

## INTRODUCTION

Mentone Grammar embraces 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 TOur School Values of Integrity, Discipline, Endeavour,

## 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

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 cocurricular 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.





## 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and co-curricular courses and programs, will be determined by the School in its sole discretion and may be varied or withdrawn at any time without prior notice, which may include making changes to its curriculum, co-curriculum offerings, teaching methods (including by remote or online 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 online 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 our students using the Robert Allwell assessment tool, and a range of other assessments, both psychometric and academic, according to suitability.

For students who find the academic rigours of school difficult, or need support in specific areas of the curriculum, our specialist staff can provide support for individual students and small groups in both literacy and numeracy. For students who qualify for this additional support, these sessions are regular and ongoing according to student needs.

Students who need social and emotional support are referred to our caring School Counsellors for appropriate help and support. Our School Counsellors and Learning Enhancement staff work closely together, and in consultation with House Coordinators, Mentors and the wider teaching staff. This holistic Wellbeing team works proactively to support the individual needs of every student.

## ENRICHMENT

Our Dare2Dream! program is designed to support the needs of gifted students at Mentone Grammar. Students who are assessed as highly able and meet the program criteria are presented with a range of academic challenges and Extension programs 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 from Years 5 to 9.

Competitions are an important part of the Dare2Dream! program with inquiry-based competition projects 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.

Students are supported by a Teacher-Mentor who will work with them individually each week focusing on goal setting, progress checking and discussion around the project's final presentation.

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

In addition, 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 directly with a





## FROGMORE

Every senior student in Years 10 – 12, is allocated a Mentor from within the House system. Mentors meet with students daily at roll call and during allocated Mentor sessions. Mentors monitor student 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.

Mentone Grammar's cocurricular 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.

NOTE: 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 student teaching and learning documents. In the event the School may need to limit some offerings into the future, we will ensure that our parent community is well advised and that our staff will be available to assist with



TEACHING AND LEARNING



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



- 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



## ASSESSMENT PROCEDURES

### YEARS 7 TO 12

In order for a student to demonstrate a satisfactory understanding of content, the student must always submit work that is to the best of their ability.

If work submitted or a test undertaken is not demonstrating a student's best efforts, the 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 take place in communication with parents and after consultation with the Head of Faculty and relevant teacher.

## ASSESSMENT PROCEDURES

- 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

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 de o





- working on assignments;
- listening to/watching/reading the news;
- preparing for a class presentation;
- practising a musical instrument;
- practising a language;
- writing; and
- 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.

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,



EBLANA



## RIVIERA

The Years 5 & 6 program challenges and encourages students to make practical connections between their studies and the real world. Our programs aim to build our students' capacity to respond to challenges in innovative,



## BAYVIEW

Bayview is home to our Together-Apart-Together model where students across Years 7 & 8 learn in gender-based environments.

In Bayview, growing independence moves to centre stage. Our students learn to manage multiple demands on their time and attention and make important life choices with increasing ownership and agency.

For the young people of Bayview, change and growth become significant forces. Their capacity to find balance, exercise reasonable judgement and manage a busy schedule is fostered with great care and finesse through their Bayview years.

Whether making choices about which clubs, sports and



## GREENWAYS

In Year 9, all students study core subjects in 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.

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.

Activities include the Shoreham Experience, City Experience, Rural Experience and the Greenways Café.

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.

In addition to their core studies, Year 9 students select a total of four elective units.

**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



## 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 maintaini 8.73 0 g(,)9 JETEMC /Span #Lang (en-US)/MCID 1035 #lore



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**STUDENTS 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 CHINESE 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.

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**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 this is the decision of the Head of Frogmore and the Director or Learning and Teaching.

**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.

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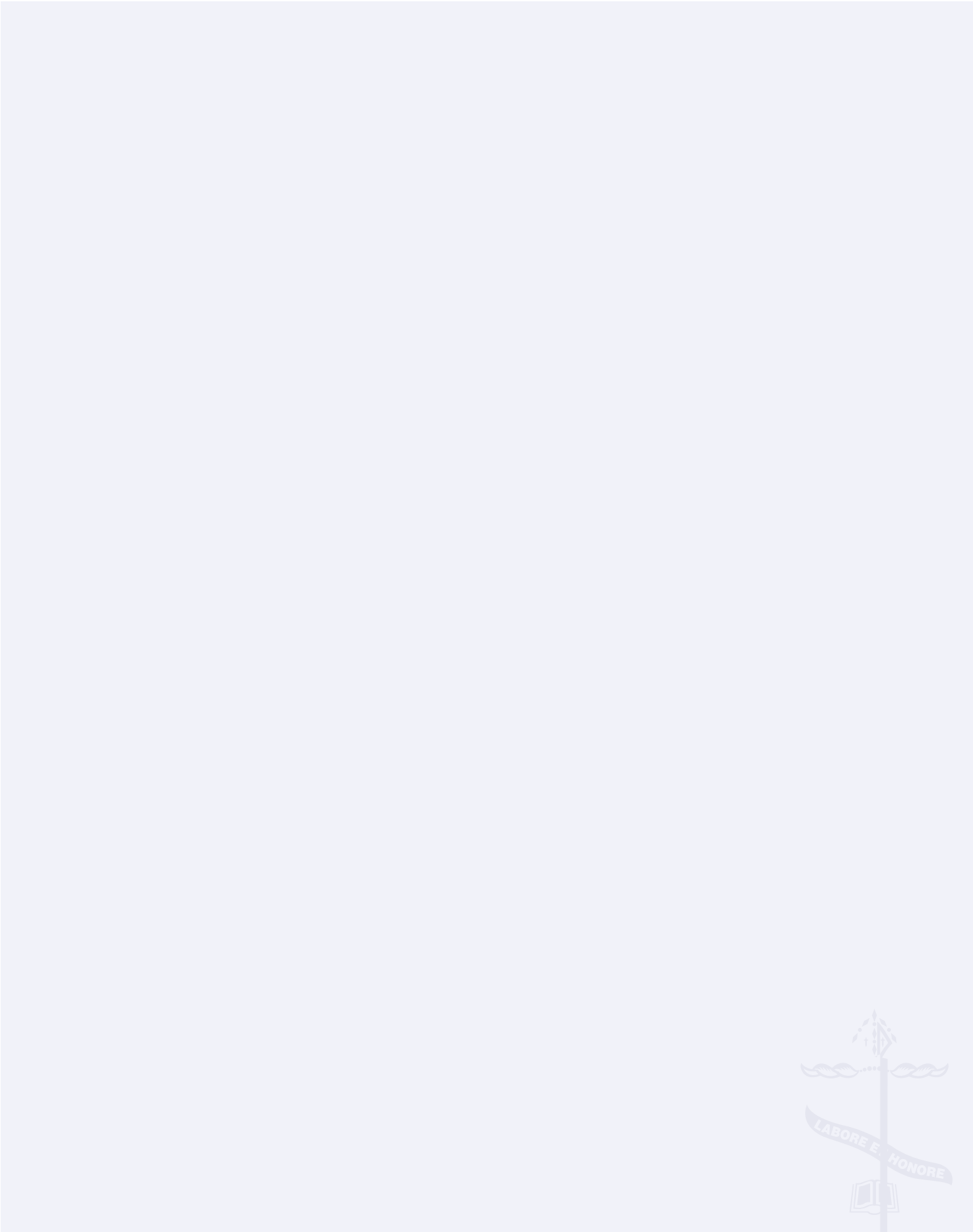
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**SCHOOL DETAILS**

Mentone Grammar School

