



**ELISABETH
MURDOCH
COLLEGE**

PATHWAY TO SUCCESS

Senior School Student Handbook 2016

TABLE OF CONTENTS

TABLE OF CONTENTS	2
INTRODUCTION	3
EXPECTATIONS.....	4
SENIOR SCHOOL TEAM 2016	5
SENIOR SCHOOL POLICIES AND PROCEDURES	
1. College Attendance Policy	6
2. Study Sessions	7
3. Satisfactory Completion of Victorian Certificate of Applied Learning (VCAL).....	7
4. Satisfactory Completion of the Victorian Certificate of Education (VCE)	8
5. School assessment of Learning Outcomes and Course Work	8
6. Satisfactory Completion of a VCE or VCAL Unit	9
7. Progress Reports	9
8. Plagiarism	9
9. Deadlines	11
10. Special Provision	11
11. Appeals Procedures	12
12. Course Changes	12
14. Student Wellbeing.....	12
15. Student Driver Register	12

LETTER OF INTRODUCTION

Dear students and parents,

Welcome to the Senior School at Elisabeth Murdoch College. Taking that step from Middle School into Senior is both exciting and challenging. The transition into Year 10 is significant as it involves the processes of course counselling and subject selection that will lead to a pathway to your successful future.

We have put a team in place to give you the best support and advice possible and to help you to get the best out of yourself during the final years of your secondary education.

In the three years you are in Senior School, you will be supported through a team approach. If you have any concerns, these should be raised with your Home Group/iCCA teacher in the first instance. Matters of a more serious nature can be raised with your Senior Pathways Leader or Team Leader to work through any school, home or personal issues and problems. The Student Wellbeing Team is also a source of support for students and families. The role you play is critical so I encourage you to access all the assistance available including your Senior Pathways Leader, Team Leader, Year 12 Mentor Teachers, Career and Pathway Counsellors and the MIPs Coordinator.

As a member of the Senior School community, you will be offered a range of extracurricular opportunities to develop skills beyond the classroom experience. You will also complete your personalised Career Action Plan and undertake work experience as a major step towards making future decisions that best suit your skills and interests.

Besides being goal-oriented and highly motivated, another key to your success is managing time. It is important to strike that balance between study, work and leisure by planning for your ultimate success as a senior student.

The information in this publication is important. We encourage you to read it carefully and share it with your parents. The staff are your colleagues and will work in partnership with you. As senior students, ensure you communicate with those you have positive relationships with in your thinking and decision-making processes.

We wish you the best with your deliberations and ultimately with your chosen learning program and pathway.

Tim Harper
Principal

Judy Curson
Assistant Principal

EXPECTATIONS

Students are strongly encouraged to get involved in all aspects of school life and to keep a balance of school, study, part-time work, sport and leisure activities. Being involved in various experiences helps to better prepare students to learn, form friendships, participate in social events, prepare for work, manage time and improve their wellbeing. As a guide, the following times could be used to achieve your best:

- **Homework Years 10 and 11:** 60 – 90 minutes per day at least 4 times per week plus study time as required.
- **Homework Year 12:** 3 hours at least 5 times per week plus at least three hours of study time per week. Study sessions at school are considered to be part of this time. Further information is available in the Student Planner.
- **Part-time work** should not consume more than 12 hours a week. Ideally a Year 12 student would have fewer work commitments.
- **Sport or leisure activities** are essential and should occur at least three times per week where appropriate. Walking is a great way to relax and keep the brain clear for maximum functioning.

Some extra-curricular opportunities offered to our students range from:

- Student leadership roles and responsibilities
- School productions – performance and backstage roles, music, singing, dancing
- Sporting teams, competitions and whole school events such as the Swimming and Athletics carnivals
- Agriculture and Horticulture at the farm
- Mentoring
- Aerobics / Dance
- Community Volunteering
- Tutoring.

SENIOR SCHOOL TEAM 2016

Tim Harper
College Principal

Judy Curson
Assistant Principal
Senior School

Pathways Team
Libby LeRossignol – Careers
Liz Sadler – Careers & Work Experience
Alison Wall – VCAL & VET
Sue Pearson - MIPs

ALLINGA

Tanya Au - Pathways Leader
Kristine Evans - Team Leader

BINDANA

Adrienne Barker – Pathways Leader
Adrian Del Vecchino– Team Leader

KURUNDA

Mark Henderson – Pathways Leader
Jason Bristow– Team Leader

MYAMBA

Janneke Newson – Pathways Leader
Melissa Ross – Team Leader

POLICIES & PROCEDURES

1.COLLEGE ATTENDANCE POLICY

Rational

Students learn best when they actively participate in a learning program. Assessment tasks occur largely within class time. Therefore, learning and the completion of assessment tasks are inextricably linked. As required by legislation, the College must keep accurate records of the attendance of all students on Compass.

The Policy

95% attendance in each timetabled subject and school activity is required for successful completion of that subject/unit.

An approved absence includes:

- Camps
- Excursions/Incursions
- VET
- School-based Apprenticeships and Traineeships
- Sport - College approved
- SRC/ student leadership responsibilities.

The organising teacher is required to enter the details of the event on Compass and notify relevant staff of the educational activity and list participating students no less than 5 days in advance of the activity, preferably at the weekly Monday Briefing in the camps/excursions section of the agenda and then printed on the Staff Bulletin.

- Medical/personal reasons if supporting evidence is provided.

A student absence is considered to be approved when a parents has entered this onto Compass and/or leaves a message on absence line. For Year 11 and 12 students, a note from parent/guardian (with medical certificate, as appropriate) is also required prior to the absence or on the day the student returns to the College.

A non-approved absence includes:

- An absence from any class or school activity without notification received from a parent/guardian.
- An absence remains non-approved until supporting evidence is recorded by the College (Compass entry, message on absence line/note from parent/guardian, medical certificate).

In relation to VCE students, where students are absent from a school assessed coursework task (SAC), a medical certificate is required to verify their absence. Medical certificates or other evidence must be sighted and recorded by a Pathways Leader before the SAC can be attempted and/or completed.

Staff accountability

Roll marking at the beginning of each session on Compass

- Rolls will be marked Present, Absent, Late

Parent to school contact

- Parents are required to notify the College via Compass or the Absence Line, in advance of a known student absence.

- Where the Absence Line has not been notified, a written explanation for the absence is to be provided to the Home Group Teacher on the day the student returns to the College.

2. STUDY SESSIONS

Study sessions are sessions when students do not have a scheduled class on their timetable. The College has a supervised Study Hall for Year 10 & 11 students and attendance rolls are marked in all study sessions held in Study Hall. Students are expected to use these sessions wisely and are reminded that they are not 'free sessions'.

Year 10

Year 10 students with study sessions are expected to be at school at all times. Year 10 students who have study sessions are those students enrolled in a VET program. These students will miss an English and a Mathematics session each Wednesday however, their study sessions should be used to catch up on any work that is missed.

Year 10 students with study sessions are to report to the Study Hall and are not permitted to leave the College grounds under any circumstances.

Year 11

Unless studying a VET subject on Wednesday afternoon, Year 11 students are permitted to leave the College at recess as there are no timetabled Year 11 classes.

Year 11 students with study sessions at other times are to report to the Study Hall and are not permitted to leave the College grounds under any circumstances.

Year 12

Year 12 students will have study sessions spread throughout the week and are expected to use this time for research, study or to explore post school pathways. Year 12 students have access to the following during study sessions

- Students are to use E2 as a quiet study area.
- We acknowledge for some students the familiar surrounds of their home study space may be more beneficial than being in one of the spaces provided within the college. Year 12 students may elect to work at home or use the Resource Centre only if they have a study session that occurs during sessions 1 or 4.

Senior students not in the appropriate place during study sessions will be considered out of bounds and issued with a Detention Notice. Students are not permitted to leave the College grounds during the day.

3. SATISFACTORY COMPLETION OF VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

To meet the requirements for a VCAL level a student must

- Successfully complete a minimum of 10 credits.
- 6 credits must be at the certificate level – foundation, intermediate or senior
- Include one credit in each of the strands
 - Literacy
 - Numeracy
 - Work Related Skills

- Personal Development Skills
- Industry Specific Skills

As part of their program students are required to complete a Work Placement and enrol in a VET course or a School Based Apprenticeship Traineeship (SBAT).

4. SATISFACTORY COMPLETION OF THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)

To meet the minimum graduation requirements of the VCE, each student must satisfactorily complete a total of 16 units of study. Up to eight of these units may be VCE /VET units.

Satisfactorily completed units must include:

- Three units of English (Units 1, 2, 3, or 4)
- Three sequences of Units 3 and 4 in studies other than English, of which two can be VCE/VET sequences.

Be advised that for the calculation of a student's Australian Tertiary Admission Rank (ATAR) score, satisfactory completion of both Units 3 and 4 of English or English ESL or Literature or English Language is required.

5. SCHOOL ASSESSMENT OF LEARNING OUTCOMES AND COURSEWORK

Outcomes determine the satisfactory completion of VCE and VCAL units.

Each VCE unit includes a set of two to four outcomes. A VCAL unit can have up to eight outcomes. These outcomes must be achieved for satisfactory completion of the unit. Achievement of the outcomes is based on the teacher's assessment of the student's performance on assessment tasks designated for the unit.

Successful achievement of an outcome means:

- The work meets the required standard;
- The work is submitted on time;
- The work is clearly the student's own and
- There has been no substantive breach of VCAA and College rules.

If all outcomes are achieved the student receives 'S' for the unit.

Satisfactory completion of VCE & VCAL units is determined by the subject teacher, in accordance with the Victorian Curriculum Assessment Authority requirements/rules. The Victorian Curriculum Assessment Authority sets down rules which students must observe when preparing work for assessment. These rules apply also to Coursework and School-Assessed Tasks.

Victorian Curriculum and Assessment Authority (VCAA) - Official Site www.vcaa.vic.edu.au

Requirements

Students must ensure that all work submitted for coursework is genuinely their own unless they have referenced all appropriate sources using the Harvard Referencing System. Students must acknowledge all resources used, including:

- Text and source material
- The name(s) and status of any person(s) who provided assistance and the type of assistance provided.

Students must not receive undue assistance from any other person in the preparation and submission of work. Acceptable levels of assistance include:

The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking) but which has been transformed by the student and used in a new context. Prompting or general advice from another person or source which leads to refinements and/or self-correction is advisable.

Students are not able to use or copy another person's work; this could be another student's work or an expert in the field.

In addition, students must not submit the same piece of work for assessment more than once and/or knowingly assist other students in a Breach of Rules as outlined in the VCAA website (refer page 8).

All VCE Unit 3 & 4 studies have both school based assessment and examination(s). Refer to specific subject study designs as outlined on the VCAA website (refer page 8).

All VCE Unit 1 & 2 studies have school based assessment of course work and one examination per unit. Results for each will be reported as grades (A to E: UG for Ungraded or NA for Not Assessed)

School Assessed Coursework (SAC)

School Assessed Coursework is made up of a number of assessment tasks that are specified in each study design. These assessment tasks are used to assess the learning outcomes for each unit and are a component of the regular teaching and learning program. In most instances, SACs are completed in class time and must be completed in a specified time frame.

School Assessed Tasks (SAT)

A small number of studies have School Assessed Tasks. These are studies where products and models are assessed such as Studio Arts, Food Technology, Design Technology –Textiles, Design Technology – Metal/Wood, Art and Visual Communication.

6. SATISFACTORY COMPLETION OF A VCE or VCAL UNIT

The decision to award "Satisfactory" (S) or "Not Satisfactory" (N) for a unit will be made at the end of the semester in which the unit is undertaken.

What does "S" mean?

To report "S" to the VCAA means that:

- The student has achieved all of the learning outcomes for that unit according to the description in the study design; and
- The teacher is able to attest that the work upon which the judgment is based is the student's own work.

What does "N" mean?

To report "N" to the VCAA means that:

- The student has not achieved all of the learning outcomes or that unit, and/or;
- The teacher is not able to attest that all of the work submitted is the work of the student and/or;
- The student failed to meet a deadline where an extension of time has been granted for any reasons including Special Provision; and/or
- There was a substantial breach of the College Attendance Policy.

7. PROGRESS REPORTS

Students will receive a Progress Report approximately once a month throughout the year, via Compass. The Progress Report will report on Learning Behaviours. The Progress Report will be made available to both students and parents. Students who receive an “N” for any of the above categories will need to follow up with their teacher to develop a plan to improve.

8. PLAGIARISM, COLLUSION AND CHEATING

Claiming someone else’s ideas as your own is called PLAGIARISM. This is a serious offence and can negatively impact on results. Another serious issue is COLLUSION. This is where you use another student’s work and pass it off as your own.

When you use or refer to someone else’s work you **MUST** acknowledge where the work has come from. At Elisabeth Murdoch College we use the Harvard Referencing System. Referencing is important to the integrity of your work and demonstrates that you have researched adequately and the references support your argument or ideas. It also shows the reader where to locate the resource.

In keeping with the values of Elisabeth Murdoch College, plagiarism of any form is deemed unacceptable and will be treated seriously by the College. Elisabeth Murdoch College acknowledges and abides by the Victorian Curriculum and Assessment Authority (VCAA) rules for school based assessment. They are:

- A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.
- A student must acknowledge all resources using the Harvard referencing system, including:
- Text, websites and source material.
- The name/s and status of any person/s who provided assistance and the type of assistance provided.
- A student must not receive undue assistance from another person in the preparation and submission of work.

Teachers are able to authenticate work when they have seen the piece through its development, discussed the work with the student and noted the progress of the work. They will require students to sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own. Students must also sign a general declaration that they will comply with all rules and instructions for the VCE/VCAL, and accept disciplinary provision.

Teachers will not be able to authenticate work that “appears” near the due date. Schools have the power to impose a range of penalties, which include cancellation of the result in the assessment task.

Should the school be satisfied that a student has submitted work that is NOT his/her own, or that a student is in breach of other rules relating to assessment procedures set by the school, the Principal or his delegate shall determine what action should be taken.

Acceptable levels of assistance include:

- The incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which had been transformed by the student and used in a new context.

- Prompting and general advice from another person or source which leads to refinements and/or self-correction.

Unacceptable forms of assistance include:

- Use of, or copying of, another person's work or other resources without acknowledgement.
- Corrections or improvements made or dictated by another person.

Consequences

Likely consequences of plagiarism and/or collusion is a zero result for the assignment, SAC or SAT and therefore a Not Satisfactory result for the outcome required to pass Unit 1, 2, 3 or 4.

9. DEADLINES

School Assessed Coursework/Tasks are administered under the College Deadlines Policy as outlined below:

- A. All work required for assessing achievement of an outcome is to be submitted on or before the due date as outlined in individual subject/study timelines distributed by subject teachers.
- B. Year 12 students experiencing extreme difficulty, e.g. illness, family issues may request Special Consideration. Students will need to fill out the Special Consideration form and submit that to their subject teacher or Senior School Pathways Leader before the work is due. Illness must be supported by a medical certificate. See Appendix 1
- C. Work submitted late without an extension will be assessed as "satisfactory" or "not satisfactory". No detailed assessment or grading will be awarded.
- D. Where work is not submitted, an "N" will appear on the student report.
- E. On rare occasions teacher discretion may be exercised for extraordinary circumstances. This will follow consultation with the student and the Senior School Pathways Leader.

Work cannot be submitted after the College's designated end of semester final date for submission of work.

This date is well publicized at the start of each semester via subject teachers and Compass, Student Bulletins and the News In Brief. The only exceptions are in exceptional circumstances where special provision might be able to be arranged (see point 13).

10. SPECIAL PROVISION

Special provision will be made by the VCAA to accommodate certain students undertaking the VCE/VET in keeping with College Policy.

Students who are absent for a School Assessment Task taken under test conditions due to a school approved absence (e.g. sport activity, sudden illness) will be required to undertake an alternative assessment task at a time designated by the College.

Special provision may be implemented to assist;

- Students eligible for consideration of disadvantage;
- Students requiring special arrangements for School Assessment Tasks taken under test conditions;

- Students with physical disabilities or other impairments;
- Students of non-english speaking backgrounds; and
- Students transferring:
 - From one school to another within Victoria or
 - From interstate or overseas with partial or complete Year 11 qualification or during Year 12. Students in these categories must apply for "Credit Transfer" to the VCAA).
- Students who interrupt their VCE/VET studies in order to participate in overseas student exchange programs.
- Students with incomplete results who seek to complete a VCE/VET.

Students seeking further information on these aspects of study should speak with their Sub School Pathways Leader as early in the year as possible.

11. APPEALS PROCEDURES

The VCAA advises that in the following circumstances the student has the right of appeal to the School and that an appeals committee will hear such appeals.

Where a student has a grievance relating to the delivery and/or assessment of a program the following appeals procedures apply:

- The student must lodge a written application providing an outline of the reason for the appeal to the Senior Pathways Leader or Principal. Where appeal relates to the award of 'N', applications must be lodged within 14 days of receipt of the 'N'.
- Applicants may be asked to attend an interview with a Panel - Senior Pathways Leader and Principal/Assistant Principal. The Panel will consider the student's case and arrive at a decision after the interview. Students will receive a response in writing. The Panel's decision will be final. If the appeal cannot be resolved internally, Elisabeth Murdoch College will refer the matter for independent mediation.

12. COURSE CHANGES

Students are strongly encouraged to complete the courses they have enrolled in. In exceptional situations a course change can occur. The feasibility of change will depend on VCAA enrolment requirements and may involve late fee payments. The nature of the course, timetable constraints and class sizes may also restrict possible changes during a semester.

Student MUST discuss changes to their program with their Senior Pathways Leader and/or the Careers Team with regard to the implications of a proposed change for current and future career/study options. Program changes can only be made with written parent permission.

13. STUDENT WELLBEING

The Wellbeing Team at Elisabeth Murdoch College works with students to support learning and the educational programs offered to the students and families of the College. In doing so, they strive to support a learning culture where all members of the College community

are respected and encouraged to discover their true potential. The Wellbeing Team provides support and counselling to students and parents. Referrals can be made by staff and parents and in addition, all students are encouraged to personally contact the Wellbeing Team to access appropriate support.

14. STUDENT DRIVER REGISTER

Please refer to the College website for the policy and required form.