



**Box Hill High School
Handbook
Part 1**

2008

General Information

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GENERAL INFORMATION

ENROLMENT

Box Hill High School is a fully co-educational post-primary school with approximately 1000 students from Years 7 to 12. Under DE&T the school now has a ceiling for its population. Box Hill High School is also a Centre of the Department of Education Victorian School of Languages.

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ATTENDANCE

Students will be expected to attend school regularly. Only in the case of illness, or some unavoidable reason, should students be absent from school. In the normal course of events parents will telephone before school to leave a message on our absence line. This is then followed up by an absence note which the child hands in at the general office on return to school.

Parents/guardians are asked to bear in mind the fact that teachers cannot be expected to bring students to satisfactory standards of school work unless attendances are very regular.

Please note that there are [special provisions for VCE students](#).

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LEAVING EARLY

Permission to leave early will usually only be granted if a written request from home is produced. We impose this restriction in the interests of safety of students and having regard to our responsibilities to parents/guardians.

In this regard, we request parents/guardians ask for permission for students to leave school during the day only if absolutely necessary. School hours allow plenty of time after school for pupils to do shopping, obtain haircuts and the like. Again we stress the importance of unbroken attendance at all classes unless ABSOLUTELY unavoidable.

If students do need to leave school early, they must bring a note signed by parent/guardian. Students without notes or permission will not be permitted to leave the school grounds. Students must present the note to the relevant Year Level Co-ordinator before signing the early leavers' book in the front office. The note is placed in the back of this book.

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CANTEEN

Canteen facilities are available within the school. Students are not allowed to go outside the school and all purchases must be made at the canteen. The school canteen is in urgent need of volunteers to assist at the canteen on either a regular or occasional basis. It is not an onerous duty and a few hours assistance would greatly benefit the Canteen Manager. Responsible VCE students might like to consider volunteering their services in this role to the Canteen Manager.

With costs increasing, it is a constant concern to keep the canteen afloat. The fixed costs, including wages, have to be met irrespective of the level of sales so we ask all parents/guardians and students to patronise the canteen as much as possible.

Students are encouraged to order their lunch before school to avoid delays. Students can order and pick up their lunch at the canteen window allocated for this purpose.

Volunteers who are seeking further information should ring the Canteen Manager on 9877 1177.

CODE OF CONDUCT

In general, the aim of this code is to ensure that the school is a safe and pleasant place in which learning takes place, that the property and reputation of the school is protected and that students develop self-discipline and consideration for others.

While this document is primarily concerned with disciplinary procedures, it is recognised that the student conduct is also influenced by other aspects of the school program, such as the quality and appropriateness of curriculum, the opportunities provided for student leadership, the positive reinforcement given to students and the availability of welfare services.

Principles concerning the rights and responsibilities of students, parents/guardians and teachers

Principals and staff have a responsibility to:

- implement the Code of Conduct fairly, reasonably and consistently.

Teachers have a right to:

- expect the co-operation of students,
- expect that they will be able to teach in an orderly and co-operative environment,
- expect the support of other staff and the administration in fulfilling their professional duties,
- maintain flexibility in their approach to classroom procedures and organisation within the framework of school policy.

Teachers have a responsibility to:

- treat students fairly and consistently,
- provide an appropriate range of learning strategies,
- undertake the counselling of students and pastoral role when appropriate,
- develop in students an awareness and understanding of school rules,
- follow the agreed policies and procedures of the school regarding student management,
- communicate with parents and guardians on matters relating to the educational development and behaviour of their children.

Students have a right to:

- feel safe and supported within the school,
- learn in a challenging environment to the best of their ability,
- be treated with respect by other students and teachers,
- be listened to.

Students have a responsibility to:

- accept the authority of school members of staff and school policies regarding behaviour,
- act and work co-operatively with other students and teachers,
- respect the learning needs of other students,
- take progressive responsibility for their own learning/to work consistently and complete tasks as required,
- be tolerant of differences,
- be punctual and regular in attendance,
- inform parents of educational progress and to ensure that all school communication is effectively delivered, e.g., Newsletter.
- uphold the reputation of the school by observing an appropriate standard of behaviour in transit to and from the school and when wearing school uniform.
- to accept the authority of members of staff and observe specific rules which may be made from time to time.
- behave in a manner which does not endanger the health and safety of themselves or others.
- behave with courtesy and consideration for others. In particular, students must refrain from all forms of bullying and harassment. See also: Box Hill High School Equal Opportunity policy.
- refrain from behaviour which would interrupt the work of any class or hinder the learning opportunities of other students.
- respect school property and the property of staff and other students.
- to remain in the school grounds during the school day, except as provided in the Student Regulations.
- to complete work set by teachers promptly and to the best of their ability and to take full advantage of the educational opportunities offered at the school.
- to dress neatly and with due regard for health, hygiene and safety. Students must wear the approved uniform as set out in the school handbook and diary.
- students are not permitted to possess or smoke cigarettes, possess or use or be under the influence of alcohol or unprescribed drugs or other substances harmful to health, at school, on school excursions, in transit between school and home or otherwise while wearing school uniform.

to observe specific rules as set out in the Student Regulations

Parents/guardians have a right to:

- expect that their children can interact and learn in a secure environment,
- be informed of matters regarding their children,
- be involved in developing strategies for student behaviour.

Parents/guardians have a responsibility to:

- encourage children to observe school rules,
- work co-operatively with the school to solve problems,
- provide support for teachers in implementing the code of conduct,
- communicate relevant information and concerns to the school.

Note the detailed rules listed in the Student Regulations may be varied by the Principal in consultation with appropriate members of the school community, consistent with this policy.

Student Regulations

Students are expected to behave with courtesy and consideration for others. Violence, bullying, verbal intimidation and offensive behaviour are not acceptable, and students are expected to behave in a manner consistent with safety and to avoid such practices as running in the building or throwing missiles. Students are not permitted to bring weapons or dangerous objects or materials to school. Riding bicycles or skateboards, etc., in the school premises is not permitted.

1. Harassment

Staff and students should have an understanding of sexual and cultural harassment as issues and be committed to the principle that it is the right of all staff and students to operate in a harassment free and tolerant environment. Harassment also includes any action, that is reasonably likely in all circumstances, to humiliate, offend intimidate or distress a student with a disability.

If harassment occurs, counselling will be offered as appropriate but the general disciplinary procedures of the school will also apply. Students with concerns may approach: a prefect, a teacher, the year level co-ordinator, the Assistant Principal, the Principal. It is the responsibility of all parties to use the correct channels. All complaints of this nature will be treated seriously and confidentially within appropriate channels, they will be acted upon immediately and the rights of both the complainant and the respondent will be protected.

2. Bullying

Every student has the right to feel safe from bullying at school.

Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety - either psychologically or physically - or their property, reputation or social acceptance on more than one occasion.

3. Types of bullying

There are three broad categories of bullying.

- Direct physical bullying e.g. hitting, tripping, and pushing or damaging their property.
- Direct verbal bullying e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
- Indirect bullying - This form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
 - lying and spreading rumours
 - playing nasty jokes to embarrass and humiliate
 - mimicking
 - encouraging others to socially exclude someone
 - damaging someone's social reputation and social acceptance
 - cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress.

4. Cyber bullying

Cyber bullying is a further type of bullying. It is defined as

"Bullying that is carried out through an internet service, such as email, chat room, discussion group or instant messaging. It can also include bullying through mobile phone technologies such as short messaging service (SMS). Examples of cyber bullying include teasing, spreading rumours online, ending unwanted messages, or defamation."

Students must understand that if they use technology in an inappropriate fashion then they could be committing a crime. Messages, phone calls, and chat rooms can be traced, even if a false name is used.

What bullying is not

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual conflict - In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

Social rejection or dislike - Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation - Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying. However, as our school determines to provide all students with a safe and supportive school environment, single episodes of nastiness or physical aggression will not be ignored or condoned and will follow the general disciplinary procedures of the school.

Instances of bullying clearly breach the student code of conduct and the general disciplinary procedures of the school will be followed with an additional emphasis on restorative practices so that the school community works together to repair damage to the relationships. The school will examine:

- Who has been hurt?

- What are their needs?

- How can we repair the harm?

5. Travelling to and from School

Students must behave appropriately when travelling to and from school. If students behave in any way which discredits the school whilst travelling to or from school, the school may take action as per a normal breach of student conduct, general disciplinary procedures.

6. Out-of-bounds Areas

The natural boundaries of Whitehorse Road and Middleborough Road and the railway cutting establish the limits clearly to the north, east and south. To the west the boundary is defined roughly by Whitehorse Oval and the car park, i.e., beyond the western goal posts is out-of-bounds as is the car park area.

7. Playing Areas

- (a) Whitehorse Oval is available for use to the School during school hours. This, together with the grassed area at the rear of the buildings may be used for active sport and games.
- (b) The area across the front of the school is a quiet area which is not to be used for games or running.
- (c) The central quadrangle may be used for netball goal practice and games

which do not endanger school property or endanger or inconvenience persons using the quadrangle.

- (d) The asphalted area behind the Assembly Hall may only be used for games which do not inconvenience or endanger persons using the area or endanger school property.

8. Use of Buildings

- (a) For safety reasons students should closely observe the following:
No running in corridors, through doorways, along verandas and balconies, the quadrangle or up and down stairways.
- (b) Students should not enter buildings until the warning bell sounds before school and at the end of recess and lunch times (except where students' lockers are in their classroom). At those times students should get their books from their lockers and then go to the classroom for the next lesson where they line up in an orderly and quiet manner until their teacher arrives and admits them to the classroom.
- (c) Students are allowed to be in the corridors at recess and lunchtimes provided they keep the area clear and rubbish free.
- (d) At no time are students to be in a classroom, workshop or gymnasium, etc., unless accompanied by a teacher or a prefect, or unless under supervision as part of a VCE leadership program.
- (e) Students are to use only the east and west entrances to the old building and the east and west stairways. The front or main entrance to the school is not to be used by students, and the middle quadrangle entrance is to be used only when going to the General Office or the office of the Principal and Assistant Principals.

9. Use of lockers

The following rules have been drawn up to achieve the greatest possible security for students' property, and to ensure that the school operates as efficiently as possible.

- (a) All students need to provide a strong Lockwood lock, not a combination type lock.
- (b) Students are not to go to lockers during class time unless they are given written permission by a teacher or are supervised by a teacher.
- (c) Students are not to go to lockers between periods, except before or after a physical education class
- (d) School bags are not to be taken to any class (except for physical education) and must be left in the locker area.
- (e) Where students have physical education classes, they may use school bags to carry a change of clothing to and from physical education, and may go to the locker area before and after physical education. Bags are not to be taken to other classes.
- (f) Students are strongly advised not to leave any books or other property in school bags at any time.

10. Valuables

Students are strongly advised not to bring valuable items to school or keep them in their lockers. The school's insurance policy does not cover theft or loss of student items. The school therefore does not accept responsibility for loss or theft of items.

11. Electronic Gadgets

Students are strongly advised not to bring mobile phones, iPods or other electronic equipment to school as they can be stolen or lost.

iPods or mobile phones are not to be used in class. If a mobile phone rings or students have iPods or the like in their ears during class time, they may be confiscated by the teacher and placed in the school safe. Return of these items will be made when parents come to school to claim them.

12. Attendance

- (a) Students shall be punctual and shall attend all classes.
- (b) When students are sick and will be absent from school, parents are asked to telephone the school and leave a message on our absences line.
- (c) Students who are absent from school must provide written explanations from their parents or guardians on the day of return and place the note in the box in the General Office. This note must be clearly marked with the student's name and year level.
- (d) Students shall not leave the school grounds during the day except on official school excursions, unless they obtain a leave pass from the Year Level Co-ordinator and sign the early leavers' book in the General Office.
- (e) VCE students who have free periods at the beginning or end of the school day need not attend during that time.
- (f) Students who arrive late to school must obtain a late pass from their Year Level Co-ordinator.
- (g) Students who wish to leave a class for a purpose - such as going to lockers, toilets or the Resource Centre - require written permission from their teacher. Unless there are exceptional circumstances, such written permission will only be given by a note in the student's diary.

13. Rubbish and the Environment

It is a whole school responsibility to keep school grounds and classrooms rubbish and graffiti free.

If students are standing near rubbish, it is their responsibility to pick it up and put it in the bin.

If a teacher requests that a student pick up rubbish, the student is to do so without argument. Tongs and gloves are available if required.

Students are not to graffiti on school property and are required to report any instances to the General Office as soon as possible.

Action which may be taken where the Code of Conduct is breached

1. Wherever possible, action will be taken to assist the student to achieve self-discipline and to assist with problems which may underlie the unacceptable behaviour. Where appropriate, action will be taken as a direct consequence of the misbehaviour; for example, persistent misbehaviour in a class may lead to withdrawal from the class.
However, punishment may be required as a deterrent to the student and to other students, and to indicate to students that certain forms of behaviour are unacceptable at Box Hill High School.

2. In general, teachers will deal with instances of unacceptable behaviour in the classroom but cases of persistent or extreme misconduct may be referred to year level co-ordinators. Year level co-ordinators are responsible for the general overview of discipline at their year level, while the Principal and Assistant Principal will exercise an overview of the discipline of the school as a whole and may be referred to in the most serious cases of misconduct.

3. Action to be taken following breaches of school rules may include:
 - * Discussion with student, advice to or discussion with parents, reference to guidance personnel, etc. It is school policy to advise parents of all serious or persistent breaches of school rules.
 - * Detention, and the imposition of tasks which will benefit the school. Detentions may be given for up to half of any recess period and for up to one hour after school. In the case of years 7 to 10, parents will be given notice of any after school detention at least one day in advance. In serious cases, students may be required to attend school on curriculum/correction days or on Saturdays.
 - * Taking a student out of a school activity or situation; for example, withdrawal from class, or exclusion from excursions or restriction of a student to certain parts of the school grounds.
 - * Reparation - the student may be required to make good some damage, clear up a mess which has been made, etc. When it can be established that damage has been caused by one or more individual students, the Principal may bill the student for all or part of the full cost of the repairs, depending on whether the student's actions were malicious, negligent or careless.
 - * Suspension from school.

4. Smoking and other Drugs

The following penalties are automatically imposed when students are caught smoking.

Year 7-10

1. First Offence: Detention (clean up), warning and Quit Tel. No. 131848 given to students.
2. Second Offence: Phone call to parents from Year Level Co-ordinator and detention.
3. More serious disciplinary action considered, including suspension.

Year 11-12

1. As above.
2. As above.
3. Suspension.

Note: If a student or group of students is smoking, it is the responsibility of the other students to dissuade that student or walk away. Any student in the company of a smoker will be deemed to be smoking and liable to penalty. It is the responsibility of students not to remain with students who are smoking.

Cases involving alcohol or unprescribed drugs will be dealt with on an individual basis. Counselling will be offered to students but immediate penalties may include suspension or expulsion. Police may also need to be notified.

5. Detentions

These may be given by any member of staff for a breach of school rules including:

- Wearing incorrect uniform
- Littering
- Spitting
- Out of bounds
- Perpetrating graffiti
- Smoking
- Inappropriate behaviour
- Vandalism
- Being in a classroom without permission
- Using inappropriate language

Year Level co-ordinators may give detentions for the following:

- Failure to provide absence notes

- Lateness to class
- Acts of bullying or harassment
- Smoking
- Failure to follow a teacher's instructions. This could also incur suspension.

6. Grounds for suspension

A student may, by order of the Principal of a state school, be suspended if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student:

- (i) Behaves in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities; or
- (ii) Commits an act of significant violence or causes significant damage or destruction to property, or is knowingly involved in the theft of property; or
- (iii) Possesses, uses, or deliberately assists others to use illegal drugs or substances prohibited by the Director of School Education; or
- (iv) Fails to comply with any reasonable and clearly communicated instruction of a Principal or teacher; or
- (v) Consistently behaves in a manner that interferes with the educational opportunities of any other student or students; or
- (vi) Behaves in a way which threatens the good order of the school's program or facility; or
- (vii) Engages in unacceptable discriminatory behaviour (including harassment) towards another person based on sex, race (including colour, nationality and ethnic or national origin), marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment.

The Principal may also suspend a student who is fifteen years of age, or older, if the student deliberately and consistently fails to take advantage of educational opportunities provided by the school.

7. Expulsion

The Principal can expel a student from the school if, whilst attending school or directly travelling to or from school or engaged in any school activity away from the school, including travel organised by the school

- the student does anything mentioned under Grounds for Suspension (1) AND

- the student's behaviour is of such magnitude that having regard to the need of the student to receive an education compared to the welfare and safety of other students at the school and the need to maintain order and discipline within the school, a suspension is inadequate to deal with that behaviour.

Discipline Procedures

1. Procedures Within the Classroom

Teachers are strongly advised to give students a clear statement of their expectations concerning classroom behaviour, and to demand high standards of behaviour from students at all times.

Action which may be taken by classroom teachers includes reprimands, warnings and isolation of students within the classroom, detentions organised by the teacher or extra work. Classroom teachers may wish to contact parents directly.

Students may be sent out of the room for brief periods of time if the teacher can exercise appropriate supervision. For more serious misconduct the student should be sent to the Principal, Assistant Principal or year level co-ordinator. Where possible, a note should be sent with another (reliable) student with a brief account of the misconduct.

Teachers may refer students to year level co-ordinators where the misconduct is serious or repeated. Co-ordinators and other relevant staff may be asked to give advice concerning appropriate classroom strategies.

2. Referral to Senior Staff and Incident Report

Students who are guilty of serious or repeated misconduct are normally reported to year level co-ordinators. Where a year level co-ordinator is unavailable, or in cases of very serious misconduct, the Principal or Assistant Principal may be involved in the first instance.

Where a student is referred to senior staff, an incident report must be completed. Blank forms are located in the staffroom. The report is completed and photocopied. One copy goes to the level co-ordinator, the other to the Principal. This is important in enabling the school to build up records of students who may require action such as suspension or expulsion.

3. Detention

School detentions are organised on Tuesdays and Thursdays after school. Students are placed on detention for breaches of school rules other than classroom misconduct. Teachers who wish to use detention to deal with classroom misconduct are expected to make their own arrangements. If teachers wish to give an afterschool detention, this is entered in the detention book, and a detention slip is given to the student at least one day before the detention so that parents can be informed.

Sanctions available to year level co-ordinators include:

- (a) Discussion with parents
- (b) In some cases, referral to the school counsellor
- (c) Conduct cards
- (d) Removal from particular classes, or all classes for periods of time
- (e) Detentions, including recall on student-free days. Saturday detentions may be used with the agreement of parents provided that appropriate supervision can be provided.
- (f) Suspension and expulsion, with the agreement of the Principal.

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EQUAL OPPORTUNITY POLICY

Box Hill High School is committed to equal opportunity. The Equal Opportunity Act, 1995 makes discrimination in education unlawful. Other relevant acts are the Commonwealth Human Rights and Equal Opportunity Act 1986, the Commonwealth Sex Discrimination Act 1984 and the Commonwealth Racial Discrimination Act 1975. Material relevant to equal opportunity is located in the Resource Centre.

The Principal has overall responsibility in the area of equal opportunity. Box Hill High School is committed to offering an educational program that allows for the full participation of all students in all its aspects. The school has a responsibility to contribute to the development of the full potential of every student and will combat intolerance and encourage co-operation.

Students with concerns in any area of equal opportunity should raise them so that the school can provide the best possible learning and working environment for everyone.

Concerns may be discussed with a prefect, a teacher, the Year Level Co-ordinator, the Assistant Principal or the Principal.

Equitable access and opportunities for success for all members of the school community are the basis of Box Hill High School policy. All members of the school community have a responsibility in the area of equal opportunity to ensure that a fair and just work environment is provided for everyone. To this end the following general guidelines are to apply.

Guidelines:

1. Curriculum material and resources should promote tolerance, understanding and respect from others. All areas of the curriculum should present a view of history and contemporary society that includes

the contributions made by both women and men. The curriculum should also take into account the lives, values and experiences of both boys and girls and of students from various social and cultural backgrounds.

2. All students should have fair and equitable access to teacher time and attention, including encouragement.
3. All students should have fair and equitable access to resources, including physical space.

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FINANCIAL ASSISTANCE

Financial assistance is provided through the Education Maintenance Allowance (EMA) and AUSTUDY. These are means-tested benefits paid directly to the families of students, or the students themselves.

The Education Maintenance Allowance (EMA) is payable to the parents of students under the age of 16 who are undertaking full-time study in Years 7-12. Applications are made through the school office. Pro-rata payments are available where the student turns 16 during the year, or where application is made after first term.

AUSTUDY provides substantial benefits to students over the age of 16 years undertaking secondary or tertiary study. The award is paid directly to the student. Students apply for the allowance themselves; application forms and detailed information booklets may be obtained from the Commonwealth Department of Education.

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HEALTH AND SAFETY

Students are not permitted to possess or smoke cigarettes, possess or use or be under the influence of alcohol or unprescribed drugs or other substances harmful to health, at school, on school excursions, or in transit between school and home.

Note: Cigarette lighters are also forbidden at school.

If students are taking prescribed medication it is essential that the medicine involved be left at the General Office.

Students should be aware at all times of the need for safety and care at school and to and from school. If a student becomes aware of a possible hazard, this should be entered in the Hazard Alert book in the Office.

Students who become ill at school should report to the General Office to see the School's First Aid Officer. Assistance will be given but if a student is unlikely to get well at school, the parents will be called to take the student home. The relevant Co-ordinator must be consulted before any decision is made.

We ask most strongly that a student NOT be sent to school if they show signs of being unwell.

It is essential that a current emergency phone number is listed on each student's record card. **Any change to the home address or telephone number, or to the emergency contact person, should be notified to the office immediately.**

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IMPORTANT DATES FOR 2008

Term Dates

Term 1:	Tuesday, January 30 th – Friday, March 30 th Vacation 2 weeks
Term 2:	Monday, April 16 th – Friday, June 29 th Vacation 2 weeks
Term 3:	Monday, July 16 th – Friday, September 21 st Vacation 2 weeks
Term 4:	Monday, October 8 th – Friday, December 21 st

Assessment Task Dates [and assessment tasks under test conditions]

The dates for internally assessed tasks are now determined by the school. A printout showing these dates will be distributed in the early part of the year and posted on the school website: www.boxhillhs.vic.edu.au
External examination dates will be provided as soon as they become available from the VCAA.

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LOCKERS

Students are allocated a locker at the beginning of every year. They are responsible for providing a good quality lock, e.g., Lockwood, Yale, Master, or Black & Decker and should deposit a spare key with their form teacher.

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LOST PROPERTY

Any articles found should be handed in to the Resource Centre. Lost keys are kept at the General Office. It is suggested that valuables **NOT** be brought to school.

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NEWSLETTER

Throughout the year many notices need to be sent to parents. A Newsletter is distributed every Thursday. It is important that these notices reach the home and we ask that parents regularly send back to the school any “return slips” that may be attached to notices. This is the only way we can be sure that information is received by parents. This is especially important with reports.

The Newsletter is also available on the School’s web page www.boxhillhs.vic.edu.au or may be emailed at box.hill.hs@edumail.vic.gov.au.

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PERSONAL COUNSELLING

The relevant year-level co-ordinator or Welfare Co-ordinator is available to help students who have problems which directly or indirectly affect their education. A school psychologist is also available after parental permission has been granted.

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PREFECTS

Prefects at Box Hill High School play an important part in school life as mentors and role models and in assisting staff in ensuring a secure, well-ordered and happy environment for all students. They are expected to make a significant contribution to the running of the school and numerous extra curricular activities. The prefects are final year students who are elected by students in Years 11 and 12, and by staff.

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PUNCTUALITY

School starts each day at 8.44 am, and students are expected to be at class rooms by that time. This means that, in order to be ready in time, student should aim to be at school NO LATER THAN 8.35 am.

Again, we stress the importance of punctuality on the part of ALL STUDENTS. One or more students arriving after a lesson starts always interrupts the work of others, and renders the late student unlikely to be able to cope satisfactorily with the work of the lesson.

Students who arrive late will be noted in the class book and may be subject to a detention. Students who have a legitimate reason for being late must bring a note from home on that day.

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SPORTS DAYS

The two inter-house sports days are highlights of the school year and VCE students have the opportunity to provide direction and leadership at these events. Attendance is compulsory at these days and students are also encouraged to participate in Round Robin tournaments throughout the year. Attendance at these days is included in the Semester report.

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TRANSPORT

Box Hill High School is ideally located on public transport routes.

The school is a three minute walk from Laburnum Station. As well, Box Hill High School is well serviced by buses. Buses to Doncaster and Box Hill Central stop outside the school. A bus for Knox City and Forest Hill is a five minute walk away along Middleborough Road.

Students can obtain a concession for travelling to school. To do this an application form should be obtained from the Met and brought to the General Office for stamping and signing. Before the General Office can do this, the form should be completed, with 2 current photos of the student glued to the form. This is then presented to the Met and a concession card issued. The card cannot be issued unless the student is actually in attendance at the school.

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UNIFORM

To be purchased either new or second-hand from school shop on premises.

Girl's Uniform

Summer

1. Box Hill High School summer skirt

2. 7-10 students: Box Hill High School blue shirt or Box Hill High School navy polo shirt
VCE students: Box Hill High School white shirt or VCE polo
3. Box Hill High School sports shorts and Box Hill High School sports polo
4. Plain black school shoes
5. White socks
6. Box Hill High School jacket or Box Hill High School blazer
7. VCE Jacket

Girl's Uniform

Winter

1. Approved tartan school skirt [length to top of knees]
2. 7-10 students: College blue shirt
VCE students: Box Hill High School white shirt or VCE polo
3. Plain navy tights
4. Plain black school shoes
5. Box Hill High School V-neck jumper or V-neck windcheater
6. Plain navy blue school trousers
7. Box Hill High School jacket or Box Hill High School blazer
8. VCE Jacket

Boy's Uniform

Summer

1. Navy blue school trousers or navy college shorts
2. 7-10 students: College blue shirt or Box Hill High School navy polo shirt
VCE students: Box Hill High School white shirt or VCE polo
3. Plain navy or black socks [or plain white socks with shorts]
4. Plain black school shoes
5. Box Hill High School jacket or Box Hill High School blazer
6. VCE jacket

Winter

1. Plain navy blue school trousers
2. 7-10 students: College blue shirt
VCE students: Box Hill High School white shirt or VCE polo
4. Plain navy or black socks
5. Plain black school shoes
6. Box Hill High School V-neck jumper or V-neck windcheater
7. Box Hill High School jacket or Box Hill High School blazer
8. VCE jacket

PHYS ED. – all levels

Winter

- Box Hill High School micro fibre tracksuit
- Box Hill High School navy polo shirt

Summer

- Box Hill High School micro fibre shorts, Box Hill High School navy polo
- Box Hill High School Baseball cap or navy Bucket Hat – compulsory for all PE and sports classes.

Scarves - plain navy.

Hair accessories - Simple accessories in plain navy or white.

Jewellery - For health and safety reasons, no jewellery other than plain studs or sleepers in ears may be worn.

No make-up is to be worn at school. Clear nail polish only is permitted.

Non-natural hair colours are not permitted at school.

Hair and clothes should be neat and clean and of a standard acceptable in a school/work situation.

Students who do not have correct uniform must bring a note from home explaining the situation, present it to the appropriate Year Level Co-ordinator before school and carry it with them throughout the day. The pass is only effective for that day.

Full school uniform is to be worn on all school excursions unless otherwise notified.

Please note that private property brought to school by students is not insured, nor is the Directorate of School Education responsible for any loss.

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YEAR 12 STUDENTS' COMMON ROOM

Year 12 students are given the use of a Common Room as a special privilege. The privilege may be withdrawn if students fail to use the room in accordance with the following guide-lines:

- The room must be kept clean and tidy at all times.
- A locker is provided in or around the Common Room for each Year 12 student. The lockers and other equipment are school property and should be well looked after.
- Sports activities are not permitted in the Common room.
- Furniture [chairs, lounges, etc] must not be removed from the Common Room.

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YEAR LEVEL CO-ORDINATORS

Each year level in the school has a co-ordinator whose role it is to care for the physical, social and educational well-being of students at that level.

Students, parents and teachers are welcome to contact the appropriate Year Level Co-ordinator at any time to discuss any aspect causing concern.

Parents are advised to telephone Year Level Co-ordinators on 9877 1177 and make an appointment if they wish to discuss any matter relating to their daughter or son.

The Principal and Assistant Principal are also available to discuss matters of concern to parents.

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LEVIES

A small administrative levy is charged by the School Council each year. In addition levies are charged in other subjects where items are bought for student use.

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PLANNING FOR POST-SCHOOL OPTIONS

Planning for what you want to do after the VCE is not something that can be left until the end of Year 12. Students and their parents should be considering the options in the early stages of constructing an individual VCE program.

There are several post-school options to consider. These include study at a university, a TAFE institute, employment or some other form of pre-vocational training. It is important to find out which VCE studies best equip you for each of these options.

Tertiary entrance

Victoria's tertiary institutions have a joint selection system administered by the Victorian Tertiary Admissions Centre (VTAC).

VTAC's job includes:

- organising the application procedure
- receiving and processing applications
- forwarding the appropriate applications and accompanying information to the relevant tertiary institutions
- making offers to prospective students on behalf of tertiary institutions.

Each year, VTAC produces a publication with which you should become familiar, the *VTAC Guide to Courses in Colleges and Universities*. VTAC has also produced a booklet called "ENTER into tertiary course" which explains, amongst other things, calculation of a student's ENTER.

Prerequisites are units which you must have satisfactorily completed before you can be considered for selection into particular tertiary courses. So you will need to check the prerequisites for any courses for which you wish to apply and include these in your student program.

Tertiary Selection

Tertiary selection depends on:

- a. Students satisfying VCE prerequisites for the chosen course.
- b. The overall measure of how well a student has performed in his or her VCE studies, i.e., the ENTER.
- c. Selection criteria for the chosen course, e.g., interviews, work experience, auditions, art folio, etc.

Credit into TAFE courses

Arrangements are in place for specific combinations of VCE units to provide considerable credit towards TAFE courses. These credits will enable you to complete some TAFE certificates in a shorter period of time. Some of the areas for which credit is available include hospitality and tourism, electrical/electronics, engineering, art and design, and office and secretarial.

The school has details of the credit transfer arrangements and the most appropriate VCE student program to enrol in. A *TAFE Courses Directory* is available in the Careers Room.

Employment

Individual employers have their own particular requirements. You might like to explore the ways in which a VCE program of studies will help you with employment applications.

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SELECTING A VCE PROGRAM

It is important to understand that the study units chosen at this time DO NOT lock the student into a position that cannot be changed or altered. The flexibility of the VCE allows students to change unit choices if post school careers and goals change.

A few guidance factors may assist in making program selections.

Firstly, when making choices, it is best to keep in mind the idea of the whole program of studies selected over the two or three years.

Secondly, for some students, a program of VCE Studies that allows for options to be kept open and to possibly change the program after semester 1 or 2 may be appropriate.

Also keep in mind the Student Program Requirements and ensure that the program selected satisfies these requirements.

The following is a list of actions that should be taken by students before they select their programs:

1. Discuss with your parents, teachers, the Careers Co-ordinator, friends, the year level and VCE Coordinator, possible program choices.
2. Actively participate in the Advice Program that the school offers students.
3. If you are uncertain about anything, make sure that you clear up any problems you have. It does not hurt to ask for help.

4. When selecting a program, remember to consult the following publications:
 - a. Job Guide Victoria
 - b. Unit Descriptions for the VCE
 - c. Tertiary Entrance Requirements (VICTER)
5. Develop more than one program and determine which program is best for you.

Dangers in Study Selection

There are a number of misconceptions concerning study selection. These can lead to dangers for unsuspecting students.

The ENTER is designed so that it should not affect a student's choice of VCE studies. While scaling may raise the study scores in some subjects, the increase occurs only when the strength of competition is high. Scaling lowers the study scores of other subjects where the strength of competition is low. The strength of competition is measured by the total VCE performance of the students taking the study in that year.

One danger is the view that students are highly advantaged by choosing Specialist Mathematics. This is because of the high scaled mean for this study.

There are two factors that must be considered here. Firstly, Specialist Mathematics is a study where the strength of competition is high. Secondly, mathematics is the only area where, by design, the studies are graded in difficulty. Specialist Mathematics is the hardest level of mathematics.

Because a student joins a group where there is strong competition, it does not mean that the student will consequently perform better. Indeed, the likely result is that the student will get a much lower study score in Specialist Mathematics than he or she would have in a study chosen in line with the recommended guidelines for choosing studies. There is a good chance that this could lead to a lower scaled score for Specialist Mathematics than the scaled score would have been in the other study.

Scaling and strength of competition thus *balance out*. This leaves students free to choose their studies on the right kinds of educational grounds; what they enjoy, what they are good at, and what they need – given their intended future studies or careers.

In particular there is no bias favouring the sciences over the humanities, or any other particular combination of studies or focus of study. Sometimes particular combinations or studies reinforce each other, but that applies equally to the sciences, the humanities and other areas.

A second and similar danger concerns LOTE. Some LOTEs have very high scaled means especially since, as was noted earlier, there is a built-in bonus for studying a LOTE. The strength of competition in these LOTEs is also very high.

The inclusion of the LOTE bonus within scaling means that any student who has LOTE skills has excellent reasons for keeping that LOTE at the VCE level. If a student can cope with LOTE study, there is an incentive to persevere. LOTEs should be chosen in accord with the principles for study selection that generally apply.

A third and great error is to choose studies on the basis of the previous year's scaled means. For a start, the means may change. Also, a student has to ask where he or she would be likely to be placed in that study's cohort. If a student chooses a study against the suggested principles, the study score is likely to be low. If the study score is low, even with scaling that significantly raises the mean, the student will not achieve a very high scaled score. Usually students will finish with higher scaled scores in studies chosen in line with the selection principles, as the study score in these studies will be very much higher and the scaled score will still be fairly high, even if the scaled mean is lower.

It must be remembered the study scores are scaled to make cross-subject comparisons fair. The aim is to achieve a balance between the ranking system of study scores and the variation in the strength of competition between studies. It is very dangerous to try to 'play the system' and allow the scaled means to influence the choice of studies.

Combinations of Studies

Research has shown students can achieve very high ENTER aggregates by taking all sorts of combinations of studies. This includes the so-called vocational and technological studies.

It is also clear that students taking combinations of mathematics and science studies do not perform significantly better as a group than students taking combinations of the humanities, or of the business oriented subjects. What can be confusing to teachers and the public is that much larger numbers of students are choosing mathematics and science-focused combinations of studies and hence large numbers of these students do well in ENTER terms. This choice reflects many things; students keeping options open, school pathway and timetabling opportunities and practices, tertiary prerequisite patterns, positive encouragement within schools to take mathematics and science studies and public misconceptions. However, the research shows students taking other options are not disadvantaged.

Students and parents should clearly understand that students who undertake a Unit 3/4 in conjunction with Unit 1/2 studies do so on the understanding that they are not to neglect or undervalue their studies in Units 1/2.

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(VCE) ATTENDANCE

In many instances, it will be impossible to satisfy V.C.E. outcomes if the student's attendance is irregular. Full attendance at all classes is expected, but a minimum attendance of 90% is mandatory in order for a student to be awarded an S for the unit.

VCE students are expected to remain at school from their first scheduled class until the end of their last scheduled class and at recesses and lunchtimes.

Authorised absences are granted for students who are absent for the following reasons:

- Illness that requires a visit to the doctor (medical certificate to be supplied by student)
- School excursions, camps, sport or other activity that is part of the school curriculum
- Other extenuating circumstances as approved by the Year Level Co-ordinator. This does not include extended family holidays.

Students must apply to the YLC for an authorised absence pass and show it to the teachers of all classes missed due to absence. Authorised absences are exempted from subject attendance records. * It is the responsibility of the student to ensure that they obtain an authorised absence pass from the YLC. In Unit 3 and 4 studies, students must attend classes in which assessable course work is being undertaken. Failure to attend such classes may result in no grade being awarded for the assessment. Only exceptional mitigating circumstances will be considered by the Year 12 Co-ordinator.

Students must attend any scheduled class that is ongoing during exam periods.

It is also essential to note that absence without medical certificates will not be accepted as an excuse for submitting work late.

Students must realise that poor or irregular attendance will result in some or all of the following consequences.

- An inability to keep up to date with outcomes resulting in difficulty in determining present level of progress with regard to skills.
- An inability to satisfy some outcomes which require continual updating/entries.
- In the event of a student wishing to apply for Special Provision from the Victorian Curriculum and Assessment Authority (VCAA), schools are asked to base assessment on performance throughout the Unit. Poor attendance may result in a teacher's inability to do this.
- Teacher refusal to authenticate assessed work [including course work] on the basis that work in progress has not been sighted or presented regularly.
- Youth Allowance payments are cut when absences without satisfactory excuse exceed 5 days in any one term.
- Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded N (non-satisfactory completion).

Student Absence Policy for School Assessed Coursework

1. Except in exceptional circumstances, students are required to attend for all School Assessed Coursework. (If exceptional circumstances occur, students or their representatives are required to make contact with the Year Level Co-ordinator or VCE Co-ordinator if the Year 12 Co-ordinator is not available **before** the SAC is due to begin.)
2. The Year 12 Co-ordinator retains discretion to make a decision when a student has been absent for medical or non-medical reasons and there are genuine reasons for the absence which ought to be taken into consideration (Special Provision). The Year 12 Co-ordinator will negotiate alternative assessment arrangements with the teacher concerned. Where special provision is sought on medical grounds, it will only be granted if a medical report is produced which provides information from which it will be clear to the Co-ordinator that the illness is sufficiently serious to warrant absence from the assessment task. The provision of this information is the responsibility of the student. **It will not be sufficient for the doctor to merely state that the student is suffering an illness or is unfit for work.**
3. Senior school students involved in co-curricular activities such as sports teams, coaching, musical performances, etc., should - unless there are very exceptional circumstances - give priority to their timetabled studies and are required to attend any assessment of coursework.
4. In exceptional circumstances, it is the student's responsibility to give to the Year 12 Co-ordinator **at least five days' notice** of Special Provision due to a clash between a co-curricular activity and coursework assessment. This decision is at the discretion of the Year 12 Co-ordinator.
5. Box Hill High School discriminates between 'authorised' absences and 'unauthorised' absences. **Where the absence is 'unauthorised', students will not be granted an extension of time to complete the assessment task.**

Rescheduling Of Assessment Tasks

Students are eligible for an extension of time if they have been absent from school because of genuine serious illness or other special circumstances such as bereavement.

For coursework assessment, an extension of time will usually be in the form of an alternative date for the assessment.

To apply for an extension of time for an assessment task, students must get prior approval from the Year 12 Co-ordinator before the due date.

If a student becomes seriously ill in the evening before a SAC, the Year 12 Co-ordinator must be contacted by the student, parent or guardian as soon as possible on the morning of the SAC. If he is unavailable, then some other suitable person, e.g., VCE Co-ordinator, Year 11 Co-ordinator or Principal must be contacted with a full explanation provided.

The time to complete the rescheduled tasks will be tackled in a variety of ways. Box Hill High School will normally take a less formal approach which involves students completing their assessment task during spare periods, in the subject class, after school or in other teachers' classes. This will occur as soon as possible upon the return of the student.

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(VCE) SPECIAL PROVISION

In certain circumstances, students are entitled to an exemption from completing outcomes or to an extension of time to satisfactorily complete a unit. If eligible, students may apply for special provision or may apply for an extension of time for reasons other than special provision. This consideration is available only if outcomes cannot be completed before the deadline for the end of a unit.

Special Provision

A student will be considered eligible if he or she

- was **affected to a significant** degree by illness, by any factors relating to personal environment or by other serious cause **during the course of a learning outcome** or **during school assessed coursework**, or
- was **prevented** by illness, by any factors relating to personal environment or by other serious cause from **completing** part of the work, or
- was **hampered** to a significant degree by illness during the school year, by any factors relating to personal environment or by other serious cause, or
- is **disadvantaged** by any permanent disability.

It is the student's responsibility to apply for special provision. They should discuss the matter with their classroom teacher first, then approach the year level co-ordinator to start the process. The year level coordinator will advise the students of the necessary steps to be taken. The students will need to supply the appropriate documentation to support their application. For this reason it is essential that students obtain medical certificates for time missed due to illness.

Extension of time to complete outcomes for reasons other than special provision

In special circumstances, students may be given the opportunity to repeat or improve work **after the end of the unit** so that an N result can be amended to an S result. Such extension will be granted under the following circumstances:

- where an N result has been given because of incomplete work and/or for work which fails to meet the description specified in the appropriate study design, **and**
- the teacher believes the student has a reasonable chance of redeeming work, **and**
- the incomplete or unsatisfactory work applies to not more than one piece of work and no more than two outcomes in any semester, **and**
- the student has not been given extension to complete outcomes in the previous unit of the study.

Such extension may be granted in cases where the student would normally be expected to achieve an S result and has completed most of the required work.

Before the end of a unit, it is the student's responsibility to apply for an extension of time if they believe their circumstances match those listed above. They should discuss the matter with their classroom teacher, and then approach the year level co-ordinator to start their application. They will be informed of the necessary steps to take at that time.

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(VCE) SPECIAL PROVISION FOR GRADED ASSESSMENTS (SACs and Exams)

Students will be able to apply to either the school or the VCAA for special provision.

If the disadvantage applies to school assessed work, then the student applies to the Year 12 Co-ordinator. This is in the case of permanent disability or serious illness which affects the student's performance or environmental factors such as divorce, death in the family, or other personal circumstances.

If the student falls seriously ill or suffers any disadvantage in the period 2 weeks prior to an exam, then the student must apply to the VCAA either directly or through the school. Either way, the School must be notified.

The VCAA then provides a Derived Examination Score for that Examination.

Students who have ongoing circumstances (chronic circumstances) which affect their study must apply to VTAC, but only in their final year of VCE.

N.B. The student has **1 week** after the student's last exam in any given examination period to get their application to the VCAA.

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(VCE) ENTER

This is an overall measure of how well a student has performed in his or her VCE studies. The purpose of ENTER is only to compare different applicants for tertiary entrance, not to summarise VCE performance for other purposes such as employment. ENTER is only determined for students who have been successful in their VCE studies.

The VCAA will issue students with letter grades for each Assessment Task in each study undertaken and a study score for each study. The study score will be a numerical mark out of 50.

The Victorian Tertiary Admissions Centre (VTAC) will receive these results from the VCAA to be used as a basis for determining a student's ENTER.

The ENTER is determined by the ENTER aggregate calculated for each student.

The ENTER aggregate is produced by adding:

- the scaled score in English or ESL or Literature
- the next best 3 scaled scores
- 10% of any 5th or 6th scaled score that is available.
-

It is important to note that:

- the increment for the 6th study may be replaced by an increment of between 4.0 and 5.5 for successfully completing approved university study as part of VCE,
- the increment for the 5th and/or 6th study may be replaced by 10% of the average of English or ESL and the next best three scaled scores, for satisfactorily completing a VET in schools program within the VCE,
- Certain combinations cannot be used in determining an ENTER aggregate, e.g., not including ESL and English, Chinese and Chinese as a second language,
- No more than two sequences from the English or Maths group may be included in the 'primary four'.

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(VCE) CARS

Students who have gained their driver's license and wish to drive to school may park their vehicles at the far end of the car park on Whitehorse Road. Student drivers may not provide transport for other students during school hours or while on school excursions.

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(VCE) STUDY ROOM

VCE students may be given the use of a room at lunchtimes/recess for quiet study. Students can negotiate room usage with the relevant co-ordinator when necessary. The privilege may be withdrawn if students fail to use the room appropriately.

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(VCE) THE STRUCTURE OF THE VCE

The organisation called the Victorian Curriculum and Assessment Authority (VCAA) is responsible for the curriculum, assessment, and certification in all schools in Victoria. It has the responsibility for administering the VCE.

Students undertaking VCE Studies enrol in a series of Study Units during their Year 11 and 12 school career. As such, the VCE is a two-year length certificate, but may be completed over more than 2 years.

During Year 11 and 12, students will take a series of semester-length units of study. A semester is equivalent to half a school year and each unit will include approximately 100 hours of work. From the beginning of Year 11 to the end of Year 12, students will be at school for a total of four semester length time periods.

Most studies (or subject areas) are designed as a sequence of four units to be taken over the two year period. Units 1 and 2 approximate the Year 11 level of difficulty, and Units 3 and 4 approximate the Year 12 level of difficulty.

Single units from studies at levels 1 and 2 can be selected but it is anticipated that most units will be taken as pairs.

Units at level 3 and 4 must be done as a sequence. If a student completes Unit 3 but not Unit 4, the students will still be credited with Unit 3, but a study score will not be awarded.

Most students will take level 1 and 2 units in the first year of their VCE, and level 3 and 4 units during their second year. However, it is possible to include some level 1 and 2 units in the second year, or some level 3 and 4 units during the first year. The semester length unit basis of the VCE allows for a great deal of flexibility in selecting programs.

Most students will take 6 units in each semester (5 in Year 12), so that over a two year period, 22 units will be attempted, each unit being of one semester length. Although many students will take 22 units over the two year period it is possible to do either extra or fewer units, depending on the student's program.

Student Program Requirements

Students must enrol in a program that will allow them the opportunity to complete the VCE. To meet the graduation requirements of the VCE each continuing student must satisfactorily complete a total of no fewer than 16 units. These units must include:

- Three units from the English Group including one 3/4 sequence and
- Three sequences of units 3 and 4 studies other than English

The English Group at Box Hill High School is English Units 1 – 4, Literature Units 1 – 4, ESL 3 – 4.

Assessment

There are two ways in which work will be assessed in the VCE:

- by satisfactory completion of a unit and
- by levels of performance.

Satisfactory Completion

To satisfactorily complete a unit and be awarded an “S” for that unit, a student must complete ALL the outcomes for that unit. If the student does not complete ALL the outcomes for a unit then the student will be awarded an “N” for not satisfactorily completed. When the student has received “S” for 16 units as described previously then the student is eligible to be awarded the VCE.

The decision as to whether or not the student is awarded an “S” for a unit is a school based decision. These “S” or “N” marks are reported to the VCAA by the school via computer.

Level of Performance

In addition to being awarded either an “S” or an “N” for a unit, students are also awarded grades. These grades range as follows: A+, A, B+, B, C+, C, D+, D, E+, E. In addition to these grades students may receive an NA (work not assessed) or an UG (work did not meet the criteria for the award of a grade).

At Unit 1 and 2 level these grades are awarded by the school and are based upon the students work in school based assessment tasks. These grades are not reported to the VCAA.

At Unit 3 and 4 level, the students are awarded grades on the basis of their work in School Assessed Coursework (SACs) and/or exams. The idea is to assess not just the work done in one exam, but the work done for a series of three or four tasks. All students across the state doing a particular unit will do the same exams. Depending on the units you choose, coursework might be making a model, producing a folio of work, a set of graphic designs or a research report, or performing a piece of music, drama or dance. Exams will be assessed by external examiners. SACs will be assessed initially by Box Hill High School. The VCAA has given schools criteria for awarding grades for each SAC, and teachers will award grades according to these criteria. The grades given will then be checked by statistical moderation, external to the school and supervised by the VCAA. This way the VCAA will know that students have received the right grade for the standard of their work.

Authentication Policy and Procedures

1. Rules and Procedures for Students

- a. Students must ensure that all unacknowledged work submitted for outcomes and school assessed tasks are genuinely their own work.
- b. Students must acknowledge all resources used. This includes:
 - text and source material
 - the name(s) and status of any person(s) who provided assistance and the type of assistance provided.
- c. Students must not receive undue assistance from any other person in the preparation and submission of work. Acceptable levels of assistance include:
 - the incorporation of ideas or material derived from other sources (e.g., by reading, viewing or note-taking) but which has been transformed by the student and used in a new context
 - prompting and general advice from another person or source which leads to refinements and/or self-correction.Unacceptable forms of assistance include:
 - use of, or copying of, another person’s work or other resources without acknowledgment
 - actual corrections or improvements made by another person (see *Section 2* for information about appropriate forms of teacher assistance).
- d. Students must produce appropriate evidence when required of the development of the task, from planning and drafting, through to the final piece of work. This will enable the teacher to monitor and record the development of the work and to attest that the work is the student’s own.
- e. With the final copy of each task, students may be required to submit evidence of the development of the task, for example a draft. Written comments must have been provided by the teacher on the evidence. The evidence is to be dated and signed by the teacher and student.
- f. Students who knowingly assist other students in a Breach of Rules may be penalised.
- g. Students must not submit the same piece of work for completion of more than one task.

2. Appropriate Levels of Teacher Assistance

- a. All changes made in the various stages of development of a task must represent the student’s own work.
- b. It is appropriate in the developmental stages of the work for the teacher to ask questions and to offer general advice, for example, about alternative strategies that might be tried. However, the teacher should not dictate or make changes in such a way as to put into question the student’s authorship or ownership of the work.
- c. Teachers should distinguish between pointing out the areas in student work which require attention and development, and the responsibility of the student to act on that advice. The responsibility for acting on advice remains with the student.
- d. Appropriate forms and levels of teacher assistance include:

- providing oral and/or written comments which identify the need for students to further explore their response to the topic and/or the link between what they have written and the assessment criteria for the task;
- highlighting areas requiring student attention – these areas might include expression, structure, sequencing of ideas, punctuation, spelling, use and citation of resource and reference material, use of terminology or vocabulary, use of study-specific conventions, accuracy of mathematics, need for checking results;
- asking students whether their choice of words is the best for conveying the intended meaning;
- asking questions about aspects of written text, seeking to clarify meaning or elaborate on detail.

The following forms of teacher assistance are not appropriate:

- providing detailed advice on, corrections to, or actual reworking of students' drafts for coursework;
- providing structured outlines with detailed suggestions or instructions for completing coursework;
- providing or interpreting data, providing content or concepts not already mentioned by the student in draft work.

3. Undue teacher assistance

Where it is clear that there has been undue assistance from the teacher, the VCAA will take the following action:

- a. Request a meeting with the principal.
- b. Reserve the right to cancel the school's assessments for that coursework and to determine students' results by alternative means.
- c. Automatically review the school's assessments for that study the following year.
- d. If, after this review, the VCAA is not satisfied that the situation has been remedied, then the Authority will not accept the school as a provider of that study in the following year.

4. Breach of Authentication

The School follows the procedure as set out in VCE Administrative Handbook.

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(VCE) REPORTING AND ASSESSMENT

A parent/teacher evening is held during first term and at other times throughout the year. Interim reports may be issued at the end of first term and at any time deemed necessary.

The reports at the end of Units 1 and 2 will show if a student has successfully completed the Unit or not, [S/N], and will include grades showing the level of performance attained by the student in the assessment tasks [A+-E, UG, NA]. It will also include the successful completion of each outcome [S/N].

If a student has successfully completed all of the outcomes in a Unit, they will be awarded an S, otherwise an N is awarded.

Grades of A+ - E indicate satisfactory levels of performance. A UG is awarded when an assessment task fails to meet the criteria for the award of a grade. An NA indicates that the student did not undertake the assessment task, or did not submit it by the due date.

The report at the end of Unit 3 details outcomes and unit results but contains no information with regard to coursework grades as these remain subject to verification until late in the school year. Coursework grades are never released by the school until authorisation from VCAA is given, at which time students receive a computer printout of verified SAC results and examination results.

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(VCE) PRIVATE STUDY PERIODS

Students in VCE may have time-tabled private study periods. This time is available to students for preparation, research and revision and should be used wisely. ***Private study periods are not “free” periods.***

As well as time-tabled private study periods, other private study periods arise from time to time due to teacher absence through illness or other duties. [On most occasions absent teachers will leave set work which will be given to students]. Students are expected to use these periods for study, revision or completion of set work. When a teacher is assigned to cover a class, students must attend.

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