

LOCAL AND STUDENTS ON VISA SCHEDULE OF EDUCATIONAL SERVICES 2020



INTRODUCTION

Mentone Grammar embrace's the holistic development of all members of our School Community. We do so within our highly acknowledged Together-Apart-Together coeducational model. From the Early Learning Centre through to Year 12 we provide age and stage appropriate programs designed to engage the modern learner in a dynamic environment. We do so with some of the most outstanding Teaching and Learning resources in the country. All of these resources acknowledge the importance of everyone's wellbeing as well as providing them with the opportunity to learn to the highest level.

Students graduate from Mentone Grammar with a broad range of skills designed to ensure they lead meaningful lives into the future. Our School Values of Integrity, Discipline, Endeavour, Resilience, Caring, Respect and Service provide young people with a strong, safe framework to live by both at School and outside of it.

OUR VISION

Our vision is to develop resilient young people with a wide range of skills, interests and attributes to find their place in an ever-changing world, through a leading educational environment which challenges and motivates within a caring community.

OUR MISSION

Our mission is to provide our students with a dynamic learning environment in which well-resourced and committed staff lead engaging academic, wellbeing and co-curricular programs

OUR VALUES

Mentone Grammar is an Anglican school which welcomes students of all backgrounds and religious beliefs. Our Values are: **Caring, Respect, Integrity, Endeavour, Service, Discipline and Resilience.** We are committed to these Values which we work to include in school life every day.

TOGETHER - APART - TOGETHER

Classes are coeducational from ELC – Year 4 and from Years 10 – 12, with students learning in single-gender classes through Years 5 – 9.

Our students benefit from a dynamic coeducational environment which encourages and respects diversity. They experience opportunities to work and socialise as reflected in the world around them.

Early adolescence can be a vulnerable time for children as they experience great change and develop their sense of self as they move towards being a teenager and an adult. Our program from Years 5 – 9 is tailored to the unique needs of boys and girls during a critical time in their physical, social and emotional development, providing them with a greater sense of security and a supportive environment to speak openly with staff and their peers about common and relevant issues.

FACILITIES

Our educational environment is designed to inspire curiosity, enable excellence and feel like a second home to students.

Our classrooms are designed with each stage of learning in mind from the colourful, playful surrounds of the Early Learning Centre to the stunning Greenways building, the light filled Eblana Learning Centre for the primary years (Foundation – Year 4), and the bright and open Senior Years Learning Centre.

MARY JONES EARLY LEARNING CENTRE

Our Mary Jones Early Learning Centre offers an inclusive play-based program where children learn by actively engaging, participating and exploring within a safe environment.

By design our program is a collaborative approach between the child, the family and the Centre staff, who all have input into the program and its policies. The children's interests are reflected in the program so that the learning inspires them and meets their individual needs.

Based on thorough research, our School has chosen to draw on a range of perspectives to offer a proven program

that truly reflects our inclusive, caring philosophy and offers the best program possible. Underpinning all our planning is the Mentone Grammar Teaching and Learning Framework, the Victorian Early Years Learning and Development Framework and the National Early Years Learning and Development Framework.

KEITH JONES LEARNING CENTRE

Mentone Grammar's newest development is the Keith Jones Learning Centre for Years 5 & 6. This exciting new space is purpose-built for our middle years students to practice their independence and cultivate their interests, while enabling teachers to continue to provide the structure and support needed during these formative years.

CREATIVITY CENTRE

The Creativity Centre is an outstanding facility which includes a 450-seat theatre, light-filled purpose designed visual arts studios for painting, sculpture, drawing, digital photography, printmaking and visual communication design and specialist labs for robotics, animation, 3D printing, materials and food technology. In addition, there is a recording studio which is part of an extensive new music school, drama and dance studios, passive and active learning zones and courtyards surrounding a stunning gallery space.

SPORT

Our sporting facilities include;

- an indoor Aquatic Centre which contributes to our continued outstanding performance across water sports.
- a Sports Centre, featuring two multi-sport courts on a sprung timber floor, seating for 300, an exercise gymnasium and a dedicated Physical Education teaching area.
- 17 hectares of playing fields at nearby Keysborough, including six tennis courts, three ovals, two soccer pitches, cricket nets, a club house and three pavilions. In Years 7-12, inter-school competition takes place here on Saturday mornings.

SCIENCE CENTRE

The Centre boasts four specialist laboratories for the study of Chemistry, Biology, Physics and Environmental Studies, two general laboratories, an aquarium, university standard microscope system and multimedia technology. A learning lounge, all-weather courtyard and outdoor learning deck further enhance learning and pastoral care opportunities.

SHOREHAM

Our three-hectare beachfront site at Shoreham, on the Mornington Peninsula, is the perfect location for our recreational camps and off-campus programs. Students engage in leadership programs and team building, as well as studying environmental and marine studies in the Shoreham Learning Centre.

OFFERED MODES OF STUDY

The School's course offerings, including curricular and co-curricular courses and programs, will be determined by the School in its sole discretion and may be varied or withdrawn at any time without prior notice, which may include making changes to its curriculum, co-curriculum offerings, teaching methods (including by remote or on-line learning where considered necessary) and processes and other services affecting its students.

The School may temporarily require students to transition to school-based remote or on-line learning arrangements, including learning from home, in circumstances where the School considers it necessary or appropriate to do so because of, but not limited to, concerns about student or public health and safety, a public health order or declared state of emergency in Victoria.

LEARNING ENHANCEMENT

All students deserve to feel socially connected and academically challenged at school.

The Learning Enhancement Department at Mentone Grammar strives to achieve this for all students. Our highly qualified, expert staff analyse the academic data of all of our students using the Robert Allwell assessment tool, and a range of other assessments, both psychometric and academic, according to suitability. From these assessment

results, which are regularly updated, students may qualify for additional support to further enhance their learning.

Students, who are highly able and meet the program criteria, are presented with a range of academic challenges through Dare 2 Dream! This program focuses on general extension for students in Literacy, Science, Mathematics, Technology, Public Speaking and Philosophical Thinking. Weekly classes are run for highly able students in Years 2 to 10, with specialised Mathematics Extension for students at Years 5 to 9.

For students who are finding the academic rigours of school difficult, or need support in specific areas of the curriculum, our individual needs staff provide in-class support and pull out programs for individual students and small groups in both literacy and numeracy. For students who qualify, these sessions are regular and ongoing according to student needs.

Students needing social and emotional support are referred to our caring School Counsellors for appropriate help and support.

School Counsellors and our Learning Enhancement staff work closely together, and in consultation with House Coordinators, Mentors and the wider teaching staff. The Wellbeing team proactively works to support the individual needs of all students in its care.

<https://www.mentonegrammar.net/learning/learning-enhancement>

COMPETITIONS

Competitions are a very important part of this program with inquiry based competition projects completed by students across the School for Science (Term 1), Mathematics (Term 2), Technology (Term 3) and Writing (Term 4). Students can choose to be involved in all of the inquiry based competitions, or just one or two. Where students choose to be involved they will generally be supported by a teacher Mentor who will work with individual students, each week focusing on goal setting, progress checking and discussion around the project's presentation.

These mentoring sessions provide a process model for students, regarding how to approach investigative research from the initial idea, to asking the right research questions, to project completion. In time, students learn the process and many choose to initiate their future project plans and structures and complete their competition projects autonomously. Team competitions include options such as Tournament of Minds, Da Vinci Decathlon, Aurecon Bridge Building and GATEways.

CHALLENGE

Additionally, highly able Mathematics students are encouraged to be involved in Mathematics competitions including the: Australian Mathematics Competition (AMC), University of New South Wales (UNSW) Mathematics Challenge, Maths Talent Quest (MTQ) and Maths Olympiad.

At Year 12, our highly able students work with a teacher Mentor, meeting individually with their Mentor during the week. The focus for these sessions might be goal setting and progress checking, troubleshooting an issue, building social and emotional strength and resilience, reviewing student data, or working to develop a skill that might not be progressing as planned. The aim is to support all students enabling them to reach their full academic potential, whilst further developing personal character.

SUPPORT

For students who are finding the academic rigours of school difficult, or need support in specific areas of the curriculum, our individual needs staff provide in-class support and pull out programs for individual students and small groups in both literacy and numeracy. For students who qualify, these sessions are regular and ongoing according to student needs.

Students needing social and emotional support are referred to our caring School Counsellors for appropriate help and support. School Counsellors and our Learning Enhancement staff work closely together, and in consultation with House Coordinators, Mentors and the wider teaching staff. The Wellbeing team proactively works to support the individual needs of all students in its care.

WELLBEING

Our student Wellbeing Centre is located on the Frogmore Campus and is available for all students from ELC to Year 12. The Wellbeing team comprises:

PSYCHOLOGISTS COUNSELLORS

Our School Counsellors provide confidential counselling for students from ELC to Year 12. The Counsellors work in partnership with School staff to address the general wellbeing of students. They provide individual and group counselling, intervention, case management, specialised sessions, assessments and referral to outside agencies, as appropriate.

Counsellors also conduct psychological, educational and behavioural assessments, as required, and prepare written reports with recommendations.

CAREERS COUNSELLORS

The School's Careers Counsellors provide senior students from Years 9 to 12 with a broad range of information, resources and activities that assist them to develop skills to make informed decisions about future career possibilities. Tertiary selection preparation, subject selection, job seeking skills and counselling support are also provided.

WELLBEING PROGRAM

The Wellbeing Program at Mentone Grammar helps to create an environment where every student in the School Community is known and cared for. The Program aims to create an atmosphere where every student can achieve his or her best academically, socially and emotionally. Mentone Grammar embraces the teaching of the RULER program to students in Eblana, Bayview and Greenways. This program is an emotional intelligence program designed to support a positive and safe school environment. Through tools such as the Class Charter, The Mood Meter, Meta Moments and the Blue Print, students build their ability to recognise emotions in themselves and others, understand the causes and consequences of their emotions and build tools to regulate their emotions. The program was developed at Yale University.

<https://www.mentonegrammar.net/wellbeing>

NURSES

Our School Nurses are available to attend to student illness, emergencies and accidents every day during the term. They also provide: health promotion and primary prevention classroom education focusing on health related discussion and information, individual student health counselling, advice and referrals to assist young people in making healthy lifestyle choices.

CHAPLAINS

The School Chaplains provide private and confidential opportunities for spiritual guidance, support, discussion and reflection. They also oversee the School's Social Service Program. The Chaplains deliver regular religious education to classes and chapel services.

MENTOR PROGRAM

Mentoring is an entrenched part of the culture at Mentone Grammar; students and teachers build strong, mutually respectful relationships which enhance the learning environment and where student-student mentoring and staff-staff mentoring are also encouraged and embraced.

EBLANA

Junior School students in ELC and Foundation to Year 4 have a dedicated classroom teacher who is primarily responsible for the students' social, emotional and academic progress.

BAYVIEW

Middle School students in Years 5-8 have a Mentor who they meet with each morning for roll call. The Mentor will teach the student for one or more of their core subjects, and will work with the class during allocated Mentor sessions (2-3 periods per week).

GREENWAYS

Year 9 students have a Mentor who they meet with each morning for roll call and for one period a week for Mentor class. They also meet with their Mentor weekly for their Personal Project classes.

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FROGMORE

Senior students – A Mentor is allocated to each student from within the House system. Mentors meet with students daily at roll call and during allocated Mentor sessions, these are the staff who will monitor students' wellbeing and are the key point of contact between School and home. Each Mentor group has a small number of students from Years 10, 11 and 12.

CO-CURRICULAR AND EXTRA-CURRICULAR

Due to current limitations around the COVID-19 regulations pertaining to schools, our School will endeavour to provide as many subject and cocurricular offerings outlined in their teaching and learning document. In the event the School may need to limit some offerings into the future, they will ensure that our parent community is well advised and that our staff will be available to assist with alternative subject selections or to detail any changes to any of our off-campus learning experiences.

Mentone Grammar's co-curricular program is designed for students to develop a broad range of experiences and skills across Sports, the Arts, Cadets, Social Service, Public Speaking and Debating and through a variety of clubs, teams and events.

SPORT

Our Sports Program provides opportunities for students from Years 3 - 12 to benefit from our elite coaching programs, established through links with professional sporting clubs. Sports on offer at Mentone Grammar include: Aerobics, Athletics, Australian Rules Football, Badminton, Basketball, Cricket, Cross Country, Golf, Hockey, Netball, Sailing, Snow Sports, Soccer, Softball, Surfing, Surf Life Saving, Swimming, Table Tennis, Tennis, Touch Football and Volleyball.

Students in Years 3 to 6 compete in both the School Sport Victoria competition through participation in Cheltenham District events, as well as the Junior Associated Grammar Schools of Victoria competition. Major carnivals in Athletics, Cross Country and Swimming are held in both competitions. Summer and Winter sports have Lightning Premiership Carnivals held throughout the year.

From Years 7 to 12 all boys and girls compete in the

Associated Grammar Schools of Victoria (AGSV) competition and our girls also compete in the Associated Public Schools (APS) competition, in both Summer and Winter sports. Our expert coaches provide instruction at one main training session per week for all students, as well as additional training sessions before or after school for all 'A' squads. Our Firsts teams complete a 10-week preseason prior to their season commencing. Saturday sport is compulsory for Years 7-12.

THE ARTS

Further to the Teaching and Learning curriculum, students may pursue their interests in Visual Arts across drawing, painting, design and photography, beyond the classrooms. Opportunities exist for masterclasses, gallery tours and exhibitions to further explore and understand the creative world of the artist.

Mentone Grammar is renowned for its extraordinary stage productions that include all facets of the dramatic arts. Across the four campuses, students are encouraged to audition for productions, big and small.

Our annual premiere event is the senior production along with a number of dance opportunities, campus productions, bespoke plays and House Arts collaborations. Many opportunities also exist for students to develop their skills as stage crew, sound and lighting technicians, costume and make-up artists and choreography assistants.

MUSIC

Making music is an integral part of life at Mentone Grammar. Our performers have myriad opportunities to participate in choirs, ensembles, concert bands, jazz bands and orchestra. Students are also able to experiment with and develop their own music using the technologies available in our state-of-the-art Creativity Centre performance spaces. Our busy events calendar provides endless opportunities for all our performers to present music and song from across the musical spectrum.

Individual instrumental tuition is available in addition to the class instrumental lessons offered in all campuses of the School. Expert tuition from our music tutors is provided in the following instruments: piano, strings, woodwind, brass, voice, guitar and percussion.

TEACHING AND LEARNING - LENSES FOR LEARNING

THINKING

People learn most powerfully and deeply when they focus on the 'how' and 'why' as well as the 'what'. Developing an ability to think deeply and clearly, excites, engages and inspires the learner as they grow intellectually and emotionally. Students are encouraged to reflect and unpack their thinking throughout the day. By learning how to question and understand the important role that thinking has on their understanding, students grow as learners and a broad culture of thinking is developed, allowing students to critically and creatively apply their understanding.

As a school we are now moving beyond thinking routines to the type of thinking we want to make routine. We are developing a culture of thinking through a focus on:

- critical thinking within and across disciplines
- understanding phenomena from a systems level
- seeing things from the perspectives of others
- asking good questions
- having routines and structures readily available to support deep and deliberate thinking and metacognition

LEADING

Leadership of self and others requires an investment of time, firstly in ourselves, to understand how we function and how we lead, then an investment in those we support to determine their needs, how they can be supported and then our response to it. A range of contexts will exist within this community of leadership.

At the forefront we need to draw on the wisdom of our School values: **Respect, Discipline, Care, Resilience, Endeavour, Integrity and Service.**

These should be drivers of our approach to leading. Opportunities to reflect and collaborate are also required as we work together for the greater good as life-long learners and thoughtful global citizens.

Through a range of opportunities for our staff and students, our local and global leadership involves a significant investment in:

- personal development
- service to others
- working in teams
- coaching
- mentoring

BECOMING

Our identities, understandings, skills and relationships are shaped by our experiences. As we learn and grow, we change.

At Mentone Grammar we aim to develop well-rounded young people who are happy, healthy and high achieving through a focus on:

- Having a sense of belonging that has a powerful effect on their social, emotional, academic, spiritual and physical wellbeing.
- Understanding notions of Identity – Who am I, how am I developing and what does it mean to be human?
- Having a sense of agency so that students see themselves as the designers, creators and makers of the world of tomorrow.
- Humility – not thinking less of yourself but thinking of yourself less.
- Empathy and responsiveness to the needs of others.
- Resilience - Students develop strategies to cope and thrive in school and in their lives.
- Emotional Intelligence and Agility – Able to tolerate high levels of stress and to endure setbacks, while remaining open, engaged and receptive. Facing emotion with curiosity, self-compassion and acceptance.



ASSESSMENT AND REPORTING; PROVISION OF INFORMATION RELATING TO SCHOOL AND STUDENT PERFORMANCE

THE SUBMISSION OF ALL ASSESSMENT MATERIAL BY THE DUE DATE IS THE RESPONSIBILITY OF THE STUDENT.

- Students must plan their workloads to meet deadlines.
- Submission items and dates will be clearly communicated to students by the teacher, with at least two weeks' notice and must be recorded by the students in their diaries or electronic calendars.
- VCE students will have access to a School Course Work (SAC) Calendar via Outlook which will outline all SAC dates for the year.
- All submitted material must be the student's own work. Plagiarism and copying of other students' work may result in sanctions as outlined below.
- If the submission is handwritten, it must be legible and presented neatly with name of student, date and teacher written on the submission.
- All students will complete assessments to the best of their ability.
- Mentone Grammar recognises that, on occasion, meeting submission deadlines is difficult due to extended absence, illness and medical conditions. In such cases, students need to provide their teacher with a written explanation from their parent/carer, preferably 24 hours before the submission date, which notifies the work will be submitted late. In the event of a student absence due to illness, the explanation can be submitted on their return.
- Extensions will only be given by the teacher in respect of illness, medical condition, school approved absence or in exceptional circumstances. Students are advised that commitments outside of school are not sufficient reasons for an extension.

- In cases where students do not meet the deadlines for submission or that a student's work is not their own, the following steps will be taken in order for the late submission to take place:

LATE SUBMISSION OF WORK TYPE OF WORK:

SHORT SUBMISSION - CLASSWORK/HOMEWORK

Students will be required to complete the work in a time set by the class teacher.

This will usually be at lunchtime or after school. Students will be informed by their teacher when they are expected to attend and parents via email. There is an expectation that students record and manage due dates and attend promptly at the designated time.

TYPE OF WORK: ASSESSMENT TASKS

First non-submission of assessment task per subject, by due date, per semester: Parent communication from classroom teacher (written or verbal) and the Head of Faculty and Year Level Coordinator are made aware of non-submission of work.

NOTE:

If a student continues to fail to meet due dates and submissions are not made, then parents may be called for a meeting and further action shall be taken. At this meeting, an agreed action plan will be developed for assisting the student in meeting future deadlines.

This work will be assessed but there will be a penalty grading on the task.



SATISFACTORY GRADE

YEARS 7 TO 12

In order for the student to demonstrate a satisfactory understanding of content, a student must always submit work that is to the best of their ability. If work submitted or test undertaken is not demonstrating a student's best efforts, a student may be asked to resubmit the task. The method of grading must be clearly communicated to students before the assessment task is undertaken.

This must include assessment tools such as:

- the use of rubrics
- key skills or criteria

If a student is required to re-sit or re-submit a task, this will happen in communication with parents and after consultation with the Head of Faculty and the teacher.

ON SATISFACTORY RE-COMPLETION OF THIS TASK: REASSESSED TO MEET SATISFACTORY GRADE OF 50%.

- Years 9 -12, the initial mark remains.
- VCE students must also achieve an 'S' to show satisfactory completion of each Unit as required by VCAA.
- If a student still does not make a satisfactory improvement on the second attempt, they will receive an overall grade of 'E' or 'UG' (Not Satisfactory).
- The resubmission of the assessment task must be reported on the LMS.

HOMEWORK EXPECTATIONS AND PROCEDURES

PURPOSE

Homework is a valuable part of schooling. It allows students to practice, extend and consolidate their learning. It also provides students with opportunities to develop planning and time management skills, effective study habits and use information resources.

Time spent on homework depends on the age of the child and the academic demands of the year level. It is recommended that students complete homework in a timely manner and to the best of their ability, using the student planner to assist with managing and prioritising tasks and study.

AIMS

Current evidence and research show that the quality of homework assigned is important. Research has established that homework can have a positive effect on learning and is an important educational supplement to enhance the learning experience of students.

Homework assists students by:

- complementing and reinforcing classroom learning;
- fostering lifelong learning and study habits;
- providing an opportunity for responsibility for their own learning;
- developing self-regulation processes such as self-reflection and time management.

HOMEWORK

Homework is more than just completing set tasks and activities.

A variety of activities constitute homework and home study including:

- reading texts, especially English novels and texts;
- preparing for a new topic;
- studying for a test or other summative assessment;
- revising work and creating revision notes such as visual mapping;
- working on assignments;
- listening to/watching/reading the news;
- preparing for a class presentation;
- practising a musical instrument;
- practising a language;
- writing;
- practising physical education skills.

It is important that parents and staff work supportively with students to ensure they build the skills and attitudes of a growth mindset, that will see them achieve academic success.

ROLES AND RESPONSIBILITIES

Teachers will:

- limit homework set for completion over holidays or weekends (except for VCE);
- not set homework the week before examination periods (Years 8-12) except for revision purposes;
- encourage students to use the student planner;
- ensure that the work is reasonable and manageable for the student concerned and within the time frame;
- encourage students to engage with problem solving, logical thinking and creativity;
- ensure the homework requirements are clear; the due date is stated and entered in the student planner and ensure the work is returned in a timely manner and oral/written feedback is given when required;
- assist students when difficulties arise;
- record non-submission of homework;
- follow up with students who have not completed homework with appropriate consequences.

The Student will:

- record the details and dates of all set homework, assessments and home study in their student planner;
- accept responsibility for the completion of homework tasks by the due date;
- seek assistance from teachers, parents/carers when difficulties arise;
- organise their time to manage home and sporting commitments, recreational and other activities and part time work;
- if applicable;
- if absent, be responsible for handing in the homework as soon as they return.

Parents and Carers will:

- encourage a positive and productive approach to homework;
- assist their child to develop organisational strategies;
- encourage their child to take increasing responsibility for their own learning;
- provide a quiet place and a desk for regular homework and study;
- help to balance the amount of time spent completing homework and engaging in leisure, sport or other activities.

LATE SUBMISSION: CLASSWORK OR HOMEWORK

Students will be required to complete work set by the class teacher. This will usually be at lunchtime or after school. Students will be informed by their teacher when and where they are expected to attend. Students must record the date and time they are required and attend promptly at the designated time and place.

If a student continues to fail to meet due dates and submissions are not made, parents may be contacted and further action taken, including a meeting. At this meeting, an agreed action plan will be developed for assisting the student in meeting future deadlines.



EBLANA

In Eblana, we celebrate the uniqueness of each child, believing they have amazing capacities and potential to learn.

Eblana is a place where children discover who they are; they learn to express their opinion and listen to others; they learn about the world and they fulfil their need to become well-educated.

LITERACY

Language skills, concepts and processes are taught in relevant, authentic and meaningful contexts across the curriculum. Children are invited to speak, listen, read, write and view.

They develop an appreciation of literature, and gain a sense of the power of language to stir emotions, convey information, form ideas, entertain, persuade and argue.

LANGUAGES

Students from Foundation learn Chinese Mandarin through listening, speaking, reading and writing; broadening their comprehension as they progressively move through each year level.

Cultural, geographic and historical aspects other than language are also studied to give our students appreciation of others in our world. Support staff may recommend students for extension or support programs to supplement the classroom program.

NUMERACY

Mathematics teaching and learning in Eblana aims to develop an enjoyment and fascination with Mathematics, as well as confidence and skills, so that they see the value and importance of it.

At each year level, the study of mathematics equips students with understanding, knowledge, skills and practices in the main strands: number and algebra, measurement and geometry, and statistics and probability. Understanding fluency, problem-solving and reasoning are integral.

SCIENCE

During Science, students observe, investigate and respond to such topics as their senses, lifecycles, the needs of living things and changes in substances, taking in biological, chemical and Earth and space scientific investigation.

Science in Eblana is designed to develop a student's interest and appreciation of exploring, discovering and understanding the changing world in which they live.

Science in Eblana is organised in the three interrelated strands of Science Understanding, Science Inquiry Skills and Science as a Human Endeavour

HUMANITIES

During Humanities, students view their importance, place and participation in the family, the neighbourhood and the broader community as well as studying Australia's people and their unique environment. Historical Knowledge and Understanding, and Historical Skills.

There is an emphasis on Australian History so that students better understand Australian experiences including the past and present experiences of indigenous Australians, their identity and the continuing value of their culture.

THE ARTS

In Music, orchestral strings classes are offered in Years 2 and 3. Throughout their time in Eblana, students are encouraged to learn musical instruments on an individual basis through private tuition.

Expert tuition from music tutors is provided for: piano, strings, woodwind, brass, voice, guitar and percussion. Performance opportunities are numerous and include instrumental concerts, soirees and assemblies.

Please note: In accordance with COVID-19 restrictions, some Eblana events may be postponed or cancelled during 2020.



BAYVIEW

Bayview is home to our Together-Apart-Together model where students across Years 5-8 learn in gender-based environments. Students learn in a range of core disciplines and through specialist subjects.

BAYVIEW YEAR 5 AND 6

THE TEACHING AND LEARNING PROGRAM IN YEARS 5 & 6 IS BASED ON THE FOLLOWING CORE VALUES:

- Inquiry into significant and relevant topics and world issues.
- A teaching approach that promotes agency and ownership.
- Attention to the learning aspirations and needs of students.
- Academic rigour that meets the individual needs of students.
- The development of philosophical and critical thinking skills.
- Hands on, interactive and experiential learning.
- Wellbeing at the centre of learning.

Literacy and Numeracy knowledge, skills and understanding are at the core of our students' education. Teachers are guided by the Mentone Grammar written curriculum, aligned to the national curriculum to ensure students' education has breadth and depth.

Mentor teachers oversee their pastoral care and are also responsible for teaching core subjects such as English, Mathematics and Humanities. Science, Art and Music are taught by specialist teachers.

Our Mathematics program provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability.

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in reading and viewing, speaking and listening, and writing.

Our Humanities program includes students being immersed in the areas of: History, Geography, Economics & Business and Civics & Citizenship.

Curiosity about how the world works is harnessed in our Science program where scientific generalisations and principles are explored.

Our Health and Physical Education program has an important role to play in developing the health and wellbeing of our students. At the core of our program is the goal of inspiring lifelong participation in active pursuits with competence and confidence. Through games and sports, students work as a team, and learn fundamental movement skills.

Our Chinese program offers students opportunities to expand their experience and communication skills both in Chinese and English. Engagement with Chinese language is primarily through speaking and listening. Students begin to read, write and communicate in Chinese.

Students undertake Technology sessions where they explore Robotics and Programming.

Students are exposed to a wide variety of media and new techniques in our Visual Arts program, whilst researching and exploring in the art studios in the Creativity Centre. All students experience Painting, Printmaking, Drawing and Sculpture in all their many forms.

Students participate in art workshops while on their Learning Journey at Shoreham. Inspired by the location, students capture the wild and windy foreshore on canvas and in various media. Students also enjoy a 3D unit incorporating various forms of textiles, engaging in the delicate techniques of stitching, beading and embroidery to embellish collages and sculptures.

BAYVIEW YEAR 7 AND 8

ACADEMIC STRUCTURE AND CURRICULUM

The academic curriculum is underpinned by the student's relationship with their Mentor, a teacher who oversees their wellbeing. The subjects studied are English, Mathematics, Science, Humanities, Languages (German/Chinese), Visual and Performing Arts (Art, Music, Dance, Drama), Technology (Food, Materials, 3D Printing and Digital Technologies - Robotics), Physical Education and Health and Religious Education. In Years 7 and 8, students begin to spend more time on the Frogmore Campus using the purpose-built facilities of senior students including sports, sciences and the arts.

Please note: In accordance with COVID-19 restrictions, some Years 7 & 8 Bayview events may be postponed, modified or cancelled during 2020.

GREENWAYS

CORE SUBJECTS

In Year 9, all students study core subjects offered in the learning areas of Commerce, English, Health, Humanities, Mathematics, Physical Education and Science. In addition, students undertake a Personal Project where they explore topics across a number of learning areas.

LEARNING JOURNEYS

The Greenways Learning Journeys are experiential learning initiatives aimed at taking students out of the classroom and expanding their comfort zones by immersing them in a range of environments that are fun, challenging and stimulating. Our vision is to provide students with skills that can be transferred to all aspects of their lives whilst still keeping in touch with the school curriculum. Each Year 9 class undertakes experiential activities including: Shoreham Experience, City Experience, Rural Experience and the Greenways Café.

GREENWAYS ELECTIVES

In Year 9, students will have the opportunity to study a number of elective subjects, in addition to the core subjects. At Year 9, students must select a total of four units of elective studies. The unit value of a subject depends on the length of the subject:

- If a subject runs for one semester, it counts for one unit.
- If a subject runs for two semesters, it counts for two units.

Students are able to select any combination of semester/year-long subjects, provided the total value of their elective selections is four units. Students must also select two reserve elective subjects.

MUSIC

This course provides foundational skills and knowledge to students interested in improving musical performance and/or a pathway towards VCE Music. It is designed as an introduction to the key knowledge and skills required for VCE Solo Performance.

DANCE

SUBJECT LENGTH: SEMESTER UNIT VALUE: ONE

The Year 9 Dance course allows students to explore personal interests and develop skills, knowledge and understanding in an increasingly sophisticated way

DRAMA

SUBJECT LENGTH: SEMESTER UNIT VALUE: ONE

The Year 9 Drama course allows students to explore ideas and develop skills, knowledge and understanding related to their personal interest in this area of specialisation.

VSL LANGUAGES DISTANCE ED

SUBJECT LENGTH: YEAR UNIT VALUE: TWO

This course allows students to study a language outside of our mainstream offerings (Chinese and German). Through the Victorian School of Languages, students are able to study French, Italian, Spanish, Indonesian, Japanese, Greek or Latin. Learning is via Distance Education mode, with students regularly submitting work to a teacher at the VSL, and undertaking regular conversational lessons via Skype or phone.

CHINESE (CONTINUING)

SUBJECT LENGTH: YEAR UNIT VALUE: TWO

This course is offered to students who studied Chinese in Year 8. The focus of Year 9 Chinese (continuing) is to reinforce skills previously introduced in Year 8 and extend the understanding and use of them.

GERMAN (CONTINUING)

SUBJECT LENGTH: YEAR UNIT VALUE: TWO

This course is offered to students who studied German in Year 8. The focus of Year 9 German (continuing) is to reinforce skills previously introduced in Year 8 and extend the understanding and use of them.

VISUAL ARTS

SUBJECT LENGTH: YEAR UNIT VALUE: TWO

In Visual Arts, students develop specialised skills in a range of art forms. Imagination and creativity are promoted through a process of teacher-initiated explorations: these may include painting, drawing, printmaking, textiles, sculpture, digital photography and design.

LOCAL AND STUDENTS ON VISA SCHEDULE OF EDUCATIONAL SERVICES 2020



FOOD STUDIES

LENGTH: SEMESTER UNITS: ONE

Students in Food Studies develop and enhance their practical skills in creative production classes. Students explore challenges and opportunities feeding the world, adapting to climate change, managing the environment and maintaining biodiversity within the food system. Students express their creativity by designing and producing a 3D edible product.

DIGITAL TECHNOLOGY

SUBJECT LENGTH: SEMESTER UNIT VALUE: ONE

Students use a range of different ICT tools to collect and present data. They create information products that solve real world problems and provide meaningful information from data collected. Presentations may be accomplished through the use of the following methods: spreadsheets, databases, animations, audio and video editing, planning, creating and publishing a website and digital games to tell an interactive story for a specified audience.

DIGITAL TECHNOLOGY ANIMATION

SUBJECT LENGTH: SEMESTER UNIT VALUE: ONE

Students follow the design process to produce a range of animations using Adobe Animate. Students explore several animation techniques including stop motion and rotoscoping.

DIGITAL TECHNOLOGY 3D DESIGN & ENGINEERING

SUBJECT LENGTH: SEMESTER UNIT VALUE: ONE

Students explore a variety of skills and techniques related to 3D design. They make use of CAD and 3D printing to solve pre-set problems. Students start the semester creating a 3D model and render of a simple gear system in CAD software. They then use CAD to create a Beach Box that is 3D printed.

DESIGN TECHNOLOGY MATERIALS

SUBJECT LENGTH: SEMESTER UNIT VALUE: ONE

In Design Technology, students follow the design process throughout the course in order to resolve a concept for production. Students brainstorm ideas using mind mapping, following this they undertake research to develop and refine their idea. Students are introduced to basic power tools and are instructed on their safe and correct use. Students are encouraged to investigate and implement the best finishing techniques available to complete their designs.

VCAL VICTORIAN CERTIFICATE OF APPLIED LEARNING

VCAL is an alternative educational certificate to the Victorian Certificate of Education (VCE) and is a recognised senior secondary qualification.

SKILLS

LITERACY & NUMERACY

WORK RELATED

In order to develop 'employability' skills, the VCAL gives students the choice of undertaking either a structured work placement or part-time apprenticeship/traineeship. They can also study units and modules that will help prepare them for work, for example occupational health and safety or job interview skills.

INDUSTRY SPECIFIC

The Intermediate VCAL learning program must include industry specific units from Vocational Education and Training in Schools (VETiS) programs. VETiS courses are designed to deliver workplace-specific skills and knowledge, vocational education and training, and cover industries from trades, to allied health care, technology and design. However, students are not required to focus on or complete any single VETiS certificate. The VCAL allows students to try different industries so they gain a wide range of experience and make informed pathways choices.

PERSONAL DEVELOPMENT

As part of the VCAL learning program, students must participate in community-based projects, voluntary work and/or structured activities that will help develop their self-confidence, teamwork skills and other skills important for life and work.

STRUCTURE

Students will attend formal classes at School three days per week, complete their VETiS course either on site or externally one day per week and undertake a day of structured workplace learning one day per week.

Please note: In accordance with COVID-19 restrictions, some VCAL offerings may be postponed, modified or cancelled during 2020.

FROGMORE

YEAR 10 SUBJECT SELECTION

STUDENTS NEED TO SELECT SIX UNITS OF ELECTIVE SUBJECTS

- If a subject runs for one Semester:
It counts for one Unit.
- If a subject runs for a full Year:
It counts for two Units.

Every effort will be made to ensure that students receive their first preferences.

INTERNATIONAL STUDENTS SUBJECT SELECTION

Students will not be required to undertake Units 1 & 2 Bridging EAL in Year 11 if they achieve:

- A minimum 70%+ average across their Year 10 subjects, excluding Chinese: First Language and Year 10 Bridging EAL.
- Students should be eligible to undertake Units 3 & 4 Chinese: First Language in Year 11 if they achieve: 75%+ in Year 10 Chinese: First Language; and a 70%+ average across their Year 10 subjects, excluding Chinese: First Language and Year 10 Bridging EAL.

Further information is available in the International Students Handbook detailing CIRCOS/VRQA/Visa conditions and regulations relating to modes of study and attendance.

YEAR 11 UNITS 3 & 4 SUBJECTS

STUDYING

Each VCE subject is designed to provide a two-year program. Units 1 & 2 are nationally and internationally benchmarked to a Year 11 standard. Similarly, Units 3 & 4 are benchmarked to a Year 12 standard.

APPLYING

Students may apply to study one Units 3 & 4 subject in Year 11. Approval for students wishing to study Units 3 & 4 during Year 11 will be the decision of the Head of Frogmore and the Head of Teaching and Learning 7-12.

MINIMUM REQUIREMENTS

Students who apply to study a Units 3 & 4 subject in Year 11 must meet the following minimum requirements by the end of Year 10:

- A minimum grade average of B for all Year 10 subjects;
- A minimum grade of B+ in the precursor subject.

Where the student has not met the minimum requirements, the student will be asked to reconsider their subject choices for the following year.

YEAR 11 UNITS 3 & 4 SUBJECTS THAT MAY BE UNDERTAKEN

Some Units 3 & 4 subjects are more suited to being studied in Year 11 than others.

These include:

POSSIBLE SUBJECTS	PRECURSOR SUBJECTS
Business Management	Year 10 Business and the Law
Business Management	Year 10 Business and the Law
Drama	Year 10 Drama
Geography	Year 10 Humanities
Global Politics	Year 10 Global Politics
Health and Human Development	Year 10 Health & Human Development Informatics
Psychology	Year 10 Psychology
Software Development/ Data Analytics	Year 10 Digital Technology or Year 10 Robotics
VET: Creative Digital Media	VET: Creative Digital Media

COMMERCE

- Year 10 Accounting and Economics
- Year 10 Business & The Law
- Accounting Units 1 to 4
- Business Management Units 1 to 4
- Economics Units 1 to 4
- Legal Studies Units 1 to 4
- English
- Year 10 Language / Literature
- English Units 1 to 4
- English as an additional language (EAL) Units 1 to 4
- English as an additional language (EAL) Units 1 to 4 Literature
- Year 10 Health and Physical Education

VCE PHYSICAL EDUCATION

- Sports Science
- Health of a nation
- VCE Health and Human Development

HUMANITIES

- Geography Units 1 to 4
- Year 10 global politics
- Australian and global politics Units 1 to 4
- History Units 1 to 4
- Year 10 languages
- VCE Second Languages Units 1 to 4
- Chinese language, culture and society Units 1 to 4
- VCE Chinese Units 1 to 4

MATHEMATICS

- Year 10 Mathematics
- VCE Mathematics Units 1 to 4

PERFORMING ARTS

- Dance Year 10
- Dance Units 1 to 4
- Drama Units 1 to 4
- VCE VET Music Units 1 to 4
- VCE VET music performance Units 1 to 4
- VCE VET Music

SCIENCE

- Year 10 science-core
- Year 10 investigating science
- Year 10 psychology
- Biology Units 1 to 4
- Chemistry Units 1 to 4
- Physics Units 1 to 4
- Psychology Units 1 to 4

TECHNOLOGIES

- Year 10 Digital Technology
- Year 10 Digital Technology Wood
- Applied computing units Unit 1
- VCE VET creative and digital media Units 1 & 2
- Data analytics Units 3 & 4
- Food studies Year 10
- Robotics engineering Year 10
- Systems engineering Units 1 to 4
- Visual Arts
- Visual communication design Units 1 to 4



LOCAL AND STUDENTS ON VISA SCHEDULE OF EDUCATIONAL SERVICES 2020



SCHOOL DETAILS

Mentone Grammar School
63 Venice Street, Mentone
Victoria Australia, 3194

Phone:
+61 3 9584 4211

E-mail:
enquiry@mentonegrammar.net

Website:
www.mentonegrammar.net

Google Maps:
<https://goo.gl/maps/ZrWfCeFJ8eA2>
37°59'16.5"S 145°04'02.6"E Mentone VIC 3194

ABN:
87616069977

Principal:
Mr Mal Cater

MAIN RECEPTION OPEN HOURS:

During Term:
8am - 5pm

School Holidays:
9am - 4.30pm

CAMPUS CONTACTS

More specific campus information will be provided throughout the year and parents are encouraged to use the following people as your first point of contact in each campus:

FROGMORE (YEARS 10-12)

MISS REBECCA RUSSELL
E-mail:
frogmore@mentonegrammar.net

Phone:
+61 3 9581 3247

Absentee E-mail:
absenteesfrogmore@mentonegrammar.net

GREENWAYS (YEAR 9)

MRS FIONA SLOCOMBE
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Absentee E-mail:
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BAYVIEW (YEARS 5-8)

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EBLANA (YEARS F-4)

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