medal for major advances in biomedical science. He has been identified as a one of Australia’s national living treasures and in 2000 he was named Australian of the Year. We are honoured to have our school named after Sir Gustav Nossal and to be associated with such a prominent and inspirational figure; an Australian who believes in state education and has brought true benefit to the world.
The Nossal High School logo consists of two books (representing academic study), forming a butterfly (the chrysalis emerging), taking flight (signifying the future) and showing a link to the past (the school is built on the old Casey Airfield).

Nossal High School is a part of the Select Entry Network of schools which comprises Melbourne High School, The MacRobertson Girl’s High school and Suzanne Cory High School. Nossal High School is located in a significant growth area on the south eastern edge of Melbourne within the city of Casey’s Education Hub on the Monash University Campus site at Berwick.

The vision for Nossal High School is that as one of four fully selective government high schools in Victoria it will provide a comprehensive and quality curriculum to students in Years 9 to 12.

Nossal High School will:
(a) cater for highly able students who are aspiring to academic and tertiary pathways
(b) engage students through innovation in a relevant and integrated curriculum and quality learning approaches
(c) develop high quality effective teaching strategies to be shared amongst teachers throughout the state and
(d) host a purpose built regional professional development centre that will run independently within the school

The Goals of Nossal High School

Nossal High School is a school where highly able students....

- develop and foster a passionate curiosity for lifelong learning
- are challenged to develop understanding through deep engagement with ideas and evidence
- link learning with business, industry, tertiary and research sectors of the community
- are actively involved in their local and wider community
- experience personalised and challenging programs individually tailored to meet their specific capabilities, interests and career pathways
- are assessed through informed and consistent judgements to improve future learning by ongoing gathering, analysing and reflecting on evidence
• are involved in programs that further challenge, extend and enrich their skills and interests
• have the opportunity to access VET programs and tertiary enhancement and enrichment studies through partnership arrangements with Chisholm TAFE, Monash & Melbourne Universities and others in the tertiary sector
• meet the requirements of AusVELS, complete VCE and obtain an ATAR score to support applications for entry into tertiary education

**Nossal High School is a school where teachers....**

• are exemplary educational leaders within the government school system
• stimulate and support ongoing teacher learning and collaborative teacher research within the school
• develop and improve the quality of teaching practices of pre-service teachers
• develop innovative curriculum and teaching resources and practices that are shared across Victorian secondary schools; and within the Select Entry Network
• promote and provide credentialed professional learning for teachers in Victoria and elsewhere
• actively participate within local school networks and partnership arrangements with local tertiary providers
• take an active role within the local community to ensure the school is a significant part of the Berwick Educational Precinct

Nossal High School is located on the western side of the Monash University site on Clyde Road at Berwick. The buildings have been purpose designed to provide a flexible and stimulating adult learning environment with access to state of the art facilities and an ICT rich platform allowing for collaboration, independence and extension. The school is uniquely sited on the grounds of Monash University and adjacent to Chisholm TAFE allowing for sharing of facilities, joint programs and partnership arrangements. The school will become an integral part of the Berwick Educational Precinct and will benefit from the continued growth of the tertiary campuses, the TEC, business and research facilities planned for the site. Community partnership with the City of Casey offers potential enhanced access to sports and performing arts facilities in the future. Berwick railway station is a short walk from the school and public bus services traverse Clyde Road.

The school will have a co-educational enrolment maximum of 832 students in years 9 to 12 (208 per year level) in 2014.

### Term Dates 2014

<table>
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<th>Term 1: 29 January – 4 April</th>
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<td>Term 2: 22 April – 27 June</td>
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The First Day – 2014

School resumes for students on **Wednesday January 29, 2014**. On the first day there will be a number of assemblies as well as an introduction to your tutorial teacher and the tutorial group. Lockers, diaries and timetables will be distributed. You will need to come prepared with a folder, paper and pen. Students should bring their lunch and morning tea on this day.

Orientation activities will be undertaken by all Year 9 students on the first day. Students will be dismissed at 3pm on this day. Further details of the program for the first day will be advised at a later date. Separate activities will run for students entering at Year 10 and 11.

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**NOSSAL HIGH SCHOOL FOUNDATION ASSEMBLY**

**Monday February 17, 2014**

On **Monday February 17, 2014** Nossal High School will have the Foundation Assembly for all the incoming students where they and their families will be personally welcomed into the school community by Sir Gustav Nossal.

This assembly will commence at 9.30am in the Nossal High School Gymnasium and will conclude at 12 midday. Full academic school uniform is required on this day. More details will be provided later.
Daily School Organisation

Lesson Times
Students are expected to be at school by 8.40am. School begins at 8.48am and finishes at 3.20pm on Monday, Tuesday, Thursday and Friday. On Wednesdays, students are dismissed at the end of period 4 at 1.20pm. There will be no bell to signify lesson times, so all students are encouraged to wear a watch.

Wednesday Afternoons
On Wednesday afternoons classes finish at the end of period 4. At this time staff at Nossal High School engage in extended professional learning time to better meet the needs of the student cohort. This is also a time where some VCE assessments may take place or where students can catch up on study and other extra curricula activities may be offered.

Attendance and absence
Regular and punctual attendance is expected of all students. Bell times are published on ‘Nossal Education Online’ (NEO) under the Student Administration section. Students are expected to be at school by 8.40am in time for an 8.48am start and to remain at school until 3.20pm with the exception of Wednesday afternoons. Nossal requires attendance of at least 90% for all timetables VCE classes.

Illness and First Aid
Students who are ill should be kept at home as the school has neither the facilities nor the fulltime human resources to adequately care for them. Parents should notify the school before 8:40am on the school Absence line 8762 4625 or email directly to the absence hotline absence@nossalhs.vic.edu.au

If a student becomes ill whilst at school they should go to the first aid room and parents will be contacted. Ill students will not be sent home without the prior consent of the parents. There is an expectation of parents to come and collect their child during the day if they are too ill to attend class. In an emergency a student may be taken to hospital by ambulance; it is therefore essential for the school to have accurate and current home, business, emergency telephone numbers and email addresses, and that parents are covered for ambulance costs.

Absence through illness
If the student is away for only one day:
The parent/guardian should provide the student with a detailed note when they return to school the next day. Please phone or email the school and leave a message for the attendance officer if the student has an excursion, co-curricular activity, exam or other school assessment on that day.

If the student will be away for more than one day:
The parent/guardian should ring/email the absence line and inform attendance officer and provide a note or medical certificate to the Tutorial Teacher on their return to school.
Report any absences on the Absence Hotline 8762 4625.

Lateness
Punctuality is expected at all times. Should a student arrive late to school they must scan in on the attendance computer with either their ID Card or via the scanner, which is located outside the General Office. The lateness will be recorded by the attendance officer. Students
should also provide a note from home explaining the reason for the lateness. Students who are late without a valid reason may be asked to make up the time.

End of Year Attendance Requirements
It is the unconditional policy of Nossal High School that every student must attend school until Speech Night and final assemblies. Students in Year 9 who do not complete course requirements can be expected to attend school after final assemblies. Speech Night will be held in the Robert Blackwood Hall at Monash University Clayton Campus late term four. The Whole School Final Assembly date will be advised. All students are expected to attend Speech Night and Final Assembly.

Extended Absence during the Term
Any requests for extended absence during term time are to be submitted in writing to the Principal. No absences prior to Census Day in mid-February will be approved. Students studying a Unit 3 & 4 VCE subject will not be approved for extended absence.

Permission to leave school during school hours
A student who needs to be excused from school for part or any of the day must bring a note signed by the parent, specifying the date, time and reason for the absence to the Attendance Officer before 8.40am. Prior to departure from school the student must collect an Early Leaver’s Pass and scan out via the attendance computer at the General School Office.

2010 Foundation School Captains, Michelle Nguyen and Brandon Jo with Sir Gus Nossal at the 2010 Foundation Assembly
The Nossal High School uniform has been designed to be distinctive using a classic style with a contemporary feel. The colours and crest are unique and were selected purposefully to create an image of excellence and pride.

**Uniform Procedures**

If for any reason a student is not wearing their complete uniform they must report before school to the Attendance Officer with a note of explanation. If a student repeatedly infringes the uniform code, the Director of Wellbeing and Leadership will impose appropriate consequences and may require an interview with the parent of the student. The school blazer is to be worn to and from school and for assemblies and formal occasions. PE uniform is **only** to be worn on practical PE days, not when students have PE theory classes.

**Students Hair**

Hair accessories must be black, rust or ecru coloured only. Hair must be neat and tidy at all times. Students with long hair are required to tie it back during practical classes (Science, Food Technology and Physical Education) and at the request of staff. Hair colour must be of natural colour, no extreme hair colours.

**Girls Academic Uniform**

During the winter months girls are able to wear tights. These must be either black or opaque. Winter socks are to be black knee high or anklet. Summer socks are to be white anklet. Black lace-up leather shoes are to be worn. T-bars, slip-ons, or slipper style shoes are unacceptable.

Please note: Girls must not wear T-bars, only black leather lace-up school shoes are allowed.
Boys Academic Uniform
Winter socks are to be black anklet. Summer socks are to be black knee high or anklet. Black lace-up leather shoes are to be worn. Black slip-on shoes are unacceptable.

Girls/Boys Sports Uniform
Both girls and boys are to wear non-marking sole sports shoes during Sports and Physical Education.
School Bags
Students are required to purchase the official school bag: a monogrammed black ergonomically designed backpack. **Students are not allowed to use any other bag.** Sports bags may be used for sports gear only.

Uniform Suppliers
The suppliers of the Nossal High School uniform are PSW Quality Apparel.

Head Office Phone 9581 3333
www.psw.com.au
Email sales@psw.com.au

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<th>PSW Hampton Park</th>
<th>PSW Waverley</th>
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<tr>
<td>Unit 2/10-12 South Link</td>
<td>288-290 Stephensons Road</td>
</tr>
<tr>
<td>Dandenong South</td>
<td>Mount Waverley</td>
</tr>
<tr>
<td>Tel: 8768 7490</td>
<td>Tel: 9809 5477</td>
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<tr>
<td>Shop Hours</td>
<td>Shop Hours</td>
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<tr>
<td>Tuesday - Friday 8.30am - 5.00pm</td>
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<td>Saturday 9.00am - 2.00pm</td>
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Accessories/Jewellery
Jewellery must be simple and appropriate to wear with the school uniform. A watch and **plain sleepers or studs** for those who have pierced ears are acceptable items of jewellery. Nose rings or studs or other facial piercings are not acceptable at school. Exception to this rule is facial piercings for cultural purposes. This must be confirmed in writing from the parents to the Principal at the beginning of the year.

Students will be asked to remove all other jewellery and give it to a teacher where it will be returned only on receipt of a note from the parents. Plain black gloves and a plain black scarf may be worn in winter.

Nail Polish
Coloured nail polish is **not** to be worn.

School Diaries
Students will be supplied with a Nossal High School diary which they are expected to carry to every class. This diary is for school use only and should not be kept as a personal diary. Homework, school events and study should be recorded in the school diary. It is recommended that it be carried to and from school to act as an organisational tool. It also contains helpful information, contacts, study techniques and much more. Parents and teachers are encouraged to communicate through the school diary.
**Administration – Organisational Structure**

**Tutorial Groups**
The school is organised on a Tutorial Group basis with eight forms in each year level in 2014. These Tutorial Groups will also work together to form a larger cohort within the open learning classrooms. Each Tutorial Group has a teacher who exercises a pastoral care role, attends to roll marking and general administrative matters.

**Student Academic and Wellbeing Progress**
Across the year levels, student support and wellbeing are the responsibility of a team of teachers led by the Director of Wellbeing and Student Leadership and supported by four House Leaders. Members of the Wellbeing Team and House Leaders and will liaise with House Leaders, Tutorial and Subject teachers in attending to the academic and pastoral needs of the students in their charge.

The Wellbeing Team, in conjunction with the Principal Class Team and all staff will cater for the health and wellbeing needs of all students. Parents and students are welcome to make appointments directly with the House Leaders, School Counsellor and/or Director of Wellbeing and Student Leadership if they have any concerns. Nossal High School employs a full time Nurse/Attendance Officer, Student Counsellor and Careers Advisor and has access to various other support agencies and personnel.

**Houses**
The House System at Nossal High School is very strongly supported by staff and students. Throughout the year, students take great pride in competing for their House in a number of whole school events. The major events are the Swimming, Athletics and Cross Country Carnivals, as well as Music and Debating. Throughout the year, many other activities provide opportunities for students to obtain additional points for their Houses.

Nossal High School has four houses- Garuda, Pegasus, Griffin and Phoenix. Each of the four Houses compete for ‘The Page Cup’- the major House trophy, named after our foundation Principal Mr Roger Page.

During the foundation year, a competition for students to name each of the houses was conducted. From a short list students and staff voted, eventually arriving at the four names we now have. All house names are derived from ancient mythical winged creatures from differing cultures. All students and staff belong to one House. The Principal, Mr Roger Page is the only exception and does not have a House to ensure impartiality.

Early in Term 1, during the Foundation Assembly, students will be welcomed to one of the Houses and to the Nossal learning community. The House System Competition is designed to foster team spirit and student enjoyment. All students are encouraged to support and participate in the program.
The four Houses of Nossal High School include:

Garuda

A mythical bird like creature that appears in Hindu and Buddhist mythology. It is an enormous predatory bird with intelligence and social organisation, who brought nectar to earth from heaven. (Colours- Navy Blue and Silver)

Griffin

A legendary creature with the body of a lion and the head and wings of an eagle from Greek and Egyptian mythology. Griffin is a powerful and majestic creature known for guarding treasures and priceless possessions. (Colours- Orange and Yellow)

Pegasus

A beautiful white winged horse. Strong and free, a symbol of wisdom and fame from Ancient Greek mythology. (Colours – Emerald Green and White)

Phoenix

Phoenix can be found in mythologies of the Persians, Greeks, Romans, Egyptians and Chinese. A mythical sacred firebird which rises from the ashes. A symbol of rebirth, immortality and renewal. (Colours- Red and Black)
Student Leadership/Student Representative Council

Student voice and student leadership is of significant importance at Nossal High School. The Student Representative Council (SRC) will enable students to have a voice in school decision making. This leadership body is of particular significance in setting the tone and leadership for students in years to come.

Each Year Level Tutorial Group will have representation on the SRC with two student leaders elected by their form. Elections for leadership positions will take place annually and leaders may be elected more than once for this executive cohort. There will be two School Captains who will be elected by staff and students. The Captains will both be coopted onto the Nossal High School Council.

In addition House Leaders, Captains and Vice Captains of each House will be responsible for leading their respective Houses through the House System Competition.

The SRC Executive will meet on a fortnightly basis with the Principal Class Team as an integral part of the Nossal High School’s decision making process, presenting students’ proposals to the School administration, organising social events, providing services and amenities for students, sponsoring a student newspaper, arranging cultural events and raising money for charity. The SRC Executive may also participate in decision making and act as representatives on advisory bodies as appropriate.

Nossal High School Leadership Opportunities

At Nossal there are many opportunities for student leadership. These opportunities are either by an election or submission process. As the school evolves further leadership opportunities will arise for student’s participation. We believe whether a student has a leadership position or not during their time at the school, all students are able to slow leadership and will leave Nossal as leaders with the skills and knowledge they have obtained.

Leadership opportunities:
- School Captains (male and female) Year 12
- Tutorial Group Leaders Years 9 – 12
- House Captains and Vice Captains for each House
- Music Captain
- House Music Leaders
- ICT Leaders
- IRC Leaders
- Environmental Leaders
- SRC Leaders
- Peer Support Leaders
- Breakfast Program Leaders

Assemblies

School assemblies are held regularly and considered formal occasions. Attendance at assembly is required and school blazers must be worn.

School Council

School Councils have a major responsibility for the educational policies and planning in a school and for the administration of finance and the maintenance of buildings and facilities. Membership is representative of groups affected by Council policy.
The Nossal High School Council will consist of: non-DEECD members (elected from the parent community), DEECD employees, with the Principal as Executive Officer and elected staff members, and co-opted members (representing student and community bodies).

Elections for the School Council are held annually in March.

Parents and Friends Association
Parents/Guardians will have the opportunity to become involved in a Parents and Friends Association. Information about events and membership will be emailed to all families.

Financial Information
Parent Contributions
Each year the School Council determines a set of recommended Parent Contributions to support the learning programs and other goods and services provided to students. Some subject excursion fees are included in the 2014 parent contributions as well as some camps. During the year some additional excursion and activity fees may be incurred.

Financial Assistance
The Education Maintenance Allowance is available to eligible parents who are Commonwealth Health Care Card holders for students under 16 years of age. Students over 16 years of age may be eligible for youth allowance. Parents/ guardians experiencing financial hardship should not hesitate to contact the Principal, Mr. Roger Page. All enquiries are treated in strict confidence.

Communication with Parents
Nossal High School recognises the importance of regular communication between the school and home to foster a shared commitment to the education of its students.

- The Nossal High School Newsletter provides information about the school and forthcoming events. This is issued electronically every fortnight. It is essential that parents receive the newsletter, thus we request you ensure that the school has your current email address. Please note any changes as a matter of priority
- Parents/guardians are encouraged to contact the Tutorial Teachers, the House Leaders and/or Director of Wellbeing and Student Leadership to discuss their son or daughter’s education and wellbeing
- Tutorial Teachers and Subject Teachers will contact parents/guardians if they have concerns about the absence, conduct, wellbeing and academic progress of a student
- Parent-Teacher afternoon/evenings are held twice a year
- The student diary is a useful daily communication tool
- Families will be emailed important information when necessary – most communication is through email
General Information

Curriculum
A central aim of the Nossal High School curriculum is to provide students with relevant and challenging opportunities to prepare them for a successful future and learning experiences for a future of unknowns. The curriculum at Nossal High School will be outward looking and ‘tap into’ and ‘draw from’ the latest in cutting edge educational research. Our close links with Monash University will support this endeavour, combined with our highly accomplished and dedicated staff.

In addition to the AusVELS, the Nossal High School curriculum is framed by Gardner’s ‘Five Minds for the Future’ (2008) and the OECD’s ‘Learning for Tomorrow’ approach (2004). These frameworks will provide students with an underlying philosophy for life at Nossal High School and a vehicle to allow relevance in student learning in preparation for further studies. Gardner, Project Zero, Harvard University (2008) puts forward the elegant argument that all adults in the future will require minds which have been developed in their thinking capacities in the areas of Discipline, Synthesis, Creativity, Respect and Ethics. The Organisation for Economic Co-operation and Development (OECD) is a unique forum where the governments of thirty democracies from around the world work together to address the challenges of globalisation our youth will face as they become adult (OECD, 2004). The OECD model for future learning is a simple and practical one.

<table>
<thead>
<tr>
<th>Summary of Gardner's Five Minds</th>
<th>The DISCIPLINED MIND</th>
<th>The SYNTHESISING MIND</th>
<th>The CREATIVE MIND</th>
<th>The RESPECTFUL MIND</th>
<th>The ETHICAL MIND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals will need to be an expert in one area- they will need to develop depth and breadth in specific disciplines.</td>
<td>Individuals will need to be able to gather together information from disparate sources, find links, transfer and communicate this knowledge.</td>
<td>Individuals will be rewarded for being creative, that is the ability to construct a box and think outside of it. To approach problems in unique ways.</td>
<td>The world of today and tomorrow is becoming increasingly diverse. Accordingly we must respect differences and similarities and promote tolerance and understanding.</td>
<td>Individuals need to be able to act ethically- that is to think beyond their own self-interest and to do what is right under the circumstances. To develop values and moral integrity.</td>
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Year 9
At Nossal High School, students will have access to the AusVELS by the Core subjects and an interdisciplinary approach to learning which will incorporate all Discipline. Students will work on their Core Subjects, Learning Induction, Rich Tasks of an Interdisciplinary nature, and Electives.

The Core Subjects will include:
- English
- Mathematics
- Science
- Language
- Humanities
- Physical Education/Health
- Choral

Learning Induction will take place during ‘Nossal Time’ and includes aspects of:
- Personal wellbeing
- ICT
- Thinking processes
- Personal learning and organisation

The Rich Tasks will include:
- A range of discipline areas.

The transition into Nossal for our students is a significant milestone in their development. We know that the students who seek and achieve a place have a natural capacity for learning combined with high academic ability. ‘Nossal Time’ in our curriculum is essentially culture building time. It is purposefully placed time within the timetable as a time wherein students learn the Nossal values. That is the values we consider as a community to be of worth and importance and define the behaviours we want our students to develop. These values underpin the type of adult we want our Alumni to become.

A Nossal student has a passion and love for a discipline and is curious in their quest for knowledge. They are able to confidently synthesise information in a complex world. They advance both their work and the world around them with creativity as a core approach. They are kind and interact with others at all times with respect. An ethical outlook supports their self-efficacy to make the world a better place for all. Therefore, ‘Nossal Time’ will be made up of the explicit teaching of these values and will hopefully provide the platform for our students to enter Senior School with the courage, resilience and determination to ‘Embrace the Challenge’ of life and learning.
Senior School Curriculum

Our senior courses are designed to encourage breadth of study, whilst at the same time preparing students for successful completion of the VCE. We offer a broad selection of subjects for students to choose from, but the final offerings are largely determined by the number of students selecting them. For 2014 the following subjects were offered (NB. Not all of these will run).

Year 10

<table>
<thead>
<tr>
<th>English</th>
<th>Language</th>
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<tbody>
<tr>
<td>English</td>
<td>French</td>
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<tr>
<td></td>
<td>Japanese</td>
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<tr>
<td>Maths</td>
<td>Arts</td>
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<tr>
<td>Maths</td>
<td>Art</td>
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<tr>
<td>Maths (Advanced)</td>
<td>Drama</td>
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<td></td>
<td>Multimedia</td>
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<td></td>
<td>Music</td>
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<td></td>
<td>Photography</td>
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<tr>
<td></td>
<td>Visual Communication and Design</td>
</tr>
<tr>
<td>Science Domain</td>
<td>Technology</td>
</tr>
<tr>
<td>Intensive Science</td>
<td>Food - Exotic Cakes, Slices and Biscuits</td>
</tr>
<tr>
<td>Foundation Biology</td>
<td>Food - Nossal Entertainer</td>
</tr>
<tr>
<td>Foundation Chemistry</td>
<td>Information Technology</td>
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<tr>
<td>Foundation Physics</td>
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<tr>
<td>Health and Physical Education</td>
<td>Cross-curricular</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Extended Investigation</td>
</tr>
<tr>
<td>Sports Science</td>
<td>Art</td>
</tr>
<tr>
<td>Team Sports</td>
<td>Drama</td>
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<tr>
<td></td>
<td>Multimedia</td>
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<td></td>
<td>Music</td>
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<td></td>
<td>Photography</td>
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<tr>
<td></td>
<td>Visual Communication and Design</td>
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<tr>
<td>Humanities Domain</td>
<td>Technology</td>
</tr>
<tr>
<td>Commerce</td>
<td>Food - Exotic Cakes, Slices and Biscuits</td>
</tr>
<tr>
<td>Geography and the Natural Environment</td>
<td>Food - Nossal Entertainer</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Modern History - The Rise of Terrorism</td>
<td></td>
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<tr>
<td>Modern History - The Swinging Sixties</td>
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<tr>
<td>Philosophy</td>
<td>Cross-curricular</td>
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<td></td>
<td>Extended Investigation</td>
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</table>
**VCE**

<table>
<thead>
<tr>
<th><strong>English</strong></th>
<th><strong>Business Management Units 3 &amp; 4</strong></th>
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<tbody>
<tr>
<td>English Units 1 &amp; 2</td>
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<tr>
<td>English Units 3 &amp; 4</td>
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<tr>
<td>English as an Additional Language</td>
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<tr>
<td>Units 3 &amp; 4</td>
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<tr>
<td>English Language Units 1 &amp; 2</td>
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<tr>
<td>English Language Units 3 &amp; 4</td>
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<tr>
<td>Literature Units 1 &amp; 2</td>
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<tr>
<td>Literature Units 3 &amp; 4</td>
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<table>
<thead>
<tr>
<th><strong>Maths</strong></th>
<th><strong>Classical Studies Units 1 &amp; 2</strong></th>
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<tbody>
<tr>
<td>General Maths (Further) Units 1 &amp; 2</td>
<td></td>
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<tr>
<td>Maths Methods (CAS) Units 1 &amp; 2</td>
<td></td>
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<tr>
<td>General Maths (Specialist) Unit 1 &amp; 2</td>
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<tr>
<td>Further Maths Units 3 &amp; 4</td>
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<tr>
<td>Maths Methods (CAS) Units 3 &amp; 4</td>
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<tr>
<td>Specialist Maths Units 3 &amp; 4</td>
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<table>
<thead>
<tr>
<th><strong>Health and PE</strong></th>
<th><strong>Economics Units 1 &amp; 2</strong></th>
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<tbody>
<tr>
<td>Health and Human Development (HHD) Units 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Health and Human Development (HHD) Units 3 &amp; 4</td>
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<tr>
<td>Physical Education (PE) Units 1 &amp; 2</td>
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<tr>
<td>Physical Education (PE) Units 3 &amp; 4</td>
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<tr>
<th><strong>Arts</strong></th>
<th><strong>Economics Units 3 &amp; 4 (From 2015)</strong></th>
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<tbody>
<tr>
<td>Art Units 1 &amp; 2</td>
<td></td>
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<tr>
<td>Art Units 3 &amp; 4</td>
<td></td>
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<tr>
<td>Drama Units 1 &amp; 2</td>
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<tr>
<td>Music Performance Units 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Music Performance Units 3 &amp; 4</td>
<td></td>
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<tr>
<td>Music Style and Composition Units 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Music Style and Composition Units 3 &amp; 4</td>
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<tr>
<td>Visual Communication and Design Units 1 &amp; 2</td>
<td></td>
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<tr>
<td>Visual Communication and Design Units 3 &amp; 4</td>
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</tbody>
</table>

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<thead>
<tr>
<th><strong>Humanities</strong></th>
<th><strong>Geography Units 1 &amp; 2</strong></th>
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<tbody>
<tr>
<td>Accounting Units 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Accounting Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>Business Management Units 1 &amp; 2</td>
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</tbody>
</table>

We have an extensive course counselling and careers advice to assist students to choose appropriate pathways commencing at Year 9 level.
Learning for tomorrow’s world

A Global Perspective

We use the OFCD’s learning for tomorrow’s world as a guide for our curriculum delivery and school experiences.

<table>
<thead>
<tr>
<th>Learning to Know</th>
<th>Learning to Do</th>
<th>Learning to Be</th>
<th>Learning to Live Together</th>
</tr>
</thead>
</table>


The Nossal High School Approach

NAPLAN for Year 9
The National Assessment Program – Literacy and Numeracy (NAPLAN) tests for Year 9 students will be held on **Tuesday May 13 to Thursday May 15, 2014**. The NAPLAN tests are conducted by the Victorian Curriculum and Assessment Authority (VCAA) on behalf of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

The results of the tests provide diagnostic information for parents and teachers about a student’s performance in literacy and numeracy. This information will be used to support teaching and learning programs at Nossal High School and improve student achievement.

Whole School Exams
All students will complete end-of-year examinations. The GAT will be held on Wednesday June 11, 2014 for students studying Unit 3 & 4 subjects. VCAA exams will be held from Tuesday October 29 to Friday November 21. At the end of every year we hold whole school examinations. Dates will be confirmed throughout the year.

Instrumental Music Lessons
Instrumental music lessons are offered to all students as a co-curricular activity. Students are able to choose from: Brass, Drums, Guitar, Piano, Strings, Voice and Woodwind. Lessons take place weekly during the hours of 8.30am – 3.20pm with one of our Instrumental Teachers. Students can choose to do individual or group lessons for half an hour or one hour, and can join one of the school ensembles.
Language Selection
A Language other than English is compulsory for Year 9 and highly recommended for Year 10. Language study offers the chance to gain insight into another culture and with the emergence of the ‘global village’, acquisition of a language may enable multiple pathways on leaving school. A choice of two languages – Japanese and French is offered; students may also complete other language studies through enrolment in the Victorian School of Languages.

Homework
Developing regular study habits is an important part of the educational philosophy of Nossal High School. The amount of homework is systematically increased as a student progresses from one year level to the next. Parents/guardians are requested to provide suitable study conditions including a desk, adequate lighting and book shelves. Students are required to use their diary to record all homework, work requirements and assessment task submission dates.

As a guideline the following hours should be the regular amount of homework in any year level. Students who are accelerating subjects should expect more homework in proportion to the number of subjects they are studying ahead. It is important that students maintain a ‘balanced’ lifestyle and maintain involvement in sports, community, family and recreational pursuits, as well as their studies.

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours per night</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9</td>
<td>1.5</td>
<td>7.5</td>
</tr>
<tr>
<td>Year 10</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Year 11</td>
<td>2.5</td>
<td>12.5</td>
</tr>
<tr>
<td>Year 12</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

Assessment and Reporting

Authenticity of Work
For all students there is continuous assessment. Work done in class, homework, assignments, rich tasks and tests are included in this assessment. Students are reminded that work submitted must be their own and plagiarism will not be tolerated. This includes copying from other students or from resources, such as the internet, journals or books. Where a teacher has concerns that work is not genuine, students may be asked to provide evidence to support their submission.

Reports
Reports are issued to parents at the end of each term. Reporting is based on a student’s progress and achievement against the state wide standard in each subject, using the current DEECD guidelines. The Term 1 & 3 reports are brief interim reports, whilst Term 2 & 4 reports are full, written reports. Interim reports are followed by parent-teacher interviews.

Parent/Student/Teacher Nights
These are held twice a year:
- Term 1 Thursday April 3, 2.30pm – 8.00pm and Friday April 4, 9.00am – 1.00pm
- Term 3 Thursday September 18, 2.30pm - 8.00pm and Friday September 19, 9.00am – 1.00pm

Parents have the opportunity to meet with tutorial teachers, subject teachers and the Executive Leadership Team to discuss their child’s progress.
Conduct/Expectations

The Student Code of Conduct incorporates the DEECD guidelines and the values expressed in the School Profile. This Code of Conduct will be reviewed by the School Council and Student Representative Council in Term 2, 2014.

In order to make the most of their educational opportunities, students should expect to:

- Be given access to a broad range of school activities
- Be able to learn without distraction or interference from others
- Have an environment which provides an atmosphere and facilities which will enhance their prospects of success
- Be shown respect, concern and interest from their teachers and peers
- Feel safe from discrimination, harassment and indoctrination
- Be encouraged to participate in the school’s decision making processes
- Receive regular communication about their progress
- Have ready access to assistance in resolving school-related or personal problems

Students are expected to:

- Behave at all times in a manner which shows regard for their own safety and that of others
- Conduct themselves in an appropriate manner at all times when representing the school
- Attend all scheduled classes and remain within the boundaries throughout the day unless authorised to be elsewhere
- Come to class prepared for work and be responsive to guidance and advice;
- Interact courteously with teachers and with each other
- Respect the rights of other students to have equal access to information resources
- Place the highest value on honesty in their dealings with teachers and with each other
- Respect their personal health and comply with the school and legal prohibitions associated with the use of cigarettes, alcohol and other drugs
- Care for their own property and respect the property of fellow students and the school
- Care for the environment and assist in keeping the school grounds clean and tidy
- Wear the school uniform correctly

Responses to breaches of the Code of Conduct:

Nossal High School utilises a Restorative Justice Model of Student Wellbeing and so, in alignment with this model, if a student breaches the code of conduct a community resolution will be sought to repair the damage caused either to a teacher, a fellow student, the community or the school’s reputation. This means the student will take full responsibility and resolve the harm, with assistance from the wellbeing team or school administration if required.

Travel

Many of our students travel by train on the Pakenham line to Berwick station. Whilst travelling to and from school our students are expected to:

- wear the school uniform with pride
• behave in an exemplary manner including – standing up for those who are in need of a seat e.g. Elderly, disabled, pregnant women etc
• maintain a low level of noise and use appropriate language

When exiting and entering train stations students must obey the crossing warnings and should never cross when the gates are closed and warning signals are on.

There are very many of our students on the train and at stations and they must always remember that they are on public display and representing Nossal High School.

**Crossing Clyde Road**
This must be done with care and only with the appropriate signals. Be aware of the number of students at the mid-section of the road before you begin to cross.

**Camps**

**Roses Gap Camp – Year 9**
Roses Gap Camp takes place in Term 1. Four tutorial groups go at a time. It is designed to allow students the opportunity to further develop their relationships with a broader set of peers. It is an adventure base camp in the Grampians.

**Bogong Outdoor Education Camp (BOEC) – Year 9**
The BOEC is a five day camp held in Term 4. It is designed for 48 students and has a leadership focus. This camp is not compulsory and student leaders will be invited to attend this camp. The camp centres on teamwork and challenging outdoor activities including a high ropes course, bushwalking and orienteering. BOEC is situated between Mt. Beauty and Falls Creek at Mt. Bogong.

**Year 10 and 11 Camping Program**
Year 10 and 11 students are offered the opportunity to attend two camps:
• Central Australian Trip for approximately 10 days
• Ski camp for approximately 20 students for one week.
These are voluntary camps.

**Year 12 Study Camp**
At the beginning of Year 12, students attend a three day camp at Lord Somers. It is designed to set them up with skills and plans for a successful year.

Students also have the opportunity to participate in overseas tours as part of the languages program or the World Challenge. Other subject-based camps may be offered to students.

**Excursions / Incursions**
Day excursions and some extended excursions are organised by staff as an integral part of the learning experience at Nossal High School. Parents/guardians are notified as early as possible about planned excursions and the costs for these will be included in the 2014 Parent Funded Contributions.

**Student Bulletin**
The Student Bulletin is daily information that is broadcasted to the large LCD screens throughout the school. The main way of obtaining the information from the bulletin is to use NEO. It is used to communicate information to students by staff and other students.
Students wishing to place a notice on the School Bulletin are to give their information to their tutorial teacher the day prior to publication.

**NEO**

Nossal High School runs an online learning system called NEO, or “Nossal Education Online”. With this system, teachers distribute information and resources to students. Every class and course available through the school has a dedicated area where students will be able to obtain electronic copies of materials covered in class, announcements relating to class, the daily student bulletin and much more. This online system is complemented with the use of a school supplied online backup space, and individual email accounts.

**School Photographs**

At the beginning of 2014 all students are photographed in tutorial groups and individually for school records. These photographs are available for sale to parents/guardians. Full details will be given in the newsletter.

**Lockers and care of property**

Each student is assigned a numbered locker at the beginning of the year which must be secured with a Nossal combination padlock. Year 9 students are required to purchase a combination lock from the school. It is school policy that all students use these locks throughout their time at school. No student is permitted to open a locker other than their assigned locker. Students are responsible for the cleanliness of their locker and the surrounding locker area. Lockers are designed to store a school bag and blazer throughout the day.

*All items of clothing, books and bags should be clearly marked with the student’s name.*

Although every effort is made to locate lost property, students are ultimately responsible for their own belongings.

**Lost Property**

All valuable items of lost property are to be handed into the General Office. Items of lost property may only be claimed at lunchtime and after school. *Unclaimed lost property will be held for one semester only.* Any laptops handed into the General Office are forwarded to the ICT server room.

**ICT Laptop Care**

While at school students are expected to ensure their laptops are named and either in class or locked in their locker. It is the student’s responsibility to ensure their laptop is secure in both network access and the device location.

**Mobile Phones, iPods, MP3 players**

Students who bring mobile phones, iPods, MP3 players etc. to school must take full responsibility for their security. The school will not take responsibility for damage or loss of these.

*Mobile phones and other electronic devices may be used as learning devices and their use within the classroom is to be negotiated with staff. They must not be switched on or used during class time, without this negotiation. The consequence may be that the phone or iPod will be confiscated.*
Following VCAA rules for examinations students must **NEVER** have a mobile phone, iPod, MP3 player etc. with them during an examination. Students should not receive calls or respond to messages during class time.

**Money and Valuables**

Should students need to bring large sums of money or valuables to school these should be handed to the General Office for safekeeping. Students are advised not to leave valuables in their lockers or bags.

**Library/Information Resource Centre (IRC)**

The Nossal High School Library/Information Resource Centre aims to:
- Assist students to find and use information from a wide variety of sources - print and electronic
- Provide, organise and disseminate these resources efficiently and equitably
- Assist teachers in using ICT and library resources to support learning
- Provide an environment where students can learn and study individually or in groups as well as pursue recreational reading

**School Magazine**

Nossal High School will publish an annual journal called ‘The Butterfly Effect’ recording the academic year using words and photographs. All students are encouraged to contribute to this annual keepsake journal. The magazine will be distributed at the Final School Assembly.

**Speech Night**

Speech Night is the major event in the school calendar and will be held at the Robert Blackwood Hall, Monash University Clayton Campus in Term 4. Speech Night is highlighted by student performances and awards are presented in recognition of academic achievement, outstanding citizenship and participation in the House System Competition. Attendance is compulsory.

**Sport**

Sport, in a variety of fields including athletics, swimming and team sports, is organised for students to compete in at Inter-House and District levels. Students may advance to the zone finals and then to the state finals. Students competing at a state or national level should make this known to their Tutorial Teacher to ensure that allowances are made for their sporting and academic commitments.

**Canteen**

The school hosts a privately run canteen for students Monday to Friday during recess and lunch times except for lunch time on Wednesdays. Lunch orders can be made directly with the canteen at recess.

**Co-curricular Activities**

Nossal High School offers a co-curricular program throughout the year. There will be a variety of activities offered during lunchtimes in which all students are invited to participate. Students will be given more information on the range of activities early in the year.
Co-curricular Involvement
At Nossal, we aim to provide opportunities for students to develop into well rounded individuals. There is a strong link between active involvement in co-curricular activities (Sport, debating, drama, music, student leadership etc.) and academic results.

Participation in such activities can help create an important balance for students. This balance can assist students in maintaining a healthier lifestyle and help them to manage stress and pressure more effectively.

Aviation
In 2013, the Nossal Flying Club was established in conjunction with Tooradin Airfield. Each Wednesday afternoon students in Years 10, 11 and 12 have the opportunity to participate in a program aimed at students achieving a pilot’s licence. An orientation information evening for parents and students is held early in the year.

World Challenge
Biannually Nossal students may elect to participate in a program that takes them overseas. This leadership program empowers students in decision making – selecting the destination, managing a budget, teamwork and deciding on a community based project. In 2012, students travelled to Ecuador and worked in a school to improve facilities and the lives of young people. In 2015 students will travel to Tanzania.

Duke of Edinburgh
Nossal strongly encourages students to participate in the Duke of Edinburgh Award program. This internationally recognised program acknowledges the work and achievements of young people and further challenges them. Three awards are offered: Bronze (14yrs+), Silver (15yrs+) and Gold (16yrs+). Further information about this program will be available at the start of the year.

Drama Club
Students with an interest in the dramatic arts are encouraged to join this group. They meet and rehearse regularly, write and perform their own productions and perform other well-known plays throughout each year. Annual performances are held for the community.

Grounds
As Nossal High School is situated on the Monash University campus each student is expected to be conscious of the shared space and care for the environment and ensure that the grounds in and around the school are kept tidy. Students are encouraged to eat their lunch outdoors whenever weather is suitable. Provision for students to eat within the buildings in restricted areas will be made. Students must use the designated pathway along Sir Gustav Nossal Boulevard and not walk on the road or in the Monash car park.

Nossal and Monash share facilities and students can access the university library, café and learning spaces at appropriate times. Monash staff and students also share Nossal spaces and programs at times.

Music Ensembles
Students who sing or play an instrument are encouraged to become part of one or more of the school’s performing ensembles. These include: Choir, Jazz Ensemble, String Quartet, String Ensemble, Percussion Ensemble, Woodwind Ensemble and Concert Band. Ensembles rehearse one lunch time or afternoon per week and perform at assemblies, school concerts and community events.