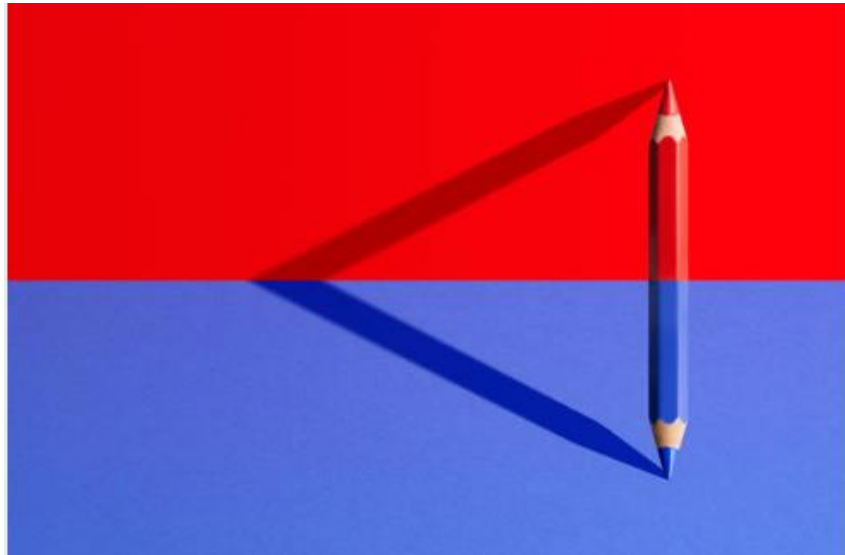


BGS Writing Style Guide



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1. Why do we need a style guide?

The *BGS Writing Style Guide* ensures our written communications (printed or digital) are consistent and written in clear, concise and effective English. This reassures readers, demonstrating that we are all working from the same page and with the same goal (the best possible education of their sons) in mind.

This guide covers only commonly used textual style; it is not intended to be comprehensive. If you have any queries about style or suggestions for additions to the *BGS Writing Style Guide*, please contact [Marcomms](#).

The *BGS Writing Style Guide* will be updated regularly online.

If you remember nothing else, remember this!

- You must not send any communication to an external group (including parents) without having first sent it to Marcomms for proofing. It is *your* responsibility to follow the *BGS Writing Style Guide*. If your communication does not follow the guidelines outlined here, you may be required to resubmit prior to proofing.
- If you need to refer to a dictionary, please use the *Macquarie Dictionary* (Sixth Edition) where possible.
- You must use the templates provided for letters (select [digital or print](#) letterhead templates). For emails, simply open a new message. Do *not* change the default style (including font) in the templates.

2. Style and tone

Style

The writing style used at BGS is a reflection of the School. All communications must demonstrate a refined use of the English language. For example, use:

- **active** (rather than passive) voice...

passive: Students are taught by teachers with exceptional qualifications.

active: Students learn from exceptionally qualified teachers.

- **personal pronouns** such as 'you' and 'we'
- **simple sentence framework**, with shorter sentences (generally no longer than 22 words)
- headings, bullet points and other **formatting techniques** to make it easy to scan a document and find key information.

For example:

Don't write: We would ask for your support in ensuring that your son wears the correct winter uniform.

Instead write: Please ensure that your son wears the correct winter uniform.

Tone

All written communication must be clear, engaging and dynamic. Our writing needs to be prepared with our audience in mind. It should tell them what they want to *know*, not just what we want to *tell* them. We write *to* our audience, not *at* them. For example, rather than writing 'we'll teach you', we write 'you'll learn'.

Our tone is professional, friendly and warm. We are responsible for presenting BGS as a modern school that maintains the highest standards.

3. Writing and editing

Acronyms

In general, spell out acronyms in full in the first instance; the initials may be used in subsequent references. For example:

The Victorian Tertiary Admissions Centre (VTAC) processes applications for universities in the state of Victoria. If you're a Year 12 student, you'll usually lodge an application via the VTAC or the University Admissions Centre (UAC).

Full points are not used in acronyms (e.g. VTAC *not* V.T.A.C.).

Acronyms that are better known in their shortened form (e.g. APS, VCE, TAFE, NAPLAN, ATAR) do not need to be written in full.

When using the School's name, write it in full ('Brighton Grammar School') for formal communications; 'BGS' or 'the School' may be used for informal communications, or to avoid repetition.

Australian spelling

BGS uses Australian spelling (not American). This means that we use:

- –ise rather than –ize (e.g. realise, organise, specialise)
- –our rather than –or (e.g. colour, behaviour, neighbour)
- –re rather than –er (e.g. theatre, centre, metre).

Some other spelling differences include:

- 'travelling' rather than 'traveling'

- 'focused' rather than 'focussed'
- 'enrolment' rather than 'enrollment'.

Consult the *Macquarie Dictionary* (Sixth Edition) to confirm correct spellings.

In Microsoft Word on your computer, change the default language to English (Australian) – File/Options/Language. (You may find that you need to do this for each new document.)

See [Spelling and commonly used words/phrases](#)

Note: SpellCheck can be useful but you are liable to find yourself in trouble in if you rely on it too heavily. For example:

- *Spell check will not fined words witch are miss used butt spelled rite.*
- SpellCheck may hyphenate words that are not hyphenated according to our style.

Capital letters

Keep capital letters to a minimum. The following should be capitalised:

- school years (Year 7, Years 9–12)
- school subject names and Learning Domains (Mathematics, Science, English, Outdoor Education, Guided Reading)
- *specific* references to semesters and terms (Semester 1, Term 3 – but lower case when writing 'in the third term' or 'each semester').

Note: Extra-curricular activities are not capitalised (chess, debating) unless writing 'BGS Chess', 'BGS Debating' or 'the Debating Program'.

For more on capitalisation, see [BGS conventions](#).

Contractions and abbreviations

A conversational writing style that uses contractions (it's, that's, you're, we've etc.) is appropriate for less formal communications such as emails, eNews stories and social media posts.

Contractions are not appropriate for formal communications, such as student reports, the *Grammarians* and annual reports.

Generally, abbreviations should be avoided. When space is limited, days and months can be abbreviated to:

- Mon, Tue, Wed, Thu, Fri, Sat, Sun
- Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec.

Avoid using the ampersand (&) for 'and' unless it forms part of a proper noun e.g. Ernst & Young.

Emphasis

Use italics or bold for emphasis sparingly. Do not use inverted commas to indicate emphasis.

Fewer vs less

Use 'less' for mass nouns (things you can't count individually, e.g. water) and 'fewer' for count nouns (things you can count, e.g. people).

Headings

Use sentence case for headings (i.e. with a capital letter only for the first word in the heading).

Do not use a full point at the end of a heading (e.g. 'Teaching and learning').

Italics

Use italics for:

- titles of books, publications (including newspapers and magazines), reports, movies, songs, TV shows, musical compositions etc.
- when referring to foreign words not considered fully part of the English language (e.g. I just got the weirdest feeling of *déjà vu*.)
- for names of vehicles such as ships, aeroplanes and missiles
- for zoological names (e.g. *Homo sapiens* belong to the genus *Homo*.)

Subject/verb agreement

The verb should agree with its subject (e.g. 'Jack's work in spelling and grammar has improved.' – Note that 'has' is used rather than 'have' because it must agree with the subject 'work').

4. Punctuation

Apostrophes

Apostrophes have two uses:

1. They can show that some letters have been taken out of a word to shorten it (e.g. don't, l'll). Contractions such as these are not appropriate for formal materials.
2. They can indicate ownership (e.g. The student's results were excellent). When the plural form of a word ends in –s, do not add an extra s, but place the apostrophe after the –s, for example: The students' results were excellent. (In this case, more than one student is being referred to).

Note: Do *not* use an apostrophe when referring to:

- decades (e.g. the 1970s)
- the plural form of acronyms (e.g. URLs)
- individuals in terms of their year level (e.g. Year 5s, Year 12s)
- School Assessed Coursework and Scholastic Assessment Test (e.g. SACs and SATs).

Bullet points

Short bullet points or lists can make writing easier to read.

Each series of points should be introduced by a lead-in sentence or sentence fragment. The lead-in ends with a colon to link it with the information in each list point. Each point must form a complete sentence with the lead-in clause.

Lists

Do not use punctuation at the end of each list point (unless they are complete sentences – see below). Insert a full point at the end of the final point in the list. For example:

Our learning advisors can help you develop:

- *effective reading and study skills*
- *time-management and organisation skills*
- *critical-thinking skills.*

Complete sentences

If the points in the list are complete sentences, they should start with a capital letter and end with a full point. For example:

To apply to Brighton Grammar School, take the following steps:



- *Fill in the online application form.*
- *Submit the accompanying fee (\$200 per student).*
- *Ensure your contact details are kept up to date during your time on the waiting list.*

Note: Only use numbers if the points need to be followed in a particular order.

Colons and semicolons

Colons

A colon (:) is commonly used to introduce a series or list. If a colon introduces a complete sentence, more than one sentence, a formal statement, quotation, or speech in dialogue, capitalise the first word of the sentence. For example:

The question is: How can you put a price on education?

If the colon introduces a sentence fragment or list, don't capitalise the first letter. For example:

We know the number one cause of stress for students: exams.

Semicolons

Use a semicolon (;) to join clauses when a conjunction is omitted or when the connection is close. The clause after a semicolon should be able to form a complete sentence on its own. For example:

At the time, these study areas were revolutionary; today, they are more important than ever.

Semicolons can also separate items in long lists. This is particularly useful when the items in the list contain multiple words and punctuation. For example:

The 9/10 B2M program includes a number of components: world-class outdoor education journeys; service programs; Tomorrow Man workshops; and Connor's Run.

The word 'however' is often preceded by a semicolon. For example:

On-time VTAC application forms are due by 30 September; however, you can apply after this date providing you pay a late fee.

Commas

In addition to the usual conventions for the use of commas, please note:

- BGS style does *not* use commas after salutation or closure in letters or emails (see [sample letters](#).)
- A comma may be used before 'and' in a list (i.e. the Oxford or serial comma) if it provides clarity, but is not necessary in most circumstances. No comma is necessary before 'and' in this example: The four archetypes are the magician, the sage, the warrior and the carer.
- Use a comma to separate groups of three digits in numbers greater than 9999 (see [Numbers](#)).
- **Do not** use a comma:
 - between a position and an individual's name (e.g. Director of Studies Jane Smith addressed the students)
 - when writing a date (e.g. 25 September 2019).

Dashes (en dash)

An en dash (–) can be typed using the keyboard shortcut ctrl + Num – (the minus key).

Unspaced en dash

An unspaced en dash is used as a linking device, showing spans of:

- figures (e.g. Years 7–12; pages 42–59)
- time (e.g. March–July; 9am–2pm).

Note: Do not use an en dash as a substitute for and with the words 'between' or 'from'. For example, write 'the period between 2017 and 2019', not 'the period between 2017–2019'.

Spaced en dash

Use an en dash with a space on either side to:

- signify an abrupt change (e.g. I didn't realise you were born overseas – but I digress.)
- introduce an explanation or to set apart parenthetical elements within a sentence (e.g. Einstein authored a number of scientific theories – the Theory of Relativity being the most famous – that changed our perceptions).

Exclamation marks

In general, avoid exclamation marks. They are rarely necessary and overuse can be distracting.

Hyphens

Hyphens are used to clarify meaning and avoid confusion.

Use hyphens:

- **with double-up vowels** to make the meaning easier to understand (e.g. re-energise); however, 'cooperate' does not require a hyphen
- **when a word would be ambiguous without a hyphen** or the same as an existing word (e.g. 're-sign' has a different meaning to 'resign')
- **when spelling out numbers and fractions** (e.g. twenty-nine, two-thirds)
- **with compass points** (e.g. north-east)
- **with prefixes** such as non-, former- and ex-
- **when a suffix applies to two or more items** in a list (e.g. on- and off-campus).

To check the use of hyphens in specific terms, see [Spelling and commonly used words/phrases](#).

Parentheses

Rule	Example
Parentheses are used to enclose information that clarifies or is used as an aside.	He finally answered (after taking five minutes to think) that he did not understand the question.
Punctuation goes inside parentheses only if an entire sentence is inside the parentheses.	Please read the analysis. (You'll be amazed.) Please read the analysis (you'll be amazed).
Parentheses are not part of the subject.	Joe (and his trusty dog) was always welcome.
Commas are more likely to follow parentheses than precede them.	When he got home (it was already dark outside), he prepared dinner.

Quotation marks

Use single quotation marks to show direct speech and the work of other writers. For example: 'But I didn't do it!'

Use double quotation marks for a quote within a quote. For example: The Headmaster began with, 'Even if you've never read a word of Shakespeare, I'm sure you've heard "To be or not to be" a thousand times.'

If a quote comprises a full sentence, insert the punctuation before the closing quotation mark. For example: 'We hope this research will lead to a potential new drug therapy for lung cancer,' said Dr Smith.



Spacing

Only one space should be used after full points, commas, colons and semicolons.

5. Numbers

Do not begin a sentence with a numeral or a year.

Commas in numbers

Numbers up to 9999 are expressed with no space or comma. Numbers 10,000 and above are expressed with commas (e.g. 24,000 and 1,300,000).

Phone numbers

Phone numbers should be written in the following formats:

(03) 8591 2200

0400 123 456

Spelling numbers

In general, spell out numbers up to nine and use numerals for numbers 10 and above. Exceptions to this rule are as follows:

- **references to headings or expressions** from elsewhere that use numerals (e.g. Year 12, Semester 1, Chapter 5, Appendix 2)
- **text that is largely statistical or mathematical** in nature (e.g. text in a table – use numerals)
- **numbers accompanied by symbols or measurements** (e.g. 8°C, 3km, 10am, 89%)
- **centuries** (e.g. the 21st century)
- **decimals** (e.g. 3.5)
- **the beginning of sentences**, where numbers should always be expressed in words (e.g. Sixty-five students were involved in the concert).

For more on School-specific numerical style, see [BGS conventions](#).

Dates

Dates are written with no punctuation (e.g. Friday 18 February 2019).

For date spans, use 'from' and 'to', or 'between' and 'and' (e.g. between 2016 and 2018). You can also use an unspaced en-dash (e.g. 18–20 February 2019) in a table or for brevity. Be consistent.

Time

A full point, rather than a colon, is used to separate hours from minutes. No space is used between the numeral and am or pm (e.g. 6.00–8.00pm, 6.30pm).

Where both times are am or pm, only use the abbreviation once (e.g. 7.30–9.30am).

Where possible, give event details in the following format:

What: Family Fun Night (use event title, unless used as a heading)

When: Friday 1 March 2019, 4.30–8.00pm (Note: Date is listed first, followed by time)

Where: Red Square, Junior School

Percentages

In text, percentages are expressed with the words 'per cent' for numbers less than 10 and with the symbol '%' for numbers 10 and greater (e.g. five per cent, 25%). However, in text that contains many statistics, numbers and the symbol can be used throughout.

The symbol should be used only with numerals; 'per cent' may be used with either words or numerals. In documents where numerals are generally being used for numbers, show percentages in numerals with the symbol.

For headings, the symbol is acceptable (e.g. BGS is ranked in the top 5% in Australia).



Units

No space is used between units and their associated numerical (e.g. 25mm, 14km, 4m).

Currency

Use A\$ for Australian dollars (e.g. A\$250).

If using the symbol 'm' for million or 'bn' for billion, do not use a space between the units and the symbol (e.g. \$25m, \$5bn).

6. Letters and emails

Letters

The [letterhead templates](#) on the BGS Brand website are set up to help you format your letters correctly. This Guide also includes examples of correctly formatted letters: one [with an address block](#) and one [without an address block](#). Letters should contain the following information in the sequence shown below.

Note: The correct font for letters is **Arial size 10**, black. Body text must be left-aligned, not justified. These settings are the default settings in the templates.

Date

The date is expressed in the order of day (as a number), month and year (e.g. 1 June 2019), without any punctuation.

Addressee

The addressee should include:

- courtesy title (e.g. Mr, Mrs, Ms, Dr – *not* Mr. or Dr.) and name of the person addressed
- professional title of the person addressed and post-nominal title, where applicable
- the full name of the addressee's company, where applicable
- postal address (including suburb, state and postcode).

Note: Punctuation is omitted in the addressee block.

Heading

A brief heading (see template) that describes the subject of the letter tends to help the reader. The heading should be in sentence case (i.e. all words lower case except the first word and any proper nouns).

If you require subheadings, titles or bullets, use the style included in the template.

Salutation

If the addressee is well known to the author, the addressee's first name should be used (Dear Peter). If the addressee is not well known, the addressee's courtesy title and surname should be used (Dear Mr Smith). Do not use a comma after the addressee's name.

If the letter is to a group of parents/guardians, the salutation should appear as:

Dear parents/guardians (note the lower case 'p' and 'g')

Body

This is the most important part of the document. Keep the body text/content concise; letters should be kept to one page where possible.

At the end of the body, include your contact details in case the reader has any queries.

Closing and signature

Close the letter with 'Yours sincerely' (no comma after 'sincerely'). Insert your digital signature followed by your name (in bold) above your position (not bold). If you hold more than one position, use the position most relevant to this communication.

Please note the following when writing letters:

- Write in the active (not passive) voice.
- Use verbs rather than clauses or phrases based on nouns derived from verbs (e.g. use 'explain' rather than 'provide an explanation').
- Remove unnecessary capital letters.
- Be concise.
- Use accessible language that is appropriate to the reader (avoid jargon).

Emails

Emails to parents are a quick and easy form of communication that can enhance parent/school communication. However, just like letters, they need to look and sound professional. In your online communications, remember that you are representing the School and providing a customer service.

Here are some guidelines:

- Do not alter the default settings on your email (font is Calibri size 11 and text should be in black).
- Bold, underline and capitalisation should be used sparingly as this can be considered 'shouting'.
- Emails should be brief but courteous (slightly more formal/polite than if you were simply speaking to someone).
- When addressing a parent, 'Dear' is generally more appropriate than 'Hi'; when signing off, use 'Kind regards'. It is not appropriate to use symbols (such as 'xx') or emojis (☺) when signing off.
- Avoid areas such as discussing a student with another parent, health issues, staff issues, criticising the School or its representatives. **Remember, an email can be used as a legal document. Only send an email that you would be happy for the Headmaster to read and countersign.**
- Every email should end with your complete email signature, which should appear as set out on the [BGS Brand website](#). If you have multiple responsibilities (e.g. Head of English, Head of

House, TIC Basketball), list only the most senior title. (If appropriate, you may create a separate signature block for different uses.)

- Please ensure that your position title is written as it appears in the A full list of [Staff titles](#) and acceptable abbreviations can be referenced here.
- Your out-of-office message must include your date of return, someone who can be contacted in your place if the message is urgent, and your complete email signature.

Remember this when sending emails:

- When sending an email to multiple parents, use your own email address in the **To** box and add the distribution list in the **Bcc** box. This is important to protect parents' privacy.
- If you want to send an email to **_All staff**, you must first seek permission from the Headmaster.
- If you want to send an email to your **section** of the School, you must first seek permission from the Head of Section.

7. BGS conventions

Using the School name

Brighton Grammar School should always be written in title case. However, the following terms can also be used when referring to the School:

- 'BGS' (except in formal communications)
- 'the School' (may be used as a substitute for Brighton Grammar School to avoid repetition)
- 'Brighton Grammar' (may be used for brevity).

Staff and student titles

Here are some examples of staff titles when used within a body of text. Follow the format of the title that is most appropriate:

- Ross Featherston, Headmaster
- Tim Marshall, Director of Sport
- Claire Clarke, ELC Teacher
- Ben White, Head of House (Years 11–12)
- Sam Kuring, Year 1 Teacher
- Mark Dowley, Teacher in Charge – Cross Country

Signature blocks

When writing your name and title in emails, letters, business cards, etc., use your name (in bold) above your title (not bold), i.e.:

First Name Last Name (Bold)

Title

If you have multiple responsibilities (e.g. Head of English, Head of House, TIC Basketball), list only the most senior title appropriate to the communication. For example:

Peter Tellefson

Deputy Headmaster, Head of Junior School

Travis Hopgood

Deputy Head of Secondary School (Years 7–8)

Sam Kuring

Year 1 Teacher (Note: *not* Homeroom Teacher)

A full list of [Staff titles](#) and acceptable abbreviations is available here.

Here are some examples of student titles:

- Captain of Cricket
- School Captain

- Dixon House Captain
- The event will be hosted by the Headmaster, the School Captain and the Prefects.

Sport

Always refer to sporting teams as First XV, Second XI, Third VIII (not 1st XV, 2nd XI etc.).

When referring to placing in a competition, use numerals e.g. David Jones came 1st in the U10 category.

'Captain' and 'Coach' are capitalised when placed before the name and not capitalised when placed afterwards. For example:

- Rowing Captain Nicholas Stewart was the star of the race.
- Nicholas Stewart, captain of the rowing team, was delighted.
- The First XV Coach Sally Green spoke sternly to the team.
- At half-time, Sally Green, the team's coach, looked anxious.

Building and place names

Annandale Pavilion

the Atrium

BGS Annandale Gym (for public hire)

Crowther Centre

G B Robertson Hall (no full points)

Hay Family Lecture Theatre

the Oak Tree

the Quadrangle (or the Quad)

Robert Sanderson Centenary Hall

Rosstrevor end

Rosstrevor Hall

S J Priestly Conference Room (no full points)

St Andrew's end

the Tuckshop

Wellbeing Centre

Urwin Centre for Learning

Website and email addresses

For brevity, do not include the [www.](http://www.brightongrammar.vic.edu.au) at the beginning of the address (e.g. brightongrammar.vic.edu.au).

Do not use a full point at the end of a sentence that finishes with a URL or an email address.

Avoid publishing a very long URL. To reduce the length of a long address, go to bit.ly and replace it with something shorter or include a hyperlink.

When publishing a website address or email address, *a/ways* test it to make sure it is correct.

8. Spelling and commonly used words/phrases

For any spelling queries, refer to the *Macquarie Dictionary (Sixth Edition)*.

The following words and phrases are commonly used within BGS publications. (If you have queries about others, please email Marcomms and we'll add to the list.)

n. = noun

adj. = adjective

v. = verb

A	Notes/examples
A-team, B-team	
Aboriginal and Torres Strait Islander	
Aboriginal peoples	Plural
advisor	
affect (v.) / effect (n.)	<i>His attitude will affect his work.</i> <i>His attitude has had a positive effect on his work.</i>
AFL	No full points
age-appropriate	
ageing	<i>Not aging</i>
aid	Something to assist a child's learning

	<i>We will use bead frames as an aid.</i>
aide	A person assisting a child <i>a teacher's aide</i>
alumni	Plural
alumnus	Singular
among	<i>Not amongst</i>
and	<i>Not &</i>
Anzac	Use ANZAC only when referring to the army corps itself
apps (no capital)	
APS Sport	No full points, no need to write out in full <i>BGS qualified for the APS Finals.</i>
artwork	
Assembly	Initial capital <i>Friday morning's Assembly</i>
Australian Government	
autumn	No capital for seasons
B	
B2M	
BGS Parents Group (BGSPG)	

behaviour	
benefited, benefiting	Single 't'
BGS	No full points
billycart	One word
bookwork (n.)	
Borwick House Choir	
boy	No capital (but 'Old Boy')
Brighton Grammar School	
Buddy, Buddies	Initial capital (refers to a School program)
C	
camp	Do <i>not</i> use term! Use 'Outdoor Education program' or 'Outdoor Education journey' instead.
Choral class	Capital because 'Choral' is a Learning Domain
classmate	
classroom	
classwork	
Co-captain	
co-curricular	

co-education	
coordinate, coordination	
cooperate, cooperation	
counsellor	Unless referring to a person on a council – councillor)
counterproductive	
coursework	
co-worker	
criterion	Singular (plural – criteria)
cross country (n.)	But cross-country race (adj.)
curriculum vitae, CV	

D	
data	Plural <i>and</i> singular (<i>not</i> datum)
database	
daydream	
daytime	
decision making process	
Distinction Certificate	
Dr	For doctor – no full point
Dreamtime	
E	
e.g.	
e-book, e-commerce, e-learning, e-resources	
effect (n.) / affect (v.)	<p><i>His attitude has had a positive <u>e</u>ffect on his work.</i></p> <p><i>His attitude will <u>a</u>ffect his work.</i></p>
Effective Learner model	
ELC3	No space
email	
English (subject)	Capital letters for Learning Domains; lower

	case for subsets (e.g. spelling, punctuation)
enrol, enrolment, enrolled, enrolling	
enquiry	<i>Not inquiry, unless referring to a formal inquiry, e.g. a police inquiry</i>
etc.	
everyday (adj.)	<i>Mindfulness is an everyday practice at BGS. We practise mindfulness every day at BGS.</i>
extra-curricular	
eye contact	
F	
federal	No capital 'f'
fine-motor skills	
first aid (n.)	
first-aid kit (adj.)	
First XV, Second XI, Third VIII	Sporting teams
focused, focusing, foci	
fulfil, fulfilled, fulfilment	
Full Colours	<i>Full Colours for Badminton.</i>

	<i>He played badminton.</i>
full-time (adj.)	<i>full-time work</i>
G	
government	No capital 'g'
gross-motor skills	
ground-breaking	
Guided Reading	Capital letters for Learning Domains
H	
hands-on (adj.)	
handwriting (n.)	
hard-working (adj.)	
high-frequency (adj.)	
homeroom	
homework	
homework book	
Hon. (e.g. The Hon. John Smith)	
House	<i>Crowther House</i> <i>House Swimming</i>

	<p><i>House Chess competition</i></p> <p>No cap if referring to all 'houses'.</p> <p><i>The boys are allocated to houses. They undertake various activities with the rest of their house.</i></p>
the Hub	lower case 't'
I	
i.e.	
in-depth (adj.)	<i>He has an in-depth knowledge of Australian history.</i>
Indigenous	In Australian context; lower case at all other times
International Parents Support Group (IPSG)	
Interschool	<i>Interschool Sport, Interschool Debating</i>
internet, intranet	
iPad	

J	
judgement	With an 'e'
Junior Parents Group (JPG)	
Junior School	
K	
kind-hearted (adj.)	
L	
labelled, labelling	
labour	But Australian Labor Party
laptop	
lead-up (n.)	
Learning Support	
learnt	<i>Not learned</i>
letter-sound	
lifespan	
LinkedIn	
Literacy Rotations	
Long Day Program	In reference to Year 11 and 12 after-hours study

M	
masterclass	One word
masters degree	No apostrophe
Mathematics	Capital letter for Learning Domains
Merit Certificate	
metre	<i>Not meter</i>
Middle School	Do <i>not</i> refer to Middle School, only Secondary School
mindfulness	
mini-project	
Monitor	Initial capital where the title is specified <i>Science Monitor</i>
most valuable player (MVP)	
Mothers' Day	<i>Not Mother's Day</i>
Mr, Mrs, Ms	No full points
multicultural	
multidisciplinary	
multimedia	
multipurpose	
multi-syllable	

multi-task	
the Musical	Initial capital when referring to a specific production <i>He was the lead part in the Musical.</i>

N	
national	No capital 'n'
no one (no hyphen)	
non-fiction	
non-verbal	
note reading	Two words
note taking	Two words
O	
OB 1978	Use abbreviation with peer year after the name of an Old Boy, no space <i>John Jones (OB 1960)</i>
Old Boy	
Old Brighton Grammarians' Society (OBGS)	
on task	

one-one-one (adj.)	He received one-on-one tuition.
ongoing	
online	
open-ended	
open-minded	
organise	<i>Not organize</i>
P	
parent groups	
Parent Teacher Discussions	<i>Not Interviews or Meetings</i> Use initial capitals
per cent, percentage	
PhD	
postgraduate	
PowerPoint	
practice (n.), practise (v.)	<i>I attend my cricket <u>practi</u>ce on Monday.</i> <i>I <u>practi</u>se conscientiously every Monday.</i>
prerequisite	
pre-empt	
proactive	
problem solve, problem	

solving	
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program	<p><i>Not programme</i></p> <p><i>Various sports programs are run across the School.</i></p>
Program	<p>In reference to a specific program</p> <p><i>Year 10 boys participate in the Tomorrow Man Program. This Program introduces them to...</i></p>
proofread	
Q	
quick-thinking	
R	
realise	<i>Not realize</i>
rebut, rebuttal, rebutting	
Record Book	Initial capitals
reread	
retell	
risk taker (n.), risk-taking (adj.)	

role model	
role play	
S	
SACs	No apostrophe
SATs	No apostrophe
SchoolStream	No space
school year	
Secondary School	
self-confident, self-confidence	
self-corrects	
self-edits	
self-esteem	
self-motivate	
Semester 1	Capital 'S' when written with a number. Use number and not word.
semester	Billy worked well this semester.
semi-final	
senior students	
Show and Tell	
single-campus school	But: <i>BGS consists of a single campus.</i>

Sizzling Starts	
Smart Spelling	
sound–letter (adj.)	Note: en-dash (<i>not</i> hyphen) e.g. sound–letter recognition
staff	<i>Music staff</i>
state (state of Victoria)	No capital 's'
storyline	
story telling	
story time	
story writing	
School	(upper case S only when referring to Brighton Grammar School specifically) <i>The School's core values are passion, respect, integrity and accountability.</i> <i>The School's website etc.</i>
school life	
school work	
school mate	
Secondary School	Do <i>not</i> refer to Secondary School as Senior School
South East Asia	

summer	
spring	
Still Cloud	
Syndicate Program	
T	
teacher aide	
team mate	
team work	
tech-savvy	
Term 1	Capital 'T' when written with a number. Use number and not word.
THRASS chart	
timeframe	
timeline	
Torres Strait Islander peoples (plural)	
TryBooking	
21st century	
U	

the U14 team	
undergraduate	
undervalued	
upper case	
V	
Vice-Captain	Capitals when referring to an individual
W	
warm-up (n.)	
webpage	Refers to an individual page on a website
website	
wellbeing	
well-developed, well-mannered, well-organised	
Wi-Fi	
workbook, worksheet	
workspace	
worldwide	
World Wide Web	Title case (this is a proper noun)

Y	
Year 1; Years 9–10	<i>Not</i> Year 9–10 Also, do not use ‘Year 8s and 9s’ (instead, say ‘Year 8 and 9 boys’)
You Can Do It	Program
Year 7	Capital Y, not Grade 7, Y7 or Year Seven
YouTube	

9. Appendix

Letters

[Example of letter with an address block](#)

[Example of letter without an address block](#)

Staff positions and titles

[Full list of BGS staff positions and titles](#)

Example of letter with an address block

2 March 2018

Mr M and Mrs C Brooks

16 Higham Street

Cheltenham Vic. 3192

Year 12 Long Day Program

Dear parents/guardians of Year 12 boys

After consulting with the senior students, I am pleased to announce that some additional after-school study sessions will be offered this year. Beginning on Tuesday 13 March, the Year 12 Long Day Program will be implemented, whereby supervised study sessions will be held in the Hancock Wing every **Tuesday, Wednesday** and **Thursday** night between **5 and 8pm**.

These sessions will be supervised by a staff member, and a Past Scholar will also be rostered on to assist between 6 and 8pm. The timing allows for boys to attend sports training, or go to local shops to buy food, before returning to School to study. Boys must sign in on arrival and sign out when they leave.

Please note:

- The Long Day Program is for Year 12 students only, during term time, and excludes public holidays.
- These sessions are not compulsory and no formal classes or assessment will occur during this time.
- Boys who are at risk of anaphylaxis or asthma, or who require any other medications, must carry these medications on them at all times during the sessions.

The Library will also continue to be available after school to all boys, from Monday through to Thursday, until 6pm.

If you have any questions or concerns, please don not hesitate to contact me.

Yours sincerely

[Insert electronic signature here]

David Liddle

Deputy Head of Secondary School (Years 11–12)

Example of letter without an address block

2 March 2018

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Yours sincerely

[Insert electronic signature here]

David Liddle

Deputy Head of Secondary School (Years 11–12)

Staff positions and titles	Section
.Net/SQL Developer	Professional Support
Accounts Officer	Professional Support
Administrative Assistant	Professional Support
Admissions Assistant	Professional Support
Advancement Manager	Professional Support
Alumni and Community Manager	Professional Support
Assistant – Early Learning Centre	Junior School
Assistant – Head of Outdoor Education	Professional Support
Assistant Librarian	Junior School
Bequests Officer	Professional Support
Business Manager	Professional Support
Careers Counsellor	Professional Support
Chief Operating Officer	Senior Executive
Compliance Coordinator	Professional Support
Crowther Centre Manager	Professional Support
Deputy Head of Junior School	Junior School
Deputy Head of Secondary School (Years 11–12)	Secondary School
Deputy Head of Secondary School (Years 7–8)	Secondary School
Deputy Head of Secondary School (Years 9–10)	Secondary School
Deputy Headmaster, Head of Crowther	Senior Executive
Deputy Headmaster, Head of Junior School	Senior Executive
Deputy Headmaster, Head of Secondary School	Senior Executive
Digital Marketing and Social Media Manager	Professional Support
Director of Advancement	Senior Executive
Director of Coaching (Years 5–12)	Professional Support
Director of Curriculum and Assessment (ELC–VCE)	Secondary School

Director of Human Resources	Senior Executive
Director of ICT	Professional Support
Director of Music (ELC–Year 12)	Secondary School
Director of Operations (Years 7–12)	Secondary School
ELC Before/After Care Assistant Coordinator	Professional Support
ELC Before/After Care Coordinator	Professional Support
Executive Assistant to the Headmaster	Professional Support
Graphic Designer	Professional Support
Halls Supervisor	Professional Support
Head of Learning Strategies (Years 7–12)	Secondary School
Head of Management Information Systems	Professional Support
Head of Strength & Conditioning	Professional Support
Headmaster	Senior Executive
Human Resources Coordinator	Professional Support
Indigenous Mentor	Professional Support
Instrumental Music Tutor	Secondary School
Integration Aide	Junior School
International Parents Liaison	Secondary School
Junior School Administration Coordinator	Professional Support
Junior School eLearning Coordinator, Teacher-Librarian	Junior School
Junior School Receptionist	Professional Support
Laboratory Manager	Professional Support
Laboratory Technician	Professional Support
Learning Support – Enrichment	Junior School
Learning Support – Intervention	Junior School
Learning Support Coordinator	Junior School
Librarian – Junior School	Professional Support
Librarian – Urwin Centre	Professional Support

Librarian – Secondary School	Professional Support
Maintenance Officer	Professional Support
Manager – Finance and Administration	Professional Support
Manager of Human Resources	Professional Support
Marketing and Communications Manager	Professional Support
Music Administrator	Professional Support
Operations Manager	Professional Support
Outdoor Education Program Coordinator	Professional Support
Payroll and Financial Accounts Coordinator	Professional Support
Personal Assistant to the Deputy Headmaster, Head of Secondary School	Professional Support
Personal Assistant to the Deputy Headmaster, Head of Crowther	Professional Support
Receptionist	Professional Support
School Marshal	Professional Support
School Psychologist	Secondary School
Senior Maintenance Officer	Professional Support
Sport Administration Coordinator	Professional Support
Student Health Officer	Professional Support
Systems Analyst Music Department	Professional Support
ELC Teacher	Junior School
Teacher Learning Strategies	Secondary School
Teacher Librarian Senior School	Secondary School
Chinese Interpreter	Secondary School
Coaching Cluster Coordinator	Junior School
Coordinator of Debating (Years 11–12)	Secondary School
Coordinator of Debating (Years 7–8)	Secondary School
Coordinator of Debating (Years 9–10)	Secondary School
Coordinator of Duke of Edinburgh	Secondary School

Coordinator of Student Wellbeing – Junior School	Junior School
Daily Organiser Senior School (Years 7 – VCE)	Secondary School
Director of Cricket	Secondary School
Director of Rowing	Secondary School
Director of Service (Years 7–12)	Secondary School
Director of Sport (Years 7–12)	Secondary School
Director of Staff Development (ELC–VCE)	Secondary School
Director of Teaching and Learning – Junior School	Junior School
eLearning Coordinator (Years 7–12)	Secondary School
English Coordinator (Years 11–12)	Secondary School
English Coordinator (Years 7–8)	Secondary School
English Coordinator (Years 9–10)	Secondary School
First XI Cricket Coach	Secondary School
First XVIII Football Coach	Secondary School
Head of Accounting and Commerce (Years 10–12)	Secondary School
Head of Art (Years 7–12)	Secondary School
Head of Bands	Secondary School
Head of Biology (Years 10–12)	Secondary School
Head of Business Management (Years 11–12)	Secondary School
Head of Chemistry (Years 10–12)	Secondary School
Head of Chess (Years 7–12)	Secondary School
Head of Chinese (Years 7–12)	Secondary School
Head of Choral (ELC–VCE)	Secondary School
Head of Counselling Services	Junior School
Head of Creative and Performing Arts Faculty	Secondary School
Head of Creative Arts Design & Technology (Years 7–8)	Secondary School
Head of Debating (Years 7–12)	Secondary School
Head of Drama Curriculum, School Productions (Years 7–12)	Secondary School

Head of EAL (Years 7–12)	Secondary School
Head of Economics, Financial Literacy and Legal Studies (Years 10–12)	Secondary School
Head of English Faculty	Secondary School
Head of French (Years 7–12)	Secondary School
Head of Geography (Years 9–12)	Secondary School
Head of Health & Wellbeing (Years 7–12)	Secondary School
Head of History (Years 9–12)	Secondary School
Head of Homework Club	Secondary School
Head of House (Armstrong)	Secondary School
Head of House (Crowther)	Secondary School
Head of House (Dixon)	Secondary School
Head of House (Hancock)	Secondary School
Head of House (Rofe)	Secondary School
Head of House (School)	Secondary School
Head of House (Years 7–8)	Secondary School
Head of Humanities (Years 7–8)	Secondary School
Head of Humanities Faculty	Secondary School
Head of ICT (Years 7–12)	Secondary School
Head of Instrumental Music (Years 3–12)	Secondary School
Head of Japanese (Years 7–12)	Secondary School
Head of Junior School Music	Junior School
Head of Languages	Secondary School
Head of Latin (Years 7–12)	Secondary School
Head of Mathematics and ICT	Secondary School
Head of Music Curriculum (Years 7–12)	Secondary School
Head of PE, Health, RE & Wellbeing	Secondary School
Head of PE (Years 10–12)	Secondary School

Head of Physics (Years 10-12)	Secondary School
Head of Politics and International Studies (Years 9–12)	Secondary School
Head of Psychology (Year 11)	Secondary School
Head of Psychology (Year 12)	Secondary School
Head of Science	Secondary School
Head of Strings	Secondary School
Head of Student Leadership (Years 7–12)	Secondary School
Head of VCD (Years 9–12)	Secondary School
Head of VCE Programs	Secondary School
Head of Woodwork Design & Technology	Secondary School
Instructional Coach	Secondary School
Lower Primary Coordinator	Junior School
Mathematics Coordinator (Years 10–12)	Secondary School
Mathematics Coordinator (Years 7–9)	Secondary School
Middle Primary Coordinator	Junior School
PE Coordinator (Years 7–10)	Secondary School
Science Coordinator (Years 7–10)	Secondary School
APS Sport Coordinator	Junior School
TIC Athletics	Secondary School
TIC Badminton	Secondary School
TIC Cross Country	Secondary School
TIC Diving	Secondary School
TIC Futsal	Secondary School
TIC Hockey	Secondary School
TIC Basketball	Secondary School
TIC Rugby	Secondary School
TIC Sailing	Secondary School
TIC Snow Sports	Secondary School

TIC Soccer	Secondary School
TIC Swimming	Secondary School
TIC Tennis	Secondary School
TIC Touch Football	Secondary School
TIC Water Polo	Secondary School
Upper Primary Coordinator	Junior School
Year X Teacher	Junior School
Year X Teacher	Secondary School