



"When the going gets tough, only the tough get going."

SELECTIVE ENTRY PREPARATION PROGRAM

INFORMATION BOOKLET

2026

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Table of Contents

Welcome to the Program

Welcome 1-2

Selective Entry Schools Exam Overview 3

Why Selective Entry Preparation Is Different From School Learning 4-5

The Melbourne Tutorials Approach 6

Parental Support and Monitoring 7

Before Class Essentials 8

Respectful Conduct 9

Program Structure and Learning Model

Selective Entry Teachers 10

Curriculum and Learning Resources 11

Selective Entry Learning Model 12-13

Online Learning Portal 14-16

Assessment and Progress Tracking 17-18

Student Learning Expectations

Home Tasks and Independent Learning 19-20

Role of Students – Mathematics and Quantitative Stream 21-22

Role of Students – Reading, Verbal and Writing Stream 23-24

Writing Mock Test Submission 25-26

How Students Should Study Between Classes 27

Study Habits of Successful Selective Entry Students 28

Recommended Reading List for Selective Entry Students 29-30

Feedback and Important Information

Feedback and Meeting Protocol 31-32

Common Misconceptions About Selective Entry Preparation 33-34

Absences and Make-up Sessions 35

FAQs 36

Term Dates 37

Welcome

1 Founders' Message

Welcome to the Melbourne Tutorials
Selective Entry Preparation Program

Preparing for Selective Entry Schools is an intellectually demanding journey that requires discipline, perseverance, and structured guidance. At Melbourne Tutorials, we believe that success in competitive examinations cannot be achieved through shortcuts or superficial preparation. Instead, it is built through strong conceptual foundations, systematic practice, and the development of independent thinking.

Our Selective Entry program has been designed to cultivate these qualities. Teachers provide expert instruction and guidance, while students are encouraged to take increasing ownership of their learning.

Through this partnership between teachers, students, and parents, we aim to create an environment where academic excellence can flourish.

Over the years, our experienced educators have guided a large number of students towards Selective Entry offers as well as strong outcomes in scholarship examinations and other competitive academic pathways.

With best regards,
Mr and Mrs Randev
Founders, Melbourne Tutorials

2 Email

Email is the preferred mode of communication. Please communicate only through email with the respective campus where your child attends. **Emails are responded to based on priority and may take up to 48 hours.**

Communication rules:

- Email-first for all non-urgent matters
- Use one clear query per email wherever possible
- Please send a separate email with the **child's name/ grade/ day clearly mentioned in the subject.**
- Keep language polite, professional, and respectful
- Do not use text messages, WhatsApp, Messenger, or social media for program communication

POLICY: Please do not reply within old email chains. Send a new email each time so your request is not missed in a long trail.

For faster service, kindly use the correct email address based on your enquiry:

admissions_truganina@melbournetutorials.com.au

→ For new enrolments and admission-related enquiries only

truganina@melbournetutorials.com.au

→ For current students and general enquiries only (not for admission or enrolment enquiries)

3 Phone

1300 312 525

Please only call for urgent reasons as our phone attendance hours are limited. Calls accepted only on:
Monday to Friday: 5:30 pm to 7:00 pm
Saturday & Sunday: 10:30 am to 1:00 pm

Selective Entry Schools Exam Overview

Selective Entry High Schools provide academically capable students with the opportunity to study in a highly stimulating educational environment.

Admission is determined through a competitive entrance examination assessing several academic skills.

The examination generally includes:

- *Mathematics and Quantitative Reasoning*
- *Reading Comprehension and Verbal Reasoning*
- *Writing (Creative and Persuasive)*



These components assess a student's ability to:

- *analyse complex information*
- *interpret written passages*
- *reason logically*
- *solve problems efficiently*
- *express ideas clearly in writing*

The examination is administered by the Australian Council for Educational Research (ACER) on behalf of the Department of Education.

Students who qualify through the Victorian Selective Entry Examination may gain entry into the following government selective high schools:

Mac.Robertson Girls' High School ***Melbourne*** | Girls only	**Melbourne High School** ***South Yarra*** | Boys only
Suzanne Cory High School ***Werribee*** | Co-educational	**Nossal High School** ***Berwick*** | Co-educational

Why Selective Entry Preparation is Different from School Learning

Preparing for the Selective Entry Schools examination is fundamentally different from routine school learning. While school education focuses on curriculum coverage and long-term academic development, Selective Entry preparation requires students to perform under highly competitive and time-pressured examination conditions.

Success in this environment depends not only on knowledge, but also on the ability to apply that knowledge quickly, accurately, and consistently.

For this reason, preparation must develop a specialised set of academic skills that extend beyond the standard classroom curriculum.

Students preparing for Selective Entry examinations must develop several key abilities:

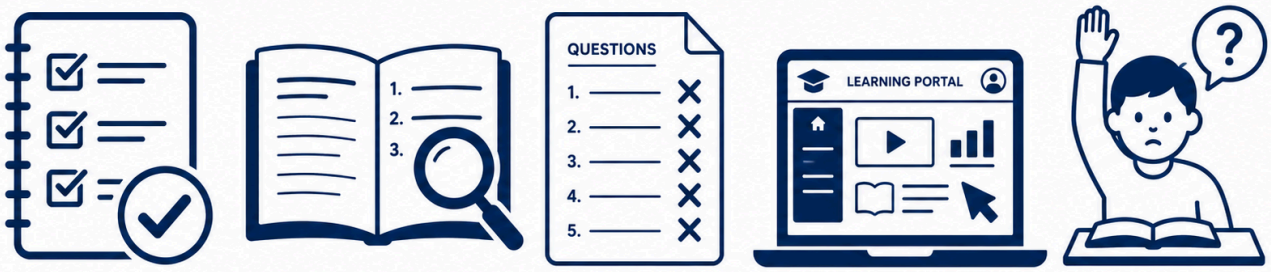
- *Analytical reasoning*
- *Reading depth and comprehension*
- *Precision and accuracy*
- *Time management*
- *Mental stamina*

Effective preparation therefore follows a structured sequence:

- *Concept development*
- *Structured practice*
- *Independent reinforcement*
- *Strategic testing*

This ensures students develop both strong knowledge and exam technique.

Another important difference between school learning and Selective Entry preparation is the expectation of independent study habits. Students attend classes once per week, and their improvement depends largely on what occurs during the remaining days of the week. Read more on this under *Home Tasks and Independent Learning.*



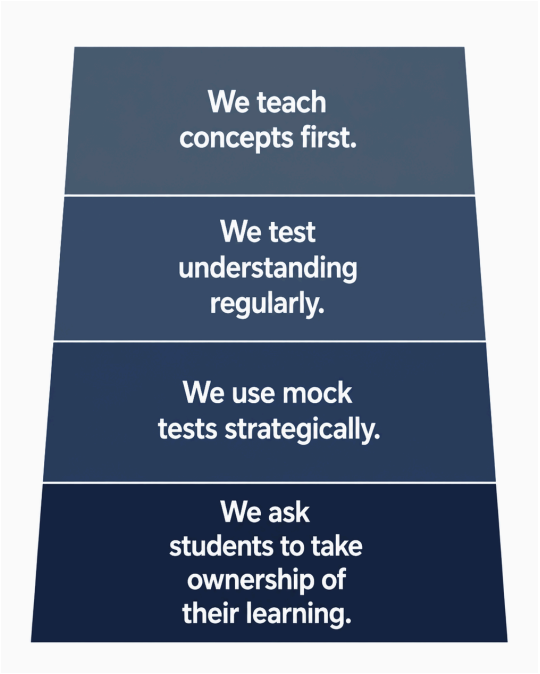
Although Selective Entry preparation focuses on examination readiness, the skills developed through this program extend far beyond the exam itself. Students build deeper reasoning ability, stronger vocabulary and reading skills, disciplined study habits, analytical thinking, and intellectual independence. These qualities benefit students throughout their schooling, including later preparation for VCE and other advanced academic pathways.

At Melbourne Tutorials, our aim is not simply to prepare students for an examination. **Our goal is to develop capable, confident, and independent learners who can approach academic challenges with discipline and resilience.**

The Melbourne Tutorials Approach

The Melbourne Tutorials Selective Entry program focuses on developing reasoning ability, application skills, and exam confidence, rather than rote learning.

Our teachers are highly professional and deeply experienced, having guided countless students to success year after year. Our state-of-the-art resources are continually updated with current, in-trend questions, and our online portal provides an extensive practice database designed to build both competence and speed. In essence, **our approach is built on strong foundations, smart strategies, expert teachers, and consistent practice**.



Components covered in the program

Melbourne Tutorials offers a structured and comprehensive Selective Entry program covering the following areas:

- **Mathematics and Quantitative Reasoning**
- **Reading Comprehension and Verbal Reasoning**
- **Writing (Creative and Persuasive)**

These components collectively develop the **analytical**, **linguistic**, and **reasoning skills** required for the Selective Entry examination.

Parental Support and Monitoring

Parents can play a valuable role in supporting their child's Selective Entry journey by regularly observing patterns of learning, engagement, and progress.

Useful indicators include:

- *weekly engagement with worksheet practice*
- *completion of classwork and home tasks*
- *learning and revision of formulas, times tables, squares, and other foundational mathematical facts*
- *maintenance of a vocabulary book, including the addition of new words to strengthen verbal reasoning*
- *review of notes taken during class*
- *engagement with the online learning portal*
- *performance during classroom learning*
- *results in topic tests*
- *performance in in-class mock tests*
- *feedback provided on mock tests and assessments.*

These components, when viewed together, help parents develop a more accurate understanding of their child's progress. **We strongly recommend that, before requesting a feedback meeting*, parents first review these patterns and trends carefully**. Looking at the child's consistency, engagement, strengths, and areas requiring improvement often provides valuable insight and helps make any later discussion with directors more focused and meaningful.

Parents' role may extend to providing a supportive home learning environment and reinforcing accountability to help maximise progress. When these behaviours are in place, improvement follows as a matter of course.

**To learn about the feedback meeting protocol, please refer to page 31.*

Before Class Essentials



PRIOR TO CLASS:

Students must come prepared to work with focus and independence.

Please bring:

- Notebooks for Mathematics and Quantitative, Vocabulary, Writing, Reading Comprehension (x1 each)
- Folders for each subject to organise worksheets, tests and notices
- Pencils, eraser, highlighters, pens
- Water bottle
- Bag (to keep all the above items and resources).

READINESS EXPECTATIONS:

- Please make sure the previous week's hometask is complete and the assigned pages are submitted for evaluation.
- Bring completed work from the previous week for discussion.
- Arrive mentally ready: focused, rested, and willing to ask questions.

A NOTE TO PARENTS:

Please keep your mobile phone switched on while your child is attending class, in case your child feels unwell and needs to be picked up early.

FOR DROP OFF:

The office/ class room will be open 5 minutes before the class starts.

FOR PICK UP:

Please be ready for pick up 10 minutes prior to the end of class.
Staff availability ends then, and parents are responsible for their child's supervision after hours.

Respectful Conduct



Melbourne Tutorials fosters a culture of respect.
Fostering a culture of respect means valuing professional relationships based on healthy boundaries. We respect all of our clients, both parents and students, irrespective of any differences.

Parents play a vital role in children's education, and building a positive relationship with their teachers is crucial. One way to show respect and establish this relationship is by addressing teachers with a formal title, such as 'Mr.' or 'Ms.', followed by their name. This practice may seem outdated to some; however, it is generally considered a polite and respectful practice in many educational settings.

Parents are requested to use salutation (Mr. or Ms.) followed by the teachers' first or last name in **all forms of communication including emails**. The provisions apply for all staff as well.

If parents are not sure of the first or last name, please ask the teachers or directors. Similarly, parents shall be addressed as 'Mr.' or 'Ms.' followed by their first or last names.

Examples:
Mr. John, Ms. Kelly, Ms. Jasmeet, Mr. Singh, Sir, Madam, etc.

Should any challenges arise, we encourage open communication, but we uphold a zero-tolerance policy towards rudeness. Please communicate with our staff in a polite and courteous manner. Families unable to adhere to these expectations may be respectfully asked to leave, as our staff deserve to work in an atmosphere of mutual respect.

Selective Entry Teachers

Our teachers are highly experienced in Selective Entry preparation and are exceptional at explaining complex concepts simply, identifying weaknesses early, and building confidence and disciplined study habits.

The role of the teacher in the Selective Entry classroom is clearly defined.

Teachers are responsible for:

- *laying strong conceptual foundations across various topics*
- *clarifying students' doubts and addressing learning gaps*
- *conducting assessments at regular intervals to monitor student progress*
- *explaining linkages between topics and developing reasoning depth*
- *providing guided classroom practice*

Teachers also monitor progress through classroom participation and active reasoning. Students are regularly called on to justify their answers and share their reasoning, allowing misconceptions to be identified and corrected in real time.

Most importantly, motivation and encouragement are cornerstones of our work at Melbourne Tutorials. Teachers motivate students in class through clear goals, high standards, and tailored guidance.



Curriculum and Learning Resources

Our Selective Entry curriculum is carefully structured and progressive, focusing on ***concept-building, practice and revision***.

Students receive **weekly printed resources** to reinforce classroom learning and consolidate key concepts. These resources are supported by our **online learning portal**, which provides targeted practice to improve **accuracy, speed and exam readiness**.

Tests remain an important part of the program, helping teachers guide students and track academic progress throughout the term.

Selective Entry classes are typically 3 hours in duration. Class time is generally shared across the key learning areas covered in the program; however, the exact time allocated to each component may vary depending on:

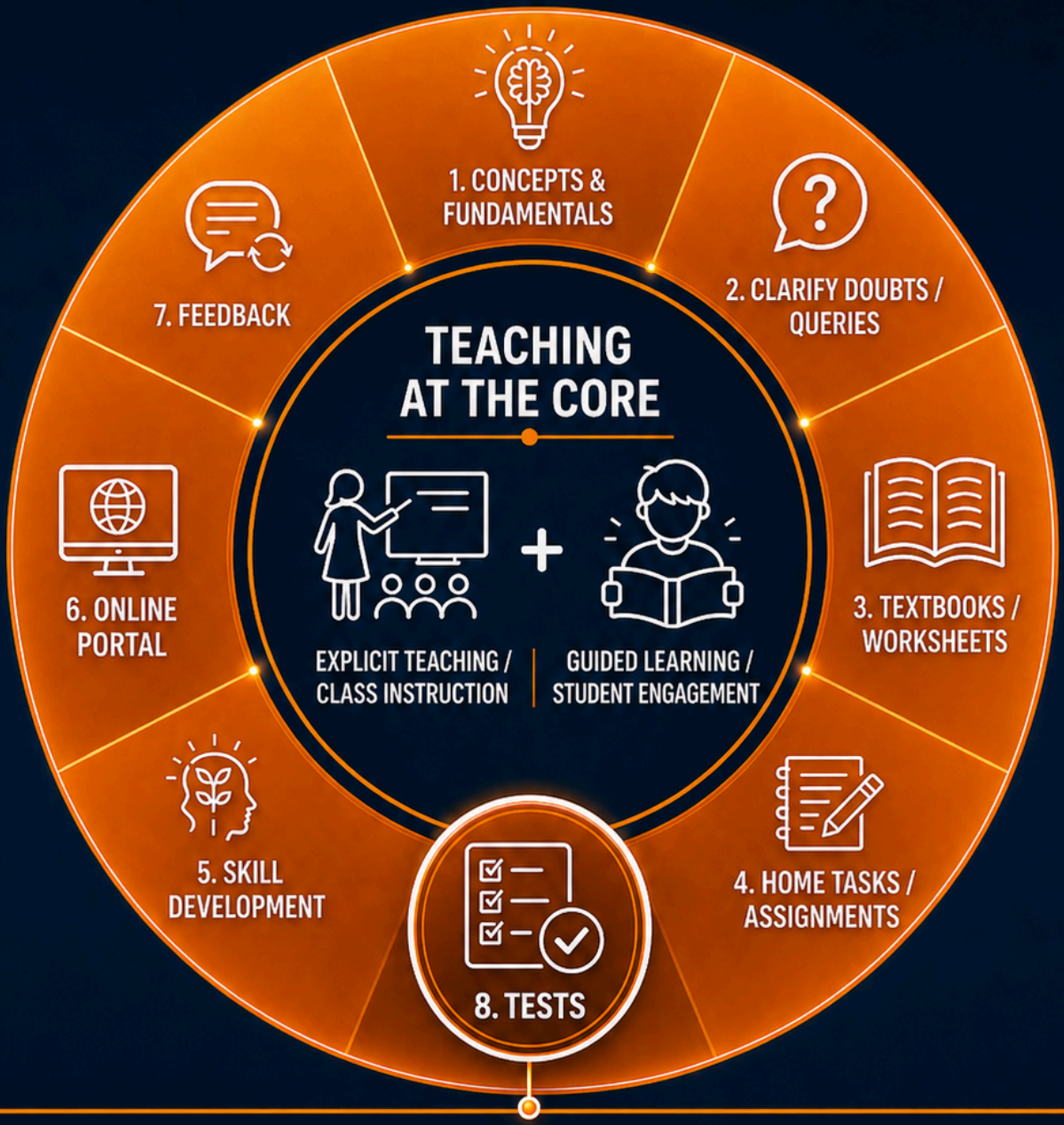
- *the concept being taught*
- *the level of difficulty and depth required*
- *scheduled assessments, topic tests, or mock tests*
- *the stage of the term and the learning focus for that week*

Accordingly, not every session will divide time equally across all subjects. Some lessons may require greater attention to a particular concept or skill area.



Across the term, students receive balanced coverage through explicit *teaching and class instruction, guided learning and student engagement, concepts and fundamentals, clarification of doubts and queries, textbooks and worksheets, home tasks and assignments, skill development, the online portal, feedback, and tests.*

Selective Entry Learning Model



Within this structured learning model, tests are used strategically to support and measure progress, rather than to replace teaching. There are two main types of tests conducted as part of the program:

1. **Class Tests** (Topic Tests)
2. **Full Mock Tests**

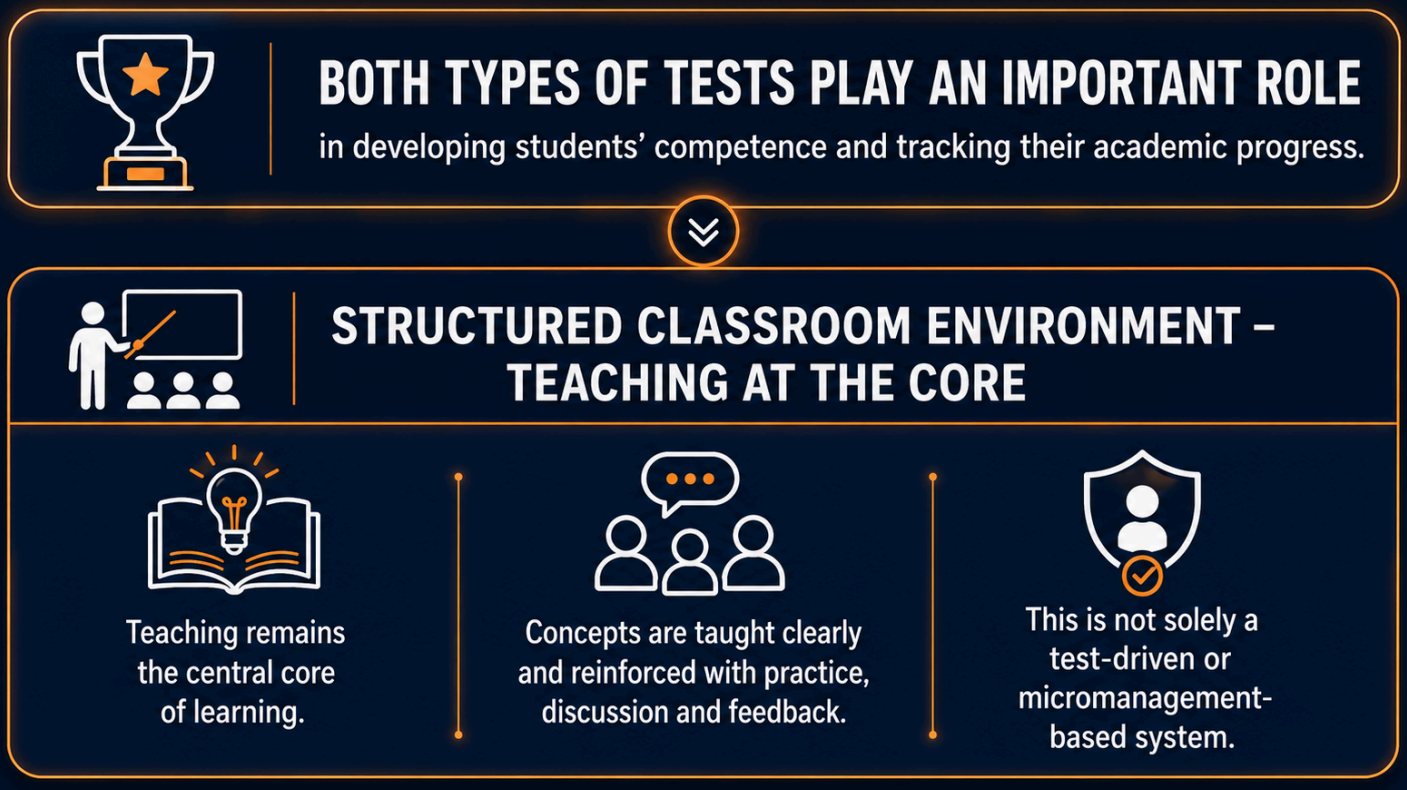
1 Class Tests (Topic Tests)

Class tests, also known as topic tests, are conducted either as diagnostic tests or after the teacher has explained the relevant concepts. These tests are used to assess a student's understanding of specific topics and to identify areas that may require further revision or support.

Depending on the nature of the test, these may be marked by the teacher or by the students themselves using a provided answer key.

2 Full Mock Tests

These are conducted in the exact style and format of the official Selective Entry Examination and are used to assess overall exam readiness.



Online Portal

Our online learning portal is an integral part of the Selective Entry program.

The portal provides ***targeted practice questions, topic tests, diagnostic tests, mock tests, ongoing revision support.***

Each term, quizzes and tests are released progressively as the curriculum unfolds. By the time students are nearing the Selective Entry examination, approximately 400+ quizzes and tests will be available on the portal.

The portal covers the major components of the Selective Entry examination, **including Mathematics, Quantitative Reasoning, Verbal Reasoning, and Reading**. These resources are released gradually in line with classroom teaching.

Online practice is a potent way to improve both accuracy and speed, which are essential for success. Students are expected to attempt quizzes consistently and reattempt them until achieving at least 95 percent proficiency, ensuring continuous skill development.

Engagement with the online portal is one of the important indicators of a student's progress and effort.

Please note: Considering the large volume of quizzes and questions available on our online portal, occasional issues may arise due to the human and technology interface involved in undertaking such a large task. These may include, ***answers appearing scrambled, questions being left blank or missing, typographical errors.***

If a student notices any of these issues, we kindly request that they bring it to our attention respectfully by email. Please include the test name and, where possible, the question number or a brief description of the issue. We will certainly review the matter and rectify it where required.

1 Guide to Access the Online Portal



Once access has been set up, students will be able to complete tests and quizzes throughout the term using the online portal.

2 The Selective Entry Supplementary Reading Material

After you log in, your portal gives you everything you need for the program.

01 TESTS & QUIZZES

Online assessments

Tests and quizzes are added progressively throughout the program.

02 READING MATERIAL

A dedicated folder

"Selective Entry Supplementary Reading Material" — built for Selective Entry students.

HOW TO FIND THE READING MATERIAL

1

Log in
to your portal

2

Click "Courses"
filter at top right

3

Open the folder
Selective Entry Supplementary Reading Material

WHY THIS RESOURCE MATTERS

It builds the reading comprehension and writing skills essential for Selective Entry success. Many homework tasks come from this resource — use it regularly and carefully.

Assessment and Progress Tracking

What constitutes a test?
In Selective Entry preparation, a test is more than a single end-of-topic paper. Different formats assess different skills. A student may know the content but still lose marks due to speed, stamina, misreading tone, weak inference, poor option elimination, or underdeveloped writing technique. These skills need to be assessed in different ways.

For this reason, **our program uses a combination of:**

1 Self-assessed tasks

Some practice tests are designed for students to self-correct using answer keys and worked solutions. This builds accountability, error awareness, and independent analytical skills, which are crucial for Selective Entry performance.

2 Class quizzes with guided correction

Targeted in-class quizzes are followed by teacher-led discussion of answers and reasoning. As the teacher works through the solutions, students verify each response, annotate brief corrections, and note the reason an option is correct or incorrect.

3 Online portal assessments

Quizzes, Diagnostic Tests, and Topic Tests are assessed automatically through the portal. These provide immediate scoring, accuracy tracking, and performance trends over time. More tests, including mock tests, are added gradually.

4 Teacher-assessed multiple-choice tests

Several in-class MCQ tests are marked by teachers to identify patterns in reasoning errors, option-selection habits, and conceptual gaps.

5 Writing mock tests and tasks

These are submitted for structured annotation to provide feedback on ideas, structure, expression, and clear improvement priorities, marked in accordance with ACER-style standards.

6 Mock tests under exam conditions

Full mock tests of all components are carefully designed to reflect the most current ACER-style examination demands and trends. These are marked against ACER-style standards, and students are provided with their results alongside cohort positioning, so performance is interpreted in the same comparative way it is in the real Selective context.

Teachers also monitor progress through **classroom participation and active reasoning**. Through this layered approach, students receive feedback in different formats: immediate digital scoring, guided correction discussions in class, teacher marking where appropriate, and detailed written annotation for writing mock test submissions.

To summarise, progress is monitored through:

- *diagnostic baseline comparisons*
- *topic mastery tracking across unit tests*
- *mock test and class-test performance trends over time*
- *writing development across repeated submissions*
- *observation of classroom engagement and reasoning approach*

Home Tasks and Independent Learning

Building independence, accountability and disciplined study habits

At Melbourne Tutorials, we value the partnership between parents and teachers in supporting each child's progress.

In our Selective Entry program, we use the term ***home task*** rather than **homework**.

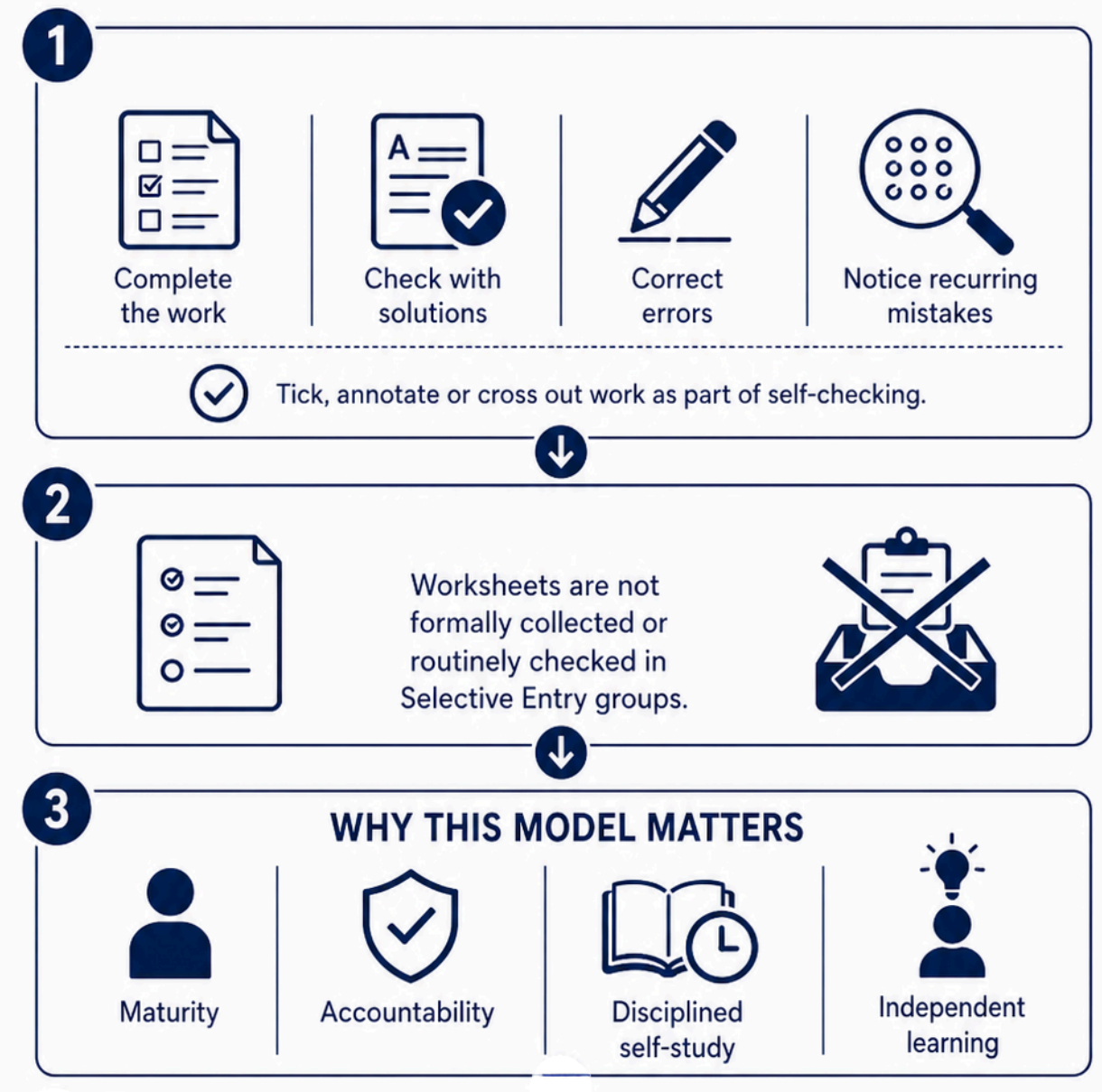
This is because student learning at this level extends beyond routine worksheet completion. Students are provided with a wide range of structured resources and are expected to revise, consolidate, and extend their learning according to their individual strengths, gaps, and academic goals.

This approach differs from our **Grades 1–6 programs**, where structured homework checking forms part of guided supervision. In our **Years 7, 8 and 9 Selective Entry groups**, students are expected to work with greater independence and take increasing ownership of their preparation.

Home tasks are mandatory and form an integral part of the curriculum. Students are expected to complete the work, check their answers carefully using the provided solutions, correct errors, and pay close attention to patterns in the questions they answer incorrectly. They should also tick, annotate, or cross out their work appropriately as part of this self-checking process.

Please note that there is **no formal collection or routine checking of worksheets** in the Selective Entry groups. This is intentional. The program is designed to develop maturity, accountability, disciplined self-study, and the independent learning habits required for Selective Entry and future academic success.

This structured model has been followed at Melbourne Tutorials for many years and has supported many students in achieving successful Selective Entry offers, as well as strong results in scholarships and other competitive examinations.



Role of Students – Mathematics and Quantitative Stream

In the Mathematics and Quantitative stream, students are expected to take an active role in their learning.

Resources available to students include:

- *class lecture notes and questions*
- *online portal resources*
- *regular tests and quizzes*

The learning process in Mathematics and Quantitative Reasoning involves the following:

- *Teachers explain concepts and their connections with quantitative reasoning.*
- *Students practise problems in class under teacher supervision.*
- *Students take notes during lessons.*
- *Teachers provide assignments for further practice.*

1 Students are expected to:

1. **Attempt** worksheets and online questions methodically
2. **Verify** answers using the provided solutions/answers
3. **Participate** in class discussions
4. **Ask** questions to clarify doubts
5. **Complete** assigned classwork and home tasks
6. **Correct** errors carefully and accurately

2 Students should consistently demonstrate the ability to:

1. **Understand** mathematical concepts and formulas
2. **Complete** assigned questions in class and at home
3. **Verify** answers and correct mistakes
4. **Participate** actively in class discussions
5. **Complete** class quizzes, mock tests and online tests
6. **Revise** formulas, times tables, squares, and other foundational mathematical facts.

3 Evaluation of Learning Outcomes

It is important to note that, in the Selective Entry Mathematics and Quantitative stream, teachers will not be checking worksheet answers routinely. Students are expected to check their own work carefully against the provided answers and worked solutions. This process is an intentional part of the program and is designed to build independence, accountability, and mathematical accuracy.

Worksheets must not be uploaded to any submission folder. Submission folders are used for mock tests only.

Accordingly, evaluation in Mathematics and Quantitative Reasoning is not based on worksheet submission, but on how effectively students engage with the learning process and how consistently they demonstrate understanding through discussion, correction, revision, and assessment performance.

Role of Students – Reading, Verbal and Writing Stream

In the Reading, Verbal and Writing stream, students develop skills in Verbal Reasoning, Reading Comprehension, and Persuasive and Creative Writing.

Resources available to students include:

- *class lecture notes*
- *online portal resources*
- *reading folder with literature resources*
- *ongoing tests and quizzes*

The learning process in English involves the following:

- *Teachers teach Verbal Reasoning, Reading Comprehension, and Writing strategies.*
- *Students practise tasks in class under supervision.*
- *Teachers assign work for further practice.*
- *Students take notes and participate in discussions.*

1 Students are expected to:

1. **Complete** word-list exercises
2. **Learn** vocabulary including meanings, synonyms, and antonyms
3. **Complete** reading comprehension tasks and reattempt them to correct errors
4. **Complete** writing tasks and tests using strategies taught in class
5. **Read** high-quality literature regularly

6. **Complete** writing mock tests in class and **submit** via the Submission Folder *(refer to page 25 for further details)*
7. **Participate** in class discussions
8. **Complete** classroom and online tests

Students are also encouraged to maintain a **vocabulary book** and regularly add new words, meanings, synonyms, antonyms, and example sentences to strengthen verbal reasoning and writing.

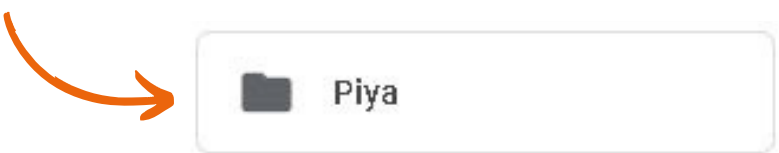
English skills develop most strongly when Writing, Reading Comprehension, and Verbal Reasoning are understood as interconnected areas that share the same underlying foundations:

- *vocabulary breadth*
- *syntactic fluency*
- *inference*
- *tone sensitivity*
- *stamina*
- *precision*
- *control of meaning*

2 Evaluation of Writing Mock Tests

- Melbourne Tutorials will create a mock test submission folder for each student. This folder will be shared with the parent.
- These folders will be named in the student's name and shall be accessible only to the teachers and respective parents.

Example folder for student Piya (name changed) to be shared with her parents through their Gmail account only:



Writing Mock Test Submission

1 Role of Melbourne Tutorials

- *Creation of Submission Folder for students.*
- *Creation of year-wise, then term-wise sub folders: Terms 1, 2, 3 and 4, for upload of mock tests.*
- *Sharing the folders with respective parents.*
- *Evaluating the mock test that has been uploaded timely and correctly by the parents.*

2 Role of Parents

- *Uploading the mock test on time, in the correct term folder, and in the required format (learn how to upload on the next page).*
- *Naming the file correctly as per the guidelines on the test (e.g., Test 1, 2, 3, etc.).*
- *Guiding the student to implement the feedback.*

3 Role of Students

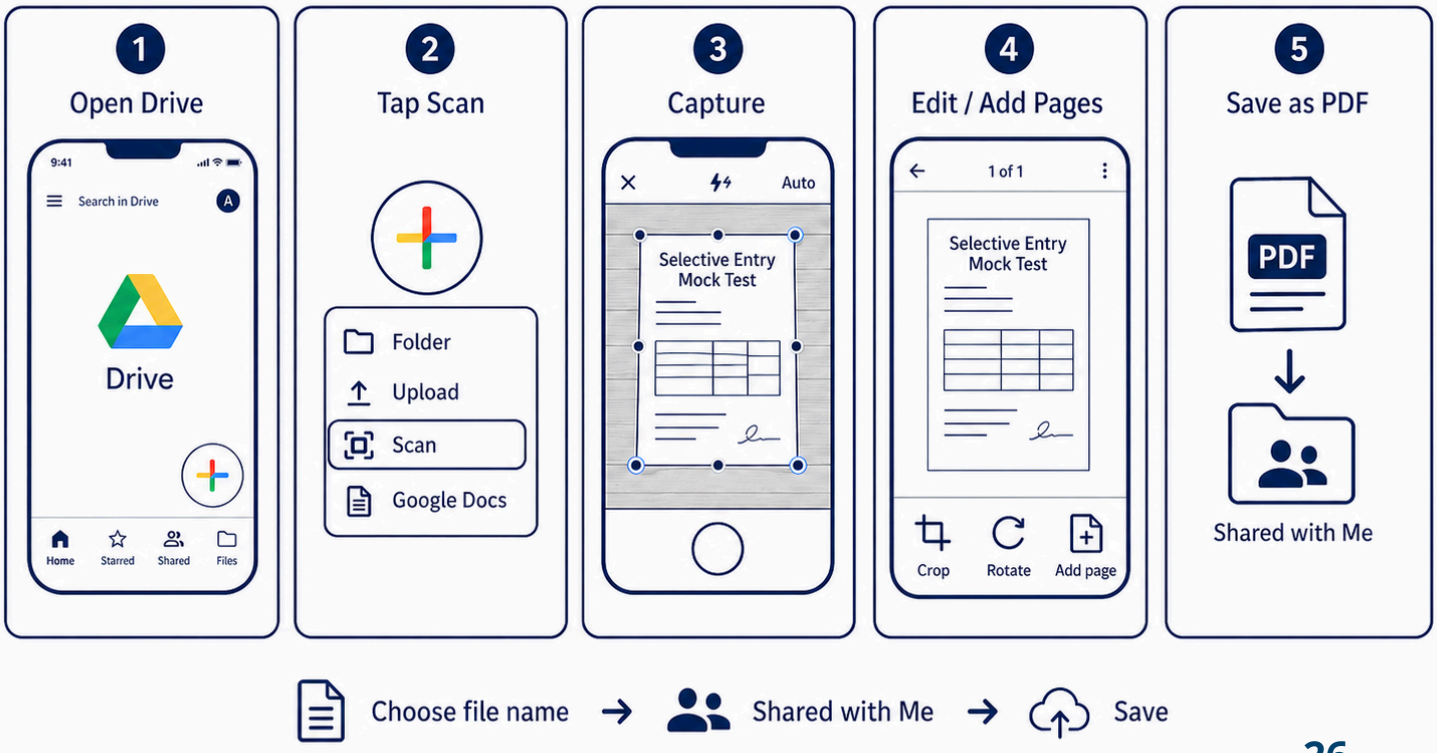
- *Completing the writing mock test in the class.*
- *Practise of both creative/narrative and persuasive styles.*
- *Use of planning structures (ideas → organise → write → edit).*
- *Implementation of feedback.*

Melbourne Tutorials shall not send any reminders/emails to parents about non-submission/submission.
Mock tests will only be assessed if they are submitted on time, uploaded to the correct folder, and provided in the required PDF format.

4 How to scan/upload in the correct folder/ format

How to Use the Scan Feature on Google Drive:

1. **Locate the Icon**: Open the Google Drive app, and you will see a colourful "+" (plus) icon in the bottom right corner. The camera icon for scanning is often found there or as a direct camera icon above the plus button.
2. **Initiate Scan**: Tap the camera/scan icon to activate the camera in scanning mode.
3. **Capture the Document**: Position your phone camera over the document. The app can automatically detect and capture the document, or you can tap the shutter button to take the photo manually.
4. **Edit and Save**: After taking the photo, you can crop, rotate or tap the "+" icon within the scanner to add more pages to the same document.
5. **Store the Document**: Tap "Done" and choose the file name and the student's Google Drive folder under "Shared with Me", then hit "Save" to save it as a PDF.



How Students Should Study Between Classes

Since students attend the program once per week, the majority of improvement occurs during the remaining days of the week. **Students are encouraged to maintain a consistent study routine that includes:**

Concept Revision
Students should review class notes and concepts shortly after the lesson to reinforce understanding.

Practice and Reinforcement
Students should complete all assigned home tasks and practise additional questions from the online portal.

Error Analysis
Students should review incorrect answers carefully to understand why the correct answer works, why other options are incorrect, and what mistake led to the error.

Reading and Vocabulary Development
Students should regularly read high-quality texts and expand their vocabulary. This may include novels, literature, newspaper articles, and informative nonfiction texts.

Maintaining a vocabulary notebook with meanings, synonyms, antonyms, and example sentences is strongly recommended. Improvement depends largely on what occurs during the other six days of the week. Teachers provide instruction, structure, and motivation. **Students, in turn, are expected to apply the skills taught, maintain a consistent weekly study routine, and ensure that home tasks are completed diligently and either corrected using the provided solutions or submitted where required.**

Study Habits of Successful Selective Entry Students

Over the years, we have observed that students who perform strongly in Selective Entry examinations tend to develop certain consistent habits.

Consistency
They complete their work regularly rather than studying intensively only before tests.

Active Learning
They ask questions in class, participate in discussions, and seek clarification whenever concepts are unclear.

Careful Self-Checking
They review their work carefully, correct mistakes, and pay attention to recurring patterns in errors.

Independent Thinking
They attempt difficult questions independently before seeking help.

Discipline
They maintain a regular study routine and take responsibility for their preparation.

Success in Selective Entry preparation rarely comes from last-minute effort. **It is built gradually through consistent practice, careful reflection, and disciplined study habits.**



Selective Entry Recommended Reading List

Wide reading plays a vital role in developing comprehension, vocabulary, inference, and analytical thinking skills. Students preparing for Selective Entry examinations are strongly encouraged to engage regularly with high-quality literature across a broad range of genres.
Students should also maintain a reading log documenting the **book title, genre, key ideas or themes, unfamiliar vocabulary, and the author's purpose**. Their reading should extend across classic literature, historical fiction, non-fiction, imaginative and science fiction, and realistic fiction.

1 Classics

My Antonia – Willa Cather
The Last of the Mohicans – James Fenimore Cooper
A Tale of Two Cities – Charles Dickens
The Adventures of Sherlock Holmes – Arthur Conan Doyle
The Three Musketeers – Alexandre Dumas
Rebecca – Daphne du Maurier
Silas Marner – George Eliot
Les Miserables – Victor Hugo
The Call of the Wild – Jack London
Animal Farm – George Orwell
Robin Hood – Howard Pyle
The Prince and the Pauper – Mark Twain

2 Historical Fiction

Daybreakers – Louis L'Amour
Gentle Hands – M. E. Kerr
The Guns of Navarone – Alistair MacLean
Leaving Eldorado – Jill Mazzio

3 Nonfiction

This Hallowed Ground – Bruce Catton
Marie Curie – Eve Curie
Having Our Say – Sarah Louise Delany and A. Elizabeth Delany
Black Like Me – John Howard Griffin
The Autobiography of Malcolm X – Alex Haley
Hiroshima – John Hersey
Rescue: The Story of How Gentiles Saved Jews in the Holocaust – Milton Meltzer
Never Cry Wolf – Farley Mowat
Alive: The Story of the Andes Survivors – Piers Paul Read
The Hiding Place – Corrie Ten Boom
Ryan White: My Own Story – Ryan White

4 Imaginative and Science Fiction

Split Infinity – Piers Anthony
Fahrenheit 451 – Ray Bradbury
The Andromeda Strain – Michael Crichton
Shoeless Joe – W. P. Kinsella
Out of the Silent Planet – C. S. Lewis
The Giver – Lois Lowry

5 Realistic Fiction

Go Ask Alice – Anonymous
The Bridge Over the River Kwai – Pierre Boulle
Such Nice Kids – Eve Bunting
The Chocolate War – Robert Cormier
Fire-Raiser – Maurice Gee
A Separate Peace – John Knowles
The Contender – Robert Lipsyte
Cry, The Beloved Country – Alan Paton
The Chosen – Chaim Potok
Betsey Brown – Ntozake Shange
Bless the Beasts and Children – Glendon Swarthout
The Pigman – Paul Zindel

Feedback and Meeting Protocol

We acknowledge that some parents may wish to arrange a meeting to better understand the subjects being taught to their child and to discuss their child's performance.

Please note that meetings are intended for matters that remain unresolved after following the earlier steps in our communication process. Such meetings will be conducted with the directors only and will not involve classroom teachers.

Before requesting a meeting, we kindly ask that you refer to the Feedback and Meeting Protocol to ensure all preliminary steps have been completed.

1 Teacher Responsibilities

Teachers commit to both educating students and assessing them with weekly written and oral exams, along with mid-term/ term end evaluations.

The outcomes of these assessments are provided to the students to be shared with their parents, enabling them to closely follow their child's educational development through prompt receipt of test results.

Should a teacher notice a serious gap in a particular area, they will notify the director. The director, in turn, will discuss this issue with the respective parents to tackle the identified learning gap.

2 Feedback Guidelines

1. **Regular Updates**: Students receive ongoing updates through tests and hometask assessments. If Melbourne Tutorials identifies an essential need, we will arrange a direct meeting with parents. Parents are encouraged to first review test marks and any feedback from teachers and directors.
2. **Email Queries**: If you require further information on a specific issue not addressed in our regular feedback, please email your question regarding your child's progress. The institute will respond to these inquiries as needed.
3. **Meeting Arrangements**: Parents who, after considering all the regular feedback, still feel a meeting is necessary, may request one through email. Meetings are intended for issues unresolved by earlier steps and will be conducted with the director only, excluding teachers. This protocol appears to focus on efficient communication, using a tiered approach. Meetings with the director are a final step, ensuring that only unresolved or significant issues reach this level.

Kindly note that at Melbourne Tutorials, all parent meetings and student progress discussions are conducted exclusively by the Directors, rather than by individual teachers.

This is because the Directors have a holistic understanding of the full program, including cohort-wide performance data, curriculum expectations, assessment outcomes, and each child's overall learning trajectory. Centralising these meetings ensures that parents receive consistent, accurate, and comprehensive feedback aligned with the broader academic vision of Melbourne Tutorials.

Accordingly, all progress-related meetings are managed directly through our esteemed Directors.

Common Misconceptions about Selective Entry Preparation

Preparing for Selective Entry Schools is a demanding academic journey. Over the years, we have observed that some misunderstandings about the preparation process can create unnecessary anxiety for students and parents.

COMMON MISCONCEPTIONS:

More tests automatically mean better preparation.

Some parents assume that preparation should involve a full mock test every week. In reality, effective Selective Entry preparation follows a structured sequence: concept development, guided practice, independent reinforcement, and strategic testing.

Mock tests are most beneficial once students have developed sufficient conceptual understanding. Excessive testing without strong foundations often leads to frustration rather than improvement.

Homework must always be collected and checked.

In primary school learning environments, weekly homework collection is common because younger students are still developing study habits. However, in the Selective Entry stream, students are expected to develop greater independence and accountability.

For this reason, students are provided with answers and worked solutions so they can verify their work independently, identify mistakes, correct errors, and recognise recurring patterns in those errors.

Success can be guaranteed.

Selective Entry schools are highly competitive. Even strong students may not receive offers due to factors such as exam-day performance, school quota allocations, and broader selection policies.

Preparation should therefore focus on skill development, academic growth, and long-term habits rather than expecting guaranteed outcomes.

Improvement happens only in class.

Students attend classes once per week. However, the majority of improvement occurs during the other days of the week through consistent practice and independent study.

Students who regularly complete their home tasks, review mistakes, and practise through the online portal typically show the most consistent progress.

Selective Entry preparation is only about passing an exam.

While the Selective Entry examination is an important milestone, the deeper purpose of preparation is to develop strong academic habits, including disciplined study routines, analytical thinking, reading depth, vocabulary development, and intellectual independence.



These skills benefit students throughout their schooling and beyond.

Absence and Makeup Session

For any missed classes or misplaced/lost resources, please email your centre to schedule a time for resource collection.

At Melbourne Tutorials, programs are delivered in a structured group format with carefully sequenced weekly content. As sessions generally operate at full capacity, make-up classes are not included in our standard policy.

However, in exceptional circumstances, a make-up opportunity may be considered strictly under the conditions below:

- A request must be emailed at least **48 hours** before the regular class time.
- The alternative session must be within the same week **(Monday–Sunday cycle).**
- Approval is subject to availability due to other students' absences.

On the offered alternative session day:

- The student must arrive at the designated time.
- The student must report to Melbourne Tutorials staff upon arrival.
- The student will wait outside the centre until attendance of the regular class is completed.

After attendance:

If a vacancy arises due to a planned, last-minute, or uninformed absence and a seat becomes available, the student will be invited to join. If no vacancy is available, the student will not be able to attend that day. In such cases, weekly learning resources may be collected from staff.

Please note: The weekly study cycle runs Monday to Sunday, with Sunday as the final day. Missing a Sunday session means missing all sessions for that week. Students who miss their regular Sunday class may not receive an alternative session unless advance notice was given and an approved alternative was arranged within the same week, subject to the above conditions.

FAQs

1. ***Do you check worksheets weekly?***

In Selective Entry groups there is no formal collection or routine checking of worksheets. Progress is monitored through structured assessments and targeted writing test submissions when instructed.

2. ***How does feedback happen?***

Through diagnostic/topic tests, writing mocks, and mock tests used strategically.

3. ***How important is the online portal?***

Mandatory for Year 7 Selective Entry and above. Students should reattempt quizzes until 95%+ proficiency.

4. ***When do we get portal access?***

Typically within two weeks of commencement (continuous enrolment required to retain access).

5. ***Can we reschedule missed classes?***

Make-up sessions are not included as standard. In exceptional circumstances, a make-up may be considered within the same Monday–Sunday cycle and subject to availability, with 48 hours' notice.

6. ***How should new students manage workload?***

New students may take time to settle into the intensity and rhythm of Selective Entry preparation. Confidence and performance strengthen progressively with consistent routine.

<u>How to transition smoothly:</u>

- *Prioritise understanding and consistency over volume in the first weeks*
- *Complete essential tasks first (core concepts + corrections + key quizzes)*
- *Bring questions to class early to prevent gaps compounding*
- *Avoid last-minute cramming; build weekly habits*

Term Dates and Fees

Term 1

2nd Feb to 5th April

Term 2

20th April to 21st June

Term 3

13th July to 13th September

Term 4

5th October to 6th December

Once the term starts, Melbourne Tutorials remains open on public holidays/ long weekends and classes shall be conducted as normal.

Melbourne Tutorials fee structure is available at :

https://melbournetutorials.com.au/fee-structure/

An invoice for the next term is ordinarily sent to parents in the sixth week of the ongoing term with a payment due date (ordinarily 10 days from the invoice date).

To retain a spot, the options available are:

1. Payment of fee by the due date

OR

2. Requesting an extension for payment through email (in genuine circumstances).

Communication is very important and without any communication from the parent, we'll have to offer the student's spot to another waitlist student.