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ATTACHMENTS
Unit Planner Sessions 1-3 2016

College Drama Production - The Complete Works of William Shakespeare
WELCOME TO NARRABUNDAH COLLEGE
DISCOVER, DEVELOP, EXCEL.

We hope your stay will be both happy and productive.

During your first weeks here, you will receive a lot of information. It is important to read the information carefully.

Please refer to this online resource as necessary to help you make the most of your time at College.

You will be allocated to an N Group for your two years at Narrabundah. If you have any questions - make sure you ask your N Group teacher.

COLLEGE CORE VALUES

- **CHALLENGING CURRICULUM**
- **CARING, SUPPORTIVE AND GIVING ENVIRONMENT**
- **INTERNATIONAL COMMUNITY**

We strive to:

- Lead students to become independent, compassionate adults prepared for a life in a rapidly changing world;
- Encourage students to fulfil their potential and to become increasingly responsible for their own learning;
- Deliver a strong academic curriculum which allows for specialisation in areas of particular interest or expertise;
- Provide a supportive, stimulating and challenging learning environment;
- Cater for individual differences in a socially and culturally diverse student community.

We foster:

- Academic excellence;
- Creativity and innovation in our students;
- Student engagement in community.

Narrabundah College offers a challenging curriculum in a caring environment to meet the needs of students in an international community.

*This printed information provides the best information available at the time of publication.*
TIMETABLE

The school day at Narrabundah College consists of six lines each day. The college weekly timetable is shown below:

<table>
<thead>
<tr>
<th>Session</th>
<th>Monday</th>
<th>Tuesday</th>
<th>★Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 9:00</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2 10:00</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Recess 11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 11:15</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>4 12:15</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Lunch 1:15</td>
<td></td>
<td></td>
<td></td>
<td>Lunch 1:20</td>
<td></td>
</tr>
<tr>
<td>5 2:00</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>6 3:00</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

★ Note: Variations of Wednesday’s scheduled times to allow for N Groups.

★ Note: Be considerate to all concerned and arrive on time.

If you arrive late to your class you may disrupt others and may not be allowed to enter the class.

COLLEGE CALENDAR 2016

HTTP://WWW.NARRABUNDAHC.ACT.EDU.AU/__DATA/ASSETS/PDF_FILE/0008/324809/2015_STUDENT_AND_PARENT CALENDAR.PDF
KEY PEOPLE, TELEPHONE NUMBERS AND WEBSITE

PRINCIPAL
Kerrie Grundy 6142 3200

DEPUTY PRINCIPAL (Curriculum and Staffing)
Tom Kobal 6142 3200

DEPUTY PRINCIPAL (Assessment and Students)
Jenny Budd 6142 3200

BUSINESS MANAGER
Karen Fraser 6142 3200

EXECUTIVE OFFICERS/FACULTY HEADS:
Arts TBA 614 23228
English Anni Medway 614 23221
ESL/Languages Miyuki Shino 614 23232
Humanities/Social Sciences/
Media/IT Archana Aggarwal 614 23234
International Baccalaureate Christine Ward 614 23212
Mathematics Nicole Burg 614 23236
Science Rae Pottenger 614 23224
Student Services Delisia Wiild 614 23220

STUDENT ADVISERS:
Julie Bauer 614 23219
Andrea Trappes 614 23215
Birgit Matwijiw 614 23216
Delisia Wiild 614 23220

TRANSITION AND CAREERS OFFICER:
Glenda Nimmo 614 23218

STUDENT PSYCHOLOGIST:
Charlotte Harrison-Smith
Heidi Horvath 614 23200

SWITCHBOARD: 614 23200
FAX: 614 23209

WEBSITE: www.narrabundahc.act.edu.au
STUDENT ADVISERS

<table>
<thead>
<tr>
<th>Worried about your subjects?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confused about your majors and minors?</td>
</tr>
<tr>
<td>Having personal problems?</td>
</tr>
<tr>
<td>Wondering what to do when you leave?</td>
</tr>
<tr>
<td>Wanting to discuss universities or careers?</td>
</tr>
<tr>
<td>Confused? Lost? Anxious?</td>
</tr>
</tbody>
</table>

If the answer to any of these questions is “YES”, then see a Student Adviser. You can make an appointment on their door and see them during a free line.

If your adviser needs to see you they will leave a note on the B block notice board or contact you on your mobile phone, so please make sure the college has the correct number.

**Transition and Careers Officer**
This officer will be primarily available to support students with transition from High School to College and with post school options. The officer will also assist with career advice, work experience and ASBAs (Australian School Based Apprenticeships).

**School Psychologist**
The School Psychologist is available to assist students or their parents with any issue that may impact on their learning and their ability to achieve their potential.
Issues may include health problems, family or relationship conflicts, and motivational difficulties. Appointments can be made on the timetable on the psychologist’s door or by telephoning the school.

**N Groups**
N groups are Narrabundah’s version of home groups. All students are placed into an N Group when they arrive at the college and they remain in these groups for their time at the college. The function of the N Group is a weekly contact to give important information about college and events and advice about packages. N Group runs every Wednesday from 12.10pm to 12.25pm and attendance is compulsory.

**Indigenous Students Contact Officer**
There is one indigenous contact officer who is available to students. The teacher’s name for the current year is listed on the Student Services noticeboard.

**Anti-Racism Contact Officers**
There are two anti-racism contact officers who are available to students. The teachers’ names for the current year are listed on the Student Services noticeboard.

**Anti-Sexual Harassment Contact Officers**
There are two anti-sexual harassment contact officers (one male and one female) who are available to students. The teachers’ names for the current year are listed on the Student Services noticeboard.
COLLEGE CANTEEN

The Canteen operates between 10:00am - 2.00pm and supplies a large variety of hot and cold foods, drinks and vegetarian meals.

- A lunch ordering service is available each morning - this will save time at lunch and eliminate the possibility of missing out on your lunch choice.
- Most requests can be made up even when shelves are empty near closing time - just ask.
- Prices are always competitive with similar food outlets.
- Profits from canteen sales go to the college and help buy equipment you use.
- Suggestions for new or improved lines can be made to canteen staff or the canteen committee or the Student Governance Group.
- Please let the canteen staff know if you have any complaints - we are not perfect and need feedback from you - our customers - both positive comments and constructive criticism.
- A detailed menu and price list is displayed in the canteen area.
- Happy to discuss food intolerance and open to suggestions.

Art Students at Sculptures by the Sea - Sydney
**GENERAL**

**Absences**

**Attendance** at all classes in which you are enrolled is compulsory. When you enrol in a class you agree to attend every timetabled lesson for that class. The college needs to know the dates and reasons for any absences. It is your responsibility to provide this information, in advance if possible, to the Student Advisers and your class teachers.

If you are a member of our international student population who travels overseas please remember your responsibilities to your studies when you are arranging travel. **DO NOT** make reservations during term time as you **MUST** be present for all teaching and assessment periods. International Private Students risk having their student visas withdrawn if their college attendance is less than 90% of required classes, that is more than 3 unexplained absences in Session 1 and 3 and more than 6 unexplained absences in Session 2.

**Procedures - when absent**

1. **All absences from class must be explained within ONE WEEK of your return to College.** Students needing to miss classes during the day for appointments must provide documentary evidence. Reasons such as studying for another subject are not acceptable.

2. For absences of half a day to three days a note from parent/guardian or doctor's certificate is required. For four days or longer periods of absence a doctor's certificate is necessary. On every document, ensure that your full name, year, ID number and date/week of absence/s are given.

3. If you are absent for any assessment item a medical certificate is required.

4. All absences require legitimate reasons which may or may not be approved. Note that if reasons are not deemed legitimate a student may still not be assessed due to BSSS policy of course requirements not met.

5. Collect an **Absence Note** (see next page) from the advisers' area, fill in all the details, attach any documentation (i.e. note signed by parent/guardian or doctor's certificate) **and place the form with attached documentation in the absentee box located outside the Advisers’ area.**

6. Always let your teachers know the reasons for absences. Explaining your absences will be important if you are seeking special consideration for assessment.

7. Find out from your teacher what work you may have missed - it is your responsibility to catch up.

8. Students attending excursions should let their teachers know in advance.

**NOTE:** Absences are checked on a weekly basis. Your parent/guardian will be contacted regarding repeated unexplained absences, or if your attendance falls below 90%, that is more than 3 unexplained absences in Session 1 and 3 and more than 6 unexplained absences in Session 2.

**Approval for Leave (For Long-term foreseeable absence)**

Students seeking leave for one week or more must seek approval from the Principal or Deputy Principal (Students). This approval needs to be sought well in advance of the leave requested. Leave outside holiday periods is generally discouraged, as our courses have minimum attendance requirements and we value class time.
Students whose attendance is unsatisfactory will not normally be assessed in the unit. You will receive a 'V' grade, which means the unit does not count towards your ACT Senior Secondary Certificate. Poor attendance restricts achievement and so results in lower grades.

**Accidents**

**First Aid**

If you need first aid, report to reception. If you have had an accident you will need to fill in a Student Injury Report.

---

**NARRABUNDAH COLLEGE ABSENCE FORM**

Student name:………………………………. ID:………….. Year 11/12 (circle)

Student Mobile:………………………………

Date(s) of Absence:………………………………. Week:………. 

Period of absence: All day / partial day

(please select one: if partial sign/initial the lessons missed on the timetable below)

<table>
<thead>
<tr>
<th>Session</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
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</thead>
<tbody>
<tr>
<td>9.00</td>
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<tr>
<td>Recess</td>
<td>11.15</td>
<td>7</td>
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<td>3</td>
<td>6</td>
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<tr>
<td>12.15</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Lunch</td>
<td>2.00</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>3.00</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

**Explanation of Absence**

Signature
Parent/Guardian………………………………….Date……..

An explanation of the absence(s) needs to be written in the space above and hand signed by a parent/guardian. If assessment has been missed, this note **must** be attached to appropriate documentation eg a medical certificate or letter from a health professional. An email or phone call on the day of missed assessment is also appreciated.
Dangers from Sharps in the School
All school communities are aware of the risks from sharps and take the necessary actions to ensure that schools and their environs are safe. During out-of-school hours, school grounds sometimes become dumping grounds for all kinds of unsavoury items, such as syringes, broken glass and glass bottles and other hazardous waste.
The ACT Department of Territory and Municipal Services recommend that when syringes are found, you should follow the simple rules below:

**Don’t Touch - Stand Guard**
(The guard should not stand too close to the item)

**Send for Help**
(Send for a staff member or call the Sharps Hotline)

The Sharps Hotline (62075959) is a free 24 hour emergency service that will respond immediately to remove the item.

When broken glass, condoms or other hazardous waste is found you should follow the rules above. Staff should be contacted to remove these items with care and dispose of them properly. You are encouraged at all times to report the whereabouts of such hazardous waste.

Caring for your Property

You are reminded not to leave personal property unattended around the college. The college does not have insurance to cover theft or loss of student property. Valuables should be left at home. If you need to bring sums of money or valuables to school they should be kept on your person or locked in a locker.

No responsibility can be accepted for any property which is left on the school premises.

*Cabaret Production*
COLLEGE RULES

As it is considered that college students are sufficiently mature to act appropriately, the number of general rules is minimal:

**MOBILE TELEPHONES, PAGERS, iPODS OR SIMILAR DEVICES** must be *turned off* during class time and assemblies. Students are encouraged to have mobiles and check emails and missed messages regularly.

**CAMERA/MOBILE PHONE VIDEO USE:** Students need to use technology responsibly and respect the privacy of others. When using cameras or mobile phone videos, permission should be sought from students before taking their photograph or video.

**PLEASE NOTE:** No liability will be accepted by the college in the event of the loss, theft or damage of such a device. If your mobile phone is stolen you may be interested to know that both the telephone and the Sim card can now be tracked separately. There is an agency that tracks mobile phones reported stolen or lost.

**MEDICATION:** Students who are required to take medication prescribed by a doctor should inform the advisers. No student should have other **DRUGS** at college or come to college (or any college activity) while affected by drugs. This includes **ALCOHOL**.

**SMOKING:** **Government regulations prohibit smoking in any of the college buildings or on college grounds.**

**DON'T LITTER AND AVOID DAMAGING SCHOOL PROPERTY.** Please help to preserve the environment.

**FOOTWEAR:** is to be worn at all times in the college buildings.

**CLOTHING:** must be appropriate for a school setting.

**PETS:** are **not** allowed on the college premises. Pets can threaten other people and cause distress and their unsanitary habits can spread a number of diseases.

**NO BALL GAMES** in the Quad or canteen or near windows.

**PLEASE NOTE:** Different faculties may have rules which relate to their specific areas and they will be made known to the students either enrolled in their faculties or using the equipment.
COMPUTER USE AGREEMENT

Parent Information Sheet on Internet and E-mail access for Students

The Internet and other information and communication technologies including email can provide a range of positive experiences in teaching and learning in ACT schools. The internet allows for:

- the use of a range of information sources in class work, projects and assignments; and
- collaboration and communication with other students across the ACT, or the world, sharing ideas, knowledge and information.

Using these technologies will assist students in developing skills in electronic media that they will use throughout their lives in everyday situations. ACT schools are currently involved in striving to integrate the use of information and communication technologies where relevant and appropriate into all curriculum areas, and all levels of schooling.

It is important to introduce students to these technologies in a safe environment, where students are taught how to discriminate between relevant and irrelevant information, use and cite online sources, and share knowledge and information with others using appropriate language for the online environment. There are a number of ways the school, and the department endeavours to minimise the risk to students accessing inappropriate information that is available on the internet and some of these are outlined below.

All staff, students and parents in this school are required to read the Acceptable Use of Internet, Email, Computer Facilities and Networks Policy and sign the Code of Practice. This Information Sheet also provides information on how this school is monitoring use of the internet and email to protect the security and privacy of all staff and students.

Parents and guardians should also encourage children to access the internet during their class work, and to follow the basic guidelines and procedures through discussion, and where possible, demonstration of acceptable behaviours.

Guide to the Code of Practice for Students using the internet:

The notes refer to the Code of Practice for Students:

(1) Examples of unsafe actions
- inappropriate use of social media sites.
- revealing your full name, address, phone number, etc. to an unknown person by email or chat session.
- using a chat facility that is not supervised by your teacher.
- placing your personal details on a web page.
- giving out credit card details to strangers or to unverified or unsecure websites.
- putting personal details in your email signature.
- accepting offers to meet strangers who you have met via an electronic medium, unless you are confident of your safety and you are accompanied by an adult.

(2) Examples of illegal activity:
- copying software onto computers, disks or networks without permission by the copyright owner.
- sending threatening or profane electronic mail.
ordering materials over the Internet using other people's credit cards.
- copying digital art works, music or printed material without permission by the copyright owner.
- using the Internet to distribute pornographic material.

(3) Examples of dishonest activity:
- copying another person's work and submitting it as your own.
- using others passwords.
- trespass in others folders, files or systems.
- claiming personal ownership of material that was developed by a group.
- setting up an unofficial web site which claims to be the official school site.
- sending electronic mail using a faked e-mail address or someone else's account.
- Use the network for commercial purposes.
- Violating any laws, for example, those related to copyright and privacy.

(4) Things which could upset others:
- spreading untrue rumours and gossip or using obscene language through e-mail/Facebook/other social media sites.
- publishing racist, sexist or any potentially inappropriate material.
- Downloading, displaying or emailing offensive pictures or messages.
- playing offensive songs from websites.
- use of inappropriate language.

(5) Things which could disrupt other users:
- breaking or damaging the computer equipment or computer network.
- spilling food or drink on computer equipment.
- downloading large files from the Internet during class time without seeking approval.
- propagating viruses into the system or interfering with system configurations.
- deleting or changing critical files, or the files of others.
- attempting to hack into the school computer system.
- using the computer system to gain unauthorised entry into other computer systems.

(6) Examples of irresponsible actions:
- leaving a computer logged on after departing the room.
- Intentionally waste limited resources.
- leaving personal information on a shared computer where others can access it.
- neglecting to backup important pieces of work.
- telling other people your password.

College Drama Production - The Complete Works of William Shakespeare
Digital Backpack – Google Applications for Education (GAFE)

Most ACT Government schools and colleges use GAFE (Google Applications for Education) as their Virtual Learning Environment. Each student has an individual web space, and can access classes online, submit assignments if deemed appropriate, and access email through an ACT Schools’ Gmail account. It is important that students remember their username and password. GAFE is a closed system and, although students can log in from any computer with an internet connection, it is not available to the general public. Our students in all subject areas can access course content through GAFE.

World Wide Web filter

The department uses Contentkeeper to provide web filtering for ACT Government Schools. Contentkeeper is updated on a regular basis by the department and from other sources. However due to the nature of the Internet, the number of sites that host inappropriate and/or offensive material is growing rapidly and the actual web addresses of these sites are constantly changing. It is therefore extremely difficult to block them all. If students do encounter inappropriate material when using the Student Network, they should immediately inform their teacher and arrangements will be made to block access to the site.

E-mail filter

GAFE is a closed system, so although students can receive messages from anyone in the ACT schools’ network, no email addresses are assigned and therefore students will not receive emails from outside the system.

Monitoring

Each user has an individual username and password which identifies them on the GAFE, and enables tracking of all movements and communication while logged on. Breaches (attempts to reach blocked sites) can also be reported through the use of ContentKeeper.

Disciplinary action may result from breach attempts, including warnings, loss of access to the Internet, e-mail and /or networks for a specified period of time or other action at the discretion of the Principal on a case-by-case basis.

Access Rights

GAFE Coordinator in this school manages all users accounts. Information stored at the school when creating accounts includes full name, class, password and group.

Further Information

Please contact the school on ph. 6142 3200 should you wish to discuss this information sheet, or to discuss access options for your child.
Safe Areas
The Australian education community appreciates the need for students and teachers to have access to fully evaluate safe sites that enhance learning and teaching. Most state departments have their own network of resources that teachers and students can use.
Examples are:
EdNA Online - A national database of evaluated educational resources
http://www.edna.edu.au/
NetAlert
Online Publications and Resources (Victoria)
DISCOVER (Tasmania)
http://discover.tased.edu.au/
The school library has access to a kit for helping teachers and students evaluate Internet sites for accuracy, safety, authority, currency and ease of access and use. Teachers are encouraged to research fully search strategies and sites that will be used in class work to minimise the risk to students of accessing inappropriate material. ACT schools can also use structured Webquests as a method of guiding student learning using evaluated sites.
Student Internet Access
The college has extensive computing resources and Wi-Fi access. The Library can assist with forgotten passwords.

Media Students
CONTRIBUTIONS

Payment of Voluntary Financial Contribution
The payment of the financial contribution is voluntary. The Education Act (ACT) states that your child will not be refused benefits or services if you choose not to contribute. Individual records of contributions are confidential.

Payment of Optional parent supported items, activities and services
There are activities and services for which parents will be required to pay if they want their child to access them. These are as follows:
- International Baccalaureate
- All international excursions
- Camps and excursions that are not essential to, but enrich, curriculum outcomes
- All school trips conducted during school holidays
- Hire/lease of musical instruments which involves use outside of the school environment
- Hire/lease of major items of equipment (eg interactive technology and outdoor education equipment) which involves use outside of the school environment
- Academic competitions
- High level sporting competitions (eg state representation, interstate competitions)
- Activities provided by external providers that are not essential to, but enrich, curriculum outcomes
- Attendance at public performances of school productions outside of school hours
- Graduation dinners/formals
- Class and individual photos
- Canteen services
- Internet access for recreational and non-school use
- Private tutoring
- Water safety and swimming programs

Cash Register Hours at reception
Open: 8.30am Close: 2.00pm
Payments by Visa or Mastercard can be made over the telephone by calling reception on 614 23200. Payments by Internet go to: www.narrabundahc.act.edu.au/Contact Us/Payment/Quickweb payment system.

Payment for Consumables
Narrabundah College is able to offer students significant savings over the prices they would pay for consumable materials (computer consumables, paint, films, etc) required in some subjects.
Students are asked to pay for consumables by the end of week 3 of each session. Your cooperation in this will allow the college to have all the material ready when needed by the students. If you have difficulty meeting this request, please discuss alternative arrangements with the Principal.
Payment for consumables is made at Reception in A Block. You will be issued with a receipt which you should keep as evidence that the amount has been paid.
The following subjects require payment for consumables each session:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Session 1 and 3</th>
<th>Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Art</td>
<td>$40</td>
<td>$80</td>
</tr>
<tr>
<td>Ceramics</td>
<td>$40</td>
<td>$80</td>
</tr>
<tr>
<td>Food and People</td>
<td>$50</td>
<td>$100</td>
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<tr>
<td>Textiles &amp; Fashion</td>
<td>$30</td>
<td>$60</td>
</tr>
<tr>
<td>Photography</td>
<td>$55</td>
<td>$110</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>$30</td>
<td>$60</td>
</tr>
<tr>
<td>Design</td>
<td>$30</td>
<td>$60</td>
</tr>
<tr>
<td>Architectural Studies/CAD</td>
<td>$30</td>
<td>$60</td>
</tr>
<tr>
<td>Digital Photography</td>
<td>$40</td>
<td>$80</td>
</tr>
<tr>
<td>Film Making (Super 8)</td>
<td>$100</td>
<td>$100</td>
</tr>
<tr>
<td>Animation</td>
<td>$-</td>
<td>$40</td>
</tr>
<tr>
<td>Film Study</td>
<td>$10</td>
<td>$-</td>
</tr>
<tr>
<td>Media and Society</td>
<td>$15</td>
<td>$-</td>
</tr>
<tr>
<td>Radio</td>
<td>$40</td>
<td>$-</td>
</tr>
<tr>
<td>Process to Product</td>
<td>$20</td>
<td>$80</td>
</tr>
<tr>
<td>Media R Units</td>
<td>$12</td>
<td>$12</td>
</tr>
<tr>
<td>Woodwork</td>
<td>$40</td>
<td>$70</td>
</tr>
<tr>
<td>Music</td>
<td>$20</td>
<td>$40</td>
</tr>
<tr>
<td>IT Programming</td>
<td>$10</td>
<td>$20</td>
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<tr>
<td>Web Design</td>
<td>$20</td>
<td>$40</td>
</tr>
<tr>
<td>IT Animation 3D</td>
<td>$20</td>
<td>$40</td>
</tr>
<tr>
<td>Business Administration</td>
<td>$10</td>
<td>$20</td>
</tr>
<tr>
<td>Computer Applications</td>
<td>$10</td>
<td>$20</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>$10</td>
<td>$20</td>
</tr>
<tr>
<td>Dance</td>
<td>$10</td>
<td>$20</td>
</tr>
<tr>
<td>Science</td>
<td>$5</td>
<td>$10</td>
</tr>
</tbody>
</table>

**Excursions**

Money must be paid to Reception at least three days in advance of the excursion date. It is important not to lose your receipt if a refund is required and has been approved.
Wellbeing
The Curriculum of Giving Framework underpins the college’s philosophy to promote student wellbeing through giving back to the community.

Our school Psychologist has had experience in dealing with a wide range of health issues and their impact on young people. If you have a problem of any sort that is affecting your performance at school, you should talk with your student adviser or the school Psychologist as soon as possible so that you can take advantage of any support we can offer.

Health education is delivered at Narrabundah College through N-Groups, Special Programs, SHLiRPS, Guest Speakers and Peer Education Model.

Our Peer Educators are selected from our student body at the end of Year 11. This group of students is then undergoing a program of training in health issues concerning young people. Topics including mental health, sexuality, drugs and alcohol, communication skills, first aid and health research and resources are being considered in the program. It is envisaged that after completing the training, students will feel confident that they are able to find advice they could trust concerning any health issue that is likely to arise within their own circle of peers.

It is hoped that in delivering strong, positive health messages to a representative group of students, those messages will then be taken out through peer groups into the wider college community. When time allows, health issues are sometimes considered in N-groups and Peer Educators will be involved in trialling and improving the information that goes out in those sessions. If you are interested in becoming a Peer Educator, speak with your student adviser sometime in Session 2 during Year 11. Health education is also delivered through targeted special assemblies throughout the year.

There are two phone numbers that we recommend students be aware of in case they need to seek advice or crisis help for themselves or for friends; the first is the Kids Helpline number and the second is the number for the Alcohol and Drug Information Service. Both numbers can be relied upon to provide accurate up-to-date information and sound advice about dealing with problems. They are free call, twenty-four hour services.

USEFUL HEALTH PHONE NUMBERS:

Health
Junction Youth Service 6232 2423
Canberra Sexual Health Centre 6244 2184
SHFPACT (Sexual Health) 6247 3077  www.shfpact.org.au
DIRECTIONS ACT 6122 8000  www.directionsact.com
Winnunga Nimmityjah Aboriginal Clinic 6284 6222
Depression Website  www.beyondblue.com.au

Crisis Support
Poisons info line 131 126
Lifeline 13 1114
Emergency 000 or Mobile 112
Mental Health Crisis 1800 629 354
Domestic Violence Crisis Service 6280 0900  www.dvcs.org.au
Rape Crisis (sexual assault) 6247 2525
SAMSSA (Male Survivors of Sexual Abuse) 6287 3935

Housing
Canberra Emergency Housing Service 6257 2333

Youth services
FACES (relationships) 6162 6100
Same Sex Attracted 62572855  www.qnet.org.au
Legal and general service
First Stop Youth Law Centre 6262 7077
Legal Aid Free Advice 1300 654 314
Action buses 131710
Taxi 132 227 or 6260 6011
ACT Dental Service 6205 0977
Centrelink (Youth/Student) 132 490

Recommended Advice/Counselling Lines
Alcohol and Drug Info Service 1800 422 599 www.adin.com.au
Kids Help Line 1800551800 www.kidshelp.com.au

ID Cards
Students will be issued with college ID cards in Week 1 during N-Groups. If your card is lost, stolen or damaged, replacement ID cards can be obtained from Reception for $5. **Students must carry their ID card at all times and if requested by a teacher to show his/her ID card it is expected they comply.**

Lockers
Student lockers are situated in various locations in the college. These are available on a first come, first served basis and all that is required is for a student to place his/her personal lock on the locker and register ownership of locker number at Reception to gain possession. **Sturdy combination locks** can be purchased at the front office for $10. At the end of each school year you are asked to clear your locker and remove the lock. The janitor will clear out and clean all lockers over the Christmas break.

Sport
See the Sport noticeboard in B Block foyer, announcements during N-group and daily notices about sports available.

Outdoor Education
Outdoor Education is a rewarding activity offered at the college. Many outdoor activities are pursued including caving, camping, bushwalking, scuba diving, canoeing, cross country skiing, rock climbing and orienteering.

The course runs off line and is flexible enough not to clash with any other college courses. Outdoor Education aims to develop attitudes and skills associated with various wilderness activities. Midweek and weekend trips give plenty of experience in navigation, trip planning, route planning, rope skills and camping skills. First aid is taught and there is an emphasis on safety, especially through cooperation at group level. The course aims to foster wilderness appreciation and respect for conservation issues.

Skills are developed through a sequence of progressively more challenging activities during the two years. Within that structure, there will however be great latitude for individuals to progress at their own rate.

Student Noticeboard
The student noticeboard is located in B Block Foyer. Students and staff may place notes or messages for students on this noticeboard.

Text Books
Text books will be issued by the library staff. Your **ID card** will need to be presented at all times for borrowing books. Borrowing times are posted outside the book room window in A block.
## Transport

### Buses:
There are a number of school special and regular route buses serving Narrabundah College. Details of these can be obtained from:
- Outside Student Services;
- ACTION buses;
- ACT Department of Education & Training;
The timetable published in the Canberra Times prior to the commencement of the school year.

### Cars and Motorcycles:
There is ample parking space at the **REAR** of the college as well as beside the gymnasium and the oval. Some areas are designated **“STAFF ONLY”**. Please respect this.

**No student parking is allowed at the front of the college. This includes the circular driveway and the areas under the trees between S Block and the library.**

### Bicycles:
Owners should take the normal necessary precautions to ensure their bicycles are secured against theft. There are three designated bike racks in the College. These are beside the Canteen, in-between S & B Blocks and at the front of the college.

*Do not park in front of the bus garage, garbage hoppers or the quadrangle access area*

## Travel Concessions
Apply at Reception - you will need to produce your ID card for identification.

## Visitors to the College
All Colleges have a **NO Visitor Policy.**
COURSES AND CAREERS

Course Selection and Career Planning
Your Student Adviser is there to help you with all aspects of course selection and career planning. All Year 11 students should make a time to see their student adviser some time during the first four weeks of the first session to discuss their courses and review their Student Pathways Plan. Additionally you may like to speak with the Transitions and Careers Officer in Student Services to gain further information regarding possible future career options. It is important to check that you have chosen the most appropriate subject to fit with your future career plans.

Student Pathways
Student Pathways Plan
Student Pathways Plan provides an opportunity for students to explore their unique set of needs and capacities through identifying their personal strengths, interests and goals. This exploration supports their planning of potential pathways through school to further study, training and/or work. The Student Pathways Plan will be the form that our students will use as a guide to help them with their Pathways Planning.

All students are required to fill in a Student Pathway Plan. This plan is on the college GAFE (see the Careers page) and students may download and save it. This Pathways Plan should be updated regularly.

Yr 12 Breakfast
Unit Selection

Each Session
All students must enrol in five or six classes every session. This does not include registered units.

If you are not studying full-time, you may be deemed a part-time student, unless the Principal or the Deputy Principal gives approval for a reduced load (eg because of serious illness). Enrolment is processed using software that gives the best match between student choices and unit and teacher availability.

Changing and Withdrawing from Units
➢ Class changes to be done in Student Service, the only changes allowed are:
   1. where students have a clash (2 classes on the same line) or
   2. where students want to change a course, eg Biology to Psychology.
   3. Once the above two priority class change requests have been made, student services may be able to accommodate other class changes for you depending on the availability in the class.

Important - please note: No student may voluntarily withdraw from a short session unit after Week 5 or from a long session unit after Week 7.

Work Experience
This is offered at the end of each session. See Student Calendar for dates.

Students have the opportunity to complete up to 5 Work Experience placements during their two years at the College.

The Transition and Careers Officer will assist students in setting up Work Experience placements. It is essential that all Work Experience placements be processed through the Transition and Careers Officer. This ensures that all necessary requirements such as Education and Training Directorate notification, union notification and matters such as insurance are all in place. Please check Work Experience opening and closing dates on the school calendar as these need to be strictly adhered to.

Australian School Based Apprenticeships (ASBA)
ASBA is a 12-18 month program that allows you to combine your college studies with an apprenticeship involving 8 or more hours of paid work and 3 hours of training, leading to a nationally recognised Certificate II or III in the specific industry area involved.

Examples of ASBA opportunities in the ACT include:
   Certificate II in Automotive
   Certificate II in General Construction
   Certificate II in Business
   Certificate III in Children’s Services
   Certificate II in Printing & Graphic Arts
   Certificate II in Electro Technology
   Certificate II in Engineering Production
   Certificate II in Fitness
   Certificate II in Floristry
   Certificate II in Food Processing
   Certificate II in Hairdressing
   Certificate II in Horticulture
   Certificate II in Hospitality
Certificate II in IT
Certificate II in Library/Information Services
Certificate II in Multimedia
Certificate II in Music Industry (Foundation)
Certificate II in Community Pharmacy
Certificate II in Retail Operations
Certificate III in Spatial Information
Certificate II in Sport & Recreation
Certificate II in Tourism

Register your interest in undertaking an Australian School Based Apprenticeship (ASBA) by contacting the college’s ASBA Coordinator/ Transition and Careers Officer.

Scholarships and Tertiary Information
See Student Advisers for all the up-to-date information.

Student Leadership
Narrabundah College is committed to developing the leadership skills of all students and provides a number of opportunities for both leadership and community involvement including:

- **Student Governance Group**, providing significant Leadership opportunities for all students.
- **College Governance**, including student involvement on the College Board.
- **Peer Education**, where students are trained in delivering positive health message across the college
- **College Events**, including taking a lead role in events such as the Year 12 Formal, Trivia Nights, College Yearbook.
- **Charities and Community**, where students foster links with local and international community organisations and promote the work of charity organisations.

*Lady Musgrave Island*
ACT SENIOR SECONDARY CERTIFICATE

The ACT BSSS requirements for an ACT Senior Secondary Certificate standard package are:

- You must study and be assessed in at least 17 standard units and must include at least 4 minors and an English course is compulsory.
- Employers, The Canberra Institute of Technology and Private Providers of training will be interested in your grades, as they indicate your potential to complete further training on and off the job and are a means of comparing you with other Year 12 students seeking employment or enrolment in courses.
- English and Mathematics are essential skills used in every occupation, so although English is compulsory, Mathematics is highly recommended.
- Your package can be made up of A, T, V and R units and you should aim to study courses for one or two years to give a variety of minors and majors.

ATAR - Tertiary Entrance Statement

- You must be assessed in at least 20 standard units.
  At least 12.5 of these must be T units and only 2 may be R (registered units).
- You must have a study pattern of at least 3 majors and 3 minors OR 4 majors and 1 minor OR 5 majors
  In all instances at least 3 majors and 1 minor must be T units.
- You must sit the Australian Scaling Test (AST) in the later part of Year 12.
  The Student Advisers have more details including practice tests.

Course Patterns
MINOR – a minimum of 2 standard units (a minimum of 110 hours of timetabled class time)
MAJOR – a minimum of 3.5 standard units (a minimum of 220 hours of timetabled class time)
MAJOR/MINOR – a minimum of 5.5 standard units (a minimum of 330 hours of timetabled class time)
DOUBLE MAJOR – a minimum of 7 standard units (a minimum of 400 hours of timetabled class time)
Note: for a ATAR, a maximum of a DOUBLE MAJOR can come from any ONE curriculum area and you cannot count any more units than a Double Major in that course or for music in that area.

How are Scores derived?

- Unit Outlines – are issued for each class, setting out assessment tasks with weightings, due dates, late work policies, moderation procedures etc.
- Moderation of assessment tasks occurs to produce a comparative rank order list. This produces a RAW SCORE.
- Standardising of RAW SCORES occurs on an open ended scale.
- In unit 1, Year 11, raw scores are set to means and standard deviations based on historical data and the performance of students in this session. All subsequent units are back scaled to the previous units’ scores.
Ultimately the Board of Senior Secondary Studies will scale the courses based on the performance of the cohort on the AST and in their other courses.
How is an ATAR calculated?

Assessment Item Scores
  ↓
Unit Scores
  ↓
Course Scores
  ↓
Aggregate Score
  ↓
ATAR

Course Types
An R course is usually designed to provide personal development, recreational or community service activities.
An A course is one which is accredited by the ACT BSSS as educationally sound and appropriate for students in Years 11 and 12.
A T course is one that is accredited by the ACT BSSS as providing appropriate preparation for higher education. In determining the T classification of a course, specific consideration is given to course content, presentation and methods of assessment.
A V course is a learning program that leads to a Vocational Certificate or Statement of Attainment as defined by the Australian Qualifications Framework. V classification may also be given to T or A courses.

AST
AST Program – Year 11 & 12
The ACT Scaling Test (AST) consists of a series of tests undertaken in the first week of September by all Year 12 students wishing to gain an Australian Tertiary Admission Rank (ATAR). The tests will include a multiple choice paper, a short-answer paper and a writing task of around 600 words.

All students in Year 12 who want an ATAR will indicate they intend to sit for the ACT Scaling Test (the AST) in September by signing the application form. These forms will be distributed in N groups during the year.

Trials will be undertaken by Year 11s and Year 12s – these are noted on the college calendar. Year 12s will also complete an AST preparation program for 4 weeks (Thursday afternoon) in Session 2. They will be issued with an information booklet during the program which will give them comprehensive information about the AST and some sample questions and answers.

Please note that attendance is mandatory on both the days in September by all students wanting to gain an ATAR, including students from a non-English speaking background. It is essential that no students make other commitments, such as family holidays, for these two days.

One of the reasons Narrabundah has done well in the past on the AST is that our students take all the trial sessions and the testing each September seriously and apply themselves fully. How well Narrabundah goes in the AST depends on how well all our students go in all three parts of the testing. We encourage our current students to be confident in their ability and do the best that they can.
The Writing Task
Students are given a range of stimulus material and they are required to write a 600 word essay in two and half hours. The trial writing task is marked by experienced markers from outside the college and returned to students with feedback. These markers spend quite a while on each essay, as they are keen to provide valuable feedback to students. For the actual AST, markers spend much less time on each essay. This means that you need to make your essay easy to read and well structured, your point of view or your argument needs to be clear and well expressed and the essay should be around the correct length (600 words). In other words, you need to make an impact in a short space of time.
The stimulus material provided each year is usually based on a current issue and is usually of relevance to young people. Some issues will be easier than others to argue a case and the topic changes each year. Some of issues presented over the last few years have been: “Australians and Sport”, “Extreme Sports”, “Civil Disobedience”, “The Australian Flag”, “Crime and Punishment”, “Anzac Day” and “Science and Progress”.

The Multiple Choice Paper
The multiple-choice questions are grouped into sets or units, each based on a piece of stimulus material. The material is drawn from the areas of humanities, social sciences, sciences and mathematics. The questions are intended to test general reasoning skills and should be accessible to all senior students.

The Short Answer Response Paper
In addition to the multiple choice paper and the writing task, a short answer response paper was included to broaden the base of the AST so that a wider range of intellectual skills and processes can be assessed.
Tasks are based on the types of thinking necessary for success in tertiary education. The short answer questions differ in style from the multiple choice papers and they are not intended to be divided into courses such as: Humanities, Arts and Social Science and Mathematics, Science and Technology.
The tasks are generic in nature being approximately evenly divided over the broad domains of the Human World (more typical of and related to the Humanities, Arts and Social Sciences) and the Natural World (more typical of and related to Mathematics, Science and Technology).
The questions are designed to measure, in the main, the skills and processes of comprehension and interpretation, analysis and synthesis of information, critical thinking, decision-making, problem solving and evaluation and response. There should be opportunities for students to demonstrate lateral and creative thinking. Although the answers are written, the Short Response Paper is not a test of candidate’s writing ability or control of language. It is a test of their reasoning and thinking processes and the ability of candidates to explain and justify their views. Students should be confident in their approach to the testing as the skills and processes being assessed are those necessary for success in courses currently offered at the college. To give an idea of the types of questions you might meet we have included a few examples and sample responses here:
**SAMPLE 1**
The first example is a critical thinking question that asks candidates to present two arguments supporting and two arguments opposing a proposition. 
*Should the unemployed have to do community work to receive the dole?*

**SAMPLE 2**
The third example is a kind of interpretative response and evaluation item. Candidates are expected to describe and interpret the image. The question was as follows.
*What impressions are we given of the illustration below, and what does it seem to suggest?*

We hope these examples give some indication of the type of questions in the Short Answer paper.
ASSessment General

ACT Board of Senior Secondary Studies Assessment Policies

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 will be deemed to have VOIDED (V grade) the unit - that is more than 3 unexplained absences in Session 1 and 3 and more than 6 unexplained absences in Session 2. The Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

Completion of assessment
Students are required to complete all assessment items that contribute to the assessment of 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. Any student who submits assessment tasks worth less than 70% of the total unit assessment will be deemed to have VOIDED (V grade) the unit. The Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

Late submission of work policy/application for extensions
1. Students can apply for an extension of time for assessments. This should be done in advance through the executive teacher of the facility providing due cause and adequate documentary evidence for late submission. Extension forms are available through individual facilities or through student services.
2. If an extension is not granted, the penalty for late submission is 5% (of possible marks) per calendar day (including weekends and public holidays) to a maximum of 7 days. Submission of work on a weekend or public holiday is not acceptable.
3. In some units it may not be possible to accept late work after marked work is returned to other students.

What is adequate documentary evidence?
1. For Attendance – See Page 7
2. For Assessment – See Page 31

Please Note: It is a requirement that all work or assessments be submitted by 4.30pm on the due date.

Emailed work to staff computers, corruption, lost flash drives, etc. are NOT acceptable excuses for lost or late work.

Some teachers may accept or prefer emailed work, however, it is the responsibility of the student to have a hard copy of work to their teacher by 4.30pm on the due date. After this time, late penalties will be applied.

Word lengths on essays

Rationale
Students should develop the skills to write a succinct and effective essay.

Each assessment task states a word limit which will allow students to give a substantial response. Word limits are standard practice in tertiary study and attract similar penalties as outlined below. A penalty for below a certain limit is not required as shorter papers usually do not allow for sufficient development of an argument, so the penalty will come in the marking against criteria. There also needs to be a distinction between an at-home, polished task completed over several weeks and an in-class task completed under pressure of time and exam conditions.
At home tasks
- Students to include the word-count for their essay/report/etc on the coversheet of their submission.
- In setting the task, an essay/report/etc can be given a range, eg 800-1000 words, or an upper bound, eg 1000 words.
- An allowance of the limit + 10% is acceptable without penalty.
- If the submission is more than 10% longer than the specified length, the additional material will not be marked.
- The word limit for essays includes all verbal material except for the bibliography and any appendices. It excludes quotes, footnotes, tables and graphs. If additional material is presented in an appendix, the essay must stand as a coherent whole without the appendices.

In-class/exam tasks
- Similar approach that the AST takes. For the AST task:
  o An indication of length should be given on the task
  o If the word length is indicated as approximately 600 words, anything between 400-800 is acceptable.
  o Over 800 is regarded as excessive and attracts a penalty.
  o A 400 word essay would have to be particularly strong to attract good marks.
  o Less than 200 is regarded as a non-completion.

Essay Draft Policy for Take Home Assessments

Rationale
For a take-home assessment task students are expected to engage with a significant task over an extended period of time and submit a considered and polished piece of work. In assessing this task, teachers focus on how well the subject matter has been grasped, how effectively the students have practised the critical and analytical techniques which the discipline calls for and how clearly and cogently they have communicated the ideas and evidence. Drafting is an important step in this process.

As a senior college we expect students to come in with some skills from Year 10, but we will provide scaffolding in all subject areas at the start of Year 11. This will involve detailed modelling in class and having exemplars readily available to students. Gradually over the two years students will increase their skill levels in this area and, at some point in Year 12, we expect students to submit assessments without submitting a draft for comment.

Purpose of the draft
- The purpose of submitting a draft is:
  o to ensure students are addressing the requirements of the task, and
  o to receive suggestions as to how to improve their response.

Submission procedures
1. One draft only will be looked at by the class teacher and not by other staff members of the faculty. This is also a condition of IB internal assessment.
2. The draft should be submitted at least 1 week before the due date of the assessment task.
3. Depending on the faculty, a draft may range from a plan that includes introductory paragraph and dot points of the body paragraphs to a fully written assessment.
Students are expected to:
- invest considerable time and thought into the drafting process before it is submitted.
- type the draft and closely edit the work before submitting the draft, including spell-checking
- Include the draft with the final essay upon submission

Staff are expected to:
- give feedback on whether the draft addresses the task
- suggest any areas of content that need development
- suggest any improvements on the general technical aspects of your essay, eg sentence structure, punctuation and language. One instance of these aspects may be corrected and a suggestion made for the students to look for other similar instances themselves. Teachers are not expected to correct spelling errors in the drafting process.
- return the draft with any comments or meet for verbal feedback in sufficient time for students to consider the draft comments, incorporate any changes they want and complete the polished essay ready for final submission.

Overall
Students will be encouraged to submit a draft.
Submission of a draft does not necessarily guarantee an improved mark or a high grade, but if undertaken appropriately should add some value to the process.
Suggestions made by the teacher are for the student’s consideration and not mandatory for inclusion.
The submission of drafts is available for Yr 11 students only.

Status Grade for illness or misadventure
Status may be awarded by the Principal for cases of substantial illness or misadventure.
A minor course must include a minimum of 1 standard unit for which a grade and score is given.
Major a minimum of 2 standard units with a score and grade
Major/Minor a minimum of 3 standard units with a score and grade
Double Major a minimum of 4 standard units with a score and grade

There are many units which can be included in several courses. Please see the glossary at the back of the ibook for a guide as to which units can be used in certain courses.
## PERSONAL STUDY PLAN

1. On the Study Planner indicate the subjects studied and enter the grade awarded in the first session of study as recorded on your report.

2. Calculate the **total units** gained in the first session.

### STUDY PATTERN

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Year 11 Session</th>
<th>Year 12 Session</th>
<th>T Major</th>
<th>T Minor</th>
<th>A Major</th>
<th>A Minor</th>
<th>Other</th>
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<tr>
<td></td>
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**VALUE**

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A **Standard Unit** is a Semester length (1.0) session. Two short (0.5) sessions equals one standard unit.

- **Minor**: 2 - up to 3 standard units.
- **Major**: 3.5 - up to 5 standard units.
- **Major-minor**: 5.5 - up to 6.5 standard units.
- **Double-major**: 7 or more standard units.

**ACT Senior Secondary Certificate**: 17 standard units (T, A or R) including at least 4 minors. (English compulsory).

**ATAR Requirements**: 20 standard units (at least 18 standard units - T or A, of which at least 12.5 must be T units).

**T packages**: 3 majors and 3 minors **OR** 4 majors and 1 minor **OR** 5 (or more) majors (of which 3 majors and 1 minor must be T).

**Plus**: Australian Scaling Test (AST) set in Session 3, Year 12.

3. **What MAJORS are you planning?** (Three Tertiary MAJORS is the minimum requirement for a Tertiary package).

   1. ........................................
   2. ........................................
   3. ........................................
   4. ........................................

   **Any MINORS?**

   1. ........................................
   2. ........................................
   3. ........................................

**Is my package on track to give me a Tertiary Entrance Statement – ATAR?**
Unit Outlines and Assessment Procedures
Within the first two weeks of each session you will be given a unit outline, which will include:
- the type of assessment(s)
- the weighting of each section of the assessment
- the due dates of assignments, tests and presentation.

End of Unit Testing
Most units have an *in-class* or *crossline* test during the last week of each session. The dates for the testing period are noted on the Calendar and a timetable is available a week before the tests.

You are required to be at college to sit the *in-class* or *crossline* tests at the scheduled time and should not make arrangements which will prevent you from doing so.

Requests to sit tests at alternative times due to unavoidable circumstances need to be discussed with the Deputy Principal prior to the test concerned.

Every endeavour will be made to ensure that you have no more than three tests in any one day.

Assessment and Absences
Pro-rata or pending assessment may be given where you have not completed all assessment items because of:
- illness verified by medical certificates;
- absence approved by the college.

You should check the situation with the class teacher and with an adviser.

Students who are ill should not sit for an assessment item. A medical certificate should be obtained and the adviser notified. *If an assessment is sat for, the mark will count.*

‘V’ Grades
‘V’ grades are awarded when you have unexplained absences or unsatisfactory explanations for absences for more than 10% of your timetabled classes (usually 4 or more in a short session and 7 or more in a long session) and/or you fail to submit assessment items totalling at least 70%.

If you receive a ‘V’ grade warning prior to the end of the session you MUST go and speak to your teacher. If you can explain your absence or non-submission of work, this is your last opportunity; otherwise you MUST negotiate your future in the class.

Your Student Adviser will keep a running check on your attendance and will periodically advise you or your parents/guardians if you are in danger of exceeding the 10% limit. Although they will endeavour to give you a warning of an impending ‘V’ grade, this may not always be possible. For example, if you miss a *crossline* test during the last week of the session that is worth more 30%, without an adequate reason, then you will ‘V’ grade the unit.

If you are awarded a ‘V’ grade on your report for a unit it means that you DO NOT get a score and/or grade, you DO NOT get the standard units to count towards your ATAR or ACT Senior Secondary Certificate and you CANNOT count the unit towards any minors, majors, major-minors or double majors you wish to complete. The ‘V’ grade will appear on your report, but will not appear on your ACT Senior Secondary Certificate.

Test Procedures
Mobile telephones, pagers, walkmans, iPods, electronic dictionaries or similar devices must not be taken in to any test or assessment situation.
APEALS POLICY

The policy of the college is that the appeals process should be as open and non-threatening as possible. If we make a mistake we want to correct it. Students are advised to appeal if they believe that a unit score is wrong, or if they feel that they have been disadvantaged in some way by circumstances beyond their control. They may also appeal against instances where penalties have been imposed on them for improper practices in tests or in submitting assignments. **Students should appeal as soon as possible. The appeal may be made at any time during a unit or up to 5 working days after the publication of results. For Session 3 in Year 12 the appeal date is set and shown on the college student calendar.**

Students who wish to appeal do not have to prove their case. They have the right to question and give reasons for their appeal, but the panel will assess all information provided and decide the outcome.

**Appeals Procedures**

Students considering a formal appeal against the assessment given for a unit must follow these procedures:

- Discuss the matter with the class teacher and if necessary a Student Adviser.
- If the matter is not resolved then the student must approach the Executive Teacher of the faculty, who will consider the evidence from the student and teacher concerned and then make a decision. If the Executive Teacher is the class teacher, another teacher from the faculty may do this duty.

**Formal Appeal**

If the student is not satisfied with the decision of the Executive Teacher, then a formal appeal should be lodged with the Principal. Details of the contents of this appeal are available from the Executive Teacher in charge of appeals.

**Appeal Panel**

An appeal panel will be convened consisting of the Principal or delegate, a teacher not involved in the student’s assessment and an external person nominated by the Board of Senior Secondary Studies (BSSS).

- A student may be accompanied or represented by a friend during the appeal. The friend may be a student, parent or any other person.
- The panel’s decision will be conveyed in writing to the student.
- After receiving the decision, the student has the right to appeal to the BSSS against the procedures used. Appeals to the BSSS must be received within seven days of the date of the written decision of the College Appeal Committee. A copy of the BSSS Policies and Procedures is available from the College.
- In Session 3 for a Year 12 student, less time is available for appeals. The relevant dates are published in the college calendar.
PLAGIARISM

At college there are many written assessment tasks such as essays and reports. Students must ensure that they do not plagiarise the work of others. Plagiarism is when a student takes ideas or words from other sources and does not acknowledge where they came from.

You plagiarise if you present other writers’ words and ideas as your own. You do not plagiarise if you provide citations for all direct quotations and paraphrases, for borrowed ideas and for facts that do not belong to general knowledge.

You are plagiarising when you do not give credit or acknowledgement whenever you:

- use someone else's ideas, opinions or theories
- quote another persons actual spoken or written words
- paraphrase another person's spoken or written words or
- use facts, statistics, graphs, visual images or any other piece of information that is not common knowledge.

Penalties for Plagiarism or any other form of cheating in Assessment tasks at Narrabundah College

In each case the penalty is to be determined according to the extent and timing of the offence and the student will be reprimanded and warned.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Penalties</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>First, minor incident of plagiarism</td>
<td>• Item to be marked without plagiarized material being considered. This could include a reduction in marks appropriate to the extent of the plagiarism.</td>
<td>• Activated at Teacher/Faculty level</td>
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<td>• Centrally recorded and documented at the college</td>
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<td>Major incident of plagiarism</td>
<td>One of the following penalties to be imposed:</td>
<td>• Activated at Principal or Delegate level</td>
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<td>• Marks reduced by an amount appropriate to the extent of the plagiarism</td>
<td>• Centrally recorded and documented at the college</td>
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<td>• Cancellation of any scores, mark or grade for the assessment item concerned (item treated as if it was not submitted. Refer to other relevant BSSS policy)</td>
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<tr>
<td>Repeated Offence (NB Repeat of Cat1 automatically becomes a Cat3 offence)</td>
<td><strong>One of the following penalties to be imposed</strong></td>
<td>• Activated at Principal or Delegate level</td>
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<td>• Cancellation of any scores, mark or grade for the assessment item concerned (item treated as if it was not submitted. Refer to other relevant BSSS policy)</td>
<td>• Centrally recorded at the college</td>
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<td>• Cancellation of all assessment for the unit concerned</td>
<td>• Prior to the cancellation of a course or certificate, the college must consult with the EO of the BSSS or delegate</td>
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<td>• Cancellation of all assessment for the course concerned</td>
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<td></td>
<td>• Cancellation of all assessment results for Years 11 and 12</td>
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</table>
How to Avoid Plagiarism
1. The Narrabundah College Study Guide is available from page 45 of this book and will help you to correctly acknowledge your sources.
2. There are also some good websites to help you understand and avoid plagiarism.
   Two of the best sites are
   - Hamilton Writing Centre- Avoiding Plagiarism
     http://www.hamilton.edu/style/avoiding-plagiarism
   - Plagiarism: What it is and how to recognise and avoid it.
     http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
3. Use ‘Turn it in’ tool.

Student Rights of Appeal
If the Principal does apply a penalty where any assessment results are cancelled, the student has the right to appeal to the Board of Senior Studies Discipline Committee.

Help available
Study Hub
The Study Hub operates in the library after hours on Mondays and Wednesdays from 4.00 - 5.30pm. This is an opportunity for students to complete homework under the supervision and with the support of teachers and Year 12 student mentors. Targeted sessions will also run throughout the year at the Study Hub to help support student skill development including: study skills, time management and note taking, essay writing support, oral preparation skills, developing a creative response with rationale, presenting lab reports, maths assignments, psychology reports, etc. All students are welcome.

Essay assistance
One-to-one essay assistance sessions are available by appointment with certain English teachers. Sessions aim to help students with all aspects of their English essays. Some other departments eg Humanities and ESL offer similar assistance with essay writing.

Registered ESL/Languages
The ESL/Languages Department runs special classes for ESL students who need general help with their written expression in other subjects. This is in addition to that given in the Accredited or Mainline ESL courses.

Practice sessions for the AST writing task
All students are given several opportunities to practise for this important test. Individual responses are provided by the markers. If you intend a Tertiary Package it is COMPULSORY to attend each trial test. The Trial AST Program is published in the Newsletter and is also available from Student Services.

Maths Tutorial
One to one assistance is offered to all students experiencing difficulties with their mathematics. Tutorials run at lunch times on Monday and Tuesday in the Library.
SPECIFIC POLICIES

Drug Policy
One of the requirements of the Drug Education Framework for ACT Government Schools is that schools develop a school-based education policy that describes the school culture and ethos in relation to the use of drugs by students, staff and the school community. This policy has been developed in response to this requirement and is based on the principles of harm minimisation outlined in the Drug Education Framework. It is intended to review the policy annually.

1. Rationale
Narrabundah College is concerned to promote the health, and personal and legal wellbeing of its community members. The College recognises that drugs are a fact of modern life and that many people take drugs for medicinal or recreational purposes. However, it also recognises that the consumption of alcohol and other drugs can impair individual wellbeing and can also interfere with the learning process. It is acknowledged that the College has a responsibility to provide a curriculum that empowers the student to make informed choices about issues related to drug use and health.

Aims
This policy aims to:
1. promote a school environment in which the welfare of all school community members is paramount;
2. identify the role of the Narrabundah College community in the prevention of drug-related problems;
3. document the school community's agreed position on, and accepted procedures for dealing with, drug-related incidents and problems.

Application
This policy applies on school premises, at all school functions and on all excursions where there are Narrabundah College students present.

Definitions
Drug: A drug is any substance which, when taken into the body, alters its function physically or psychologically. Drugs range from prescribed medications to substances such as caffeine, alcohol and tobacco, to illegal substances such as marijuana and heroin. The use of drugs may be beneficial, harmless or harmful, depending on the drug, the environment and the individual.

Harm Minimisation: Harm minimisation aims to improve health, social and economic outcomes for both the community and the individual in relation to all drug use. Harm minimisation recognises that there is a range of harms arising from, and associated with, the use of drugs; and that a range of approaches or strategies is required to address these harms. (Drug Education Framework for ACT Government Schools, Dept. of Education and Training)

2. Prevention
Narrabundah College has established drug education initiatives including programs of guest speakers addressing assemblies, the Peer Education team and centrally, through its curriculum.
Recommendations
Our community recognises that health is a major issue for all its members and that Narrabundah's prevention program could be strengthened through all or any of the following:

i) networking with ACT community resources and support groups to establish programs/talks and regular visits by people with relevant expertise.

ii) coordinating and promoting regular health and wellbeing programs within the college, facilitated by such groups as Peer Education.

iii) keeping the community informed of incidents, as far as the need for confidentiality allows, particularly in cases where media has referred to links to the College.

A Preventative Curriculum is a curriculum aimed at reducing the incidence of drug-related problems by promoting positive health and lifestyle behaviour. It provides a drug education program, which consists of factual information, attitude clarification, decision-making processes, and skills development appropriate to the developmental stage of students. It addresses the use of drugs including legal drugs, illegal drugs and medications.

To be effective, this model requires committed, on going resourcing, including some staff time allowance and regular, relevant professional development.

3. Intervention
Intervention is a first step where preventative strategies have not worked. It involves incidents being dealt with in a positive and supportive manner in the best interests of the student, staff and other parties concerned. The goal of support/intervention is to reduce the harmful (and/or inappropriate) use of drugs.

All community members are entitled to confidential counselling, appropriate information and support.

Roles of Key Personnel:

a) School Psychologist
Incidents may be referred directly to the psychologist. The role of the school psychologist is to:

- support students affected by or concerned about an instance of drug use.
- support any community member who is concerned about drug use.
- provide support for the Principal and other staff in their dealings with students involved in drug use.
- become well-informed about drugs and drug-use.
- encourage the development and implementation of well-planned drug education programs.
- assist and encourage the training of College administrators, staff and parents about drugs.

b) Teacher
The role of the teacher is to deal with drug related behaviours as they become obvious, rather than attempt to detect such behaviours. Teachers are qualified to teach, and whilst they clearly owe students in their charge, a duty of care, they are not trained to seek out drug users. Teachers need to be aware of the issue and be informed of current patterns of drug use in young people in the community. They need to be aware that students in their care and staff they are working with may be experiencing problems with drug use.
The role of the teacher is to:
- know the roles and responsibilities of the Psychologist and to refer concerns appropriately
- understand the need for confidentiality and the limits to confidentiality
- be aware of the impact of their own and their colleagues’ drug use in the implementation of the policy

c) Principal
The Principal is responsible for:
- maintaining a climate in the college which discourages the use or abuse of drugs, except for medical purposes, both legal and illegal.
- approving the planning, development and implementation of a drug education program within the College
- development, explanation, dissemination and implementation of a College drug policy for drug use situations within the College.
- approving training in drug education for staff members
- investigating reports of problematic staff alcohol and other drug use and instituting appropriate action
- providing professional development for staff containing information about current trends in drug use and abuse in the College and community
- nominating a delegate to liaise with community agencies, e.g. police, community health officers
- understanding the assistance that agencies can give community members
- judging the degree of parental involvement necessary in situations where their children have been associated with an incident involving illicit drugs.
- judging the necessity for law enforcement involvement
- investigating the possession of chemical substances or implements used in drug taking, such as bongs, syringes etc by students or staff.
- assisting police to conduct enquiries within the College
- consulting with relevant staff as to the best possible action to be taken in a given situation.
- protecting the interests of students and staff.
- overseeing the development of protocols for managing drug incidents

d) Parent/Guardian
This policy acknowledges that the College alone cannot solve or prevent problems and therefore needs parental support. Parent involvement will foster a more supportive social structure in the College and enable teachers and parents to be more successful in their respective roles.

4. Assistance and Referral

Legislation
The relevant legislation includes the following:
The Drugs of Dependence Act 1989(ACT) prohibits or regulates the manufacture, sale, supply, possession, use and administration of certain drugs of dependence and other substances.
The Liquor Act 1975(ACT) prevents the possession (unless certain specified conditions exist) and consumption of alcohol by persons under the age of 18 years.
The Tobacco Act 1927(ACT) prohibits the sale of a tobacco product to a person under the age of 18 years, and the purchase by another person of a tobacco product for use by a person under the age of 18 years.
Department of Education and Training Related Policies
Alcohol – Possession and Consumption in Schools and Related Activities
Smoke-free Workplace
Guidelines for searching students or their possessions and confiscation of materials

Sanctions
Sanctions are further action aimed at protecting the health and safety of all members of the College community by deterring them from inappropriate drug use on school property or at school based events, and from entering school property or attending such events if their behaviour is affected by their drug use.

Within the broad college context of discouraging inappropriate use of both legal and illegal drugs, further action may be taken in the following situations if:
- tobacco is used on college grounds.
- alcohol is used by students or by others at times or places not previously approved by the Principal in accordance with Departmental policies or it is evident that individuals are indulging in excessive or inappropriate use of alcohol, even alcohol dependence.
- it is reasonable to believe that behaviour is adversely affected by drugs.
- community members are found to be in possession of objects related to illicit drug use, such as syringes, bongs, pipes etc.
- community members are found to be in possession of, selling or negotiating in relation to drugs or drug related materials while on College grounds or College activities.

In all but the most exceptional of circumstances, parents will be notified where any sanction is being applied and if their child is identified in an incident involving illicit drugs.

Any case where a student is found in possession of quantities of illicit drugs believed to be beyond that for individual use, will be referred to police. A record of all drug-related incidents, where sanctions have been applied, will be recorded with the Deputy Principal (students). Such records will be destroyed when the students concerned leave Narrabundah.

The range of sanctions available to the College includes:
- loss of privileges
- suspension
- notification to police
- community service around the school

Drug counselling, either on the premises or elsewhere, will be offered to students to whom any of these sanctions is applied.

Resource Agencies and Support Services
Please refer to Narrabundah Ask Me Card for up-to-date contact details. Available from Student Services.
Board of Senior Secondary Studies LOTE Enrolment Policy

Languages Eligibility Enrolment Form

Students are assessed according to their progress in language learning. Therefore, it is important that students are placed in their appropriate level so they do not have an advantage over other students. It is important to note that all levels of language learning have the same standing.

All students who wish to study a language other than English at College need to complete a Languages Eligibility Enrolment Form. It needs to be handed in to the student’s approved college when choosing their classes in Session 3. Alternatively it will be filled out during the first days at Narrabundah College.

1. Each college will use the information from this form to determine the level of course a student is eligible for.

2. Placement into a Languages course is to be reviewed during Session 1 by the class teacher. If the Languages teacher is concerned that a student is incorrectly placed a review process will occur. This review will involve the teacher, the executive teacher, the student and, if necessary, a representative of the Officer of the Board of Senior Secondary Studies and will be documented.

3. If a student is concerned about their placement they can also request the review, as outlined above, during Session 1.

4. The guidelines for the decision are written below and presented in a table form. These guidelines allow for teacher judgment based on a student’s history and the need to take into account the many variables in the student’s background. These eligibility forms must be kept at the college to allow for any review or discussions that may occur during Year 11 and 12.

Description of who belongs in which course

BSSS definitions

**Beginning course** is intended for students who have no previous knowledge of the language.

**Intermediate course** is comprised of the two final units of a Beginning Course and the first two units of a Continuing course. This is for students who possess fundamental knowledge but cannot fairly compete against students in Continuing.

**Continuing course** is intended for students who have completed two or more years’ study of the language at high school or who possess an equivalent level of learning.

**Advanced Course** is intended for students who have considerably more exposure to the target language than the average high school student and whose skills enable them to engage deeply with the literature of the target language.

The guidelines for this decision are as following:

The Advanced course is for international students with substantial linguistic and cultural background. It is also for students with significant exposure to the language, spoken and written (see table).

The Continuing course is for students who have studied the language in Years 9 and 10 as well as in junior secondary or primary school. It is for students of a native speaking background who have little or no experience of reading or writing the language.

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The decision between Continuing and Advanced placement is dependent on the overseas schooling and the language spoken at home.

The decision between Beginning and Continuing is dependent on the study at college, high school and primary school.

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<tr>
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<th>Beginning</th>
<th>Continuing</th>
<th>Advanced</th>
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<tbody>
<tr>
<td><strong>Study in high school</strong></td>
<td>• Less than or equal to 1 year of study</td>
<td>• 2,3 or 4 years</td>
<td>All years</td>
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<td></td>
<td>• Less than 80 hours in Years 9 &amp; 10</td>
<td>• more than 80 hours</td>
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<td></td>
<td></td>
<td>• must include Years 9 and 10</td>
<td></td>
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<tr>
<td><strong>Study in primary school</strong></td>
<td>None or some</td>
<td>None or some</td>
<td>Most years</td>
</tr>
<tr>
<td><strong>Overseas schooling</strong></td>
<td>None or only delivered in English</td>
<td>Less than 2 years in high school</td>
<td>More than 2 years in high school where the language is the medium of instruction</td>
</tr>
<tr>
<td><strong>Languages spoken at home</strong></td>
<td>Students who are native speakers or whose parents are native speakers, or who use a dialect but have no formal education in the language</td>
<td>Students who are native speakers and have some formal education in the language</td>
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*United Nations Day*
STUDENT MANAGEMENT POLICY

Narrabundah College’s Values and Beliefs

Students are encouraged to develop into independent, tolerant adults in a culturally
diverse student community.

Students are provided with a safe, inclusive learning environment in which they are
accountable for their behaviours and are encouraged to accept responsibility for their
own learning.

Students are expected to show respect for each other, staff, college resources and
the work and property of others.

Procedures
Narrabundah College operates under system and college policies which include
procedures on the following issues:-

- Departmental student welfare policy
- Suspension and exclusion of students
- Attendance
- Assessment
- Appeals
- Faculty policies
- Drugs policy
- Special needs
- Critical incident
- Combating Racism in Schools and the Workplace
- Sexual harassment
- Safe Schools’ Policy including anti-bullying protocols.

For further information about these policies please consult:

- iBook
- Student Curriculum Handbook
- The Principal, Deputy Principals, Head of Student Services
- www.narrabundahc.act.edu.au

Behaviour, which contravenes the policies stated above, is unacceptable. Staff
discretion will apply within the sprit of the policies. Parents/carers will be informed of
repeated or extreme examples of unacceptable behaviour, and if necessary, they will
be asked to attend an interview with class teachers, the Student Services staff,
Deputy Principals or the Principal, to discuss a student’s future at the college. All
incidents will be recorded and kept on the student’s file.
Some examples of possible consequences of inappropriate behaviour follow:

**Inappropriate Behaviour in Learning Areas**
Each faculty has its agreed rules. These are examples of some actions taken:
- If you arrive late you may not be admitted to class or may be marked absent.
- A warning may be given regarding inappropriate behaviour.
- You may be moved to another position in the class.
- You may be removed from the class for the remainder of the lesson.
- You may be removed from the class for a longer period, or transferred to another class, following negotiation with faculty Executive Teachers.
- You may be sent to the faculty Executive Teacher, or in more serious cases, the Deputy Principal or Principal.
- You may be suspended from the college for serious misbehaviour.

**Inappropriate Behaviour around the College**
In situations where you act outside the accepted limits of behaviour, the consequences will depend on the seriousness of the incident. All teaching staff are responsible for maintaining a safe and pleasant college environment. The Deputy Principal or the Principal will take action where there is significant inappropriate behaviour. Here are some examples or action that may be taken:
- You or your parents may be held responsible for replacement of lost or damaged property.
- You may be asked to participate in mediation.
- You may be required to undertake community service within the college.
- Action may be taken under anti-discrimination or anti-harassment legislation.
- Police will be informed when appropriate.
- Your position at the college may be put at risk due to suspension or exclusion.

**Resolution Process**

**Learning Area Dispute (student / teacher)**

<table>
<thead>
<tr>
<th>Student</th>
<th>Teacher</th>
<th>Faculty</th>
<th>Deputy or Principal</th>
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<tbody>
<tr>
<td></td>
<td>→</td>
<td>→</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Executive Teacher</td>
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</tbody>
</table>

**College Incident (student/student) (student/staff)**

<table>
<thead>
<tr>
<th>Teacher if appropriate/Student Adviser</th>
<th>Faculty Executive Teacher/Student Services</th>
<th>Deputy Principal/Principal</th>
<th>Student Mediation</th>
<th>Sexual Harassment Officer</th>
<th>REDCO</th>
<th>Student Adviser</th>
<th>College Psychologist</th>
<th>Special Needs Committee</th>
<th>Suspension</th>
<th>Meeting with Parents/ Carers</th>
</tr>
</thead>
</table>

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FREQUENTLY ASKED QUESTIONS

Advisers’ Noticeboards
Information about careers, scholarships, university entrance ACT Senior Secondary Certificate etc. is posted on these boards which are located outside the Advisers’ area.

Assessment Methods
See each of your teachers for details. Check the college intranet for the assessment policy.

Careers
See one of the Student Advisers or the Transition and Careers Officer to get all the up-to-date information on the types of careers available and the course of study which would give you the best chance of entering the career desired.

Daily Notices on Electronic Noticeboards
The College displays “DAILY NOTICES” on the electronic noticeboards (TVs) in B Block Foyer and the Canteen. On Wednesdays at ‘N’ Group meetings the “DAILY NOTICES” are read out. These are the general means of communicating news, information and requests.

Feeling Sick or Needing First Aid
See Reception for first aid treatment. Students who have moist lesions or abrasions which are discharging or bleeding and which cannot be covered should remain away from college until the wound has healed or can be covered.

Holidays and Assessment Week Dates
See attachments for yearly Calendar.

International Exchange
Students who are interested in going on exchange can check the noticeboard opposite the photocopy room in A block and obtain contact details from any of the Student Advisers.

International Private Students
The International Private Students’ coordinators, Meg Carey-Ide-May and Miyuki Shino (Languages Centre) will assist students with enrolment, course choices and other issues relating to their studies at Narrabundah College.

Library Material Overdue
A list of overdue material is posted weekly in the library. Fines are to be paid in the library for overdue books and other items.

Lost Something
Check at Reception or the library.

N Groups
N groups are Narrabundah’s version of tutor groups. All students are placed into an N Group when they arrive at the college and they remain in these groups for your time at the college. The function of the N Group is a weekly contact to give important information about the college and events, advice about packages. N Group runs every Wednesday from 12.10-12.30pm and attendance is compulsory.
Study Techniques
Student Advisers can help. Essay assistance is provided by a number of departments, particularly the English department. The Study Skills section in this booklet offers advice and hints in this area.

Thinking of Leaving?
Make sure you talk to an Adviser before taking the final step of leaving. An adviser may be able to help you in making contact with a youth support agency, or employment agency.

If you still want to leave before the end of Year 12 you are required to:
- obtain a leaver's form from Reception;
- return all library items and textbooks, and pay any outstanding library fines;
- ask the library staff and a student adviser to sign your leaver's form;
- return the completed form to Reception. If you have lost books you will be asked to pay for them.

Your Welfare
If you are worried about academic performance, attendance or other problems see one of the Student Advisers or the Psychologist.
NARRABUNDAH COLLEGE LIBRARY STUDY GUIDE

**Defining**
What do I really need to find out?

**Locating**
Where can I find the information I need?

**Selecting**
Which information do I really need to use, and how do I record it?

**Organising**
How can I best use this information?

**Presenting**
How will I communicate this information?

**Assessing**
What did I learn from this process?
Welcome to Narrabundah College Library

Opening Hours

- The library is open between 8:00am and 4:00pm Monday to Friday.
- **Study Hub** runs from 4:00 – 5:30pm on Mondays and Wednesdays. The library closes at recess each Friday.

**We aim to provide:**

- A wide range of resources.
- Help with reference and resource enquiries.
- A quiet working environment.

**Appropriate use of Library Services**

- The reference area of the library and the ground floor computer room can be booked by teachers. The mezzanine floor is provided for quiet study and students should work silently in this area. Occasionally the mezzanine floor is booked for large study groups, professional development and other educational commitments. Staff who book these areas have priority and students using these areas will be asked to relocate.

**Students- Please consider:**

- Bags – leave bags in lockers or library pigeonholes.
- Mobile phones – turn them off.
- Food and drinks – not in the library.
- For **OHS evacuation** and **equity purposes** – all exits, (including fire exits), aisles and corridors must be kept free from obstructions such as bags and personal possessions. Should such obstructions occur, college staff may be required to move such items.

**What’s in our Library?**

- **Main collection** - 2 week loans and unlimited number of books.
- **e-Books and audio books** - 2 week loans with a limit of three.
- **InfoBase non-fiction e-books** – Students can access this site through student short cuts on their desktop and from home via the digital backpack.
- **Reference books** – encyclopaedias are not for loan; other reference books may be borrowed overnight.
- **Magazines** - overnight loan.
- **Newspapers** – Canberra Times, The Australian (Tuesday and weekend only), Sydney Morning Herald, Financial Review (weekend only).
- **Videos & DVDs** - not for loan, view in library or via DVC using headphones
- **DVC** – Documentaries and movies from Freeview and Foxtel. Access through *narcapp01.srv.edu*. Use your logon to access.
- **Computers** – 83 machines with Microsoft Office and internet access.
  - 6 apple mac air laptops
  - Laptops for borrowing
  - …….– iPads for borrowing

**Printer/photocopiers**

- Each student starts Year 11 with $10 printer credit. This can be topped up at the front office in lots of $5 or $10 when needed. All black & white printing is charged at 10c per page.
  - Library 1 printer (downstairs) allows colour printing at 30c per page.
  - Library 2 printer (upstairs) is black & white only.
Audio-visual Equipment

- The library has a variety of AV equipment, including digital video and digital still cameras that can be borrowed by students for use at school.
- All faculties have data projectors for use in classrooms by students.
- Media students may borrow Media Department AV equipment overnight with their teacher’s permission.
- When using AV equipment, it is your responsibility to ensure legal compliance with copyright laws and regulations.

Borrowing

- You need your NARC student photo ID Card.
- Renewals – bring book and ID card to Loans Desk.
- Reserve a book if it’s already on loan.
- Returns – AV equipment should be handed to library staff.
- Put books and other resources into the returns slot.

Textbooks (Class sets)

- Textbook borrowing occurs in class groups at the beginning of each session.
- Individual textbook borrowing thereafter will be during lunchtimes.
- Write your name in the textbook.

Fines

- You will incur a fine for overdue items: 10c/book/day.
- Your borrowing rights may be restricted at the discretion of the Principal if you continue to have overdue items and/or unpaid fines.

Search the library using Oliver

- The college library computer system is called Oliver and is accessible from any networked computer throughout the College via student shortcuts.
- Browse Narrabundah College’s library catalogue the same way you browse the internet. Type in a subject, author, title or keywords.
- Ask the librarian for help if needed.

Personal Devices

- Students may use their personal devices such as laptops in the library using the wireless network. Any technical difficulties will be dealt with by the computer technician on Thursdays from 1.30 onwards in the library early in Session 1. Use of these computers within the library is limited to study purposes only. Games, movies, etc are not permitted unless directly associated with courses.

Overdue Books and other Items

When books and other items become overdue, the library staff reserves the right to deny students borrowing rights until all overdue items are returned. Returning items by the due date is the responsibility of the student.

The library staff also issue reminder notices which are distributed in N Groups. Lists of overdue items will also be displayed in the library.

If you believe that you have returned an item or never borrowed the item that appears on your overdue list, it is your responsibility to resolve that discrepancy with library staff immediately. Leaving it until the end of your course, the end of the year or the end of Year 12 is too late.
Lost/Damaged Books
All lost or damaged books must be paid for at current market rates. This enables the library staff to purchase replacement copies of that book. If you have lost a book or other item and that book is later found please alert the library staff who will arrange a refund of the money paid. Please keep in mind that refunds will be prompt but are unlikely to be instant.

Planning on Leaving or Taking Extended Leave?
When leaving you must...
• Return all borrowed items.
• Obtain a Leaver's Form from Reception. Fill out the form and present it to the library staff.
• Reimburse the school for any lost items and pay outstanding fines.
• Return the completed form to Reception (remember that other members of the Narrabundah staff may need to see the form also).
• Make sure that your contact details are on the alumni database.

If you are leaving before you complete your course at Narrabundah College, you must consult with both your student adviser and your parents/legal guardians/carers before first.

Getting started on assignments
The key points of assignment work are encapsulated in the Information Literacy framework or Information Process.

These are the steps:
* Defining information
* Locating information
* Selecting information
* Organising information
* Presenting information
* Assessing the overall process

To get started on your assignment, the first three categories are of critical importance.

Defining your information task:
* Use brainstorm activities to identify and define key terms, clustering ideas to establish what is already known about a topic
* Identify gaps in understanding
* Establish useful search terms: synonyms, commonly used subject terms
* Seek clarification from teachers, librarians
* Set directions for inquiring into a task
* Set limits, narrowing or broadening the topic
* Devise appropriate questions to ask
* Use concept mapping or mind mapping activities
**Concept or mind mapping**: graphically and creatively generating key terms, links, and relationships that can help you move your research forward.

![Mind Map Example](image)

**Locating Information**
- Identify the range of potential sources including reference books, text books, journals, audio visual resources, extracts and ephemera
- Prioritise sources
- Use library catalogues and a range of libraries
- Use other databases particularly online: reference centres, gateways
- Consider library pathfinders and hotlists
- Consider interviews, field trips, physical research options.

**Selecting Information**
- Evaluate sources
- Detect opinion, bias, balance, reliability, authenticity, appropriateness
- Consider authors, dates, publishers, places of origin
- Consider .gov, .edu, .org and other clues to website characteristics
- Consider support for your initial outline/structure (Do you need to rethink/redefine?)
- Consider options for storing research: digital, card systems, etc. Be methodical!

Now you have laid the bedrock for the organisation and presentation of your assignment!

**STUDENT ACCESS TO THE INTERNET AND SCHOOL COMPUTER NETWORK**

Access to the Internet is provided for students of the college for **educational purposes only**.

To gain internet access, all students must sign *Narrabundah College’s Code of Practice for Students*. You will receive your individual logon and password in your N Group. This allows you to save your work to your own home drive (H:).

In the library, **you CAN**:
- search the Internet for course-related information;
- find and save information required for college courses;
- use email to transfer your work to school or contact teachers electronically.

(Please check your teacher’s policy on email contact before emailing).
Use your logon and password to access all student computers networked across the school, unless directed otherwise by your teacher. Remember, always logoff so that your account is not used by others.

You may NOT
* share your username or password with other users;
* use a ‘chat’ facility that is not supervised by your teacher;
* play games or do personal ‘surveys’;
* use school facilities for commercial purposes;
* download large files without seeking approval; or
* harass other users electronically.

Loss of access to the Internet for a period of time determined by the Principal may result if you do not follow the Code of Practice.

Be aware that the college records all sites visited by all users of the network.

All computers have USB ports. When using software at home, make sure that your files are compatible with the software at college. Remember to take your USB with you when logging off. Lost USBs can be reclaimed from the library’s circulation desk if your name is on it.

Privacy is your responsibility. Do not publish images comments or personal information (e.g. telephone numbers addresses) in the public domain such as the internet, social media and chat rooms.

Dance Festival 2015
THE ACT PUBLIC LIBRARY SERVICE AND FULL TEXT ONLINE RESOURCES
WWW.LIBRARY.ACT.GOV.AU

- Students are encouraged to join. Membership is free for residents of the ACT and surrounding areas. You can join at any branch or online. The library catalogue can be searched online and reservations can be made.

For very useful online resources, go to eResources – Search eResources. You will need your library card number and PIN number. If unknown ring 62059000.

Online resources include:

- Academic Search Premier – World’s largest full text database covering all subject areas.
- Australia and New Zealand Points of View Reference Centre – Up-to-date information on current social issues. Sources include: magazines, Aus/NZ newspapers and radio/TV news transcripts.
- Biography Reference Centre – information on notable people
- Books and authors – looking for something to read?
- Britannica (also Chinese edition)
- Business Source Premier – need to know about stocks and shares?
- Gale Virtual Reference Library – specialist encyclopaedias and reference books
- Grove Art - Biographies, articles and images.
- General OneFile – News & journal articles on business, education, computers, environment, law, humanities, sciences etc. Includes Australian content.
- Grove Music – Biographies, history of instruments, music styles.
- Health and Wellness Resource Centre – Journal articles and reference resources including alternative medicine.
- History Reference Centre – Comprehensive full-text history information
- Library Press Display - Hundreds of newspapers in their original format
- Literature Resource Centre – Information on literature, books and authors
- Science Reference Centre - Nearly 640 science encyclopaedias, reference books, magazines etc, covering a wide range of science disciplines.
- The Source: (Magpies) - Online magazine about children's literature
- The National Library Of Australia – www.nla.gov.au Students are encouraged to join. Membership is free and you can join at the library or online. The library catalogue and e-Resources can be searched online. Reservations can be made for books and journals to be accessed in the reading room.
### BOOKS TO HELP WITH STUDY SKILLS & ESSAY WRITING

<table>
<thead>
<tr>
<th>Code</th>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
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<tr>
<td>ALL</td>
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<tr>
<td>371.3</td>
<td>Aylward, Verity</td>
<td>Mind explosion: max our your brain for exam success</td>
<td>Babylon</td>
<td>2008</td>
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<td>AYL</td>
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<td>158.1</td>
<td>Carr-Gregg,</td>
<td>Surviving Year 12</td>
<td>Finch, Sydney</td>
<td>2004</td>
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<td>CAR</td>
<td>Michael</td>
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<td>371.3</td>
<td>Coles, Mike</td>
<td>Strategies for studying: organisation, planning, research</td>
<td>User Friendly Resource Enterprises, Sydney</td>
<td>2002</td>
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<td>COL</td>
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<td>371.3</td>
<td>Mahony, David</td>
<td>Undertaking assignments successfully</td>
<td>Knowledge Books, Sandgate</td>
<td>2002</td>
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<td>MAH</td>
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<td>808.4</td>
<td>McLaren, Stephen</td>
<td>Essay writing made easy</td>
<td>Pascal, Glebe</td>
<td>2001</td>
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<td>MCL</td>
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<tr>
<td>371.3</td>
<td>Sherratt, Patrick</td>
<td>Smart students study less: time saving techniques for learning and studying for exams</td>
<td>Software Pub, Sydney</td>
<td>2004</td>
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<td>SHE</td>
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<tr>
<td>371.3.3028</td>
<td>Strawson, Hannah</td>
<td>53 interesting ways of helping your students to study</td>
<td>Allen &amp; Unwin, Crows Nest</td>
<td>2012</td>
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<tr>
<td>STR</td>
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<tr>
<td>GN</td>
<td>Tracy, Brian</td>
<td>Eat that frog!: 21 great ways to stop procrastinating and get more done in less time</td>
<td>Smarter Comics, Palo Alto</td>
<td>2011</td>
</tr>
<tr>
<td>TRA</td>
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<tr>
<td>808.0427</td>
<td>Withrow, Jean</td>
<td>Inspired to write: readings and tasks to develop writing skills</td>
<td>Cambridge University Press</td>
<td>2004</td>
</tr>
</tbody>
</table>

### WEBSITES

**Narrabundah College Website**

[www.narrabundahc.act.edu.au](http://www.narrabundahc.act.edu.au)

Our college – Library. Links to journals, foreign newspapers, resources for Psychology, Sociology and Referencing.

**Aussie educator**


Helpful links with study tips and resources.

**University of Canberra**


Online resources that can be downloaded for a range of academic skills.
Academic tips
http://www.academictips.org/index.html
An American focus but has great tips for note taking/study skills/stress reduction and memorisation skills.

TV PROGRAMS

It is recommended students watch the following TV programs to keep up to date with current affairs:
7:30 report 4 corners
Q & A Dateline
Foreign correspondent Media watch

PRESENTING A TALK

Many subjects studied at college have the presentation of a seminar as part of the assessment. Students are required to choose a topic, research it thoroughly, and prepare and present a talk followed by discussion and questions. Some teachers require students to submit notes or a written summary of their talk.

Your success will depend on two things:

1. THOROUGH PREPARATION
   
   - Analyse your topic: decide on its scope, choose a title, “brainstorm” for ideas, write down definitions.
   
   - Planning. Get your information organised at least two weeks before your talk. How much do you know? Where do you need to add information?
   
   - Research. Use the library to find information. Audiovisual materials may be useful in your presentation. You may decide to use Microsoft Powerpoint for a multimedia presentation, using photos, film clips or sound files. Overhead projectors and DVDs can also enhance your presentation, as can handouts.
   
   - Developing your talk — remember to plan:
     - an introduction that states the topic, defines the terms, explains if the scope is broad or narrow and gives a plan of the whole talk.
     - it may also include the main resources you used to find information.
     - a body that develops the topic, gives information in a point-by-point sequence that is logical, gives suitable quotations to support your arguments and includes audiovisual aids.
     - a conclusion that summarises the main points, evaluates, offers some conclusions and states implications.
   
   - Writing out your talk — practice session
     - are you using prompt cards or essay style sheets?
     - do you have to hand in a “paper” as well as giving a talk?
     - write down your ideas in logical order.
     - record your talk. Practise voice emphasis, tone and volume, also gestures and stance.
     - do you know how to operate the audiovisual equipment?
     - if using a data projector/laptop etc – please set up early.
2. Speaking effectively

- Look at your audience to make **eye contact**.
- Start your talk calmly. **Speak clearly** and a little more slowly than usual. Your audience will be better able to understand you and will have time to think as you speak.
- Introduce the topic clearly and tell the audience what they can expect to hear in your talk.
- Do not read your notes or deliver a word perfect memorised talk. Try to use your notes/prompt cards as **reminders**.
- **Body language**. Stand or sit in a relaxed way. Control your hand movements such as fiddling with hair, pencils or paper. Establish eye contact with people. Don’t just address the teacher.
- Make sure that you do not turn away from your audience when you are using audiovisual aids.
- Consult these books:

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quilliam, Susan</td>
<td><em>Body language: actions speak louder than words</em>, London, Carlton, 2004. 158.2 QUI</td>
<td></td>
</tr>
</tbody>
</table>

**HELP WITH WRITTEN EXPRESSION AND ESSAYS**

There are several options to help you here at college.

**Literature 1a and English 1a**

All Year 11 students complete one of two introductory units in their first session at college. Each contains instruction in essay writing skills.

**Essay Assistance**

One-to-one essay assistance is available by appointment with your English teacher. Sessions aim to help students with all aspects of their English essays. Please make bookings in the English staffroom. Other faculties offer similar assistance. Please check with your teacher.

**Study Hub**

Presentations on assessment items (essays, oral presentations, creative responses) will occur at Study hub (Monday and Wednesday afternoons). These will be advertised well ahead of due dates.

**ESL Students**

All Students in ESL courses will receive instruction and help with written expression and essays.

*English teachers strongly suggest that ALL students submit their draft essays well before the due date, so that teachers can provide help and guidance.*
Organising the outline

- **Assemble your notes.** Spend some time reading and re-reading these so that you can appreciate the major facts and issues involved in your essay. Now draw up a list of the main headings to be covered, and try to write a concise (say, one paragraph) summary of your conclusions. This is the most vital stage in writing an essay, for time invested here will contribute to the standard of your final draft.

- Check that your whole essay is directed towards answering the question asked. Delete any irrelevant material. The aim of the essay is to show your teacher that you have carefully researched the topic, have come to grips with the subject matter and can present a reasoned analysis of the question posed.

Writing the essay

- **First draft**

Having settled on the theme and framework of your essay, draft the entire essay, including a minimum number of quotations woven into a framework of your own ideas and supported by facts from your research. Reread this, striking out any excess words, repetitions, irrelevancies and improving the style. Avoid slang, jargon, unnecessarily long words and frequent use of brackets.

At this stage you may find that some sections need additional research. Put your draft away and look for the missing information.

Redrafting

Try to work the missing material into your essay. Develop the introduction and conclusions and check that they are in agreement with each other.

- Have you answered the question set?
- Is your essay too long or too short?
- Is there a clear argument or theme running through your essay?
- Does the essay flow easily from one paragraph to the next and does each paragraph have an effective topic sentence?

Check for spelling, grammar and punctuation errors.

- **Get someone else to read your essay at this stage.** It may need some changes or even a third draft for editing and polishing purposes. Your teacher may agree to do this if given sufficient time.

Quotations

- Use quotations selectively and sparingly.

- A quotation must focus precisely on the point you are making. Avoid restating the quotation in your own words once you have used it in your essay.

- A quotation must be integrated into the flow of your essay. It is appropriate to pass judgement on the quotation and justify its inclusion. For example: "Writer A concludes that ......(quotation), but Writer B believes that ......(quotation). It is clear that Writer B is more likely to be correct because... (give your own reasons)."

Final Draft — Presentation of your Essay

- Scripts which are untidy or illegible will not be accepted.

- Use only one side of the page, leaving a margin of at least 3cm for comments by the marker.

- Follow these guidelines for presenting assignments and essays.
  - **Double spacing** for the body of the essay.
– **Single spacing** for quotations of more than two lines, which should be indented on both sides.
– Do not cramp your work onto the pages, leave margins of approximately 3cm at the top, bottom and sides of each page.
– **Keep an electronic copy of your essay.**

- **Proof read your essay.** Check for:
  - spelling, grammar and punctuation errors, the omission of words, accurate quotations and footnoting.
- **Footnotes and bibliographies** *(see p.64).*
- **Cover sheet.** On a separate front sheet write your name, your teacher’s name, the subject, the full details of the essay topic and the date.
- Be sure the essay is presented **on time** or you may lose marks. Find out about the Late Work Policy of the faculty.

**A good essay** shows evidence of wide reading; of careful sifting of accumulated notes to isolate relevant facts; of considerable reflection on these facts and the topic in general; and, finally the finished product should be a lucid development of **your own point of view.**
PLAGIARISM

- **Definition** – Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as your own work.

- **Examples include**
  - Submitting all or part of another person’s work with or without that person’s knowledge.
  - Submitting all or part of an assignment from a source text eg website, book/eBook, journal etc without proper acknowledgement.
  - Copying part of another person’s work verbatim, supplying proper acknowledgements, but leaving out quotation marks.
  - Submitting materials that paraphrase or summarise another person’s work or ideas without appropriate acknowledgement.
  - Submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement.
  - Presentation of the same work for different assessment components and/or requirements.
  - Any other behaviour that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorised material into an examination room, misconduct during an examination, or falsifying a record).
  - Any work found to be plagiarised will incur a penalty ranging from a reprimand to cancellation of results.
  - Ask your teacher or librarian or consult the resources below for help if you are unsure.


*Academic honesty: guidance for schools*, IBO, 2003

To avoid plagiarism you should:
- ✓ Keep adequate and accurate details of your sources.
- ✓ Make a list of references as you go (ie. each time you take notes from a source). This is easy to do using Microsoft Word - References
- ✓ Be consistent in the way that you record the bibliographic details.
- ✓ **Turnitin** is used as a plagiarism checking programme. Students are responsible for putting their assignments through Turnitin before submitting to their teachers.
REFERENCING YOUR WORK AND BIBLIOGRAPHIES

It is important to cite all the references that you use in your assignment so that:
• your readers can verify the authority of your work; and
• you can demonstrate when you are using someone else’s words or ideas.

You must cite the source of any work that you
• quote directly (using quotation marks “ ”);
• paraphrase; or
• summarise.

There are two citation styles used at Narrabundah College:
• **Chicago Humanities** Footnote style for ENGLISH and HUMANITIES
• **Harvard** Author/Date for SCIENCES (includes Psychology and Sociology)

* Both styles are available in **MICROSOFT WORD – References – Citations & Bibliography.**
* Tick “**Show all bibliographic fields**” and fill in **ALL** recommended fields (marked*)
* Ask your teacher about **capitalisation** within titles.

UN Day
As can be seen from the History Essay Marking Guide, history essays are assessed on the basis of clearly stated criteria. These are:

- Understanding of Issues;
- Treatment of Evidence/Sources,
- Presentation of Argument;
- Use of English.

The document referred to above points out specific aspects of the criteria which are important. Make sure that you are aware of, and understand, these aspects.

**Guidelines**

The following points are intended to be of further use to those students attempting to improve the standing of their essays.

- Relevance to the question: your essay should directly address the question set or the questions implicit in the topic. Be careful to indicate that you are aware of the issues involved in the question; do not wander off into material which is irrelevant.
- Evidence of broad research: in order to reach even a limited understanding of any historical themes or issue it is essential that you consult at least several different sources. The actual number of sources you should consult will depend largely on the nature of the topic. You should ensure that where possible you consult some primary sources, ie documents and other original material. Evidence of your research should be obvious in the essay.
- Integration of quotations: quotations from participants in events or from later historians are often very useful. However, you must ensure that the quotation is reproduced exactly, it is relevant to the matter under discussion, and it flows naturally from what you have written. Do not quote large slabs from historians; this will only be interpreted as an attempt to avoid expressing the ideas involved in your own words. On the other hand, under no circumstances use the words of another without acknowledgement. All quotations must be properly cited.
- Logical development of argument: most essay topics will require you to elaborate a point of view or an argument. Your argument should be developed in a logical and coherent way which is easily intelligible to the reader. The conclusions should be clearly related to the body of the essay. Effective organization is usually dependent on careful planning before the essay is begun. Most good essays fall into three parts: introduction; main body of the essay where the theme is developed; conclusion.
- Style, presentation, legibility: your prose should be clear, precise and expressed grammatically. Careful attention should be paid to matters such as spelling and punctuation, paragraph construction and sequencing, and legibility.
- Length: an important skill in essay writing is the ability to develop an argument or discussion within given limits. This is a significant part of the exercise. Although teachers will not be actually counting words, they will expect that you attempt to observe the given word limits – at least approximately.

**Referencing**

Do not use the Harvard System. See notes provided by History Department.
LANGUAGE STUDY SKILLS

To learn a language successfully, you need to practise four skills:

**Listening skills**
- Access audio and audio visual materials.
- Listen for general understanding and not to get every word.
- Watch and listen to videos, DVDs, CDs, web sites and TV programs in the target language. Try not to read the subtitles.
- Explore suggested Internet sites and apps.

**Speaking skills**
- Access and listen to recorded materials on MP3, CD, the Internet or CD ROM with spoken language on it, stop and repeat sentences heard.
- Record yourself and listen to the result.
- Talk to yourself while doing routine activities – e.g., washing up, waiting for the bus.
- Listen to songs in the target language and sing along. The lyrics are often available with the CDs or on the Internet. You could also ask your teacher for the lyrics.
- Take every opportunity to speak to native speakers. Don’t be shy; after all they had to learn English once.

**Reading skills**
- Read as widely as you can. It is one of the most pleasant and easy ways of extending your vocabulary and comprehension.
- Start with short resources like advertisements, stickers, brief newspaper items, comics, short stories, magazines, recommended websites and blogs for students.
- Skim read for the general list and then go back to the beginning. You’ll be surprised how much more you understand.
- Do not look up every word you don’t understand - only the key words. If you are looking up more than one word every five lines, then you should look for something easier to read.
- Use the Internet to access authentic materials as there are many sites for all languages. When doing a search, type in the search term in the language you want.
- Use the foreign language collection in the library.

**Writing skills**
- To write an essay or composition, follow the Study Guide guidelines.
- Dictionaries and thesaurus may be used to expand and check vocabulary.
- Always check all grammar points for fluency of expression.
- To practise scripts, make your own flashcards and use them in your spare time – e.g., while waiting for the bus, during the ads on TV. When practising, pay attention to stroke order.
- Learn vocabulary using the script and the Romanised form. Make time to practise every day. Constant practice is the path to success.
HUMANITIES REPORT WRITING

The fundamental purpose of report writing is communication. Therefore, any report of an experiment or investigation should, in a concise and clear form, acquaint the reader with the aims, procedures and findings of the investigation. Reports should be sufficiently detailed and precise to allow a close examination of all stages of the investigation and if necessary to repeat the investigation to check for consistency of results. This does not mean that the report should be unnecessarily long and verbose.

Attention should also be given to the style of writing. The report should be written in the past tense and in the third person. For example: “It has been shown that…” or “Research has indicated that”.

The following format is a guide. It can be modified to suit a particular investigation, for example a ‘case study’. While the sections of the report are presented in the following order they do not have to be initially written in that order. (The abstract is usually written last.)

**Title:** There should be enough detail in the title for the reader to be able to determine what the experiment or the research is about without having to read the entire report. The title should be brief and informative about the nature of the investigation. For example: Gender differences in play.

**Abstract:** The abstract is a brief summary of the method, main results and conclusions of the experiment. Its main function is to provide an overview of the entire report. It should be approximately 100-150 words in length.

**Table of Contents (subheading):** This should have precise headings and corresponding page numbers.

**Introduction (no subheading):** This section gives the background and context of the general problem under investigation. It should include the theory underlying the concept. There should be reference made to previous research on the subject. However, if your research is unusual and it is impossible to find any relevant information, then explain the rationale behind the present research. The introduction should be written in a way that leads the reader to a precisely stated hypothesis, which includes the variables which are being measured or manipulated.

**Method (subheading):** This section states how the experiment was conducted. It should contain sufficient details for someone else to replicate the experiment. This section is usually divided into three sections.

- **Subjects (subheading)**
  State how many were used, how they were selected and from what population they were drawn. Any special characteristics of the subjects should be stated here. For example: ‘only subjects above the age of sixty years’.

- **Apparatus (subheading)**
  Describe the equipment or other devices used for the experiment. Examples of word lists, visual stimuli, questionnaires and diagrams should be included in the appendix.

- **Procedure (subheading)**
  Describe the various steps involved in conducting the experiment. Include information about the experimental and control groups if used, instructions given to subjects, the role(s) performed by the experimenter. Appendices can be used where appropriate.
- **Results (subheading):** This section represents a summary of the main results. Tables, charts, graphs and other figures can be used. These should be presented clearly and each should be labelled with a descriptive title. A brief statement about the findings should be included. For example: ‘Females scored 50% higher than the males on this memory task’. Do not offer any detailed comments on the outcome of the research here.

- **Discussion (subheading):** In this section the results and how they relate to the hypothesis are discussed and explained. There should be a statement on whether or not the hypothesis was supported. Conclusions should be carefully drawn from the results. The general relevance of the results to the theory or other research should be discussed and explained. There should be critical appraisal of the research design. The main limitations should be stated, with suggestions for overcoming these in the future.

- **Conclusion (subheading):** This should show a brief summary of the overall research. Suggestions for future related research may be proposed here.

- **References (subheading):** All references must be cited in the correct format.

- **Appendix / Appendices (subheading):** This is the place for any attachments, particularly those referred to in the report as being included … Appendix 1, Appendix 2 and so on.
Solving problems

- **Understand the problem**
  - be sure you understand all the terms - use a dictionary!
  - be clear about what you have to find;
  - make a note of what you are given.

- **Look for a method**
  Try some of the following strategies:
  - look for a pattern;
  - draw a diagram;
  - make up a table;
  - use trial and error, eg. guess and check;
  - have you seen a similar problem before? Can you use that result or method of solution?
  - have you used all the data?
  - can you introduce variables? If so, define them carefully.
  - If you have more than one variable, try to express them all in terms of one single variable.

- **Work through your method**
  - check each step to ensure accuracy.

- Where appropriate make use of all available technology, ie. calculators, computers, Internet etc.

- **Check the solution**
  - re-work to check the answer;
  - is the solution unique? If not, check for other possibilities;
  - does the answer make sense in the light of what is asked?
  - can your method be improved?

- Importantly, when you submit a solution to a problem, ensure that you show all working. Answers are usually only a small part of what is required in the problem solving process. We are also looking for the way you approach the problem, the thinking that goes on during the solution process and the way in which you communicate your solution.

- **Getting Help**
  Your maths teacher is available to help you with different strategies. Ask your teacher about the availability of tutorials.
**SCIENCE PRACTICAL REPORTS**

Sections to be included in a formal report:

**Introduction**
- experiment title;
- date;
- your name, year and class line.

**Aim and Method**
- diagrams (eg. sketches of mechanical apparatus, circuit diagrams);
- brief summary of the purpose or theory of the experiment.

**Data**
The original record or computer printout of the measurements made during the experiment.

**Results**
Tabulation of all calculated values and final results, graphic representation if necessary (must be labelled clearly and concisely).

**Discussion**
In some cases the conclusion is so obvious that this section can be omitted, however some discussion is usually required to clarify the significance of the results and to comment on the possible source of errors.

**Conclusion**
The conclusion should summarise and draw together the main results and indicate their significance in relation to observed data. Clarity and conciseness are particularly important.

Major practicals should be written in a more detailed style – your teacher will provide the guide sheet.

**SCIENCE ESSAYS/MAJOR ASSIGNMENTS**

All science students are expected to:
- continually review course content;
- revise material after contact time;
- solve relevant problems (either as given by teacher or from text).

**General Presentations**
All major assignments should have a title page on which the following information is clearly set out:
- your name, year and class line;
- unit title;
- title of assignment;
- write on one side of the paper only in blue or black ink and leave at least a 4cm wide margin for teacher comments;
- indent all quotations;
- when using quotations directly or including either photocopied or re-drawn diagrams, graphs etc from a text, the source must be acknowledged;
- check with your teacher as to which system they want you to use: Author-date (Harvard) or Footnote (AGPS) system;
- all major assignments/essays must conclude with a bibliography;
- specific instructions if necessary will be given by the teacher/s concerned.
- work is continually added to Google classroom and Google drive. It is the responsibility of students to access this learning platform.
COURSE RULES


For Yr 11 2016 new courses are being introduced some of which integrate the Australian Curriculum (AC). The new rules below were correct at time of printing.

- Students cannot study introductory units once they have completed later units in a course. E.g. students cannot study Introduction to Economics (Eco 1) if they have already completed Eco 2.
- In most courses Yr 11 students cannot start in Unit 4.
- Courses are grouped into the Course Areas. When calculating an ATAR no more than 8 points can come from a Course Area (this could be a double major, two majors, or a major-minor and a minor). E.g. If a student completes courses in Accounting, Business and Economics only two of the three can contribute to an ATAR as they are in the same Course Area.
- Students may complete Integrated Courses in certain subject areas. These are courses that allow students to complete minors, majors, major minors and double majors by combining units from courses that are in the same framework and the same scaling group. Integrated Courses must have no content overlap in the units and other course rules, such as compulsory units, may apply. See the table below for a list of current Integrated Courses.
- In order to obtain a major, most courses require students to have studied Yr 12 units. In addition, some courses have compulsory units in order for a major (or higher) to be awarded.
- There is overlapping content between some H courses at ANU and courses at Narrabundah College. E.g. students cannot study Astrophysics in ANU Extension and complete the Astrophysics unit at Narrabundah; students studying ANU Chemistry cannot complete the Spectroscopy unit at Narrabundah. Rules vary from course to course.

For further information on any of the above rules, please speak to faculty Executive Teachers and Student Advisers.

COURSES WHICH MAY INCLUDE UNITS FROM OTHER COURSES

- The following is a guide as to which units can be used in certain courses. This does regularly change, so please check with Advisers for updates or changes
- Units cannot be moved from a course if it breaks that course.
<table>
<thead>
<tr>
<th>COURSE</th>
<th>UNITS FROM OTHER COURSES</th>
<th>ADDITIONAL NOTES/RESTRICTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (AC)</td>
<td>Literature (AC)</td>
<td>A combination of English and Literature units will create an English/Literature integrated course</td>
</tr>
<tr>
<td></td>
<td>1.0 units from ESL (AC)</td>
<td></td>
</tr>
<tr>
<td>Literature (AC)</td>
<td>English (AC)</td>
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</tr>
<tr>
<td></td>
<td>1.0 units from ESL (AC)</td>
<td></td>
</tr>
<tr>
<td>Creative Art</td>
<td>Ceramics</td>
<td>0.5 can be used for a minor A double major is the maximum that can be awarded in Ceramics and Creative Art</td>
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</tr>
<tr>
<td>Specialist Mathematics (AC/IB)</td>
<td>Maths Methods 1 (AC)</td>
<td></td>
</tr>
<tr>
<td>Maths Methods (AC)</td>
<td>Specialist Maths 1 &amp; 2a</td>
<td>Maths Methods course will be awarded</td>
</tr>
<tr>
<td>Maths Applications (AC)</td>
<td>Methods 1 &amp; 2</td>
<td>A combination of MA and MM units will create a Further Mathematics course</td>
</tr>
<tr>
<td>Biological Science (AC/IB)</td>
<td>Chemistry 5: Medicinal and Biochemistry</td>
<td>Students cannot do both ESS Unit 1 and Biology Unit 1 but either can counts as a core unit in a Biology major.</td>
</tr>
<tr>
<td>Intermediate languages</td>
<td>Beginning units (4,5,6 if sequential) and Continuing 1,2,3</td>
<td>Not available for all courses. Check with languages.</td>
</tr>
<tr>
<td>Psychology</td>
<td>Sociology</td>
<td>Behavioural Science course will be awarded. See below for conflicting units in Psychology</td>
</tr>
<tr>
<td>Sociology</td>
<td>Psychology</td>
<td>Behavioural Science course will be awarded.</td>
</tr>
</tbody>
</table>

- Due to overlapping content students studying Psychology cannot study:
  - both *Approaches to Behaviour (IB)* and *Sensation, Perception and Consciousness*; or
  - both *Sociocultural Approaches to Behaviour (IB)* and *Social Influences, Attitudes and Prejudices*. 
INTEGRATED COURSES
These are courses that combine units from courses written under the same framework and in the same scaling group. The can be awarded as minors, majors, major minors, or double majors. Rules vary between different integrated courses, so check with Student Advisers for details.

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>COURSES THAT CAN BE USED</th>
<th>ADDITIONAL NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce</td>
<td>Accounting and Business</td>
<td>up to a double major</td>
</tr>
<tr>
<td>Creative art/ceramics</td>
<td>Creative Art and Ceramics</td>
<td>up to a double major</td>
</tr>
<tr>
<td>Sports Science (T)</td>
<td>Exercise Science and</td>
<td>Sport Science A can be minor.</td>
</tr>
<tr>
<td></td>
<td>Sports Studies</td>
<td></td>
</tr>
<tr>
<td>Behavioural Science</td>
<td>Psychology/Sociology</td>
<td>up to a double major</td>
</tr>
<tr>
<td>Music studies(Integrated)</td>
<td>Jazz/Electronic/Music</td>
<td>up to a double major</td>
</tr>
<tr>
<td>English/ Literature</td>
<td>English, Literature</td>
<td>up to a double major</td>
</tr>
<tr>
<td>Ancient/Modern History</td>
<td>Ancient History, Modern</td>
<td>up to a double major</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Further Mathematics</td>
<td>Maths Applications and</td>
<td>up to a major</td>
</tr>
<tr>
<td></td>
<td>units from any other T</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maths course</td>
<td></td>
</tr>
</tbody>
</table>