End of the year attendance requirements
Speech Night
House Events
Attendance during the Term
Permission to leave school during school hours
Illness and First Aide
Absence during assessment periods for VCE students

Uniform
General Uniform Expectations
Academic Uniform
Girls Academic Uniform
Boys Academic Uniform
Girls and Boys Sports Uniform
Students’ Hair
Accessories/Jewellery
Make-up and Nail Polish
School Bags
Uniform Procedures
Uniform Suppliers

School Organisation
Tutorial Groups’
Year Level Organisation
Houses

Student Wellbeing

Student Leadership/Student Representative Council

Leadership Opportunities

School Council

Parents and Friends Association (PFA)

Facilities
Canteen
Lockers and care of property
Lost Property
Library/Information Resource Centre (IRC)
Grounds
Public Transport to Nossal

Communication
Nossal Education Online (NEO)
Compass
School Diary
Newsletter
Email and SMS
Nossal High School Facebook and Twitter
Current Contact Details
School Magazine
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<td>Major Events</td>
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<td>School Photos</td>
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<td>Term 1 Roses Gap Camp – Year 9</td>
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<td>Year 9 Legacy Excursion to the Shrine of Remembrance</td>
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<td>City Week</td>
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<td>Speech Night</td>
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<td>Terry Bennett Cup</td>
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</tbody>
</table>
**Introduction**

General School Information  
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**

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Roger Page</td>
<td>Principal</td>
</tr>
<tr>
<td>Ms Sue Harrap &amp; Mr Keith Butler</td>
<td>Assistant Principals</td>
</tr>
<tr>
<td>Mr Stuart Fankhauser</td>
<td>Director of e-Learning</td>
</tr>
<tr>
<td>Ms Leanne Ansalde</td>
<td>Director of House &amp; Wellbeing</td>
</tr>
<tr>
<td>Ms Tracey Mackin</td>
<td>Director of Curriculum &amp; Pedagogy</td>
</tr>
<tr>
<td>Ms Catherine Loel</td>
<td>Director of Curriculum &amp; Pedagogy Year 9</td>
</tr>
<tr>
<td>Ms Emma Geyer</td>
<td>Director of Careers &amp; Transitions</td>
</tr>
<tr>
<td>Ms Katherine Warriner</td>
<td>Director of VCE &amp; Senior Programs</td>
</tr>
<tr>
<td>Ms Gayl Shute</td>
<td>Business Manager</td>
</tr>
</tbody>
</table>

**Nossal High School Domain Leaders**

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Domain Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Samantha Crust</td>
<td>Art/Technology</td>
</tr>
<tr>
<td>Dr Briony Schroor</td>
<td>English</td>
</tr>
<tr>
<td>Mr Angus Clark</td>
<td>Humanities</td>
</tr>
<tr>
<td>Mrs Kamla Reddy</td>
<td>Information Resource Centre</td>
</tr>
<tr>
<td>Ms Shelley Warner</td>
<td>Languages</td>
</tr>
<tr>
<td>Mr Ian Pegram</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Mr Andrew Hamilton</td>
<td>PE/Health</td>
</tr>
<tr>
<td>Mrs Diane Latham</td>
<td>Science</td>
</tr>
</tbody>
</table>

**Nossal High School House Leaders**

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>House</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Shelley Veale</td>
<td>Garuda</td>
</tr>
<tr>
<td>Mr Leigh Jose</td>
<td>Pegasus</td>
</tr>
<tr>
<td>Ms Mary Fankhauser</td>
<td>Griffin</td>
</tr>
<tr>
<td>Mr Rian Labrooy</td>
<td>Phoenix</td>
</tr>
</tbody>
</table>
Nossal High School’s Vision

Nossal High School is committed to providing an innovative, inclusive and dynamic educational environment. We aim to challenge our students to be creative and critical thinkers with good communication skills and the resilience necessary to succeed in an ever changing world. We aim to build their skills, self-confidence, leadership abilities and community spirit through a rigorous, but rich and varied curricular and co-curricular program. We want our graduates to be ambitious, ethical and responsible citizens who conduct themselves with humility and compassion.

Our School Values

Nossal is a school that…….

- leads and develops leadership
- creates and cultivates creativity
- is respectful and fosters respectful citizenship
- inspires and seeks inspiration
- is ethical and develops ethical behaviours
- pursues excellence and celebrates individual achievement
- develops resilience and independence and nurtures happiness
- encourages a strong work ethic with an emphasis on personal growth

Embrace the challenge!
Congratulations and welcome 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 future.

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 because 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 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 build the history of our school. You will induct and mentor the students (and staff) who join our school in subsequent years, as you will have been mentored in your early years at the school…… 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 with much potential, but there are many challenges ahead, and we have much to do and much to live up to. As one of only four Selective Entry government schools in Victoria, we have strong partnerships with the other selective schools, schools in our local community, sister schools overseas and with Monash University; but we are unique and encourage our staff and students to innovate and to challenge themselves – and us.

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 yourselves and your peers. We expect you to be leaders and to be responsible for your own learning. We offer you an adult learning environment where you will have an authentic voice and genuine opportunities to shape your own future. You will be given the freedom to succeed, and the responsibility to manage your own work so that you may be best prepared for the transition into a tertiary learning environment. We will encourage you, support you and assist you to access a broad range of experiences and programs to enable more informed choice, wider options, and greater flexibility. You will work collaboratively with an excellent team of teachers, students, alumni and community members who will share your learning journey and who will travel with you far beyond your time at Nossal.

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 sharing 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. 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. 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 eduTest 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 the sharing of facilities, joint programs and partnership arrangements.

Berwick station is a short walk from the school and public bus services 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.

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 epitomises the determination, persistence and willingness to grow that we hope to instill in all Nossalonians.
Orientation Day

YEAR 9 ORIENTATION DAY

Wednesday December 2, 2015
9.00am - 2.30pm

The Orientation Day on Wednesday, December 2 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.

More details will be provided later.

A morning tea and welcome for parents will start at 9:15 am in the Jean Russell Centre

First Day 2016

Thursday, January 28 2016

School commences for Year 9s on Thursday, January 28 2016. On the first day only Year 9s and 12s and all other new students from Years 10 and 11 will be present. We hold the annual Foundation Assembly on this day, welcoming new students to the school. Each student is presented to the community and receives a Nossal badge; Sir Gustav Nossal personally greets each child. Parents are invited to attend the Foundation Assembly. Further details about the day will be provided before the end of 2016.

NOSSAL HIGH SCHOOL FOUNDATION ASSEMBLY

Thursday, January 28, 2016

On Thursday, January 28, 2016 Nossal High School will hold 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 9.30 am in the Nossal High School Gymnasium and will conclude at 12 midday.

Full academic school uniform is required on this day.

Parents welcome

The assembly will be followed by a morning tea.
Induction Week (iWeek) - Your first full week at Nossal High School

Thursday, January 28 – Wednesday, February 3, 2016

Year 9s will spend this week in activities that will induct them into the Nossal High School culture and ethos.

Induction Week is designed to ease students’ transition into Nossal High School. This week has both an academic and student wellbeing focus, since 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, foster 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 3 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.

Term Dates 2016

<table>
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<tr>
<th>Term 1</th>
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<tbody>
<tr>
<td>First day of school Year 12 and Year 9 – Foundation Assembly</td>
<td>Thursday 28th January</td>
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<tr>
<td>First day of school Year 10 and Year 11</td>
<td>Friday 29th January</td>
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<tr>
<td>Year 9 iWeek</td>
<td>Thursday 29th January to Wed 3rd February</td>
</tr>
<tr>
<td>VCE Information night (there are two – choose one)</td>
<td>Thursday 4th February or Tuesday 16th February 7.00 pm</td>
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<tr>
<td>School Photos</td>
<td>Wednesday 10th February</td>
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<tr>
<td>Year 9 Parent Meet and Greet</td>
<td>Thursday 11th February 6.00 – 8.00 pm</td>
</tr>
<tr>
<td>House Swimming Carnival</td>
<td>Tuesday 23rd February</td>
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<tr>
<td>Student Self Ratings on Reports due</td>
<td>Wednesday 2nd March</td>
</tr>
<tr>
<td>Labour Day Holiday</td>
<td>Monday 7th March</td>
</tr>
<tr>
<td>Year 9 Roses Gap Camp Garuda and Pegasus</td>
<td>Tuesday 8th – Friday 11th March</td>
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<tr>
<td>Year 9 Roses Gap Camp Griffin and Phoenix</td>
<td>Tuesday 15th – Friday 18th March</td>
</tr>
<tr>
<td>House Athletics Carnival</td>
<td>Tuesday 22nd March</td>
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<tr>
<td>End of Term</td>
<td>Thursday 24th March</td>
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<th>Term 2</th>
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<tr>
<td>Pupil Free Curriculum Day – Select Entry Network Professional Learning Day</td>
<td>Monday 11th April</td>
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<tr>
<td>Parent-Student-Teacher Conferences</td>
<td>Thursday 14th April 2.00 - 8.30 pm</td>
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<tr>
<td>ANZAC Day Holiday</td>
<td>Monday 25th April</td>
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<tr>
<td>Year 10 Morrisby Careers Test</td>
<td>Wednesday 27th April</td>
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<tr>
<td>House Cross Country Carnival</td>
<td>Tuesday 26th April</td>
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<tr>
<td>Year 9 NAPLAN</td>
<td>Tuesday 10th May to Thursday 12th May</td>
</tr>
<tr>
<td>Digital Delivery Day</td>
<td>Wednesday 18th May</td>
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<tr>
<td>Student Self Ratings on Reports due</td>
<td>Wednesday 1st June</td>
</tr>
<tr>
<td>The GAT (Unit 3 &amp; 4 Students) + Year 12 Ball</td>
<td>Tuesday 7th June</td>
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<tr>
<td>Event</td>
<td>Date(s)</td>
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<tr>
<td>Year 11 EduTest (Value Add)</td>
<td>Wednesday 8th June</td>
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<tr>
<td>Pupil Free Curriculum Day</td>
<td>Friday 10th June</td>
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<tr>
<td>Queen’s Birthday Holiday</td>
<td>Monday 13th June</td>
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<tr>
<td>Start of Semester 2</td>
<td>Tuesday 14th June</td>
</tr>
<tr>
<td>Year 10 Work Experience</td>
<td>Monday 20th – Friday 24th June</td>
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<tr>
<td>Year 10 and 11 Central Australia Tour</td>
<td>Monday 20th – Tuesday 28th June</td>
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<tr>
<td>End of Term</td>
<td>Friday 24th June</td>
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**Term 3**

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<thead>
<tr>
<th>Event</th>
<th>Date(s)</th>
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<tr>
<td>Music Camp (all instrumental students)</td>
<td>Sunday 10th July to Tuesday 12th July</td>
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<tr>
<td>Careers and Pathways Expo</td>
<td>Thursday 21st July 4.00 pm – 8.00 pm</td>
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<tr>
<td>Course Counselling Day</td>
<td>Wednesday 27th July</td>
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<tr>
<td>Year 9 City Week</td>
<td>3-9th August and 10-16th August</td>
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<tr>
<td>Course Selections for 2017 due</td>
<td>Friday 12th August</td>
</tr>
<tr>
<td>Pupil Free Curriculum Day</td>
<td>Friday 19th August</td>
</tr>
<tr>
<td>House Performing Arts Competition</td>
<td>TBC – in Week 7 or 8</td>
</tr>
<tr>
<td>Digital Delivery Day</td>
<td>TBC – the day following House Performing Arts Competition</td>
</tr>
<tr>
<td>Student Self Ratings on Reports due</td>
<td>Friday 26th August</td>
</tr>
<tr>
<td>Parent-Student-Teacher Conferences</td>
<td>Thursday 15th September 2.00 – 8.30 pm</td>
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<tr>
<td>End of Term</td>
<td>Friday 16th September</td>
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**Term 4**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date(s)</th>
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<tbody>
<tr>
<td>House Debating Competition</td>
<td>Thursday 6th October and Friday 7th October (heats), Friday 14th October (final)</td>
</tr>
<tr>
<td>Final day Year 12 Classes and Final Assembly</td>
<td>Monday 17th October</td>
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<tr>
<td>Year 9 Leadership Camp</td>
<td>Tuesday 18th to Friday 21st October</td>
</tr>
<tr>
<td>Year 12 Celebration Day</td>
<td>Tuesday 18th October</td>
</tr>
<tr>
<td>Year 12 Study ‘Vacation’</td>
<td>Wednesday 20th to Tuesday 25th October</td>
</tr>
<tr>
<td>VCAA Examinations</td>
<td>Wednesday 24th October to Friday 18th October</td>
</tr>
<tr>
<td>Digital Delivery Day</td>
<td>Monday 31st October</td>
</tr>
<tr>
<td>Melbourne Cup Holiday</td>
<td>Tuesday 1st November</td>
</tr>
<tr>
<td>Student Self Ratings on Reports due</td>
<td>Friday 11th November</td>
</tr>
<tr>
<td>Nossal High School Examinations (Year 9 to 11)</td>
<td>Friday 11th November – Friday 18th November</td>
</tr>
<tr>
<td>Year 12 Valedictory Dinner</td>
<td>Thursday 24th November</td>
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<tr>
<td>Commencement of 2017 Classes</td>
<td>Monday 21st to Wednesday 23rd November</td>
</tr>
<tr>
<td>Final Assembly Year 10 &amp; 11</td>
<td>Friday 25th November</td>
</tr>
<tr>
<td>Speech Night</td>
<td>TBC in the week of 28th November</td>
</tr>
<tr>
<td>Year 9 University Challenge</td>
<td>Monday 28th November to Tuesday 6th December</td>
</tr>
<tr>
<td>2016 Year 9 Orientation Day (pupil free)</td>
<td>Wednesday 30th November</td>
</tr>
<tr>
<td>Year 9 Terry Bennett Cup at SCHS</td>
<td>Friday 2nd December</td>
</tr>
<tr>
<td>Final Assembly Year 9</td>
<td>Tuesday 6th December</td>
</tr>
<tr>
<td>Year 9 Big Day Out</td>
<td>Wednesday 7th December</td>
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</tbody>
</table>
School Ethos

‘Five Minds for the Future’ (Gardner)

At Nossal High School every student is encouraged to explore their studies in a new light and to reflect on the way the content they are learning fits into a larger scheme. Our overarching philosophy is based on the ideas expounded by Harvard University psychologist, Howard Gardner in his book ‘Five Minds for the Future’. The school’s curriculum is built on the recognition that future leaders need to develop certain cognitive abilities, which Gardner defines as five ‘minds’: the disciplined mind, the synthesising mind, the creative mind, the respectful mind and the ethical mind. Each area of study is explored under this framework, so students gain a high level of analytical thinking in a way that doesn’t limit learning.

<table>
<thead>
<tr>
<th>Disciplined Mind</th>
<th>Synthesising Mind</th>
<th>Creative Mind</th>
<th>Respectful Mind</th>
<th>Ethical Mind</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals will need to be an expert in at least 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. 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>
</tr>
</tbody>
</table>

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 Induction 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 there are of 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, and 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 independent study time as part of their timetables. 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 the Student Representative Council (SRC) and at other times on facilities developments, naming aspects of the school program, on teaching and learning, school reports, on teacher interview panels and many other things. Student led initiatives are encouraged.

**Laptop and Personal Device Care**

Students who attend Nossal High School purchase their own school specified laptop/tablet device. Students are also permitted to bring their own phones and other devices to school (but not to 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.

**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**

The Student Code of Conduct incorporates the DET guidelines and the values expressed in the School Profile. This Code of Conduct will be reviewed by the School Council and SRC Executive and School Captains in Term 2, 2016.

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 that provides an atmosphere and facilities that 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 process
- 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 that 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 operates under a Restorative Justices 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.

Daily School Organisation

Structure of the Week

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

<table>
<thead>
<tr>
<th></th>
<th>Tutorial</th>
<th>Period One</th>
<th>Period Two</th>
<th>Period Three</th>
<th>Period Four</th>
<th>Period Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>8.48am- 8.59am</td>
<td>9.00am- 9.59am</td>
<td>10.00- 10.59am</td>
<td>11.20am- 12.19pm</td>
<td>12.20pm- 1.20pm</td>
<td>2.20pm- 3.20pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>8.48am- 8.59am</td>
<td>9.00am- 9.59am</td>
<td>10.00- 10.59am</td>
<td>11.20am- 12.19pm</td>
<td>12.20pm- 1.20pm</td>
<td>No Classes (Finish at 1.20pm)</td>
</tr>
<tr>
<td>Thursday</td>
<td>8.48am- 8.59am</td>
<td>9.00am- 9.59am</td>
<td>10.00- 10.59am</td>
<td>11.20am- 12.19pm</td>
<td>12.20pm- 1.20pm</td>
<td>2.20pm- 3.20pm</td>
</tr>
<tr>
<td>Friday</td>
<td>8.48am- 8.59am</td>
<td>9.00am- 9.59am</td>
<td>10.00- 10.59am</td>
<td>11.20am- 12.19pm</td>
<td>12.20pm- 1.20pm</td>
<td>2.20pm- 3.20pm</td>
</tr>
</tbody>
</table>

There are no bells 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 co-curricular activities may be offered.

Student Attendance and Absences

Attendance and absence

Regular and punctual attendance is expected of all students. Class times are published in this handbook and the school diary. Students are expected to be at school by 8.40am in time for an 8.48am start, and are to remain at school until 3.20pm with the exception of Wednesday afternoons when they are dismissed at 1:20pm.
Absence through illness if the student is away for only one day

The parent/guardian should phone the school on our Attendance Hotline 03 8762 4625 prior to 10.30 am on the day of absence to inform the school that they are away. Please phone or email the school or the teacher in charge of the event and leave a message 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 phone the school on 03 8762 4625 or email the attendance officer at absence@nossalhs.vic.edu.au and provide relevant details and/or a medical certificate. The attendance officer will forward your message to all relevant teachers.

Lateness

Punctuality is expected at all times. Should a student arrive late to school they must scan in at the attendance kiosk, which is located outside the Attendance 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 can be given a detention.

Year 12s who have a ‘free’ study period in Period 1 are permitted to arrive late, in time for their first scheduled class of the day. On arrival they should scan in via the attendance kiosk.

End of year attendance requirements

It is the unconditional policy of Nossal High School that every student (with the exception of Year 12s) must attend school until the final assemblies, and that every student attends the Annual Speech Night. Students in all year levels who do not complete course requirements can be expected to attend school after final assemblies. Attendance at Speech Night and Final Assemblies is compulsory.

Speech Night

Speech Night is the major event in the school calendar and is highlighted by student performances and awards in recognition of academic achievement, outstanding citizenship and participation in the House competition. Attendance as previously mentioned is compulsory.

House Events

Attendance at all House Events (Swimming, Athletics, Cross Country and Performing Arts) is compulsory.

Attendance during the Term

Extended absence during term is strongly discouraged. Any requests for extended absence during term time are to be submitted in writing to the Principal. Applications can be handed directly to the attendance officer. Any student who has commenced studies in Unit 3 and Unit 4 VCE should not expect to be granted permission for extended absence for family travel.

Permission to leave school during school hours

A student who needs to be excused from school for any part of the day must bring a note signed by the parent, specifying the date, time and reason for the absence and submit it to the attendance officer before 8.40am. Prior to departure from school the student must scan out via the attendance kiosk at the attendance office. This print out note should then be handed directly to the attendance officer upon exiting the school; the attendance officer will give the student a slip. Students are not allowed to
leave school grounds to visit the local shops to purchase food; they must either bring food from home or purchase food at the school canteen (with the exception of Year 12s who may purchase lunch at Monash). Year 12s have permission to study at the Monash Berwick Campus in their ‘free’ study periods. Year 12s are also permitted to sign out and leave after Period 4 if they have a ‘free’ study period during Period 5. If a Year 12 student has a private study period during Period 1 (and 2), they may arrive at school later. They must sign in at the kiosk when they arrive.

**Illness and First Aid**

Students who are ill should be kept at home as the school has neither the facilities nor the full-time human resources to adequately care for them. If a student becomes ill whilst at school they will be placed in the first aid room and/or parents will be contacted. Ill students will not be sent home without the prior consent of their parents or guardian. 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. Membership to Ambulance Victoria is highly recommended as in some instances the school is mandated to call an ambulance. Related costs are charged to the parents by Ambulance Victoria and are not the responsibility of the school.

**Absence during assessment periods for VCE students**

All VCE students who are absent without acceptable reason throughout a period in which School Assessed Course (SAC) assessment is being conducted will not receive a scored assessment for that SAC.

All absences during assessment periods require formal documentation (e.g. medical certificates, statutory declarations, or official documentation from other professionals) if the student is to be allowed to undertake the assessment on another occasion or to be given an extension of time.

Students must obtain permission to sit SACs at an alternative time from the Director of VCE.

In the case of school-based activities, which potentially interfere with an assessment period, students involved in the activity must apply in advance for a Variance to SAC time to complete the assessment. This must be done via an application form available from the Director of VCE, and students should be aware that permission will only be given after consideration of the circumstances, and permission may be refused. Please note: Sitting a SAC at a different time may mean that you will be given different work to complete.

NB. Students in Years 9-11 who are absent from the internal Nossal Examinations in November will not be given an opportunity to sit the examinations at alternative times (unless they are participating in a School Approved Activity).
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.

School uniform is a visible sign of the school as an entity and the individual student’s membership of a school. The wearing of the uniform symbolises both the wish to belong to the school and pride in the school. Students who are enrolled at Nossal High School accept the responsibility to wear the school uniform as approved by the School Council on all school days, when they are travelling to and from school, and representing the school out of hours. They should do so in a manner that brings credit to the school. Parents/guardians and families also accept the responsibility of supporting their students to ensure the correct uniform is worn at all times.

General Uniform Expectations

When wearing the academic uniform the school blazer must be worn to and from school as the 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 permitted to wear their jumper as the outer garment in school.

Permission is given to students to wear the sports uniforms to and from school on days when they are participating in physical education, when they are training or have sporting competitions during lunch or on designated sports and other special 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 sports shoes.

All uniforms must be Nossal High School embroidered; uniforms are purchased from PSW.

Academic Uniform

Girls Academic Uniform

Summer Uniform - Term 1 and 4

During the summer months, girls’ uniform consists of:

- Nossal summer dress, worn at a length of at least one VISUALISED horizontal hand above the knee or longer, or grey shorts and a summer shirt.
- Nossal jumper
- Nossal blazer
- white 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.

In times of extreme heat (over 30 degrees Celsius) girls may wear their dress as the outer garment to and from school and carry their blazer.

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 girls’ uniform consists of:

- Nossal winter skirt, worn at a length of at least one VISUALISED horizontal hand above the knee or longer. Under no circumstances should this skirt be rolled up at the top. Alternatively, grey trousers may be worn.
- 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.

Boys Academic Uniform

Summer Uniform - Term 1 and 4

During the summer months the boys’ uniform consists of:

- short sleeve shirt designed to be worn untucked
- pleated shorts or trousers
- black knee-high or anklet socks. No white socks or socks with pictures or advertising.
• Nossal jumper
• Nossal blazer

Students are not required to wear their tie in summer. If students wish to wear a tie they are to wear the long sleeve shirt (tucked in) with their pleated shorts.

At times of extreme heat (over 30 degrees Celsius) boys may wear their shirt as the outer garment to and from school and carry their blazer.

Winter Uniform - Term 2 and 3

During the winter months the boys’ 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-high or ankle socks. No white 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.
• Nossal blazer

Note: Shirts are to be worn completely buttoned with the tie neatly and correctly positioned. The shirt should be tucked in at all times. If students choose to wear their short sleeved summer shirt, it should be worn tucked in during Terms 2 and 3.
Girls and Boys Sports Uniform

Both boys and girls are to wear sports shoes with a non-marking soles 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 t-shirt
  - Nossal rugby jumper
  - Nossal micro-mesh shorts
  - Nossal track pants
  - Nossal baseball cap (optional)
  - Nossal spray jacket
  - Any sport sock is acceptable

Note: ‘Skins’ or other compression sportswear may be worn during sporting activities but must not be visible at times other than during sporting performance (ie. not to and from school).

Students are expected to wear the Nossal Sport Uniform, or the Nossal approved competition uniform (supplied by the school) when they are representing the school in sporting competitions.

Students’ 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, extreme hairstyles or unnatural hair colours are unacceptable. Practical
classes require students to completely tie all their hair back in either a ponytail or a bun; This includes but is not limited to science, PE and systems & food technology.

**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 they are worn for religious reasons. Parents must seek approval by writing a request addressed to the Principal. Plastic clear studs can be worn.

Non-visible layering underneath the uniform for additional warmth is acceptable.

Plain black scarves and gloves and plain black hats/beanies can be worn with either academic or sports uniform in winter months (term 2 and 3); headwear must be removed when indoors.

Hijabs may be worn in any of the school uniform colours (black, cream, or rust). Girls may wear opaque tights all throughout the year to comply with religious protocols. Long sleeve dresses can be ordered from PSW at an extra cost and with a 12 week wait time.

**Make-up and Nail Polish**

Nail polish and unnatural make-up is not acceptable. Unnatural make-up includes bright and excessive eye make-up, 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 black, monogrammed, ergonomically designed backpack. Students are not allowed to use any other bag. Sports bags may be used to and from school but must fit inside the school bag.

**Uniform Procedures**

If for any reason the student is not wearing the correct or complete uniform they should see their tutorial teacher who will then direct them to see the Attendance Officer.

The students will be required to change into clean Nossal-provided uniform items (should they be available).

If no note is provided then students will be required to complete an environmental duty later in the week.

If students have an explanatory note from a parent or guardian, they will not be required to complete an environmental duty.

If Nossal uniform is provided, on completion of the day the student will return these items to the front office 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.

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.

Student 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 timeframe required for purchase of a new uniform or to make appropriate adjustments to the uniform item.

Students who wear unnatural make-up 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, their House Leader will impose appropriate consequences and may require an interview with the parents/guardian.

**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](http://www.psw.com.au); Email sales@psw.com.au

<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>Phone</th>
<th>Shop Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSW Hampton Park</td>
<td>Unit 2/10-12 South Link, Dandenong South</td>
<td>8768 7490</td>
<td>Tuesday - Friday 8.30am - 5.00pm, Saturday 9.00am - 2.00pm</td>
</tr>
<tr>
<td>PSW Waverley</td>
<td>288-290 Stephensons Road, Mount Waverley</td>
<td>9809 5477</td>
<td>Tuesday - Friday 8.30am - 5.00pm, Saturday 9.00am - 2.00pm</td>
</tr>
</tbody>
</table>
School Organisation

Tutorial Groups
The school is organised into vertical tutorial groups with eight tutorial groups in each of the four Houses in 2016. These groups are comprised of 6-7 students from each year level (9-12). New year 9s (and those from other year levels) are welcomed, mentored and supported by the students in Year 10 – 12. Each tutorial group has a teacher who exercises a pastoral care role, attends to roll marking and general administrative matters and is also usually their Nossal Time teacher.

Year 9s are also grouped into eight form groups, which work together to form a larger cohort within the open learning classrooms and are often team taught together. Our form groups are also linked with Houses:

9M and 9N – Garuda House  
9Q and 9R – Griffin House

9O and 9P – Pegasus House  
9S and 9T – Phoenix House.

Year Level Organisation
Students in specific year levels 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.

<table>
<thead>
<tr>
<th>Garuda (M/N)</th>
<th>Pegasus (O/P)</th>
<th>Griffin (Q/R)</th>
<th>Phoenix (S/T)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>A beautiful white winged horse. Strong and free, a symbol of wisdom and fame from Ancient Greek mythology. (Colours – Emerald Green and White)</td>
<td>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)</td>
<td>A mythical sacred fire bird which rises from the ashes. A symbol of rebirth, immortality and renewal. Phoenix can be found in mythologies of the Persians, Greeks, Romans, Egyptians and Chinese. (Colours – Black and Red)</td>
</tr>
</tbody>
</table>
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 students and staff belong to one House. The Principal, Mr Roger Page is the only exception. He does not have a House to ensure his 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 are 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 Counsellors and/or Director of House if they have any concerns. Nossal High School employs a full time Attendance Officer, two Student Counsellors and Careers Advisor and has access to various other support agencies and personnel.

**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 formal voice in school decision making, but other, less formal student forums are held to canvas student perspectives.

The SRC is made up of two representatives from each House from each year level (ie. 8 students per year level). There are two School Captains from Year 12 elected by staff and students. The Captains are both co-opted onto the Nossal High School Council. Elections for the Year 9, 10, 11 & 12 leadership positions take place annually and leaders may be elected more than once throughout their time at Nossal. The SRC Presidents and the School Captains 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, 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.

House Captains are elected at each year level and have responsibility for leading their respective Houses though the House Competitions.
Leadership Opportunities

There are many opportunities for formal student leadership. These opportunities are either by an election or submission process. As the school grows and evolves, further leadership opportunities will arise for student participation. We subscribe to the notion that whether a student has a leadership position or not, during their time at Nossal, all students are leaders and will leave Nossal as leaders with the skills and knowledge they have obtained. Leadership opportunities in 2016 include:

- School Captains (male and female)
- Tutorial Group Leaders Years 9-12
- House Captains and Vice Captains for each house
- Music Captains
- Drama Captain
- Ensemble Leaders
- Wellbeing Leaders
- Transport Leaders
- Inter-cultural Liaison Leaders
- AV Leaders
- House Music Leaders
- Sports Managers
- IRC Leaders
- Environmental Leaders
- SRC Leaders
- Peer Support Leaders
- Breakfast Program Leaders

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 including our School Captains).

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.

School Council sets the Parent Funded Contributions for school fees annually, to support the provision of school and curriculum programs. It is their expectation that these contributions will be paid promptly or a payment arrangement can be established upon request.

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
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. It is 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, extension of the main building, and 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 the 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,
- access student reports,
- have students complete their Career Action Plans,
- maintain records of co-curricular involvement
- book parent/student/teacher conferences
- 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. We ask that you do not provide these details to your child(ren). They will have access to Compass through which they will complete various duties related to their own learning and development.

**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 note 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 [@NossalHigh](https://twitter.com/NossalHigh) 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-Teacher afternoon/evenings are held twice a year at the end of Term 1/ beginning of Term 2 (depending on the year calendar) and end of 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. There is particular focus on providing the skills for future learning which will be needed in response to a rapidly changing world. This is one of the reasons for drawing student attention to the qualities of an adult learning, and the need for this to be continuous and self-motivated. In response this aim, 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).

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 (ICT) 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 these aims by adopting a range of pedagogical approaches which are specifically selected to provide opportunities for students to move beyond the mere retention of information.
Team teaching
Our school is set out in an open configuration, with rooms grouped together in threes. It is common for two, or (more rarely) 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 to 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
Students are exposed to guided inquiry research tasks across all subjects areas in Year 9 and in other year levels. Extended Investigations are part of the many VCE study designs, and the early training in this type of learning should enhance students’ ability to succeed in these areas of their senior years.

The guided inquiry is a scaffolded student investigation approach that allows students to:

- discover for themselves through primary and secondary research rather than be told
- critically assess and synthesise information
- demonstrate understanding and skills in some form of product/performance
- collaborate with classmates

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 students’ points of need, and will work with student groups to provide direction, to question, challenge and extend students. The guided inquiry has five stages:

- Engage
- Refine and define
- Organise and develop
- Synthesise and create
- Reflect and Evaluate

Very often the product of guided inquiry will be both more complex and more creative than a simple written report, though this may also be part of what the students generate. The Year 9 curriculum further develops these inquiry skills through the City Week program and the University Challenge at the end of the year.
Digital Delivery and Online Access to Curriculum/Research

Purchase of a Device:

Given our focus on effective use of digital technologies, on entry into Nossal parents are expected to purchase the school-specified tablet/laptop device for their child. The recommended devices come with a range of specifications at different price points. The school provides access to a sophisticated range of software, IT support throughout each day and mandatory bundled insurance and warranty that include a 24 hour turn around on repairs. Only school-specified device will have access to the school’s network.

eLearning:

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 SMART Library 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 quality, interactive, engaging online instruction for our students by the end of 2016. In the past, ICT within curriculum 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 the development of an understanding on the part of both staff and students of the strengths and limitation of these tools. 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.

We have digital delivery days throughout the year. During these days, students are 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 and students. A lesson may be planned such that the teacher is monitoring student progress through digital learning materials, or alternatively, teachers may choose to monitor discussion boards and online polling sites throughout the lesson. All instructions for the lesson however, will need to be delivered via NEO on the day of the event.

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 are expected to join one of the school ensembles. Instrumental music lessons rotate from week to week so that students do not miss the same class each time.
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 create a performing arts presentation and rehearse once per week in the lead up to the House Performing Arts Festival, a compulsory event for all students which is held at Robert Blackwood Hall, Monash Clayton.

 Languages
Language is compulsory at Year 9 and recommended for Year 10. 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 form groups. Form 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 University 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 to become Nossalonians.

Whole School Nossal Time
All students will participate in the Whole School Nossal Time program, which is conducted once per week in vertical tutorial groups. Tutorial groups will meet to explore issues associated with health and wellbeing, to build House spirit, to organise their involvement in House events and to participate in House, year level and whole school assemblies.
Acceleration Policy

The work students are given to do at Nossal, is generally more challenging than the work students are given in a 'mainstream' school, so in effect their learning is accelerated within their 'normal' classes.

We do however, take an individual pathways approach to student courses, and therefore aim to find the most suitable level of challenge for students within each learning domain. For some students it may be of benefit to accelerate by commencing a VCE Unit 1 & 2 subject in Year 10 and then continuing on to study a Unit 3 & 4 subject in Year 11. However, as acceleration can put undue stress on some, students need to be achieving at an appropriate level to accelerate. We utilise the Term 2 reports to generate learning levels and base our decisions on the demonstrated achievement of ratings within those reports.

One Subject Acceleration:

Students who wish to accelerate in a subject should be achieving at Good or above in at least the areas of Knowledge, Skills and Study Habits in the relevant subject or appropriate subject area. For example, for Philosophy Units 1 & 2 at Year 10, students should be achieving at Good or above in Year 9 Humanities and/or English in at least Knowledge, Skills and Study Habits.

Two Subject Acceleration:

Students who wish to accelerate in more than one subject should be achieving an average of Very Good or above in the number of subjects specified for their year level, in at least the areas of Knowledge, Skills and Study Habits. For 2016 these are:

Year 9 – 7 subjects
Year 10 – 5 subjects
Year 11 – 5 subjects

Further information:

- We recommend that students accelerate in one subject only.
- We also recommend that students do not accelerate in the subjects they require as prerequisites for tertiary study. We consider additional time to develop maturity and concepts to be the best preparation.
- Students should also be aware that some VCE subjects will not be available for acceleration. These are indicated in the subject descriptions in the Senior School Handbook.

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>18</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 acknowledgment 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 the 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.

All electronic work is to be submitted via our online learning management system which is automatically check for plagiarism.

Camps

Excursions and camps are highly valued as they are great fun and offer enhanced learning opportunities for students.

Roses Gap Camp – Year 9

Roses Gap Camp takes place in Term 1. Four form groups go at a time. 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.

Leadership Camp – Year 9

The Leadership Camp 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. It will be held at one of the DET Outdoor Education Camp Centres.
Year 10 and 11 Camping Program

Year 10 and 11 students are offered the opportunity to attend a voluntary camp to Central Australia for approximately 10 days.

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 other trips including:

- overseas tours to France or Japan (alternate years)
- other subject-based camps may be offered to students
- exchanges may also be available

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 usually be included in the 2016 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 or online consent 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: a consent/permission form, a medical form, a 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.

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-rounded, well-adjusted young adults. In addition to sporting activities at the House, Inter-school, District and State level, the following list provides a snapshot 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 have an additional outlet for stress release and relaxation. Most of these co-curricular opportunities are lead and run for students by students.

<table>
<thead>
<tr>
<th>Lunchtime House Sports Competitions</th>
<th>Co-curricular Clubs/Programs</th>
<th>Charitable and other one-off events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Aikido</td>
<td>Australia's Biggest Morning Tea</td>
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<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>
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<tr>
<td>Handball</td>
<td>Board Games Club</td>
<td>Ride2School Day</td>
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<tr>
<td>Indoor Soccer</td>
<td>Chess Club</td>
<td>RUOK Day</td>
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<tr>
<td>Theatre Sports</td>
<td>Cosplay</td>
<td>White Ribbon Day</td>
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<td></td>
<td>Debating</td>
<td>World's Greatest Shave</td>
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<tr>
<td>School Camps/Tours</td>
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<tr>
<td>Lunchtime House Sports Competitions</td>
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<tr>
<td>Music Camp</td>
<td>Feminist Discussion Group</td>
<td>ASX Sharemarket Game - Commerce</td>
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<tr>
<td>Year 9 Camp</td>
<td>Film Appreciation Society</td>
<td>Australian Infomatics Competition</td>
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<tr>
<td>Year 12 Camp</td>
<td>Fine Arts Club</td>
<td>Australian Mathematics Competition</td>
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<tr>
<td>Central Australia Tour Year 10/11</td>
<td>Gamer Society of Nossal</td>
<td>Bond University Mooting Competition</td>
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<tr>
<td>Other subject-based camps</td>
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<tr>
<td></td>
<td>Hip Hop Dance Classes</td>
<td>Brain Bee - Neuroscience Challenge</td>
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<td></td>
<td>Japanese Culture Club</td>
<td>Casey Youth Arts Competition</td>
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<td></td>
<td>Kite flying</td>
<td>ICAS Maths Competition</td>
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<td></td>
<td>Competitions/Curriculum Activities</td>
<td></td>
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<tr>
<td></td>
<td>Music Ensembles</td>
<td>Mathematics Challenge for Young Australians - Challenge</td>
</tr>
<tr>
<td></td>
<td>Choir</td>
<td>Mathematics Challenge for Young Australians - Enrichment</td>
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<tr>
<td></td>
<td>Concert Band</td>
<td>Model UN</td>
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<td></td>
<td>Guitar Ensemble</td>
<td>National History Challenge</td>
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<td></td>
<td>Jazz Band</td>
<td>OzCLO (The Australian Computational and Linguistics Olympiad)</td>
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<td></td>
<td>Orchestra</td>
<td>Rio Tinto Big Science Competition</td>
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<td></td>
<td>Pegasus Ensemble</td>
<td>Science Olympiad - Biology</td>
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<tr>
<td></td>
<td>Percussion Ensemble</td>
<td>Science Olympiad - Chemistry</td>
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<tr>
<td></td>
<td>Piano Trio</td>
<td>Science Olympiad - Physics</td>
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<tr>
<td></td>
<td>String Orchestra</td>
<td>Sir Gustav Nossal Fine Arts Awards</td>
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<tr>
<td></td>
<td>String Quartet</td>
<td>Spirit of ANZAC Premier's Challenge</td>
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<td></td>
<td>Woodwind Ensemble</td>
<td>STAV Science Talent Search</td>
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<tr>
<td></td>
<td>Student newspaper</td>
<td>The Australian Intermediate Mathematical Olympiad</td>
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<tr>
<td></td>
<td>Table tennis</td>
<td>The University of Melbourne School Mathematics Competition</td>
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<tr>
<td></td>
<td>Theatre Sports</td>
<td>UNSW Business &amp; Economics Competition - Economics</td>
</tr>
<tr>
<td></td>
<td>Vive la France!</td>
<td>UNSW Science Competition</td>
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<tr>
<td></td>
<td>Zumba</td>
<td>VATE Michael Clyne Prize for VCE English Language - Essay Competition</td>
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<td></td>
<td></td>
<td>VCAA Plain English Speaking Award Competition</td>
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</tbody>
</table>

### 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 *the best they can be*, and focus on tracking their personal journey, rather than worrying were 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 can also begin to celebrate the students who have learned the most rather those who have scored the most.
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 that eighty per cent of students will feel this way on every assessment, and it tells us nothing about learning.

Increasingly our focus will move away from graded assessment to a 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 any artificial ceilings 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 anyway; 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 a member of the wellbeing team.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>92-100</td>
</tr>
<tr>
<td>A</td>
<td>84-91</td>
</tr>
<tr>
<td>B+</td>
<td>76-83</td>
</tr>
<tr>
<td>B</td>
<td>68-75</td>
</tr>
<tr>
<td>C+</td>
<td>60-67</td>
</tr>
<tr>
<td>C</td>
<td>52-59</td>
</tr>
<tr>
<td>D+</td>
<td>44-51</td>
</tr>
<tr>
<td>D</td>
<td>36-43</td>
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<tr>
<td>E+</td>
<td>28-35</td>
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<td>20-27</td>
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Fixed vs Growth Mindsets (Dweck)

We encourage and support our students and community to develop a growth mindset in their approach to learning, rather than having what Stanford University psychologist, Carol Dweck calls a ‘fixed mindset’. People who focus on growth tend to demonstrate a love of learning, enhanced wellbeing and creativity. They experience less fear of failure and pressure. They are more willing to challenge themselves and more likely to persist in the face of difficulty. The table below outlines the characteristics of the two mindsets. School structures and programs will assist in the development of a growth mindset.

<table>
<thead>
<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
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</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>
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<tr>
<td>Externally motivated    Experience fear and test anxiety May be reluctant to work hard because they fundamentally believe you either have a high IQ or you don’t.</td>
<td>Internally motivated Show resilience in the face of adversity or a disappointing mark on an assessment. Show more of a willingness to work hard because they believe they have control about what they can learn.</td>
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<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 as 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>
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NAPLAN for Year 9

The National Assessment Program – Literacy and Numeracy (NAPLAN) tests for Year 9 students will be held on Tuesday May 10 to Thursday May 12, 2016. 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. Whilst we take the tests seriously, we do not prepare students in advance for the NAPLAN tests.

Nossal Examinations

All in students in Years 9-11 complete Nossal Examinations at the end of the 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 sitting the exams, giving students an opportunity to reflect on their performance and identify ways to improve.
VCAA Examinations

The GAT, for students studying a VCE Unit 3 & 4 subject, will be held on Wednesday June 10, 2016. 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 do and do 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 does 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 beginning of Term 2 and the end of Term 3 (in 2016). Appointments are made via Compass.

Major Events

Foundation Assembly

Year 9s will spend the first week in activities that will induct them into the Nossal High School culture and ethos. On Thursday 28th January Nossal High School all new students will have the Foundation Assembly 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 9.30am 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 2016 Photo Day is Wednesday February 10.
Term 1 Roses Gap Camp – Year 9

Roses Gap Camp takes place in Term 1. Four form groups go at a time. The Garuda and Pegasus form groups go to camp on Tuesday March 8 through to Friday March 11, whilst the Griffin and Phoenix form groups go on Tuesday March 15 through to Friday March 18. The camp is designed to allow students the opportunity to further develop their relationships with a broader set of peers. It is an adventure-based camp in the Grampians. It is a compulsory camp for all students.

Year 9 Legacy Excursion to the Shrine of Remembrance

Each year a selection of Year 9 students are selected to 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 21, 2016.

City Week

City Week is a key Year 9 event, conducted throughout 3-9 August for four form groups, and 10-16 August for the remaining four groups. This week provides the students with the opportunity to devise a “Big Question” to investigate while in the City. Groups of 4 students plan their investigation, focusing on how a complex urban environment can impact on our lives in many different ways. Prior to City Week, their Nossal Time 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.

<table>
<thead>
<tr>
<th>Event</th>
<th>Term</th>
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<tbody>
<tr>
<td>University Challenge</td>
<td>Term 4 in the year prior</td>
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<tr>
<td>Swimming sports</td>
<td>Term 1</td>
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<tr>
<td>Athletics</td>
<td>Term 1</td>
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<tr>
<td>Cross Country</td>
<td>Term 2</td>
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<tr>
<td>Debating</td>
<td>Term 3</td>
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<tr>
<td>Performing Arts</td>
<td>Term 3</td>
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<tr>
<td>Book Week</td>
<td>Term 3</td>
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University Challenge

Year 9 students conclude their first year at Nossal with the University Challenge. Working in Houses they undertake a significant academic challenge which requires them to respond to a complex claim in written, oral and creative modes and from the point of view of different domains of knowledge. The activity takes 5 days and is specifically designed to challenge students’ thinking about significant (often quite philosophical) issues while exposing them to various aspects of university life. It has traditionally
been run in close association with Monash University, and has taken advantage of the expertise of speakers and Education students from that institution.

**Speech Night**

Speech Night is the major event in the school calendar and is 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 excellence, outstanding citizenship and participation in the House System Competition. Attendance is compulsory.

**Terry Bennett Cup**

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 2016 it will be our turn to host the event. 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 University Challenge.