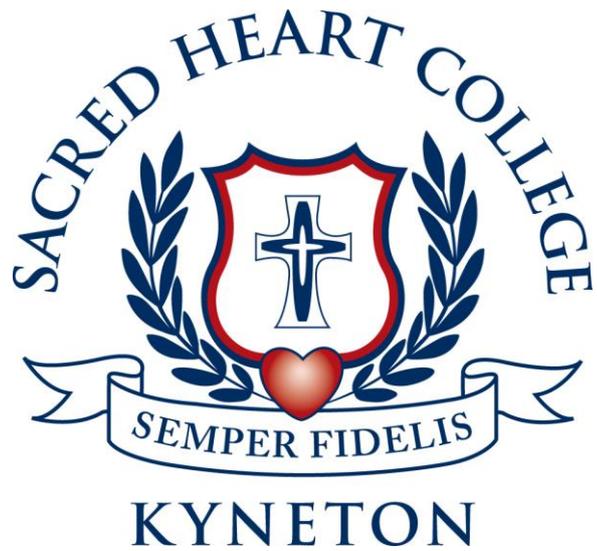


A Vibrant Life



Semper Fidelis – A Sacred Earth

Year 10
Student Handbook
2017

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WELCOME AND OVERVIEW OF SACRED HEART COLLEGE

We hope that the information contained in this booklet will help make the transition into Year 10 as smooth as possible.

OUR VISION

Sacred Heart College is a vibrant learning community, founded on the Gospel of Jesus Christ. We view our mission of education as a work of love and strive for the total development of each individual.

OUR MISSION

Sacred Heart College is a co-educational Catholic Secondary College in the Mercy tradition that educates, cares for and supports young people in the Macedon Ranges area.

OUR GOALS

Sacred Heart College aspires to:

- lead our community into communion with God
- foster interpersonal relationships that reflect the Mercy values of love, mutual respect, justice, hope and service
- address the needs of the individual student by providing a rich, positive and inclusive learning and teaching environment
- provide facilities that are well resourced, safe and designed to meet a range of contemporary educational purposes
- function as an efficient educational organisation
- provide appropriate support structures for the College community

OUR BELIEFS

1. A value-centred education explicitly lived out within the Catholic faith and the Mercy ethos.
2. A community in which all are called to deepen their personal spirituality and the practice of their Christian faith.
3. Relationships between community members which reflect Mercy values.
4. A learning culture characterised by a joy of learning in which thinking skills and creativity are nurtured into expression.
5. A curriculum which provides a comprehensive range of learning experiences through which all are empowered to live life to the full.
6. A College climate in which the achievements of all are facilitated and celebrated, and in which all are challenged and affirmed.
7. Dedicated, professional staff who are valued and supported in their endeavours to foster faith development, to promote learning and to act as positive role models for students.
8. Students who are encouraged to respond to the needs of others and to develop a sense of responsibility towards the interdependent world in which we live.
9. A safe, accessible physical environment which provides for the learning needs of students.
10. A community which is open to evaluation and change as it consistent

YEAR 10

Students at Year 10 need to assume a significant responsibility for their own learning. Many students are undertaking the added challenge of a VCE or VET subject. A homework plan is recommended to help with organisational skills (1.5 – 2.5 hours per subject per week for Year 10 and 2 – 3 hours per weekend - longer for Year 11 VET/VCE subjects). Students are encouraged to seek advice from their teachers regularly.

Students at Year 10 must ensure that they use their class time effectively. The demands at Year 10 are greater and may impact on students' options at the end of Year 10 and their career pathways. Students must ensure that all due dates are met and must complete and submit assessment tasks to the best of their ability. Failing to meet a due date or the required standard in an assessment task may result in not achieving the expected AusVELS level. Please refer to the Student Planner and the next pages in this handbook for further information regarding the College Assessment Policy.

WELLBEING

'This is what Yahweh asks of you:
only this, to act justly,
to love tenderly and
to walk humbly with your God.' Micah 6:8

At Sacred Heart College, we believe in interpersonal relationships which reflect the Mercy values of Compassion, Justice, Respect, Hospitality, Service and Courage. Sacred Heart College is renowned for the positive wellbeing it provides for its students. At Sacred Heart, we have a whole school approach to wellbeing and therefore the responsibility for the wellbeing of all students rests with all members of the College. In particular, teaching staff endeavour to support and care for student personal wellbeing in day-to-day school life. All students belong to a Homeroom class which has a Homeroom Teacher assigned for the daily administration and care of those students. Homeroom Teachers form a Pastoral Care Team for their particular Year Level with their Year Level Leader.

As students progress through the years, there is a sequential development across the physical, spiritual, emotional and psychological domains of the Sacred Heart adolescent as a young person preparing for independent life in the world. Throughout the six year journey of the Sacred Heart student, the College's Respectful Relationships Policy is there to provide a solid foundation for all that happens. We strive for the total development of the human and spiritual faculties of all members of the College Community. We rely upon each other and we seek to promote positive and caring relationships, thereby making the world a better place in which to live.

In Year 10, Pastoral Care is much less formal in its presence, yet the focus and support for the students remains very strong. The focus is on the transition from Junior to Senior.

Some topics that we cover are:

- Examinations, private study and homework
- Preparation for Post-school life – Employment and Tertiary Study
- Real Life Choices and Consequences
- Relationships
- Keys Please

The Pastoral Care program at Year 10 is covered during various Year Level Assemblies throughout the year and is emphasised during classes and on the Year Level Camp.

As these young adults move more deeply into the heavily academic and future planning later years of their secondary schooling, Pastoral Care takes on a more subliminal role exercising daily support for the students and their families



Sacred Heart College Learning and Teaching Charter

Our school, Sacred Heart College, will provide students and staff with opportunities to engage in a stimulating, inspiring and empowering learning environment. Students will develop empathy, respect and understanding through connections with others and the local and global communities. They will be equipped with the skills to participate confidently, creatively and critically in an ever changing world.

Intrinsic to our Learning and Teaching Charter the following four attributes encapsulate the College's intentions for our students. Sacred Heart lives out these Mercy values and attributes, not just through theory, but through living actions:

Engage

- Stimulating and inspiring learning environment
- Collaboration and sharing of knowledge
- Exploration through challenge

Empathise

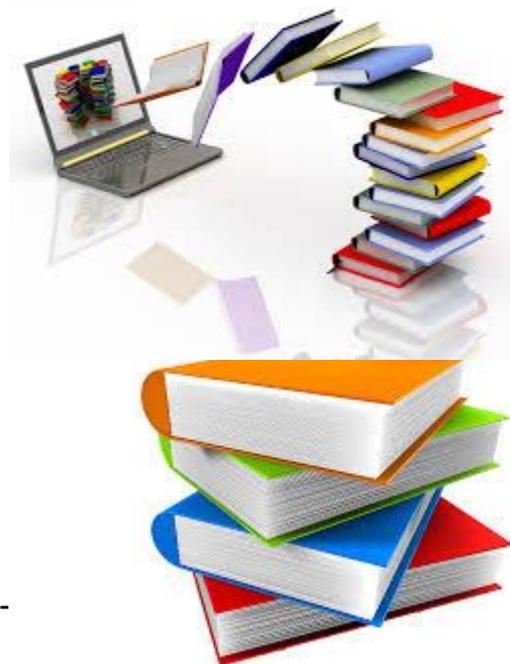
- Compassion and understanding
- Justice and respect
- Ethical decision making
- Responsibility for the environment

Equip

- Service and extravagant Mercy hospitality
- Positive life-style choices
- Innovative and self-directed learning
- Resilience and tenacity
- Building Mercy values

Empower

- Growth through life-long learning
- Courage through critical evaluation and self-expression
- Confidence to achieve creatively



STUDENT ASSESSMENT AND REPORTING YEARS 7 – 10

GRADING SCALE

SACRED HEART COLLEGE ASSESSMENT TASKS (Years 7 through 10)

The marking scheme used is as follows:

PERFORMANCE GRADE AND %	PERFORMANCE GRADE DESCRIPTORS (YEARS 7 – 10)
A+ 95-100% A 85 – 94%	An assessment task that demonstrates one or more of the following attributes: <ul style="list-style-type: none"> • an excellent standard of performance • independent, confident and analytical work that demonstrates a high degree of insight • the ability to effectively apply/demonstrate knowledge and skills to variety of situations • highly expressive responses that effectively use relevant evidence/knowledge to support an argument/solution
B+ 80 – 84% B 70 – 79%	An assessment task that demonstrates one or more of the following attributes: <ul style="list-style-type: none"> • a competent standard of performance • independent, reasoned and organised work that demonstrates a degree of insight • the ability to apply/demonstrate knowledge and skills to a number of situations • expressive responses that draw on relevant knowledge to support an argument/solution
C+ 65 – 69% C 60 -64%	An assessment task that demonstrates one or more of the following attributes: <ul style="list-style-type: none"> • a satisfactory standard of performance • some reasoned and organised work • the ability to apply/demonstrate knowledge and skills to some situations • responses that convey adequate meaning and present relevant knowledge without reference to an argument/solution
D+ 55 – 59% D 50 – 54%	An Assessment task that demonstrates one or more of the following attributes: <ul style="list-style-type: none"> • a basic standard of performance, lacking detail and organisation • a basic ability to apply/demonstrate limited knowledge and skills to a situation • responses that convey a limited understanding of significant factors
E+ 45 – 49% E 40 – 44%	An Assessment task that demonstrates one or more of the following attributes: <ul style="list-style-type: none"> • a minimal standard of performance, that presents limited knowledge and detail • responses in which questions or tasks are not addressed • responses that demonstrate limited skills and understanding
UG < 39%	Ungraded <ul style="list-style-type: none"> • task was submitted but was below standard
CON	Assessment is in progress <ul style="list-style-type: none"> • work to be assessed during the remainder of the Semester
ABS	Not submitted due to explained absence (no penalty)
NG	Not Graded <ul style="list-style-type: none"> • task was not graded as it was submitted after the due date without an extension
NS	Task was not submitted
*Grade	Grades with asterisk signify the completion and assessment of modified work

VCE / VET ONLY	
NG	Not Graded <ul style="list-style-type: none"> • Task was not graded as it was submitted after the due date without an approved extension • An S may be received for completion of VCE Unit & Outcome
NS	Tasks not submitted <ul style="list-style-type: none"> • An N may be received for unsatisfactory completion of VCE Unit & Outcome
S	Satisfactory completion of VCE Unit & Outcome
N	Unsatisfactory completion of VCE Unit & Outcome
C	Competent
NYC	Not yet completed

ATTITUDE AND EFFORT

All students also have a Work Habits section on their semester report, which provides information about how they have organised themselves and their work, as well as their behaviour in the class. The scale used here is 5 point:

- Excellent
- Very Good
- Good
- Acceptable
- Needs Attention

SUBMISSION OF WORK

Work has a time value if a student is to benefit fully from her / his learning. All tasks, large or small, are set to enable a student to demonstrate her/ his learning of concepts and skills introduced in class. Thus work needs to be completed promptly, within the guidelines set by the teacher, and to the best of the student's ability, to enable the student to build on this learning in preparation for the next task.

AVENUES OF COMMUNICATION

YEAR 10 TEAM

The first point of contact when calling the College about any concerns you might have should be your son or daughter's Homeroom Teacher.

STUDENT PLANNER

The Planner is the central communication link and contains useful day to day information. Please check the Planner every night for any homework or messages from teachers. Use this Planner to communicate with teachers.

SIMON - Online Learning Management System

The SIMON Learning Management system is our College intranet. It is the homepage for all College computers. SIMON is used every day by students and teaching staff. Student attendance is also recorded in SIMON.

SIMON is accessible to students from home using their college username and password.

Students can access their timetables, College calendar and daily messages. Students can also access handouts and worksheets online via SIMON Learning Areas. If a student has been absent from class or mislaid documentation they are encouraged to download the relevant work to complete at home. Some subject areas have provided class videos for students to view. Assessment and homework task dates are added to SIMON for students to refer to.

PAM – Parent Access Module

PAM is the Parent Access Module of SIMON and can be used by parents to view current information regarding their child/children and College activities. All parents are issued with a parent username and code for access.

The following information is available to parents and guardians via PAM:

- Daily Messages
- Upcoming Events
- College Policies and Handbooks
- Student Information (including Attendance data)
- Assessment and Homework Task Due Dates

SIMON and PAM can be accessed by clicking on the links on the College webpage. Please contact the college via email pam@shckyneton.catholic.edu.au if you require further assistance

LEARNING WALKS AT SACRED HEART COLLEGE

'Learning Walks' are designed to allow current College parents to learn more about what is happening on a daily basis in the classroom. In this session, parents will have the opportunity to gain a firsthand understanding of how the College works and how the students are learning.

Prior to the 'Walk' commencing, the group will gather together to gain the context for the Learning Walks and what they might 'see, feel, and hear'. After the visits the group will be asked to reflect on this session and share their observations with other participants.

As a vibrant College community, we continue to develop and foster active partnerships with our families as we work with you to support the growth and learning of our young people.

This is a wonderful chance for families to come into the classrooms and experience learning in the world of our students today. If you are interesting in being part of these sessions you can register your interest with Mrs Debbie Meldrum via email on dmeldrum@shckyneton.catholic.edu.au or call on 54211267.

NEWSLETTER

A link to the College Newsletter will be emailed fortnightly to each residential parent/guardian. The link will be sent on a Thursday afternoon. For those families who do not have access to email, there will be printed copies available at the Main Office for your student to collect.

PHONE CALLS

Students are not permitted to accept phone calls at the College as it is a disruption to the learning environment. In cases of emergency parents/guardians can contact the College and students will be notified. In cases of student emergency, parents/guardians will be contacted by the College. If it is absolutely necessary for your student to bring a mobile phone to school, then it should be turned off and remain locked in the student's locker all day until it is time to go home. (Please refer to policy on mobile phones in Student Planner)

ABSENCES

When absent the procedures to follow are:

1. **Daily Absence** - When a student is absent from the College we expect that parents will phone between 8.15 and 9.00am that morning (Absentee Phone Number: 5421 1242). If a student is marked absent during Homeroom an SMS is sent to the parent at approximately 9.30am.
2. **Planned Absence** - Notification of planned absences eg. family holiday, extended sick leave, must be made to the Principal via email, who will then pass the information onto the Student Office, Teachers and the Year Level Leader.
3. **Leaving the College during school hours** - Students will only be permitted to leave College grounds with a note from parents explaining the need to leave the College. Students should only be leaving the College for important appointments such as doctor, dentist, etc.

Students must present parent note signed by Homeroom Teacher or Year Level Leader. Students must sign out at the Student Office before they leave, and back in at the Student Office if returning to the College at a later time.

DAILY MESSAGES

The Daily Messages are on SIMON and read in each classroom at Morning Assembly. It contains information about the day to day running of the College and informs students of upcoming meetings and events. Students should check Daily Messages for confirmation of times and dates of upcoming events.

GENERAL INFORMATION

PUNCTUALITY

Students are expected to be punctual when arriving for school and all classes. Students arriving at school after 8.50am are to report to the Main Office to receive a Late Pass before going to class. Arriving late to class could mean missing out on important information and often disrupts other students' learning.

EXCURSIONS

All upcoming excursions will be notified via email through the CareMonkey system, and permission for the student to participate is then acknowledged also through CareMonkey. Students who do not have permission through CareMonkey will not be permitted to attend.

STUDENT RECORDS - CAREMONKEY

We cannot emphasise enough the importance of updating student records. In an emergency we may need all the information available to us. We keep information such as relevant medical data, emergency contacts, addresses and telephone numbers for all students on our computer system. Should parents change address or workplace, or if medical records need updating, it is essential that your record on CareMonkey is updated immediately.

ADMINISTRATION OF MEDICATIONS

In most instances, students are encouraged to take responsibility for their own health issues and to self-administer unprescribed medications. The College will not supply or administer over-the-counter medications (e.g. Paracetamol or Mylanta) to students. An exception may occur during camps, excursions or tours, when a student may require short-term relief from an ailment or injury and a parent, guardian or medical practitioner is not readily available to administer the medication. In such instances, the student's parent/guardian will be contacted and approval sought to administer the medication.

The College will only assist in the administration of prescribed medications at the request of a student's parents/ guardian. A parent or guardian must complete a Medical Authority Form to assist with or supervise the student's administration of the prescribed medication. This is available on the College website under enrol with us / further links / policies and forms. The completed Medical Authority Form with the clearly labelled medication is to be taken to First Aid for safe storage and administration.

The College is an 'Asthma Friendly School' and part of the accreditation requirements is an annual update of Asthma Management Plans. Parent cooperation in completing and returning these forms promptly, is crucial.

The College will fully comply with Anaphylaxis Ministerial Order 706 and the associated Guidelines published by the Department. It is the responsibility of the parent to:

- ▶ inform the School in writing if their child's medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes and if relevant, provide an updated ASCIA Action Plan;
- ▶ provide an up to date photo for the ASCIA Action Plan when that Plan is provided to the School and when it is reviewed; and
- ▶ provide the School with an Adrenaline Auto injector that is current and not expired for their child. The College will develop an Individual Anaphylaxis Management Plan and it will be in place as soon as practicable after the student enrolls and where possible before their first day of school.

FIRST AID (SICK BAY)

Students need to obtain a note from their teacher and go to the First Aid if they are feeling ill. They must first report to General Reception where First Aid will be rendered, after which the student will either remain in First Aid or return to class. Students that are injured or become unwell will be sent home after contact has been made with a parent or an emergency contact that is able to care for them. Students are not permitted to contact their parents themselves to collect them from the College when they are unwell. Parents should not send students who are already unwell to the College.

STUDENT PROGRESS INTERVIEWS

Students receive an Interim Report at the end of Terms 1 and 3 and a summative Report at the end of Term 2 and 4, detailing the semester's progress.

Formal Student Progress Interviews are held following distribution of reports in Terms 2 and 3. Parents are encouraged to make contact with the College at any time they have a concern or an issue to discuss. Bookings are made through SIMON.

GENERAL ASSEMBLY

Approximately twice a term the whole school assembles in Quambi for a General Assembly. Students are addressed by the Principal, awards are given, reports presented and information imparted. Students also gather as individual year levels.

COMBINATION LOCKS

All students are issued with their own combination lock. This combination lock is theirs to keep and use until they leave the College. Replacements are available from the Student Office at a cost to the family.

BOOKS AND UNIFORM

All books, folders, pencils, etc and all uniform items, including P.E. uniform and hat, should be **clearly labelled** with the student's full name. Students are expected to be in full school uniform as outlined in the Uniform Brochure which can be accessed on the website. If a student is out of uniform or in incorrect uniform they need to provide a note from their parent/guardian explaining the reason for this lapse.

DIGITAL TECHNOLOGIES

COLLEGE SENIOR 1:1 PROGRAM - NOTEBOOK COMPUTER

As part of our ongoing commitment to contemporary learning, and our desire to provide our students with the 21st Century skills required for today's knowledge-based, technology driven and globalized environment, Sacred Heart College will continue a digital devices program for students in 2017.

Please refer to separate documentation provided explaining the program requirements and expectations. The *SHC Digital Technologies Responsible Use Policy and Guidelines* is included in the student planner and should be referred to and understood.

Additional computers and digital equipment are available for student use in specialist areas throughout the College and in the Library and Learning Centre.

Cost To Parents

The notebook computers are leased and subsidised by the College with parents required to pay \$300 per year for their use over the three years. The HP Accidental Damage Protection Insurance Policy covers accidental breakage and will require \$100 excess payment. In the case of willful damage or some other event whereby the claim is not accepted, students and their parents will be liable for the cost of damage in full. At the end of the lease parents will have the option to buy out the notebook computer from the leasing company.

Network and WIFI access (including printing)

Students have been provided with usernames and passwords to access the College Network and WIFI from College issued Devices and other College computers.

Printers are available in each area for student use, with \$8.00 credited to each student account, per semester, to cover the cost of printing. Students can top up their printing credit at the DigiTech Service Desk in the Library throughout the year.

CAFETERIA

Students have a wide range of food available at recess and lunchtime at the Cafeteria. The College also uses the online ordering system for the Cafeteria called FlexiSchools. This system allows parents, students and staff to place orders from home, work or school at any time. The payment is also done online. FlexiSchools is well established and tested, operating in hundreds of schools across Australia.

Getting online is easy and only takes a few minutes to register. If you have any questions about the online services, please contact the Cafeteria Manager at cafeteria@shckyneton.catholic.edu.au

EASY, ONLINE REGISTRATION

- Go to www.flexischools.com.au
- Click REGISTER NOW
- Enter your email
- You will be emailed a link to an online form - follow the link
- Choose a username and password and complete the form
- Add each student and their class
- Top-up the account - VISA or Mastercard preferred.

CO-CURRICULAR ACTIVITIES

The College supports and encourages a wide variety of co-curricular activities. Parents should also encourage their students to participate in as many activities as possible.

Some of the activities available are:

Celebrating Diversity Group	Debating	Production
Chess	Sacred Earth	Public Speaking
Choir	Instrumental Music	Sport
Computers	Justice and Service Group	Student Representative Council
Concert Band	Maths tutorial	Voice Choir

LIBRARY

Library Hours: 8.30am - 4.30pm

The Library is open at Recess and Lunchtime. Activities at these times might include book selection, socialising, catching up on homework/private study, playing board games such as chess and seeking assistance to resolve ICT issues. Maker Space and Chess Club are held during the cooler months.

Classes may be booked into the Library for research, reading and general classwork for example.

YEAR 10 CAMP – ‘ALPINE EXPERIENCE’

In Term 3 students participate in a five-day residential program based at Howman’s Gap Recreation centre, run by the YMCA. Students take part in a variety of experiences in and around the Falls Creek ski village.

The following is a list of activities in which each group may participate:

Snow Based Activities

Down Hill Skiing Instructors from the Falls Creek Ski School take students for a two-hour lesson during the morning. They are placed into ability groups based on skill levels and taught progressive skills to further develop their ability. During the afternoon students are supervised by SHC staff members on selected runs where they can continue to ski at their level.

Snowboarding Instructors from the Falls Creek Ski School take students for a two-hour lesson during the morning. They are placed into ability groups based on skill levels and taught progressive skills to further develop their ability. During the afternoon students are supervised by SHC staff members on selected runs where they can continue to snowboard at their level. (Only available to those students who have snowboarded previously).

Cross Country Skiing Qualified YMCA instructors take students for a full day of cross country skiing into the back country surrounding the Alpine Village. They are placed into ability groups based on skill levels and taught progressive skills to further develop their ability. At all times they ski at their level and have a chance to escape the congestion of the resort and marvel at the beauty of the Alpine environment.

PHYSICAL EDUCATION

If your student needs to be excused from P.E. because they are ill or injured please write a note in the Student Planner. Students must wear the full uniform to all practical classes - not a combination of other sports clothing and the P.E. uniform. This includes the College Bucket Hat in Terms 1 and 4. It is essential that students wear supportive athletic shoes and not shoes of a recreational nature.

HOUSES

Within our College there are four Houses. All students and teachers are allocated to a House. Siblings and relatives will be placed in the same house. Students compete in the houses in a variety of sporting events eg. Swimming, Athletics and Cross Country.

INTER-SCHOOL COMPETITIONS

At Year 9 some students will be selected to represent the College in Swimming, Athletics, Cross Country, Orienteering, Debating, Chess etc. Parents are invited to attend these days and any parents who could assist with umpiring or officiating on a sports day should contact the Sports Co-ordinator at the College.

PERIOD 5 FOR YEAR 10

RATIONALE

It is essential that students at Sacred Heart College undertake and complete all set work to the best of their ability. This involves keeping up with all work, including when a student is absent for a lesson. Completing all set work satisfactorily and undertaking assessment tasks are important methods of consolidating a student's learning, in preparation for the next unit or topic of study.

A lesson after school (Period 5) has been implemented for students to complete assessment tasks that they had unavoidably missed or for school work that has not been completed to a satisfactory standard. This also enables students not to miss additional lessons during the school day to complete or re-do the task. Period 5 will commence at 3.45pm until 4.35pm or 5.25pm depending on the task that is to be completed. Parents will be notified in writing prior to the set date.

According to the Sacred Heart College Homework Policy, Period 5s or Detentions may be set for repeated non-completion of homework also.

UNITS 1/2 STUDIES AT YEAR 10

Year 10 is a challenging year in terms of students' responsibility for their learning and time management. It involves increasing school and homework expectations. The year should encourage and inspire all students to extend themselves socially and academically to their full potential—for their own intellectual satisfaction and as sound grounding for Years 11 and 12.

For some students, an extra study challenge is appropriate, as students consider their VCE or VET or VCAL pathways and preparation for tertiary studies.

The College offers high achieving students the opportunity to accelerate during their Year 10 year completing Units 1 and 2 of a VCE or VET course.

It operates as follows:

1. All students' Report results will be considered carefully during Term 3 of their Year 9 year.
2. Those students who received uniformly high results across all subject areas will have their Work Habits section of the Interim Report considered carefully.
3. Those with excellent results in their approach to their studies and strong time management will be considered further.
4. Students who have met all of the above criteria will be considered for acceleration and the Year Level Leader will be consulted.
5. Letters will be sent to approved students, inviting them to select subjects of interest. Students and their parents are invited to attend an information to learn more about VCE and explore the advantages of studying an extra VCE subject.
6. Student selection of the Accelerated Unit will be finalised after the information session.
7. Students should ensure that they receive a copy of the Year 11 Subjects and descriptions on offer and the VCE Booklist and Handbook.

Given the thoroughness of this Acceleration Process, we anticipate that most, if not all, students who accelerate into a Unit 2 would then continue into Units 3/4 of that same subject during their Year 11 studies. The advantage of the continued Acceleration is that the student can gain extra credit toward the tertiary ATAR score and experience the rhythm and demands of Year 12 in advance. Hence the choice of which subject to select for Acceleration needs to be considered carefully.

Should a student decide not to continue on with Acceleration in Year 11, the College will respect that decision.

Other students, who did not meet the Acceleration criteria, may still be considered at the end of Semester 1 2016 for moving into a VCE Units 3/4 study in 2016. A similar process of identifying students through their Semester 1 2016 reports and individual interviews will be followed.

Students who have been accepted into a VCE or VET study must familiarise themselves with the attendance and SAC requirements of that course. This information can be found in the VCE Handbook of from the subject teacher.

When you are given a sheet explaining the Learning Outcomes, you will also be given information about how your teacher will assess these outcomes. Usually this will be done by assessing a combination of School Assessed Coursework and the work that is done as part of the teaching and learning in the classroom.

If your work does not display a basic level of competency of the learning outcomes, then your teacher may give you an additional task to allow you to have another attempt to display these competencies or a resubmit letter will be sent home (Appendix 1).

At Year 10 there is also a range of VCE/VET subjects available to students which are not restricted to the above criteria.

ACRONYMS – YEAR 11 & 12 VOCABULARY

Year 10 students will encounter some of these acronyms during this year, especially as they begin their future study and careers planning

VCAA	-	Victorian Curriculum and Assessment Authority
VQA	-	Victorian Qualifications Authority
VCE	-	Victorian Certificate of Education
VCAL	-	Victorian Certificate of Applied Learning
VET	-	Vocational Education and Training
SAC	-	School Assessed Coursework
SAT	-	School Assessed Task
ATAR	-	Australian Tertiary Admission Rank
RTO	-	Registered Training Organisation
GAT	-	General Achievement Test
ASbA	-	Australian School-based Apprenticeships
Period 5	-	Class after school hours (3.45pm – 5.25pm) where students complete Assessment tasks that they have missed due to approved absence. Classes are held every week alternating between Tuesday and Thursday. Formal arrangements are made by the Subject Teacher and parents are notified by letter.

NB: *In addition there maybe subject specific acronyms of which students will be informed during that unit of study.*

GLOSSARY OF TERMS

Assessment of Level of Performance:

Assessment of levels of performance in Units 1/2 is the responsibility of the School. The VCAA supervises the assessment of all students undertaking Units at 3/4 level.

Australian Tertiary Admission RANK (ATAR):

The overall ranking on a scale of 0-99.95 that a student receives based on her study scores (see below). The ATAR is used by universities and TAFE institutes for selection for their courses.

Authentication of Student Work:

In order to be awarded a grade indicating level of performance for a SAC or SAT, candidates must submit work that is clearly their own. For SACs or SATs that are submitted for assessment by a prescribed deadline (SACs or SATs other than those conducted under test conditions), teachers must be able to attest that the work is genuinely the work of the student. The description of SACs or SATs in the study designs includes procedures for ensuring that such an attestation can be made.

Chief Assessor:

An expert in a particular study who supervises the marking of the external examinations in that study.

Coursework Assessment:

The assessment of work, completed mainly in class time, to establish how students are performing in Units 3/4. Coursework must conform to the Study Design.

Derived Examination Score (DES):

An examination score determined by VCAA when a student's examination performance is affected by severe illness or accident or where a student has been unable to sit an examination.

General Achievement Test (GAT):

A test that is undertaken in the June examination period by all students studying a Unit 3/4 sequence. The VCAA will check that schools are marking School-Assessed Coursework to the same standard. The GAT does not count towards VCE graduation, but the GAT results are reported to students with their Statement of Results. GAT results are also very important in determining moderated Study Scores, as well as Derived Examination Scores, should these be needed.

Outcomes:

What students must know, or be able to do, by the time they have finished a Unit.

Satisfactory Completion (S):

This means a student has passed a Unit, based on the VCAA's criteria. They receive an 'S' for the Unit. If a student does not satisfactorily complete a Unit, they receive a Not Satisfactory (N) for that Unit.

Scaling:

The statistical process used to determine the degree of competition in each study. By comparing the performance of the entire group of students in a study with their performance in all other studies in which they have achieved a study score.

School-assessed Coursework and Tasks (SAC and SAT):

A task completed in school to assess how students are performing in Units 3 and 4, set and marked by teachers, in schools, according to VCAA specifications. In the subjects of Studio Arts, Product Design and Technology, and Visual Communication and Design coursework tasks are sometimes completed over a period of time, in the form of a project, assignment or folio. These types of coursework are referred to as School-Assessed Tasks (SAT).

Sequence:

The sequence is the order in which a student completes Units. For example, a student must study Units 3/4 in sequence.

Special Arrangements:

Special arrangements may be made to meet the needs of students who have severe disabilities or illnesses that would affect their performance in Coursework and/or an examination. These arrangements must be made with the Director of Transition and Curriculum, Year Level Leader and the VCAA. They may include extra time, technical aids or a scribe.

Special Provision:

The allowance of students who are clearly disadvantaged to complete the VCE in a time frame comparable to their peers.

Statement of Results:

A set of documents produced by the VCAA that formally states the results a student achieved in the VCE and whether they have graduated.

Statistical Moderation:

The process for adjusting schools' assessments to the same standard, while maintaining the students' rank order assigned by the school. The VCAA uses statistical moderation to ensure that the coursework assessments given by different schools are comparable throughout the State.

Study Design:

The description of the content of a study, the minimum required standards a student must meet and how students' work is to be assessed. The VCAA publishes Study Designs for all of the VCE studies. Schools and other VCE providers must adhere to the Study Designs.

Study Score (Relative Position):

A score on a scale of 0-50 which indicates how students performed in a study relative to all other students enrolled in that same study. It is based on their results in coursework assessments and examinations.

Units:

The parts of a study. There are usually four Units per study, numbered 1, 2, 3 and 4. Units are approximately equivalent to a semester in length.

Verification Of Grades:

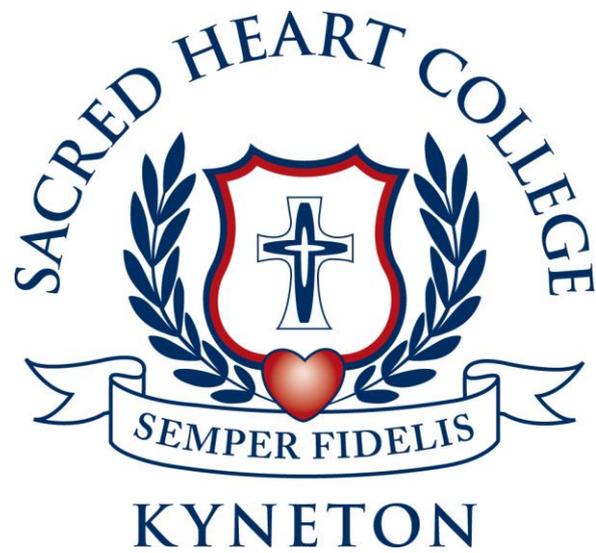
For SACs and SATs that are submitted by a prescribed deadline (SACs or SATs other than those conducted under test conditions) the initial allocation of scores will be made by the school according to the criteria set out by the VCAA.

Victorian Curriculum and Assessment Authority (VCAA):

The organisation responsible for the accreditation and administration of the Victorian Certificate of Education (VCE). A statutory authority within the Ministry of Education.

Victorian Tertiary Admissions Centre (VTAC):

The organisation that calculates students' ATAR (see above) and communicates that ranking to universities and TAFE institutes.



A Vibrant Life