Welcome to the fourth newsletter for this year. First term is moving along very quickly and we are rapidly approaching Easter.

**Year 12 Student Progress**

Earlier this year the VCE team put together a new ‘Redemption Policy’ for students who may be getting behind as gauged by discussions with teachers and Interim Reports. This new policy was then communicated to students. I met briefly with Mr Phelan today and asked about the number of students needing redemption and he let me know that there are hardly any students in this category. This is excellent news and an indication that our Year 12’s have settled in well and seem to be coping with the workload. I know that all families with students at that level will support them in any way possible. If you do have an issue please don’t hesitate to contact either Mr Thompson or Mr Phelan.

**Parent Teacher Evening**

Parent teacher afternoon/evening is being held on Tuesday 19th March. Please check this newsletter for details. A reminder again that we have an electronic booking system in place and this proved very popular when we trialled it last year and there is a hot link in this newsletter as well as on our Website. The feedback already this year is that it is a winner. The parent/teacher meetings are a wonderful way for you to meet teachers and raise issues. Please bring the latest interim report with you. We will be also offering parents the chance to complete a survey about the school during the evening. This gives us a chance to seek greater feedback from our parent community.

**Year 9 Carnival and the Royal Children’s Hospital**

Next week the Year 9 students will be holding their annual carnival. It is a great student led day with stalls and activities. It is also the first casual clothes day for the year. All funds raised will go to the RCH Good Friday Appeal. VCAL students will be holding a BBQ on parent/teacher day also to raise funds for this charity. Ms Hughes has even offered to take students into the appeal to present monies raised on behalf of Rosehill. We wish all students involved the best.

**Year 7**

The Year 7 camp goes out on Monday 25th March, just over one week away. Most students are going so it will be a great time for them to get to know each other better and perhaps meet new future friends. We held an information evening two weeks ago to meet parents, provide information about the camp, photos and vaccinations and to seek feedback via a survey. The main reasons parents were choosing Rosehill were because it is seen as the local school, it has a good reputation and it was recommended by family and friends. Tours, open days and open evenings were also an important factor. Rest assured that the team at Rosehill are working very hard to ensure that we back up these choices. Do not hesitate to contact us if issues arise.
Attendance

Please continue to phone the Absence Line 9331 9639 to advise if your child is going to be late to school or absent. If your child did not attend school on Tuesday 26th February - the day of the cancelled Swimming Carnival please call, we still need to know you were aware of this absence. This absence will not go against their absences due to the nature of the day. Absence Letters were sent out to families of Year 10 & 11 students with their Interim Report, please return these as a matter of urgency.

Jo Jacka
Student Services

Materials Technology Safety

All students participating in Material Technology classes must have safety glasses and hearing protection as part of their OH&S requirements.

Chris McConnell
Design, Creativity & Technology Materials

Year 9 Carnival

Next Friday is the Annual Year 9 Carnival. All year 9s will be involved in raising money for The Royal Children’s Hospital and other various charities. It will be a causal clothes day and all students are expected to bring a gold coin donation.

We will also be running a competition in homerooms to see who can raise the most money for The Royal Children’s Hospital- Good Friday Appeal. The winning homeroom will select representatives to attend the The Royal Children's Hospital on Good Friday to donate the money. Any donations would be greatly appreciated.

Brooke Hughes

Casual Day Uniform Policy

It is an expectation that all students wear appropriate casual dress. Students are not permitted to wear: thongs, singlets, leggings as pants and shorts or dresses/skirts of inappropriate length. Failure to follow this policy will result in consequences.

Lynden Fielding
Assistant Principal

Year 10 Work Experience & White Card Training

A reminder to all parents of Year 10 students that work experience is compulsory. The dates are Monday 17th June 2013 to Friday 28th June 2013. All placements should be organised by Thursday 28th March 2013 and forms need to be handed in to Ms Young by that date.

Students who will be doing white card training need to hand the money and form into the office by Friday 22nd March. Students who have work experience in the building industry in any field eg plumbing, carpentry etc. MUST do this training. We will not allow them to do the work experience in those fields without it.

Bernadette Young
Careers

Uniform

In general the standard of uniform being worn by students at the moment is very good, and we thank parents for their support in this. The Student Management Team will now be concentrating on the issue of girls’ dress/skirt length, as some girls are continuing to wear dresses which are too short. Parents and students are reminded that the college requires skirt/dress length to be no higher than 7cm above the knee. Girls whose uniforms are deemed to be too short will be issued with a detention and a letter giving them a few day’s notice to have their uniforms lowered.

Parents are encouraged to have their daughters check the length of their winter kilts and make arrangements to have these let down or replaced, where necessary, before the onset of cold weather. Girls are not permitted to wear summer uniforms from the beginning of Week 4 of Term 2. When purchasing new uniforms, it is advisable to leave a substantial hem to allow for future growth, rather than cutting the hemline to suit the student’s present size.

Kerry McKay
Assistant Principal

Year 7 1:1 Computer Program – Final 2013 Payment

The second and final Year 7 1:1 User Pays Netbook Computer payment for 2013 of $127 must be made by Thursday 28th March (the last day of Term 1). The payment can be made at the General Office or via phone by MasterCard/Visa. A number of families have already made the 2013 full payment required of $237. Thank you to our Year 7 families for your efforts in meeting our payment deadline.

Lynden Fielding
Assistant Principal

Bullying No Way! Website

Friday 15 March 2013
Take a Stand Together app
Students can download the free iPhone app Take a Stand Together to keep tips and advice on dealing with bullying close at hand.

Teachers, students and parents are encouraged to visit the Bullying: No Way! website at http://www.bullyingnoway.gov.au/

Kerry McKay
Assistant Principal &
Dora Bouras
Student Welfare Coordinator
District Swimming

On Tuesday 5th March the school competed in the Moonee Valley District Swimming Carnival at Oak Park pools. The Squad made up of 18 students from year 7 to 10, demonstrated excellent team spirit and participated to the best of their ability. It was excellent to see students cheering for their team members even if the person was coming last.

Our stand out performers where all from year 7; Stefan Kot who won the Open 200m freestyle was against students in the intermediate year levels and over took a strong swimmer in the last lap to win the race. Emma Norris came a very close second in both the 50m freestyle and backstroke. Daniel Bond from year 10 also came second in the 50m backstroke with an excellent time. However the stand out performer for the day was Thomas Pearson who ended up with two first places, four second places and two third places. Thomas won the Individual Medley and the 100m Freestyle and will be representing Rosehill with Stefan in the Western Zones Swimming Carnival in Geelong on Thursday 14th March. We wish those students all the best for the next round of competition.

Rosehill finished 3rd in the overall standings and performed well against some difficult competition in Buckley Park and Strathmore Colleges. Well done to all the students involved as well as the student helpers on the day. Thank you to Brooke Hughes, Mitchell Gaunt and Wade Millington for all their help with running the time keeping and starting of the races, and a special mention to Kris Blicavs who is now the District Sports Coordinator for Moonee Valley and ran the carnival without a hitch.

Thanks,
Gabriel Sarpa
Sport Coordinator

Dance News

AFTER SCHOOL DANCE PROGRAM!!

A reminder to all students participating in the after school dance program that you must pay the total levy of $190 to the General Office by the end of this term.

Attention All Students!!!!!! The CIRCUS is in Town!!

Looking for unique and talented circus acts for the Cabaret!! Looking for jugglers, plate spinners, Diablo, hula hoop performers, freakishly flexible people, muscle men (or women), gymnasts, acrobatics, the ability to balance on your hands....ANYONE with a WOW FACTOR!!.

Come can find Ms Mortellaro at recess or lunch in the staffroom this week to register your details (You must register!). Auditions will be next THURSDAY 21st March during lesson 2 and 3 in the MPC.

Ms Marissa Mortellaro
Performing Arts Coordinator

Handy Hints for Improving Learning

Continued from Newsletter No.3

No.3 Organising a Learning Space for Your Child – Lighting

Natural or indirect lighting such as a desk lamp is best for learning. It is best for your child not to study under fluorescent lighting as it is related to raised cortisol levels in the blood stream (an indicator of anxiety and agitation). Cortisol also suppresses language functions. If you are purchasing a desk lamp try to avoid fluorescent lights.

No. 4 How much Television viewing should I allow my child to watch if I want them to succeed at school?

There is growing evidence to suggest that any TV viewing for children under the age of two impairs their ability to concentrate. As children develop, a small amount of television viewing is positively associated with academic achievement. A nine year old shouldn’t watch more than one and a half hours per day. A thirteen year old shouldn’t watch more than one hour a day. Bad news for those of you with older children! At 17 years of age the optimal amount of TV viewing is half an hour per day.

While there is no real evidence on the amount of time spent playing computer games, it is a good idea to keep televisions and computers out of children’s bedrooms.

From “Help Your Child Succeed at School” by Andrew Fuller”

Arthur Soumalias
Experience La Trobe University

Experience La Trobe is designed especially for Year 10, 11 and 12 students and their parents to get a taste of what it is like to be a university student for a day and get the inside scoop on what really happens after high school. Students may participate in workshops of their choice, find out about student life and also check out the Melbourne campus, including student accommodation. University students and staff will be there to help participants out and answer any questions that might arise. Experience La Trobe is a free event—lunch and entertainment provided!

**Date:** Friday 5 April 2013  
**Time:** 9.30am – 4.30pm  
**Venue:** Melbourne Campus, north-eastern suburb of Bundoora, at the intersection of Plenty Road and Kingsbury Drive

To register, visit [http://www.latrobe.edu.au/events/2013/experience-la-trobe-melbourne-campus-autumn](http://www.latrobe.edu.au/events/2013/experience-la-trobe-melbourne-campus-autumn) or email study@latrobe.edu.au for more information.

**Science in the City – Lab tours**

Students, parents and teachers are invited to visit RMIT’s state-of-the-art learning laboratories, and see first-hand the broad range of sophisticated equipment and facilities available, and discover what science at RMIT is all about. Lunch or refreshments will be provided.

The tour dates are:
- Thursday 11 April, 1.30 pm - 4.00 pm
- Tuesday 2 July, 11.00 am - 1.30 pm
- Wednesday 25 September, 2.00 pm - 4.30 pm


**School Holiday Program @ the RSPCA**

Students considering working in the animal industry one day might like to participate in one of the following activities over the April holidays:

**Animal Attendant for a Day (13-18yrs)**  
**Thursday 4th April**  
9:30 – 3:00 pm

Is looking after animals, all day, every day your idea of an ideal job? For an Animal Attendant it is! Come and see how our Animal Attendants provide for the animals at the RSPCA. Places are limited.

**Vet Day (15-20yrs)**  
**Wednesday 10 April**  
9:30 am – 3:00 pm

Are you interested in working with animals in the future? Take a backstage look at the work of vets at the RSPCA. Watch live surgery in our animal hospital, learn about assessing a dog’s health and temperament and spend some quality time with our education animals. Places are limited.

**Visit**  
[http://www.rspcavic.org/services/education/holiday-programs/youth-holiday-program#animal-attendant](http://www.rspcavic.org/services/education/holiday-programs/youth-holiday-program#animal-attendant) for more information about any of these programs and/or call Penny on (03) 9224 2286 to book a place.

**Access All Areas**

Access All Areas is a series of events especially designed for Year 10 to 12 students and their families, providing an opportunity to explore what the University of Melbourne has to offer. Students are invited to explore the University of Melbourne, and have the opportunity to gather information and talk to University staff and students about all aspects of studying and life at Melbourne. There will also be an opportunity to tour our Southbank campus during the day.

The program will be run on two days so students should register for the day that suits them best.

**Date:** Friday 5 April OR Friday 12 April  
**Time:** 9.00am – 3.30pm  
**Location:** Parkville Campus, the University of Melbourne

Find out more and/or register at [http://futuresstudents.unimelb.edu.au/explore/events/victoria_and_interstate/victoria/access-all-areas](http://futuresstudents.unimelb.edu.au/explore/events/victoria_and_interstate/victoria/access-all-areas)

**Keeper for a Day Programs**

Are you thinking of a career in working with animals? Would you like the opportunity to go behind the scenes with some precious and endangered Australian animals? Both Healesville Sanctuary and Werribee Open Range Zoo are running a ‘Keeper for a Day’ program these upcoming school holidays! Both programs are geared towards showcasing what it is like to work with animals and for students get to watch keepers and learn what a rewarding job they have!

To find out more or to register for the Werribee Open Range Zoo Program, visit [http://www.zoo.org.au/werribee/whats-on/keeper-for-a-day](http://www.zoo.org.au/werribee/whats-on/keeper-for-a-day)

To find out more or to register for the Healesville Sanctuary Program, visit [http://www.zoo.org.au/healesville/whats-on/keeper-for-a-day](http://www.zoo.org.au/healesville/whats-on/keeper-for-a-day)
Rotary Youth Exchange

Rotary Youth Exchange – A Life Changing Experience!

Do you know a Year 9, 10 or year 11 student interested in Rotary Youth Exchange. Applicants are invited now to apply for a year-long exchange commencing in January 2014. Students must be under the age of 18 years, as at 1st January in the year of departure.

Rotary District 9800 exchanges with Brazil, Denmark, Finland, France, Germany, Hungary, Japan, Norway, Poland, Sweden, Taiwan and USA.

The closing date for D9800 Outbound Student Applicants to travel in January 2014 is Friday April 19th 2013.

Host Families Invited!

Kind and caring Rotary approved Host Families are invited from the community, to assist local Rotary clubs care for excellent secondary school aged students from other parts of the world. These Inbound Rotary Youth Exchange students have been carefully selected as Rotary Ambassadors, to represent their country, their Rotary District, their school and family. A Host Family is a vital part of this cultural and educational exchange and typically hosts a student on a voluntary basis for a period of between 10 to 16 weeks. In so doing, a Host Family becomes a Friend of Rotary International and invariably makes life long friendships with families from all around the world.


Kerry McKay
Assistant Principal

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Japanese Student Exchange - Homestay Program 2013

Once again Rosehill is seeking host families for ten Japanese students (eight females and two males) from our sister school, Kogakkan High School.

The students will be in Melbourne for 10 days from 24th July to 3rd August.

The exchange program between Kogakkan High School and Rosehill Secondary College has been running for more than ten years and has been very rewarding for students and families alike.

During previous trips to Japan, Rosehill students have had the opportunity to catch up with students they hosted in Australia.

$200 is provided to assist host families with costs. Host families provide breakfast, lunch and dinner, and weekend activities. If you would like additional information about the homestay program please do not hesitate to contact Mr Soumalias or me.

If you are interested in hosting a student, please submit the Homestay Return Slip below to the College Office by Friday 22nd March.

Thank you.

Mr Takanori HAYAKAWA

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Japanese STUDENT Exchange HOMESTAY Program 2013

I would like to host a Japanese student from 24th July to 3rd August 2013.

PARENT NAME(S): ________________________________

STUDENT NAME: ________________________________

HOME GROUP: __________

CONTACT NUMBER: ______________________________

ADDRESS:

________________________________________________

PETS OWNED: NO ( ) YES ( ) ______________________

Signature: ________________________________

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Year 6 → 7 2013/2014 Transition

Open Day

Years 5 and 6 students are invited to attend our annual Open Day on Tuesday 30th April. A full day of classes is offered from 9.15am to 2.30pm. This will be a Student-free Day for Rosehill students. Years 7 – 12 students will not be required at school on Tuesday 30th April.

Open Evening

Our annual Open Evening will be held from 4 – 7pm on Thursday 2 May 2013, with an address by Peter Rouse in the College Library at 6.30pm. This is an excellent opportunity for families to participate in a guided tour of the College, view classes in action and speak to current staff and students.

Guided Tours

Rosehill Tours are running on Tuesdays at 9.30am until 24 May. Tours provide an opportunity for parents and students to discuss curriculum offerings and view the College in action.
<table>
<thead>
<tr>
<th>Week</th>
<th>Term 1</th>
<th>Unit 3</th>
</tr>
</thead>
</table>
| 10   | Mar 18 | English SAC 1B  
Physical Education SAC 2A 
Biology SAC 
History SAC 1B 
Further Mathematics SAC 1 
Chemistry SAC 1 |
| 11   | Mar 25 | Specialist Maths SAC1  
Accounting SAC 1B 
Outdoor & Environmental Studies SAC 1B 
Further Mathematics SAC 1 
Chemistry SAC 1 |

**Last Day of Classes: Thursday 28th**

<table>
<thead>
<tr>
<th>Week</th>
<th>Term 2</th>
<th>Unit 3</th>
</tr>
</thead>
</table>
| 12   | Apr 15 | Health & Human Development SAC1B  
Visual Communication – Folio Psychology SAC 2  
Business Management SAC 2B |
| 13   | Apr 22 | Legal Studies SAC 2A  
Physical Education SAC 2B 
Software Development SAC 2A 
Biology SAC |
| 14   | Apr 29 | Physics SAC 2A  
Accounting SAC 1C 
Software Development SAC 2B 
Outdoor & Environmental Studies SAC 2A |
| 15   | May 6  | Physics SAC 2B  
Italian SAC2 
Japanese SAC2 
Food Technology SAC2A 
Biology SAC |
| 16   | May 13 | English SAC 1C  
Legal Studies SAC 2B 
Food Technology SAC2B 
History SAC 2A |
| 17   | May 20 | Outdoor & Environmental Studies SAC 2B |
| 18   | May 27 | English SAC 2A  
Accounting SAC 2A |
| 19   | June 3 | English SAC 2B  
Japanese SAC3 
Health & Human Development SAC2  
Physical Education SAC 1A 
Biology SAC 
Accounting SAC 2B |
| 20   | Jun 10 | GAT  
Physics SAC 3  
Italian SAC 3 
Business Management SAC3 
Legal Studies SAC 3 
Maths Methods SAC 2 
History SAC 2B |

**Queens Birthday 10th June**

**GAT 12th June**

**Last Day Of Classes 28th**

<table>
<thead>
<tr>
<th>Week</th>
<th>Term 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| 3    | Jul 15 | Business Management SAC 1A  
Physical Education SAC 1B 
History SAC 1A |
| 4    | Jul 22 | Outdoor & Environmental Studies SAC 2A  
Italian SAC 1 
Software Development SAC 1 |
| 5    | Jul 29 | English SAC 1  
Japanese SAC1  
Accounting SAC 1B 
Physical Education SAC 1C 
History SAC 1B |
| 6    | Aug 5  | Italian SAC 2 |
| 7    | Aug 12 | Physics SAC 1 |
| 8    | Aug 19 | Specialist Maths SAC1  
Business Management SAC 1B 
Outdoor & Environmental Studies SAC 2B |
| 9    | Aug 26 | Japanese SAC2  
Business Management SAC 1C 
Legal Studies SAC 2A 
Accounting SAC 2A |
| 10   | Sep 2  | English SAC 2  
Japanese SAC3  
Specialist Maths SAC2  
Outdoor & Environmental Studies SAC 2C 
Software Development SAC 2 
History SAC 2 |
| 11   | Sep 9  | Physical SAC 2  
Business Management SAC 2  
Legal Studies SAC 2B  
Physical Education SAC 2 
Accounting SAC 2B |

**Interim Reports for Yr 12 Distributed 18th May**

<table>
<thead>
<tr>
<th>Week</th>
<th>Term 4</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| 13   | Oct 7  | Specialist Maths SAC3  
Legal Studies SAC 2C  
Italian SAC 3 |
| 14   | Oct 14 | Maths Methods SAC 1 |
| 15   | Oct 21 | End of Year Examinations  
English – Wednesday 30th October |
In 2012 the teachers and leaders of Rosehill Secondary College were involved in conversations focused on making our Interim reports more meaningful for our students and their parents. The goal 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.

The six categories of our reports remain the same, each with an explanation as outlined below:

**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 Set Work and Homework**
This refers to the student’s completion of set class work, projects and learning tasks as well as the completion of set homework tasks.

**Persistence and Effort**
This refers to the energy exerted by the student in relation to their learning, 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 reflects the student’s commitment to self-improvement.

**Participation and Contribution**
This refers to the student’s involvement in learning experiences and the ways the student engages with content, tasks and directions and to the interactions with their teachers and their peers.

**Personal 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 maintenance of their diary.

**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 four levels of performance: Ex=Excellent, G=Good, S=Satisfactory, N=Not satisfactory. Using evidence gained from both within and outside the classroom, teachers will now report using five levels of performance, Exemplary being the highest and Not Acceptable being the lowest.

E=Exemplary
Ex=Excellent
G=Good
NI=Needs improvement
N=Not acceptable.

These changes will enable teachers to have more focused conversations with students as they assist students to develop Individual Learning Plans. 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 and better students and to understand that just ‘satisfactory’ is not enough.

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

The ‘Exemplary’ level of performance is our new benchmark when it comes to describing learning behaviours and a student’s classroom performance. For example, a student who is ‘Exemplary’ in the category of ‘Persistence and Effort’ would:

- Always / frequently go beyond what is expected with learning tasks and set work
- Actively/always seek enrichment or extension
- Actively and frequently request teacher feedback, respond to it and incorporate it into their work
- Always / frequently show determination when difficulties arise or solutions are not immediately obvious
- Always / frequently show tenacity and remains focused when their learning is challenging or difficult
- Always / frequently ask questions to clarify understanding or when unsure about any aspect of the task or work.

As teachers, we are not expecting to be reporting on too many students as ‘Exemplary’. These new levels will become a talking point; learning dispositions and habits that a student can aspire to and work towards developing. Please note, however, that ‘Needs improvement’ should not be looked at negatively – in fact it should be seen as an opportunity for growth and improvement.

Each classroom is now equipped with large posters outlining each Category and the Descriptors for each level. Our teachers are currently discussing these descriptors with your child. They are also published on the College’s website and attached to this Newsletter.

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.

**Damien Toussaint**
**Director of Teaching and Learning**
&
**PETER ROUSE**
**Principal**
Our school community is proud to

Take a Stand Together

2013 National Day of Action against Bullying and Violence

Friday 15 March

www.bullyingnoway.gov.au
The Learner

Academic Progress

This refers to the student's academic progress and their achievement of expected academic standards (knowledge, understanding and skills). This category indicates the student being able to demonstrate the expected knowledge, skills and understanding in each area of learning.

Completion of set work & homework

This refers to the student's completion of set class work, projects and learning tasks as well as the completion of set homework tasks.

Persistence & Effort

This refers to the energy exerted by the student in relation to their learning. This category also refers to the student's willingness to persevere, overcome obstacles related to their learning and try to the best of his or her ability. This also reflects the student's commitment to self-improvement.

Participation & Contribution

This refers to the student's involvement in class activities and learning experiences and the ways the student engages with content, tasks and directions. This extends to the student's interactions with their teachers and their peers.

Personal Organisation

This refers to the student's practice and repertoire of habits that contribute to effective and active learning including study habits, management of time, preparedness for class and maintenance of their diary.

Behaviour

This refers to the student's conduct during formal lessons or while involved in a formal learning experience. This extends to the students ability to abide by classroom and College rules. 'Behaviour' extends to the student's ability to demonstrate respect for others and their ideas, respect the rights of others, respect other's safety, respect their learning environments and their contribution to a harmonious and productive learning environment.

Note: Teachers should use their knowledge of their students and their discretion when using the following descriptors to evaluate their performance in each category on the student’s Interim Reports.
‘Persistence and Effort’

Describing how learners act and behave

Exemplary

A student at this level:
- 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.

Excellent

A student at this level:
- 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.

Good

A student at this level:
- 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.

Needs Improvement

A student at this level:
- 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

Not Acceptable

A student at this level:
- 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.
‘Participation & Contribution in Class’

Describing How Learners Act and Behave

**Exemplary**

**A student at this level:**

- Frequently initiates discussion in class
- Freely and frequently volunteers ideas during discussion
- Always/frequently makes contributions that are sensitive to the feelings of others
- Always/frequently uses thinking time to carefully consider a response/answer before responding to a teacher question or refer to a peer’s comment
- Always/frequently asks thoughtful questions
- Freely and frequently volunteers ideas, questions and answers during discussion
- Always/frequently asks questions to clarify understanding or when unsure about any aspect of the task or work.
- Always/frequently shows sensitivity to the learning needs of others.
- Always/frequently looks for opportunities to help others learn.
- When learning cooperatively, always/frequently takes responsibility for individual and group performance and accountability
- When learning cooperatively, always/frequently takes responsibility for leadership, decision making and conflict resolution.

**Excellent**

**A student at this level:**

- Often initiates discussion in class
- Often volunteers ideas during discussion
- Contributions are often sensitive to feelings of others
- Regularly takes time to think through a response/answer before responding to a teacher question
- Regularly volunteers ideas, questions and answers during discussion
- Regularly asks questions to clarify understanding or when unsure about any aspect of the task or work.
- Regularly seeks to understand aspects of the task/work.
- Often shows sensitivity to the learning needs of others.
- Regularly looks for opportunities to help others learn.
- When learning cooperatively, often takes responsibility for individual and group performance and accountability
- When learning cooperatively, often takes responsibility for leadership, decision making and conflict resolution.

**Good**

**A student at this level:**

- Sometimes initiates discussion in class
- Sometimes volunteers ideas during discussion
- Contributions are usually sensitive to feelings of others
- Sometimes takes the time to think through a response/answer before responding to a teacher question
- Sometimes volunteers ideas, questions and answers during discussion
- 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
- Sometimes shows sensitivity to the learning needs of others
- Sometimes looks for opportunities to help others learn.
- When learning cooperatively, sometimes takes responsibility for individual and group performance and accountability
- When learning cooperatively, sometimes takes responsibility for leadership, decision making and conflict resolution.

**Needs Improvement**

**A student at this level:**

- Occasionally initiates or participates in discussion in class
- Occasionally volunteers ideas during discussion
- Contributions are at times sensitive to feelings of others
- Occasionally takes time to use think through a response/answer before responding to a teacher question; more likely to answer/respond impulsively
- Occasionally volunteers ideas, questions and answers during discussion
- Occasionally asks questions to clarify understanding or when unsure about any aspect of the task or work
- Occasionally seeks to understand aspects of the task/work
- Occasionally shows sensitivity to the learning needs of others
- Occasionally looks for opportunities to help others learn.
- When learning cooperatively, occasionally takes responsibility for individual and group performance and accountability
- When learning cooperatively, occasionally takes responsibility for leadership, decision making and conflict resolution.

**Not Acceptable**

**A student at this level:**

- Rarely or never initiates discussion in class
- Rarely or never contributes ideas or questions
- Rarely or never volunteers ideas during discussion
- Only contributes with teacher prompting
- Contributions can be insensitive to the feelings of others
- Rarely uses thinking time before responding to a teacher question; finds it difficult to manage impulsivity
- Contributions are often impulsive or irrelevant
- Rarely or never asks questions to clarify understanding or when unsure about any aspect of the task or work: ‘stays stuck’
- Rarely or never seeks to understand aspects of the task/work
- Is often insensitive to the learning needs of others
- Rarely or never looks for opportunities to help others learn.
- When learning cooperatively, rarely or never takes responsibility for individual and group performance and accountability
- When learning cooperatively, rarely or never takes responsibility for leadership, decision making and conflict resolution.
‘Completion of Set Work and Homework’

DESCRIPTING HOW LEARNERS ACT AND BEHAVE

Exemplary

A student at this level:
• 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

Excellent

A student at this level:
• Completes and submits all of the set work and learning tasks
• Completes and submits all of the set homework
• Submits most of the work by the expected date
• Completes and submits all 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:
• Completes and submits most of the set work and learning tasks
• Completes 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 high quality/standard

Needs Improvement

A student at this level:
• 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:
• 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
'Personal Organisation'

DESCRIPTING HOW LEARNERS ACT AND BEHAVE

A student at this level:
- 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

Exemplary

A student at this level:
- 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

Excellent

A student at this level:
- 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

Good

Needs Improvement

A student at this level:
- 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

A student at this level:
- 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

Not Acceptable

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‘Behaviour’

Describing how learners act and behave

Exemplary

A student at this level:
• Habitually abides by classroom rules/norms
• Frequently shows empathy and consideration towards other students’ and teachers’ feelings
• Regularly demonstrates respect for other students’ and the teachers’ safety and well-being.
• Regularly demonstrates respect for and acknowledges other students’ ideas
• Regularly demonstrates respect for the teacher’s right to teach
• Regularly demonstrates respect for and acknowledges the value of other students’ differences, personalities and idiosyncrasies
• Treats all school property with care.
• Frequently acts in a way that contributes to a harmonious and productive learning environment
• Habitually and frequently shows consideration for other’s need to concentrate during class-time.

Excellent

A student at this level:
• 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
• Usually treats school property with care.
• Usually acts in a way that contributes to a harmonious and productive learning environment

Good

A student at this level:
• 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.

Needs Improvement

A student at this level:
• 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

Not Acceptable

A student at this level:
• 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

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