Introduction

General School Information

Nossal High School
Sir Gustav Nossal Boulevard
Monash University Campus
Clyde Road
Berwick Victoria 3806

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                                                                 Mr Roger Page
Assistant Principals                                                            Ms Sue Harrap & Mr Wayne Haworth
Director of e-Learning                                                          Mr Stuart Fankhauser
Director of House                                                               Ms Leanne Ansalde
Director of Curriculum & Pedagogy                                               Ms Tracey Mackin
Director of Curriculum & Pedagogy Year 9                                       Ms Catherine Loel
Director of Careers & Transitions                                               Ms Jennifer Callahan
Director of VCE & Senior Programs                                               Ms Katherine Warriner
Business Manager                                                                Ms Gayl Shute

School Senior Executive
Nossal High School Domain Leaders 2015

Art/Technology  Ms Samantha Crust
English          Mr Michael McQuaid
Humanities       Mr Angus Clark
Information Resource Centre Mrs Kamla Reddy
Languages        Ms Kellan Wakeman
Mathematics      Ms Loi Tran
PE/Health        Mr David Haverfield
Science          Mrs Diane Latham

Nossal High School’s Vision

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 minds of every student.
We foster these aims by placing exceptional teachers in dedicated learning spaces, allowing them to pursue outstanding learning outcomes with and for their students.

Embrace the challenge!

Principal’s Welcome

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 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 and refine the organisational structures, the academic curriculum and the co-curricular 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 organised and run by students. You will help set the tone, create the traditions and write the 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 – The Old Nossalonians” 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. We are the third of only four Selective Entry government schools in Victoria: Melbourne High, The Mac Robertson Girl’s High and Suzanne Cory High Schools. Both Melbourne and MacRob were the first government secondary schools, have a long history and proud traditions and are the highest performing schools in the state; we are expected (over time) to continue this tradition but in our own unique way.

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. “Embrace the Challenge.”

Mr Roger Page
Principal
The Origin of our Name – 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 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.

School Profile

All students who have gained entry into Nossal High School have sat the edustest and demonstrated high performance in both potential and achievement in literacy and numeracy. There are 208 students at each year level from Year 9 through to Year 12 (832 in total). Students come from all over metropolitan Melbourne and regional Victoria, generally to the east of Berwick. Each year the year 9 students join us from approximately 90 different schools, including private, catholic and government school environments.

Nossal High School is located on the western side of the Monash University site on Clyde Road, 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.

Berwick station is a short walk from the school and the public bus services that traverse Clyde Road.

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
The Nossal High School Logo

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).

The Nossal High School Motto

Our motto

“Embrace the Challenge”

refers to intellectual, physical, social and emotional challenges and epitomizes the determination, persistence and willingness to grow that we hope to instil in all Nossalonians.

Orientation To Nossal

YEAR 9 ORIENTATION DAY

Monday December 1, 2014

9.00am - 2.30pm

The Orientation Day on Monday December 1 will commence with an assembly in the ‘Meath Auditorium’ at 9.00am. All students are expected to attend. Students are to wear their current school uniform on this day.

Lunch will be provided.

A morning tea and welcome for parents will start at 9.15 am in the Jean Russell Centre

More details will be provided later.

First Day 2015

Friday January 30th 2015

School commences for Year 9s and new students at other year levels on Friday January 30th 2015. On the first day only Year 9s, other new students and 12s will be present. 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. On the Friday the students will participate in the Foundation Assembly, where Sir Gustav Nossal presents them with a school badge and they officially become Nossalonians.

Orientation Week - Your first full week at Nossal High School

Monday February 2nd – Friday February 6th 2015

Year 9s will spend this week in activities that will induct them into the Nossal High School culture and ethos. Orientation Week is designed to ease students’ transition into Nossal High School. This week has both an academic and student well-being focus, and as such we believe orientation is much more than knowing where key facilities are located or what’s on the timetable. Nossal aims to, as quickly as possible, develop a sense of community and belonging in our whole student group. To achieve this we have designed a program that allows Year 9 students to engage in some typical Nossal High School activities such as excursions, team teaching, House activities, assemblies and more. On Wednesday 4th February, students will be taking part in an excursion to Melbourne’s Central Business District. Details and permission forms will be provided in the enrolment pack.
On **Friday January 30, 2015** Nossal High School will have the Foundation Assembly, where all the incoming students and their families will be personally welcomed into the school community by Sir Gustav Nossal. This assembly will commence at **10 am** 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.

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**TERM DATES 2015**

**TERM ONE**
- Term One Commences Yr 9 and 12
- Labour Day Holiday
- Year 9 Rose's Gap Camp MNOP
- Year 9 Rose's Gap Camp QRST
- Parent Teacher Interviews
- Parent Teacher Interviews
- Term One Concludes
  - Friday 30th January
  - Monday 9th March
  - Tuesday 10th- Friday 13th March
  - Tuesday 17th - Friday 20th March
  - Thursday 26th March 2:00 – 8:30 pm
  - Friday 27th March 9:00 – 2:00 pm
  - Friday 27th March

**TERM TWO**
- Term Two Commences
- Year 9 Legacy Excursion
- Queen’s Birthday
- Term Two Concludes
  - Monday 13th April
  - Thursday 23rd April
  - Monday 8th June
  - Friday 26th June

**TERM THREE**
- Term Three Commences
- City Week MNOP
- City Week QRST
- Parent Teacher Interviews
- Parent Teacher Interviews
- Term Three Concludes
  - Monday 13th July
  - August TBC
  - August TBC
  - Thursday 12th September 2:00 – 8:30 pm
  - Friday 13th September 9:00 – 2:00 pm
  - Friday 13th September

**TERM FOUR**
- Term Four Commences
- Bogong Leadership Camp (48 students)
- Melbourne Cup Day
- End of Year Exams
- Term Four Concludes at various times for each year level
  - Monday 5th October
  - TBC
  - Tuesday 3rd November
  - November 16th – 20th

TBC = To Be Confirmed
School Ethos


We use Gardner’s “Five Minds for the Future” as an overlying curriculum focus. All that we do is explicitly linked to whichever mind is appropriate to the task, challenge or situation; assessment is often linked to the “Five Minds”. The “Five Minds” framework works in tandem with a restorative practices philosophy.

Gardner contends “that we live in a time of relentless change. The only thing that’s certain is that new challenges and opportunities will emerge that are virtually unimaginable today.”

In “Five Minds for the Future”, author Howard Gardner shows how we will each need to master “five minds” that the fast-paced future will demand. Gardner outlines the specific cognitive abilities that will be sought and cultivated by leaders in the years ahead. They include:

- The Disciplinary Mind: the mastery of major schools of thought, including science, mathematics, and history, and of at least one professional craft.
- The Synthesising Mind: the ability to integrate ideas from different disciplines or spheres into a coherent whole and to communicate that integration to others.
- The Creative Mind: the capacity to uncover and clarify new problems, questions and phenomena.
- The Respectful Mind: awareness of and appreciation for differences among human beings and human groups.
- The Ethical Mind: fulfilment of one’s responsibilities as a worker and as a citizen.

When you become a member of the Nossal Community we expect that you will develop the “Five Minds” and apply them to your learning, interaction with others, and leadership within our school community and beyond. Throughout the Orientation Week you will begin exploring the “Five Minds” in more detail.

The Adult Learning Environment

At Nossal High School we provide students with the environment, trust and opportunity to behave in an adult way from the moment they join us. They have more rights and are likely to find there are fewer rules than they are accustomed to. They will also find that there will be higher levels of responsibility expected of them, as any adult in the workplace. This expectation will affect many aspects of school life.

Noise and Movement:

The school buildings and classrooms are largely open-planned, we have many couches and different seating configurations around the school. The open nature of the school requires all members of the school community to behave in ways that are respectful to others in terms of noise, respect for property and movement throughout the buildings.

Facilities:

Students have access to boiling water and microwaves and are trusted to use them responsibly. They are permitted to have lunch and morning tea within the buildings but must be seated at tables whilst doing so, and clean up any mess when they finish. In an adult learning environment we do not have issues with litter or untidiness, since for the main part, students do not create these issues, but when they do arise, all students take responsibility for putting it right. In an adult learning environment, we take pride in the school’s appearance.

Attendance:

Students are trusted to sign in at the attendance kiosk when they are late to school and sign out (after presenting a note) when they need to leave early.

Use of Independent Study Time:

When students are in Year 10 – Year 12 they are given the independent study time. Students are expected to behave in an adult way by:

- Managing their time effectively
- Behaving in a way that supports the learning of others around them
- Seeking help when they need it
- Utilising the resources in an appropriate way

Restorative Practice:

Whenever an issue or concern arises between students or between students and staff it is usually because there has been a breakdown in a relationship and/or communication. We promote an adult learning environment by using a restorative conversation to resolve these issues. Students are encouraged to discuss issues and reach a workable resolution.
Student Voice:

Students have a strong voice in the decision-making of the school. Students are consulted through Student Representative Council (SRC) and at other times on facilities developments, naming aspects of the school program, on teaching and learning, school reports and many other things. Student led initiatives are encouraged.

Laptop and Personal Device Care:

Students who attend Nossal High School purchase their own laptop/tablet device. Students are also permitted to bring their own phones and other devices to school (but not connect to our IT infrastructure). Whilst our school has a very trusting and open environment, we encourage all students to take care with their devices to ensure their safety. This would include keeping them safely locked in their lockers when not in use and ensuring they maintain possession of their devices on public transport. When charging devices at school it is imperative that students pay attention to the safety of others and their device. Students are expected to utilise their devices in appropriate ways as guided by our code of conduct and ethical approaches.

Money and Valuables:

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

Conduct and Expectations - Inside and Outside of Nossal

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 Executive Leadership Group in Term 2, 2015.

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;
- 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 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.

When traveling to and from school, on excursions or camps, or representing Nossal High School in any way, students are expected to wear the school uniform with pride and conduct themselves in an exemplary manner. This includes respecting other public transport users by being mindful of noise and behaviour, particularly when in groups, and offering seats to other passengers where appropriate. At train stations students are expected to exit trains and stations safely.

Responses to breaches of the Code of Conduct:

Nossal High School will operate a Restorative Justice Model of Student Wellbeing and 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.

Daily School Organisation

Structure of the Week

On Monday, Wednesday, Thursday and Friday, lessons will be one hour in length. Tuesdays will have 50 mins periods.

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There are no bells to signify lesson times, so all students are encouraged to wear a watch or use their phones.

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 co-curricular activities may be offered.

Students studying Units 3 & 4 are encouraged to keep their Wednesday afternoons free so that SACs can be completed at this time.
Attendance and absence

Regular and punctual attendance is expected of all students. 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 timetabled 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 their 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, and 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 the 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 in term four. Students and parents will be advised of the Final Assembly date for their year level. All students are expected to attend Speech Night and their Final Assembly.

Extended Absence during the Term

Extended absence during the school term is not encouraged. It can have negative effects on student confidence, learning and relationships with other students. 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 of any 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 Attendance Office.

Uniform

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.

The school uniform is a visible sign of the school as an entity and of the individual student’s membership of the school. The wearing of a uniform symbolises both the wish to belong to the school and pride in the school. Students seeking to enrol at Nossal High School accept the responsibility to wear the school uniform as approved by the School Council on all occasions when they are representing the school, and in a manner which will bring credit to the school. Parents are expected to give active support to the school’s uniform policy.

General Uniform Expectations:

- The school blazer must be worn to and from school as an outer garment, except during times of excessive heat in terms 1 and 4 (30 degrees and above); at these times the blazer can be carried.
- Under no circumstances is the jumper to be worn as an outer garment to and from school. Students are allowed to wear their jumper as the outer garment in school.
- Permission is given to students to wear sports uniforms to and from school on days when they are participating in physical education, when they are training or have sporting competitions on during lunch and on designated sports days. The spray jacket must be worn as an outer garment to and from school on these days.
- Under no circumstances should the academic and sports uniform be worn together or mixed. For example wearing a spray jacket with either a summer dress or shorts or pants, or a blazer with PE shorts and sport shoes is unacceptable.
• Under no circumstances should hoodies, coloured t-shirts or additional clothing be worn underneath shirts and blazers. White plain T-shirts can be worn under shirts for additional warmth.
• Black scarves and gloves can be worn in winter months (term 2 and 3).
• All uniform must be Nossal High School embroidered.
• Hijabs may be worn in any of the school uniform colours (black, cream, rust). Girls may wear opaque tights throughout the year to comply with religious protocols.
• Uniforms are purchased from PSW.

**Academic Uniform**

**Girls Academic Uniform**

**Summer Uniform - Term 1 and 4**

During the summer months girl's uniform consists of:

• Nossal summer dress, knee length or longer.
• Nossal Jumper
• Nossal Blazer
• White or ecru ankle socks. No black socks or socks with pictures or advertising.
• Black lace-up leather shoes must be worn. Ankle boots, T-bars, slip-ons or slipper style shoes are unacceptable.
• Girls who wish to may wear grey shorts and a summer shirt

In times of extreme heat (over 30 degrees Celsius) girls may wear their dress as the out garment to and from school.
• Uniforms that are deemed inappropriate due to their length can be sold as second hand uniform, or have the hems altered. Please phone the school for further assistance.

**Winter Uniform - Term 2 and 3**

During the winter months the girl's uniform consists of:

• Nossal Winter skirt, minimum knee length. Under no circumstances should this skirt be rolled up at the top.
• Nossal Ecru blouse
• Nossal Jumper
• Nossal Tie
• Nossal Blazer
• Girls have the choice of wearing black, block or opaque tights or black knee high or anklet socks with their winter skirts.
• Black lace-up leather shoes must be worn. Ankle boots, T-bars, slip-ons or slipper style shoes are unacceptable.
• The shirt must be completely buttoned with the tie neatly and correctly positioned.
• Girls who wish to may wear grey slacks and a winter shirt and tie.
**Boys Academic Uniform**

**Summer Uniform - Term 1 and 4**

During the summer months boy’s uniform consists of:

- Short sleeve shirt designed to be worn untucked
- Pleated shorts or trousers
- Black socks knee high or ankle. No white socks or socks with pictures or advertising.
- Nossal jumper
- Nossal blazer

Students are not required to wear their tie in summer. Students are able to wear their ties all year round if they wish. Students who wish to wear their long sleeve shirt with their pleated shorts and wear a tie must tuck the shirt into their trousers. At times of extreme heat (over 30 degrees Celsius) boys may wear their shirt as the outer garment to and from school.

**Winter Uniform Term 2 and 3**

During the winter months the boy’s uniform consists of:

- Nossal long sleeve shirt, designed to be worn tucked in with a tie.
- Nossal pleated pants or shorts
- Nossal jumper
- Nossal Tie
- Black knee length or ankle socks. No pictures or advertising.
- Black lace-up leather shoes must be worn. Ankle boots, T-bars, slip-ons or slipper style shoes are unacceptable.
- Nossal blazer

**Sports Uniform - Girls/Boys**

Both boys and girls are to wear non-marking sole, sports shoes during Sports and Physical Education. Ankle boots, T-bars, slip-ons or slipper style shoes are unacceptable.

Nossal High School Sports Uniform consists of:

- Nossal coloured t-shirt
- Nossal Rugby jumper
- Nossal micromesh shorts
- Nossal track pants
- Nossal basket-ball cap (optional)
- Nossal spray jacket
- Any sport sock is acceptable

**Student Hair**

Hair accessories must be black, rust or ecru coloured only. Hair must be neat and worn in the approved manner at all times. Dreadlocks, extremely hairstyles or unnatural hair colours are unacceptable.

Practical classes require students to completely tie all their hair back in either a pony tail or a bun. This includes but is not limited to science, PE and food technology classes.

**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. Bangles, friendship bands, necklaces, choker chains and rings and other accessories are all unacceptable items.

Nose rings, studs or other facial piercings are not acceptable at school, unless it is worn for religious reasons. Parents must seek approval by writing a request addressed to the principal. Plastic clear studs can be worn.

Plain black scarfs and gloves can be worn in the winter months.

**Make up and Nail Polish**

Nail polish and unnatural makeup is not acceptable. Unnatural makeup includes bright and excessive eye makeup, coloured lipstick, coloured lip gloss and blush. Natural foundation and powder is acceptable.

**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. A sports bag may be used but must fit inside the school bag to and from school.
Uniform Procedures

- If for any reason the student is not wearing the correct or complete uniform they must report to their tutorial teacher during tutorial. They must provide a note of explanation.

- The student will then be directed to the assistant principals Ms Sue Harrap and Mr Wayne Haworth, or the Director of House, at the front office. The student will be asked to change into the correct uniform for the duration of the day. On completion of the day the student will return these items and the school will launder them on behalf of the student. If the student needs frequent intervention with their uniform, a parent meeting will be organised to remedy the situation, and parents may be invoiced to cover the cost of the laundering.

- If students fail to return any school uniform items after reasonable attempts to retrieve them have been exhausted, they may also be invoiced for the cost of replacing these items.

- If a student does not present their tutorial teacher with a note of explanation they will be given an environmental duty and a letter will also be sent home for the parents to sign and return.

- If a uniform cannot be supplied for the day the student will be sent to the attendance officer to receive a pass. This pass must be presented to any staff member on request.

- All unacceptable uniform and accessories will be confiscated and given to Heads of House to securely store. Items will only be returned on receipt of a note from the parents or guardians.

- Students wearing uniforms deemed inappropriate due to their length such as skirts, pants, summer dresses and winter skirts, will receive a letter from the school stating the time frame required for purchase of a new uniform or adjustment of the uniform item.

- Students who wear unnatural makeup and nail polish will be sent to their House Leaders to remove this. Repeated breaches of this rule will result in an environmental duty and a letter will be sent home to be signed by parents/guardians.

- If a student repeatedly infringes the uniform code, the House Leaders will impose appropriate consequences and may require an interview with the parents/guardians of the student.

Uniform Suppliers

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

Head Office Phone 9581 3333; Web address: www.psw.com.au; Email sales@psw.com.au

PSW Hampton Park
Unit 2/10-12 South Link
Dandenong South
Tel: 8768 7490
Shop Hours
Tuesday - Friday 8.30am - 5.00pm
Saturday 9.00am - 2.00pm

PSW Waverley
288-290 Stephenson Road
Mount Waverley
Tel: 9809 5477
Shop Hours
Tuesday - Friday 8.30am - 5.00pm
Saturday 9.00am - 2.00pm

School Organisation

Tutorial Groups

The school is organised on a Tutorial Group basis with eight forms in each year level in 2015. These Tutorial Groups will also work together to form a larger cohort within the open learning classrooms and often be team taught together. Each Tutorial Group has a teacher who exercises a pastoral care role, attends to roll marking and general administrative matters and generally takes them for Nossal Time curriculum; they may also teach their Tutorial Group for one or more subject. Our tutorial groups are linked with Houses:

- 9M and 9N – Garuda House
- 9O and 9P – Pegasus House
- 9Q and 9R – Griffin House
- 9S and 9T – Phoenix House.

Year Level Organisation

Year 9s will often be grouped together for year level assemblies and in year level events.

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.
GARUDA M/N PEGASUS O/P GRIFFIN Q/R PHOENIX S/T

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)

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

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)

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 – Black and Red)

Each of the four Houses compete for ‘The Page Cup’, the major House trophy, named after our founding 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. He 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.

Student Wellbeing

Across the year levels, student support and wellbeing is the responsibility of a team of teachers led by the Director of House and supported by four House Leaders. Members of the House Leadership team will liaise with 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 House if they have any concerns. Nossal High School employs a full time Attendance Officer, Student Counsellor and Careers Advisor and has access to various other support agencies and personnel.

Student Representative Council and Student Leadership

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 co-opted 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. At Nossal there are many opportunities for student leadership. These opportunities are either by an election or submission process. As the school grows and evolves, further leadership opportunities will arise for students. We believe whether a student has a leadership position or not during their time at Nossal, all students will leave Nossal with the skills and knowledge to act as future leaders in their chosen fields.

Leadership opportunities in 2015:
- School Captains (male and female)
- 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

NOSSAL
High School

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NOSSAL
High School
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 consists 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. We encourage parents to take an active involvement in the school by nominating for School Council.

Parents and Friends Association (PFA)

All parents are welcome to join the PFA. They meet monthly to determine how best they can assist the school and to plan fundraising and supportive events. Whilst they are still growing, they already contribute to the school in many ways including:

• Having a welcoming presence at school events, serving refreshments, conducting surveys, etc.
• Organising fundraising activities like the Trivia Night, brick paver, Entertainment books, Seed sales etc
• Participating in school Working Bees
• Attending functions on behalf of Nossal High School
• Organising speakers for parents

Our Mission Statement:

“Nossal Parents and Friends Association understands the importance of the community involvement in education. Its mission is to help build and sustain an effective partnership with the school to achieve the best possible educational experience for the students. Nossal Parents and Friends Association recognises that the entire Nossal community's economic, cultural and ethnic diversity is enriched by the variety of resources and talents that each member of the community brings to the school.”

Goals:

• Promote friendship and support within the Nossal community through social activities.
• Provide a forum for communication amongst members of the school community.
• Help raise funds to support school programs.
• Liaise with the school council and identify areas in need of funding not provided for within the budgetary limits of the school.
• Set strategies and priorities to achieve fundraising objectives.
• Support the teaching staff in the pursuit of improved educational resources, facilities and school environment.

Facilities

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.

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.

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

It is located near the entrance to the school and includes both the top and ground floors. As an illustration of the trust in and responsibility expected of students there are no doors on the library. Much of our reference material is found on online databases and sites, with the aim of preparing students for future learning at university where research is expected via online databases and journals.
Grounds

Our school grounds are currently under development. At the moment we have four hard courts and various types of seating around the school. Works are underway to complete an oval, amphitheatre and outdoor classrooms, and our master plan includes the construction of a gym and table tennis space.

As Nossal High School is situated on the Monash University campus each student is expected to be conscious of need to share 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 the weather is suitable. 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.

Public Transport to Nossal

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
- be mindful of other passengers when on the platforms
- do not cross the tracks against the lights or boom gates.

There are also bus services along Clyde Road.

Communication

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.

Nossal Education Online (NEO)

Nossal High School runs an online learning system called NEO. 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.

Compass

The school has a student management system called Compass through which we currently:

- track attendance
- track student progress,
- store student reports,
- have students complete their Career Action Plans,
- book parent teacher interviews
- allow parents to provide online consent for excursions

In the future parent payments and other facilities may come online through Compass. Parents will be given an individual login and password that is unique to their family.

School Diary

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.
Newsletter
The Nossal High School Newsletter provides information about the school and forthcoming events. It is issued electronically every fortnight. It is essential that parents receive the newsletter, so we request that you ensure that the school has your current email address. Please inform the school of any changes as a matter of priority.

Email and SMS
The most common and expeditious form of communication with parents is via email and increasingly by SMS. Communication from subject teachers and general school correspondence including the Newsletter will be emailed regularly.

Nossal High School Facebook and Twitter
The school has a Facebook page [https://www.facebook.com/NossalHighSchool](https://www.facebook.com/NossalHighSchool) and Twitter account @thenossalschool where you can keep up to date with events, bookings and other information.

Current Contact Details
It is imperative that we have your most up to date contact details including both phone and email details.

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.

Other Communication
- Parents/guardians are encouraged to contact the Tutorial Teachers, Subject teachers, the House Leaders and/or Director of House 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-Student-Teacher Conference afternoon/evenings are held twice a year at the end of Term 1 and Term 3.
- Parent – Student – Teacher course counselling conferences are held in early Term 3.

Learning at Nossal

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 which aims to prepare them for successful future, where the focus is on providing skills for future learning in a response to a rapidly changing world. The curriculum at Nossal High School is outward looking, drawing from the latest educational research. Our close links with Monash University support this endeavour, as does the research focus of our highly accomplished and dedicated staff.

In addition to the AusVELS at Year 9 and 10, and VCE at Year 11 and 12, 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).

Students in Year 9 study the following Core subjects:

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>Number of periods/fortnight</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7</td>
</tr>
<tr>
<td>Maths</td>
<td>7</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Nossal Time</td>
<td>2</td>
</tr>
<tr>
<td>Health and PE</td>
<td>6</td>
</tr>
<tr>
<td>Choral</td>
<td>2</td>
</tr>
<tr>
<td>Tutorial</td>
<td>Each morning + 2</td>
</tr>
</tbody>
</table>

Languages are also part of the Core studies in Year 9:
Students choose from the following:

<table>
<thead>
<tr>
<th>French Beginners</th>
<th>Japanese Beginners</th>
</tr>
</thead>
<tbody>
<tr>
<td>(no prior experience)</td>
<td>(no prior experience)</td>
</tr>
<tr>
<td>French Intermediate</td>
<td>Japanese Intermediate</td>
</tr>
<tr>
<td>(prior experience)</td>
<td>(prior experience)</td>
</tr>
</tbody>
</table>

Language classes are all allocated 6 periods a fortnight for the entire year. Students select their language when they enrol at Nossal. Some students elect to continue to study a language other than French or Japanese and do not need to enrol in a language at school. In 2014 there were eight students who chose this option. Students may also choose to continue with the previous language studies and take French or Japanese.

Electives:
Students choose four electives for the year. They study two electives each semester. Each elective runs for three periods per fortnight. Students and parents are informed of the electives on offer prior to Orientation Day and students make their selections on Orientation Day. We endeavour to accommodate student selections as much as possible, but inevitably the timetabling process does not allow for 100% of requests being achieved. You do not need to know your electives to complete the booklist and submit it on time. Electives only require stationary items.
Learning for Tomorrow

At Nossal we constantly talk with students and parents about learning being more than just performing well on exams. Through our curriculum and co-curricular programs we aim to develop students’ talents and skills so that they achieve much more than just a high ATAR in their final year of school. Traditional, directed teaching and rote learning may yield high exam scores but it is not engaging, and our role is to develop young adults who can thrive in the world beyond secondary college, in their chosen tertiary pathway and in the world of work. We aim to develop 21st Century Learning Skills which include the following:

- Critical thinking, problem solving, reasoning, analysis, interpretation, conceptual synthesis
- Research practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, using virtual workspaces
- Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming
- Civic literacy, social-justice awareness, ethical literacy
- Economic literacy, financial literacy, entrepreneurialism
- Global and multicultural literacy, humanitarianism
- Scientific literacy, technical reasoning, using the scientific method
- Environmental and conservation literacy, ecosystems understanding
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

We pursue this aim in a variety of ways through our curricular, co-curricular and assembly programs:

Team teaching

Our school is set out in an open configuration, with rooms grouped together in threes. It is common for two, or even three, classes to work together. This encourages collaboration and cooperation. It allows for differentiation of the curriculum so that students’ individual learning needs are better catered for. It allows students to hear a broad range of perspectives from staff and students and form relationships with a wider range of students and staff. Initially some students may feel a little ‘lost’ in the larger grouping, but this feeling tends to pass by the end of term one. If it does not, students are encouraged to talk to their teacher about it and seek assistance to adapt. This develops the student’s capacity to collaborate and work flexibly.

Guided Inquiry

Guided Inquiries do not involve significant whole class instruction or teacher directed/didactic delivery of content. They involve differentiation by their very nature through student choice, student capability, student performance/products; teachers will intervene at student points of need, will work with student groups to provide direction, to question, challenge and extend students. The guided inquiry has five stages:

A. Engage
B. Refine and define
C. Organise and develop
D. Synthesise and create
E. Reflect and Evaluate

Digital Delivery and Online Access to Curriculum/Research

Currently all of our courses, class resources and reference materials are available to students 24 hours/day via our online learning management system, called NEO. Through this system students can access and submit work and collaborate with their teachers and fellow students.

Our library reference material is also largely online through online data bases and journals. Students are taught to use the eLibrary resources to effectively search for and find relevant resources, thus preparing them for tertiary studies.

In addition we have adopted the goal of providing at least 15% of all curriculum, for every subject, as online delivery has all-too-often been shallow, content driven, and delivered in a piecemeal manner. Increasingly, University practices require students to access content and undertake assessments via Digital Delivery. Teaching students how to effectively make use of online learning tools, such as discussion boards, Collaborate sessions, recorded lectures and demonstrations, wiki development, and online journals, requires an individual student awareness of how such tools should be used. These skills are not necessarily innate within the traditional ‘good learner’, and may require significant development over time. It is therefore important that the use of effective strategies and approaches for dealing with online educational resources is amongst those skills our students acquire to be effective lifelong learners.

As an incremental, but significant step towards our 15/15 goals, we will have digital delivery days throughout the year. During these days, students will be given the opportunity to work from home while staff deliver their lessons using the most appropriate online tools for their subject and content.

Not all components of the lessons conducted will need to contain synchronous interaction between staff
Choral

All year 9s participate in choral classes twice per fortnight. Group singing has been scientifically proven to lower stress, relieve anxiety, and elevate endorphins. It has been proven to improved cognitive function, increase language development from an early age, and promote positive social interaction. Choral continues to be a House activity throughout all years of schooling. Houses choose a song and rehearse once per week in the lead up to the House Music event at Robert Blackwood Hall, Monash Clayton, a compulsory event for all students.

Languages

Language is compulsory at Year 9 and recommended for Year 10. It is an elective at the VCE level. In addition to facilitating cross-cultural communication, learning a second language also positively affects cognitive abilities. Researchers have shown that the bilingual brain can have better attention and task-switching capacities than the monolingual brain, thanks to its developed ability to inhibit one language while using another. In addition, bilingualism has positive effects at both ends of the age spectrum; bilingual children can better adjust to environmental changes, while bilingual seniors can experience less cognitive decline.

The two languages on offer at Nossal are French and Japanese. Students select their languages at the same time as completing the enrolment package. Those with no prior experience are recommended into BEGINNERS French or Japanese; whilst those with one or more years of prior experience are recommended into ADVANCED French or Japanese. If students are already committed to studying a language other than French or Japanese through the Victorian School of Languages may choose to continue with that language via distance education. They may also choose to study French or Japanese as another language.

Nossal Time

All Year 9 students will participate in the Nossal Time program, which is conducted once a week in tutorial groups. Tutorial groups will meet to explore issues of transition to Nossal, Careers Education and pathways, study habits and skills along with preparing for key events such as Camp, City Week and the Monash Challenge. The aim of Nossal Time is to give students the opportunity to discuss, prepare for and share their learning experiences. Year 10 peer support students will also work with the Year 9 students in Term One, which will also assist in their transition in becoming Nossolonians.

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, with a balance between study and homework recommended.

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 should represent 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. Too much homework is detrimental to health and wellbeing, especially when sleep is sacrificed. Students are recommended to maintain a minimum of 8 hours sleep per night.

<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>

Ethical Learners

In the use of ICT

Nossal High School aims to develop ethical and respectful student behaviours, consistent across the online world and within everyday life. Our students are encouraged to approach the use of ICT in a disciplined manner, to challenge data, and judiciously synthesize their findings. When using ICT to interact at local, regional, national and global levels, a Nossal High School student knowingly adopts a principled and considerate approach.

ICT has a critical role in enhancing the learning process at all levels and across a broad range of activities in each of the learning domains. Through the use of ICT, we are helping our students become conversant with the nature of information, comfortable with the application of new technology for effective learning, and able to recognise the relevance and potential of ICT in the modern world.
Plagiarism

Plagiarism is taking credit for work that is not your own. Whenever you are presenting ideas or work that is not your own, you must acknowledge where the ideas came from. Presenting ideas or work that is not your own, without acknowledgement is the same as cheating on an exam.

Plagiarism includes

• Copying sentences (or more) word-for-word without referencing the author
• Paraphrasing another’s work and not referencing the author
• Submitting work that was completed with the assistance of others without acknowledging their assistance
• Submitting work as your own that was not completed by you.

An author can be a published author, another student, a teacher or a tutor. Any work or ideas that you did not think of yourself is someone else's intellectual property and must be acknowledged if used. Work you submit MUST be yours. Any assistance from other students, teachers or tutors must be referenced and acknowledged.

If you have used someone else’s work without acknowledging your source, you have plagiarised.

VCAA have very strict rules about authentication and presentation of others work. Plagiarising work can result in receiving a zero for an assessment task or an N for a unit. It is a serious offence and can be detrimental to your VCE results. Universities and employers have very strict rules and serious penalties are imposed for those who plagiarise.

Co-curricular Programs

Nossal High School offers a rich co-curricular program throughout the year. There are a number of activities held during lunchtimes and after school in which students are invited to participate as part of developing into well round, well-adjusted young adults. In addition to sporting activities at the House, Interschool, District and State level, the following list provides a snap shot of the co-curricular offerings available to students. We encourage students to participate in active, creative, leadership and social service activities to provide them with a broad experience, the opportunity to socialise and form bonds with others, and as a release from academic pursuits. Students who participate in co-curricular activities experience less stress and better health and wellbeing; they also provide an outlet for stress release and relaxation. Most of these co-curricular opportunities are led and run for students by students.

<table>
<thead>
<tr>
<th>Lunchtime House Sports Compens</th>
<th>Co-Curricular Clubs / Programs</th>
<th>Charitable &amp; other one-off events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Akido</td>
<td>Australia’s Biggest Morning Tea</td>
</tr>
<tr>
<td>Dodge Ball</td>
<td>Anime Bukatsu</td>
<td>40 Hour Famine</td>
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<tr>
<td>Futsal</td>
<td>Aviation Group</td>
<td>Pink Ribbon Day</td>
</tr>
<tr>
<td>Handball</td>
<td>Board Games Club</td>
<td>Ride2School Day</td>
</tr>
<tr>
<td>Indoor Soccer</td>
<td>Chess Club</td>
<td>RUOK Day</td>
</tr>
<tr>
<td>Theatre Sports</td>
<td>Cosplay</td>
<td>White Ribbon Day</td>
</tr>
<tr>
<td>Competitions / Curriculum Activities</td>
<td>Drama Club</td>
<td>Debating</td>
</tr>
<tr>
<td>Australian Informatics Competition</td>
<td>EPL - Everything Premier League</td>
<td>World’s Greatest Shave</td>
</tr>
<tr>
<td>Australian Mathematics Competition</td>
<td>Foreshare</td>
<td>Bogong Leadership Camp - Year 9</td>
</tr>
<tr>
<td>Bond Uni Mooting Competition</td>
<td>Feminist Discussion Group</td>
<td>Japan Cultural Tour</td>
</tr>
<tr>
<td>Brain Bee - Neuroscience Challenge</td>
<td>Film Appreciation Society</td>
<td>Maningrida Arnhem Land Cultural Tour</td>
</tr>
<tr>
<td>Casey Youth Arts Competition</td>
<td>Fine Arts Club</td>
<td>Wardel River Leadership Camp</td>
</tr>
<tr>
<td>ICAS Mathematics Competition</td>
<td>Gamer Society of Nossal</td>
<td>Bogong Leadership Ski Camp - Year 10</td>
</tr>
<tr>
<td>Mathematics Challenge for Young Australians - Challenge</td>
<td>Hip Hop Dance Lessons</td>
<td>France Cultural Tour</td>
</tr>
<tr>
<td>Mathematics Challenge for Young Australians - Enrichment</td>
<td>Kite Flying</td>
<td>Year 9 Camp</td>
</tr>
<tr>
<td>Mathematics Challenge for Young Australians - Enrichment</td>
<td>Knitting Club</td>
<td>Year 12 Camp</td>
</tr>
<tr>
<td>National History Challenge</td>
<td>Literature Circle</td>
<td>Central Australia Tour - Year 10/11</td>
</tr>
<tr>
<td>National History Challenge</td>
<td>Math Club</td>
<td>World Challenge</td>
</tr>
<tr>
<td>OICLO - The Australian Computational &amp; Linguistics Olympiad</td>
<td>NASA - Nossal Asylum Seeker Awareness</td>
<td>Music Ensembles</td>
</tr>
<tr>
<td>VATE Michael Clyne Prize for VCE English Language - Essay Competition</td>
<td>NEST - Nossal Environmental Sustainability Team</td>
<td>Choir</td>
</tr>
<tr>
<td>Rio Tinto Big Science Competition</td>
<td>Nossal Christian Fellowship</td>
<td>Concert Band</td>
</tr>
<tr>
<td>Science Olympiad - Biology</td>
<td>Nossal Institute Participant</td>
<td>Guitar Ensemble</td>
</tr>
<tr>
<td>Science Olympiad - Chemistry</td>
<td>Paper Cult</td>
<td>Jazz Band</td>
</tr>
<tr>
<td>Science Olympiad - Physics</td>
<td>Photography Club</td>
<td>Orchestra</td>
</tr>
<tr>
<td>Sir Gustav Nossal Fine Arts Awards</td>
<td>Poker Club</td>
<td>Pegasus Ensemble</td>
</tr>
<tr>
<td>Spirit of ANZAC Premier’s Challenge</td>
<td>OSA (Queer Straight Alliance)</td>
<td>Percussion Ensemble</td>
</tr>
<tr>
<td>STAV Science Talent Search</td>
<td>School Production</td>
<td>Piano Trio</td>
</tr>
<tr>
<td>The Australian Intermediate Mathematical Olympiad</td>
<td>Student Newspaper</td>
<td>String Orchestra</td>
</tr>
<tr>
<td>The University of Melbourne School Mathematics Competition</td>
<td>Vive la France!</td>
<td></td>
</tr>
<tr>
<td>UNSW Business &amp; Economics Competition</td>
<td>Zumba</td>
<td></td>
</tr>
<tr>
<td>UNSW Science Competition</td>
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</tr>
</tbody>
</table>

Students are encouraged to form clubs and put forward suggestions for other activities each year.
Excursions and camps are highly valued as they are great fun and offer enhanced learning opportunities for students.

**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 peers. It is an adventure base camp in the Grampians. It is a compulsory camp for all students.

**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 high ropes course, bushwalking and orienteering. BOEC is situated between Mt. Beauty and Falls Creek at Mt. Bogong.

**Future Camps**

**Year 10 and 11 Camping Program**

Year 10 and 11 students are offered the opportunity to attend two voluntary camps:

- Central Australian Trip for approximately 10 days
- Ski camp for approximately 20 students for one week.

**Year 12 Study Camp**

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

Students also have the opportunity to participate in other trips:

- Overseas tours to France or Japan (alternate years)
- World Challenge (biannually)
- Maningrida College in Arnhem Land.
- 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.

A considerable amount of planning and organisation is required to run a successful excursion and camp. When attending an excursion permission notices must be returned NO later than one week prior to the event, or by a date nominated by the organising teacher. A failure to comply with timelines may unfortunately result in exclusion from the event or the event being cancelled.

When attending camp a number of important documents are required to be submitted prior to departure. These include, consent/permission form, medical form, dietary form and a code of conduct form. All of these forms must be submitted and any required payments must be made, by at least three weeks prior to the camp, or by the date stated by the organising teacher. A failure to meet this timeline may result in exclusion from the camp. Please ensure that you attend to all important dates.
Assessment

Assessment is about Progress

In a school like Nossal High School, where students are highly able, it is very difficult to be the best student. We always talk about students being their personal best, rather than worrying about whether they are situated in the class. The reason students and parents are preoccupied about where their child sits in the class is because the currency of learning is achievement. If we switch the currency of learning to progress, then we will also celebrate the students who have made the most progress.

Descriptive Assessment

Most of our students and parents want to see a grade on their work when it is returned from the teacher. We need to challenge the value of a grade. What does it tell us about the student’s skills and understanding? It tells us nothing other than where the child is situated in the class. If they are in the top twenty per cent of the class, then the child will feel buoyed by their mark, but if they receive a score lower than that, it is likely they will feel negatively about themselves and their intelligence. That means eighty per cent of students must feel this way on every assessment, and it tells us nothing about learning.

Increasingly our focus will move away from graded assessment to more descriptive feedback on assessment tasks, which keeps the focus on learning rather than performance. The feedback a child receives allows them to know exactly what learning they need to do next and exactly what they have mastered.

Graded Assessment

When graded assessment is given to the students, we do not want to create an artificial ceiling on student achievement. We expect teachers at Nossal High School to set challenging tasks that aim to stretch students as far as possible. In order to stretch the performance of Nossal students, teachers will obviously need to set tasks at a higher standard than those in a mainstream school.

Given this assessment regime, it is therefore difficult for all students to achieve full marks. Students should aim to achieve their individual best in all areas of assessment in all subjects throughout the year and most certainly should not be upset when they do not achieve full marks. This does not disadvantage our students in any way; it ensures they remain challenged and engaged. It can initially be quite confronting for students who are accustomed to achieving A and A+ to adjust to a more challenging level of work and assessment and to cope with no longer being the highest performer.

We also have a grading benchmark that is different to most other schools. It is set this way to more closely reflect the VCE.

We encourage you to discuss the assessment at Nossal High School with your child and support them in having realistic personal goals. It is our aim that all students achieve their personal best.

Any student who feels that they are not demonstrating their full understanding in tests and exams (eg exam stress reduces achievement), should talk with their class teachers and tutorial teacher about working to improve exam technique.

If students are experiencing high levels of stress they should make time to see one of the wellbeing team.

Fixed vs Growth Mindsets (Dweck)

We encourage and support our students and community to develop a growth mindset. It fosters a love of learning, enhanced wellbeing and creativity. It reduces fear of failure and pressure. The table below outlines the characteristics of the two mindsets.

We encourage parents to support the development of their child’s growth mindset.

<table>
<thead>
<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>IQ is fixed and immutable</td>
<td>IQ is malleable and can be incrementally improved through work and experience.</td>
</tr>
<tr>
<td>Completing assessments (assignments, tests, presentations, etc.) is about performing and demonstrating what you know. The motivation is a performance.</td>
<td>Completing assessments is about an opportunity to learn and grow. The motivation is learning.</td>
</tr>
<tr>
<td>High performance proves intelligence; low performance indicates lack of intelligence.</td>
<td>The level of performance is less important because it is about improvement from whatever point you’ve currently reached.</td>
</tr>
<tr>
<td>Avoid difficult tasks because of a fear of making a mistake and therefore being viewed as unintelligent.</td>
<td>Enjoy exposure to difficulty because it is seen as an opportunity for growth.</td>
</tr>
<tr>
<td>Extrinsically motivated</td>
<td>Intrinsically motivated</td>
</tr>
<tr>
<td>Experience fear and test anxiety</td>
<td>Show resilience in the face of adversity or a disappointing mark on an assessment.</td>
</tr>
<tr>
<td>May be reluctant to work hard because they fundamentally believe you either have a high IQ or you don’t.</td>
<td>Show more of a willingness to work hard because they believe they have control about what they can learn.</td>
</tr>
<tr>
<td>Tests and examinations represent a threat because of fear of poor performance and this causes brain and emotional responses that reduce performance. High levels of emotional stress cause a decrease in the thinking part of the brain and reduce cognitive function.</td>
<td>Tests and exams represent another opportunity to learn. Stress is less likely to affect performance in exams because they do not place so much pressure on themselves, or have such a fear of poor performance.</td>
</tr>
</tbody>
</table>

Fixed Mindset | Growth Mindset
---|---
A+ | 92-100 |
A | 84-91 |
B+ | 76-83 |
B | 68-75 |
C+ | 60-67 |
C | 52-59 |
D+ | 44-51 |
D | 36-43 |
E+ | 28-35 |
E | 20-27
NAPLAN for Year 9

The National Assessment Program – Literacy and Numeracy (NAPLAN) tests for Year 9 students will be held on Tuesday May 12 to Thursday May 14, 2015. 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 (MCETYA).

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. Whilst we take the tests seriously, we do not prepare students in advance for the NAPLAN tests.

Examinations

- All in students in Years 9-11 complete Nossal Examinations at the end-of-year. If students are absent from exams (except in the case of School Approved Activities) they are not given the opportunity to sit the exam(s) at another time. Each subject will have an exam review session in the week after the exams, giving students an opportunity to reflect on their performance and identify ways to improve.
- The GAT, for students studying a VCE Unit 3 & 4 subject, will be held on Wednesday June 10, 2015.
- VCAA exams for Unit 3 & 4 subjects are held from Wednesday October 28 to Friday November 20.

Tutors

Nossal High School neither expects nor encourages students to regularly engage private tutors for subjects undertaken at the school. Studies show that doing so can have a negative impact on a student’s learning experience. It can lead to a sense of disparity and awkwardness among students, where they may become conscious of who does and does not receive supplementary assistance.

It can also lead to fatigue. As students go from mainstream school to supplementary classes or tuition sessions, it may deny students sufficient rest and relaxation, especially on top of an already heavy workload in meeting the school’s expectations. This may lead to reduced connection when in class, thereby reducing engagement and learning. The school classroom should be a place of discussion and connection with peers. Negatively affecting students’ ability to engage in this environment is to do them a disservice.

The school curriculum has been developed with students’ social, emotional and academic progress in mind. Private tutors may choose to exclude what they consider to be irrelevant content in order to focus solely on academic success, thus upsetting the balance between learning for learning’s sake and the demonstration of understanding as required. Private tutors are not compelled, as school professionals are, to teach according to the latest study designs. They may therefore be teaching and setting work on irrelevant content, resulting in heightened student distress and negligible academic gain.

We do recognise that some students may, on occasion, need additional support to help them master subject content. Teachers at the school generously support students out of class time and students should make sure they approach their teacher for assistance in the first case or the lunchtime and after school help sessions that are run by some faculties. If a student encounters considerable difficulty, such as that caused by a prolonged absence, then a tutor may be of some value in providing one-on-one support for specific areas of the course.

Reporting

We report to parents and students four times per year, at the end of each term. In line with our assessment principles we do not report student achievement using grades. We also hold Parent-Student-Teacher Conferences at the end of Term 1 and Term 5; appointments are made via Compass.

Major Year 9 Events - Attendance is compulsory at these events.

Foundation Assembly

Year 9s will spend this week in activities that will induct them into the Nossal High School culture and ethos. On Friday 30th January, 2015 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. Each student will be presented with a school badge and they officially become Nossalonians. This assembly will commence at 10.00am in the Nossal High School Gymnasium and will conclude at 12 midday. Full academic school uniform is required on this day.

School Photos

Each year students will have individual, Tutorial and Leadership photos taken on school photo day. Full Academic Uniform is required on this day. In 2015 Photo Day is Tuesday February 17.

Term 1 Roses Gap Camp - Year 9

Roses Gap Camp takes place in Term 1. Four tutorial groups go at a time. The MNOP tutorial groups go to camp on Tuesday March 10 through to Friday March 13, whilst the QRST groups go on Tuesday March 17 through to Friday March 20. It is designed allow students the opportunity to further develop their relationships with a broader set peers. It is an adventure base camp in the Grampians. It is a compulsory camp for all students.

Year 9 Legacy Excursion to the Shrine of Remembrance

Each year Nossal High School students attend this ceremony with schools from across the state. They travel by public transport and meet teachers at Flinders Street Station. It is on Thursday April 23rd, 2015.

City Week - Year 9

City Week is a key Year 9 event, conducted in mid August. This week provides the students with the opportunity to devise a “Big Question” to investigate while in the City. Groups of 4 students will plan their investigation, focusing on how a complex urban environment can impact on our lives in many different ways. Prior to City Week, their tutorial teachers will guide them in their preparations during Nossal Time classes. City Week provides students with the opportunity to use the skills they have developed over the course of the year and apply them through an investigation of their choice. After City Week, all groups will present their findings to their peers and teachers.

House Events

We have a vibrant House structure and competition that covers a broad range of pursuits, not just sporting events. All House events are compulsory for students to attend.

Monash Challenge Term 4 in the year prior
Swimming sports Term 1
Athletics Term 1
Cross Country Term 2
Debating To be confirmed
Music Term 3
Book Week Term 3

Monash Challenge - Year 9

Each year we begin the House Competition for the following year with the Monash Challenge. This is a learning activity, which follows the guided inquiry model. Students are given a proposition to work on for a week using Monash University facilities and staff to assist. They work in Houses to present written, creative and oral arguments in response to the challenging proposition. They explore it from a range of perspectives. The responses are judged by Nossal High School and Monash University staff.

Speech Night

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

Terry Bennett Cup - Year 9

Each year we hold a competition and socialisation day with the Year 9 students from Suzanne Cory High School. Each year we rotate the venue. In 2015 it will be our turn to host the day here at Nossal. Students compete in cooking, sporting, musical, creative and other challenges. The winning school is awarded the Terry Bennett Cup. The cup is named after a principal, Mr Terry Bennett, who is now principal of Melba High School. Terry played an integral role in the planning and establishment of our two schools prior to 2010. It would appear there is a home ground advantage, since the Cup has always gone to the host school. This event takes place at the end of the school year, around the same time as the Monash Challenge.

Parent Engagement

At Nossal, we strive to create a rich and vibrant learning environment for all students. The school places a high priority on academic excellence. In addition, we strongly support the notion of developing the whole child and as such, encourage students to part take in as many co-curricular activities as possible. At Nossal, we use Howard Gardiners’ Five Minds for the Future as a pillar for both curricular and co-curricular programs. We aim to develop students who can be experts in a particular field or discipline; and for students to have the ability to synthesise, as well as being creative, respectful and ethical. Total emersion within the Nossal culture allows students to Embrace the Challenge.

Parents play a vital role in creating a strong three way partnership, along with students and staff. Parents are a critical part in building and strengthening our school culture at Nossal. As such, parental support and attendance throughout the year at our whole school evening events is expected.

Parents are asked to agree to support Nossal and to make every effort to attend the following whole school events;

- House Music Concert
- Annual Speech Night
- Careers and Pathways Expo
- Parent/Teacher/Student interviews
- Events such as the Year 11 Ball (Year 11 parents) and the Valedictory Dinner (Year 12)
- Parent presentations such as VCE nights, along with presentations by guest presenters such as Michael Carr- Gregg, Darren Pereira and others.
- Annual School Production
- Music recitals