Senior Academic Handbook 2019

PREAMBLE

Welcome to the Senior Handbook for St Edmund's College, Canberra. We are a Catholic school living the tradition of Blessed Edmund Rice, where faith is translated into action. At St Edmund's College, we are focused on the students taking responsibility for both their actions and their learning. We encourage a spirit of inquiry and the development of independent learning skills.

In Years 11 and 12, we are part of 28 other ACT colleges whose students are accredited by the Board of Senior Secondary Studies (BSSS) with the ACT Senior Secondary Certificate. At St Edmund's College, we have developed two distinctive pathways for our senior students. The Tertiary pathway is designed for students who, in addition to the ACT Senior Secondary Certificate, are also seeking entrance to university. The Accredited (A) pathway is for those students seeking the ACT Senior Secondary Certificate as a means to employment, an apprenticeship or study at Canberra Institute of Technology (CIT). Our classes are constructed to have like-minded students being taught by a team of professionals who foster an atmosphere of collaboration, healthy competition and seeking understanding. The pathways available are explained further in this booklet.

The pastoral focus of the College is to develop young men who will be just, honest and of service to others. The Co-curricular program offers a large number of team and individual sports as well as opportunities in the performing arts and cultural pursuits. Students are expected to maintain involvement in the Co-curricular program in Years 11 and 12.

While we seek to extend all of our young men and encourage the pursuit of excellence in all endeavours, our focus is to emphasise the importance of achieving one's personal best, of setting realistic goals, of building resilience to deal with inevitable setbacks and, most importantly, to develop a sense of service to the wider community.

Joe Zavone

Principal

THE SENIOR STUDENT

When a student seeks re-enrolment (or enrolment from another college) at St Edmund's, certain assumptions are made by the College and its teachers.

It is assumed that the student is making the decision to continue his formal education voluntarily. Consequently, it is further assumed that the student understands that the responsibility for effort and work output is his and not that of his teachers.

It is assumed that the student is fully informed of the College's expectations of him with regard to behaviour and general attitudes. This being the case, and remembering that the student has voluntarily progressed to the senior years at St Edmund's College, self-discipline ought to have replaced, for the most part, the need for externally applied discipline.

The senior years have much to offer a young man at St Edmund's College by becoming an independent learner. The outcome will be full maturity, and the student will feel confident in himself, proud of his Alma Mater and he will be looking forward to graduation into the adult world.

Years 11 and 12 have been retained at St Edmund's as part of the whole College. This has important implications for those students enrolling for Years 11 and 12. In this and in other respects, senior students are given the opportunity to accept considerable responsibility for student life.

To gain full advantage from the type of education offered, it is expected that a senior student will become as fully involved as possible in the life of the College. This should be to the extent that the acceptance of responsibility and involvement here means that a student's life in Years 11 and 12 is centred primarily on the College. In addition, all senior students participate in the Brothers' Social Justice Program. Only in this way will the student gain the maximum benefits, both academically and generally, from his final two years of secondary education.

THE ACT SENIOR SECONDARY SYSTEM

The ACT senior secondary system caters for students in Years 11 and 12. The ACT operates a system of school based curriculum and assessment within the policy and procedures of the ACT Board of Senior Secondary Studies (BSSS) http://www.bsss.act.edu.au

The ACT BSSS is a statutory authority responsible for the certification of senior secondary school studies in the ACT. Colleges determine the courses (and units) that they offer to students. Assessment in the ACT is continuous school based assessment. There are no examinations set by a central authority for any subject.

The courses taught in Year 11 and 12 are either developed by the teachers in the College, or developed across the system and approved by the ACT BSSS, for inclusion in the College education program.

DEFINITIONS

Courses

A course is a coherent combination of units. All courses are accredited by **BSSS** and included on the Register before they can be taught.
The types of courses offered in the ACT are as follows:

Accredited

'A' Course is a course that has been accepted by the ACT Board of Senior Studies as being educationally sound and appropriate for students in Years 11 and 12.

Tertiary

'T' Course is a course that provides a solid foundation for the study of a particular discipline at tertiary level and/or requiring study at an intellectual level compatible with success in tertiary studies.

Competency

'C' Course is a vocational education and training program accredited by the ACT BSSS that is delivered and assessed by a Registered Training Organisation (RTO), approved by the ACT BSSS and registered by the ACT Accreditation and Registration Council. C courses are competency assessed only and not reported using A – E grades.

Modified
'M' Course is a course that is considered by BSSS to provide appropriate educational experiences for students who satisfy specific disability criteria.

Higher
'H' Course is a course that is designed and accredited by Australian National University. Successful completion will be recognised towards an undergraduate degree. H Courses may contribute to the calculation of the ATAR and the units may contribute to the college course.

Vocational
A or T courses may include vocational programs that lead to a Vocational Certificate or Statement of Attainment as defined by the Australian Qualifications Framework. Completion of a vocational course will bring credit transfer at CIT and other training providers.

E Courses
E classification is given to all externally delivered courses that lead to a nationally recognised vocational qualification (VET Certificate or Statement of Attainment) that is delivered by an external Registered Training Organisation (RTO)

Registered
'R' Units: Registered classification is given to a unit or course that is appropriate for students in Years 11 and 12 and is usually designed to provide personal development, recreational or community service activities. It is recorded as a Pass or Fail. R Units cannot be allocated for courses undertaken out of school unless the Principal has a formal letter of contract with the outside body.

Standard Unit
The basic component of all courses at St Edmund's College is the standard semester unit. The standard semester unit has a minimum of 55 hours of timetabled class time and has a value of one standard unit. Some courses have one term units that have a value of 0.5 or a half standard unit. There are different types depending on the number of standard units studied in that course.

Minor:	2 – 3 standard units, minimum 110 hours.
Major:	4 standard units, minimum 220 hours.
Major Minor:	6 standard units, minimum 330 hours.
Double Major:	8 standard units, minimum 400 hours.

The maximum number of standard units that a course area can contribute to the ACT Senior Secondary Certificate is 8 standard units.

Tertiary students must select six subjects for study in Year 11.

It is the policy of this College that all students in Year 11 must undertake a minor course in Religious Studies. The BSSS mandates that all students must study English. Some universities may deem Mathematics compulsory for entry. Students are free to choose any of the other subjects offered.

BSSS CERTIFICATES

ACT Senior Secondary Certificate:
The ACT Senior Secondary Certificate is issued at the end of Year 12 to all students who have completed an approved program of studies in Years 11 and 12 and have passed their courses without V Grading. The certificate records all units grouped into courses with a grade A – E for each unit.
An ACT Senior Secondary Certificate based on a standard package will be awarded on completion of a program approved by the College as having provided a coherent pattern of study, and includes the equivalent of at least 17 standard units from Accredited, Tertiary, Vocational, Modified and Registered units/courses in a period not exceeding five years. Units must be packaged to form at least 4 minor A, T or M courses.

Tertiary Entrance Statement
The Tertiary Entrance Statement (TES) is produced for students who qualify for the Australian Tertiary Admissions Rank (ATAR). It reports information useful for tertiary admission. A TES allows entry to university or equivalent provided an adequate ATAR is achieved.

Vocational Certificates
Vocational Certificates bear the Nationally Recognised Training logo and are achieved by students meeting the requirements as described in the relevant vocational course.

Increasingly, a greater proportion of students from Years 11 and 12 will do further studies at Canberra Institute of Technology (CIT) or enter the workforce. The College has a wide range of Accredited and Vocational courses that meet these student needs. These courses are detailed throughout the handbook.

Work Experience and Structured Workplace Learning are integral parts of the Accredited package and Vocational courses.

Work placement and experience is conducted for two weeks throughout the year. The first Work Experience week is held during the last week of Term two. The second Work Experience week is to be organised by the student at a convenient time during Semester Two. It is an increasingly important element when obtaining vocational competencies/certification selection for CIT courses and for gaining employment.

Secondary College Record

The Secondary College Statement of Achievement is a certificate that may be issued to students at any time during Year 11 and Year 12. The Secondary College Statement of Achievement reports the units studied by the student, grouped in courses, and where appropriate, the unit grades.

Personal skills and qualities covered by references are not included on the Secondary College Statement of Achievement.

The Secondary College Statement of Achievement is made available on request to students who are leaving college, seeking employment, changing colleges or moving interstate, as an up to date record of their current achievements.

Early Exit – Senior Secondary Certificate

Students who have gained 17 standard units by the end of their third semester or middle of their fourth semester may apply to be released from the College ahead of other Year 12 students. Having qualified for a Senior Secondary Certificate, these students may then decide to enter the next stage of their career by studying at CIT or commencing full time employment in their fourth semester. Contact with these students is maintained and they are invited to the Year 12 Graduation. Decisions relating to early exit are at the discretion of the Principal.

TERTIARY (T) ENTRANCE PACKAGE

To gain a Tertiary Entrance Statement, students need to satisfy the following conditions:

The units must be arranged into courses to form at least the following patterns: *Four majors and one minor or three majors and three minors from 4 course areas. Of these, at least three majors and one minor course must be classified as Tertiary (T).*

Students must have completed 20 standard units, 18 of which must be Tertiary or Accredited, and 12.5 of which must be Tertiary units.

The student must also sit for the ACT Scaling Test (AST).

The ACT Scaling Test (students who intend to receive an ATAR only)

The ACT Scaling Test (AST) is the statistical moderating test used for ensuring consistent allocation of course scores across the ACT system. It takes place in September of Year 12 and is compulsory for any student who intends to receive an ATAR.

The test has three components: Multiple Choice, Short Response and Writing Task. Each is weighted on a 'best fit' basis depending on how well the results correlate to scores awarded by colleges.
The effect of the AST is to replace the historical parameters with actual student performance data. As such, St Edmund's College prepares and delivers an extensive preparation program for this test. Students wanting to sit the AST at St Edmund's College must complete all of the AST preparation components. Any absences must be adequately explained to the Principal with a medical certificate for illness or serious misadventure.

Arrangements for the sitting of the AST are different for two categories of candidates.

Those who are judged to be from a Culturally and Linguistically Diverse (CLD) background, sit multiple choice and short response papers that have fewer questions. A student will generally be considered to be from a CLD background if they have not been taught in an English speaking school for the four years prior to commencing Year 11 studies. Students who would fit that criteria, but who receive a grade of B or higher in English, will not be considered to be from a CLD background.

Another group of candidates may seek special considerations when sitting any or all components of the AST. Those students will have some form of disability for which

an allowance can be made in terms of special equipment, extra time, scribing or different rooming. The idea is to create an equitable set of circumstances for all AST candidates. Only the ACT BSSS can approve applications for special consideration and they require evidence from the College and health professionals before considering individual cases.

CLD candidates and those applying for special consideration should note the deadlines for completing applications in the Key Academic Dates section of this handbook.

Australian Tertiary Admission Rank (ATAR)

The ATAR is a percentile ranking, used by universities to assist in the selection of school leavers for entry to their undergraduate courses. It is a ranking of a student relative to the full age cohort. It is reported with a range from 100.00 for the highest ranked student down to 30.00. The ATAR is reported on the Tertiary Entrance Statement. The ATAR is calculated as follows:

- Colleges calculate a course score for each student completing a Tertiary (T) course
- the ACT BSSS scales the college course scores against the AST results, using OCS (Other Course Score scaling method). This places all courses on a similar scale
- the scaled courses are used to produce an aggregate score for each student. This is done by adding together the scaled scores in the best three T majors plus 0.6 of the next best T score, whether a major or minor
- the aggregate scores for all students who have met the appropriate requirements are listed in order from highest to lowest. These are given a candidate rank
- this rank is then converted to an age rank by using 'look up' tables supplied by the NSW Technical Committee on Scaling.

The Other Course Score (OCS) scaling method is used in moderating course scores. Briefly, the stages in the process are:

1. For each student, a measure of General Achievement (GA) is calculated from an average of his/her AST score and four best course scores. The course scores from the three best majors and the next best course score (either major or minor).
2. The average and the spread of the GA scores used in each moderation group are calculated and the course scores are then adjusted so that they have the same average and spread as the GA scores (a further adjustment is made to

allow for the degree of association between scores in a moderation group and the moderation scores).

3. The AST and the adjusted scores are used to calculate revised GA values.
4. The course scores are adjusted again using these revised GA values.

This process continues working through steps three and four until the adjustments made to the course scores from one step to another are no longer significant. Those students contemplating study at a university after completing Year 12 are advised to take into account pre-requisites set by those bodies.

UNIVERSITY ENTRY

The majority of university courses in ACT/NSW require an ATAR above a prescribed cut off for entry, sometimes subject to certain pre-requisites in Years 11 and 12. Students who wish to apply for interstate or overseas universities should contact the Careers Adviser.

Some courses require additional selection criteria and/or procedures. Art, Music, Drama, Performance and some design courses require an interview, a portfolio or both. Details are included in the UAC Guide that students receive in July of their Year 12 year. Some medical courses (but not all), require a student to apply for and to sit the UMAT Examination. Applications for UMAT open in December of the students' Year 11. Registrations close in early June of the following year and UMAT is conducted at the end of July. Not all medical, dental and other health courses require a student to sit for the UMAT.

Some university courses require a student to sit for the Special Tertiary Admissions Test (STAT), but, the main purpose of the STAT is to help non Year 12 leavers to gain entry into university Some universities will allow entry to selected courses on the basis of a student's performance in the STAT in lieu of or in addition to an ATAR.

Some universities have entry schemes that may take the place of, or complement the ATAR. These include:

- EAS (Educational Access Scheme), for those students who have suffered serious medical/emotional upset over a considerable period of time in Years 11 and/or 12.
- Special Consideration for those students who have suffered some set back to their studies in Years 11 and/or 12, but, not to the extent of the EAS.
- Schools Recommendation Scheme involving 10 universities in ACT/NSW for those students whose ATAR may be below the required cut off, but who are considered to have the academic/personal potential to succeed at university.

- Students should contact the Careers Adviser in Term One of Year 12 for specific information and/or advice: lsouthwell@stedmunds.act.edu.au

VOCATIONAL (V)/ ACCREDITED (A) PACKAGE

Unique Student Identifier (USI)

All students studying a vocational course are required to register for a USI. The USI is linked to the National Vocational Education and Training (VET) data collection. This means that an individual's nationally recognised training and qualifications gained anywhere in Australia, from different training organisations will be kept together. To register for your USI visit www.usi.gov.au Please ensure that you inform the VET Coordinator of this number so it can be added to your file. lsouthwell@stedmunds.act.edu.au

A vocational/accredited Package could be for those students who seek to gain a Senior Secondary Certificate, then pursue employment and/or CIT. Students should select from tertiary subjects (including tertiary/vocational), or from accredited subjects (including accredited/vocational). Students who select accredited subjects are very strongly recommended to select at least one vocational subject.

Vocational/Accredited students must select six subjects for study in Years 11 and 12.

Vocational Education

Competency based training is designed to meet the requirements of industry as well as individual needs. Vocational Education aims to:

- train people in the skills required in the workplace to current industry standards and make entry level industrial training more flexible, i.e. people are given credit and recognition for the skills they have already learnt
- provide training to the national framework that is recognised anywhere in Australia.

Employment Pathways

The College provides Vocational Education and Training that is responsive to the changing needs of students in today's workforce. Students can select work based programs that are designed to articulate into further study, and assist students to obtain employment upon graduation. The courses have been developed in partnership with industry, unions and employers.

As a nationally accredited Registered Training Organisation (RTO), the College is able to structure work based training that has been approved at a national level. Students are able to graduate with full or partial VET qualifications that are recognised across Australia

Students who undertake Vocational courses

- gain practical work related skills that employers recognise and want
- gain credit transfer and/or advanced standing into other training courses
- gain a nationally recognised vocational qualification and the ACT Senior Secondary Certificate
- make valuable contact with employers
- prepare themselves for the world of work.

Australian School Based Apprenticeships (ASBAs)

St Edmund's College offers Year 11 and 12 students the opportunity to do a traineeship or apprenticeship – it is called an ASBA. ASBAs are part time and they incorporate the features of full time traineeships and apprenticeships.

They include:

- a training agreement that is signed by both the employer and the trainee or apprentice and is approved by Training and Adult Education (TAE)
- a formal training program with training delivery supported by a Registered Training Organisation (RTO), that leads to a nationally recognised qualification (certificate) All ACT secondary colleges are Registered Training Organisations (RTOs), as is the CIT. There are also numerous private providers of training
- paid employment under an appropriate industrial arrangement.

Recognition of Prior Learning (RPL) and Recognition of Current Competencies (RCC)

Recognition of Prior Learning (RPL), is a form of assessment that acknowledges the full range of an individual's skills and knowledge, irrespective of how they were acquired. This process then determines the current state of those competencies (RCC).

A person may use RPL to gain credit in a course for the learning outcomes (competencies) of modules in VET delivery at St Edmund's College. RPL can only be achieved for complete modules and preferably for an entire semester, however, this is at the discretion of the Vocational Education coordinator.

The competencies can be gained through work experience, education and life experience.

The candidate needs to make a formal application by making an appointment with the Vocational Course Teacher and the Vocational Education Coordinator of the College. At this time, the candidate will be given a formal application form and an individual

process will be devised that best suits the situation, within a set framework that ensures authenticity, currency, quality, relevance, transferability and validity.

This process includes a seven stage process: Information about the process, self-assessment, gathering evidence, assessment, post assessment, feedback and guidance, recording and appeal processes.

Vocational Education and Training provides opportunities for all students – so, it is important that all young people, regardless of their academic pathway, consider their VET options at the same time they consider other possible choices.

Vocational Education Courses at St Edmund's College

Currently at St Edmund's College, we offer the following courses:

- Kitchen Operations
- Hospitality
- Furniture
- Construction

ASSESSMENT AND REPORTING

The assessment of each unit and course offered by the College is undertaken by the teachers of those units and courses. Assessment of most units consists of a mix of assignments, practical work, class work and examinations.

At the beginning of each unit, students receive a detailed unit outline that contains:

- a description of the work to be covered
- a description of the tasks to be completed for assessment
- the assessment criteria
- the relative weighting of the task
- the dates on which assessment items are due.

Unit outlines can be located on Canvas

GRADE STANDARDS

For each unit, a grade describing a student's level of achievement is awarded as follows:

A: Awarded to students who have demonstrated a very high level of knowledge and understanding of the full range of concepts and principles of the unit. They have shown evidence of a very high level of cognitive and practical skill in a wide range of assessment situations.

B: Awarded to students who have demonstrated a high level of knowledge and understanding of the concepts and principles of the unit. They have shown evidence of a high level of cognitive and practical skill in a wide range of assessment situations.

C: Awarded to students who have demonstrated a sound level of knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a sound level of cognitive and practical skill in most assessment situations.

D: Awarded to students who have demonstrated a limited knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a limited level of cognitive and practical skill in assessment situations.

E: Awarded to students who have demonstrated a very limited knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a very limited level of cognitive and practical skill in assessment situations.

S: Status is awarded to students for a unit completed at another college, or, in special circumstances, at the discretion of the College/Principal.

V: Awarded to those students whose course work and/or attendance were unacceptable, and therefore were not able to be assessed.

The ACT BSSS website provides detailed subject specific grade standards for all courses offered in the ACT. Please refer to:
http://www.bsss.act.edu.au/curriculum/Frameworks

UNIT AND COURSE SCORE CALCULATION

For each (T) unit completed in a subject, students receive a score as well as a letter grade on a scale from A to E. Course scores are calculated only for (T) courses.

Calculation of Unit Scores (Accredited)

The unit scores awarded for accredited (A) units are the weighted average of the marks given to each assessment item, inclusive of late penalties. These are then published and reported via the College reporting systems. For A courses, students also receive a letter grade on a scale of A to E and a mark out of 100.

Calculation of Unit Scores (Tertiary)

Each assessment item is standardised to a set of historical parameters unique to the course or scaling group that are an indication of historical student performance in the subject area. Historical parameters are set for each course and scaling group at the start of Year 11, by the Assistant Principal, Teaching and Learning. They are an attempt to estimate the group's performance on the ACT Scaling Test (AST) relative to other colleges in the system.

At the end of each semester, the weighted average of each scaled score is then rescaled to the historical parameters and entered into the ACT BSSS Certification software as a raw unit score. This computing program will then back scale the raw scores to the preceding semester. This takes into account and compensates the scores for any student/s who may have left the group. The resulting final unit scores are then published and reported via the College reporting system.

Calculation of Course Scores (Tertiary)

The best 80% of final unit scores in any given course will be averaged to calculate the course score for that unit. Where excess units have been completed, the course score will be the best 80% of the units completed up to the point where the course requirements were met or the best 80% of all units completed, whichever is the highest.

ATTENDANCE

It is expected that students will attend all scheduled classes for the units in which they are enrolled, unless there is due cause, and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes in a unit without due cause and adequate documentary evidence will be deemed to have voided the unit. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

Approved Leave
The Principal may grant, at his discretion, approved leave from the College for extended periods of time. Approved leave must be applied for in advance and in writing directly to the Principal. Approved leave constitutes adequate documentary evidence under the attendance policy.

Approved leave does not constitute grounds for extension on assessment tasks.
Tasks that fall due during periods of approved leave, must be submitted prior to the leave being taken. Where this, for any reason, is not practical, alternative assessment arrangements must be negotiated with the Assistant Principal, Teaching and Learning prior to leave being taken.

Absence from Class
Any absence from an in-class task or an absence that falls on the submission date of a task, must be justified by a medical certificate or other substantive documentary evidence to support a significant misadventure. Evidence must be forwarded to the College as soon as possible. Failure to do will result in a V Grade (Void) for the given task.

ASSESSMENT POLICIES

Completion of Assessment Items – The 70% Rule
Students are required to substantially complete and submit all assessment items that contribute to the assessment for a unit, unless due cause and adequate documentary evidence is provided. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence.

Unless prior approval is granted, any student who fails to summit assessment tasks worth in total 70% or more of the assessment for the unit, will be deemed to have voided the unit. However, the Principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

Submission of Work

All written assessment tasks (with the exception of examinations) are to be submitted online via Canvas and 'Turnitin', our plagiarism software. The deadline for submission is 11.59pm on the due date.

Students must keep a full copy of all work they submit. In rare cases, work will go missing, so it is important to have an electronic submission. In such a case, the student must be able to present a full copy of his original in order for the work to be marked. If either is missing, late penalties will apply according to the late policy.

Submission Requirements

Most assessment items will state requirements of submission on Canvas. These may include, but are not limited to; word limits, formatting requirements and the inclusion of a bibliography. Failure to meet the submission requirements constitutes non submission of the task and late penalties will apply until such time as the requirements are met.

If an assessment item has a stated word limit (or time limit in the case of oral presentations), students must adhere to this within + or – 10%, otherwise, the task will be deemed to have not met its submission requirements. Work over the limit will be disregarded.

It is essential that students make a thorough check of their assignment prior to submission. Students may not be alerted that submission requirements have not been met for some time after the due date, and late penalties accrue in this time.

It is possible to check the authenticity of work by submitting it through 'Turnitin' on the Library Canvas page, before submitting to the course.

Late Submission of Take Home Assessments

In line with ACT BSSS policy, late submission of work will incur a penalty of 5% (of possible marks) per calendar day late (including weekends and public holidays).
All work is still assessed according to the criteria and marks and outcomes determined. Penalties are then deducted.

When work is more than seven days late

Years 11 and 12 Courses:
If an item is more than 7 days late, it receives the notional zero. Submissions on weekends or public holidays is not acceptable. Calculation of a notional zero is based on items submitted on time or with an approved extension. A notional zero will be a score that lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero.

If the lowest genuine score is zero, the notional zero is zero.
Students are encouraged to submit work on time as this is a valuable organisational skill. They are also expected to submit all work, even if it is late, as there are educational benefits in doing so.

The following table illustrates how late penalties are applied:

		Due Day	**Due Day**	**Due Day**	**Due Day**	**Due Day**
		Monday	Tuesday	Wednesday	Thursday	Friday
Submitted	Monday	0				
Submitted	Tuesday	5%	0			
Submitted	Wednesday	10%	5%	0		
Submitted	Thursday	15%	10%	5%	0	
Submitted	Friday	20%	15%	10%	5%	0
Submitted	Saturday	25%	20%	15%	10%	5%
Submitted	Sunday	30%	25%	20%	15%	10%
Submitted	Monday	35%	30%	25%	20%	15%
Submitted	Tuesday	NZ	35%	30%	25%	20%
Submitted	Wednesday		NZ	35%	30%	25%
Submitted	Thursday			NZ	35%	30%
Submitted	Friday				NZ	35%
Submitted	Saturday					NZ

Extensions

Extensions can only be granted by the Head of Faculty or Head of House in the case of documented illness (medical certificate) or 'serious misadventure'. Serious misadventure is defined as an unforseen mishap, calamity or disaster. It too must be documented in a form appropriate to the event.

Please note that none of the following are grounds for an extension:

- Holidays
- IT failure, including computer/printer malfunction
- Casual work commitments.

Missed In-Class Assessment

In-class assessment includes, but is not limited to: test, oral presentations and examinations. Students who are likely to miss an in-class assessment item are advised to contact the Teaching and Learning Office as soon as they are aware that they will miss the task. If they wish to reschedule the task, they will need to apply for an extension at the earliest possible opportunity. If this opportunity is missed, the assessment item will not be rescheduled and will constitute non-submission of the task for the purposes of meeting the minimum assessment requirements of the unit.

All Mathematics validation tests will require rescheduling.

Note carefully that school assessment takes priority over all other outside activity, including ASBAs. When there is a clash, you must speak to the relevant Head of Faculty (if he or she is unavailable, speak with the Studies Office) as soon as you become aware of the clash.

MODERATION

Moderation Procedures (Internal)

Internal moderation is the process by which grade standards are consistently applied across students within a course. In most cases, and where practical, it involves work being marked by two teachers within the course. Where they disagree on the standard of work, it may then be passed to a third independent moderator for arbitration. In some cases, particularly with respect to oral presentations, it may not be possible for all work to be double marked. In such situations, a sample of work should be double marked, and these pieces then used to set the standards for work that is graded independently.

The respective Head of Department oversees the marking process and is ultimately responsible for all marks allocated within the faculty. Work will not be returned to students until such time as the Head of Department is satisfied that all marks and scores have been consistently allocated for any given assessment item.

In rare cases, it may be necessary to statistically moderate work with reference to an independent moderating test. Students will be informed where this has been necessary, such a process will only be used at the discretion and with the approval of the Assistant Principal, Teaching and Learning.

Moderation Procedures (External)

Twice a year, a sample of work from every Course is sent to the ACT BSSS for external moderation. This moderation is undertaken by panels of teachers from other colleges in the ACT system. These teachers then either validate the grades awarded or recommend changes. Individual student grades are not changed as a result of this process, but it may affect the way in which grades are awarded in future assessment items. This regular moderation of work across the system ensures that grades are awarded according to equivalent standards, regardless of which college a student attends.

UNFAIR ADVANTAGE

Any student who attempts, by any means, to gain an unfair advantage over other students will be subject to the penalties outlined in the ACT BSSS Plagiarism Policy http://www.bsss.act.edu.au

Incidents of unfair advantage will be treated as plagiarism for the purposes of any future penalties.

Feedback on Drafts

All students have the right to receive feedback on one draft of an assessment item. The feedback should address the concepts and skills needed to complete the assessment item. The feedback should not specifically address the assessment content.

The onus is on the student to organise an appropriate time with his current classroom teacher.

Students who present drafts for feedback less than seven days prior to the due date forfeit their right to receive it. Feedback on drafts presented less than one week before the due date will be at the discretion of his current classroom teacher.

A second draft may not be submitted for feedback. If feedback is received on a second draft then the student will be seen to have gained an unfair advantage over other students, and will be penalised accordingly. Teachers will not edit drafts.

Tutors

Some students seek external educational support from tutors. A good tutor will teach and guide students through the concepts and skills that are needed to complete an assignment.

Where it can be shown that student performance on an assessment item is not indicative of his skills and understanding, then the student will be treated as having gained an unfair advantage over other students and will be penalised accordingly.

Plagiarism

Plagiarism is copying, paraphrasing or summarising of work, in any form, without acknowledgment of sources, and presenting this as student's own work. Please refer to the ACT BSSS brochure for any clarification on plagiarism or visit http://www.bsss.act.edu.au

When work is submitted on Canvas through 'Turnitin', students are prompted to answer the question – 'is this all your own work?' **It is possible to check the authenticity of work by submitting it through 'Turnitin' on the Library Canvas page, before submitting to the course.**

Any suspected case of plagiarism will be investigated. Any student suspected of plagiarising work will be given the opportunity to prove authorship and to receive a fair hearing.

Assessment Security

Plagiarism rarely occurs with the consent of the author. In a case where a student wilfully provides his work for another student to copy, every attempt will be made to identify the author. Where the student cannot be reasonably identified, both students will be penalised.

Penalties (Copied from the Board of Senior Secondary Studies Website www.bsss.act.edu.au Information for Students – What is Plagiarism? How to Avoid it)

Any one or more of the following actions could be taken for a breach of discipline in relation to assessment:

a. reprimand of the candidate, except in cases where the candidate would have derived benefit from such breaches.
b. the making of alternative arrangements for the assessment (e.g. through a reassessment).
c. the assessment marked without the material subject to the breach being considered.
d. imposition of a mark penalty appropriate to the extent of the breach.
e. cancellation of the result in the particular component of the college assessment concerned.
f. cancellation of the total college assessment result in the unit/course concerned.
g. cancellation of all the candidate's results for years 11 and 12 in assessments conducted.

The following is a guide to the penalties to be imposed by colleges. These penalties apply irrespective of the unit/subject/course in which the incident(s) occur.

Categories	Penalties
1. First incident of Breach of discipline	One or more of the following penalties to be imposed subject to the degree of the infringe (a) to (f)
2. Subsequent breach(es)	One of the following penalties to be imposed subject to the degree of the infringement and previous breach/es of discipline (b) to (g)

APPEALS PROCEDURES

Students have rights of appeal at every stage of the College assessment process.

While it is the responsibility of all teachers, and particularly the Heads of Department, to ensure that all students are advised of their rights, the student is also to be made aware that he bears full responsibility for the consequences for a frivolous or mischievous exploitation of the appeals process

There are two forms of appeal:

- appeals against the grade and score for a single assessment item
- appeals against semester results.

With the exception of units in the second semester of Year 12, students have five school days after the publication of assessment results in which to lodge an appeal. N.B. See list of key academic dates for 2019 at end of this document.

As soon as a student, or his parents believe that there are grounds for an appeal against any grade awarded or any process that led to a score being given or withheld for a single assessment item, the procedures listed below are to be followed:

- within one week of receiving marks for an assignment or test, the student making the appeal is to ask the teacher in writing for a remark, stating the reasons for his appeal
- the teacher is to review the assessed item and is to return the paper to the student within three days
- if the student is still dissatisfied, he may refer the matter in writing to the relevant Head of Department. Such an appeal must be lodged within a day of being returned by the teacher
- the Head of Faculty is to review the assessed item and is to return the paper to the student within three days
- if the student is still dissatisfied, he may lodge a formal College appeal. Year 12 students in the final semester or term must lodge their appeal within 24 hours of unit grades and/or scores being published. The formal College appeal process begins officially with the lodgement of a written appeal by the student to the Assistant Principal, Teaching and Learning, and is finalised by written advice from the Appeal Committee to the student.

The written appeal should include:

- student's name
- specific course and unit being appealed
- specific remedy being sought for each matter for appeal
- a statement setting out and supporting the matters being appealed.

The student should be able to present further evidence to the Appeal Committee.

The Assistant Principal, Teaching and Learning is to convene a College Appeal Committee, chaired by the Assistant Principal, Teaching and Learning, and will also include; a Studies Coordinator not directly involved in the appeal thus far, and an experienced teacher nominated by the ACT BSSS.

The Appeals Process

The student and/or his parents (or a friend), have the right to attend the appeal hearing before the College Appeal Committee. This will operate as follows:

- having listened to submissions from the student and/or his parents (or a friend), and reviewed the evidence, the Committee is to make a recommendation to the Principal
- the Principal will make a decision on the appeal and will then communicate it to the student in writing
- if the appeal is not upheld, the student is to be advised of his right to a further appeal to the Board of Secondary Senior Studies
- appeals made against a Course Score as shown on the ACT Senior Secondary Certificate must be lodged with the Agency in accordance with ACT BSSS processes.

Student Responsibilities

Prior to and throughout the appeals process, the student is responsible for:

- checking all scores and grades given for particular units
- lodging all material within the time limits stipulated above
- the accuracy of all claims made by himself in support of the appeal.

College Responsibilities

- provide the student with up to date information on the appeals process
- having received notification of an appeal, ensuring that it is processed within the time limits stipulated above
- investigate all matters put before it, consistently

What to do When Coping Becomes Difficult

If you are having problems coping with the workload, and feel that things are getting out of hand, seek help as early as possible. The College offers a number of options, depending on the type of support needed. These include:

- subject teachers
- heads of faculty
- tutors
- parents
- the College counsellor
- librarians
- the Teaching and Learning Office
- Mrs Pirie and Heads of House.

The key is, to ask for help before work is due. Often, non-submission problems can be reduced or avoided and V Grades averted if you ask for help in a timely manner.

TEACHING AND LEARNING SUPPORT Year 11 and 12

The Teaching and Learning Support Faculty consists of a specially trained group of teachers and learning assistants, offering senior students educational support that caters for a range of needs and ability levels.

This support is offered in the areas of:

- student background on learning and literacy skill level for teachers to support differentiation
- individual learning or social profiling where relevant
- in-class support where necessary
- students with a disability, learning disability and/or additional needs are offered organisational or assignment support where necessary
- students may be referred for support by teachers, parents, college counsellor, tutor or by self- nomination
- students who have English as a Language Dialect (EALD) are offered support in the key language area of reading, writing, listening and speaking, with emphasis on communicative competence. Support is given in all subject areas the student may select, particularly in essay writing and research skills
- students with a diagnosed disability also have an individual profile created to support their transition from the College into post school options
- students who have been deemed eligible are offered special considerations for examinations to ensure equitable access to the curriculum. This make take the form of extra time, a reader or a scribe.

‘All My own Work’ and Online Transition Program

These programs are designed to help students improve their academic potential, organisational skills and study techniques.
These programs are available through the College Library website.

All My Own Work should be completed by end of Week 4 of Year 11 in order for students to retain their study day

Brother Field’s Education and Resource Centre

The Brother E.C. Field’s Education and Resource Centre is the College’s senior library, and caters for students from Years 7 to 12.

The central role of the library is to support the spiritual, academic and pastoral programs of the College. Through their interaction with the staff in the library, the students are encouraged to become confident and competent in the use of a variety of resources, and to develop skills for lifelong learning.

Students have access to a large range of fiction and non-fiction resources and reference materials in both print and electronic formats as well as a large periodical collection covering a range of academic and general interests. An extensive range of online resources including indexes, online encyclopaedias, assignment pathfinders, and full-text databases can be accessed via the library web page and also through Canvas. Pursuits such as chess, jigsaw, trivia quizzes and recreational reading are also catered for and promoted.

The physical library facilities include three teaching areas with banks of networked computers, printers, a TV and photocopier, comfortable reading areas, two seminar rooms and a well-equipped audio-visual room.

Opening Hours:
Monday – Friday
8.00am – 11.00am
11.20am – 1.00pm
1.15pm - 5.00pm

Contact Details:
Telephone: 6239 0644
Email: library@stedmunds.act.edu.au

PRINCIPAL'S DISCRETION

The Principal or his ACT BSSS representative, the Assistant Principal, Teaching and Learning, may exercise discretion with respect to the application of any school or ACT BSSS Policy, provided adequate documentation is available to support any decision.

Teachers and Heads of Faculty are responsible for implementing and applying all school and ACT BSSS Policies. They may not exercise discretion with respect to their application.

Any changes to policy that occur during the life of this handbook will be given to you in writing. Should a member of staff give advice that contradicts the information and policies provided here, students are advised to politely ask for the advice in writing.

The best course of action for a student to take if given advice that contradicts school or BSSS Policies is to check with the Assistant Principal, Teaching and Learning prior to following the advice.

FURTHER INFORMATION

Information is also available by contacting the relevant staff at the College or by visiting the ACT BSSS website: http://www.bsss.act.edu.au

Postal address:
Education and Training Directorate
C/- Office of the Board of Senior Secondary Studies
GPO Box 158
Canberra ACT 2601

Site address:
Callan Building
67 Launceston Street
Lyons ACT 2606

+61 2 6205 7181 Tel
+61 2 6205 7167 Fax
bsss.enquiries@act.gov.au

KEY ACADEMIC DATES FOR 2019

March 5:	**Moderation Day 1**
March 27:	**Student AST Applications Forms due to Board Secretariat**
March 27:	**Final date: AST Special Case Applications due to Board Secretariat**
July 5:	**Final date for all Year 12 'Intends T' data in ACS to be correct**
August 8:	**Moderation Day 2**
September 3:	**AST Test – Sessions 1 and 2 (First Sitting)**
September 4:	**AST Test – Session 3 (First Sitting)**
September 6:	**AST – Applications due for second sitting of AST**
October 15:	**Second Sitting AST – Sessions 1 and 2**
October 16:	**Second Sitting AST – Session 3**
December 4:	**Appeals should be lodged with Board Secretariat by this date**

CONTACT:

St Edmund's College, Canberra
110 Canberra Avenue
Griffith, ACT 2603

Phone: 02 6295 3598
Fax: 02 6295 1356
Email: reception@stedmunds.act.edu.au
Website: www.stedmunds.act.edu.au

Application: Consideration for Status/Estimate

Student name and surname:	
Reason to be considered: (Circle one)	Medical Family Compassion Severe misadventure Other
Year level (Circle one)	7 8 9 10 11 12
Semester:	1 2
Date of application:	

Is there evidence attached? ☐

Provide details:

Indicate which item(s) student are seeking an estimate or status for.
Status = no work completed
Estimate = some work completed, some outstanding

Course	Task 1 Estimate	Task 2 Estimate	Task 3 estimate	Task 4 Estimate	Status for course
Eg English	x		x		
Eg History					x
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Has a plan been put in place to assist student in catching up on outstanding tasks? ☐

Provide details:

Application made by: _____

Approved? ☐ Assistant Principal, Teaching and Learning:_____

Added to status list? ☐ Studies Admin: _____