YEAR 7-12 INFORMATION HANBOOK

FIRBANK GRAMMAR

UPDATED FEBRUARY 2025

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YEAR 7–12 INFORMATION

This Handbook contains useful reference information about Firbank Senior School Years 7–12. A summary of key staff and their emails are at the back of this handbook.

Communication

Communication between parents and the School is very important. Your child will be supported by many people in their journey at Firbank but in particular by the year level wellbeing leader, their mentor and their subject teachers.

The main contact for enquiries regarding your child on a day-to-day basis is their mentor. Communication regarding your child's progress, wellbeing concerns and requests for leave should be directed to the wellbeing leader. Contact information is at the back of the handbook.

A list of your child's teachers and their email addresses can be found on the Parent Portal.
Firbank email addresses follow the same format: **msurname@firbank.vic.edu.au**. We encourage parents to communicate frequently with teachers. Firbank staff will respond to emails within 24 hours between 8.00am – 6.00pm weekdays.

Other methods of communication that we use are Firbank Learning and Information Platform (FLIP), the Firbank eNews, Consent2Go and parent emails. Information about FLIP can be found on our website. If you have problems logining in to FLIP please contatct the Parent Help Desk. Contact information is at the back of the handbook.

Parent Help Desk

The Firbank Parent Help Desk is the first point of call for any general parent enquiries – whatever you need help with, across all our campuses. The Parent Help Desk is designed to assist with requests and solve problems, whether they are big or small. Contact information is at the back of the handbook.

REPORTING & ASSESSMENT

Reporting

FLIP is the main avenue for communication about student academic progress.

FIRBANK'S PROGRESSIVE ONLINE REPORTING

This system provides feedback on each major assessment task when it becomes available.

Academic Achievement transcript reports will be available at the end of each semester.

Student Conferences

Three-way interviews with students, parents and teachers will be conducted in Term 1 and Term 3 on Wednesdays. Refer to the School Calendar for dates.

Term 1

- Mid-late March

Term 3

- Mid-late August

Assessment

Student work is assessed according to the Achievement Standards as outlined in the Victorian Curriculum.

The Standards required for each subject at each year level will be listed and provided with the end-of-semester report on the Parent Portal.

The following should be noted:

At Standard – reflects that the Victorian Curriculum standard has been met.

Above Standard and Well Above Standard – will give an indication of where a student is placed in relation to the class / year level on that standard / task.

All substantive tasks will be linked to rubrics / standards.

Written feedback will provide clear information about how students can improve their performance.

The bands that relate to each Standard are as below:

- **Well Above Standard** - 90-100%
- **Above Standard** - 75-89%
- **At Standard** - 55-74%
- **Below Standard** - 40-54%
- **Well Below Standard** - <40%

Examinations

Refer to the School Calendar for dates.

Term 2

- Early June (Year 10)

Term 4

- Late November (Year 9)
- Early-Mid November (Year 10)

ATTENDANCE DURING EXAMINATIONS

If a student misses an examination due to illness, or has the Principal's or Deputy Principal's permission to be absent, then if possible, the examination may be rescheduled. This will be arranged through the Wellbeing Leader.

Students who do not have a valid reason for missing an examination will receive a zero result.

POLICY FOR APPLYING TO SELECT UNITS 3/4 SUBJECT IN YEAR 11

All students are expected and encouraged to work consistently to the best of their ability. Consistent effort in all areas of endeavour is crucial to success in the VCE.

Year 10 is the foundation year for the VCE and students must use their time in Year 10 to develop the skills and subject knowledge needed for the VCE years. The VCE is designed as a sequential program of study in Units 1–4. To ensure that all students have a successful VCE experience, it is important that a strong foundation for future study is established in Years 10-11.

Students will not automatically be allowed to select a Unit 3/4 to study in Year 11. Unit 3/4 subjects are very demanding and require a large commitment of time. The effort required may prove detrimental to a student's Year 11 program so the decision of whether or not to study a Unit 3/4 subject in Year 11 is an important one. Students wishing to study a Unit 3/4 subject in Year 11 will need to apply to the Director of Learning and the Wellbeing Leader. Students need to have demonstrated through their Year 10 studies that they can cope with the very demanding requirements of a Year 12 subject.

CRITERIA REQUIRED TO ATTEMPT A UNIT 3/4 SUBJECT IN YEAR 11

A Grade Point Average (GPA) for each subject will be included on the Year 10 end-of-semester transcript report. The Grade Point Average is an internationally recognised calculation which is used to find the average results of all assessments for a course. The GPA will be given as a mark out of 10.

Under normal circumstances, students will be invited to include a Unit 3/4 subject in their program when they move into Year 11 based on the following criteria:

- A Grade Point Average of 7.0 in English
- A Grade Point Average of 7.5 across all core subjects
- A recommendation from the relevant Head of Department
- Consultation with the Wellbeing Leader, VCE Co-Ordinator and Director of Learning / Deputy Head of Learning

Please note the following: A GPA of 7.5 equates to an average assessment of 'Above Standard'

Subjects for Year 11 will be selected in Term 3 so Semester 1 results will be used for the Grade Point Average.

Please note: Applicable Semester 2 results may also be taken into consideration.

Chinese First Language students will be able to study Chinese FL 3/4 in Year 11.

Variations to this policy can be made if a student shows exceptional aptitude in a particular discipline.

Occasionally a student might request to complete two Unit 3/4 subjects. This is not to be taken lightly as this places a huge amount of effort to ensure that focus and commitment is spread across all Unit 1/2 and 3/4 subjects. This choice can often lead to the detriment of Unit 1/2 subjects. We advise that students wait one more year before commencing additional Unit 3/4. The extra year of maturity and exposure to one Unit 3/4 in the Year 11 program has proved to be the best support for our students.

If a student requests to study two Unit 3/4 units in Year 11, each case is looked at individually and they must meet the criteria above for Semester 1 and achieve GPA 9 (equates to Well Above Standard) average in Year 10 for Semester 1.

Homework and the use of the Student Diary

Homework is an important aspect of your child's learning. It bridges the gap between learning at school and learning at home and reinforces work done in class. Homework helps to establish the habits of study, concentration and self-discipline.

The Student Diary should be used to record homework set and the dates relating to any assignments.

It is expected that students will be responsible for their diary management. Subject teachers will notify parents if there are any concerns with the completion of homework set in their subjects.

STUDENT PROGRAMS

A VCE student program will normally be made up of 22 units, however, students may undertake a greater or fewer number of units providing that the requirements for the entire program and for the award of the VCE are met.

All Year 11 students are expected to study six subjects. At Firbank, if a Year 11 student studies one or two Unit 3/4 subjects, it is with the expectation that they will still complete six subjects in total. The following exceptions are allowed:

- if a student studies a subject outside of the School: eg. a language
- If a student is in ill health and cannot manage the full complement of subjects- If a student is involved in sport, dance, etc. at an elite level
- If the student is an ELS student and their program is modified*
- Year 11 ELS students should only study a Unit 3/4 course after careful consideration.

ELS students are not permitted to study less than the full complement of subjects because they are doing a Unit 3/4. If they are not coping, they may drop the Unit 3/4 and do five subjects, but they cannot maintain the Unit 3/4 and drop a Unit 1/2.

GUIDELINES TO COMPLETE 1 OR 2 UNIT 3/4 STUDIES IN YEAR 11

Year 11 students may include up to two Unit 3/4 studies in their program. Students who wish to complete one Unit 3/4 in Year 11 must achieve:

- A Grade Point Average of 7.0 in English in Semester 1
- A Grade Point Average of 7.5 across all core subjects (equates to Above Standard) in Semester 1
- A recommendation from the Head of Department
- Consultation with the wellbeing leader, VCE Co-ordinator and Director of Learning / Deputy Head of Learning

If a student wishes to study two Unit 3/4 units in Year 11, they must meet the criteria above for Semester 1 and achieve a GPA of 9.0 (equates to Well Above Standard) average in Year 10 for Semester 2. Year 12 students normally take 10 units (5 subjects following the sequence Unit 3, Unit 4). It is possible for highly capable Year 12 students to study a University Enhancement subject.

Year 11 students studying a Unit 3/4 subject are expected to keep up to date with work in all of their VCE units. The heavier workload of a Unit 3/4 subject cannot be used by a Year 11 student as a reason for failing to complete the requirements of Unit 1/2 studies.

A VCE program will usually be completed over two years, but results may be accumulated over several years. It should be noted, however, that entrance requirements for some tertiary courses stipulate that the VCE is to be completed over two years only.

Subject Sequences

Units 1 and 2 of studies can be completed separately or as a sequence, although some studies recommend that both units be undertaken. Units 3 and 4 of all studies must be completed as a sequence in the one year. Students may enter studies at Units 1, 2 or 3. Some studies advise that students should complete either or both Units 1 and 2 before attempting Unit 3, have equivalent experience or be willing to undertake some preparation.

Satisfactory Completion

To meet the graduation requirements, students must complete a total of no fewer than 16 units satisfactorily. These units must include three from the English group with at least one unit at Unit 3 to 4 level and three sequences of Unit 3 and 4 studies other than English, including VCE / VET Unit 3 and 4 sequences. NB. VTAC advises that for the calculation of a student's ATAR, satisfactory completion of both Units 3/4 of an English study is required. Unlimited places are not available in all subjects. We cannot guarantee that all 1/2 subjects will run as a 3/4 subject as it is based on student numbers. As a result, some students may not be able to study exactly the course of their first preference.

Change of Program

Changes to a Semester 1 program are not usually possible any later than two weeks after the start of the semester and are subject to the availability of a place. Changes to the Semester 2 course are dependent on class sizes and must be discussed with the VCE Co-ordinator and wellbeing leader before the end of Unit 1. Students withdrawing completely from the VCE must sign a withdrawal form to terminate their program.

Repeating Units

There are no restrictions on students repeating units, but students may obtain credit once only for each unit. It is important to speak with the careers counsellor regarding the inclusion of the study score of a repeated study in the ATAR.

VCE Tutoring Service

Year 12 subject teachers are committed to helping every student in their classes achieve the best possible results. They are happy to work with their students on a one-to-one basis beyond the classroom, at mutually convenient times. To provide extra Years 11/12 support to our students, Firbank has a VCE Tutoring Service which will commence in early February. Tutors in a range of VCE subjects will be available to assist students in the CSC from 3.45pm to 6.00pm, Monday, Tuesday and Thursday. For information, please contact Mrs Jo Thompson.

Student Exchange Program

Special provision is made for students interrupting study to participate in exchange programs. Students transferring from overseas or interstate may apply for credit towards the VCE on the basis of equivalent study at Year 11 or Year 12 undertaken elsewhere. Students in either category should see Ms Thompson for more information.

Higher Education Studies

This is a special program offered by universities for some VCE students who are very strong academically. University studies in the 2023 program are:

- Equivalent in content and assessment in every respect to one or more of current first year studies
- At least 20 per cent of a full time first year university course for an exceptional student
- An enriching advancement on a 3/4 VCE study

On successful completion, students can proceed to a second-year study at the university in that discipline.

Reporting Higher Education Studies

Students who successfully complete university studies have the titles of the studies and the university reported on their VCE Statement of Results. The studies contribute to satisfactory completion for the award of the VCE, as an unscored Unit 3/4 sequence.

UNIT REQUIREMENTS

For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified in the Study Design. This decision will be based on the teacher's judgment of the student's performance on assessment tasks designated for the unit. The key knowledge and skills and the advice for teachers included in the VCAA Study Design will assist teachers in making this judgment.

Achievement of an outcome means:

- The work meets the required standard
- The work was submitted on time
- The work is clearly the student's own
- There has been no substantive breach of rules

If all outcomes are achieved, the student receives an S for the unit. A student may receive a Not Satisfactory (N) if:

- The work is not of the required standard
- The student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including special provision
- The work cannot be authenticated
- There has been a substantive breach of rules including school attendance rules

Achieving a Satisfactory Result

If any outcome is not achieved, the student receives an N for the unit.

Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded an N.

If a student has been given an N for a unit, they will be required to attend an interview with the VCE Co-ordinator and Head of Department / Course teacher to discuss this outcome.

Students who have not met the required standard for achieving an outcome in a unit may be given an extension of time and an alternate task to achieve their S. The extension of time will not exceed the date for the end of the unit unless there are exceptional circumstances.

STUDENT REQUIREMENTS

The following factors may also affect the satisfactory completion of units.

Attendance

Students who have attended fewer than 80% of classes in a subject will receive an N for the unit unless there are exceptional circumstances or medical documentation has been received for each period of absence.

Decisions in relation to School rules are not subject to appeal to the VCAA by students or parents.

When a student is absent for prolonged periods because of illness or other special circumstances, the School may grant special provision. In such circumstances, the School's penalties for breach of attendance rules are not applicable.

Absences During Assessment Times (applies to Unit 1/2 and 3/4)

If a student is absent on the day that an Assessment Task takes place, it is the responsibility of the student to notify the School on the morning of her absence. If the absence is due to illness, a medical certificate, obtained on the day of the absence, must be provided when returning to School. If the absence is due to a family concern, a letter from the parent / guardian should be presented. The VCE Co-ordinator and wellbeing leader should be notified of any absences. The VCE Co-ordinator will be responsible for arranging alternate times for missed assessments; rescheduled SAC's will mainly take place after school on Mondays, Tuesdays and Fridays. Students must make themselves available to sit a rescheduled SAC on the day it is scheduled. The sitting of a rescheduled SAC is a priority.

If the task missed is a one-lesson task (eg., a test or short essay), then the student will be required to complete that task under supervision on return to school. If a student is absent for a longer period of time and the task missed is an extended one, then an extension of time should be applied for. If a certificate or appropriate documentation is not provided, the Assessment Task will not be given to the student, unless completion of the task is necessary to demonstrate achievement of an outcome specified for satisfactory completion of the unit. In such cases, the task will be given to the student and assessed as satisfactory or not satisfactory but will not be graded.

Computer Work

A student who, in special circumstances, uses a computer to produce work for assessment is responsible for ensuring that there is an alternative system available in case of computer or printer malfunction; or hard copies of work-in-progress are produced regularly to meet drafting and authentication requirements; and each time changes are made, the work is saved onto a back-up file. The back-up file should not be stored with the computer.

SAC'S – STUDENT ASSESSED COURSEWORK

SAC's - Units 3/4 Assessment Tasks - Units 1/2 Coursework

Each sequence of Units 3/4 includes School-Assessed Coursework (SAC's) or School-Assessed Tasks (SAT's).

Coursework assesses each student's overall level of achievement on the assessment tasks designated in the Study Design. The Study Design specifies a range of tasks to assess achievement of each of the unit's outcomes.

Assessment tasks designated for coursework must be part of the regular teaching and learning program and must be completed mainly in class time.

Unit 1/2 coursework tasks are formulated along the lines of Unit 3/4 tasks so that students are prepared for Year 12.

Results of Unit 3/4 coursework count towards a student's study score in each VCE study and ultimately towards the student's ATAR.

Most tasks are to be completed mainly in class time. This does not preclude some of the work being completed out of class, for example, where students are using computers to produce the work. In allowing students to complete part of their work out of class, teachers must be able to authenticate that work.

FEEDBACK TO STUDENTS (UNITS 3/4 ONLY)

Students will be given feedback, marks and / or grades for coursework, but it should be noted that coursework assessments given to students and their total scores for coursework may change as a result of statistical moderation by the VCAA.

Examinations

- All students completing Unit 3/4 subjects must sit for the General Achievement Test (GAT)
- Unit 3/4 examinations are set externally and are marked by independent external markers
- To find out the examination dates for Units 1/2 and Units 3/4 please vist the weekly calednar on FLIP.

YEAR 11 LEAVE PRIOR TO UNITS 3 OR 4 EXAMINATIONS

Year 11 students studying a Unit 3/4 subject may take leave on the day of their examination and up to one day immediately prior to their VCAA examination. Students must notify their Unit 1/2 teachers of their intended absence and arrange to complete missed work.

Dictionaries

Dictionaries must not contain any highlighting, annotation or tabs. Electronic dictionaries are not permitted in any examination. An English and / or bi-lingual printed dictionary (but not a thesaurus) may be used by students in the English / EAL examination, and in the GAT.

In the written component of LOTE examinations, students may use any printed monolingual and /or bilingual dictionary in one or two separate volumes. Dictionaries may be consulted during reading time and throughout the examination. Dictionaries are not permitted in the oral component of any LOTE examination.

Dictionaries are not allowed to be used in any other examination. Supervisors have the right to check any student's dictionary taken into the examination room / centre.

SPECIAL PROVISION

Forms of Special Provision

There are four forms of Special Provision for the VCE:

- Student Programs
- Special Examination Arrangements
- Derived Examination Score

Specific eligibility requirements apply for each form of special provision.

For student programs and school-based assessment, the School is responsible for determining eligibility and the nature of the provisions granted. Applications should be made to the wellbeing leader.

For Special Examination Arrangements and Derived Examination Scores, applications should be made to Ms Jo Thompson, VCE Co-ordinator.

Circumstances are covered by special provision

ELIGIBILITY FOR SPECIAL PROVISION IN STUDENT PROGRAMS AND SCHOOL- BASED ASSESSMENT

A student is eligible for special provision if, at any time while studying for the VCE, the student is adversely affected in a significant way by:

- Illness (physical or psychological)
- Any factors relating to personal environment
- Other serious causes
- An impairment or disability, including learning disabilities

The circumstances affecting the student do not include matters or situations of the student's own choosing, for example involvement in social or sporting activities or School events. Students must be able to complete all work related to satisfactory completion of the outcomes of the unit. Students absent from School for prolonged periods must be able to comply with the School's authentication procedures to demonstrate that they have completed the work and that the work is their own.

Students who are eligible for special provision are not exempt from meeting the requirements for satisfactory completion of the VCE, or from being assessed against the outcomes for a study. The underlying principle of special provision is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities where their learning and assessment programs are affected by illness, impairment or personal circumstances.

The guiding principles which must be satisfied in all the forms of special provision are:

- The provision should provide equivalent, alternative arrangements for students
- The provision should not confer an advantage to any student over other students

SPECIAL EXAMINATION ARRANGEMENTS

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to access the examination is hindered due to:

- Severe health issues
- Significant physical disability
- Hearing impairment
- Vision impairment
- Learning disability
- Severe language disorder

DERIVED EXAMINATION SCORE

Students who feel they may be eligible for a Derived Examination Score must apply to the VCE Co-ordinator for an application and advice. The DES is intended for students who are severely ill or severely affected by other personal circumstances at the time of an examination and whose examination is unlikely to be a fair or accurate indication of their learning achievement in the study. The DES is calculated by VCAA and may be used as a student's examination result where the student's application is approved by VCAA.

For Special Examination Arrangements and Derived Examination Score applications, the VCAA is responsible for determining eligibility and for granting approval.

STUDENT DECLARATION & AUTHENTICATION

Before undertaking any VCE studies, all students must sign an agreement to abide by the VCAA regulations. This document is distributed during Mentor Group time and covers the following:

VCAA Privacy Notice for Students

The Victorian Curriculum and Assessment Authority (VCAA) is a statutory authority established under the Victorian Curriculum and Assessment Authority Act 2000. The VCAA has responsibilities relating to both curriculum and assessment across year levels Prep - Year 12 for all Victorian school students. The VCAA is committed to protecting student information and all personal information collected is handled in accordance with the Information Privacy Act 2000.

Collection of Student Data

In order to perform its functions, the VCAA collects the personal details of all students undertaking one or more VCE units of study, including performance data related to the VCE assessment program. All information is collected directly from students by the School. Where additional information is required, such as in the case of applications for special provision, this is also collected from individual students.

All student data is submitted to the VCAA via the Victorian Assessment Software System (VASS).

Use of Student Data

The student data collected by the VCAA, including personal details, unit results, Graded Assessments, VET certificate results and data, together with study scores and GAT scores, is used by the VCAA to provide individual students' final VCE and GAT results. The assessment data which is provided to the student directly is also provided to the assessing school.

The purpose of disclosing the student VCE and GAT assessment data to the schools is to enable schools to analyse the effectiveness of their assessment programs.

In this way, the VCAA ensures quality assurance of the VCE assessment program across the State of Victoria.

Personal details of all VCE students are forwarded to the Victorian Tertiary Admissions Centre (VTAC) for inclusion in CourseLink, a password-protected interactive, web-based program, which enables individual students to access career and course options tailored to their place of residence, interests, existing studies and future plans.

The VCAA also forwards an individual student's personal information, VCE and GAT results, and, if applicable, data for Consideration of Disadvantage, to VTAC for the calculation of the ATAR and, if necessary, for the submission of student applications for tertiary course selection.

Disclosure

The VCAA will not provide identifiable student data to any other person or organisation without the consent of the individual student, unless required by law or other regulation to do so.

Notification, Access and Security

Students will be notified of what information has been collected from them and the level of disclosure to which they have consented via a Student Full Details Report, which will be available from the School following lodgement of VCE Student Personal Details forms at the time of enrolment. Student information collected by the VCAA is stored on its VCE database and access is limited to authorised staff at the VCAA and at the School. Data collected from students and the results awarded to them are retained permanently by the VCAA. These records are held in the VCE database and backed up on microfiche. All records are held securely.

GAT - GENERAL ASSESSMENT TEST

All students undertaking Unit 3 and 4 studies are required to sit for the General Achievement. The GAT has 2 Sections, A and B. A sentence on the student's Statement of Results will indicate whether the student obtained results in the General Achievement Test or had an authorised or unauthorised absence from the GAT.

The VCE Statement of Results will indicate results for Section A (Literacy and Numeracy) and a combined Section A and B component score is provided on the statement.

In addition, students' results will include a standardised score for each GAT component.

The components are:

- Writing (Section A) and written communication (Section B)
- Numeracy (Section A) and mathematics, science and technology (Section B)
- Reading (Section A) and humanities, the arts and social sciences (Section B)

The VCAA will use GAT scores in:

- Reviewing school assessments in School-Assessed Tasks
- Checking the accuracy of student scores in examinations
- The statistical moderation of School-Assessed Coursework

Authentication – Rules and Instructions

The VCAA has set down the following rules which a student must observe when preparing work for assessment. These rules apply to coursework and School-Assessed Tasks.

Students must ensure that all unacknowledged work submitted for coursework and School-Assessed Tasks is genuinely their own.

Students must acknowledge all resources used: this will include text, website and source material and the name(s) and status of any person(s) who provided assistance, and the type of assistance received.

Students must not accept undue assistance from any other person in the preparation and submission of work. Undue assistance would include providing actual adjustments or improvements for a student's work or dictating/directing a student to insert particular text. Students may, however, be given advice about the nature of adjustments or improvements to their work.

Students must sign the Declaration of Authenticity for work done outside of class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.

Students need to be aware that it is their responsibility to ensure the teacher has no difficulty in authenticating their work. They must understand that teachers cannot authenticate work about which they have doubts, until further evidence is provided.

Students must not submit the same piece of work for assessment in more than one study.

The teacher may, if appropriate, ask the student to demonstrate their understanding of the work or interview the student with 24 hours' notice. A parent or friend may attend the interview in a support role but not as an advocate. Should the School be satisfied that a student has submitted work that is not their own, or that a student is in breach of other rules relating to assessment set by the School, then the Principal may impose a penalty, including refusal to assess the work as that of the student.

Students who knowingly assist another student in a breach of rules may be penalised.

ASSESSMENT DETAILS

STUDY	TITLE	ASSESSMENT	EXAM DURATION	WEIGHTING
Accounting	Unit 3 Coursework	School assessed		25%
	Unit 4 Coursework	School assessed		25%
	Written Examination	October/November	2hrs	50%
Applied Computing	Unit 3 and 4 Coursework	School Assessed		20%
	School Assessed Task	School Assessed		30%
	Written Examination	November	2hrs	50%
Art Creative Practice	Units 3 and 4 Coursework	School assessed		10%
	School Assessed Task	School-assessed		60%
	Written Examination	October/November	1½ hrs	30%
Biology	Unit 3 Coursework	School-assessed		20%
	Unit 4 Coursework	School-assessed		30%
	Written Examination	October/November	2½ hrs	50%
Business Management	Unit 3 Coursework	School-assessed		25%
	Unit 4 Coursework	School-assessed		25%
	Written Examination	October/November	2 hrs	50%
Chemistry	Unit 3 Coursework	School-assessed		16%
	Unit 4 Coursework	School-assessed		24%
	Written Examination	October/November	2½ hrs	60%
Dance	Units 3 and 4 Coursework	School assessed		25%
	Performance Examination	October	2½ - 5 mins each	50%
	Written Examination	October/November	1½ hrs	25%
Economics	Unit 3 Coursework	School-assessed		25%
	Unit 4 Coursework	School-assessed		25%
	Written Examination	October/November	3 hrs	50%
English	Unit 3 Coursework	School-assessed		25%
	Unit 4 Coursework	School-assessed		25%
	Written Examination	October	3 hrs	50%
English (EAL)	Unit 3 Coursework	School-assessed		25%
	Unit 4 Coursework	School-assessed		25%
	Written Examination	October	3 hrs	50%
Foundation Mathematics	Unit 3 Coursework	School-assessed		40%
	Unit 4 Coursework	School-assessed		20%
	Written Examination	November	2hrs	40%
General Mathematics	Unit 3 and 4 Coursework	School-assessed		34%
	Written Examination 1	October/November	1½ hrs	33%
	Written Examination 2	October/November	1½ hrs	33%
Geography	Unit 3 Coursework	School assessed		25%
	Unit 4 Coursework	School assessed		25%
	Examination	October/November	2hrs	50%

STUDY	TITLE	ASSESSMENT	EXAM DURATION	WEIGHTING
Global Politics	Unit 3 Coursework	School assessed		25%
	Unit 4 Coursework	School assessed		25%
	Written Examination	October/November	2hrs	50%
Health and Human Development	Unit 3 Coursework	School-assessed		25%
	Unit 4 Coursework	School-assessed		25%
	Written Examination	October/November	2 hrs	50%
History Revolutions	Unit 3 Coursework	School-assessed		25%
	Unit 4 Coursework	School-assessed		25%
	Written Examination	October/November	2 hrs	50%
Legal Studies	Unit 3 Coursework	School-assessed		25%
	Unit 4 Coursework	School-assessed		25%
	Written Examination	October/November	2 hrs	50%
Literature	Unit 3 Coursework	School-assessed		25%
	Unit 4 Coursework	School-assessed		25%
	Written Examination	October/November	2 hrs	50%
Language • French • German • Chinese SL • Chinese SLA	Unit 3 Coursework	School-assessed		25%
	Unit 4 Coursework	School-assessed		25%
	Oral Examination	October	15 mins	50% in total
	Written examination	October/November	2 hrs	50% in total
Chinese FL	Unit 3 Coursework	School-assessed		25%
	Unit 4 Coursework	School-assessed		25%
	Oral Examination	October	10 mins	50% in total
	Written Examination	October/November	2 hrs	50% in total
Mathematics • Mathematical Methods • Specialist Mathematics	Unit 3 and 4 Coursework	School-assessed		34%
	Written Examination 1	October/November	1 hr	22%
	Written Examination 2	October/November	2½ hrs	44%
Media	Unit 3 and 4 Coursework	School-assessed		20%
	School Assessed Task	School-assessed		40%
	Written Examination	October/November	2 hrs	40%
Music:	Unit 3 and 4 Coursework	School-assessed		30%
	Repertoire	October		50%
	Performance	November	1½ hrs	20%
Physical Education	Unit 3 Coursework	School-assessed		25%
	Unit 4 Coursework	School-assessed		25%
	Written Examination	October/November	2 hrs	50%
Physics	Unit 3 Coursework	School-assessed		21%
	Unit 4 Coursework	School-assessed		19%
	Written Examination	October/November	2½ hrs	60%
Psychology	Unit 3 Coursework	School-assessed		20%
	Unit 4 Coursework	School-assessed		30%
	Written Examination	October/November	2½ hrs	50%
Theatre Studies	Unit 3 and 4 Coursework	School-assessed		45%
	Monologue Examination	October	no more than 9 mins	25%
	Written Examination	October/November	1½ hrs	30%
Visual Communication Design	Unit 3 and 4 Coursework	School-assessed		25%
	School Assessed Task	School-assessed		40%
	Written Examination	October/November	1½ hrs	35%

TERTIARY ENTRANCE

The Victorian Tertiary Admissions Centre (VTAC) administers a joint selection system for most courses offered by Victorian Universities and Colleges and the TAFE system. VTAC publishes the tertiary entrance requirement guides for each year. These contain the specific course requirements for each tertiary institute and should be used as a reference in planning VCE courses and applying for tertiary courses.

In Term 3, Year 12 students will receive information regarding courses and the course selection process. In September, they will make a selection of up to eight preferences (which may be altered when VCE results are known). We strongly recommend that students lodge applications for a variety of institutions. Students and their parents may discuss course selection by making an appointment with the careers counsellor or by visiting the Careers Room during lunchtime.

Year 11 students should familiarise themselves with the current VTAC Guide and plan ahead for the process of selecting tertiary courses.

Tertiary entrance is based on the achievement of a VCE, the ATAR, and in some cases on additional information about students, such as references, personal interview and presentation of a folio. To be eligible for entry into a tertiary institution, students will need to have, as a minimum, satisfactorily completed the VCE and satisfactorily completed Units 3/4 of an English Study.

In mid-December, students receive results from the VCAA. VCE results consist of a set of grades for each study and a normalised score out of 50 for each study. VTAC converts these results by scaling them before calculating an ATAR.

Calculating an ATAR

The student's scaled score in an English study and the best three other VCE scaled scores are called the primary four. This total and 10% of the two next best scores (comprising a maximum of 6 subjects) are used to arrive at an aggregate – a number between 0 and approximately 210. Students are then ranked in order of their aggregate and given an Australian Tertiary Admissions Rank (ATAR). Any accredited VCE study may be included as a fifth or sixth score, while any VCAA approved higher education study may count as a fifth or sixth score. The ATAR is a number between 0 and 99.95, with a number of students (around 20) on each rank. Tertiary selection officers use this score as part of the selection process. Tertiary entrance into specific courses may also be influenced by the following factors.

Pre-requisite studies

These studies must be satisfactorily completed before students can be considered for that course. Usually, pre-requisite studies must be taken at Unit 3/4 level, but they are sometimes required at Unit 1/2 level. Some courses also specify a minimum level of achievement in pre-requisite studies.

Other selection factors

For some courses, selection officers may also take into account interviews, the presentation of folios, attendance at information sessions and open days, and / or a demonstrated interest in the course.

INFORMATION FOR YEAR 12 STUDENTS

Attendance Requirements

All Year 12 students are required to arrive at school by 8.30am unless Period 1 is not a timetabled class. If this is the case, then students must sign in on arrival at Reception (in time for their first timetabled lesson of the day and must be present for all SOC times, mentor groups, assemblies and required WAL sessions).

Year 12 Early Leave Arrangements

Students may leave school at the conclusion of their f inal period of the day, but not until after SOC. Students must sign out at Reception before leaving the School grounds.

Early leave is not permitted on occasions where there are House activities, rehearsals or practices at lunchtime or where there are other School commitments, such as school photos, rehearsals or church services.

Lunch Leave

Year 12 students may leave the School grounds during lunchtime and their spares. However, they are not to go home and need to return for their scheduled classes.

Signing In / Out

All Year 12 students must sign in / out at Reception.

Student Driving Policy

The School has a responsibility to ensure, as far as possible, the safety of students travelling to and from Firbank Grammar. In addition to the traffic safety education program within the School, Firbank Grammar has developed a student driving policy. Licensed student drivers must apply in writing to t

he Deputy Principal, Head of Senior School, for permission to drive to and from the School and to and from any off-campus activity endorsed by the School. The letter must be countersigned by a parent / guardian and must state details of the car involved (make and registration number). The Deputy Principal, Head of Senior School, will respond in writing to the request.

No other student is permitted to be a passenger in the car. If parents require siblings to be transported to and from the School, this must be stated in a written request to the School from the parents.

Students are not permitted to use their cars during the school day, including during spares or to go on lunch leave.

Students are not permitted to drive to school during valedictory week.

Details of parking are as follows:

- No student is permitted to park in the School grounds on any occasion
- Students should not park in the streets directly adjacent to the School as this is limited and preference is given to staff cars

Students are not to park on the School side of Outer Crescent between the science entry gate and Gate 1 entry gate.

Principal's Colours

Principal's Colours will be awarded to students in Year 12 who have made an outstanding contribution to the School, demonstrated through their attitude, work and participation in School life, as endorsed by the Principal.

To be eligible for consideration for this award, students must have received Colours for four of the eight categories listed below:

- Academic Excellence (Colours, in this instance, is defined as an Academic Excellence Award in Years 10/11 or 12)
- Dance
- Debating
- Drama
- Full House Colours
- Music
- Recipient of the Silver or Gold Duke of Edinburgh's Award (Equivalent to 'Colours')
- Sport

Students who wish to apply for the Award should collect an application form from the Senior School Office and apply in writing to the Deputy Principal, Head of Senior School, outlining their commitment, participation and contribution to Firbank life.

DOMAINS FOR LIFE

Firbank offers a breadth of experiences, knowledge and skills that equip our students to be continuous 'conquerors of learning' and ready for life. We value creating an aspirational culture of learning that builds on each student's strengths. These character traits will assist our students to be strong, independent thinkers. The domains encourage students to embrace new challenges and build inner strength and self-awareness that can be called upon throughout their lives.

Each semester, students and parents will be provided with a Domains Report which will be a record of participation and achievement of a student's involvement in co-curricular endeavours such as:

- Experiential Education Programs
- Sport
- Performing Arts
- Student Leadership Groups (EAG, Social Justice League, SRC and Student Wellbeing Group)

Our 6 Domains

RELATIONSHIPS

- Leadership groups
- Performing Arts

CONSIDERATION

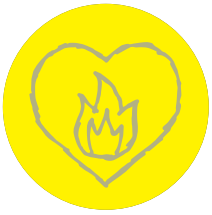
- Leadership groups
- Experiential Education

RESILIENCE

- Experiential Education
- Sport

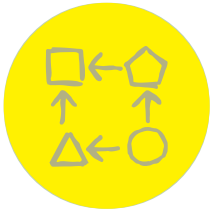
CONFIDENCE

- Performing Arts
- Co-curricular clubs



PASSION

- All programs



ADAPTABILITY

- Experiential Education
- Sport

Students will receive a report to recognise their Passion (by meeting minimum attendance requirements at each activity) and for each activity they will also be assessed against at least two other specific Domains.

Domains descriptors have been developed for each stage of development (shown opposite).

	Stage 1 (Years 7 and 8)	Stage 2 (Years 9 and 10)	Stage 3 (Years 11 and 12)
PASSION	This student has followed their passion. They are developing determination and purpose in their actions.	This student has found and followed their passion. They demonstrate a sound level of determination and purpose in their actions.	This student has clearly found and followed their passion. They demonstrate an outstanding measure of determination and purpose in their actions and celebrate their accomplishments.
ADAPTABILITY	This student is beginning to adapt to new and challenging situations, steadily developing these vital skills for a rapidly changing world.	This student has adapted to new and challenging situations, enabling them to be successful in a rapidly changing world.	This student has embraced and adapted to new and challenging situations, enabling them to be successful and at the forefront in a rapidly changing world.
CONFIDENCE	This student demonstrates an emerging sense of self-worth and inner strength They have a developing sense of confidence in themselves and their abilities.	This student demonstrates a sound sense of self-worth and inner strength. They have a good sense of confidence in themselves and their abilities. They also show an emerging confidence to develop and express their point of view.	This student demonstrates a sense of self-worth and inner strength. They have a strong sense of confidence in themselves and their abilities. They consistently demonstrate confidence to develop and express their point of view.
RESILIENCE	This student is developing their resilience in a range of experiences. They are working towards improving their independence and capacity to deal with challenging situations.	This student has demonstrated resilience through a range of challenging experiences.	This student has demonstrated resilience through a range of challenging experiences and is capable, mentally strong and independent.
CONSIDERATION	This student is beginning to show kindness and consideration for others. They are becoming aware of the world around them and starting to think beyond themselves.	This student consistently demonstrates kindness and consideration for others. They are aware of the world around them and think beyond themselves to promote positive change.	This student enthusiastically responds with kindness and consideration for others. They are engaged with the world around them and clearly think beyond themselves to promote positive change.
RELATIONSHIPS	This student is developing relationships in a broad range of environments. They recognise the importance of these relationships to support them and provide them with a sense of belonging.	This student has developed sound relationships in a broad range of environments. They have started to build networks that support them, open doors to new possibilities and provide them with a sense of belonging.	This student has developed strong relationships in a broad range of environments. They have built networks that support them, opened doors to new possibilities and provided them with a sense of belonging.

Students will have their participation on each Domain and at each level reported on two measures:

- Meeting Expectations
- Exceeding Expectations

At the end of each semester, a Domains report will be included with their academic report with a descriptor of their achievements relevant to their year level and a list of all activities they have participated in to achieve this report.

At the culmination of Year 12, students will receive a detailed testimonial which will include a record of all co-curricular activities they have been involved throughout their time at Firbank and detailed descriptors of the skills they have built as a result of this participation.

SPECIAL PROGRAMS

Year 7–10 COMBINED FGS / BGS EVENTS

At each year level, students have 2 -3 planned activities with our brother school, Brighton Grammar each year. These events are designed to provide students from both schools the opportunity to get to know each other and form meaningful connections that will last throughout their school years and beyond. Activities range from Trivia Nights to academic swap days and the sharing of guest speakers in topics such as respectful relationships and safe partying.

Staff from both schools are always in attendance and help run the activities with the facilitator of the event.

Details regarding these year level specific events are sent to parents by their child's wellbeing leader early in the year.

Year 7

START OF YEAR PROGRAM

A special program is run for all Year 7 students in their first days of school. The second week of school is the Discovery Surf Program, followed by the commencement of regular classes in Week 3.

The special program enables us to prepare students for the commencement of their academic studies, while also introducing many of the activities on offer.

Sessions include:

- Orientation of classrooms
- Information Technology Sessions and Connecting Devices to the Firbank Network
- Introduction to the Library Services and Accelerated Reading Program
- Experiential Education Information Session
- Swim Trials for the House Swimming Carnival

DISCOVERY SURF PROGRAM

Beginning of Term 1

An integral part of your child's transition to Senior School is the participation in the Year 7 Discovery Surf Program in Anglesea, Victoria. This exciting outdoor education program will provide your child with valuable opportunities to meet new friends and staff by participating in a variety of outdoor activities in a safe and enjoyable manner. In class groups, students will participate in surfing, body boarding, mountain bike riding, stand-up paddle boarding and a specialised high ropes course and zip line experience. They will spend all nights in cabin accommodation at Camp Burnside.

Further information will be published in Term 4.

DISCOVERY HIKE PROGRAM

Term 4

The Discovery Hike Program is an exciting three- day adventure, which will introduce students to new outdoor skills and concepts needed for future journeys and expeditions. Students will undertake a modified journey suitable to their confidence and experience along the Great Ocean Walk. In small groups, they will hike different sections of the trail between Apollo Bay and Johanna Beach. They will spend two nights in tents and cook their meals on portable stoves. Further information will be published in Term 3.

LEVEL 3 COMPASS AWARD

The Compass Award is a program that is integrated into the Year 7 Curriculum. The Award is an Awards Victoria initiative that is modelled on the framework of the International Duke of Edinburgh Award,

a program we introduce in Year 9. The Compass Award encourages students to try new activities and develop previous skills across four sections: Physical ActivityHobbies, Volunteering and Exploration.

The Award is a student-led initiative and the students are expected to take ownership of their Award.

They are required to set their own goals, organise a suitable mentor and complete a set number of hours for each section.

The Compass Award is structured over four progressive levels. Levels 1/2 are offered in Years 5-6 at the Junior School campuses. Levels 3/4 will be completed across Years 7-8. Students will commence Level 3 at the start of Year 7 and may begin Level 4 as soon as Level 3 is complete.

It is expected students have started Level 4 by the beginning of Year 8. There are no prerequisites and students are not required to have completed Levels 1/2 before completing Level 3.

Year 8

HEAD OF SCHOOLGIRLS' ROWING REGATTA

March

All Year 8 students will attend the Head of the Schoolgirls' Rowing Regatta in Geelong. This excursion is a compulsory component of the Year 8 program as they form the official cheer squad for our rowing teams. Attendance at this prestigious event will contextualise the excitement and achievement that is possible with dedicated participation.

Information about travel and other arrangements will be sent home prior to the event.

EARTH PROGRAM

Term 2

The Earth Program provides unique experiences for students to learn first-hand about environmental impacts and management strategies, as well as be involved in meaningful service projects and conservation efforts.

Students will be engaged in a variety of permaculture activities, farming and landcare projects. The students will also complete an introductory bushwalk which will build on their skills and knowledge gained on the Year 7 Discovery Hike Program.

The aim of this program is for students to explore the interconnectedness of our ecosystems and sustainable living and resourcefulness. Students are encouraged to be inquisitive about the environments they explore and consider their actions and the results of them on others and the environment. To ensure that this experience is hands-on and practical, we will be using a range of venues to maximise the quality of the experience. Further information will be sent out in Term 4.

Students will be divided into countries represented within the United Nations. They will complete research about their country and are given time to investigate a given topic. The conference will run as an official day. This is a wonderful opportunity for students to find the best possible solution to a problem at hand through dialogue, negotiation and multilateral diplomacy.

ALPINE PROGRAM

Term 3

The Alpine Program is a 6-day program based out of Falls Creek in the Victorian Alps. Students will participate in a range of snow activities, including cross-country skiing, downhill skiing, snowshoeing and an overnight snow camping adventure. This program is designed to promote a connection and appreciation for the winter alpine environment. Students are encouraged to further develop a greater level of responsibility and begin to realise their true potential. The lessons gained from this program will help lay the foundations for future expeditions. Further information will be sent out at the end of Term 2.

LEVEL 4 COMPASS AWARD

The Compass Award is a program that is integrated nto the Year 8 Curriculum and a continuation of Level 3 which was introduced at the beginning of Year 7 at the Senior School. The Compass Award encourages students to try new activities or build on those established in the previous levels and develop skills across four sections: Physical Activity, Hobbies, Volunteering and Exploration.

The Award is a student-led initiative and the students are expected to take ownership of their Award and lead the process. They are required to set their own goals, organise a suitable mentor and complete a set number of hours for each section.

Students will commence Level 3 at the start of Year 7 and may begin Level 4 as soon as Level 3 is complete. It is expected students have started Level 4 by the beginning of Year 8. Both Levels 3 and 4 are required to be complete by the end of Year 8.

Year 9

DESERT PROGRAM

End of Term 2

The Compass Award is a program that is integrated into the Year 8 Curriculum and a continuation of Level 3 which was introduced at the beginning of Year 7 at the Senior School. The Compass Award encourages students to try new activities or build on those established in the previous levels and develop skills across four sections: Physical Activity, Hobbies, Volunteering and Exploration.

The Award is a student-led initiative and the students are expected to take ownership of their Award and lead the process. They are required to set their own goals, organise a suitable mentor and complete a set number of hours for each section.

Students will commence Level 3 at the start of Year 7 and may begin Level 4 as soon as Level 3 is complete. It is expected students have started Level 4 by the beginning of Year 8. Both Levels 3 and 4 are required to be complete by the end of Year 8.

JOURNEY EXPEDITION

End of Term 4

The 8-day Journey Expedition is a multi-activity expedition that will most likely take place in the Victorian Alps. The Journey Expedition focuses on personal development and consolidates outdoor skills learnt from previous programs. This learning opportunity provides them with quality time to reconnect with nature and reflect on their true potential. Students will develop their interpersonal and individual skills and learn the fundamentals of self-sufficient and low impact adventure travel. There are four different options to choose from which allows students to take more ownership of their experience and give a preference as to which one is best suited to them. Each route offers a different level of challenge. Further information will be published in Term 3.

DUKE OF EDINBURGH INTERNATIONAL AWARD

The Duke of Edinburgh International Award is an internationally recognised program. There are three levels of awards: Bronze, Silver and Gold, each level requiring an increased level of commitment and time.

The Bronze Award is a program that is integrated into the Year 9 curriculum. Students are encouraged to complete their Silver Award in Year 10 and the Gold Award in Years 11–12. Each student will create a unique program of activities over a set length of time across four different sections: Physical Recreation, Skills, Voluntary Service and Adventurous Journey.

The Award is a student-led initiative, and students are expected to take ownership of their award by choosing activities, setting goals, and organising assessors for their Physical Recreation and Skills sections. Students will be supported by the Experiential Education Department to select an appropriate Voluntary Service activity. By participating in all preparation sessions and completing both the Desert Program and the Journey Expedition, students satisfy the requirements for the Adventurous Journey section of the Bronze Award. Further information will be published in Term 1.

Year 10

HORIZONS OUTDOOR AND SERVICE PROGRAM

Term 1

The Horizons Program is carefully designed to have a range of options that allows each student to take ownership of their learning and expand upon previous outdoor experiences. Each program offers different levels of challenge and experiences which will provide valuable opportunities for personal growth and extend students' understanding of themselves, as well as their social and physical environments.

Some options will incur an additional cost. Program options may include, sea kayaking and sailing in the Gippsland Lakes, surfing at an AIS accredited facility on the Gold Coast, scuba diving in Port Phillip Bay, mountain biking and nature art / photography in the Victorian Alps. A booklet outlining these options will be published at the beginning of Term 4. Students will then submit preferences and be informed of their program allocation soon after.

DUKE OF EDINBURGH INTERNATIONAL AWARD

The Duke of Edinburgh International Award is an internationally recognised program. There are three levels of awards: Bronze, Silver and Gold, each level requiring an increased level of commitment and time. The Bronze Award was a compulsory part of the Year 9 curriculum. Students are encouraged to complete their Silver Award in Year 10 and the Gold Award in Years 11–12, although it is not compulsory. Each student will create a unique program of activities over a set length of time across four different sections: Physical Recreation, Skills, Voluntary Service and Adventurous Journey. The Award is a student-led initiative, and the students are expected to take ownership of their award and lead the process.

By participating in all preparation sessions and completing any Outdoor Education Horizons Program, students satisfy the requirements for the Adventurous Journey section of the Silver Award. Further information will be published in Term 1.

TEEN MENTAL HEALTH FIRST AID TRAINING

Adolescence is a time of important change and development. It is also a time when mental health problems such as depression and anxiety can first emerge. That's why in year 10 all students undergo training over 3 consecutive sessions. The course teaches our Year 10 students how to offer support to their peers and how to seek appropriate help from a trained adult where required. This training certification is approved by Mental Health First Aid Australia and is valid for 3 years.

Year 11

ROADS TO RED CONFERENCE

Term 1

In preparation for the transition from school, students will be challenged to become increasingly responsible for their future decisions. This is a program where students contemplate their Firbank school life and how it lays a foundation for their future.

The Roads To Red Conference aims to provide current Year 11 students with an opportunity to reflect on their Firbank experience whilst contemplating their final year at Firbank.

This helps students to gain self perspective as valuable members, contributors and potential leaders within society. They will be introduced to tertiary life, set aspirational goals, evaluate their academic understanding, be guided by wellbeing initiatives and gain invaluable information to assist their pathway decisions. The activities will enable opportunities to build identity as individuals, a group and as leaders of Firbank.

- Program intentions:
- Working with wellbeing to find one's voice
- Leadership as a Year 12 student
- How to strengthen one's character
- How to optimise one's learning
- Preparation for Year 12 studies
- How to balance one's time and commitments

OPTIONAL DOWNHILL SNOW PROGRAM

Term 3

Students from Years 10–12 will have the opportunity to participate in a downhill snow program at Falls Creek or Mount Hotham Resorts. This experience will cater for all abilities in downhill skiing or snowboarding. Students will participate in several group lessons with qualified instructors and stay in dorm style accommodation.

Further information will be published at the end of Term 1.

YEAR 11 SUMMIT TO SEA EXPEDITION

End of Term 4

Summit to Sea is an optional 18-day expedition from the highest mountain in Australia (Mt Kosciuszko) to the coast of Victoria (Marlo). Students will hike 6 days through Mt Kosciuszko National Park and the Pilot Wilderness Area before descending to the iconic Snowy River. They will then continue their adventure in whitewater rafts and paddle for the remaining 12 days down the Snowy River, through gorges and rapids, before entering the sea at Marlo.

Firbank is proud to deliver a program that builds confidence, resilience and an opportunity for students to learn about themselves, the people around them and the environment. Students will truly realise how capable they are and will achieve something beyond their expectations. The timing of this program is ideal, empowering and motivating our students to tackle any challenge with determination and perseverance. These lessons will hold them in good stead as they enter their final year of schooling.

Further information will be sent out in Term 2.

Year 12

WELLBEING RETREAT

The aim of this weekend is to provide a space away from the school environment at the beginning of the academic year to acknowledge the significance of the transition from Year 11 into the final year of school. The weekend aims to set the students up for the year ahead by promoting positive connections within the cohort with an emphasis on positive wellbeing.

LEADERSHIP GROUPS

Environmental Action Group

The Environmental Action Group (EAG) is an elected group of students from each year level who share common interests in protecting the environment.

Each week the EAG meets on Friday at lunchtime to discuss both short-term and long-term plans (which can be found in the 2020 Climate Action Plan) or act on these goals, in an attempt to make Firbank more environmentally sustainable. The Environmental Action Group is a committee of students that aim to inspire, spread ideas and ultimately leave a lasting positive impact on Firbank's environment.

Student Representative Council

The Student Representative Council (SRC) is an elected body of students who meet weekly to discuss and respond to the needs and issues of the students of Firbank. The SRC represents the Senior School students' views and voice on a whole range of matters raised by the students from Years 7-12. Each year level has representatives who report to the Council about their concerns and issues raised directly with their representative or through the suggestion boxes located around the School. The SRC works collaboratively with the Campus Leadership Team and the other leadership groups in representing and developing policies that pertain to the student body of the School.

Social Justice League

The Social Justice League (SJL) is a selectedgroup of students who are passionate about issues which affect people both inside the Firbank community and beyond.

Students raise issues which they are interested in and the meetings often involve robust discussion, planning for events and idea sharing. The SJL fundraise for not-for-profit organisations, raise awareness about issues which are important to them and volunteer with outside organisations. They meet weekly on Fridays and have selected representatives from each year level.

Wellbeing Group

The Wellbeing Group is a collective of students who are passionate about supporting their peers in maintaining their optimum wellbeing so they can succeed in all aspects of their lives; both inside and outside of school. To achieve this, the wellbeing group hosts a variety of activities targeted at specific aspects of student wellbeing, such as mental or physical health. The group enjoys supporting and working together as a team towards the common goal of helping others. The Wellbeing Group meets every Friday at lunchtime And applications for the Wellbeing Group open during Term 3 every year.

CLUBS

Art Club

Art Club is an opportunity for students Years 7–12, to engage in the visual arts. Art Club is held weekly and students will be informed by the Visual Arts Captain regarding what day and where the session will be scheduled, because sometimes the venue will change. Various art-based projects are organised by our Visual Arts Captain, such as drawing, painting, photography and craft activities with the primary focus of having fun and providing an opportunity for students to mix with others who share their interest in visual arts.

Book Club

Book Club is open to students in Years 7-8, Years 9-10 and Years 11-12 with the club members determining which books will be read. This program also features the opportunity to meet with Brighton Grammar School's Year 7-8 and Years 9-12 Book Club. Meetings are held each term either at Firbank or Brighton Grammar, where a set novel is discussed.

Chapel Group

As an Anglican school, Firbank expects to encounter the living God in the interaction of faith with culture and daily life. We promote the idea that faith exploration and maintaining good spiritual health is something worthy of personal consideration, study and conversation. Individual faith is developed in constant conversation with those of other faiths, or no faith at all. The opportunity to explore matters of faith is offered to our school community – to students, families and to staff. To that end, the Chapel Group seeks to help people encounter the living God in daily life, to develop meaningful ways to learn about the symbols and the scriptures and how they relate to school life. The Chapel Group is a place to live out our School values and use our gifts and talents to explore and help others discover the religious and spiritual side of life.

Chess Club

Chess Club meets once a week and is open to all year levels in the Senior School. Students participate in external tournaments as well as joint activities with Brighton Grammar School. A qualified teacher from 'Chess Kids' attends each session to help the students to develop their skills and organise the weekly tournaments.

Dance Troupe

Dance Troupe is for trained and experienced dancers who will be challenged and invited to further their technique across various styles of dance. It is an auditioned group which represents Firbank in dance competitions held throughout the year. Students from Years 7–11 who love to dance can audition.

Drama Club

Drama Club meets weekly at lunchtimes and is open to students at all year levels who enjoy creativity, imagination, acting, writing and performing. The Senior students and the Year 12 Drama Captains are involved in leading this club where the students share their passion for creativity and performance through games, discussion and skill building. A safe, relaxing way to connect with new friends across year levels.

Debating Club

At Firbank, we challenge our students to find their voice and form opinions in any arena. Debating gives students the opportunity to learn about current media issues and rewards academic skills such as critical thinking, sound argument and confident speaking.

Years 7-8 students can join the Junior Debating Team and students from Years 9-12 can join the Senior Debating team and compete regularly. This state-wide competition facilitated by the Debating Association of Victoria involves 250 schools, making it the largest debating competition in the world.

Mathematics Additional Support

The Firbank Mathematics Department has always endeavoured to provide the best learning opportunities for all our students. While there is an opportunity for students in Years 7–10 to undertake and avail themselves of enriched and extended learning, besides acceleration, we are also mindful and aware of students that need additional help, guidance and support with conceptual understanding in mathematics. We will continue to offer this help, hence we encourage parents to ensure that their children at Firbank make the best of this opportunity. More details regarding the structure will be made available at the start of the year.

Mathematics staff will take the sessions and students may attend on a regular basis or as the need arises.

Students may wish to use the sessions to:

- clarify skills and concepts that they are finding difficult in the current topic
- complete set homework with the security of being able to ask for help if needed
- request assistance with the areas of weakness and practice examples while support is available
- seek and complete enrichment work in areas of interest
- prepare for assessments

Pride Group

The Pride Group! (Promoting Respect, Inclusivity and Diversity Everywhere!) is a fun and informative group of people who care about everyone, no matter who you are. We strive for equality and inclusivity to give everyone a platform so their voice can be heard. We support the LGBTQIA+ community and their allies. Everyone is welcome to share their stories, show support and educate people on issues related to this community. We stand for acceptance, diversity and equality.

PRIDE! has an open-door policy for our weekly meetings which occur on Thursdays – we welcome any member of the School community at any meeting they wish to attend.

Tech Club

Tech Club is for students who have an interest, or would like to develop more of an interest, in different types of technology that is not explored in the classroom. Students attending have the opportunity to experiment with different software and hardware, such as Grok Learning, Game Maker Studio, Lego EV3 kits, Ada Fruit swable LEDs and more.

Writers' Club

Is open to all students who take an interest in writing. The club offers regular meetings and an online portal to allow students to expand and explore their love of the written word while being challenged, inspired, encouraged and guided.

SCHOOLS SPORT CARNIVALS

INTER-HOUSE SWIMMING CARNIVAL

The Inter-House Swimming Carnival is held at the Melbourne Sports and Aquatic Centre (MSAC). Parents are welcome to attend this event, which is compulsory for all students. Each sporting house chooses a dress-up theme for the day and students dress accordingly. The students travel to and from MSAC in buses. Start and finish times for the day follow the regular school day.

INTER-HOUSE DIVING CARNIVAL

This event is held during the day at the Firbank pool. Event times vary according to year level. Parents are welcome.

INTER-HOUSE ATHLETICS CARNIVAL

The Inter-House Athletics Carnival is held at the Sandringham Athletics Track. Parents are welcome to attend this event, which is compulsory for all students. Each sporting house chooses a dress-up theme for the day and students dress accordingly. Start and finish times for the follow the regular school day.

INTER-HOUSE CROSS COUNTRY CARNIVAL

The Inter-House Cross Country Carnival is held at Firbank. Students run a 2km course in and around Turner House and run in year levels at staggered times.

Girls' Sport Victoria (GSV)

GSV Sport is available to all students in Years 7–12.

TERM 1

- Indoor Cricket
- Softball
- Tennis
- Swimming
- Diving
- Triathlon

TERM 2

- Cross Country
- Netball
- Hockey
- Australian Football

TERM 3

- Athletics
- Soccer
- Badminton
- Volleyball
- Basketball (Senior only)

TERM 4

- Basketball
- Cricket

An integral part of being a member of a GSV sporting team is to attend training.

The GSV teams train / play according to the following schedule:

JUNIORS

- (Year 7–8) Training: Monday mornings
- Games: Thursday afternoons

INTERMEDIATES (YEAR 9–10)

- Training: Tuesday mornings
- Games: Wednesday afternoons

SENIORS (YEAR 11–12)

- Training: Friday morning
- Games: Monday afternoon

SWIMMING GSV TEAM

- Training Tuesday afternoon and Thursday mornings during Term 1

DIVING GSV TEAM

- Selected lunch time trainings during Term 1

ATHLETICS GSV TEAM

- Selected training sessions during Term 2/3

Other Firbank Sporting Opportunities

Firbank also participates in many other sporting competitions that fall outside of the GSV including sailing, gymnastics, snowsports and rowing.

FIRBANK ROWING

Rowing is offered as a sport at Firbank to students in Years 8–12. Crews train multiple times a week on both the Yarra River and in the school gym.

The season starts in Term 3, with regattas in Terms 4 and 1. The season culminates with the Head of the School Girls' Regatta held in Geelong at the end of Term 1. On occasion, our senior crews attend the National Championships.

FIRBANK NETBALL CLUB

The Firbank Netball Club strives to provide a positive and inclusive environment for all players to participate in the game of netball. The club aims to ensure every player is given the opportunity to play netball to the best of their abilities in an encouraging and supportive environment.

Firbank Netball Club teams train once a week, either before or after school. The teams represent the Firbank Netball Club in the Bayside and District Netball Association (BDNA) competition with games played on Saturdays. Game times vary from morning to mid-afternoon depending on the draw and division. The season runs from late February to mid-September.

The Firbank Netball Club holds trials for all incoming Year 7 students during Term 4 of the year before they commence at the senior school. Please refer to the page on the website available under parent resources.

FIRBANK AQUASTARS SWIMMING CLUB

The Firbank Aquastars (FAS) swimming club is based at the Firbank 25 metre indoor swimming pool and is open to all swimmers, both Firbank students and external students.

FAS has a strong history of coaching swimmers up to and including National Age and National Open swimmers. The Firbank Swim School and FAS cater for learn to swim, squads and elite performance.

The club prides itself on having strong community connections and a welcoming environment.

FIRBANK TENNIS CLUB

Tennis lessons are available to Firbank students. They are conducted on the Turner House (Junior School) courts and delivered outside of school hours. Tennis lessons can be arranged by contacting the tennis coach.

FIRBANK SNOWSPORTS

Firbank students with skiing or snowboarding experience have the opportunity to be part of the Firbank Snowsports team that participates in the Victorian Interschools Snowsports championships each year.

The team competes in both alpine and snowboarding events.

MUSIC

Music at Firbank is an essential part of the education of every child and takes place in both the curriculum and co-curriculum of the school. The Music School is situated in the Music Precinct and provides a number of specialist teachers. The Music School enjoys a reputation for excellence of performance and has an extensive performance program which includes a series of concerts and recitals, various school functions, and a commitment to support the community through performance.

Music contact information is at the back of the handbook.

Music Lessons

The Music School offers the following instruments for tuition as part of the Firbank Curriculum: flute, oboe, clarinet, bassoon, saxophone, trumpet, French horn, trombone, euphonium, tuba, classical guitar, bass guitar, violin, viola, cello, double bass, piano, singing, percussion and drum kit. Music theory tuition is also available.

Information regarding lessons, including cost and terms and conditions, can be located on the Music Lesson Application Form available on FLIP.

Music Ensembles for Year 7 and 8 Students

The following music ensembles are open to Year 7 and 8 Students.

CONCERT BAND

Concert Band is an unauditioned ensemble which welcomes all young instrumentalists. Students who play a wind, brass or percussion / rhythm instrument, or the piano are invited to contact the Ensemble Director or just come along to the first rehearsal for the year.

BAYSIDE STRINGS

Bayside Strings is an unauditioned ensemble which welcomes all young string players. Students who play the violin, viola, cello or double bass are invited to contact the Ensemble Director.

GUITAR ENSEMBLE

Students learning the guitar are encouraged to contact the Ensemble Director for further information.

FLUTE ENSEMBLE

Students learning the flute are invited to contact the Ensemble Director for further information.

PERCUSSION ENSEMBLE

Students learning percussion are invited to contact the Ensemble Director for further information.

Choral Groups

Choral singing is a large part of the Music program at Firbank, and there is a choir for everyone who wants to sing.

Years 7-8 Choir is an open entry all comers choir who rehearse weekly, working towards performances at Music School concerts including Jazz Night in Term 1, and the Choral Concert in Term 3. This is a relaxed choral group and great for those who love to sing!

Chamber Singers is an auditioned choir for students who are wanting some extra development of their singing skills. Auditions for Year 7's are held in the week after Camp early in Term 1. More information about auditions and rehearsals will be available in the Music Precinct from the start of the year. Students are invited to contact the Ensemble Director for further information.

Music Ensemble Rehearsal Times

TUESDAY

- 7.20am - 8.20am, Percussion Ensemble, Recital Hall
- 12.50pm – 1.50pm, Years 7-8 Choir, Choir Room

WEDNESDAY

- 7.20am – 8.20am, Guitar Ensemble, MPG01
- 7.20am – 8.20am, Bayside Strings, Choir Room
- 7.20am – 8.20am, Concert Band, Recital Hall

THURSDAY

- 12.50pm – 1.50 pm Chamber Singers, Choir Room

FRIDAY

- 7.20am – 8.20am, Chamber Singers, Choir Room
- 7.45am – 8.20am, Flute Ensemble, Tuition Room 1

Please contact the Music Department with any queries regarding music at Firbank.

Music Ensembles for Year 9 Students

The following music ensembles are open to Year 9 Students.

BIG BAND

Big Band is the premier band and is open to students who play the saxophone or a brass, percussion / rhythm instrument, or the piano. Although unauditioned, interested students will be assessed for the appropriate playing level. Students are invited to contact the Ensemble Director to discuss joining the Band.

SYMPHONIC WINDS

Symphonic Winds is the senior concert band and is open to students who play a wind, brass, percussion / rhythm instrument, or the piano. Although unauditioned, interested students will be assessed for the appropriate playing level. Students are invited to contact the Ensemble Director,to discuss joining the ensemble.

CONCERT BAND

Concert Band is an unauditioned ensemble which welcomes all young instrumentalists. Students who play a wind, brass or percussion / rhythm instrument, or the piano are invited to contact the Ensemble Director, or just come along to the first rehearsal for the year!

SENIOR STRING ORCHESTRA

Senior String Orchestra is the senior strings ensemble and is open to students who play the violin, viola, cello or double bass. Interested students are invited to contact the Ensemble Director to discuss joining the ensemble.

BAYSIDE STRINGS

Bayside strings is an unauditioned ensemble which welcomes all young string players. Students who play the violin, viola, cello or double bass are invited to contact the Ensemble Director to learn more about the ensemble.

GUITAR ENSEMBLE

Students learning the guitar are invited to contact the Ensemble Director for further information.

FLUTE ENSEMBLE

Students learning the flute are invited to contact the Ensemble Director for further information.

PERCUSSION ENSEMBLE

Students learning percussion are invited to contact the Ensemble Director for further information.

Choral Groups

Choral singing is a large part of the Music program at Firbank, and there is a choir for everyone who wants to sing.

Years 9-12 Choir is an open entry all comers choir who rehearse weekly, working towards performances at Music School concerts including Jazz Night in Term 1, and the Choral Concert in Term 3 and play a major role in the Presentation Evening Choir. This is a relaxed choral group and great for those who love to sing!

Chamber Singers is the intermediate auditioned choir for students who are wanting some extra development of their singing skills, while Bel Canto is the senior auditioned choir for advanced singers. Auditions for Year 9s are held in Term 4 of Year 8 and allows students to be placed in either choir. More information about auditions and rehearsals will be available in the Music Precinct from the start of Term 4. If a student is new to the school, an out of season audition can be arranged through the Music School. Students are invited to contact the Ensembles Director for further information.

Music Ensemble Rehearsal Times

MONDAY

- 7.20am – 8.20am, Big Band, Recital Hall
- 12.50pm – 1.50pm, Bel Canto, Choir Room

TUESDAY

- 7.20am - 8.20am, Percussion Ensemble, Recital Hall
- 12.50pm – 1.50pm, Years 9-12 Choir, Recital Hall
- 3.30pm – 5.30 pm, Symphonic Winds, Recital Hall
- 3.30pm – 5.30pm, Senior String Orchestra Choir Room

WEDNESDAY

- 7.20am – 8.20am, Guitar Ensemble, MPG01
- 7.20am – 8.20am, Concert Band, Recital Hall
- 7.20am – 8.20am, Bayside Strings, Choir Room

THURSDAY

- 7.20am – 8.20am, Big Band, Recital Hall
- 12.50pm – 1.50pm, Chamber Singers, Choir Room
- 3.30pm – 5.30pm, Bel Canto, Choir Room

FRIDAY

- 7.20am – 8.20am, Chamber Singers, Choir Room
- 7.45am – 8.20am, Flute Ensemble, MPG01

Music Ensembles for Year 10 - 12 Students

The following music ensembles are open to Year 10 Students.

BIG BAND

Big Band is the premier band and is open to students who play the saxophone or a brass, percussion / rhythm instrument or the piano. Although unauditioned, interested students will be assessed for the appropriate playing level. Students are invited to contact the Ensemble Director to discuss joining the Band.

SYMPHONIC WINDS

Symphonic Winds is the senior concert band and is open to students who play a wind, brass, percussion / rhythm instrument or the piano. Although unauditioned, interested students will be assessed for the appropriate playing level. Students are invited to contact the Ensemble Director to discuss joining the ensemble.

SENIOR STRING ORCHESTRA

Senior String Orchestra is the senior strings ensemble and is open to students who play the violin, viola, cello or double bass. Interested students are invited to contact the Ensemble Director to discuss joining the ensemble.

GUITAR ENSEMBLE

Students learning the guitar are invited to contact the Ensemble Director for further information.

FLUTE ENSEMBLE

Students learning the flute are invited to contact the Ensemble Director for further information.

PERCUSSION ENSEMBLE

Students learning percussion are invited to contact the Ensemble Director for further information.

Choral Groups

Choral singing is a large part of the Music program at Firbank, and there is a choir for everyone who wants to sing.

Year 9/12 Choir is an open-entry all-comers choir which rehearses weekly working towards performances at Music School concerts including Jazz Night in Term 1 and the Choral Concert in Term 3.

The choir also plays a major role in the Presentation Evening Choir. This is a relaxed choral group and great for those who love to sing!

Bel Canto is the senior auditioned choir for advanced singers. Auditions are held in Term 4 of the year before

More information about auditions and rehearsals will be available in the Music Precinct from the start of Term 4. If a student is new to the School, an out-of-season audition can be arranged through the Music School. Students are encouraged to contact the Ensemble for further information.

Music Ensemble Rehearsal Times

MONDAY

- 7.20am – 8.20am, Big Band, Recital Hall
- 12.50pm – 1.50pm, Bel Canto, Choir Room

TUESDAY

- 12.50pm – 1.50pm, Years 9-12 Choir, Recital Hall
- 3.30pm– 5.30pm, Symphonic Winds, Recital Room
- 3.30pm –5.30pm, Senior String Orchestra, Choir Room

WEDNESDAY

- 7.20am – 8.20am, Guitar Ensemble, MPG01

THURSDAY

- 7.20am – 8.20am, Big Band, Recital Hall
- 3.30pm –5.30pm, Bel Canto, Choir Room

FRIDAY

- 7.20am – 8.20am, Flute Ensemble, MPG01

GENERAL INFORMATION

Uniform

Firbank has a tran-seasonal academic uniform with various summer and winter options that can be worn throughout the year. All students are required to wear their blazer to and from school (extreme weather exceptions apply) with their preferred summer or winter academic uniform.
All students must wear Firbank socks, brown school shoes and use a Firbank school bag. The School scarf may be worn with the winter uniform.

Firbank's sport uniform also has flexibility with all students requiring a Firbank short sleeve sports tee, hoodie, shorts or track pants, sports cap, sports socks and sport bag. The House Polo is required for house events.

The sport uniform can be worn to and from School on days when students have PE classes first or last periods or when they are attending pre-school or after-school training sessions. Items of the PE uniform and the School uniform must not be worn together.

During Terms 1 and 4, the Firbank sports cap / hat is mandatory for PE classes and after school sport.

Uniform must be clean, neat and in good repair. The length of the skirt or dress must be such that it should rest just above the knees. School trousers should be worn full length. Firbank socks must be worn.

Dobsons can guide you through all other Academic and Sport Uniform items.

Hair must be neat and tidy. For health and safety reasons, shoulder length or longer hair must be tied back. Students in 7–11 may choose to wear a navy ribbon. Students in Year 12 have the choice of a red ribbon. Hair colouring should look natural.

Two plain studs or sleepers in each ear lobe are permitted. Religious or culturally significant jewellery may be worn. Natural-looking tinted moisturiser and natural nail polish are permitted.

Assembly

Every week students will attend the Senior School Assembly located in the CCA. Students will also attend Year Level run assemblies up to twice a term and their House Assemblies on a fortnightly basis.

Anaphylaxis

We have a number of students in the School community with anaphylaxis to various allergens. Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life-threatening. Common allergens can be found in food products (nuts, dairy, fish and shellfish, wheat, soy, various fruits), latex and insect venom. Firbank Grammar School cannot reasonably ensure that the School is an allergen-free environment, and we educate our students and the School community accordingly.

We manage the risk of anaphylaxis as so:

- We respectfully request that students and parents are mindful of anaphylaxis when sending food to school
- We do not provide / sell any nuts or nut products at the canteen, or for special events
- We ensure any food served at Firbank has appropriate signage and communication to the School community
- We train all staff on first aid and anaphylaxis, as well as the use of auto-injector devices annually
- We have auto injector devices for general use around the School, and in first aid kits for off-site activities
- Individuals with anaphylaxis are required to carry their own device at all times
- Our Health Centre and other relevant staff work with families to develop Individual Anaphylaxis Management Plans annually, and for any camps

Please ensure any relevant medical information about your child is entered into Consent2Go.

For further information, please refer to our school Anaphylaxis Management Policy on our website or contact our Health Centre.

Asthma

We have a number of students at Firbank Grammar School with asthma. All our staff at Firbank Grammar School are trained in first aid. If a student has asthma, details of their condition must be provided by parents in Consent2Go. For further information about asthma, please refer to the Asthma Policy on our School website.

Attendance

Students are required to attend all timetabled classes, official activities and School functions. Compulsory School events are listed in the key dates section.

Students are to be at Firbank no later than 8.20am each day, as students are expected to be in their Period 1 classroom by 8.30am where attendance is recorded.

Attendance is also recorded at the start of every class. If a student is going to be absent or late, please notify the School ASAP.

Please call or email before 10.00am if your child will be absent or late for the day. Unexplained absences will be followed up by the School Reception with parents / guardians.

If a student is absent for two or more consecutive days, please contact their wellbeing leader.

If extended leave is required, please discuss this with your child's wellbeing leader. Written permission for extended leave is required from the Deputy Principal and Head of Senior School.

Boarding and International students

At Firbank Grammar School, we are proud of our long history of providing boarding facilities for students.

Our Boarding House is used by students whose families live in rural areas, interstate or overseas. Our International Student community resides in the Boarding House. Our International Student community comes from many countries around the world, providing a richness and diversity to our student cohort, and are a much-valued aspect of life at Firbank. For further information about Boarding or International Students, please refer to the School website for further information.

Cafeteria

Senior School students can purchase items from the canteen using cash, bank debit card and/or spriggy cards. Parents can also order lunch for their child via online ordering platform Flexischools.

Calendar

Important events can be found on FLIP and the School website.

Consent2Go (C2G)

Consent2Go is a system that is used by the School to:

- Provide a portal for parents / guardians to give and update contact and medical information about their child.
- Provides teachers with a system to plan and manage risks involved with excursions and incursions.
- Provides a way for parents to easily give / decline permission for students to attend events throughout the year.

Parents will receive a welcome email from Firbank Grammar approximately one term prior to their child commencing, which will request that parents / guardians provide current health information, emergency contacts, medical information – including asthma and allergies – and notes / care instructions that relate to the student. Should you have any questions about this, please contact the Senior School Reception.

Students cannot go on an excursion or camp unless C2G has been completed and permission has been given by a parent / guardian.

Certificate of Achievement

At Firbank, we value achievement. We are proud that we provide a well-balanced education for our students. The success of a Firbank education is measured by more than a strong ATAR score at the completion of Year 12.

While we celebrate the outstanding academic achievements of our graduating students, it is important to recognise that Firbank provides extensive opportunities to participate in a diverse co-curricular program, take on leadership roles and become involved in community service programs. We know that students benefit from being involved.

The Firbank Grammar Certificate of Achievement will recognise and reward a student's involvement and

achievement in the Senior School. The certificate will be awarded to students at the completion of Year 12.

There are a number of reasons for the introduction of the Firbank Grammar Certificate of Achievement.

It is becoming increasingly the case that universities and employers are requiring transcripts, which document the scope of a student's involvement and achievement during their secondary school years. As they are looking for a well- rounded student, institutions overseas give extra credit to students for their participation and leadership in co-curricular activities. Our graduates will be able to use this certificate as a reference in these situations.

The certificate will provide accurate information about the Firbank experience for each student. The holistic educational experience of each student will be documented and participation in the School's academic and co-curricular programs will be recognised and rewarded.

The certificate will reinforce the fact that we value a student's involvement in a range of activities beyond the classroom. We recognise that this involvement is important for the development of a student.

Students will earn their certificate through the accumulation of credits, which will be awarded for both academic and co- curricular participation and achievement. The certificate has four levels of achievement: Bronze, Silver, Gold and Platinum.

Cumulative reporting of a student's progress and level of involvement will be provided at the end of each semester as part of the end-of-semester report.

Specific information about the points allocated to various activities is available on the portal.

Child Protection

Firbank Grammar School takes the safety and wellbeing of our students very seriously.

Please refer to our website for our policies on:

- Child Protection and Safety
- Child Safety Code of Conduct
- Mandatory Reporting
- Working with Children

Complaints

The first instance of a concern or complaint should be made directly to the School.

The complainant should telephone, visit, write to or email:

- The student's teacher or mentor about learning issues and incidents that happen in their class or group
- The year level wellbeing leader if students from several classes are involved
- The year level wellbeing leader or Deputy Head of Senior School about issues relating to staff members or complex student issues
- The Deputy Principal, Head of Senior School about issues relating to School policy, School management, staff members or very complex student issues

If a complainant is unsure who to contact in the first instance, contact the Deputy Head of Senior School.

For further information, please refer to our complaints resolution policy on the School website.

Curriculum

Separate Curriculum Overviews are available for each year level. Copies of these are available on our School website. Please enquire with Senior School Reception to obtain a hard copy.

Excursions and incursions

Firbank Grammar School is proud of the range of experiences we provide for our students throughout the year. Students will participate in various incursions and excursions, and these are organised either by individual faculties or by the wellbeing leader for the entire year level. Details are communicated via email from the School, through the use of Consent2Go.

Fees

Fees are typically charged in four separate instalments throughout the year. For further information, please refer to our School website.

FLIP (Firbank Learning and Information Platform) and Teams

FLIP is our Learning Management System where students will find their timetable and resources for classes. Teachers may send students messages about classwork and assignments by mail on FLIP. Students may want to submit work via FLIP.

Food Delivery Services For Students

Students are not permitted to receive Uber Eats or any other food delivery services during school hours. Students are encouraged to bring their own lunch or use the school's designated food services. Any deliveries to the school will be turned away and not accepted. This policy applies to all students during regular school hours.

Health Centre – for general health and first aid

The Health Centre is located at:

The Centre for Creative Arts (CCA)
Phone: (03) 9591 5134
Email: **healthcentre@firbank.vic.edu.au**

Opening hours: 8.30am – 3.30pm
from Monday to Friday

If students are unwell or require first aid during class time, they should ask for permission from the teacher to go to the Health Centre. Their attendance will be recorded. The school nurse or Health Centre Manager (HCM) will assess the student and, if they need to go home, they will ring parents or an emergency contact. If the student needs to go home, the school nurse or HCM will complete the necessary paperwork for them to leave.

Students may not go home without permission from either the Health Centre, Deputy Head of Senior School or Head of Senior School.

If students are unwell or require first aid at recess or lunchtime, they should visit the Health Centre (HC).

Immunisation Program

Firbank Grammar School supports general health in the community by providing an optional Immunisation Program to all Year 7 and Year 10 students, in conjunction with Bayside City Council.

The Health Centre coordinates with the Bayside Council to provide students with access to the DHHS Immunisation Program.

From 2019, the diphtheria-tetanus-pertussis (DTP) vaccine and the human papillomavirus (HPV) vaccine will be offered to Year 7 students. Meningococcal ACWY vaccine will be offered to students in Year 10. Information about the program and consent forms are communicated via email through Consent2Go.

Library / Info Hub

The Library / Info Hub provides both print and online resources and actively supports students' learning.

It is open from 8.00am - 6.00pm. during the week and closes at 4.00pm on Fridays.

Information Technology

Year 7– School managed laptop provided on a 3 Year cycle. Year 8 – 10 that started before 2024. Students are required to bring their own device designated for use at School. For more information please refer to the BYODD information letter provided earlier in the year.

Software: All subject based software will be provided to students as required. During school hours students will be required to connect to Firbank Wi-Fi for access to the internet and school applications.

Conduct – Students are required to comply with the ICT policy which can be found on the Firbank website.

International Women's Day Breakfast

This event, co-ordinated by the Student Representative Council, is held annually in March.

The SRC organise a guest speaker for this breakfast event and all parents are welcome and encouraged to attend and support this celebration.

IT Support

Staff in the IT office will be able to support students if they have any trouble logging in to the School network or with an iPad / laptop. The IT Office is located upstairs in the Hindley Reception Building.

Lockers

Each student will be allocated a personal locker. It is the responsibility of each student to purchase a strong combination lock to ensure the safe keeping of their belongings.

Lost property

All uniforms, books, stationery and personal items are required to be named. When named items are found, staff will contact that student directly to arrange for items to be collected. Lost items will either be kept at Reception or in the PESC for collection.

Mentor group

This is the group of students that will be together throughout SOC time and Wellbeing Sessions. Mentor Group - is guided and supported by your child's mentor teacher.

Mental health

Firbank Grammar offers confidential counselling services from a registered psychologist and counsellors to Senior School students who are considered able to understand and provide informed consent.

Information discussed during counselling remains confidential, except when the psychologist or counsellor has a legal obligation to protect the safety of students.

WELLBEING LEADERS

An internal referral can be filled in and sent to the Counselling Services.

STUDENTS

Self-referrals can be made via email or presenting to the Counselling Offices.

PARENTS / GUARDIANS

Families can refer their child by contacting their child's wellbeing leader for a confidential conversation.

EXTERNAL PROVIDERS

Other health care professionals may refer by contacting the wellbeing leaders or school psychologist / counsellors

A school psychologist / counsellor aims to help a young person get the best out of life at school by supporting students to achieve:

- Academic success
- Psychological health and wellbeing
- Social and emotional wellbeing

Mobile phones

PURPOSE

At Firbank, our current mobile phone policy reflects that although students are permitted to bring mobile phones to school, our preference is for phones to be turned off and locked in lockers throughout the day. However, we now feel that this approach is not enough to ensure students are not distracted by their phones. Our intention with these changes is outlined below.

AIMS

- Increase engagement in student learning and focus.
- Enhance social engagement and collaboration for students during break times.
- Allow for greater student agency and self-regulation.
- Positive impact on self-esteem and mental health.
- Greater engagement in co-curricular activities.

Please find below the details on the rules for Senior School campus.

YEAR 7 & 8 STUDENTS

Collection, Storage & Distribution

At the beginning of Period 1, during roll call, all phones will be collected by the classroom teacher and placed in the class phone box. These phone boxes will be locked by the period 1 teacher and delivered to the Wellbeing Leader's office.

There will be no access to phones until the end of Period 5, when phones will be distributed back to their owners at the end of the day. The phone boxes purchased by the school have individually labelled and cushioned cells for each child's phone.

Signing In Late

If a student arrives later than Period 1, they must hand in their phone at their campus reception when they sign in. Their phones will be labelled and kept at Reception and can then be collected at the end of the day from Reception.

MOBILE PHONES AND THE CLASSROOM

There may be occasions where mobile phones will be required in the classroom for educational purposes. This can be coordinated according to the classroom teacher's requirements.

As a general rule, however, the use of mobile phones during class time can limit engagement and disrupt learning. If a student is found to have brought their mobile phone to class, then:

On the first occasion, students will be reminded that this is a disruption to the learning environment and will be asked to place their mobile on the classroom teacher's desk until the end of the lesson.

If there are subsequent occasions:

Students will again be reminded that this disrupts the learning environment Wellbeing leaders will be notified and this information will be recorded.

If this behaviour persists:

Students will be asked to meet with their wellbeing leader to discuss how the School can help them in their responsible choices to support teaching and learning in the classroom. Wellbeing leaders will work with parents to support students.

Parents association

The Senior School Parents Association (SSPA) works closely with the School to promote a sense of community among parents and provide funds for specific projects. Class representatives at each level organise informal functions for parents. Any parent volunteering at the School is required to have a valid Working with Children Check.

Privacy

Firbank Grammar School respects all individual rights to privacy and is committed to protecting the privacy of our students, staff and other members of our school community. Firbank Grammar School adheres to the National Privacy Principles established by the Privacy Act 1988 (Cth). All members of the School community are required to comply with the School's Privacy Policy, which can be found on the School website.

Scholarships

Information about scholarships can be found on the School website.

School Email

Teachers will often contact students by email, so we encourage students to check it regularly.

School Photo day

School Photo Day occurs in the first few weeks of Term 1. Immaculate School uniform on this day is essential. Parents will receive a separate notice about the confirmed Photo Day date and payment details.

Sister Group

This is a vertical group within the House system of Years 7–12 students. The aim is to provide an opportunity to form meaningful relationships across year levels. The sessions are led by Year 11-12 students within the House and involve activities to promote peer to peer relationship building across the year levels.

Student Leadership

At Firbank, we view leadership in a broad context, as leadership of self is a vital part of a student's development.

A number of groups offer leadership opportunities for students at any year level. Applications and interviews for leadership positions in the following groups, which are comprised of students from Years 7–12, take place in Term 3.

The roles will be effective from Term 4, 2023 to the end of Term 3, the following year.

- Environmental Action Group
- Social Justice League
- Student Representative Council
- Student Wellbeing Group

Student Services and Individual Learning

The Student Services Department oversees the Psychoeducational Assessments and support for students who may be struggling with their learning. Assessments are conducted for students to be supported in English Language Studies (ELS) classes and for Mathematics Essentials, through a targeted, evidence-based program. Students are referred for assessment by parents, teachers and wellbeing leaders who are concerned with the difficulties that students may have with their learning. The Director of Student Services, in charge of the psychological assessments and is supported by the Coordinator of Learning Strategies. The Department also manages the NCCD process each year.

Sunsmart

Firbank Grammar School is a Sunsmart school. UV levels are monitored and communicated in our daily bulletin. When UV levels are expected above three, sun protection measures are put in place, for both classes held outside and during lunch and recess breaks.

Students are to wear hats during sport classes and apply sunscreen as provided by the School. For further information, please refer to our Sun Protection Policy on our website.

Supervision

Students in the Senior School are supervised at all times during class, and by yard duty staff during recess and lunch breaks. Students are expected to remain within the permitted areas to ensure

appropriate supervision can be ensured. Please refer to our School Map for out-of-bounds areas. Students are also supervised at all times during compulsory School events. Should supervision not be provided for an optional event, parents will be communicated with about this to ensure appropriate supervision arrangements can be made independently from the School.

At Firbank Grammar School, we seek to support and encourage the independence and develop the maturity of our Senior School students. It is expected that students, along with parents / guardians, will make appropriate arrangements for their children to get to and from School, and to and from extracurricular activities unless otherwise provided and advised by the School.

Textbooks

Information about textbooks can be found on the School website. Textbooks can be ordered online.

If students arrive during the course of the year, the year level Wellbeing Leader can help determine which books are required for the remainder of the year.

Timetable

Students will receive a timetable on the first day at School. Timetables can also be found on Firefly or FLIP. This will have a list of the subjects being studied, the classrooms and the code of the teacher who will be taking the class. The timetable is a 10-day timetable which runs over two weeks.

Wednesday Afternoon Learning / Asynchronous Learning (WAL)

Wednesday Afternoon Learning / Asynchronous Learning is an independent learning experience that encourages and teaches students to develop skills that lead to them being self-directed learners who can self-regulate and self-motivate. Students in Years 7–9 have 1.5 hours of supervised study each week. In week one, Years 10–12 have self-directed study (either on or off-campus) and in week two, Years 11 and 12 have a full asynchronous learning day
(either on or off-campus).

Wellbeing

Wellbeing is at the heart of everything we do. We see wellbeing as the state in which our students can achieve their goals, have skills to work through challenges, live and learn productively and contribute to their community. We are committed to providing

a safe and secure environment in which students are able to learn and grow. At Firbank, we strive to know, value and care for our students through our mentor program, our wellbeing leaders, our social and emotional curriculum and through acknowledging that every teacher is a teacher of wellbeing.

For further information on our wellbeing program, please refer to:

- Our website
- The student diary
- Your daughter's mentor group teacher
- The year level wellbeing leader
- The Deputy Head of Senior School

CONTACT INFORMATION

Senior Leadership

NAME	TITLE	EMAIL
Jenny Williams	Principal	jwilliams@firbank.vic.edu.au
Ceri Lloyd	Deputy Principal / Head of Senior School	clloyd@firbank.vic.edu.au
Ayles Llewellyn	Director of Wellbeing	allewellyn@firbank.vic.edu.au
Joanne Thompson	Director of Learning	jthompson@firbank.vic.edu.au

Wellbeing

The main contact for enquiries regarding your child on a day-to-day basis is via the Parent Help Desk Communication regarding your child's progress, wellbeing concerns and requests for leave should be directed to your child's wellbeing leader.

YEAR LEVEL	WELLBEING LEADER	EMAIL
Year 7	Ash Dooley	adooley@firbank.vic.edu.au
Year 8	Paul Glaubitz	pglaubitz@firbank.vic.edu.au
Year 9	Andrea Demosthenous	ademosthenous@firbank.vic.edu.au
Year 10	Julie Ferres	jferres@firbank.vic.edu.au
Year 11	Annette Davie-Smythe	adaviesmythe@firbank.vic.edu.au
Year 12	Elizabeth North	enorth@firbank.vic.edu.au

Parent IT Help Desk

PHONE NUMBER	EMAIL
(03) 9591 5188	parenthelpdesk@firbank.vic.edu.au

Music

TITLE	MUSIC INSTRUCTOR	EMAIL
Music or Lessons	Mrs Sarah Saunders (03) 9591 5151	ssaunders@firbank.vic.edu.au
Concert Band (Year 7-9)	Ms Catherine Bates	cbates@firbank.vic.edu.au
Bayside Strings (Year 7)	Mr Kim Morley	kmorley@firbank.vic.edu.au
Guitar Ensemble (Year 7-12)	Mr Clive Simpson	csimpson@firbank.vic.edu.au
Flute Ensemble (Year 7-12)	Ms Kate Bergen	kbergen@firbank.vic.edu.au
Percussion Ensemble (Year 7-10)	Mr James Townsend	jtownsend@firbank.vic.edu.au
Choral Groups (Year 7-12)	Ms Philippa Jones	pjones@firbank.vic.edu.au
Big Band (Year 9-12)	Mr Simon Marsden	smarsden@firbank.vic.edu.au
Symphonic Winds (Year 9-12)	Mr Simon Marsden	smarsden@firbank.vic.edu.au
Senior String Orchestra (Year 9-12)	Mr Simon Marsden	smarsden@firbank.vic.edu.au

Sport

NAME	TITLE	EMAIL
Sporting opportunities	Peter Russo (Director of Sport)	prusso@firbank.vic.edu.au
Netball	Firbank Netball Club	netball@firbank.vic.edu.au
Aquastars – Swimming	Nadine Preston (Swim School Manager)	npreston@firbank.vic.edu.au
Tennis	Cheryl Hewitt	tennis@firbank.vic.edu.au
Rowing	Eleanor Crute	ecrute@firbank.vic.edu.au

Attendance

NOTIFY THE SCHOOL	EMAIL OR THROUGH	PHONE NUMBER
If a student is going to be absent or late	absentees@firbank.vic.edu.au	(03) 9591 5188

Health Centre

PHONE NUMBER	EMAIL
(03) 9591 5188	healthcentre@firbank.vic.edu.au

Mental Health

PLEASE NOTE	CONTACT	EMAIL
Referrals are received and processed by the counselling staff	Counselling Staff	counselling@firbank.vic.edu.au
	Ms Sara Groves (Psychologist)	sgroves@firbank.vic.edu.au
	Ms Jodi Fox (Counsellor)	jfox@firbank.vic.edu.au

Parent Association

	CONTACT	EMAIL
To get involved please contact	Senior School Parents Association (SSPA)	sspa@firbank.vic.edu.au

Student Services and Individual Learning

NAME	TITLE	EMAIL
Mrs Jennifer Vincent-Green	Educational Psychologist	jvincentgreen@firbank.vic.edu.au

FIRBANK
GRAMMAR

51 Outer Crescent, Brighton Vic 3186 • ELC - Year 12 • Girls Campus

45 Royal Avenue, Sandringham Vic 3191 • ELC - Year 6 • Co-educational Campus

firbank.vic.edu.au

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