



NARRABUNDAH COLLEGE STUDENT HANDBOOK

COLLABORATE

LEARN

EMPOWER



Collaborate

Learn

Empower

**Narrabundah College empowers
every student to flourish as
a global citizen in a vibrant
academic learning community**



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Welcome to Narrabundah College

VISION

Narrabundah College is a vibrant academic learning community

MISSION

To empower every student to flourish as a global citizen

VALUES

Collaborate - Learn - Empower

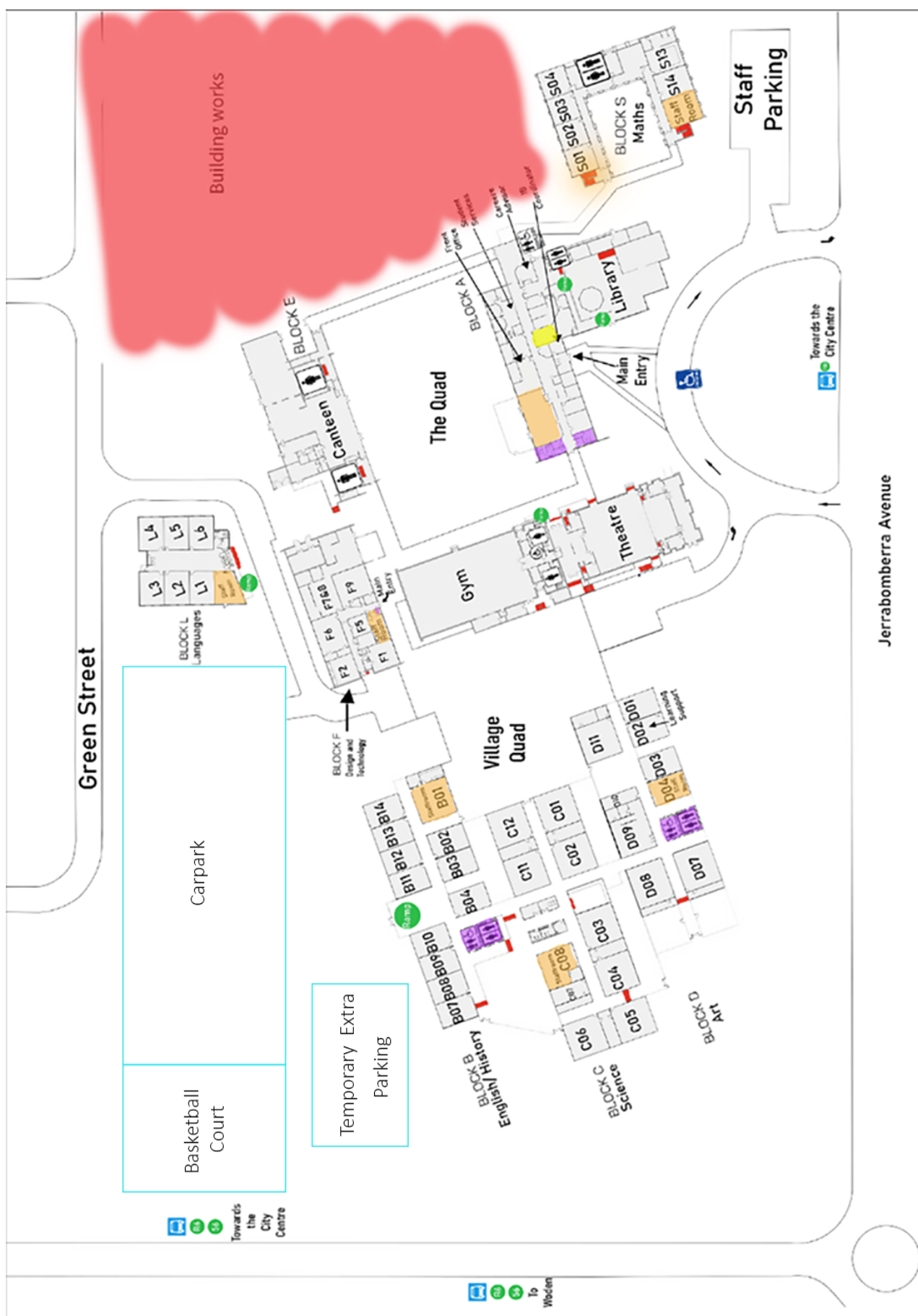
Our improvement priority:

Increase student understanding of and connection to the learning process.

Students will:

- Develop and value the skills of effective learners
- Be met at their point of need and challenged in their learning progress
- Be supported by a collaborative and connected college community
- Have a voice and agency in their college learning experience

NARRABUNDAH COLLEGE MAP



TIMETABLE

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

NARRABUNDAH TIMETABLE						
	Monday		Tuesday	Wednesday	Thursday	Friday
9:00am - 9:55am	5	9:00am-10:00am	6	7	1	4
9:55am-10:50am	2	10:00am-11:00am	4	1	5	3
Recess	10:50 - 11:10					
11:10am-12:05pm	7	RECESS 11:00am - 11:15am				RECESS 11am - 11:20am
12:05pm-12:30pm	N Group	11:15am-12:15pm	5	3	6	6 11:20 - 12:15
12:30pm - 1:25pm	3	12:15pm - 1:15pm	7	2	2	1
Lunch 1:25pm- 2:10pm		LUNCH 1:15pm - 2:00pm				
2:10pm - 3:05pm	1	2:00pm - 3:00pm	2	4	8	5
3:05pm - 4pm	4	3:00pm - 4:00pm	3	6	8	7

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.



KEY STAFF

Leadership Team

Principal
Deputy Principal (Assessment & Students)
Deputy Principal (Curriculum & Staffing)
Business Manager

Megan Altenburg
Jenny Budd
Tom Kobal
Jenny Street

Faculty Heads

English
Humanities, IT & Social Services
International Baccalaureate
Languages
Mathematics
Science
Student Services
Visual & Performing Arts

Andrew Livermore
Archana Aggarwal
Julie Bauer
Miyuki Shino
Nicole Burg
Stefan Radajewski
Assunta Corrado-Nitz
Marian Budos

Student Advisers

Students A-C
Students D-J
Students K-L
Students M-R
Students S-Z

Shannon Beck
Harpreet Kaur
Assunta Corrado-Nitz
Dea Walker
Kylie Hughes

Transition & Careers Officer
Psychologist Mon-Thurs

Glenda Nimmo
Cassandra Richards



FRONT OFFICE

The front office operates between 8:30am—4pm.

We welcome all students and any questions that you may have. If you need help and aren't sure where to go, have a school form and aren't sure what to do with it, not feeling well, need to see a teacher but not sure where to go, or having trouble finding a class, come and see us in the front office. We are always available and happy to assist you or direct you to where you need to go.

Some of the main services we provide are:

First Aid: We have a private first aid room and several first aid officers available, please come and see us should you require any first aid assistance. We also have a general stock of Band-Aids, ice packs and feminine hygiene products.

Payments: Can be done at the front office for excursions, contributions, selected school supplies such as calculators and visual diaries, replacement ID cards, print credit, lost library books etc

Lost Property: Have you lost something? Come and check if it has been handed in, or leave your details with us in case it does.

Enrolment Information: If you have changed your information i.e. address, phone number, email etc, updates can be made at the front office.



CANTEEN

The Canteen operates between 9:00am - 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, the canteen committee or the Student Governance Group.
- Please give the canteen staff your feedback – we thrive to improve.
- A detailed menu and price list is displayed in the canteen area.
- Happy to discuss food intolerance and open to suggestions.



STUDENT SERVICES

- Worried about your subjects?
- Confused about your majors and minors?
 - Having personal problems?
- Wondering what to do when you leave?
- Wanting to discuss universities or careers?
 - Confused? Lost? Anxious?

If the answer to any of these questions is "YES", then see a Student Adviser. You can see them during a free line. No appointment necessary.

If your adviser needs to see you, they will email you or contact you on your mobile phone, so please make sure the college has the correct number.

The Student Advisors are located in A block, in the Student Services area, where you can also find the psychologist and the Transition and Careers Officer. Their role includes academic and career advice, work experience, attendance monitoring and personal support/counselling.

Transition and Careers Officer

The Transition and Careers Officer will support students with transition from high school to college. During the years at college, through career discussions and various programs, students will be supported to determine their post-college options.

N Groups

N Groups will meet weekly.

In N Groups you will take part in activities to support study skills, time management and self-care so that you know how to access the resources available to maximise your time at college.

School Psychologist

The School Psychologist is available to assist students or their parents with any issue that may impact on the students learning and their ability to achieve their potential.

Issues may include health problems, family or relationship conflicts, and motivational difficulties. Appointments can be made using the QR code on the psychologist's door or by telephoning the school.

Students Aboriginal and Torres Strait Islander Contact Officer

There is one indigenous contact officer who is available to students.

USEFUL HEALTH PHONE NUMBERS

Emergency **000** or Mobile **112**

Crisis Support		
Poisons Information Line	131 126	
Mental Health Crisis	1800 629 354	www.health.act.gov.au
Domestic Violence Crisis	6280 0900	https://dvcs.org.au/
Canberra Rape Crisis	6427 2525	https://crrc.org.au/
Kids Help Line	1800 55 1800	www.kidshelpline.com.au
Lifeline Australia	13 11 14	www.lifeline.org.au

Mental Health		
Headspace	North 6113 5700	www.headspace.org.au/
	South 6298 2920	
E headspace	1800 650 890	www.headspace.org.au/eheadspace/
Suicide Call Back Service	1300 659 467	https://www.suicidecallbackservice.org.au/
CAMHS	North 5124 1407	
	South 5124 3133	
Menslink	6287 2226	https://menslink.org.au/
SAMSN - Survivors & Mates Support Network	1800 472 676	www.samsn.org.au
Beyond Blue	1300 224 636	www.beyondblue.org.au

Health		
Junction Youth Service	6232 2423	
Canberra Sexual Health Centre	5124 2184	
Health Direct	1800 022 222	www.healthdirect.gov.au
SHFPACT (Sexual Health)	6247 3077	www.shfpact.org.au
Winnunga Nimmityjah Aboriginal Services	6284 6222	www.winnunga.org.au

Drugs and Alcohol		
Directions ACT	6132 4800	www.directionshealth.com
ACT Alcohol and Drug Services	6207 9977	
Alcohol and Drug Foundation	1800 250 015	www.adf.org.au
Ted Noffs	6123 2400	https://noffs.org.au/

LGBTIQA+		
Q Life	1800 184 527	https://qlife.org.au/
Equal Ground	5109 9750	
A Gender Agenda	6162 1924	https://genderrights.org.au/

Youth Services		
One Link (Housing)	1800 176 468	https://www.onelink.org.au/
Legal Aid ACT	6243 3411	www.legalaidact.org.au
Centrelink (Youth/Student)	132 490 or	
	132 307	www.servicesaustralia.gov.au
Family Relationship Centre	1300 364 277	www.relationships.org.au



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 sometime during the first four weeks of the first session to discuss their courses. Additionally, you may like to speak with the Transitions and Careers Officer in Student Services regarding possible future career options. It is important to check that you have chosen the most appropriate subjects to fit with your future career plans. The college also has its own careers website where you will find a range of helpful information. Please visit:

www.narrabundahcollegecareers.com

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 (e.g. because of serious illness). Enrolment is processed using software that gives the best match between student choices, unit and teacher availability.

Changing and Withdrawing from Units

Class changes are to be done in **Student Services**. 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, e.g. 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.

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.

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

Australian School Based Apprenticeships (ASBA)

An ASBA allows you to combine your college studies with an apprenticeship. Through a combination of paid work and training, students may achieve nationally recognized qualifications at Certificate II or Certificate III levels, in specific industry areas.

Please discuss your interest in undertaking an Australian School Based Apprenticeship (ASBA) with the college's Transition and Careers Officer.

Scholarships and Tertiary Information

See Student Advisers or the Transition and Careers Officer 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
- **Interact Club**
- **Green Team (Environment group)**
- **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



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.

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 Session 3 and more than 6 unexplained absences in Session 2.

Procedures - when absent

- 1 Absences: Rolls are marked each lesson. BSSS requires a minimum of 90% attendance for each class. Absence notifications are sent every afternoon to parents /carers via SMS and Parent Portal. Parents/Carers should reply via text within 15hours, via Parent Portal or send emails to this address: absences@narrabundahc.act.edu.au
- 2 For absences of one lesson or up to three days an SMS response or a doctor's certificate (or similar documentation) is required. For absences of four days or longer, a doctor's certificate (or similar documentation) is necessary.
- 3 On every document, ensure that your full name, year, ID number and date/week of absence/s are given.
- 4 If you are absent for any assessment item a medical certificate (or similar documentation) is required.
- 5 Find out from your teacher what work you may have missed or keep up with your google classroom page – it is your responsibility to catch up.

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%). A copy of your attendance record will need to be confirmed by a parent/guardian if more than 3 unexplained absences occur in Session 1 and Session 3 and more than 6 unexplained absences occur in Session 2. This is to meet BSSS requirements.

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 resulting in lower grades.

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.

GENERAL INFORMATION

First Aid

If you need first aid, report to reception. If you have had an accident a staff member may need to fill in a Student Accident/Injury Report

Dangers from Sharps in School Grounds

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 other hazardous waste.

Access Canberra recommends 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 132 281

The Sharps Hotline (132 281) is a free 24-hour emergency service that will respond immediately.

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.

Student 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.

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 the 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 Building Services Officer will clear out and clean all lockers over the Christmas break.

Sport

See the schedule of sports offered in A Block outside library foyer and outside the Gym. Students must join the google classroom Sport page for more information. Announcements will be made 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 program runs offline 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. 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 program aims to foster wilderness appreciation and respect for conservation issues.

Student Noticeboard

The student noticeboard is located in the A Block Foyer adjacent to the Library. Students and staff may place notes or messages on the noticeboard.



DRUGS AND ALCOHOL

The College aims to protect 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 and alcohol 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:

- smoking or vaping is undertaken on college grounds.
- tobacco is used on college grounds.
- alcohol is used by students or by others.
- it is reasonable to believe that behaviour is adversely affected by drugs or alcohol.
- 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 trafficking 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 or alcohol.

If a student is found in possession of quantities of illicit drugs believed to be beyond that for individual use, the student 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 are applied.

Resource Agencies and Support Services

Please refer to the Narrabundah Ask Me Card for up-to-date contact details. Available from Student Services.

BEHAVIOUR EXPECTATIONS

The college is a safe and respectful place for all. As it is considered that college students are sufficiently mature to act appropriately, the number of general rules is minimal:

- **MOBILES, PERSONAL ELECTRONIC DEVICES OR SIMILAR:** Must be turned off during class time and assemblies unless being specifically used for classwork. Students are encouraged to have mobile phones to check emails and missed messages.
- **MOBILES AND SMARTPHONES** (or other such devices) are not to be accessed during exams. Repeated breaches may include parent meetings, or other appropriate interventions such as consideration of suspension for continued non-compliance.
- **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 AND VAPING:** Government regulations prohibit SMOKING and VAPING in any of the college buildings or on college grounds.
- **DON'T LITTER AND AVOID DAMAGING SCHOOL PROPERTY:** Please help to preserve the environment. Recycling and waste bins are provided throughout the college.
- **FOOTWEAR:** is to be worn at all times in the college grounds including buildings.
- **CLOTHING:** Must be inoffensive and appropriate for a school setting.
- **NO BALL GAMES:** in the Quad, canteen or near windows.
- **CARS AND CAR PARK:** Students are not permitted to sit in cars or hang around cars in the student car park. This is to keep students safe.

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, drives or networks without permission from 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.
- using 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 email/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.

Digital Backpack – GSFE (G Suite for Education)

Most ACT Government schools and colleges use GSFE (Google - G Suite 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. GSFE 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 GSFE.



World Wide Web Filter

The department uses Content Keeper to provide web filtering for ACT Government Schools. Content Keeper 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.

Monitoring

Each user has an individual username and password which identifies them on the GSFE 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 Content Keeper. 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

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

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.

Student Internet Access

The college has extensive computing resources and Wi-Fi access. The library can assist with forgotten passwords.

CONTRIBUTIONS

Payment of Financial Contribution

As part of the budget process the College Board sets a figure for a parent contribution to cover the cost of purchasing textbooks and other resources required to support the high-quality educational program we offer. The cooperation of parents in making this financial contribution to the school has allowed the college to extend the number and variety of texts available to students, to expand the resources in the college library and to provide the general equipment and resources needed to support quality student learning. The quality of education received by students is very much improved as a result of these contributions.

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.

General Contribution

The general contribution is \$200 per year.

Resources Contribution

On enrolment, students are asked to pay a resources contribution of \$100 which covers the following:

- ID card with digital photograph
- Year 12 Yearbook
- Textbook hire
- Printing allowance

Any difficulties caused by this requirement should be discussed with the Principal.

Printing Allowance

Year 11 students are allocated with \$10 printing credit from the Resources Contribution at the beginning of the year. Additional credit can be purchased at the College Reception between 8:30am and 4:30pm.

Tax Deductible Donations

Tax deductible donations can be made to either:

- Narrabundah College Library Trust; or
- Narrabundah College Building Trust.

These trust funds are operated by the college, and parents often increase their financial contribution by donating \$100 to each of these funds.

Payment for Consumables

Some courses at Narrabundah College require subject consumables. The consumables are invoiced at the beginning of each session. Your cooperation in this will allow the college to have all the material ready when needed by the Students.

Subject Consumables

Subject	Session 1 and 3	Session 2
Ceramics	\$60	\$120
Design	\$40	\$80
Photography	\$65	\$130
Food and Technology	\$60	\$120
Graphic Design / Architecture / Engineering	\$40	\$80
Information Technology	\$40	\$80
Media	\$30	\$60
Music	\$30	\$60
Textiles and Fashion	\$50	\$100
Visual Art	\$60	\$120
Wood Technology	\$60	\$120
Dance		\$80

These prices are correct at time of publishing - however changes may occur closer to the start of the new school year.

Payment of 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
- French Baccalauréat
- All international excursions
- Camps and excursions that are not essential to, but enrich, curriculum outcomes
- All school trips conducted during school holidays
- Academic competitions
- High level sporting competitions (e.g. 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
- Formal
- Canteen services
- Private tutoring
- Water safety and swimming programs

Payment Methods

- Our school uses SentralPay, a secure payment platform. Any invoices and requests for contributions will be emailed to you with a payment link. An automated receipt will be generated and sent to you following payment.
- Families using Parent Portal can also pay through the app or online.
- Payments can also be made at reception between 8.30am – 4pm via Visa or Mastercard or over the telephone by calling reception on 6142 3200.

ACT SENIOR SECONDARY CERTIFICATE AND THE ATAR

ACT Senior Secondary Certificate Requirements

A student will qualify for the award of an ACT Senior Secondary Certificate on completion of an educational program approved by the college as having a coherent pattern of study and which includes the equivalent of 17 standard units, including at least 4 minors from three different course areas, one being English.

Tertiary Entry Requirements

If you intend to proceed to tertiary study, that is to go on to university, you must complete a tertiary package. To form a tertiary package you must complete courses in accordance with the following requirements. One course must be English.

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 an ATAR, a maximum of a DOUBLE MAJOR can come from any course area and you cannot count any more units than a Double Major in that course area.

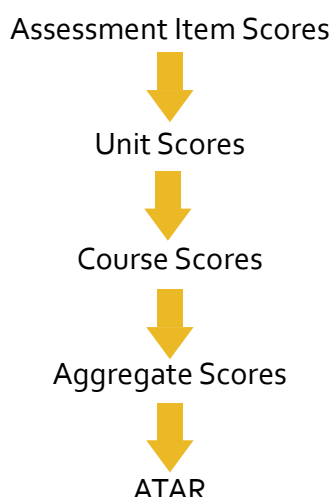
NOTE: STUDENTS ARE GUARANTEED TO FINISH THEIR COURSE AND THIS MAY ONLY BE A MINOR.

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 and meshing of assessment tasks occurs to produce a comparative rank order list.
- Standardising of RAW SCORES occurs on an open-ended scale. Standardisation uses the weighted z scores of students.
- 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?



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 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 August/ 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 essays 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 the 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 the candidate's writing ability or control of language. It is a test of their reasoning and thinking processes and the ability of the candidate 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 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 second 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?



Special Provisions

It is important to ensure that all students have equal opportunities to demonstrate their abilities on an equal basis as others.

Special provisions in the AST are granted in the context of the types of tests used for the AST and seeks to **provide equity, not advantage, and access, not to ensure the achievement of potential.**

Depending on the type of disability and the associated functional difficulties experienced by the student there are alternative assessment strategies, which can be used to ensure equal opportunity. These may include additional time to work, rest or move, scribe, reader, large print papers and the use of special equipment such as personal computers. These strategies will be centrally decided and applied.

AST special provisions are informed by the provisions given in a student's home school; however, in the interest of consistency and fairness to all students at all schools in the ACT, provisions for the AST are determined independently of decisions made at individual schools. Being afforded a particular provision by the home school is not a guarantee that the provision will be approved for the AST. Note that for all provisions, if there is no evidence of these provisions being used for in-school assessment, the application must justify why the provision is required for the AST.

Final Decision:

It is the responsibility of the Board of Senior Secondary Studies to make the final decision on the allocation of special provisions and its extent for a particular student in the AST.

Decisions on special provisions are made with as much consistency across the system as is possible and in line with those granted in other states.

Evidence required and by whom:

Part I – Student and school to indicate the impact of the condition, disorder or misadventure.

Part II – Diagnosis and medical practitioner report – this must be completed following the BSSS documentation.

These documents are due by late March each year.

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 Session 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

1. Students must complete at least 70% of assessment for each class.
2. 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. You can also void if the assessment task >30% is deemed insubstantial. The Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.
3. All students in the college should regularly access their academic results via their Profiles Online. This is a password protected database where they can see the results of their assessment tasks and their unit results at the end of each session.
4. The progress of all student **practical** work must be cited by the classroom teacher during class time.

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 student services, 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.

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 of files, etc. are NOT acceptable excuses for lost or late work.

It is the responsibility of the student to submit work to their teacher as instructed in assessment sheets. After this time, late penalties will be applied.



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 3 or more in a short session and 6 or more in a long session) and/or you fail to submit assessment >30% and/or your assessment task is deemed insubstantial.

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 than 30%, without an adequate reason, or your assessment is deemed insubstantial and >30%, 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 phones, personal electronic devices (including smart watches), electronic dictionaries or similar devices must not be taken into any test or assessment situation.

Results

For individual assessment items, unit scores and course scores are all available to students via 'profiles online'. This is a 'live' site from the BSSS.

Procedure for late sittings of assessment tasks – Information for students

It is important that students complete all assessment tasks to demonstrate their learning in a unit of work.

If you miss a scheduled assessment task (e.g. a test, or an in-class task) with a valid reason, then you are expected to sit the task as soon as possible on your return to college.

As you are sitting the task at a different time to other students, the integrity of the task may have been compromised giving you an advantage. It is also possible that you may have been disadvantaged, due to being sick. For these reasons, the results of the late sitting will be used as a guide for determining your mark for the task.

On most occasions students keep the mark they are awarded on a late sitting. However, we reserve the right to estimate your result if it is significantly different (either higher or lower) than previous results.

Responsibilities of students:

- Inform your teacher and student adviser as soon as possible if you are away for a scheduled task.
- Send evidence (e.g. doctor's certificate) to your adviser.
- Contact your teacher or the head of faculty to negotiate the date and time of your late sitting. Your student adviser can help you with this if needed.

Status grade for illness or misadventure

Students may be awarded a grade of Status (S) if they are unable to complete sufficient assessment in a unit because of illness or misadventure. This option may only be used if a student has satisfied the learning goals of the unit but has not been able to complete 50% of assessment by weight in the unit. An S grade cannot be given for any other reason. (BSSS Policy and Procedures 2024, 4.3.6.5)

A minor course must include a minimum of 1 standard unit for which an A-E grade and score is given.

A major course must include a minimum of 2 standard units with an A-E score and grade.

A major/minor course must include a minimum of 3 standard units with an A-E score and grade.

A double major course must include a minimum of 4 standard units with an A-E score and grade.

Unit Outlines and Assessment Procedures

Within the first two weeks of each session you can access your unit outlines through your ACS profile. Information on Unit outlines 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 Student 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.

Students can be expected to sit up to three tests in any one day.

STUDENT REVIEW / APPEAL AGAINST ASSESSMENT

The policy of the college is that the review/appeals process should be as open and non-threatening as possible. If we make a mistake, we want to correct it. Students are encouraged to follow the procedures outlined below if they believe that an assessment mark or unit score is wrong, or if they feel that they have been disadvantaged in some way by circumstances beyond their control. They may also seek a review/appeal against instances where penalties have been imposed on them for improper practices in tests or in submitting assignments.

Students should review/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 each session. For session 3 in Year 12 the appeal date is set by the BSSS and shown on the college student calendar.

Students have the right to question and give reasons for their appeal, but the panel will assess all information provided and decide the outcome.

Students should note the steps listed below:

Stage 1: Review of Marks, Grades, Scores

1. Discuss the matter with the class teacher and, if necessary, a student adviser.
2. If the matter is unresolved, then discuss the matter with the head of the appropriate department, who will consider the evidence from the student and the teacher concerned and then make a decision about a review. This may involve a teacher at the college or a different college that is NOT involved in the process to moderate the work. Feedback should be given to the student within 5 days. (For year 12 end of session 3, it is one day).
3. There are two possible outcomes for a review against marks, grades or scores: a higher mark, grade or score; no change.

Stage 2: Formal Appeal

4. If the student is not satisfied with the decision of the head of the department, then a formal appeal should be lodged within five days from receiving your review outcome.
5. Evidence to support the appeal may be included at the time of lodging the appeal or submitted at a later date.
6. The appeal panel should consist of the Principal (or delegate), a member of the teaching staff and an experienced member of the teaching profession from outside the college nominated by the Board of Senior Secondary Studies.
7. Students may be accompanied by a friend. Students making an appeal will be allowed either to present their own case or have their case presented by a friend. The friend may be another student, a parent or some other person.



8. An important aspect of natural justice is the opportunity for both the student and the teacher, or head of the department, to correct or contradict evidence submitted to the Appeal panel. Each has the right to make a statement to the Appeal Panel, be subjected to questioning from the panel, but not subject to cross examination from each other. The teacher or head of department and the student, or his/her friend, may seek clarification of issues from each other through the panel chair.
9. Students and others involved in an appeal should understand that there are three possible outcomes for an appeal against marks, grades or scores: a higher mark, grade or score; no change; a lower mark, grade or score.
10. Students and others involved in an appeal should understand that there are four possible outcomes for an appeal against a penalty imposed for a breach of discipline in relation to assessment: withdrawal of the penalty; a reduction in the penalty; no change; an increased penalty.
11. The panel's decision will be reported to the student and the BSSS.
12. Students who do not accept the panel's decision and wish to take the matter further are advised that appeals to the BSSS should be lodged within five days from receiving your appeal outcome. (For Year 12 end of session 3, check BSSS calendar).



ESSAY PROCEDURES

Word lengths on essays

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, e.g. 800-1000 words, or an upper bound, e.g. 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 example:

- An indication of length should be given on the task
- If the word length is indicated as approximately 600 words, anything between 400-800 is acceptable.
- Over 800 is regarded as excessive and attracts a penalty.
- A 400 word essay would have to be particularly strong to attract good marks.
- Less than 200 is regarded as a non-completion.

Essay draft policy for take home assessments

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.

In the case of drafts submitted in English, History, Theory of Knowledge & Politics feedback will be given in interviews in the week leading up to the task. Students will make appointments for this purpose during class time or in times allocated outside of teaching time by their classroom teacher.



Purpose of the draft

The purpose of submitting a draft is:

- To ensure students are addressing the requirements of the task, and
- To receive suggestions as to how to improve their response.

Submission procedures

- 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.
- The draft should be shared with your teacher in the week before the due date of the assessment task.
- Depending on the faculty, a draft may range from a plan that includes introductory paragraph and dot points of the body paragraphs (Y12) to a fully written assessment (Y11).

Students are expected to:

- Invest considerable time and thought into the drafting process before it is shared for feedback purposes.
- 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, e.g. 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 or share 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.

BSSS ACADEMIC INTEGRITY POLICY

Purpose of an Academic Integrity/Plagiarism Policy

The purpose of an academic integrity/plagiarism policy is:

- To know the satisfaction of producing your own work
- To take full advantage of learning process
- To acknowledge the work of others
- To understand ethical and legal rights and responsibilities as authors and creators
- To be aware of how to use information respectfully across all subject areas.

Plagiarism – from the BSSS Policy and Procedures Manual 4.3.12

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

Examples of Academic Integrity

To write with academic integrity, students will:

- Acknowledge the work and ideas of others, including AI, within their presentations and writing across all areas of the curriculum
- Appropriately format reference lists or bibliographies
- Demonstrate critical thinking, synthesis, have paraphrased information, and have written the work themselves.

Examples of plagiarism could include, but are not limited to¹:

- Submitting all or part of another person's work or source text with or without that person's or source's knowledge
- Using AI generative software to substantially research, plan, structure and/or create the text/image/artwork
- Submitting all or part of a paper from a source text without proper acknowledgement
- Copying part of another person's work from a source text, supplying proper acknowledgement, but leaving out quotation marks or not using italics
- Submitting materials that paraphrase or summarise another person's work or ideas without appropriate acknowledgement
- Submitting a digital image, sound, design, artwork, artefact, product, photograph, or animation, altered or unaltered, without proper acknowledgement.

Principles behind the imposition of penalties:

- Any work that is found to be plagiarised will incur a penalty ranging from a written reprimand and warning, through to the cancellation of all assessment results for Years 11 and 12
- Students who unintentionally plagiarise must be given appropriate counselling and guidance so that they do not repeat the offence
- The impact on unit scores of the penalties imposed for serious and repeated instances of plagiarism will be managed in accordance with the Board of Senior Secondary Studies policies.

Note that in the tertiary sector, plagiarism is immediately treated as a breach of the code of conduct and may lead to loss of units and/or expulsion.

Validation Tasks

Why do teachers want students to do validation tasks?

Assessments are used to ascertain what learning you have acquired, and how you can use the skills and knowledge you have studied in your courses. When a teacher gives you a score and grade, they are certifying that you have those skills, and that knowledge. This means that the teacher needs to be certain that this is, indeed, the case. This is why a teacher may seek to validate your work; a big part of their job is being able to certify your results with confidence.

What might a validation task be like?

Validation takes many forms. Some sample tasks or practices include, but are not limited to:

- The use of a controlled digital document with a 'playback' or tracking function (note that we do not specify specific software, as this can change depending on school or system).
- Requirement to submit notes or other documentation supporting an assessment submission.
- The use of intermediate tasks or submitted drafts.
- Validation testing/interview/viva voce.
- Submission of supporting evidence (e.g., photographs, videos) that shows your process.
- A test or other task under exam conditions that tests your ability to replicate the kinds of skills and knowledge shown in your unsupervised task.

Information that your school will give you in their assessment policies, or that your teacher will give you on the assessment sheet:

- Information that explains that a validation procedure may (or will) be used with this assessment task.
- If a validation procedure "may be used", this information will include what would trigger the use of a validation task – e.g., similarities to the work of others; dissimilarities to your previous work, flagging on a detection program.
- A description of what that validation procedure is, and what you need to do to fulfil this requirement.
- A description of what will happen if the validation result and the original result do not align.

Can I say no to a validation task?

Not without penalty. Teachers must have a way to assure that student work submitted is actually the student's work.

The penalty for refusing to undertake a validation task will be a penalty in line with usual academic integrity penalties, because refusing a validation task is refusing to comply with the academic integrity processes that your school has put into place.

Procedures for dealing with situations involving plagiarism:

- Any suspected case of plagiarism must be investigated at the school level.
- The principles of natural justice must be applied at all stages in the process. If you are suspected of plagiarising work, you must be given a fair hearing and the opportunity to provide evidence of authorship.
- If there is evidence of plagiarism you must be interviewed by the teacher and the head of faculty and given the opportunity to explain your case before a penalty is determined.
- If plagiarism is shown to have occurred, then the teacher, in conjunction with the head of faculty, Principal or Delegate as appropriate, should determine the penalty, considering the principles and the penalty schedule listed.
- You must be advised, in writing, of the penalty and informed that you have the right to appeal the penalty under the Breach of Discipline procedures of the Board.
- Details of any case of plagiarism must be recorded and the record kept centrally at the school.

Right of Appeal

You have the right to appeal against the application and/or the outcomes of the above procedures. Refer to Board Policy on Breaches of Discipline in relation to school-based assessment and Your Rights to Appeal Leaflet.

Penalties

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

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

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

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

Counselling of students is a key component of the process. After the first incident of a breach of discipline, advice in writing to you must include a warning about the consequences of subsequent breaches.

¹Examples of plagiarism adapted from: Stephen Wilhoit, "Helping students avoid plagiarism" College Teaching Vol. 42, 1994, 161-164

This excerpt is taken from: [BSSS Student Guide: AI and Academic Integrity](#) (pub. 2023)

STUDENT SUPPORT AND STUDY ASSISTANCE

Study Hub

The Study Hub operates in the library after hours on Mondays and Wednesdays from 3.00 - 5.30pm. This is an opportunity for students to complete homework under the supervision and with the support of teachers and alumni students.

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.

Registered EALD/IPS

The Language Faculty offers EALD/IPS students Bridging (A) Course on Line 7 as an additional support for their skill development in English.

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.



BSSS LANGUAGES 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 Languages Eligibility Enrolment Form. It needs to be filled out during the first week of session 1 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. 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.

Description of who belongs in which course

BSSS definitions

Beginning	Primary or early high school as a second language, with less than 200 hours including less than 80 hours in year 9 and 10 or in an intensive language course.
Continuing	1-5 years in a school where language is language of instruction, or Year 9-10 study in language > 80 hours.
Advanced	> 5 years formal schooling where language is language of instruction.

Criteria for permission to enrol in a BSSS Language Course

All students enrolling in a BSSS Language course are required to be assessed against these criteria. All students must complete an application form.

Colleges place students in a course based on hours of experience, and not on student performance. There are three criteria against which your application for enrolment will be assessed:

- Education;
- Residency and/or time spent in-country; and
- Use of the language outside the classroom.

PATHWAY	CRITERIA FOR PERMISSION TO ENROL IN A BSSS LANGUAGE COURSE		
	EDUCATION	RESIDENCY AND/OR TIME SPENT IN-COUNTRY	USE OF THE LANGUAGE OUTSIDE THE CLASSROOM
Beginning language courses	Little or no formal education (from pre-primary) in schools where the language is a language of instruction. They may have had some instruction in primary school or early high school elective language classes. Language and cultural awareness instruction comprised less than 200 hours in total, P-10, including education in community organisations and less than a total 80 hours language classes across Years 9 or 10.	Less than one year in total of residency and time spent in a country where the language is a medium of communication.	Nil or very infrequent use of the language outside the classroom with a speaker/s of the language is permitted.
Continuing language courses	One (1) to five (5) years in total of formal education (from preprimary) in schools where the language is a language of instruction, including education in community organisations.	Between one (1) and five (5) years in total of residency and time spent in a country where the language is a medium of communication.	Use of the language outside the classroom with a speaker/s of the language is permitted.
Advanced language courses	More than five (5) years in total of formal education in schools where the language is a language of instruction, including 2 years in high school, and or education in community organisations and or intensive language courses.	More than five (5) years in total of residency and time spent in a country where the language is a medium of communication.	Sophisticated use of the language (spoken and written) outside the classroom with a speaker/s of the language.



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.

Behaviour, which contravenes these values, is unacceptable. Staff discretion will apply within the spirit of the behaviour 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.

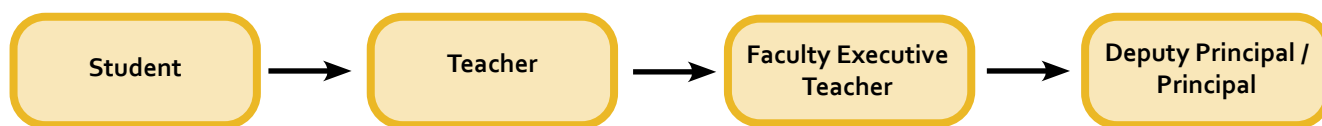
Inappropriate Behaviour around the College

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, supportive, and respectful college environment. The Deputy Principal or the Principal will take action where there is significant inappropriate behaviour. Here are some examples of action that may be taken.

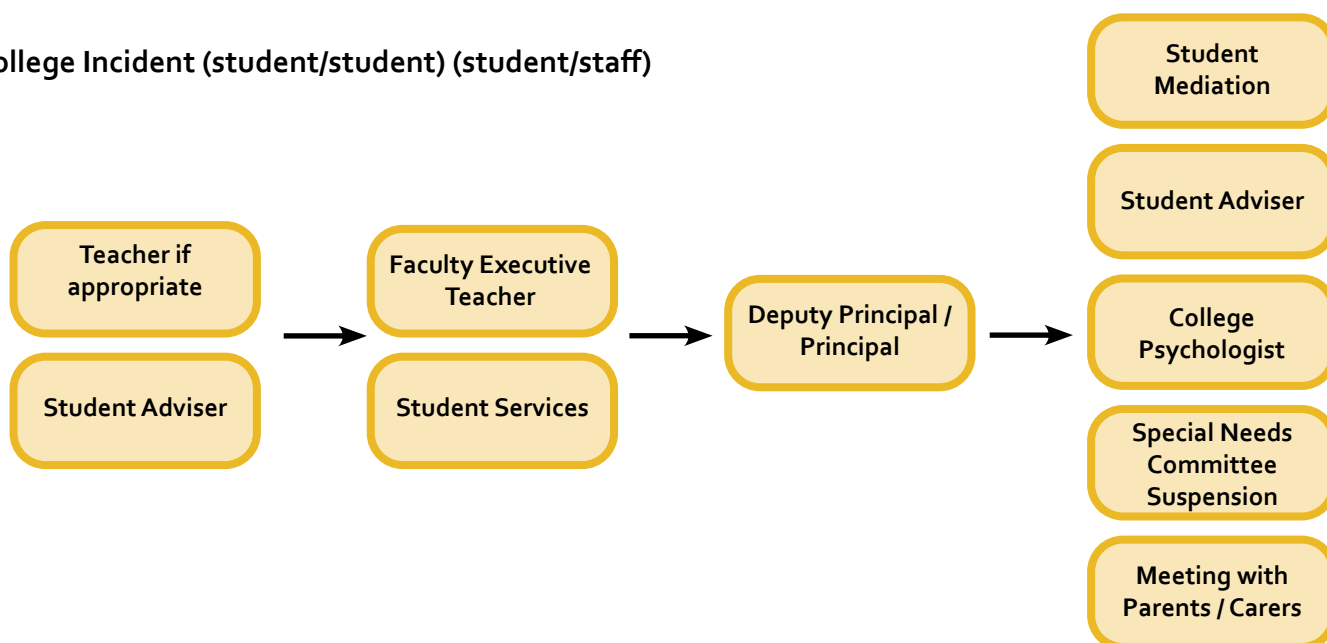
- You or your parents may be held responsible for replacement of lost or damaged property.
- You may be asked to participate in mediation.
- You may be required to undertake community service within the college.
- Action may be taken under anti-discrimination or anti-harassment legislation.
- Police 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)



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



NARRABUNDAH COLLEGE LIBRARY

Opening Hours

- The library is open Monday to Friday between 8:30am and 4:00pm.
- Study Hub runs from 3:00 – 5:30pm on Mondays and Wednesdays apart from during test weeks.

We aim to provide:

- A wide range of resources.
- Help with reference and resource enquiries.
- Help with assessment tasks – Book in with a teacher librarian at the front desk.
- 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 and other educational commitments. Staff who book these areas have priority and students using these areas will be asked to relocate.

Students- Please consider:

Mobile phones – turn them to silent.

Food and drinks – snacks and covered drinks welcome. No hot food, please.

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. If such obstructions occur, college staff may be required to move them.

What's in our Library?

Main collection – 2 week loans and unlimited books, within reason.

e-Books and audio books - 2 week loans preference given to special needs.

Reference books – encyclopaedias are not for loan; other reference books may be borrowed overnight.

Magazines - overnight loan.

Newspapers - The Canberra Times, The Australian, Sydney Morning Herald, Financial Review, The Saturday Paper.

Clickview – Can be accessed through the digital backpack.

DVDs - not for loan, view in library using your headphones

Computers – 83 machines with Microsoft Office and internet access

Printer/photocopiers

- Each student starts Year 11 with \$10 printer credit. This can be topped up at the front office prior to 2pm in lots of \$5 or \$10 when needed.
- Black & White printing is charged at approx. 4c per page.
- Colour printing is charged at approx. 9c per page.

FollowMe printer available upstairs or downstairs (log on using your seven digit ID number).

Borrowing

- You need your student ID Card. The barcode should be clear and your photo visible.
- Renewals – bring book and student ID card to Loans Desk.
- Reserve a book if it's already on loan.
- Put books and other resources into the returns slot.
- Chromebook chargers for use in library.

Textbooks (Class sets)

- Textbook borrowing occurs in class groups at the beginning of each session.
- Write your name in the textbook.
- Borrowing periods are either for the session or the year.
- Lost or damaged books need to be paid for.

Search the library using Oliver

- The college library catalogue, Oliver, is accessible from all networked computers throughout the College and all internet capable mobile devices via the backpack <https://backpack.ed.act.edu.au> - click on the Oliver icon.
- Browse the catalogue the same way you browse the internet. Type in a subject, author, title or keywords.
- Ask the library staff for help if needed.
- Oliver OPAC (for searching catalogue) also located at Helpdesk and upstairs.

Personal Devices

Students may use their personal devices using the wireless network. If you have any problems, please check with library staff. 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

The library staff email reminder notices fortnightly to your school email and after 3 months to parents. If you believe that you have returned or never borrowed an item that appears on your overdue list, it is your responsibility to resolve the discrepancy with library staff immediately.



Planning on Leaving or Taking Extended Leave?

When leaving you must...

- Return all borrowed items.
- Obtain a Leaver's Form from reception, present it to the library staff.
- Settle any printing costs that are in arrears.
- Return the completed form to reception (remember that other members of the Narrabundah staff may need to see the form).
- Make sure that your contact details are on the alumni database in the library.

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 first.

Library Google Classroom page – 4siaes4

The library Google Classroom page contains an abundance of useful information, resources and links to help make your transition to college just that bit easier!

Make sure you join this page as a matter of urgency!



STUDENT ACCESS TO THE INTERNET AND SCHOOL COMPUTER NETWORK

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

To gain internet access, all students must sign *Narrabundah College's Code of Practice for Students*. You just need to use your log on and password from high school. Students from non-government schools need to see library staff. 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 before emailing)

Use your **logon** and **password** to access all student computers networked across the school, unless directed otherwise by your teacher. Remember, always **log off** 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.

Narrabundah College provides all students with access to the ACT Education Department's Backpack. This can be accessed through Narrabundah College's home page <http://www.narrabundahc.act.edu.au>, click on the online learning tab and follow the links or go to the backpack directly <https://backpack.ed.act.edu.au>. Each student has access to five free licences to Microsoft 365. This licenced software is identical to *Microsoft Office* on the college's computer network. When installed on home and personal devices it eliminates compatibility problems when files are transferred and used between home and college.

All students may request a Chromebook if they do not already have one.

All student computers have USB ports enabling portability of computer work between home and college. When logging off your computer, please check the USB port and remember to take your USB or other portable devices with you. Lost USB drives can be reclaimed from the library's circulation desk.

Remember what you say and what you do on the internet and computers stays on the internet and computers, even after you have deleted it and closed the account. Do not put personal details of yourself or others on the internet.



THE ACT PUBLIC LIBRARY AND FULL TEXT ONLINE RESOURCES

www.library.act.gov.au

Students are encouraged to join the ACT Public Library. 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 < Catalogue ><Online Resources>. You will need your library card number and PIN number. If unknown ring 6205 9000.

Online resources include:

- Ancestry Library Edition - traces your family history
- ANZ News Stream – full text articles from many Australian newspapers
- Biography in context - A comprehensive database of biographical information on more than one million people from throughout history,
- Book and Authors - Access to a reader's advisory service which answers the question - what do I read next?
- BorrowBox - Download up to 10 eBooks and 10 eAudio books for a 2-week loan period.
- Britannica Library for Adults - Online and interactive version of Encyclopædia Britannica.
- eBooks and eAudio – Via OverDrive
- Encyclopaedias + Dictionaries (Britannica, Oxford English Dictionary)
- Family History
- Film & Music
- Gale Literature Resource Centre
 - Gale in Context – Biography
 - Gale Business Entrepreneurship
 - Gale ebooks
 - Gale General OneFile - A broad collection of news articles, magazines, books, academic journals, images, and video that support general interest research and exploration.
 - Gale in Context – Global Issues
 - Gale in Context: Opposing Viewpoints - Perspectives on major contentious social, political, and technological issues.
 - Gale in Context: Science - Contextual information on hundreds of today's most significant science topics and showcase scientific disciplines that relate to real world issues.
 - Gale Interactive Science
 - Gale in Context: World History - An overview of world history covering the most studied events, cultures, civilizations, religions, people, and more.
 - Gale OneFile gardening & Horticulture.
 - Gale OneFile: World History – Provides access to scholarly journals and magazines.
 - Gale Onefile Home improvements Gale OneFile: Physical Therapy and Sports Medicine - Provides access to academic journals and magazines covering the fields of physical therapy, physical fitness, and sports medicine. The database offers a wide spectrum of information, including proven treatment techniques, experimental research, and more.
 - Gale onefile: Vocations, Careers.
- Health and Wellness Resources
- National Geographic virtual library.
- News and Newspaper – Instant access to 6000+ newspapers from 100 countries in 60 languages.

- Naxos Music Library (Film and Music) - Online classical music library of streaming music. Includes standard and rare recordings, album notes, reference and tuition material and the ability to create personal playlists.
- Oxford English Dictionary - Online version of the Oxford English Dictionary. Find word spellings, definitions, pronunciation and examples of use.
- Oxford Research Encyclopedias - Digital encyclopedias that expand research on foundational topics, all written, peer-reviewed and continuously updated by leading scholars.
- Quarterly Essay - Established in 2001, Quarterly Essay presents the widest range of political, intellectual and cultural opinion, and aims to foster debate. It offers a forum for original longform investigations, profiles and arguments. Each issue contains a single long-form essay, followed by correspondence on previous essays.

The National Library of Australia

www.nla.gov.au

Students are also encouraged to join the National Library. Membership is free and you can join at the library or online. The library catalogue and e-Resources can be searched online. Databases include Arts and Humanities, Law, Politics, Science, Technology and many others. Many of these can be accessed offsite while for others you will need to be in the library.

WEBSITES

Narrabundah College Website

www.narrabundahc.act.edu.au

<Our College> <Library> - Links to journals, foreign newspapers, resources for Psychology, Sociology and CiteMaker (online referencing generator).

Aussie educator

<https://aussieeducator.org.au/>

Helpful links with study tips and resources.

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.

HELP WITH ASSESSMENT TASKS

Research Assignments

The key points of assignment work requiring research are encapsulated in the Information Literacy framework or Information Process. These are Define, Locate, Select, Organise, Present and Assess.

Define – What do I want to find out?

- Identify & define key terms, establish what is already known re topic.
- Establish useful search terms- synonyms, subject terms.
- Seek clarification from a teacher or teacher librarian.
- Devise appropriate questions to ask.
- Use concept mapping or mind mapping activities.

Locate – Where can I find the information I need?

- Identify the range of potential resources including reference books, textbooks, websites, journals, audio visual resources, extracts and the National Library.
- Consider interviews, field trips, physical research options.

Select – What information do I need to use?

- Select information from a variety of sources.
- Evaluate sources.
- Detect opinion, bias, balance, reliability, authenticity and appropriateness.
- Consider .gov, .edu, .org and other clues to website characteristics.
- Record information by making brief notes.
- Keep a record of sources for citations and bibliographies via CiteMaker.

Organise – How can I best use this information?

- Critically analyse your information – have you answered the research question?
- Have you provided sufficient evidence from several sources?
- Have you considered all aspects of the topic?
- Consider how to best combine information from various sources.
- Have you used relevant citations to support your view?

Present – How can I present this information?

- Consider the guidelines your teacher has outlined in how the work should be presented e.g. coversheet details, spacing and layout of word document if applicable.
- All assessment tasks must be uploaded to Turnitin and the ensuring originality report attached to the assessment task before submitting.

REFERENCING YOUR WORK AND BIBLIOGRAPHIES

When we complete assessment tasks and other formal written works, we often use the ideas and opinions of others to support our arguments or discussions. These may come from books, journal articles, websites, interviews etc.

CiteMaker

CiteMaker is an online reference generator custom designed to meet the needs of Narrabundah College students. The college has subscribed to this tool so that there is consistency in how students cite their sources across all curriculum areas. All students are expected to use this tool. Teachers will advise which style of referencing is required in their faculty. CiteMaker supports Harvard, APA and Oxford (footnotes). Information about registering and using CiteMaker can be found on the Library Google page – [4saies4](#).

Referencing is a consistent method which tells the reader where ideas from **other sources** have come from. There are many reasons why it is important to reference sources correctly:

- It enables other researchers/your teachers to locate your sources.
- It properly credits the originators of ideas, theories, and research finding.
- It demonstrates the depth and breadth of your research and reading.

What needs to be referenced?

Whenever you use words, facts, ideas, theories, or interpretations from other sources, those sources must be referenced. Referencing is needed when:

- You have copied words from a book, article, or other source exactly (quotation).
- You have used an idea or fact from an outside source, even if you haven't used their exact wording (paraphrasing and summarising).
- You have used a generative AI product like ChatGPT to assist you to create part of your assignment. It could be to generate a question, a plan, an idea, or information.

The only exception to this is when the information is common knowledge, which is something that anyone is likely to know. If you are uncertain whether to reference something or not, it is better to reference it.

Citations and Reference

There are two elements used in referencing:

1. A citation in the text of the assignment (also known as in-text citations)
2. An entry in a reference list or bibliography at the end of the assignment

Citations

In-text citations occurs in the body of the text to identify the author/publication year for the sources you have used. For example:

When testing the usability of a website, it is necessary to gather demographic information about the users (Lazar, 2006)

In this example, (Lazar 2006) tells the reader that this information has come from a source written by Lazar, which was published in 2006. Full information about this source will be found in the reference list or bibliography.



Citations – direct, word for word, verbatim

If you want to include a direct, word for word quote you need to use inverted commas or speech marks. Direct quotes under 25 words are included in the body of your essay enclosed in single inverted commas followed by your in-text citation.

For Example

Fashion often reflects cultural and historical factors. In recent years this has become more apparent. As Jennifer Craik notes 'at best, an Australian sense of style is regarded as anything that is practical, informal and casual' (Craik 2010, p.158).

If a direct quote is 25 words or more, it is called a block quote. For block quotes, omit the quotation marks, start the quote as a new paragraph on a new line and indent the whole quote 1 cm from the lefthand margin of the page.

Introduce the quote with a colon. As a rule, block quotes should be used sparingly in your essay. As for a short quote, your in-text citation is added immediately after the quote.

Example of block quote

The Australian cultural renaissance of the post-war era is well documented, but it is debatable whether the concept of an Australian fashion identity has permeated beyond our shores:

The idea of "fashion" as being a characteristic of Australia culture is frequently regarded as a non sequitur. Fashion is seen as belonging to far-flung cosmopolitan sites elsewhere while Australian is a far-flung site cut off from the trappings of civilization. Equally, Australian has long been regarded as being cut off from the "finer things" of civility, fashion, and good taste. At best, an Australian sense of style is regarded as anything that is practical, informal, and casual – T-shirts, practical footwear, moleskin trousers, and widebrim hats; as an outfit thrown together without much thought (Craik 2010, p.158).

Footnotes

Some referencing style such as Oxford **include footnotes instead of in-text citations**. Footnotes occur at the bottom of the page using numeric system to identify the source.

For Example:

When testing the usability of a website, it is necessary to gather demographic information about the users¹. Many website developers such as Gwen Freeman explain that this is crucial step in gaining popularity.

1. P. Lazar, Evaluating websites, (Perth: Penguin, 2006), 22

Bibliography/Reference List

A **Reference list** contains all the sources you have cited in your assessment task. Bibliographies are the same as reference lists except that in a bibliography you can include resources that you may have used to inform yourself about a topic but have not directly referred to the resource in your task.

A bibliography /reference list contains the following features:

- It is alphabetised according to the surname of the authors.
- Each entry in the reference list contains detailed information about one source.
- This usually include the author's name, the year of publication, the title of the source, and source location details.
- The reference list/bibliography should appear on a separate page at the end of your essay/assessment task.

Turnitin

All students are required to submit their assessment items through Turnitin – an online plagiarism checking site. Students should save copies of their Turnitin originality report (hard or electronic) to forward to teachers when requested. Detailed information on registering and using Turnitin can be found on the library google page [4saies4](#).

Draft Coach

As part of the subscription to Turnitin, the school has an add on called Draft Coach, this enables students to submit their work to Draft Coach and it highlights grammar errors and provides detailed explanations on how to edit. Draft Coach helps students identify any missing references and citations. Details on how to use can be found on the library google page [4saies4](#).

ORAL PRESENTATIONS

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, and 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. Audio-visual 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. Videos and video clips can also enhance your presentation, as can handouts.
- **Developing your talk — remember to plan:**
 - an introduction that states the topic, defines the terms, explains the scope.
 - so that it includes the main resources you used to find information.
 - a body that develops the topic, gives information point-by-point.
 - a sequence that is logical, gives suitable quotations to support your arguments.
 - the inclusion of audio-visual aids.
 - has 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.
 - practise stance.
 - do you know how to operate the audio-visual equipment?
 - if using a data projector/laptop etc – please set up early.

2. Speak 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 avoid fiddling with hair, pencils or paper. Establish eye contact with people. Do not just address the teacher, address the audience.
- Make sure that you do not turn away from your audience when you are using audio-visual aids.



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.

Study Hub

Presentations on assessment items (essays, oral presentations, creative responses) will occur at Study Hub (Monday and Wednesday afternoons from 3pm to 5:30pm). These will be advertised well ahead of due dates.

EALD Students

All Students in EALD 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, the inadvertent use of double words, accurate quotations and footnoting.
- **Footnotes and bibliographies** (see p.54-55)
- **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.
- Complete a declaration of original work
- 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; finally the finished product should be a lucid development of **your own point of view**.



RESEARCH ESSAYS

Politics, Philosophy, Legal Studies, and Geography are assessed on the basis of clearly stated criteria. These are:

- Knowledge and Understanding (your grasp of the content).
- Skills (research, written communication, and analysis).

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, i.e. 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. Teachers will expect that you observe the given word limits.
- **Referencing:** See guidelines provided in classes



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, websites 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 the Internet with spoken language on it, stop and repeat sentences heard.
- Record yourself and listen to the result.
- Talk to yourself while doing routine activities.
- Listen to songs in the target language and sing along. The lyrics are often available on the Internet.
- 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. When practising, pay attention to stroke order in scripted language.
- Learn vocabulary using the script, and the Romanised form if necessary. Make time to practise every day. Constant practice is the path to success.

HUMANITIES AND INFORMATION TECHNOLOGY

Assessments

Humanities and Information Technology examines the qualities of being human. At Narrabundah College, this encapsulates Accounting, Business, Economics, Information Technology, Psychology and Sociology. Each of these disciplines examines how humans collectively create knowledge and communicate our wants and needs to ourselves, and others.

Assessment for IT includes analysing technology concepts and principles and explaining the properties of materials, data or systems to address a need, problem or challenge. Thinking critically, drawing on data and information to solve complex problems and analysing opportunities for application of technology is a major component of IT assessments.

A fundamental purpose of communication is to share what someone knows. In the Humanities most assessments will be a written communication although, oral and creative presentations are also opportunities to convey knowledge.

Writing in the Humanities should be clear. Assessments need to be written in plain English and aim to communicate what is known to a reader. Writing needs to follow the rules of English. Correct spelling, punctuation and grammar are expected in writing tasks. Each discipline in Humanities will have a preferred structure of how to best communicate what has been discovered.

Assessments normally have word limits that must be adhered to. The use of discipline specific terminology will help your writing become more specific and concise. This will allow you to communicate more complex ideas with a smaller word count. This will encourage the development of a sophisticated, clear, focused writing style.

Your teacher will give you direct instructions on your assessment items. This may take place on Google Classroom, as a lesson, as a series of lessons, or as a written brief. It is essential that your teachers' instructions are followed.

Gaining knowledge in the Humanities requires research. This can come from journal articles, newspaper articles, specialist books, discipline-specific magazines, and quarterly publications. Publications such as these can be accessed through internet servers but many other types of publications such as blogs, Wikipedia and other popular sites are not discipline specific enough to be of use in assignments. Similar to class resources, these are to be used as background prior to starting academic research.

Humanities graduates have a range of successful future careers possibilities including in fields such as journalism, communications, public relations, public service, economics, criminology, international business, accountancy, management consultancy, psychology, academic research, investment banking, social work, and others. Studying Humanities develops critical thinking skills needed for the modern work force.



How to Succeed in Maths at College

Like learning to speak a language, learning to play an instrument or developing sporting skills, improving your mathematical understanding requires regular practice and a good routine.

Here are our top tips for achieving success in Maths at college:

1. Pay attention in class. Make sure you are taking notes and asking questions of your teacher during the lesson. The students who ask the most questions, tend to learn the fastest with fewer errors.
2. If you are sick and miss a class, make sure you talk to your teacher about what you missed. Your teachers are always happy to help you catch up. You can even make a time to see them outside class if you need extra help.
3. Read your textbook. There are always extra examples in there that you can work through and alternative explanations that can help develop your understanding. If you access external resources, it is best to check with your teacher whether they're appropriate.
4. Complete regular practice. You should always complete the exercise work your teacher sets you, but it also helps to review what you've learned every week. Maths skills build on each other, so looking back at what you did in Week 1, can help you better understand what you are doing in Week 6 and how all the ideas link together. Twenty minutes revision once a week can really take the pressure off when you are revising for an assessment task!
5. Ask your teacher questions. We love to be asked! When doing homework, take note of anything you need to check with your teacher next lesson. If you've got lots to ask, please visit us in the Maths Staffroom on a free line, we're always happy to help. You can also attend Study Hub to get help from former students.
6. Choose the right course. When learning something new, you should always feel like you are at the edge of your understanding, but that you will be able to get there with support and practice. If you feel like you will never understand a concept, then you are in the wrong course. Moving to the right course will help you improve your understanding and your overall result in Maths.
7. Keep practicing your problem-solving:
 - Read the problem carefully and make sure you understand what you're being asked to do
 - Look for a method:
 - is there a pattern?
 - could a diagram help?
 - could trial and error help as a starting point?
 - is there a similar problem you can use to guide you?
 - have you used all the information in the question?
 - can you come up with some algebraic expressions?
 - Work through your method, step-by-step, using appropriate technology
 - Check the solution.
 - does your answer make sense in the context?
 - have you given all possible solutions?
 - can you see a better way of doing it?
 - have you answered the question that was asked?

And remember: your teachers are here to help you! Any problems or any questions, please come and talk to us.

SCIENCE PRACTICAL REPORTS

Practical work is a very important component of all the Science courses at Narrabundah College. Practicals completed in the various Science subjects often do not require a formal write-up. We tend to use a format that focusses on one area for development, e.g. data collection, so that is the area that requires specific details. Major Practicals are carried out in most of the Sciences and further instructions are given with them as to the expectations for the practical work and written report. If a formal report is required, then the following information is useful.

Sections to be included in a formal report:

Introduction/Background

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

Aim and Method

- diagrams (e.g. sketches of mechanical apparatus, circuit diagrams);
- brief summary of the purpose or theory of the experiment.

Data Collection/Processing

The original record or computer printout of the measurements made during the experiment.
Calculations with the data to achieve the desired results.

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. In major practicals the practiced results and method can be evaluated and improvements suggested.



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 online or from text);
- Work is continually added to Google classroom and Google drive. It is the responsibility of students to access this learning platform.

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 2cm 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.

Course Rules

- 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 count 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 a major course in Accounting, Business and Economics only 8 points will count and 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 on page 68 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 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.

COURSES	UNITS FROM OTHER COURSES	ADDITIONAL NOTES / RESTRICTIONS
English (AC)	Literature (AC) 1.0 units from ESL (AC)	A combination of English and Literature units will create an English/Literature integrated course. Students studying Units 3 or 4 in English or Literature MUST have studied Unit 2 from either Literature T or English T
Literature (AC)	English (AC) 1.0 units from ESL (AC)	A combination of English and Literature units will create an English/Literature integrated course. Students studying Units 3 or 4 in English or Literature MUST have studied Unit 2 from either Literature T or English T.
ESL (AC)	1.0 unit from English/ Literature (AC)	Course will be ESL – English integrated
Specialist Mathematics (AC/IB)	Maths Methods 2a (AC)	Specialist course will be awarded
Maths Methods (AC)	Specialist Maths 1 & 2a	Maths Methods course will be awarded
Maths Applications (AC)	Any T Maths units	A combination of MA and other T units will create a Further Mathematics course
Biology (AC/IB)	Chemistry 5: Medicinal and Biochemistry	



INTEGRATED COURSES

These are courses that combine units from courses written under the same framework and in the same scaling group. They can be awarded as minors, majors, major minors, or double majors. Rules vary between different integrated courses, so check with Student Advisers for details.

COURSE NAME	COURSES THAT CAN BE USED	ADDITIONAL NOTES
Commerce	Accounting and Business	up to a double major
Design & Technology	Design & Emerging Technologies Design & Graphics Design & Environments Design & Textiles Engineering Studies	up to a double major
Information Technology	Data Science Networking & Security Robotics & Mechatronics Digital Products	up to a double major
English/ Literature	English, Literature Note: you should not study both English and Lit 1a, you choose one	up to a double major (7.5 units)
EAL/English	English Literature Essential English EAL	up to one unit from the other course
History	Ancient History, Modern History	up to a double major
Further Mathematics	Maths Applications and units from any other T Maths course	up to a major



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.

www.narrabundahcollegecareers.com

Weekly Notices

These are the general means of communicating news, information and requests. They are uploaded each week in the N Group Google Classrooms and read out in N Groups on Mondays.

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.

International Private Students

The International Private Students' coordinators (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 emailed regularly to students. 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 meet weekly. In N Groups you will take part in activities to support study skills, time management and self-care so that you know how to access the resources available to maximise your time at college. This is an R Unit: You will get points for attendance.

Google Class Codes

Yr 11: aoy2ium

Yr 12: dabzcx

Your Welfare

If you are worried about academic performance, attendance or other problems see one of the Student Advisers or the Psychologist.

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.
- 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.

