

# Student Info



## Narabundah College - 2022



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#### ATTACHMENTS

Unit Planner Sessions 1-3, 2022

# **WELCOME TO NARRABUNDAH COLLEGE**

## **DISCOVER, DEVELOP, EXCEL.**

We hope your Bundah experience will be exciting, challenging and fulfilling.

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

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

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

## **COLLEGE CORE VALUES**

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

**We strive to:**

- **Lead students to become resilient, independent and compassionate adults prepared for a life in a rapidly changing world;**
- **Encourage students to fulfil their potential and to become critical thinkers responsible for their own learning;**
- **Deliver a challenging academic curriculum in a supportive and stimulating learning environment;**
- **Cater for individual differences in a socially and culturally diverse student community.**

**We foster:**

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

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

## **BETTER BEING @ BUNDAH**

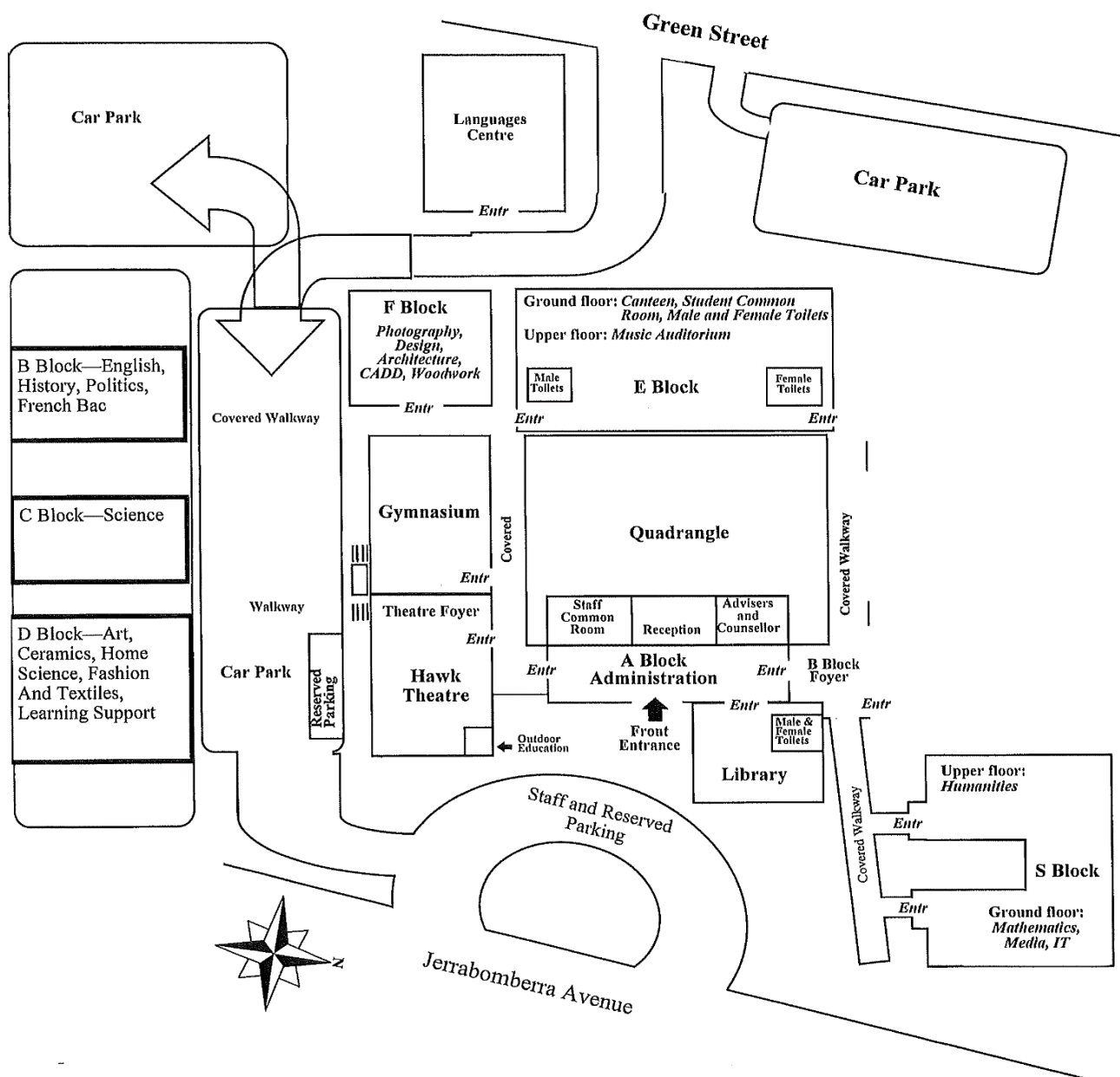
This is a welcome and orientation event for students. It's held on Thursday in Week 1 and is facilitated through N Groups.

**The day will offer sessions on:**

- **Discovering life at college;**
- **Developing strategies for wellbeing;**
- **Excelling at (including fun) at college.**

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

# Narrabundah College Map



Map for Narrabundah College—oval

## TIMETABLE

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

### Timetable and N Groups are scheduled

Session	Monday	Tuesday	* Wednesday	Thursday	Friday
1 9:00	5	6	7	1	4
2 10:00	2	4	1	5	3
<b>Recess 11:00</b>					
3 11:15	7	5	3 11:15 – 12:10 12:10 - 12:25 N Groups	6	1
4 12:15	3	7	2 12:25 – 1:20	2	6
<b>Lunch 1:15</b>			<b>Lunch 1:20</b>		
5 2:00	1	2	4	8	5
6 3:00	4	3	6	8	7

★ **NOTE: Variations of Wednesday's scheduled times to allow for N Groups.**

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

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

## COLLEGE CALENDAR 2022

Please refer to Narrabundah College website, under *Our Students* → *College Calendar*.

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

## KEY PEOPLE, TELEPHONE NUMBERS AND WEBSITE

**PRINCIPAL**

**Michelle Morethorpe** 6142 3200

**DEPUTY PRINCIPAL (Assessment and Students)**

**Jenny Budd** 6142 3200

**DEPUTY PRINCIPAL (Curriculum and Staffing)**

**Tom Kobal** 6142 3200

**BUSINESS MANAGER**

**Kerri Morrison** 6142 3200

**EXECUTIVE OFFICERS/FACULTY HEADS:**

**Arts** David Appel 6142 3200

**English** Glen Stretton 6142 3200

**ESL/Languages** Miyuki Shino 6142 3200

**Humanities/Social Sciences/**

**IT** Archana Aggarwal 6142 3200

**International Baccalaureate** Julie Bauer 6142 3200

**Mathematics** Nicole Burg 6142 3200

**Science** Cate Rosier 6142 3200

**Student Services** Delisia Wiild 6142 3200

**STUDENT ADVISERS:**

**Geoff Schneider** 6142 3200

**Assunta Corrado-Nitz** 6142 3200

**Birgit Matwijiw** 6142 3200

**Delisia Wiild** 6142 3200

**TRANSITION AND CAREERS OFFICER:**

**Glenda Nimmo** 6142 3200

**STUDENT PSYCHOLOGIST:**

**TBA** 6142 3200

**SWITCHBOARD:**

6142 3200

**FAX:**

6142 3209

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

## STUDENT ADVISERS

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 make an appointment on their door and see them during a free line.

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.

### Transition and Careers Officer

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

### School Psychologist

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

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

### N Groups

N Groups will meet weekly or be sent information 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.

### Indigenous Students Contact Officer

There is one indigenous contact officer who is available, to students. The teacher's name for the current year is listed on the Student Services noticeboard.

### Anti-Racism Contact Officers

There are two anti-racism contact officers who are available to students. The teachers' names for the current year are listed on the Student Services' noticeboard.

### Anti-Sexual Harassment Contact Officers

There are two Anti-Sexual Harassment Contact Officers who are available to all students. The teachers' names for the current year are listed on the Student Services noticeboard.



## COLLEGE 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 or 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.



**Interact (Pride Month) Fundraiser 03/06/2021**

## GENERAL

### Absences

**Attendance** at all classes in which you are enrolled is compulsory. When you enrol in a class you agree to attend every timetabled lesson for that class.

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

### Procedures - when absent

- 1 **ALL absences from class must be explained within ONE WEEK of your return to College.** Students needing to miss classes during the day for appointments must provide documentary evidence. Reasons such as studying for another subject are not acceptable.
- 2 **Parents replying to absences using the SMS notification is strongly encouraged, to become a greater environmentally friendly school.**  
Parents have 15 hours to respond to sms messages. After this time an email or a written response is required.
- 3 For absences of one lesson or up to three days a note or a sms response or doctor's certificate (or similar documentation) is required. For absences of four days or longer; a doctor's certificate (or similar documentation) is necessary.  
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 is required.**
- 5 Find out from your teacher what work you may have missed –  
**it is your responsibility to catch up.**
- 6 Students attending excursions should let their teachers know in advance.

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

**This is to meet BSSS requirements.**

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

Students seeking leave for one week or more must seek approval from the Principal or Deputy Principal (Students). This approval needs to be sought well in advance of the leave requested. Leave outside holiday periods is generally discouraged, as our courses have minimum attendance requirements and we value class time.

Students, whose attendance is unsatisfactory, will not normally be assessed in the unit. You will receive a 'V' grade, which means the unit does not count towards your ACT Senior Secondary Certificate. Poor attendance restricts achievement and so results in lower grades.

# NARRABUNDAH COLLEGE ABSENCE FORM

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

**Student Mobile:** .....

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

**Period of absence:** **All day / partial day**

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

## Explanation of Absence

Session	Mon	Tues	Wed	Thurs	Fri
9.00	5	6	7	1	4
10.00	2	4	1	5	3
Recess					
11.15	7	5	3	6	1
12.15	3	7	2	2	6
Lunch					
2.00	1	2	4	8	5
3.00	4	3	6	8	7

**Signature**

**Parent/Guardian**.....**Date**.....

*An explanation of the absence(s) needs to be written in the space above and hand signed by a parent/ guardian. If assessment has been missed, this note **must** be attached to appropriate documentation eg a medical certificate or letter from a health professional. An email or phone call on the day of missed assessment is also appreciated.*

## Accidents

### 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 the School

All school communities are aware of the risks from sharps and take the necessary actions to ensure that schools and their environs are safe. During out-of-school hours, school grounds sometimes become dumping grounds for all kinds of unsavoury items, such as syringes, broken glass and glass bottles and other hazardous waste.

The ACT Department of Territory and Municipal Services recommend that when syringes are found, you should follow the simple rules below:

### Don't Touch - Stand Guard

(The guard should not stand too close to the item)

### Send for Help

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

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

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

## Caring for your Property

You are reminded **not** to leave personal property unattended around the college.

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

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



***Girls' & Boys' Basketball Teams August 2021***



## COLLEGE RULES

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

**MOBILE TELEPHONES, IPODS OR SIMILAR DEVICES:** Must be **turned off** during class time and assemblies unless being specifically used for classwork. Students are encouraged to have mobiles and check emails and missed messages regularly.

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

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

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

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

**VAPING:** Vaping is prohibited in any college building or on college grounds.

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

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

**CLOTHING:** **MUST BE APPROPRIATE FOR A SCHOOL SETTING.**

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

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



**Petting Farm (Friendly Zoo)**  
**08/06/2021**



# COMPUTER USE AGREEMENT

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

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

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

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

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

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

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

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

The notes refer to the Code of Practice for Students:

### (1) Examples of unsafe actions

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

### (2) Examples of illegal activity:

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

**(3) Examples of dishonest activity:**

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

**(4) Things which could upset others:**

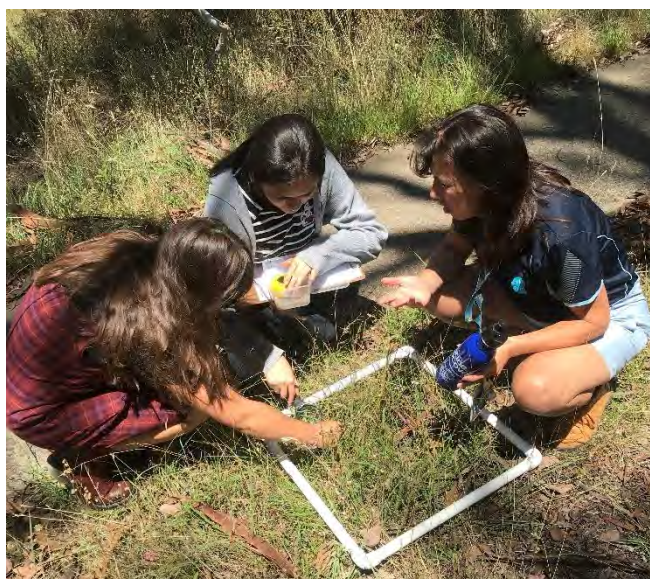
- spreading untrue rumours and gossip or using obscene language through email/Facebook/other social media sites.
- publishing racist, sexist or any potentially inappropriate material.
- downloading, displaying or emailing offensive pictures or messages.
- playing offensive songs from websites.
- use 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 Contentkeeper to provide web filtering for ACT Government Schools. Contentkeeper is updated on a regular basis by the department and from other sources. However due to the nature of the Internet, the number of sites that host inappropriate and/or offensive material is growing rapidly and the actual web addresses of these sites are constantly changing. It is therefore extremely difficult to block them all. If students do encounter inappropriate material when using the Student Network, they should immediately inform their teacher and arrangements will be made to block access to the site.

## **E-mail filter**

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

## **Monitoring**

Each user has an individual username and password which identifies them on the 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 ContentKeeper. Disciplinary action may result from breach attempts, including warnings, loss of access to the Internet, e-mail and /or networks for a specified period of time or other action at the discretion of the Principal on a case-by-case basis.

## **Access Rights**

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

## **Further Information**

Please contact the school on ph. 6142 3200 should you wish to discuss this information sheet, or to discuss access options for your child.



## Safe Areas

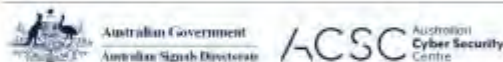
The Australian education community appreciates the need for students and teachers to have access to fully evaluate safe sites that enhance learning and teaching. Most state departments have their own network of resources that teachers and students can use. Examples are:



<https://www.esafety.gov.au/>



<https://www.police.act.gov.au/safety-and-security/online-safety>

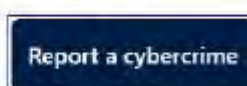


<https://www.cyber.gov.au/acsc/report>

To report a cybercrime look for the link below on the *cyber.gov.au* website.



and then look for this link



A national database of evaluated educational resources.

<https://www.edna.edu.au/>

## Student Internet Access

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



Year 12 Breakfast (25/11/221)

## CONTRIBUTIONS

### Payment of Financial Contribution

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

### Payment of 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 (eg state representation, interstate competitions)
- Activities provided by external providers that are not essential to, but enrich, curriculum outcomes
- Attendance at public performances of school productions outside of school hours
- Formal
- Canteen services
- Private tutoring
- Water safety and swimming programs

### Cash Register Hours at reception

**Open: 8.30am Close: 2.00pm**

Payments by **Visa** or **Mastercard** can be made over the telephone by calling reception on 614 23200. Payments by **Internet** go to: [www.narrabundahc.act.edu.au](http://www.narrabundahc.act.edu.au) ⇒ Contact Us ⇒ Payment ⇒ Quickweb payment system.

### Payment for Consumables

Narrabundah College is able to offer students significant savings over the prices they would pay for consumable materials (computer consumables, paint, films, etc) required in some subjects.

Students are asked to pay for consumables by the end of week 3 of each session. Your cooperation in this will allow the college to have all the material ready when needed by the students. If you have difficulty meeting this request, please discuss alternative arrangements with the Business Manager.

Payment for consumables is made at Reception in A Block. A Receipt will be emailed to parents at the end of each day.



The following subjects require payment for consumables each session:

	Session 1 and 3	Session 2
Art	\$ 50	\$100
Ceramics	\$ 50	\$100
Food and People	\$ 50	\$100
Textiles & Fashion	\$ 40	\$ 80
Photography	\$ 55	\$110
Design & Graphics/ Architectural Studies/ Engineering	\$ 30	\$ 60
Digital Photography	\$ 40	\$ 80
Film Making (Super 8)	\$ 50	\$100
Media	\$ 20	\$ 40
Woodwork	\$ 50	\$100
Music	\$ 30	\$ 60
Information Technology	\$ 20	\$ 40

## Excursions

Money must be paid to Reception at least **three days** in **advance** of the excursion date. It is important not to lose your receipt if a refund is required and has been approved.



**26 French Baccalauréat CSIRO Discovery Centre 15 February 2021**

## Wellbeing

The Curriculum of Giving Framework underpins the college's philosophy to promote student wellbeing through giving back to the community.

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

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

Our Peer Educators are selected from our student body at the end of Year 11. This group of students provides a support network for the incoming students at the start of the new College year. They work intensively with the new students on their Orientation Day. They also can volunteer on Information Day and Night as tour guides for prospective students and their parents.

Peer Educators often become members of the Student Governance Group which provides a liaison between students and the College Executive, promotes various fund-raising activities and provides members with the opportunity for further training in leadership activities. Information re-joining the Governance Group will come through N groups early in session 1.

If you are interested in joining Peer Education, speak to your Student Adviser during Session 3. A notification of recruitment will also be circulated through N Groups.

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

During Orientation Day, students are given a wallet card with emergency contacts for a number of services.

## USEFUL HEALTH PHONE NUMBERS:

### Health

Junction Youth Service 6232 2423 - [www.youthjunctioninc.net.au](http://www.youthjunctioninc.net.au)

Canberra Sexual Health Centre 5124 2184 **or**

Health Direct 1800 022 222 - [www.health.act.gov.au](http://www.health.act.gov.au)

SHFPACT (Sexual Health) 6247 3077 - [www.shfpact.org.au](http://www.shfpact.org.au)

DIRECTIONS ACT 6132 4800 - [www.directionshealth.com](http://www.directionshealth.com)

Winnunga Nimmitjiah Aboriginal Health Service 6284 6222 **or** after hours call CALMS 1300 422 567 - [www.winnunga.org.au](http://www.winnunga.org.au)

Beyond Blue 1300 224636 - [www.beyondblue.org.au](http://www.beyondblue.org.au)

### Crisis Support

Poisons Information Centre 131 126 - [www.poisonsinfo.nsw.gov.au](http://www.poisonsinfo.nsw.gov.au)

Lifeline Australia 131 114 - [www.lifeline.org.au](http://www.lifeline.org.au)

E headspace 1800 650 890 - [www.headspace.org.au](http://www.headspace.org.au)

### Emergency 000 or Mobile 112

Mental Health Crisis 6205 1065 **or** 1800 629 354 - [www.health.act.gov.au](http://www.health.act.gov.au)

Domestic Violence Crisis Service 6280 0900 - [www.dvcs.org.au](http://www.dvcs.org.au)

Rape Crisis (sexual assault) 6247 2525 - [www.crcs.org.au](http://www.crcs.org.au)

SAMSN – Survivors & Mates Support Network

1800 472 676 - [www.samsn.org.au](http://www.samsn.org.au)

### **Housing**

One link 1800 176 468 - [www.onelink.org.au](http://www.onelink.org.au)

### **Youth Services**

Family Relationship Centre 1300 364 277 or 6122 7190 - [www.relationships.org.au](http://www.relationships.org.au)

Youth Law Centre ACT 6173 5410 - [www.youthlawact.org.au](http://www.youthlawact.org.au)

Legal Aid ACT 6243 3411 - [www.legalaidact.org.au](http://www.legalaidact.org.au)

Transport Canberra 131 710 or 6207 7611 - [www.transport.act.gov.au](http://www.transport.act.gov.au)

Taxi – ACT Cabs 132 227 or 6280 0077 - [www.13cabs.com.au](http://www.13cabs.com.au)

Cabxpress - ACT 6181 2700 - [www.actcabs.com.au](http://www.actcabs.com.au)

Phillip Medical Clinic 6112 7000 - [www.phillipsmedicalcentre.com.au](http://www.phillipsmedicalcentre.com.au)

Phillip Dental Clinic 6112 7030 - [www.phillipsmedicalcentre.com.au](http://www.phillipsmedicalcentre.com.au)

Centrelink (Youth/Student) 132 490 or 132 307 - [www.servicesaustralia.gov.au](http://www.servicesaustralia.gov.au)

### **Recommended Advice/Counselling Lines**

Alcohol and Drug Service 5124 9977 - [www.health.act.gov.au](http://www.health.act.gov.au)

Alcohol and Drug Foundation 1300 858 584 - [www.adin.com.au](http://www.adin.com.au)

Kids Help Line 1800 551 800 - [www.kidshelp.com.au](http://www.kidshelp.com.au)

Lifeline 131 114 or 6215 9400 - [www.lifeline.org.au](http://www.lifeline.org.au)

### **ID Cards**

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

### **Lockers**

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

### **Sport**

See the 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 A Block Foyer adjacent to the Library. Student and staff may place notes or messages on the noticeboard.

### **Textbooks**

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



## Transport

### Buses:

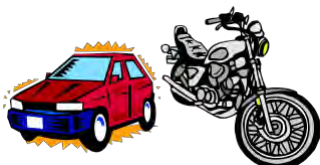


There are a number of school special and regular route buses serving Narrabundah College.

Details of these can be obtained from:

- Outside Student Services
- ACTION buses

### Cars and Motorcycles:



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

**No student parking is allowed at the front of the college.**

**This includes the circular driveway and the areas under the trees between S Block and the library.**

### Bicycles:



Owners should take the normal necessary precautions to ensure their bicycles are secured against theft. There are designated bike racks in the College.

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

### TRAVEL CONCESSIONS

New South Wales travel concessions – apply online.

### Visitors to the College

All Colleges have a **NO** Visitor Policy



## COURSES AND CAREERS

### Course Selection and Career Planning

Your Student Adviser is there to help you with all aspects of course selection and career planning. All Year 11 students should make a time to see their student adviser sometime during the first four weeks of the first session to discuss their courses and review their Student Pathways Plan. Additionally, you may like to speak with the Transitions and Careers Officer in Student Services 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](http://www.narrabundahcollegecareers.com)



**Interact BBQ - 2021**

## Unit Selection

### Each Session

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

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

### Changing and Withdrawing from Units

- **Class changes** to be done in **Student 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**, eg Biology to Psychology.
  3. Once the above two priority class change requests have been made, Student Services **may** be able to accommodate other class changes for you depending on the availability in the class.

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

### Work Experience

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

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

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.
- **Peer Education**, where students are trained in delivering positive health message across the college and in supporting college events.
- **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.



**LONG TAN AWARD RECIPIENTS**  
**(11/11/2021)**

# ACT SENIOR SECONDARY CERTIFICATE AND THE ATAR

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

- You must study in at least 3 different course areas and be assessed in at least 17 standard units and must include at least 4 minors and **an English course is compulsory**.
- Employers, The Canberra Institute of Technology and Private Providers of training will be interested in your grades, as they indicate your potential to complete further training on and off the job and are a means of comparing you with other Year 12 students seeking employment or enrolment in courses.
- English and Mathematics are essential skills used in every occupation, **so although English is compulsory, Mathematics is highly recommended**.
- Your package can be made up of A, T, V and R units and you should aim to study courses for one or two years to give a variety of minors and majors.

## ATAR - Tertiary Entrance Statement

- An English course is compulsory.
- You must be assessed in at least 20 standard units.  
At least 12.5 of these must be T units and only 2 may be R (registered units).
- You must have a study pattern of at least:  
3 majors and 3 minors **OR**  
4 majors and 1 minor **OR**  
5 majors
- In all instances at least 3 majors and 1 minor must be T units and from 4 different courses
- You must sit the Australian Scaling Test (AST) in the later part of Year 12. The Student Advisers have more details including practice tests.
- Please check Tertiary Providers re-updated advice on compulsory course for entrance.

## 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.**

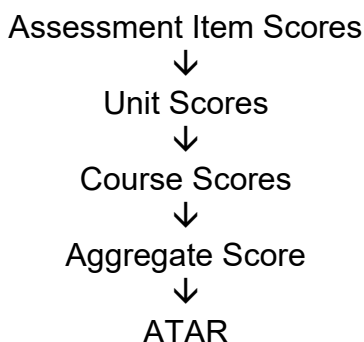
**NOTE: STUDENTS ARE GUARANTEED TO FINISH THEIR COURSE AND THIS MAY ONLY BE A MINOR.**

## 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 of assessment tasks occurs to produce a comparative rank order list. This produces a RAW SCORE.
- Standardising of RAW SCORES occurs on an open-ended scale.
- In unit 1, Year 11, raw scores are set to means and standard deviations based on historical data and the performance of students in this session. All subsequent units are back scaled to the previous units' scores.

Ultimately the Board of Senior Secondary Studies will scale the courses based on the performance of the cohort on the AST and in their other courses.

## How is an ATAR calculated?



## Course Types

An **R** course is usually designed to provide personal development, recreational or community service activities.

An **A** course is one which is accredited by the ACT BSSS as educationally sound and appropriate for students in Years 11 and 12.

A **T** course is one that is accredited by the ACT BSSS as providing appropriate preparation for higher education. In determining the **T** classification of a course, specific consideration is given to course content, presentation and methods of assessment.

A **V** course is a learning program that leads to a Vocational Certificate or Statement of Attainment as defined by the Australian Qualifications Framework. **V** classification may also be given to T or A courses.

## AST

### *AST Program – Year 11 & 12*

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

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

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

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

One of the reasons Narrabundah has done well in the past on the AST is that our students take all the trial sessions and the testing each September seriously and apply themselves fully. How well Narrabundah goes in the AST depends on how well all our students go in all three parts of the testing. We encourage our current students to be confident in their ability and do the best that they can.

## The Writing Task

Students are given a range of stimulus material and they are required to write a 600 word essay in two and half hours. The trial writing task is marked by experienced markers from outside the college and returned to students with feedback. These markers spend quite a while on each essay, as they are keen to provide valuable feedback to students. For the actual AST, markers spend much less time on each essay. This means that you need to make your essay easy to read and well structured, your point of view or your argument needs to be clear and well expressed and the essay should be around the correct length (600 words). In other words, you need to make an impact in a short space of time.

The stimulus material provided each year is usually based on a current issue and is usually of relevance to young people. Some issues will be easier than others to argue a case and the topic changes each year. Some of issues presented over the last few years have been: "Australians and Sport", "Extreme Sports", "Civil Disobedience", "The Australian Flag", "Crime and Punishment", "Anzac Day" and "Science and Progress".

## The Multiple Choice Paper

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

## The Short Answer Response Paper

In addition to the multiple-choice paper and the writing task, a short answer response paper was included to broaden the base of the AST so that a wider range of intellectual skills and processes can be assessed.

Tasks are based on the types of thinking necessary for success in tertiary education. The short answer questions differ in style from the multiple-choice papers and they are not intended to be divided into courses such as: Humanities, Arts and Social Science and Mathematics, Science and Technology.

The tasks are generic in nature being approximately evenly divided over the broad domains of the Human World (more typical of and related to the Humanities, Arts and Social Sciences) and the Natural World (more typical of and related to Mathematics, Science and Technology).

The questions are designed to measure, in the main, the skills and processes of comprehension and interpretation, analysis and synthesis of information, critical thinking, decision-making, problem solving and evaluation and response. There should be opportunities for students to demonstrate lateral and creative thinking. Although the answers are written, the Short Response Paper is not a test of candidate's writing ability or control of language. It is a test of their reasoning and thinking processes and the ability of candidates to explain and justify their views.

Students should be confident in their approach to the testing as the skills and processes being assessed are those necessary for success in courses currently offered at the college. To give an idea of the types of questions you might meet we have included a few examples and sample responses here:

**SAMPLE 1**

The first example is a critical thinking question that asks candidates to present two arguments supporting and two arguments opposing a proposition.

*Should the unemployed have to do community work to receive the dole?*

**SAMPLE 2**

The third example is a kind of interpretative response and evaluation item. Candidates are expected to describe and interpret the image.

The question was as follows.

*What impressions are we given of the illustration below, and what does it seem to suggest?*



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



**Ethics Gold Medal 2021**

## ASSESSMENT GENERAL

### ACT BOARD OF SENIOR SECONDARY STUDIES ASSESSMENT POLICIES

#### Attendance

It is expected that students will attend all scheduled classes for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance **falls below 90%** of the scheduled classes in a unit will be deemed to have VOIDED (V grade) the unit - that is more than 3 unexplained absences in Session 1 and 3 and more than 6 unexplained absences in Session 2. The Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

#### Completion of assessment

Students are required to complete all assessment items that contribute to the assessment of a unit unless due cause and adequate documentary evidence is provided. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. Any student who submits assessment tasks worth **less than 70%** of the total unit assessment will be deemed to have VOIDED (V grade) the unit. The Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

#### Late submission of work policy/application for extensions

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

#### What is adequate documentary evidence?

1. For Attendance – See Page 10
2. For Assessment – See Page 36

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

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

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

#### Word lengths on essays Rationale

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

Each assessment task states a word limit which will allow students to give a substantial response. Word limits are standard practice in tertiary study and attract similar penalties as outlined below. A penalty for below a certain limit is not required as shorter papers usually do not allow for sufficient development of an argument, so the penalty will come in the marking against criteria. There also needs to be a distinction between an at-home, polished task completed over several weeks and an in-class task completed under pressure of time and exam conditions.



**At home tasks**

- Students to include the word-count for their essay/report/etc on the coversheet of their submission.
- In setting the task, an essay/report/etc can be given a range, eg 800-1000 words, or an upper bound, eg 1000 words.
- An allowance of the limit + 10% is acceptable without penalty.
- If the submission is more than 10% longer than the specified length, the additional material will not be marked.
- The word limit for essays includes all verbal material except for the bibliography and any appendices. It excludes quotes, footnotes, tables and graphs. If additional material is presented in an appendix, the essay must stand as a coherent whole without the appendices.

**In-class/exam tasks**

- Similar approach that the AST takes. For the AST task:
  - 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.

**Procedure for Late Sitzings 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.

## Essay Draft Policy for Take Home Assessments

### Rationale

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

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

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**

1. One draft only will be looked at by the class teacher and not by other staff members of the faculty. This is also a condition of IB internal assessment.
2. The draft should be shared with your teacher in the week before the due date of the assessment task.
3. Depending on the faculty, a draft may range from a plan that includes introductory paragraph and dot points of the body paragraphs(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, eg sentence structure, punctuation and language. One instance of these aspects may be corrected, and a suggestion made for the students to look for other similar instances themselves. Teachers are not expected to correct spelling errors in the drafting process.
- return the draft with any comments or meet for verbal feedback in sufficient time for students to consider the draft comments, incorporate any changes they want and complete the polished essay ready for final submission.

**Overall**

Students will be encouraged to submit 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.

**Status Grade for illness or misadventure**

Status may be awarded by the Principal for cases of substantial illness or misadventure. Supported by Professional/Medical documentation.

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

Major a minimum of 2 standard units with a score and grade Major/Minor a minimum of 3 standard units with a score and grade Double Major a minimum of 4 standard units with a score and grade

## PERSONAL STUDY PLAN

- 1 On the Study Planner indicate the subjects studied and enter the grade awarded in the first session of study as recorded on your report.
- 2 Calculate the **total units** gained in the first session.

### STUDY PATTERN

NAME: \_\_\_\_\_

ID: \_\_\_\_\_

COURSE	Year 11 Session				Year 12 Session		T Major	T Minor	A Major	A Minor	Other
	1 (0.5)	2 (1.0)	3 (0.5)	4 (0.5)	5 (1.0)	6 (0.5)					
VALUE ⇒							Total Value				

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

**Minor:** 2 - up to 3 standard units. **Major:** 3.5 - up to 5 standard units.

**Major-minor:** 5.5 - up to 6.5 standard units. **Double-major:** 7 or more standard units.

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

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

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

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

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

1 .....

2 .....

3 .....

4 ..... Any **MINORS**?

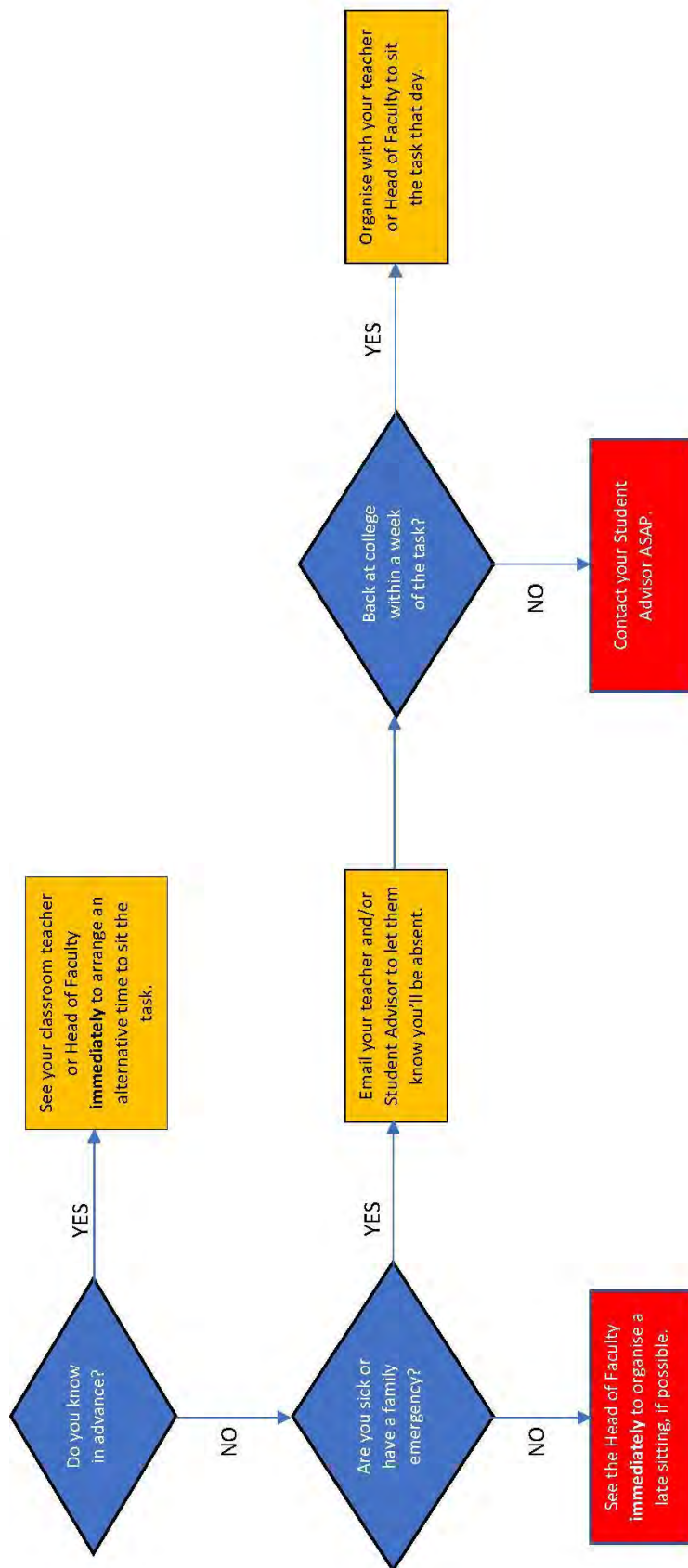
1 .....

2 .....

3 .....

**Is my package on track to give me a Tertiary Entrance Statement – ATAR?**

### WHAT DO YOU DO IF YOU MISS AN IN-CLASS TASK OR TEST AT NARRABUNDAH COLLEGE?



- It is expected that students will make a substantial attempt on all assessment tasks in their units.
- If you sit an assessment task at an alternative time, your mark may be adjusted so that you are neither advantaged nor disadvantaged.
- A medical certificate is required if you are sick for an assessment task. If you do not provide a medical certificate, you are still required to sit the task but will receive a notional zero for it.
- If a task worth more than 30% is not done, you will either need to apply for Status or you will V grade the unit.

## Unit Outlines and Assessment Procedures

Within the first two weeks of each session you can access your unit outlines on the google classroom platform. 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 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.

## Assessment and Absences

Pro-rata or pending assessment **may** be given where you have not completed all assessment items because of:

- illness verified by medical certificates;
- absence approved by the college.

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

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

## 'V' Grades

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

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

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

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

## Test Procedures

Mobile phones, iPods, 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.

## APPEALS POLICY

The policy of the college is that the appeals process should be as open and non-threatening as possible. If we make a mistake, we want to correct it. Students are advised to request a **review** if they believe that a unit score is wrong, penalties have been imposed on them for improper practices in tests or assignments, or if they feel that they have been disadvantaged in some way by circumstances beyond their control.

### **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 should be requested at any time during a unit or up to 5 working days after the publication of results. For Session 3 in Year 12 the appeal date is set and shown on the college student calendar.**

### **Stage 2: Formal Appeal**

3. 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 original grade/score.
4. Evidence to support the appeal may be included at the time of lodging the appeal or submitted at a later date.
5. The appeal panel should consist of the Principal (or delegate), a member of the teaching staff and an experience member of the teaching profession from outside the college nominated by the Board of Senior Secondary Studies.
6. Students may be accompanied by a support person. 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.
7. 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.
8. Students involved in appeals should understand that there are **three possible outcomes: a higher mark, grade or score; no change; or a lower, mark, score or grade.**
9. The panel's decision will be conveyed in writing to the student.
10. Students who do not accept the panel's decision and wish to take the matter further are advised that appeals to the BSSS close 28 days after the lodgement of an appeal. (In Session 3 for a Year 12 student, less time is available for appeals. The relevant dates are published in the college calendar).

## ACADEMIC DISHONESTY (PLAGIARISM)

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

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

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

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

### **PENALTIES FOR academic dishonesty or any other form of cheating in Assessment tasks at Narrabundah College**

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

Categories	Penalties	Procedures
First, minor incident of plagiarism	<ul style="list-style-type: none"> <li>• Item to be marked without plagiarized material being considered. This could include a reduction in marks appropriate to the extent of the plagiarism.</li> </ul>	<ul style="list-style-type: none"> <li>• Activated at Teacher/Faculty level</li> <li>• Centrally recorded and documented at the college</li> </ul>
Major incident of plagiarism	<p><b>One of the following penalties to be imposed:</b></p> <ul style="list-style-type: none"> <li>• Marks reduced by an amount appropriate to the extent of the plagiarism</li> <li>• Cancellation of any scores, mark or grade for the assessment item concerned (item treated as if it was not submitted. Refer to other relevant BSSS policy)</li> </ul>	<ul style="list-style-type: none"> <li>• Activated at Principal or Delegate level</li> <li>• Centrally recorded and documented at the college</li> </ul>
Repeated Offence (NB Repeat of Cat1 automatically becomes a Cat3 offence)	<p><b>One of the following penalties to be imposed</b></p> <ul style="list-style-type: none"> <li>• Cancellation of any scores, mark or grade for the assessment item concerned (item treated as if it was not submitted. Refer to other relevant BSSS policy)</li> <li>• Cancellation of all assessment for the unit concerned</li> <li>• Cancellation of all assessment for the course concerned</li> <li>• Cancellation of all assessment results for Years 11 and 12</li> </ul>	<ul style="list-style-type: none"> <li>• Activated at Principal or Delegate level</li> <li>• Centrally recorded at the college</li> <li>• Prior to the cancellation of a course or certificate, the college must consult with the EO of the BSSS or delegate</li> </ul>

## How to Avoid Plagiarism

1. There are some good websites to help you understand and avoid plagiarism.

### Two of the best sites are

- Hamilton Writing Centre- Avoiding Plagiarism  
<http://www.hamilton.edu/style/avoiding-plagiarism>
- Plagiarism: What it is and how to recognise and avoid it.  
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

2. Use 'Turnitin' tool.

## Student Rights of Appeal

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

## Student Support & Study Assistance

### Study Hub

The Study Hub operates in the library after hours on Mondays and Wednesdays from 3.30 - 5.30pm. This is an opportunity for students to complete homework under the supervision and with the support of teachers and alumni students.

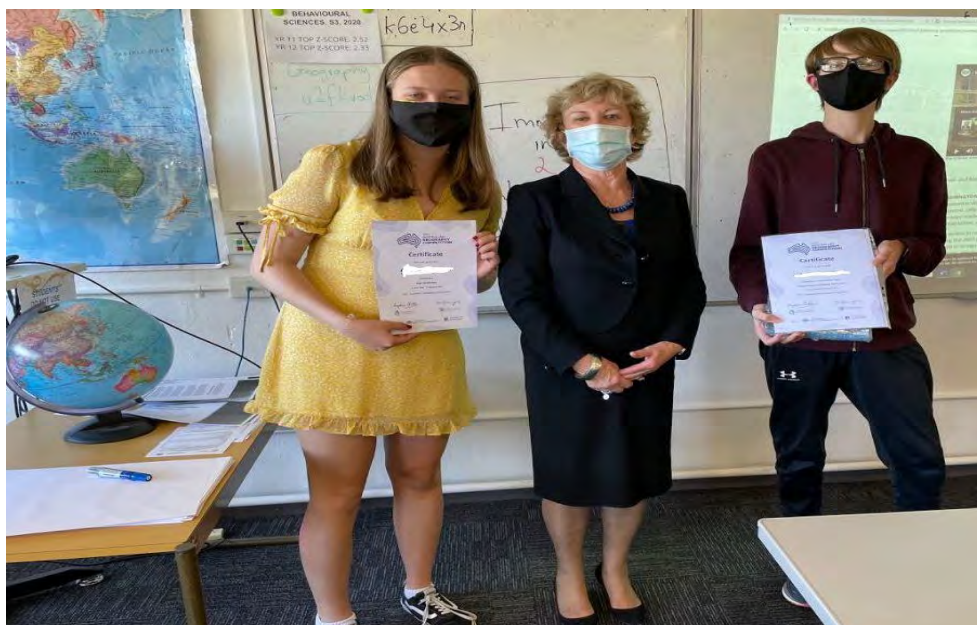
Targeted sessions will also run throughout the year at the Study Hub to help support student skill development including: study skills, time management and note taking, essay writing support, oral preparation skills, developing a creative response with rationale, presenting lab reports, maths assignments, psychology reports, etc. All students are welcome.

### Registered ESL/IPS

The Language Faculty offers ESL/IPS students ESL Bridging (A) Course on Line 4 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.



## Geography Competition 2021

## SPECIFIC POLICIES

### Drug Policy

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

#### 1. Rationale

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

#### Aims

This policy aims to:

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

#### Application

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

#### Definitions

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

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

#### 2. Prevention

Narrabundah College has established drug education initiatives including programs of guest speakers addressing assemblies, the Peer Education team and centrally, through its curriculum.



## Recommendations

Our community recognises that health is a major issue for all its members and that Narrabundah's prevention program could be strengthened through all or any of the following:

- i) networking with ACT community resources and support groups to establish programs/talks and regular visits by people with relevant expertise.
- ii) coordinating and promoting regular health and wellbeing programs within the college, facilitated by such groups as Peer Education.
- iii) keeping the community informed of incidents, as far as the need for confidentiality allows, particularly in cases where media has referred to links to the College.

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

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

## 3. Intervention

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

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

### Roles of Key Personnel:

a) School Psychologist

Incidents may be referred directly to the psychologist. The role of the school psychologist is to:

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

b) Teacher

The role of the teacher is to deal with drug related behaviours as they become obvious, rather than attempt to detect such behaviours. Teachers are qualified to teach, and whilst they clearly owe students in their charge, a duty of care, they are not trained to seek out drug users. Teachers need to be aware of the issue and be informed of current patterns of drug use in young people in the community. They need to be aware that students in their care and staff they are working with may be experiencing problems with drug use.

The role of the teacher is to:

- know the roles and responsibilities of the psychologist and to refer concerns appropriately
- understand the need for confidentiality and the limits to confidentiality
- be aware of the impact of their own and their colleagues' drug use in the implementation of the policy

c) Principal

The Principal is responsible for:

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

d) Parent/Guardian

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

## Assistance and Referral

### Legislation

The relevant legislation includes the following:

The *Drugs of Dependence Act* 1989(ACT) prohibits or regulates the manufacture, sale, supply, possession, use and administration of certain drugs of dependence and other substances.

The *Liquor Act* 1975(ACT) prevents the possession (unless certain specified conditions exist) and consumption of alcohol by persons under the age of 18 years.

The *Tobacco Act* 1927(ACT) prohibits the sale of a tobacco product to a person under the age of 18 years, and the purchase by another person of a tobacco product for use by a person under the age of 18 years.

## Education Directorate Related Policies

Alcohol – Possession and Consumption in Schools and Related Activities Smoke-free Workplace

Guidelines for searching students or their possessions and confiscation of materials

## Sanctions

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

Within the broad college context of discouraging inappropriate use of both legal and illegal drugs, further action may be taken in the following situations if:

- Smoking or the physical act Vaping is used on college grounds.
- tobacco is used on college grounds.
- alcohol is used by students or by others at times or places not previously approved by the Principal in accordance with Departmental policies or it is evident that individuals are indulging in excessive or inappropriate use of alcohol, even alcohol dependence.
- it is reasonable to believe that behaviour is adversely affected by drugs
- community members are found to be in possession of objects related to illicit drug use, such as syringes, bongs, pipes etc
- community members are found to be in possession of, selling or negotiating in relation to drugs or drug related materials while on College grounds or College activities.

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

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

The range of sanctions available to the College includes:

- loss of privileges
- suspension
- notification to police
- community service around the school

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

## Resource Agencies and Support Services

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

# BOARD OF SENIOR SECONDARY STUDIES 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.

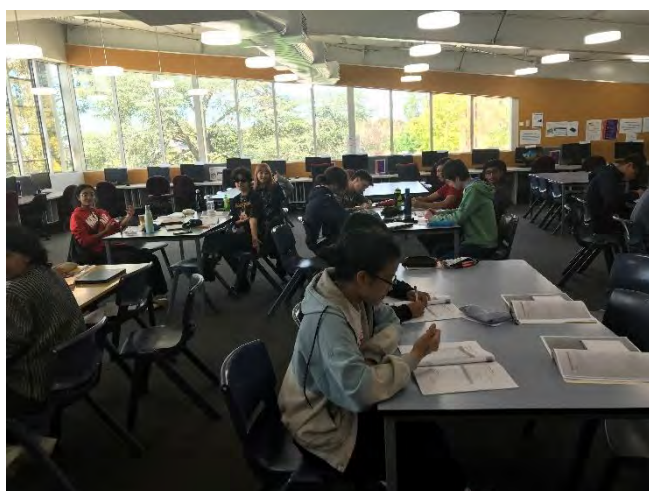
All students who wish to study a language other than English at College need to complete *Languages Eligibility Enrolment Form*. It needs to be filled out during the first week of session 1 at Narrabundah College.

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

<b>Beginning</b>	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.
<b>Continuing</b>	1-5 years in a school where language is language of instruction, or Year 9-10 study in language > 80 hours.
<b>Advanced</b>	> 5 years formal schooling where language is language of instruction.



Road Ready 26/03/2021



Year 12 Breakfast 2021

## 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 are placing 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
<b>Beginning language courses</b>	<p>Little or no formal education (from pre-primary) in schools where the language is a language of instruction.</p> <p>They may have had some instruction in primary school or early high school elective language classes.</p> <p>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.</p>	<p>Less than one year in total of residency and time spent in a country where the language is a medium of communication.</p>	<p>Nil or very infrequent use of the language outside the classroom with a speaker/s of the language is permitted.</p>
<b>Continuing language courses</b>	<p>One (1) to five (5) years in total of formal education (from pre-primary) in schools where the language is a language of instruction, including education in community organisations.</p>	<p>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.</p>	<p>Use of the language outside the classroom with a speaker/s of the language is permitted.</p>
<b>Advanced language courses</b>	<p>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.</p>	<p>More than five (5) years in total of residency and time spent in a country where the language is a medium of communication.</p>	<p>Sophisticated use of the language (spoken and written) outside the classroom with a speaker/s of the language.</p>

# STUDENT MANAGEMENT POLICY

## Narrabundah College's Values and Beliefs

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

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

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

## Procedures

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

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

For further information about these policies please consult:

- Student Info
- Student Curriculum Handbook
- The Principal, Deputy Principals, Head of Student Services
- [www.narrabundahc.act.edu.au](http://www.narrabundahc.act.edu.au)

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



Some examples of possible consequences of inappropriate behaviour follow:

### **Inappropriate Behaviour in Learning Areas**

Each faculty has its agreed rules. These are examples of some actions taken:

- If you arrive late you may not be admitted to class or may be marked absent.
- A warning may be given regarding inappropriate behaviour.
- You may be moved to another position in the class.
- You may be removed from the class for the remainder of the lesson.
- You may be removed from the class for a longer period, or transferred to another class, following negotiation with faculty Executive Teachers.
- You may be sent to the faculty Executive Teacher, or in more serious cases, the Deputy Principal or Principal.
- You may be suspended from the college for serious misbehaviour.

### **Inappropriate Behaviour around the College**

In situations where you act outside the accepted limits of behaviour, the consequences will depend on the seriousness of the incident. All teaching staff are responsible for maintaining a safe, supportive and respectful college environment. The Deputy Principal or the Principal will take action where there is significant inappropriate behaviour. Here are some examples or action that may be taken.

- You or your parents may be held responsible for replacement of lost or damaged property.
- You may be asked to participate in mediation.
- You may be required to undertake community service within the college.
- Action may be taken under anti-discrimination or anti-harassment legislation.
- Police will be informed when appropriate.
- Your position at the college may be put at risk due to suspension or exclusion.

### **Resolution Process**

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

<b>Student</b>	<b>Teacher →</b>	<b>Faculty → Executive Teacher</b>	<b>Deputy or Principal</b>
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#### **College Incident (student/student) (student/staff)**

Teacher if appropriate/Student Adviser	Faculty Executive Teacher/ Student Services	Deputy Principal/Principal	Student Mediation Sexual Harassment Officer REDCO Student Adviser College Psychologist Special Needs Committee Suspension Meeting with Parents/ Carers
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## FREQUENTLY ASKED QUESTION

### Advisers' Noticeboards

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

### Assessment Methods

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

### Careers

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

### Daily Notices on Electronic Noticeboards

The College displays "**DAILY NOTICES**" on the electronic noticeboards (TVs) in **A Block Foyer (near the Library) and the Canteen**. On **Wednesdays** at 'N' Group meetings the "**DAILY NOTICES**" are read out. These are the general means of communicating news, information and requests.

### Feeling Sick or Needing First Aid

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

### Holidays and Assessment Week Dates

See attachments for yearly Calendar.

### International 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 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. This is an R Unit: You will get points for attendance.

## Study Techniques

Student Advisers can help. Essay assistance is provided by a number of departments, particularly the English department. The Study Skills section in this booklet offers advice and hints in this area.

## Thinking of Leaving?

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

If you still want to leave before the end of Year 12 you are required to:

- obtain a leaver's form from Reception;
- return all library items and textbooks, and pay any outstanding library fines;
- ask the library staff and a student adviser to sign your leaver's form;
- return the completed form to Reception. If you have lost books you will be asked to pay for them.

## Your Welfare

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



## WELCOME TO NARRABUNDAH COLLEGE LIBRARY

### Opening Hours

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

### We aim to provide:

- A wide range of resources.
- Help with reference and resource enquiries.
- Help with assessment tasks
- 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:

- Bags in the library - TBA
- Mobile phones – turn them off.
- Food and drinks – not in the library.
- For **OHS evacuation** and **equity purposes** – all exits, (including fire exits), aisles and corridors must be kept free from obstructions such as bags and personal possessions. 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 (Tuesday, Friday and weekends), Sydney Morning Herald and **Inkl** (online newspaper database with papers from around the world).
- **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  
– iPads for borrowing

### INKL

Narrabundah College subscribes to an online newspaper database called **Inkl**. This is in addition to the print newspapers we receive. **Inkl** provides a 'curated and safe news environment by bringing together over 100 of the world's most trusted sources – without fake news, ad trackers, clickbait or paywalls.

**Publications include:** Al Jazeera, Chicago Tribune, Dublin Live, Financial Times, Foreign Affairs, Hindustan Times, Los Angeles Times, Paris Match, Reuters, The New York Times, The Independent UK as well as many others. Australian papers include *The Canberra Times* and *The Guardian*.

As well as reading about what is happening in the world students and staff can search, follow topics and dive deeper into multiple angles on a story. Language students can read news in **Chinese, French, Arabic, Japanese, Spanish, and Hindi.**

Student access: [inkl.com/narrabundah](http://inkl.com/narrabundah) log in using your school email.

### **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.
- Receipt must be brought to library so that credit can be added to your account.
- Black & White printing is charged at approx.. 3c per page.
- Colour printing is charged at approx.. 7c per page.
- FollowMe printer available upstairs or downstairs (log on using your seven digit ID number).

### **Audio-visual Equipment**

- All faculties have data projectors for use in classrooms by students.
- Media students may borrow Media Department AV equipment overnight with their teacher's permission.
- When using AV equipment, it is your responsibility to ensure legal compliance with copyright laws and regulations.
- When returning AV equipment make sure that all borrowed components are returned.
- Overdue fine is charged at 20c per piece per day.

### **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.
- Returns –AV equipment should be handed to library staff.
- 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.

### **Fines**

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

## Search the library using *Oliver*

- The college library 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.
- Reimburse the school for any lost items and pay outstanding fines.
- 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 our course at Narrabundah College, you must consult with both your student adviser and your parents/legal guardians/carers first.

## Library Google Page – 4siaes4

The library Google 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 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](http://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 Newsstream** – 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**

**Gale Literature Resource Centre**

**Gale in Context** – Biography

**Gale Business Entrepreneurship**

**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: World History** – Provides access to scholarly journals and magazines.

**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.

**Health and Wellness Resources**

**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 long-form 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](http://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 and Politics and Science and 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](http://www.narrabundahc.act.edu.au)

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

### Aussie educator

<http://www.aussieeducator.org.au/resources/studyskills.html> 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.

## TV PROGRAMS

It is recommended students watch the following TV programs to keep up to date with current affairs:

7.30 report – ABC

4 Corners – ABC

Dateline – SBS

Media watch – ABC

Foreign Correspondent – ABC

Insiders – ABC

Insight - SBS

Q & A - ABC

## **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 teacher, 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 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, 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?

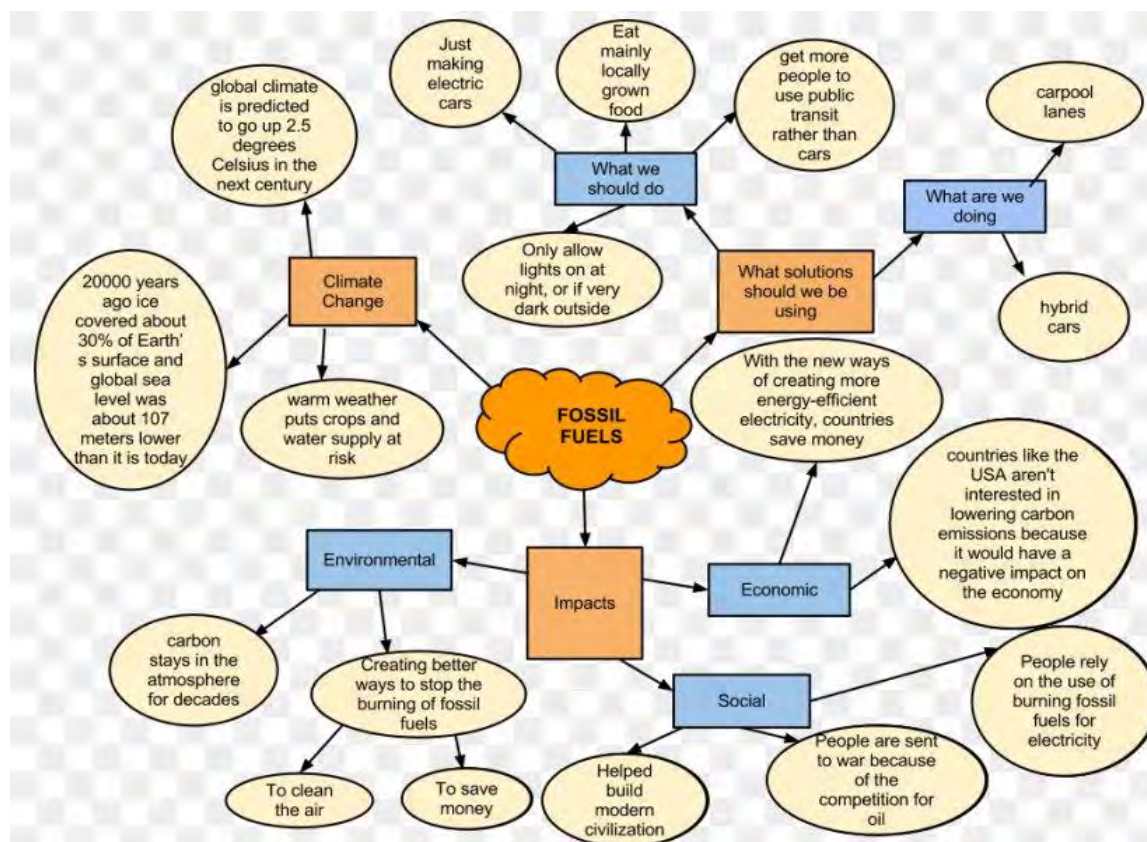
Consider how to best combine information from various sources

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 eg 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.



(<https://favpng.com/download/fWGym4N1>)

See more detailed information on the Library Google page **-4siaes4-**<Research Assignments><Information Literacy>

## 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)

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.

e.g.

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 left-hand 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 wide-brim 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 users<sup>1</sup>. 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 separate page at the end of your essay/assessment task.

## ACADEMIC INTEGRITY - PLAGIARISM

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

### **Examples include**

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

**What's plagiarism? How you can avoid it**, published by the ACT Board of Senior Secondary Studies <http://www.bsbs.act.edu.au>

<Information for students>, <Academic Integrity Information for Students

>To avoid plagiarism you should:

- ✓ Take brief sensible notes of information while you are reading (dot points)
- ✓ Keep adequate and accurate details of your sources.
- ✓ Make a list of references as you go (i.e. each time you take notes from a source). This is easy to do using Microsoft Word - References
- ✓ Be consistent in the way that you record the bibliographic details.

Please Note \*\*\*

## 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**.

## 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. Audiovisual materials may be useful in your presentation. You may decide to use Microsoft *Powerpoint* for a multimedia presentation, using photos, film clips or sound files. Overhead projectors and DVDs can also enhance your presentation, as can handouts.
  
- **Developing your talk — remember to plan:**
  - an **introduction** that states the topic, defines the terms, explains the scope
  - so that it includes the main resources you used to find information.
  - a **body** that develops the topic, gives information in a 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 audiovisual 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 audiovisual aids.

**Consult these books:**

• Miyata, Cathy	• <i>Speaking rules!</i> Curriculum Press, 2011 – Overdrive eBook
• Crossin, Megan	• Say it loud, say it proud! making the English oral work for you, 2006
• Palmer, Erik	• Well spoken: teaching speaking to all students, 2011
• Van Emden, Joan	• Presentation skills for students, 2016

**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 4pm to 5:30pm). These will be advertised well ahead of due dates.

**ESL Students**

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

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

**Organising the outline**

- **Assemble your notes.** Spend some time reading and re-reading these so that you can appreciate the major facts and issues involved in your essay. Now draw up a **list of the main headings** to be covered, and try to write a concise (say, one paragraph) **summary of your conclusions**. This is the **most vital stage in writing an essay**, for time invested here will contribute to the standard of your final draft.
- Check that your whole essay is directed towards **answering the question asked**. Delete any irrelevant material. The aim of the essay is to show your teacher that you have carefully researched the topic, have come to grips with the subject matter and can present a reasoned analysis of the question posed.

**Writing the essay****• First draft**

Having settled on the theme and framework of your essay, **draft the entire essay**, including a minimum number of quotations woven into a framework of your own ideas and supported by facts from your research.

**Reread** this, striking out any excess words, repetitions, irrelevancies and improving the **style**. Avoid slang, jargon, unnecessarily long words and frequent use of brackets.

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



## Redrafting

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

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

Check for spelling, grammar and punctuation errors.

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

## Quotations

- Use quotations **selectively** and **sparingly**.
- A quotation must focus **precisely** on the point you are making. Avoid restating the quotation in your own words once you have used it in your essay.
- A quotation must be **integrated** into the flow of your essay. It is appropriate to pass **judgement** on the quotation and **justify** its inclusion. For example:  
“Writer A concludes that (quotation), but Writer B believes that (quotation). It is clear that Writer B is more likely to be correct because (give your own reasons)”.

## Final Draft — Presentation of your Essay

- Scripts which are untidy or illegible will not be accepted.
- Use only **one side** of the page, leaving a margin of at least 3cm for comments by the marker.
- Follow these **guidelines for presenting** assignments and essays.
  - **Double spacing** for the body of the essay.
  - **Single spacing** for quotations of more than two lines, which should be indented on both sides.
  - Do not cramp your work onto the pages, leave margins of approximately 3cm at the top, bottom and sides of each page.
  - **Keep an electronic copy of your essay.**
- **Proof read your essay.** Check for: spelling, grammar and punctuation errors, the omission of words, the inadvertent use of double words, accurate quotations and footnoting.
- **Footnotes and bibliographies (see p.58)**
- **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 (available on-line [www.narrabundahc.act.edu.au](http://www.narrabundahc.act.edu.au) click on resources and forms and then click on other resources). Hard copies are available from the library.
- 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**.

## Books to help with Study Skills & Essay Writing

808.042 FLA	Flaherty, Liz	Achieve! English: text types: Persuasive 1 2012
371.91 STU	Hargreaves, Sandra	Study skills for students with dyslexia 2016
808.042 JOH	Johnstone, Ryan	Using Language to persuade. 3 <sup>rd</sup> ed. 2014
808 OSH	Oshima, Alice	Introduction to academic writing 3 <sup>rd</sup> ed. 2007
808.042 ROB	Roberts, Jamie Q	Essentials of Essay Writing 2017. .
808.02 SIN	Singh, Anneliese	Successful academic writing 2017
371.3 SMR	Smrke, Brianna	High School Hacks: habit of success in the IB and beyond 2016
GN TRA	Tracy, Brian	Eat the frog! : 21 great ways to stop procrastinating and get more done in less time, 2011
808.042 TUR	Turley, Richards	Writing Essay: a guide for students in English and the Humanities 2016.
808.0427	Withrow, Jean	Inspired to write (2009)



**Pancakes 19-02-2021**

# HISTORY ESSAYS

History essays 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. Although teachers will not be actually counting words, they will expect that you observe the given word limits.

## Referencing

See guidelines provided in classes.

## LANGUAGE STUDY SKILL

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

### Listening skills

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

### Speaking skills

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

### Reading skills

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

### Writing skills

- To write an essay or composition, follow the Study Guide guidelines.
- Dictionaries and thesaurus may be used to expand and check vocabulary.
- Always check all grammar points for fluency of expression.
- To practise scripts, make your own flashcards and use them in your spare time – e.g. while waiting for the bus, during the ads on TV. When practising, pay attention to stroke order 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, Geography, 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 or data or systems to address a need, problem or challenge. Thinks 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 this 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.

### **INFORMATION TECHNOLOGY**

The college will be offering the following courses in 2022. These courses are in line with how IT is shaping in the industry and will prepare our learners for future jobs in IT.

Students studying technologies will learn about the design process and its application. Students will develop research skills, computational thinking and a range of communication skills. They will refine their interpersonal and intrapersonal skills including collaboration, project management and be able to reflect on their own learning. Students will have opportunities to use design thinking and apply creativity through structured, collaborative and project-based learning, solve problems, develop practical skills and apply critical thinking in the development of new ideas.

## 1. Digital Technologies (T/A)

This course focuses on computational thinking and the application of the design process to create and develop digital solutions using a variety of digital technologies. Through the study of Digital Technologies, students present, test, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including fundamental computer science principles such as algorithm selection and complexity, structuring data for processing and problem-solving. Students model, analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Innovative solutions may take the form of a product, prototype, and/or proof of concept that allows for improvement or disruption of existing processes or products. Students may explore a single technology deeply or may consider many different technologies in pursuit of a solution. Throughout the course, students are exposed to a range of strategies for managing projects and communicating their ideas from ideation to development and launch.

## 2. Networking and Security (T/A)

This course focuses on network technologies and architecture, and the devices, media and services and operations in different types of networks. The rise of mobile computing and ubiquitous internet access has led to modern computing systems and platforms that are designed for access anywhere, anytime. These platforms all rely on networks that are not only stable and reliable but interconnected and increasingly distributed. Understanding networks and the security implications of data transmission through networks is a critical part of developing digital solutions for a wide audience. Students learn how networks facilitate device to device communication through an exploration of core networking technologies and their configuration. This could include the study of embedded systems (Internet of Things devices) alongside core networking devices such as routers and switches and the software that manages them. The security of data and the implications of networked systems for data privacy are considered from many perspectives, including the technical implementation of secure protocols and the ethical challenges associated with providing encrypted communications and storage for all users.

This course explores automation and physical computing through the engineering disciplines of robotics and mechatronics. The course introduces fundamental principles of both electronics and mechatronics before investigating microcontrollers that can be programmed to drive electrical circuits and mechanical systems. Students apply their knowledge to the design and construction of real systems, examining how these solutions address problems, needs and challenges faced by individuals and societies. They design and program control software for autonomous and manual interfaces, correcting for noise and unexpected variations in data inputs and processing. Robotics and Mechatronics aims to build theoretical and practical knowledge to prepare students for technical pathways such as engineering, IT, electronics and Science.



## Year 11 IT Course Selection

HIGH SCHOOL EXPERIENCE	APPROPRIATE COURSE T,A or V	LEADS INTO	
Any High School IT	Digital Technologies: Digital Applications	<ul style="list-style-type: none"> <li>Digital Assets</li> </ul>	<ul style="list-style-type: none"> <li>Networking and Cyber Security a</li> <li>Designing and Securing Networks</li> <li>Robotics and Mechatronics: Building and Programming Circuits b</li> </ul>
Prior Experience	Networking and Cyber Security a	<ul style="list-style-type: none"> <li>Networking Administration and Security</li> </ul>	
Prior Experience	Robotics and Mechatronics: Building and Programming Circuits a	Robotics and Mechatronics	

Year 11 students usually begin with **Digital Technologies** or **Robotics and Mechatronics**.

Students who can demonstrate a high level of ability in IT, can opt instead for **Networking and Cyber Security**, or can do **both units as part of an IT double major**.

After first Session, students are free to change streams and choose what they wish.

Prior knowledge of any computer programming is advantageous for students wanting to study programming units at the college. Students need to complete the foundations unit in programming before they do ANY other 4GL programming.



**Robotics and Mechatronics November 2020 class**

# MATHEMATICS

## Solving problems

### ***Understand the problem***

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

### ***Look for a method***

Try some of the following strategies:

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

### ***Work through your method***

- check each step to ensure accuracy.
- Where appropriate make use of all available technology, i.e. calculators, computers, Internet etc.

### ***Check the solution***

- re-work to check the answer;
- is the solution unique? If not, check for other possibilities;
- does the answer make sense in the light of what is asked?
- can your method be improved?
- **Importantly**, when you submit a solution to a problem, ensure that you show all working. Answers are usually only a small part of what is required in the problem solving process. We are also looking for the way you approach the problem, the thinking that goes on during the solution process and the way in which you communicate your solution.
- **Getting Help**  
Your maths teacher is available to help you with different strategies. Ask your teacher about the availability of Study Hub.



## SCIENCE PRACTICAL REPORTS

Practical work is a very important component of all the Science courses at Narrabundah College. Practicals completed in the various Science subject often do not require a formal write-up. We tend to use a format that focusses on one area for development, eg data collection, so that is the area that requires more specific details. Major Practicals are carried out in many 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

- 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

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

#### Results

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

#### Discussion

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

#### Conclusion

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

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

## SCIENCE ESSAYS/MAJOR ASSIGNMENTS

### All science students are expected to:

- continually review course content;
- revise material after contact time;
- solve relevant problems (either as given by teacher or from text or online).

### 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.
- work is continually added to Google classroom and Google drive. It is the responsibility of students to access this learning platform.

## **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 below for a list of current Integrated Courses.
- In order to obtain a major, most courses require students to have studied Yr 12 units. In addition, some courses have compulsory units in order for a major (or higher) to be awarded.
- There is overlapping content between some H courses at ANU and courses at Narrabundah College. E.g. students 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.



**Arts Night (25/11/2021)**

## 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.

COURSE	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	



**Year 12 Breakfast 2021**



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.

<b>COURSE NAME</b>	<b>COURSES THAT CAN BE USED</b>	<b>ADDITIONAL NOTES</b>
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	up to a double major
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



**Arts Night Display 25-11-2021**





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