



# IVANHOE

## GRAMMAR SCHOOL

# Enrolment Agreement

# 2021

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## BUSINESS NOTICE

### 1. APPLICATION FOR ENROLMENT

An application to enrol at Ivanhoe Grammar School must be made on the School's official application form. While application is a pre-requisite to admission, it is not a guarantee of admission and the School reserves the right to offer a place to any applicant irrespective of the date of the application.

A registration fee and a copy of the Applicant's Birth Certificate (or similar documentary evidence of the date of birth) must accompany each application.

The registration fee is non-refundable.

### 2. ADMISSION

The offer of a place may be made only after the applicant has submitted all the required documentation. Offers will be made according to criteria specified in the School's enrolment policy. In some cases, the School or parents may request an interview prior to an offer being made.

A place as an enrolled student is accepted by signing and returning the Letter of Acceptance, and the payment of the Capital Levy.

If the enrolment does not proceed, the Capital Levy will be retained by the School.

A non-refundable Foundation Deposit fee is applicable to Early Learning Centre students for priority entry into Foundation. The deposit is deducted from the Foundation tuition fees as a credit to the Term 2 School fee account.

### 3. CAPITAL LEVY

Each family is required to pay a Capital Levy upon acceptance of a place at Ivanhoe Grammar School. The Levy is non-refundable and is charged on a per student basis. A sibling discount is available for years 9 or earlier.

### 4. TUITION FEES AND ACCOUNTS

The Board reserves the right to determine, at its discretion, the level of fees and charges. Fees and charges are subject to increase without notice. The Board publishes an Annual Tuition Fee Schedule in October for the following year.

A quarter of the annual tuition fees is due and payable and is charged 4 times a year.

Accounts for tuition in any given year are due and payable in advance in the October of the preceding year, then in February, May and July and are non-refundable. When the student is in his or her final year at the School, no account for tuition will be rendered in October of that year.

All fees and charges made by the School are due and payable by parent/s or guardian/s of a student within 14 days of rendering the accounts.

An account outstanding by the due date will be charged a Late Fee at the rate specified in the Schedule of Fees as amended from time to time, together with any costs incurred relating to recovery of outstanding fees.

The School reserves the right not to allow a student to commence a new term while any part of the fees or charges for the previous billing period remains unpaid.

Issues relating to the payment of fees should be referred to the Business Manager.

Students admitted to the School during a term will be charged a full instalment prior to commencement.

If a student is withdrawn at the insistence of the School, the parent/s or guardian/s is/are liable for all School fees and charges to the date of notification of the student's enrolment at the School being terminated. Withdrawal of a student for any other reason is subject to a term's written notice, as set out below.

No reduction is made on an account for student absences of less than (1) one full term as the expense incurred in maintaining the costs of the School is not lessened by the temporary absence of individual students. For absences of one full term or more, a charge per term will apply.

The Business Manager is authorised by the Board of Governors to take such action as deemed necessary to recover unpaid fees or charges, including the engagement of mercantile agents or legal services. The School, in cases of default of payment of fees, reserves its right to claim costs of recovery including mercantile agent commission and legal costs.

## BUSINESS NOTICE

(Continued)

### 5. WITHDRAWAL OF STUDENT

A term's notice in writing to the Head of Campus is required prior to any student leaving the School. Such notice must be received before the first day of the student's last term, otherwise a fee equivalent to a term's fees will be charged. If a student leaves during a term without the appropriate notice, no refund will be made for the remaining portion of the term.

Should a student for whom a place at the School has been accepted and a deposit paid subsequently be withdrawn from enrolment for any reason, a term's notice in writing is required otherwise a fee in lieu of notice equivalent to a term's fees will be charged.

### 6. STUDENT MANAGEMENT

The School reserves the right to discipline any student. A student may be suspended or expelled, if it is indicated when following the Student Management Policy or Procedure and/or, if in the opinion of the Principal, the student does not comply with the School's policies, procedures or student codes of conduct, or is guilty of behaviour prejudicial to the welfare of the School, its staff or students.

When the Principal suspends a student, the parent/s or guardian/s shall be notified to that effect and of the duration of the suspension. A student who has been suspended shall not enter upon any of the School grounds for any purpose during the period of suspension without the express permission of the Principal and shall be the sole responsibility of his/her parent/s or guardian/s during such period.

Suspension shall debar a student from any entitlement express or implied to sit for public or any other examinations conducted by or at the School.

If, in the opinion of the Principal, it is in the interests of the School, its staff or students that a student should no longer remain enrolled, the student's name shall be removed from the School Roll. The student shall be debarred from attendance at the School for any purpose, and the Principal shall notify the parent/s or guardian/s to that effect. Any student so expelled shall not thereafter enter upon the School grounds.

### 7. SCHOOL POLICIES

Enrolment of students is conditional upon students and parents/guardians at all times observing all other relevant policies and directions of the School, determined by the School from time to time. By applying for enrolment, each parent/ guardian accepts these terms.

These terms and conditions may be varied at any time by the School, by written notice to the parent/guardian, or by letter generally circulated to parents through the School's communication systems, and will apply from the time they are promulgated.

## 2021 SCHEDULE OF FEES

Plenty Campus (Effective from 1 January 2021)

### REGISTRATION FEE

The non-refundable registration fee of \$120 per student is paid at the time of application.

### CAPITAL LEVY

For each student enrolling in Year 9 or earlier, the non-refundable levy of \$1,100 per student is charged for each student upon acceptance to Ivanhoe Grammar School.

The Capital levy charged for a sibling of an Ivanhoe Grammar School Student entering the school in Year 9 or below is \$900 for the second child and \$750 for the third and subsequent children. For each student enrolling in Year 10 or later, the non-refundable levy is \$1,400 per student.

### TUITION FEES

The tuition fees applicable for the 2021 School year are charged in four (4) instalments in October 2020, February, May and July 2021 and are payable within 14 days of billing. The composite fees applicable for the 2021 School year are charged and payable in line with the Tuition Fee invoice.

Per Annum	Net Tuition Fees	Composite Fees
<b>Primary</b>		
Foundation	\$16,480	\$300
Year 1	\$18,880	\$620
Year 2	\$18,880	\$620
Year 3	\$21,660	\$900
Year 4	\$21,660	\$1,400
Year 5	\$22,120	\$1,700
Year 6	\$23,580	\$2,280
<b>Secondary</b>		
Year 7	\$23,660	\$2,220
Year 8	\$25,300	\$2,220
Year 9	\$26,160	\$2,060
Year 10	\$26,180	\$3,060
Year 11	\$26,180	\$1,000
Year 12	\$26,180	\$1,200

### SIBLING DISCOUNT

The sibling discount for tuition fees is applicable to any younger sibling attending the school simultaneously. The discount is calculated for the family at the rate of 5% for the second child and 10% for the third and subsequent children.

A sibling discount will not apply where another concession is currently applicable for that child.

### SCHOLARSHIPS

Details of the Scholarship Program are available from the Registrar.

### TUITION FEES IN ADVANCE

The payment of one tuition fee instalment in advance applies to all new students entering the School. In normal circumstances this fee is payable in October prior to commencement. For enrolments finalised after October, the fee is payable immediately.

As a consequence of this advance tuition fee payment being made, no fee billing is made in the October of the student's final year.

### EARLY COMMENCEMENT PROGRAM

Students in Years 8 to 12 begin their academic year in mid-November. There is no tuition fee adjustment associated with this program.

### NOTEBOOK COMPUTER PROGRAM

The School requires all students to have an iPad in Years 4 to 6 and Notebook computers in Years 7 to 12.

### COMPOSITE FEE

The composite fees cover extra charges applicable with respect to compulsory activities and resources to a particular year level, including year level educational camps, compulsory excursions and incursions, technology levy, Year 4-9 Notebook Computer Program, the supply of some bookroom materials, School photographs, Cadet Unit and co-curricular programs, Year 12 jumper and Valedictory and accident insurance protection.

Composite fee refunds only apply when the School cancels an event. Expenses incurred when a student is returned home as a result of a student management action.

The composite fee excludes all non-compulsory items such as specific Round Square camps/conferences, music camps, any specific additional IB program costs, sporting tours and optional curricular and co-curricular activities.

### LATE FEE

A late fee of \$150 per student per instalment is charged when tuition fees are not paid by the due date.

### METHOD OF PAYMENT

Registration fee and capital levy payments can be made by cash, cheque or credit card. School fees and all other account payments can be made online, by cheque, credit card or B-Pay. Credit card payments of School fee accounts not processed online incur an additional 1% surcharge (inc GST).

All amounts are shown in Australian dollars (AUD).



## 2021 SCHEDULE OF FEES

Ivanhoe Campus (Effective from 1 January 2021)

### REGISTRATION FEE

The non-refundable registration fee of \$120 per student is paid at the time of application.

### CAPITAL LEVY

For each student enrolling in Year 9 or earlier, the non-refundable levy of \$1,100 per student is charged for each student upon acceptance to Ivanhoe Grammar School.

The Capital levy charged for a sibling of an Ivanhoe Grammar School Student entering the school in Year 9 or below is \$900 for the second child and \$750 for the third and subsequent children. For each student enrolling in Year 10 or later, the non-refundable levy is \$1,400 per student.

### TUITION FEES

The tuition fees applicable for the 2021 School year are charged in four (4) instalments in October 2020, February, May and July 2021 and are payable within 14 days of billing. The composite fees applicable for the 2021 School year are charged and payable in line with the Tuition Fee invoice.

Per Annum	Net Tuition Fees	Composite Fees
<b>ELC 3 year old Group</b>		
Three half days per week	\$7,200	\$100
Three full days per week	\$13,440	\$100
<b>ELC 4 year old Group</b>		
Three full days per week	\$13,440	\$140
Four full days per week	\$17,920	\$140
<b>Primary</b>		
Foundation	\$18,200	\$300
Year 1	\$20,580	\$620
Year 2	\$20,580	\$620
Year 3	\$23,360	\$900
Year 4	\$23,360	\$1,400
Year 5	\$23,840	\$1,700
Year 6	\$25,380	\$2,280
<b>Secondary</b>		
Year 7	\$25,700	\$2,220
Year 8	\$27,340	\$2,220
Year 9	\$28,200	\$2,060
Year 10	\$28,220	\$3,060
Year 11	\$28,220	\$1,000
Year 12	\$28,220	\$1,200

### SIBLING DISCOUNT

The sibling discount for tuition fees is applicable to any younger sibling attending the school simultaneously. The discount is calculated for the family at the rate of 5% for the second child and 10% for the third and subsequent children.

A sibling discount will not apply where another concession is currently applicable for that child.

### SCHOLARSHIPS

Details of the Scholarship Program are available from the Registrar.

### FOUNDATION DEPOSIT

A non-refundable Foundation Deposit Fee is applicable to Early Learning Centre students for priority entry into Foundation. The deposit is deducted from the Foundation tuition fees as a credit to the February School fee account.

### TUITION FEES IN ADVANCE

The payment of one tuition fee instalment in advance applies to all new students entering the School. In normal circumstances this fee is payable in October prior to commencement. For enrolments finalised after October, the fee is payable immediately.

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Composite fee refunds only apply when the School cancels an event. Expenses incurred when a student is returned home as a result of a student management action.

The composite fee excludes all non-compulsory items such as specific Round Square camps/conferences, music camps, any specific additional IB program costs, sporting tours and optional curricular and co-curricular activities.

### IB PROGRAM – YEAR 11 AND 12 (OPTIONAL)

Students opting to undertake IB in Year 11 and Year 12 instead of the VCE, may have additional charges applied to their school fee account in line with additional costs incurred for this program.

### LATE FEE

A late fee of \$150 per student per instalment is charged when tuition fees are not paid by the due date.

### METHOD OF PAYMENT

Registration fee and capital levy payments can be made by cash, cheque or credit card. School fees and all other account payments can be made online, by cheque, credit card or B-Pay. Credit card payments of School fee accounts not processed online incur an additional 1% surcharge (inc GST). All amounts are shown in Australian dollars (AUD).

## ENROLMENT POLICY

### 1. STATEMENT OF CONTEXT AND PURPOSE

Ivanhoe Grammar School ('the School') has developed this policy to provide consistent, fair and transparent information and guidance on the domestic enrolment process at Ivanhoe. Ivanhoe Grammar School, an 'open entry' school, comprising of four campuses: The Ridgeway Campus, Buckley House University Campus and Plenty Campus, with all enrolments generated from the cross campus Admissions Office.

### 2. SCOPE

This policy applies to all current and future students at Ivanhoe Grammar School.

This policy describes how Ivanhoe Grammar School ensures that:

- the enrolment process at Ivanhoe Grammar School is transparent;
- the process supports current school families as a priority;
- the process allows for Old Ivanhoe Grammarians to receive priority status within the guidelines provided.
- the School's coeducational focus and open entry status are supported and promoted.

### 3. POLICY

The school is committed to:

- Encouraging the majority of new enrolments to commence via the main points of entry to the School.
- Considering application, taking into account:
  - siblings of current students;
  - Ivanhoe gender equity targets;
  - applicants with a direct Old Ivanhoe Grammarian connection (grandchild or child) along with children of current staff members; and
  - general applications, in order of applications received.
- The individual needs of a student.
- Supporting opportunities for entry into Ivanhoe Grammar School through the School's scholarship program.

In all matter pertaining to enrolments, adjustments can be made at the Principal's discretion.

### 4. ENROLMENT PROCEDURES

The enrolment process itself involves five parts:

- Submitting an application and birth certificate or documentation supporting a domestic status and paying application fee.
- Once a suitable place becomes available parents will be asked to submit a completed parent questionnaire and the child's most recent NAPLAN results and school reports.

- Interview with the Head of Campus (HoC) or representative if requested by school or parents.
- Agreement between the parents and HoC regarding strategies and infrastructure required to meet the individual needs of the student being enrolled are documented, included in the students file and allocated by HoC to the appropriate department for implementation.
- Letter of Offer including acceptance to be sent.
- Letter of Acceptance and Capital Levy paid.

The main entry points are: Buckley House: ELC 3, ELC 4; The Ridgeway Campus: Year 7 and Year 10 and The Plenty Campus: Prep, Year 7 and Year 10.

The School's enrolment register, included detailed information on current and future students, is kept on the Synergetic Data Base. As future students move through the enrolment process, the Admission's Assistant is responsible for updating the status of the applicant, until they are eventually moved to Current Student status.

Where individual needs are identified in the parent questionnaire the Admissions Officer and/or Director of Admissions and Community Engagement will alert the Head of Campus who will instigate a meeting with Parents, OHS Coordinator, Individual Needs Coordinators and external advisors (if required) to ensure reasonable adjustments are identified and can be implemented prior to a letter of offer being sent to the applicant.

Once a student moves to Current Student status, administrative adjustments are made to the data base as required by Admissions staff.

### 5. CONSEQUENCES OF BREACH OF THIS POLICY

By becoming a member of the Ivanhoe Grammar School community, on enrolment, families are committing to the requirements as articulated in the Enrolment Agreement.

### 6. RELATED DOCUMENTS

- Application Form
- Parent Questionnaire
- Letter of Offer (including letter of acceptance)
- Enrolment Agreement
- Business Notice
- Fees
- Codes of Conduct for parents, students and designated
- Educational Services Provided information
- Learning Diversity Policy

### 7. DEFINITIONS

Guardian a person who has the legal right and responsibility of taking care of a student who does not have parents or whose parents are not in a position to take parental responsibility for the child.

## CURRICULUM OVERVIEW

Across all year levels and campuses, we provide a diverse and rigorous academic program coupled with an engaging and varied co-curricular offering. In the Early Learning and Primary Years, a strong focus is placed on literacy and numeracy and complemented by specialist subjects including Visual Arts, Music, Languages, Physical Education and Library. Throughout the Middle Years students study core subjects with a variety of elective choices in subject areas such as Arts and Design. This allows students to begin exploring their interests within these fields of study. In Year 9, our experiential program at University Campus infuses the curriculum with real-world experiences and opportunities. And as students enter the Senior Years, they are able to select a course of study which appeals to their interests and aligns with their capabilities. This allows each student to evaluate their strengths, make decisions based on their future pathways, and tailor a program to suit their needs.

### ELC

At our Early Learning Centre (ELC) we provide a fun, supportive and stimulating early education program for three and four year old children. It provides a smooth and exciting transition from home to school, and our caring staff work with families to ensure your child's early educational experience is positive and engaging.

Situated in a separate facility within the grounds of Buckley House – our Primary Years campus at Ivanhoe – the bright rooms and well-equipped play areas provide a safe and welcoming environment for young children.

The Early Learning program is currently only offered at our Ivanhoe location.

### THE PROGRAM

We offer a three-year-old and four-year-old program at the Early Learning Centre. Both are play-based and flexible programs that ensure every child receives individual attention, and everyone is celebrated at their own stage of development.

The structure draws inspiration from many philosophies in early childhood education, including the Reggio Emilia approach which is based on the principles of respect, responsibility and community through the exploration of a self-guided curriculum. Our early childhood educators are guided by the National Early Years Learning Framework which values the early years as a time to experience belonging, being and becoming.

All aspects of a child's development are supported including social, emotional, creative, physical, language and intellectual needs.

With access to Buckley House Primary School resources and facilities, our Early Learning Centre provides a wonderful introduction to the school curriculum including music, physical education, science and French; the experience of which will provide a smooth transition to school.

### PRIMARY

We provide an innovative and nurturing co-educational primary school program. We cater to the individual needs and competencies of each student through a strong core program, supplemented by our individual student programs while upholding the traditions and values of Ivanhoe Grammar School.

### THE PROGRAM

From Foundation through to Year 6, teachers at both Buckley House and Primary at Plenty Campus work together to develop a creative, cohesive and sequential program that reflects current research and an understanding of how children learn. Our classroom programs are designed to cater for the individual needs of all students, promoting a love of learning.

A strong focus is placed on inquiry-based learning where curiosity is nurtured and 21st century skills are developed.

Knowledge, skills and understanding are developed in the eight learning areas of the Australian Curriculum: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages.

A particular priority is placed on the importance of social and emotional learning, because as a school we understand the role this plays in a student's overall development. We also offer specialised support and enrichment programs for students who have particular needs or strengths.

Technology is embedded across the Primary Years and is viewed as a tool for engagement and enhancement of their learning. They utilise technology to collaborate, present, research and communicate with their peers and teachers. Through a one-to-one iPad program, students from Years 3 to 6 learn to become responsible digital citizens.

Assessment and monitoring of student progress occurs routinely throughout the Primary Years. The primary purpose of assessment is to improve student performance and is based on an understanding of how students learn. This information allows us to report credibly to families on student achievement.

## CURRICULUM OVERVIEW

(Continued)

### MIDDLE YEARS

The Middle Years (Years 7 and 8) of secondary school are a pivotal point in a child's education. Beginning with the transition from Primary to Secondary School, then into Senior Years, it can be an exciting time of discovery and a challenging time of change. Ivanhoe Grammar School continues with its personalised approach during the Middle Years; in Year 7 our mentoring begins, helping students find and define their strengths and goals, and implement a plan to achieve them.

The Middle Years program is an exciting and innovative one. Our curriculum aims to engage students, foster an interest in learning and be accessible for students with different skills and interests. Our program also caters for students with a diverse range of learning styles, levels of ability, cultural backgrounds and personal interests. In our Middle Years curriculum, all students study:

- English
- Mathematics
- Science
- Humanities
- Faith, Ethics and Attitudes
- Health and Physical Education
- Languages – French, Chinese (Mandarin) and Spanish
- The Arts
- Technology

In Year 8, students are given elective options within The Arts and Technology to further hone their individual interests.

### YEAR 9

Our Year 9 program at University Campus builds upon a long-standing educational partnership with La Trobe University. Providing a quality curriculum, including experience-based learning opportunities, students are encouraged to think critically in order to become reflective, responsible learners and contributing citizens of their community. Students from both Plenty Campus and The Ridgeway Campus transition to University Campus for the duration of Year 9.

### THE PROGRAM

Over the course of the year, students are exposed to the kind of big ideas you would expect to find in a university environment. Based at a separate campus, the program is designed to develop skills in problem-solving, critical thinking, time management, decision making and other important skills that will prepare them for their Senior Years and beyond.

The Year 9 Program delivers an integrated mix of:

- Core curriculum units
- Co-curricular activities
- Inquiry-based units
- Service learning opportunities

Student study a set of core subjects and choose two electives which suit their learning needs and interest.

All students study: English, Health and Physical Education, Inquiry-based units, Languages, Mathematics, Science and Art Electives.

### SENIOR YEARS

Our Senior Years curriculum builds on the approaches to learning established in the Primary Years and expanded in the Middle Years; encouraging all students to develop enquiring minds. Students are guided towards independent and self-directed learning, and subjects are offered to inspire a sense of curiosity and love of a subject area.

The three-year Senior Years program allows students to tailor a program to meet their individual needs and strengths. Personalised Mentoring, established in Middle Years, is continued through Senior Years giving students goals and milestones required to meet their desired future pathways.

### VICTORIAN CERTIFICATE OF EDUCATION

The Victorian Certificate of Education (VCE) is offered at both The Ridgeway Campus and Plenty Campus.

The VCE is a two year certification studied in Years 11 and 12, but students with particular subject interests and strengths have the option to study individual units as early as Year 10.

An internationally recognised qualification, the VCE is awarded to students who successfully complete their secondary education and provides a pathway to employment and tertiary study.

### INFORMATION TECHNOLOGY

Every student in Years 7 to 12 has their own laptop and we have an on-site IT support team to assist. Ivanhoe students are empowered through advanced digital technology to drive their own learning. 3D printing, robotics, computational thinking and digital design are embedded in our curriculum giving all students the capacity to develop strong digital literacy skills.



## CURRICULUM OVERVIEW

(Continued)

### INTERNATIONAL BACCALAUREATE (IB DIPLOMA PROGRAMME)

Students at The Ridgeway Campus have the opportunity to study the International Baccalaureate Diploma Programme (IB) as an alternative to the VCE. The IB operates in approximately 3000 schools and provides a cohesive and comprehensive educational program for motivated students. Highly regarded by both Australian and international universities, the IB is recognised as an excellent tertiary preparation course.

The IB is completed in the final two years of secondary school and comprises a set of three core subjects.

Students are required to complete creative, active and service-oriented activities as part of their diploma, as well as an extended research essay.

Students are encouraged to think critically and creatively, to improve communication skills – both written and oral – develop an awareness and appreciation of other cultures, cultivate an international perspective and establish a commitment to learning. The 'learner profile' for the IB, which shapes the curriculum and the pedagogy, emphasises 10 personal qualities including open-mindedness, courageousness and reflectiveness. With an emphasis on critical and creative thinking, the program suits motivated and independent learners.

By its very nature, the IB is an international qualification making it readily recognised by universities overseas. We are proud to be an IB World School, and are one of only a small number of schools to offer it in Victoria.

### VCE OR IB?

VCE is offered at both The Ridgeway Campus and Plenty Campus. IB is offered at The Ridgeway Campus only. Both certifications are internationally recognised by tertiary institutions and employers.

The decision to study VCE or IB is an individual one. VCE is a very flexible course with English being the only compulsory subject. Students can choose to specialise in a particular area such as the Sciences, Humanities or Arts, or select a general course made up of subjects from a range of specialities. This flexibility also applies from year to year so students can adjust their programs to suit new interests and strengths. A wide range of VCE subjects are offered at Ivanhoe, giving students every opportunity to design a course that best suits their interests and future pathways.

The IB is a structured and complete program. Subjects must be selected from particular groups and the same subjects are studied for two years. Given this, the IB particularly suits a well-rounded student who has broad interests across subject areas.

All subjects in the IB are equally weighted – there is no scaling up or down of subject scores; instead students choose to study three subjects at 'higher' and three subjects at 'standard' level.

## PARENT CODE OF CONDUCT

### 1. STATEMENT OF CONTEXT AND PURPOSE

They say it takes a village to raise a child. Similarly, Ivanhoe Grammar School cannot provide the best education for a child, or help equip that child with the skills required for a fulfilling adult life, without cooperation and support.

To ensure such cooperation and support, this Code of Conduct outlines the School's expectations for all parents and guardians (collectively, Parents) with students enrolled at the School.

In developing this Code of Conduct, the School recognises that Parents ultimately want the best for their children. However, the School also expects Parents to recognize that it must ultimately balance the interests of all of the School's stakeholders (including not only students and Parents, but also the School's staff and their right to a safe working environment).

### 2. SCOPE

This Code of Conduct operates in addition to any other School policies and procedures which apply to Parents, and may be varied from time to time by the School in its absolute discretion.

### 3. COMMITMENTS

#### 3.1. Being a positive role model and supporting the School

Parents are expected to support the educational ethos and values of the School, model appropriate behaviours for their children to learn from, and work with the School as it educates and provides pastoral support to all students.

Parents can support the School and be positive role models by doing, for example, the following:

- Comply with the School's policies, procedures and directions, and ensure their children do the same.
- Respect (and show to their children they respect) that the School is inclusive and welcomes students from a variety of backgrounds, and with different needs.
- Complete forms and provide permissions in a timely manner when requested to do so by the School.
- Encourage their children to actively participate in the life of the School, including in the many sporting and extracurricular activities available (noting that some will be compulsory).
- Be responsive to concerns raised by the School about their own child, including by being cooperative, providing information and attending meetings when required.

- Keep the School informed about a child's behavioural or educational needs, including by providing updated medical information as it becomes available. However, Parents need to also appreciate that while the School will take into account any new information, the School cannot accommodate every need.
- Keep the School informed about a child's parenting arrangements, including any court orders that may be in place. However, Parents should not involve the School in parenting disputes, or expect the School to act as the go-between for estranged Parents.
- Recognise the damage that gossip can do within a school community, and avoid unconstructive commentary (including criticism, uninformed rumour or speculation) with other Parents, including on social media.

#### 3.2. Behaving respectfully towards members of our community

Ivanhoe Grammar School expects that Parents will behave respectfully at all times towards the School's staff (including employees, contractors and volunteers), students and other Parents. This applies not only to words used, but also to tone and body language.

"Respect" is intentionally a broad concept. The following is a non-exhaustive list of behaviours that are not respectful:

- Bullying, intimidation, discrimination, sexual harassment, victimisation and child abuse.
- Actual or threatened aggression or violence.
- Behaviour that causes a risk to a person's health and wellbeing.
- Defamatory or disrespectful comments.
- Gossip, rumour, and innuendo.
- Raising one's voice, or using offensive language, while communicating.
- Age-inappropriate language when communicating with children.

#### 3.3. Use of technology and social media

The expectations set out in this Code of Conduct can also apply to the way a Parent uses technology and behaves online.

For example, Parents should:

- Respect a staff member's professional and personal boundaries, by not using their personal online presence to raise School matters (or otherwise engage in disrespectful behaviour).

## PARENT CODE OF CONDUCT

(Continued)

- Not take photos, videos or other recordings of another student without their Parent's consent, and not publish information (including personal details, contact information, images and recordings) concerning a staff member, Parent, student or other member of the School community online without express consent.
- Avoid publishing information which may bring the School (or any of its staff, students, Parents and other members of the School community) into disrepute. This includes where an image or recording shows a student in School uniform behaving inappropriately.
- Not communicate with other students outside of the School, including by email or on social media, without prior consent from that student's Parent(s).
- Not discuss confidential or sensitive School matters, including in relation to grievances about a particular staff member or student, online.
- Not set up any online website, forum or group which features the School's name in its title, or which may suggest that it is operated or sanctioned by the School.

### 3.4. When visiting School grounds, or attending School activities and events

Parents must respect the School's risk-management procedures when visiting the School. Parents should immediately proceed to reception upon arrival to sign in, and should only enter a classroom or other student environment when invited to do so by a staff member. This requirement does not apply when visiting the School only to:

- attend an activity or event to which all members of the School community have been invited;
- visit the School uniform shop; or
- drop off or collect a child from School.

### 3.5. When visiting the School, or attending School activities and events, Parents should model appropriate and respectful behaviours. This includes:

- Demonstrating good sporting conduct and fair play when attending the School's art, drama and sporting events.
- Complying with applicable occupational health and safety and risk-management procedures.
- Complying with any reasonable directions given by the School's staff.
- Showing appropriate care and regard for the property of the School and others. Any damage should be promptly reported to the School.
- 

- Dressing appropriately for the occasion.
- Not being under the influence of drugs or alcohol.

### 3.6. Drop off / pick up

When dropping off and picking up students from the School, Parents are expected to ensure the health and safety of all members of our School community, as well as the wider community, at all times.

Parents must comply with all traffic rules and any School traffic management system in place. This includes adhering to applicable speed limits, observing all traffic signs, limiting the use of car horns (unless indicating imminent danger), and parking appropriately and safely.

### 3.7. Responsibility for others

Parents are expected to ensure that other individuals involved in their child's life, such as other relatives and carers, also comply with this Code of Conduct.

### 3.8. Raising concerns appropriately and productively

The School is committed to the education and wellbeing of each student. It is therefore critical that Parents are able to raise genuine concerns and grievances they may have about such matters in an appropriate, constructive and respectful forum.

The School's grievance-management procedures are set out in the Parents Students Complaints and Grievances Procedure. This policy sets out how concerns and grievances may be raised with the School; who they should be raised with; and how the School will deal with these in a respectful and timely manner.

Parents with concerns and grievances should consult the policy. However, in general:

- Parents should not communicate with another student about an issue concerning their own child. Parents must not attempt to discipline a student who is not their child, and should not raise their voice or be aggressive or hostile when communicating (verbally or non-verbally) with another family's child.
- Parents should raise their concerns with their child's teacher in the first instance. More serious concerns or grievances, including where a Parent is dissatisfied with a teacher's response to a concern, may be raised with the appropriate member of the School leadership (as set out in the policy).
- Parents should arrange a face-to-face meeting to discuss their concerns and grievances, rather than relying on email or other written communications.

## PARENT CODE OF CONDUCT

(Continued)

- Parents should clearly set out their concerns and grievances, and what they would practically like to see happen.
- Parents should appreciate that while the School is committed to dealing with their concerns and grievances in a timely manner, it will not always be practicable for staff to provide an immediate acknowledgement or response (particularly where a concern or grievance is sent by email).
- Parents should respect that the School employs experienced educators and other professionals who are well-trained in making academic, disciplinary, extracurricular, pastoral and wellbeing decisions every day. Understand that while the School will always take into account the interests of the Parent's child, the School must ultimately make decisions that take into account the interests of all students (and others who may be affected by the School's decisions).
- Parents should recognise that just as the School will seek to respect each student's privacy, the School will also respect the privacy of other members of the School community. This means there are limits to what information the School will share with a Parent when issues arise. This does not mean that the School is not taking an issue or situation seriously, or hiding information from a Parent.
- If a Parent is not satisfied with the School's response to a concern or grievance, a School policy may provide a Parent with a right to request an internal review of the School's decision. Alternatively, an external body, court or tribunal may be able to deal with the issue. The School respects a Parent's rights to invoke formal grievance-resolution procedures. However, Parents who refuse to engage in constructive processes that may resolve their grievances, or who choose to publicly air their grievances about the School (and in particular about staff or students) on social media, are not welcome.

### 4. CONSEQUENCES OF BREACH OF THIS CODE OF CONDUCT

The Principal will have absolute discretion for deciding how to best respond to concerns about a Parent's compliance with this Code of Conduct.

Where the Principal considers that a Parent has breached this Code of Conduct, the Principal may implement one or more of the following consequences (and not necessarily in any particular order):

- A request that the relevant conduct immediately cease.
- A written warning.
- A Parent (or another relevant person) being banned from the School grounds, either for a particular period of time or permanently.
- A Parent (or another relevant person) being excluded from School activities or events.
- A requirement that a Parent (or another relevant person) only communicate with a nominated School representative.
- Termination of the enrolment of a Parent's student(s).

Staff and volunteers are empowered to take steps to protect their own health and wellbeing. If they feel that a Parent is being inappropriate, they are encouraged to indicate this and ask that it stop. If it does not, or if a staff member feels that a Parent's actions are posing a risk to their or someone else's health and wellbeing, they are empowered to remove themselves from the situation. This may include by immediately concluding a meeting or phone call, or by demanding that a Parent immediately leave the School grounds (or a School activity or event).

### 5. RELATED DOCUMENTS

- Student Management Policy
- Bullying, Harassment and Discrimination Policy



## STUDENT CODE OF CONDUCT

This Code of Conduct outlines the behaviour expected of all students within Ivanhoe Grammar School so that all students can maximize the advantages of, and be proud of, an Ivanhoe Grammar School education. Student behaviour will support the School's objectives of building within all students' potential to be academically excellent, resilient, confident, participatory contributors to society. It will also reflect that building this potential is best achieved in an inclusive, respectful, courteous, safe environment free from bullying, sexual harassment, discrimination, victimisation and child abuse. These terms are defined in the Student Wellbeing Policy.

Student behaviour will demonstrate recognition and application of the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

Although all students are expected to take responsibility for their own behaviour, the Student Code of Conduct recognises that as children grow and mature, they are more able to make appropriate decisions and to be held to a higher level of accountability for their actions.

In this document University refers to La Trobe University.

### ACCEPTABLE CONDUCT

It is expected that every student will:

- not endanger the health, safety and wellbeing of themselves or others;
- be respectful and inclusive of all students regardless of their cultural or linguistic background, gender or disability;
- behave in an ethical, respectful and lawful manner;
- build personal knowledge and skills to support and promote positive relationships, emotions, engagement, purpose and accomplishment whilst embedding a growth mindset and building personal resilience for themselves and other students;
- apply themselves to the best of their ability in all aspects of their education;
- attend all school classes;
- complete work set by teachers promptly and to the best of their ability and to take full advantage of the educational opportunities offered at the School;
- ensure that their actions do not bring the School into disrepute;
- uphold the reputation of the School by observing an appropriate standard of behaviour in transit to and from the School, or when wearing School uniform;
- wear school uniform appropriately, reflecting purpose and propriety;

- respect the authority of staff and other School and University personnel, and observe School rules as required, and strictly adhere to the School's policies and procedures as required;
- refrain from behaviour that would interrupt the work of any class or hinder the learning opportunities of others;
- respect School and others (such as University, public infrastructure property and the property of staff, contractors, visitors and other students);
- respect the rights and property of others, including University property and equipment;
- recognise and voice concerns to a teacher about unacceptable behaviour including bullying, sexual harassment, discrimination, victimisation or child abuse;
- be empowered to respond to threats or incidences of bullying, sexual harassment, discrimination and child abuse on behalf of themselves or others in a proactive and constructive manner, and not be a bystander;
- refrain from activities, conduct or communication that would reasonably be seen to undermine the reputation of the School or the University, employees or students of the School (including activities on social media);
- remain in the specified bounds of the School environs during the School day unless otherwise approved by the applicable Head of School;
- not interfere with or disrupt any person, activity or event at the University.

### UNACCEPTABLE CONDUCT

- Unacceptable conduct interferes with a positive learning environment
- Students must not engage in inappropriate, unacceptable or unlawful conduct, which includes bullying, sexual harassment, discrimination, victimisation and child abuse and:
- touching, handling, pushing or otherwise physically or sexually engaging with students or staff of the School or University in a manner which is not appropriate and may endanger the health, safety or wellbeing of that person;
- any form of physical or verbal violence including fighting, assault or threats of violence;
- any form of bullying, including cyber bullying;
- sending inappropriate, offensive or explicit messages, photos or videos;
- gambling of any form (both on-line gambling and in person) during School time, whilst undertaking School activities or whilst wearing the School uniform;

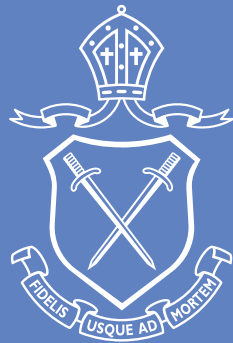
## STUDENT CODE OF CONDUCT

(Continued)

- using language or displaying conduct which is likely to offend, harass, bully or unfairly discriminate against any student, teacher, volunteer, contractor or visitor;
- victimising (punishing) a person who has reported unacceptable conduct;
- theft, fraud or misuse of School resources;
- possessing, using or being under the influence of illicit drugs, cigarettes (including e- cigarettes), alcohol or other substances harmful to health at School, on School excursions, in transit between School and home or otherwise while wearing School uniform;
- possessing weapons or dangerous articles;
- attending School, social, sporting or other functions as a representative of the School whilst under the influence of alcohol, illicit drugs or other substances harmful to health.

### REPORTING

- It is expected that all students will report any cases to a teacher or senior staff member (in confidence) of inappropriate, unacceptable or unlawful behaviour by a student (including a failure to comply with this Code of Conduct) which may have been observed or reported to them.
- Incidences of non-compliance with this Code of Conduct will be dealt with in a way that is consistent with the Ivanhoe Grammar Schools policies and procedures.



# **IVANHOE**

## **GRAMMAR SCHOOL**

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