



Sapphire Street, Niddrie 3042

Phone: 9337 2488 Fax: 9331 0525
www.rosehillsc.vic.edu.au

Email: rosehill.sc@edumail.vic.gov.au

Principal: Peter Rouse Assistant Principals: Ms Kerry McKay, Arthur Soumalias, Ms Frances Snow, President: Mr John Walsh

CALENDAR Term 1 - 2017

Wednesday 15th March

Parent Teacher Booking System Open

Booking Code - **kzp8h**

www.schoolinterviews.com.au

BOOKINGS CLOSE at 12pm on 20th March

Tuesday 21st March

Parent Teacher Interviews 1pm to 8pm

Student Free Day

No Students Required At School

Wednesday 22nd March

Rosefest 1:15pm - 2:45pm

Thursday 23rd March

STEP Information Evening

Monday 27th March

NASA Trip Departs

Wednesday 29th March

Year 7 Orientation Camp

Friday 31st March

End of Term - Students dismissed at 2.30pm

Tuesday 18th April 2017

Term 2 Starts

Twitter Alert

Rosehill can now be followed on Twitter at : **@Rosehill_SC**

Richard Bader Georgievski
Professional Development

Early Departures

If students are required to leave school early for any reason, parents must record this information preferably on Compass, or in the student diary or contact the absence line directly on **9331 9639**.

Vanessa Johnson
Student Services Officer

FROM THE PRINCIPAL

Welcome to the third newsletter for 2017. We are into the full swing of things now with a large number of activities in the planning.

- Rosefest, our Year 9 carnival will be held next week on Wednesday. It is usually a wonderful afternoon with music and stalls running. Traditionally the students have raised a great deal of money for the charities they have selected and this year will be no exception.
- Fame rehearsals are in full swing. Our Performing Arts area is working very hard with the cast and musicians and things are shaping up well. A theatre has been selected. More information will be released next term.
- School sports are well under way with our cricket, volleyball and tennis teams training hard for the summer competition. Our swimmers who are through to the Western Zone competitions are competing today.

School Council

The School Council held its first meeting on Tuesday 28th February. This Council was the last meeting of the members from the 2016 school year. The next meeting is on Tuesday 28th March and will involve newly constituted members for 2017. There are still two parent vacancies for this year. College Council meetings in secondary schools are traditionally quite different to Primary School Councils in that there are no sub-committees apart from the Finance Committee. The work load for parents is not as large, but you are still involved in the decision making processes at a high level. If you are interested please contact Judith Wright or myself.

At the February meeting we reviewed the College finances and we are in a fairly healthy position. Our Administration upgrade project has gone over budget, but this is normal when older buildings are being renovated or upgraded. We hope to move into our new buildings approximately one month into next term.

Our Vision

At Rosehill, the learner and learning outcomes are central. Our students are inspired to achieve success through stimulating and positive learning environments and innovative and diverse teaching strategies. This is complemented by Respect, Cooperation and Commitment by all members of the school community. New skills, new knowledge and understanding will give our learners the confidence to face the future.

Interim Reports/Parent Teacher Day

The first Interim reports for the year will be released this week on Compass. In the second half of last year we set up an Assessment review committee and we have restructured the headings on the reports. Further information is included in this Newsletter and Compass feeds will be published. Parent/Teacher afternoon and evening is on Tuesday of next week and the booking portal has opened. It is an ideal opportunity for parents to meet teachers and discuss progress.

OHS

Last week we began our series of safety drills with our students. An evacuation drill was held late last week and this week we will be practicing our Lockdown procedures. All students have to be congratulated for their approach to these drills as they seem to be taking them very seriously. As in any business these drills have now become commonplace.

Buses

I am pleased to say that the buses are now running smoothly and all students now seem to be catered for. I must remind all travellers that the use of these buses is a privilege, not a right; so high standards of behaviour are expected.

Peter Rouse
Principal

Sick Bay Reminder

Students **must** report to Sick Bay when feeling unwell **prior** to contacting parents.

Parents are reminded **not** to collect their child from sick bay unless contacted by the Administration Staff.

Buses

Students travelling to and from school by bus are reminded that they need to touch on and touch off with their Myki card for each trip. This is an important requirement for all public transport users and will help ensure the services to our school remain in place into the future.

Attendance

Please continue to call the Absence Line directly on **9331 9639** to advise if your child is going to be absent or late to school.

Vanessa Johnson
Student Services

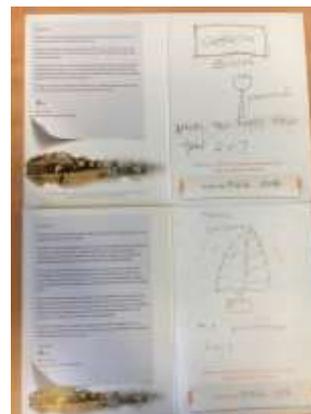


The Year 7 Money and Markets class were treated to an engaging presentation by Jamie Robertson from the Start Smart Program about saving money, spending money and making wise consumer choices. They enthusiastically participated in discussion about money and games which required them to think about the reasons they make choices when spending money. Thank you to Jamie for another informative and engaging presentation about financial literacy issues.

Nellie Harboud

World Vision News

We are proud to continue our support with the children through World Vision.



Traffic and Parking Around the College

Please pay attention to the parking restrictions in Sapphire Street - the section between our two main gates is a drop off area between 8am-9am and 3pm-4pm. **This is a NO PARKING ZONE. This is a pick up and drop off zone only.**

The College would like to remind parents to adhere to local traffic regulations around the school. The main concerns are parking in 'No Standing and No Stopping' areas, double parking, speeding and parking in and on neighbouring driveways and nature strips.

It is illegal to do a right hand turn into Rosehill Road from Sapphire Street between the hours of 8 to 9am and 3 to 4pm.

Parents are not permitted to park in the College Carpark to Collect or drop off students. Unless they are collecting a child from Sickbay.

Please show consideration to the College neighbours, other traffic and most importantly to students of the College.

BE AWARE

Traffic Infringement officers from the local Council do random checks around the College and issue fines and infringement notices. If you have any disputes concerning any fines issued please contact the Council and not the College.



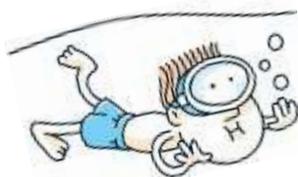
Respect: Trust, Empathy and Tolerance
Initiative: Accepting Challenges, Developing Leadership
Learning: Powerful, Progressive and Purposeful

Swimming Carnival

Congratulations to all staff and students for their involvement in the Swimming Carnival! A record attendance saw Diamond house once again emerge victorious, convincingly defeating their rivals. Well done to Diamond leaders Mikayla Jones & Jordan Flanders and the following age group Champions:

Junior Girls: Chloe Griffin
Junior Boys: Robert Maberly
Intermediate Girls: Mia Fitzpatrick
Intermediate Boys: Raymond Steer
Tynan Vizintin
Senior Girls: Catherine Conn
Senior Boys: Thomas Pearson

Mr Mitchell Gaunt
Sports Coordinator



Skype with Kogakkan

On 28th February, 24 students of Japanese participated in Skype sessions with students from our sister school, Kogakkan Junior High School in Japan.



Students enjoyed having conversations in both English and Japanese for half an hour. Year 11 students talked about their families and Year 10 students talked about their favourite things and hobbies.



Six Year 11 students participated in this session: Misshelly Chen, Ryan Harper, Raymond Huang, Edan Sheridan, Jordan Van, and Alian Yang.

Eighteen Year 10 students participated in the session: Hannah Cutajar, Natasha Docherty, Lawrence Duncan, Bronte Edwardes, Peter Frasca, Pascal Futter, Aryan Ghasemi, Ming Yu Guan, Laura Humphrey, Linda Luong, Patrick Morgan, Athan Moustakas, Joshua Nadong, Andy Nguyen, Katelyn Oakley, Jazmin Poa, Lilian Taylor and Makayla Watt. Year 10 students enjoyed the experience so much and they asked for more Skype sessions in the future. I would like to thank Mr Apiromkasem for technological support.

Takanori Hayakawa
Languages Coordinator



Bright Young Thing - Jordan Morrison

Jordan Morrison (2016) recently had his Year 12 Visual Communication Design work accepted into the 2017 Fireworks Art and Design Exhibition. On Friday 17th January, we attended the opening of the exhibition at the Incinerator Gallery in Moonee Ponds where Jordan exhibited his brilliant design work.

For his Year 12 folio, Jordan designed a freestyle football arena along with the branding of the concept structure. This year, Jordan will be participating in a World Tour, travelling around the globe to complete and perform his amazing freestyle football.

If you would like to follow his tour you can check him out on Instagram ([jordanmorrison1](https://www.instagram.com/jordanmorrison1)). Jordan has also been accepted into the Bachelor of Media Communications at RMIT for 2018.

Congratulations and well done Jordan.

Virginia Singleton
Visual Art KLA Leader



Japanese Summer Festival and the City Tour 2017

On Sunday 26th February, Year 11 students studying Japanese participated in a Japanese City Tour. We had an early lunch at a Japanese restaurant and went to Federation Square to participate in the 2017 Melbourne Japanese Summer Festival. We saw drumming, karate and Japanese dance performances. After that we visited the National Gallery of Victoria to see the Pauline Gandel Gallery of Japanese Art and the work of the Japanese contemporary artist Miyanaga Akira. Some students also enjoyed eating Japanese sweets and watching a Japanese anime at Cinema Nova in Carlton afterwards. Students who participated in this excursion were Misshelly Chen, Ryan Harper, Raymond Huang, Edan Sheridan, Jordan Van and Liam Dempster. I'd also like to thank Mrs Creed for coming along and supervising students.

Takanori Hayakawa Languages Coordinator



Metro Public Transport Presentation

A large number of our students travel to and from school on trams, trains and buses. Our school community recognises the importance of a safe commute and with this in mind, we organised the community education officer from Metro Public Transport to come and speak with all of our Year 7 students.

Using public transport is a part of everyday life and it's important that we learn the correct procedures while utilising such services. Students were entertained with an interactive presentation that incorporated information about the Myki service and railway station facilities. On top of this, students were also informed about how to be safe and responsible while in and around stations, trains, trams and buses.

We ask that all students display the school values of respect and initiative while at school and in the wider community. This presentation was a terrific way to explicitly teach our students how to be safe, smart and respectful while using public transport.



Matt Hosking Head of Sub-School

Below are a few student comments about the program:

Today the metro officer came to our school to teach us about safety at train stations, on trams, trains and more. We learnt what the rules and expectations were when taking public transport.

Bihansa 7F

I think the metro transport session was good and I learnt a lot about public transport.

Anonymous

I found it interesting and I liked the stories she told us. I also liked learning about how to be safe on trains.

Riley 7F



Book School Interviews Online

Dear Parents/Guardians

Rosehill SC Parent/Teacher/Student interviews will be held at **1.00pm – 8pm** on **Tuesday March 21 2017** in the VCE centre (Maths and Science), Library (English, Humanities, Languages,) and Year 11 centre (PE & Health, Technology and Art).

This is a Pupil Free Day.

Go to www.schoolinterviews.com.au and follow these simple instructions.

BOOKINGS OPEN from Wednesday March 15 2017.

BOOKINGS CLOSE Monday March 20 2017, 9:00am.

Enter **THIS** school event code - then follow the 3 simple steps.



When you click **finish**, your interview timetable will be emailed to you automatically - **check your junk mail folder** if you do not receive your email immediately.

You can return to www.schoolinterviews.com.au at any time, and change your interviews - until bookings close.

We encourage you to go online via the link above and schedule a time to meet with your child's/children's teacher.

The sooner you book online the better, as spots fill up quickly.

Did you know that you can also contact your child's/children's teacher at any time?

The lines of communication are always open via email and telephone.

If you are unable to attend your scheduled parent teacher interview for any reason please cancel your booking, so we can open up the booking to another family.

Due to spots filling up quickly, we're doing our best to ensure that every family has an opportunity to speak with their child's/children's teacher.

If you cannot attend the parent teacher interview during the times available, please rest assured that you can arrange to chat with your child's/children's teacher via phone or email at a time that is convenient.

Interviews are strictly 7 mins and spaces are limited. If you require more time, please contact your teacher directly to make alternative arrangements.

Parents without an interview time cannot be guaranteed they will see their child's teachers.



Rosehill

Secondary College

Sapphire Street Niddrie 3042
P: 9337 2488
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E:
rosehill.sc@edumail.vic.gov.au
W: www.rosehillsc.vic.edu.au

March 2017

STUDENT INTERIM REPORTS

Dear Parents and Guardians,

This year Victorian Government Schools are expected to report on the Victorian Curriculum. This change has resulted in a review of our reporting systems, following on from our curriculum review. Our aim is to give students and parents honest and specific feedback that can be used to improve learning outcomes, frame improvement goals and to improve the learning capacity of students.

Therefore, we have decided to make slight adjustments to the Term 1 interim reports.

The six categories of our reports have been reduced to five. We have combined the Persistence and Effort category with the Participation and Contribution. This new category is now Effort and Participation. All other categories will remain the same. Each with an explanation as outlined in the table below.

Category	Explanation
Academic Progress	This category indicates the student being able to demonstrate the expected knowledge, skills and understanding in each area of learning taking into account the student's ability level.
Completion of Work	This refers to the student's completion of set class work, projects and learning tasks as well as the completion of set homework tasks.
Effort and Participation	This refers to the student's willingness to persevere, overcome obstacles related to their learning and try to the best of his or her ability. It also considers involvement in learning experiences and the ways the student engages with content, tasks and directions.
Organisation	This refers to the student's practice and habits that contribute to effective and active learning including study habits, management of time, preparedness for class and organisation of equipment/materials/BYOD.
Behaviour	This refers to the student's conduct during formal lessons or while involved in a formal learning experience. It extends to the students ability to abide by classroom and College rules.

In our previous Interim Reports, teachers reported on each of the categories using five **levels of performance**: **E**=Exemplary; **Ex**=Excellent; **G**=Good; **NI**=Needs Improvement; **N**=Not Acceptable.

Using evidence gained from both within and outside the classroom, teachers will now report using **six** levels of performance, *Excellent* being the highest and *Not Acceptable* being the lowest.

E	Excellent
VG	Very Good
G	Good
NI	Needs Improvement
N	Not Acceptable

A new category of **NP** = Did not participate, has been included and will be used sparingly on advice from year level coordinators. This will cover students for whom an accurate assessment cannot be made due to not attending class for a variety of reasons, such as:

NP – Exempt (physical issues could not take part in sport for example)

NP – Low Participation (school Refuser approved by coordinators)

NP – Serious Illness (missed school due to hospital stay)

NP- Late Enrolment (students who may have started mid-term and no judgment can be made on some or all of their assessment)

NP – Unapproved extended family holiday

These changes will enable teachers to have more focused conversations with students as they assist students to reflect and review on the feedback provided. The changes will provide further opportunity for teachers to discuss with parents their child's progress at Parent Teacher Interview Day/Night. The aim is to build our students' capacity to be better learners, better students and use the feedback to reflect.

Each level of performance is accompanied by a variety of **descriptors** – these paint a picture of specific learning behaviours and habits.

If you have any questions or concerns about Rosehill Secondary College's new Interim Reports, please don't hesitate to contact us at the College.

Arthur Soumalias
ASSISTANT PRINCIPAL

'Academic Progress'

Excellent	A student at this level: <ul style="list-style-type: none">• Consistently produces work of the highest standard and is obtaining high grades in their assessment tasks equivalent to High Distinction or A. They demonstrate a comprehensive understanding of the academic standards (knowledge, understanding and skills)
Very Good	A student at this level: <ul style="list-style-type: none">• Often produces work of a high standard and is obtaining high grades in their assessment tasks equivalent to Distinction or B. They regularly demonstrate a high level of understanding the academic standards (knowledge, understanding and skills)
Good	A student at this level: <ul style="list-style-type: none">• Sometimes can produce work of a high standard and is on average obtaining grades in their assessment tasks equivalent to a Credit or C. Overall, they demonstrate a moderate level of understanding the academic standards (knowledge, understanding and skills)
Needs Improvement	A student at this level: <ul style="list-style-type: none">• Can at times produce work of an acceptable standard and is obtaining grades in their assessment tasks equivalent to a Pass or D. They demonstrate a basic understanding of the academic standards (knowledge, understanding and skills)
Not Acceptable	A student at this level: <ul style="list-style-type: none">• Produces work well below the acceptable standard or shows limited understanding of the tasks and obtains grades in their assessment tasks of Not Acceptable or N. They consistently demonstrate a low level or limited understanding of the academic standards (knowledge, understanding and skills)

‘Completion of Work’

Excellent	A student at this level: <ul style="list-style-type: none">• Completes and submits all set work and learning tasks during class time• Completes and submits all set work in that is not completed during class time in their own time• Submits all work punctually• Completes and submits all set homework• Completes and submits all of the extension and enrichment tasks suggested by the teacher or initiated by the student• All set work, tasks and homework is of a high quality/standard• The student always takes pride in the work and tasks they complete/submit
Very Good	A student at this level: <ul style="list-style-type: none">• Completes and submits the majority of the set work and learning tasks• Completes and submits the majority of the set homework• Submits most of the work by the expected date• Completes and submits most of the set homework• Completes and submits most of the extension and enrichment tasks suggested by the teacher or initiated by the student• Most of the set work, tasks and homework are of a high quality/standard
Good	A student at this level: <ul style="list-style-type: none">• Attempts and submits most of the set work and learning tasks• Attempts and submits most of the set homework• Submits most of the work by the expected date• Completes and submits some of the extension and enrichment tasks suggested by the teacher• The work, tasks and homework are usually of a good quality/standard
Needs Improvement	A student at this level: <ul style="list-style-type: none">• Completes and submits some of the set work and learning tasks• Completes and submits some of the set homework• Submits some of the work by the expected date• Some of the work, tasks and homework are of an acceptable quality/standard• Attempts some the occasional suggested extension/enrichment task
Not Acceptable	A student at this level: <ul style="list-style-type: none">• Rarely or never completes and submits the set work and learning tasks• Rarely or never completes and submits the set homework• Rarely or never submits the set work by the required date• Most of the work, tasks and homework submitted are not up to the acceptable or expected quality/standard• The quality of work, tasks or homework is often poor and below the expected standard

'Effort and Participation'

<p>Excellent</p>	<p>A student at this level:</p> <ul style="list-style-type: none"> • Always/frequently goes beyond what is expected with learning tasks and set work • Actively/always seeks enrichment or extension • Actively and frequently requests teacher feedback, responds to it and incorporates it into their work • Always/frequently shows determination when difficulties arise or solutions are not immediately obvious • Always/frequently shows tenacity and remains focused when their learning is challenging or difficult • Always/frequently asks questions to clarify understanding or when unsure about any aspect of the task or work • Frequently initiates class discussion or volunteers ideas in class
<p>Very Good</p>	<p>A student at this level:</p> <ul style="list-style-type: none"> • Often initiates discussion in class • Freely and regularly volunteers ideas during discussion • Regularly seeks enrichment or extension • Often requests teacher feedback, responds to it and incorporates it into their work • Regularly shows determination when difficulties arise or solutions are not immediately obvious • Often asks questions to clarify understanding or when unsure about any aspect of the task or work
<p>Good</p>	<p>A student at this level:</p> <ul style="list-style-type: none"> • Sometimes initiates discussion in class • Sometimes volunteers ideas during discussion • Sometimes requests teacher feedback, responds to it and incorporates it into their work • Sometimes shows determination when difficulties arise or solutions are not immediately obvious • Sometimes asks questions to clarify understanding or when unsure about any aspect of the task or work • Sometimes seeks to understand aspects of the task/work
<p>Needs Improvement</p>	<p>A student at this level has achieved a satisfactory standard, however:</p> <ul style="list-style-type: none"> • Occasionally initiates discussion in class • Occasionally contributes ideas during discussion but usually with teacher prompting • Occasionally shows initiative during class-time • Occasionally incorporates teacher feedback into their work • Occasionally asks questions to clarify understanding or when unsure about any aspect of the task or work • Usually stays stuck when the work or learning is challenging or difficult • Occasionally avoids the more challenging learning tasks • Occasionally gives up when the learning becomes more challenging.
<p>Not Acceptable</p>	<p>A student at this level:</p> <ul style="list-style-type: none"> • Never or rarely initiates discussion in class • Reluctant to participate in discussion/activities; regularly avoids participation in class, or engagement with course content, even when directed or assisted • Rarely or never freely contributes ideas during discussion • Only contributes with teacher prompting • Does not complete the set tasks/homework or only a few of the set tasks/work • Puts in minimal effort; shows little enthusiasm for his/her learning • Takes little or no responsibility for his / her learning • Rarely requests teacher feedback • Little or no evidence that teacher feedback is responded to or incorporated into work or learning • Does not ask questions to clarify understanding or when unsure about aspects of the task, work or homework • Regularly stays stuck or gives up when the work or learning is challenging or difficult • Often gives up or expresses confusion despite not attempting the task or to struggle with the challenge • Regularly relies on the excuse 'I didn't understand' to explain the lack of completed work or effort

'Organisation'

<p>Excellent</p>	<p>A student at this level:</p> <ul style="list-style-type: none"> • Effectively, efficiently and frequently manages time during and outside of class • Always/frequently prepared for lessons with the necessary equipment • Always/frequently prepared for lessons with question(s) to further clarify or extend personal understanding • Always/frequently anticipates the learning focus of the next lesson • Always/frequently sees links between lessons • Always/frequently plans or develops a strategy before commencing a task or activity • Always/frequently plans ahead • Always/frequently takes notes during class • Always/frequently revises and refines notes • Always/regularly revises and prepares for tests and exams • Always/frequently uses a personal diary or similar strategy to manage the completion of tasks and homework
<p>Very Good</p>	<p>A student at this level:</p> <ul style="list-style-type: none"> • Often is effective and efficient with managing time during and outside of class • Often prepared for lessons with the necessary equipment • Often prepared for lessons with question(s) to further clarify understanding • Often plans or develops a strategy before commencing a task or activity • Often plans ahead • Often takes notes during class • Often revises and refines notes • Often revises and prepares for tests and exams • Often uses a personal diary or similar strategy to manage the punctual completion tasks and homework
<p>Good</p>	<p>A student at this level:</p> <ul style="list-style-type: none"> • Usually manages time during and outside of class • Usually prepared for lessons with the necessary equipment • Usually plans or develops a strategy before commencing a task or activity • Sometimes takes notes during class • Sometimes revises and refines notes • Usually revises and prepares for tests and exams • Usually uses a personal diary or similar strategy to manage the punctual completion tasks and homework
<p>Needs Improvement</p>	<p>A student at this level:</p> <ul style="list-style-type: none"> • Occasionally manages time during and outside of class • Occasionally prepared for lessons with the necessary equipment • Occasionally/rarely plans or develops a strategy before commencing a task or activity • Occasionally takes notes during class • Occasionally revises and refines notes • Occasionally revises and prepares for tests and exams • Occasionally uses a personal diary or similar strategy to manage the punctual completion tasks and homework
<p>Not Acceptable</p>	<p>A student at this level:</p> <ul style="list-style-type: none"> • Rarely manages time during and outside of class • Rarely/never prepared for lessons with the necessary equipment • Rarely/never plans or develops a strategy before commencing a task or activity; tackles most tasks with little care or purpose • Rarely/never takes notes during class • Rarely/never revises and refines notes • Rarely/never revises and prepares for tests and exams • Rarely/never uses a personal diary or similar strategy to manage the completion tasks and homework

'Behaviour'

<p>Excellent</p>	<p>A student at this level:</p> <ul style="list-style-type: none"> • Habitually abides by classroom rules/norms • Always shows empathy and consideration towards other students' and teacher's feelings • Always demonstrates respect for other students' and the teacher's safety and well-being • Always demonstrates respect for and acknowledges other students' ideas • Always demonstrates respect for the teacher's right to teach • Always demonstrates respect for and acknowledges the value of other students' differences, personalities and idiosyncrasies • Treats all school property with care • Always acts in a way that contributes to a harmonious and productive learning environment • Habitually and frequently shows consideration for others' need to concentrate during class-time
<p>Very Good</p>	<p>A student at this level:</p> <ul style="list-style-type: none"> • Regularly abides by classroom rules/norms • Is often empathetic and considerate towards other students' feelings • Often demonstrates respect for all students' and the teachers' safety and well-being • Often demonstrates respect for and acknowledges the value of other students' ideas • Often demonstrates respect for and acknowledges other students' differences, personalities and idiosyncrasies • Often treats school property with care • Often acts in a way that contributes to a harmonious and productive learning environment • Is often considerate of other students' need to concentrate during class-time
<p>Good</p>	<p>A student at this level:</p> <ul style="list-style-type: none"> • Usually abides by classroom and rules/norms • Is developing empathy and consideration of other students' feelings • Usually demonstrates respect for all students' and the teachers' safety and well-being • Usually demonstrates respect for and acknowledges the value of other students' ideas • Is developing respect for other students' differences, personalities and idiosyncrasies • Usually treats school property with care • Usually acts in a way that contributes to a harmonious and productive learning environment
<p>Needs Improvement</p>	<p>A student at this level has achieved a satisfactory standard, however:</p> <ul style="list-style-type: none"> • Sometimes abides by classroom and rules / norms • Is sometimes empathetic and considerate of other students' feelings • Sometimes demonstrates respect for all students' and the teachers' safety and well-being. • Sometimes demonstrates respect for and acknowledges the value of other students' ideas • Sometimes shows respect for other students' differences, personalities and idiosyncrasies • Sometimes treats school property with care • Sometimes acts in a way that contributes to a harmonious and productive learning environment • Is sometimes considerate of other students' need to concentrate during class-time
<p>Not Acceptable</p>	<p>A student at this level:</p> <ul style="list-style-type: none"> • Rarely or never abides by classroom rules/norms • Rarely or never shows empathy and consideration for other students' feelings • Rarely or never demonstrates respect for other students' safety and well-being • Sometimes/often prevents the teacher from exercising his/her right to teach • Rarely or never demonstrates respect for the teacher's right to teach and assist with the learning of every student • Rarely or never demonstrates respect for and acknowledges the value of other students' ideas • Is developing respect for other students' differences, personalities and idiosyncrasies • Rarely or never treats school property with care • Rarely or never treats the property of others with respect • Has regularly been rude, discourteous, bad-mannered or insolent • Rarely acts in a way that contributes to a harmonious and productive learning environment • Is rarely or never considerate of other students' need to concentrate during class-time

'Did Not Participate' – NEW Assessment Grade

This grade has been introduced to capture the students who traditionally did not receive any assessment (Not Assessed).

Year level coordinator will provide information on these students and under what category to place these students.

These are:

NP – Exempt	Physical issues could not take part in sport for example
NP – Low Participation	School Refuser approved by Coordinators
NP – Serious Illness	Missed school due to hospital stay
NP – Late Enrolment	Students who may have started mid-term and no judgment can be made on some or all of their assessment
NP – Unapproved extended family holiday	