



Secondary School Handbook 2019 Year 7 - Year 12

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**Ballarat
Christian
College**



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Secondary School Handbook 2019

‘Turning potential into opportunity’

Principal:	Mr Michael Stewart
Head of Secondary School:	Mr Trent Loader
VCE/VET Coordinator:	Mrs Sylvia Loader
Director Of Teaching and Learning:	Mrs Julie Gall
VCAL Coordinator:	Mr David Neumann
Child Safety Officer:	Mrs Karen Farquhar

Ballarat Christian College is a co-educational school in the evangelical Protestant tradition, catering for students in Years Preparatory to 12. Ballarat Christian College provides education for children in a safe and nurturing Christian environment, where Christian values and teachings are lived out daily in the positive experiences and relationships which develop at the College. Our motto ‘serve one another in love’ (Galatians 5:13) informs the way we relate to one another and to God. God is placed at the centre of our worldview, and Jesus Christ is honoured as Lord and Saviour.

Ballarat Christian College provides a varied curriculum where all students are encouraged and guided to fulfil their God-given destiny. The College caters for the special needs of students in all areas of the curriculum, including gifted and talented students. As the College develops, the curriculum expands to meet the needs of its students. The ongoing development of the Secondary School will continue to provide further specialised support for young adolescent students. The College offers both VCE and VCAL in the senior years, as well as elective and co-curricular programs.

Michael Stewart
Principal

PLEASE NOTE

The policies, protocols and dates contained in the following pages may change at the discretion of the Principal during the course of the school year. Students and parents should check the weekly emails from the College (Connect newsletter), the College website, Parent Lounge and updates at the beginning of each term for changes to dates and/or policies.

VISION

Every learner reaching their God-given potential.

MISSION

To provide each student Christian education that gives opportunities to develop gifts and talents to fulfill the will of God in his or her life.

The Four Relationships

In the Bible, we see humans were created to live in harmony according to four relationships:

- **With God: The Primary Relationship.** When this relationship was broken through disobedience, all relationships became damaged. Through Jesus Christ, this relationship is restored and all other relationships also begin to be healed (2 Corinthians 5:17-18).
- **With Others:** We are called to live in relationship with others: it was not good that the man should be alone, and so God created the woman. In Christ we find ourselves as part of the family of God, and owe each other a debt of love (1 Corinthians 12:26).
- **With God's Creation:** The first humans were placed in the Garden, which they were to tend and which would provide all they needed. We too are stewards of God's earth and should honour it as God's creation and property (Psalm 24:1).
- **With Myself:** We are the handiwork of God and should value ourselves as his workmanship. God has a plan and a purpose for us and it is in Christ that we find our true reason for living (Ephesians 2:8-10).

In Genesis 1-3, we see that God designed the world to work in harmony. Through disobedience however, humanity damaged their relationship with God, and we know from experience that the world does not now work the way it should. Babies die, natural disasters occur, and other things happen that make us say "that's not fair – that's not right!"

God invites us back into His perfect plan through the death and resurrection of Jesus Christ. Through believing in Him, we can become part of God's "new creation". This invitation is for all of us!

Therefore, if anyone is in Christ, he is a new creation; the old has gone, the new has come! All this is from God, who reconciled us to himself through Christ and gave us the ministry of reconciliation: that God was reconciling the world to himself in Christ, not counting men's sins against them. And he has committed to us the message of reconciliation. We are therefore Christ's ambassadors, as though God were making his appeal through us. We implore you on Christ's behalf: Be reconciled to God. God made him who had no sin to be sin for us, so that in him we might become the righteousness of God" (2 Corinthians 5:17-21).

Bible Verses For When You Are ...

Thankful:

1 Chronicles 29:11-13, Psalm 107:1, Psalm 95:1-6

Tempted:

1 Corinthians 10:13, James 1:2-4, 2 Corinthians 12:9-10

Worried about your sin:

1 Timothy 2:15, 1 John 2:1-5

Persecuted for your faith:

Matthew 5:10-12, 1 Peter 4:12-14, Acts 14:22

Upset by death:

John 14:1-3, John 14:27, Revelation 21:1-6, John 6:44

Worshipping:

Ecclesiastes 7:9, Romans 12:19, Ephesians 4:26

Happy:

Proverbs 17:22, Romans 12:15, Philippians 4:4

Afraid:

Psalms 31:24, Isaiah 40:31, John 16:33

Lonely:

Psalms 23:4, Psalms 142:4-6, Hebrews 10:24-25

Attacked by others:

Luke 6:31-35, Matthew 5:43-44

Unsure of God's love:

2 Chronicles 7:14, Romans 8:38-39, Luke 15:11-32

Worried:

Philippians 4:6, 1 Peter 5:7, Luke 6:22-32

Angry:

Psalms 35:18, Psalms 66:4, 1 Timothy 2:8

Feel Unsafe?

SPEAK TO OUR CHILD SAFE OFFICER OR A
TEACHER YOU FEEL COMFORTABLE TALKING TO.



If you or someone you know is being abused, you can contact Child Wise for help. The Helpline is available from 9am-5pm, Monday-Friday.

FREE CALL: **1800 99 10 99**

Or contact Child Wise online via:

EMAIL: helpline@childwise.org.au

WEBSITE: www.childwise.org.au

FACEBOOK: www.facebook.com/childwise

Child Safety Student Fact Sheet

Statement of Commitment to Child Safety

Ballarat Christian College is committed to the safety and wellbeing of all children and young people. Wherever it is at risk, child safety will be the primary focus of our care and decision making. Ballarat Christian College has zero tolerance for child abuse and neglect.

Rationale

All students are made in the image of God (Genesis 1:26) and are, therefore, valued by God. Thus, they should be valued highly by staff, their peers, visitors to the school, and family members. All children, regardless of their gender, race, religious beliefs, age, disability, sexual orientation, family or social background, have equal rights to protection from abuse. The College is committed to promoting and protecting the safety and best interests of children, actively working to empower them and allowing them to feel and be safe at all times.

Types of Abuse

- Physical
- Emotional
- Neglect
- Grooming
- Emotional & Psychological
- Racial, Cultural, Religious
- Any other forms of abuse

Feeling Unsafe

Report your concern to an appropriate staff member immediately.

Who Can I Talk To?

If you are worried about child abuse, for you or someone you know, there are people you can talk to about this. It's a good idea to talk to an adult you trust about any concerns you have. For example:

- A parent or relative,
- A teacher or someone who works at school.

If you see harm occurring, you can help the student by:

- Telling a teacher, volunteer, Head of School or Principal straight away about what was seen;
- Writing down what you saw and giving the information to a teacher, Head of School or Principal straight away.

What Other Contacts Are Available?

National Child Abuse Helpline (Child Wise)

Phone 1800 991 099 (toll free) for access to expert advice from trained counsellors and an opportunity to speak up about child abuse.

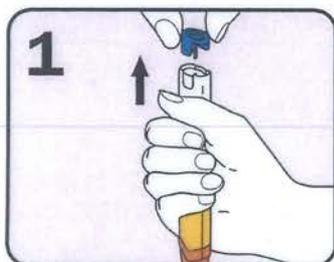
Call the Police on 000 if you have immediate concerns for a child's safety. All children have a right to feel safe and to be safe.

Our Child Safety Policy can be accessed on the College website under the Policies and Publications section.

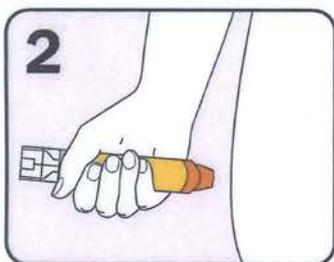
ACTION PLAN FOR Anaphylaxis

For EpiPen® adrenaline (epinephrine) autoinjectors

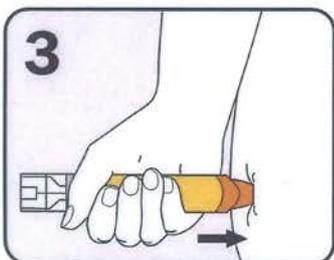
How to give EpiPen®



Form fist around EpiPen® and PULL OFF BLUE SAFETY RELEASE



Hold leg still and PLACE ORANGE END against outer mid-thigh (with or without clothing)



PUSH DOWN HARD until a click is heard or felt and hold in place for 10 seconds

REMOVE EpiPen® and gently massage injection site for 10 seconds

SIGNS OF MILD TO MODERATE ALLERGIC REACTION

- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting (these are signs of anaphylaxis for insect allergy)

ACTION FOR MILD TO MODERATE ALLERGIC REACTION

- For insect allergy - flick out sting if visible
- For tick allergy - freeze dry tick and allow to drop off
- Stay with person and call for help
- Locate EpiPen® or EpiPen® Jr adrenaline autoinjector
- Phone family/emergency contact

Mild to moderate allergic reactions (such as hives or swelling) may not always occur before anaphylaxis

WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- Difficult/noisy breathing
- Swelling of tongue
- Swelling/tightness in throat
- Wheeze or persistent cough
- Difficulty talking and/or hoarse voice
- Persistent dizziness or collapse
- Pale and floppy (young children)

ACTION FOR ANAPHYLAXIS

1 Lay person flat - do NOT allow them to stand or walk

- If unconscious, place in recovery position
- If breathing is difficult allow them to sit



2 Give EpiPen® or EpiPen® Jr adrenaline autoinjector

3 Phone ambulance - 000 (AU) or 111 (NZ)

4 Phone family/emergency contact

5 Further adrenaline doses may be given if no response after 5 minutes

6 Transfer person to hospital for at least 4 hours of observation

If in doubt give adrenaline autoinjector

Commence CPR at any time if person is unresponsive and not breathing normally

EpiPen® is prescribed for children over 20kg and adults. EpiPen Jr® is prescribed for children 10-20kg

ALWAYS give adrenaline autoinjector FIRST, and then asthma reliever puffer if someone with known asthma and allergy to food, insects or medication has SUDDEN BREATHING DIFFICULTY (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms

Instructions are also on the device label

Assemblies and Chapel Services

Chapel services are held in the Multi-Purpose Centre (MPC) each week – on a floating timetable basis. A student band usually leads the attending students in a few contemporary Christian worship songs, followed by a Bible-based message delivered by the College Chaplain or a guest speaker. Staff and student announcements are also catered for. Students are required to line up on the carpark/driveway area next to the front door of the MPC before entering. Seats are reserved for secondary students in the first instance.

An organised departure is led by the person in charge and students are required to exit the MPC in a safe and orderly fashion. Those using a seat are required to stack their seats in groups of 10. Students are encouraged to participate in whatever way they feel comfortable, at all times respecting those around them.

Attendance

Punctuality and regularity of attendance are required of all students and form valuable characteristics of a responsible and sought-after person. Written reasons for absences and/or lateness should be forwarded to the College immediately as requested. Your homeroom teacher will follow up poor attendance and repeated lateness. Disciplinary action may be applied if there is no acceptable explanation.

Recorded music will precede the bells before school, end of recess and end of lunch. Students should move to class during the playing of the music, since **CLASS BEGINS WHEN THE MUSIC STOPS AND THE BELL SOUNDS** (this occurs at 8:50am, 11:50am, and 1:50pm).

Music Starts	8:45am	-	8:50am
Homeroom Group	8:50am	-	9:05am
Period 1	9:05am	-	9:50am
Period 2	9:50am	-	10:35am
Period 3	10:35am	-	11:20am
Lunch 1	11:20am	-	11:50am
Period 4	11:50am	-	12:35pm
Period 5	12:35pm	-	1:20pm
Lunch 2	1:20pm	-	1:45pm
Music Starts	1:45pm	-	1:50pm
Period 6	1:50pm	-	2:35pm
Period 7	2:35pm	-	3:20pm
Dismissal		-	3:20pm

Absences

If a student is unable to attend school on any day, parents/carers are required to contact the Administration Office by 10:00am, either by calling 5337 5900 OR by sending an SMS to the College on **0416 905 324**.

Information required for SMS:

Student Christian name and Surname

Reason for absence

Parent/Carer name

If there has been no communication by 10:00am, College Administration Staff will commence making contact. A written explanation from a parent/carer is required to be given to your homeroom teacher on the day of your return to school. An absence of three or more consecutive days requires a Medical Certificate with the written explanation. A courtesy call from the parent/carer is also required where a short term illness extends to three or more consecutive days.

Late Arrivals

If a student arrives after 8:50am, they are to report to the Administration Office and obtain a late slip. The student gives this slip to their homeroom/classroom teacher, who will note it on the roll.

Holidays During School Terms

If your family plans a holiday during school terms, please provide written or SMS notification at least two weeks prior to the last day of attendance, especially if you require student work to be arranged while absent from classes. With the majority of tasks now being set and assessed online, it is strongly encouraged that students be able to regularly access the internet to send and receive work. Planned absences during testing and exam weeks is strongly discouraged. Usually, a single catch-up morning will be allocated to allow absent students to complete work missed during testing and exam weeks.

Behaviour Management

The Behaviour Management Policy and associated procedures form part of the College's overall Student Wellbeing Program. It has been designed to clearly articulate for the whole College community the sanctions which will be applied if students choose to behave in a way which contravenes the College rules and guidelines; which endangers other students, or which in any way undermines the culture and good order of the College. It also outlines the merit process by which students are awarded points for good choices.

The College sees it as a reasonable expectation that students be courteous, well-behaved, well-groomed and respectful inside and outside of the Classrooms – in the playground, coming to and from school, and representing the College during camps, sporting fixtures and all excursions. Our goal for out-of-classroom activities is similar to that for classroom behaviour in that students act in a cooperative, peaceful, sensible and godly way, to bring respect and honour to God, their College and their peers. Any breach of College rules and procedures will result in disciplinary procedures being applied, as outlined in the policy.

Relationships

The College is a united community; students should not form exclusive relationships. Cliques which exclude others, or exclusive romantic coupling, can often undermine the health and unity of the entire student cohort. The Christian code regulates speech and physical contact between genders; our students interact with respect for each other. While an embrace in a home or church context could well be appropriate, in a school setting where there is not a background of understanding, such intimacy could be misunderstood and set a standard which is not acceptable to the College ethos. (Ecclesiastes 3:1, 5b; 1 Corinthians 8:9 and 1 Corinthians 14:40)

- Relationships between girls and boys in the College should be characterised by godly, uplifting and moral behaviour;
- Students are discouraged from entering into romantic relationships with fellow students;
- Boys and girls should not touch one another in a way which may be interpreted romantically;
- Embraces between students should be avoided.

For the full Behaviour Management Policy, please look on the College website under Policies and Publications.

Bike Safety

The law requires that anyone who travels by bicycle must wear an approved helmet, obey all road rules and use common sense at all times. For safety reasons, bikes are not to be ridden on College property. During the day, bikes must be stored in the bike racks provided. It is the responsibility of each student who rides a bike to the College to provide a secure lock for their bike.

Bullying and Harassment

Ballarat Christian College has a zero tolerance to bullying behaviour in our school. This includes physical, psychological and cyberbullying. Staff will work with students and parents/carers to quickly resolve any instances of bullying. The victim will be supported throughout this process and parents/carers kept informed. In the event that a bully is not receptive to the College's policy and protocols enacted through its expectations and requirements, the bully may face disciplinary actions including, but not limited to, termination of enrolment. The purpose of the College's intervention is to provide a safe and nurturing environment for all students and staff.

Definitions

Bullying is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

The following definitions include examples of bullying, however bullying may not be limited to these examples:

Direct Physical Bullying

- Hitting, kicking, tripping, pinching and pushing, or damaging property.

Direct Verbal Bullying

- Name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.

Pictures and Written Material

- The display or presentation of sexually suggestive or otherwise offensive pictures or written material with a view to embarrass or give unwanted attention to a person. Public criticism or ridicule of another's actions, or appearance, particularly without having first given the person the dignity of discussing the issue personally and privately.

Indirect Bullying

- Action designed to harm someone's social reputation and/or cause humiliation.

Indirect bullying includes:

- Lying and spreading rumours;
- Playing nasty jokes to embarrass and humiliate;
- Mimicking;
- Encouraging others to socially exclude someone damaging another's social reputation or social acceptance;
- Extortion;
- Forcing students to hand over lunches/money or do homework, etc.;
- Malicious gossip;
- Malicious exclusion;
- Maliciously excluding others from activities;
- Malicious embarrassment;
- Actions or words that are calculated to cause embarrassment to another person.

Cyberbullying

- Direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

Note:

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. Examples include:

- Mutual conflict involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation;
- Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others;
- Single-episode acts of nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours.

Procedures for Addressing Students Involved in Bullying, Discrimination and Harassment

The appropriate action for a student who feels he/she is a victim of harassment, bullying or discrimination is to report the incident or concern to their homeroom teacher. Parents who become aware that their child may be a victim should immediately contact their child's homeroom teacher. In most cases, the teacher will carry out the necessary disciplinary and reconciliation measures.

Some cases may be immediately referred to the Head of Secondary or the Principal. Offending students will be managed under the College's Behaviour Management Policy. Parents will be informed of the issues surrounding

the behaviour management actions. Continuation of such behaviour will result in the case being referred to the Principal for consideration of termination of enrolment of the offender from the College.

In the case of incidents of bullying occurring outside school hours and/or away from College premises, the College will take reasonable action within the limits of its capacity to do so.

For the full Bullying and Harassment Policy, please look on the College website under Policies and Publications.

Careers

All secondary students are encouraged to visit the Careers Hub located in the house for all careers information. Students are also encouraged to visit the Ballarat Christian College Careers portal at www.balcccareers.com, or arrange an appointment at the Administration Office with the Careers Coordinator, Mr Trent Loader.

Character First

Character First 2019

Term 1

Dependability: Thur 31/1 - Fri 1/3

Thoroughness: Mon 4/3 - Fri 29/3

Determination: Mon 1/4 - Fri 5/4

Term 2

Determination: Tues 23/4 - Fri 10/5

Joyfulness: Mon 13/5 - Fri 7/6

Availability: Mon 10/6 - Fri 28/6

Term 3

Availability: Wed 17/7 - Fri 26/7

Respect: Mon 29/7 - Fri 23/8

Compassion: Mon 26/8 - Fri 20/9

Term 4

Kindness: Mon 7/10 - Fri 1/11

Wisdom: Mon 4/11 - Fri 6/12

What Is Character First?

Many problems in today's classroom can be traced to a lack of character, including bullying, disrespect, cheating, tardiness, vandalism, profanity, and drug abuse—which hinder childhood development, student achievement, school safety and public confidence. That's why more than 100,000 teachers, parents, and youth workers around the world have used Character First Education to help them define behavioural objectives, reinforce positive behaviours and create a culture that values good character.

Character First offers dynamic, proven, research-based character education resources that make building character clear, fun and memorable for children and teens. While character formation begins at home, we believe everyone who interacts with a child or teen has an opportunity to teach or encourage positive social values. Character First Education exists to help teachers, administrators and parents build future leaders with character.

At Ballarat Christian College, the Character First Program is delivered during the daily homeroom time and through the Chapel and Assembly Program. Parents/carers are encouraged to engage with their child through discussing and modelling the character trait being studied.

Chewing Gum

Students are not to bring chewing gum to school. Chewing in class is viewed as socially unacceptable. The careless disposal of chewing gum often creates cleaning issues and can degrade the look of College facilities.

Students are invited to have a toothbrush and toothpaste in their locker and to utilise them as required.

Communication

Ballarat Christian College staff value the establishment and maintenance of right and proper relationships with parents/carers.

Ecclesiastes 4:12 states that "A cord of three strands is not easily broken." In terms of education, we believe that the three strands are the relationships between parents/carers, students and teachers. If all three parties can work together for positive outcomes for the child, there is a greater chance of educative success for the child.

The main point of contact in the first instance is ALWAYS your child's homeroom teacher. The homeroom teacher is responsible for the pastoral care of your child and is willing to act upon any questions, enquiries, concerns or suggestions you may have.

If the issue cannot be resolved, the Head of Secondary should be contacted.

The fastest way to make contact with teachers is to utilise the College email system which uses the following arrangement for email addresses:

Teacher's christian name initial (no dot between), surname@balcc.vic.edu.au

Example: tloader@balcc.vic.edu.au

Parents/carers are always welcome and invited to make an appointment to discuss any issues with teachers. Please email teachers through Parent Lounge to arrange an appointment.

We ask that parents/carers do not initiate impromptu 'doorstep' discussions/meetings with staff.

Excursions and Camps

Each and every excursion and camp requires the submission of a digital consent and medical form on TASS Parent Lounge (accessible through the College website) If parental consent is not received by the due date, the student concerned will not be allowed to attend the event. Alternate arrangements will be made for them at school.

Parent Lounge and Student Café

Parent Lounge is the parent portal on the College website designed to provide parents with everything they need throughout their child's education journey, keeping them engaged and providing a way for them to interact with their child's learning and the school community.

Parents/carers can find things like;

- College Calendar of Events
- Student Academic Reports
- Student Address, Medical & Absence Updates & Access
- Online School Fee Payments
- Booking facilities for Parent Teacher Interviews, Mathematics Assessment Interviews
- Notifications
- Student Homework
- Student Excursion/Camp Permissions
- Email Contact for Teachers

The Parent Lounge instruction manual is available from the Administration Office if required.

Students in Years 5-12 are required to use Student Café as part of their daily school routine.

Student Café is a digital platform that is utilised by the College to enhance student learning, accountability and collaboration between teachers and other students. Through Student Café, students can access their eDiary, homework and assessments, timetables, attendance records, upcoming tours and excursions, academic reports, information and announcements regarding classes and extra-curricular activities, the College calendar, class resources, and other notifications such as library due dates and more.

Students have easy access to assessment information and learning resources, giving them the tools they need to succeed and help them prepare for the digital world. Time management tools and dynamic eDiaries allow students to take charge of their school and academic life, and the communication capabilities allow students to engage and interact with each other and their teachers, extending their learning beyond the classroom.

Students are expected to regularly check Student Café every day to ensure that they are up to date with all possible communication and work tasks. Students are encouraged to email or upload through Student Café, using their College email accounts, draft versions of work tasks on a regular basis for back up and authentication purposes.

Complaints and Grievances

Ballarat Christian College is committed to building a strong Christian focused community, ensuring a harmonious, fair, just, working and learning environment (Matthew 18:15-17).

Staff, students, parents and community will have access to processes that allow for grievances to be resolved. All grievances will be dealt with in a supportive environment without victimisation or intimidation of anyone connected with the grievance either during or subsequent to a grievance resolution procedure.

1. Informal Process

As a first step, informal and private attempts at resolution or reconciliation should be undertaken between the parties concerned in accordance with Matthew 5:24, "... first go and be reconciled to your brother; then come and offer your gift."

2. Formal Process

Once a formal process is commenced, mediation is an available option at any stage of the process. This will be facilitated by the College and conducted by a person mutually agreed upon by the parties to the dispute.

For student grievances, complainants may refer grievances to a teacher in the first instance. If the complainant prefers, their grievance may be submitted in writing to the teacher. Upon receipt of the grievance, the teacher will assess the situation and organise to meet with the complainant and/or other parties involved, to resolve the situation as quickly as possible in an informal manner.

The complainant may request that a support person of their choosing accompanies them to any meeting regarding their grievance. The teacher may determine if other members of the College community need to be consulted, such as parents, chaplain, counsellor or other independent experts. Mediation may need to be facilitated in some cases as a result of this consultation. At the conclusion of the grievance resolution process, both parties in the dispute will be asked if the matter has been satisfactorily resolved. If not, the complainant may refer the matter to Executive staff and/or the Principal for further discussion/resolution.

For the full Grievance/Complaint Resolution Policy please look at the College website under the Policies and Publications section.

Educational and Support Services

The College offers a range of educational and support services. These include:

- Lunch time study groups;
- After-school tutorial groups;
- Information and communications technology (ICT) support;
- The Student Wellbeing Team providing one-on-one counselling, mediation as well as proactive programs for anger management, grief and loss etc.;
- Learning materials can be supplied as needed in alternative formats, e.g. in large print, and;
- Careers counselling

Students with Disabilities

Ballarat Christian College offers learning support for students with a disability and/or learning difficulties. Families who believe that their child has additional needs that may impact on their learning are encouraged to contact the school and make an appointment with the class teachers or the Learning Enhancement Co-ordinator to discuss the support services that may be appropriate for assisting their child.

The school has an established assessment regime. Students throughout the College are assessed regularly to determine their current level of ability. Data triangulation is used to inform the school that the results are providing a true indication of student ability.

The data collected is used to determine the current level of student ability and to determine the areas of greatest deficit and need for that student. The data is then used to inform teaching practice to address the individual needs of that student. Student progress is monitored to ensure that each child is moving forward. Adjustments and modifications can be made for students who require additional assistance to access the curriculum. Teachers are required to keep records for each student of the adjustments and modifications that are being made.

Support options may include one or more of the following...

- Guidance and support from staff and the Learning Enhancement Co-ordinator;
- The Development of Individual Learning Plans;
- Regular meetings with families and/or students;
- Aide support as necessary ;
- The provision of mentors;
- Access to extra support from the welfare team;
- Information regarding support services that are available;
- Support to access external services, and;
- Special consideration for work and assessment tasks.

Students are encouraged to talk to both their teachers and parents, if they believe that they require any additional support in order to ensure their time at the College is a successful one.

House System

All College students are placed in one of three College Houses: **Genesis**, **Slessor**, or **Unity**.

These Houses form the basis for collegiality, as well as intra and inter House competition.

Students gain points towards their house by participating in College sporting events (Athletics, Swimming and Cross Country carnivals), representing the College at Christian Schools Events Network (CSEN) events, participating in Extra Curricular activities and academic areas such as getting homework in on time, assignment marks, tests etc.

Individual Device Program (IDP)

Ballarat Christian College seeks to provide appropriate and adequate technology to support instructional purposes, and uses instructional technology as one way of enhancing our mission to teach the skills, knowledge, Christian values and behaviours students will need as responsible Christian citizens in the global community. Students learn collaboration, communication, creativity and critical thinking in a variety of ways throughout the school day. In an effort to increase development and utilisation of these 21st century skills, Ballarat Christian College provides individual devices to be utilised in a way which affords appropriately controlled access to the online community through a modern and flexible individual device, software and secure access to the Internet.

An important component of the IDP is the education around appropriate online behaviours. We review cyber safety rules with students frequently throughout the course of each school year, and provide reminders and reinforcement about safe online behaviours. In addition to the rules and protocols outlined in these documents, students will be expected to comply with all class and College rules while using personal devices. As the curriculum is shaped around students having this technology, we anticipate great benefit for our students' education at the College.

A fundamental element of the IDP is that different models will be required to be used by students; one model for Years 4 - 9, and another more powerful machine for Years 10 - 12. As all students in a class will have the same equipment, the standardisation of software, insurance & warranty coverage, programs & applications, etc. is more efficient. Hardware and associated features will be selected so as to be operative for three years. Only students from

Years 7 – 12 will be able to take their devices home.

In order to make the program cost-efficient and affordable for parents, a high degree of flexibility has been undertaken in sourcing the hardware. It has been decided that an arrangement whereby the College owns and provides the devices, and charges a levy which contributes to the overall cost of the program, is the most viable method for parents.

Payment Agreement:

An IDP levy will be charged each term to families’ fee accounts towards the cost of this program. The total cost has been negotiated with the College mindful of value for money and getting the best deal possible for parents. At the conclusion of a device’s three-year cycle, it will be re-imaged to its original factory settings and taken off the school network. It may then be offered to parents for purchase. If parents do not wish to take this option, the device remains the property of the College.

The following is also included in the IDP Levy:

Insurance: Coverage (accidental damage, theft and loss) for the expected three year life of the device.

Warranty: The device is covered by a three-year onsite warranty, handled through the College.

Software: College-licensed software will be installed on the device as appropriate. This may include, but not be limited to, JacPLUS Textbook bundle, Adobe products, access to the College’s student portal ‘Student Café’, components of Microsoft Office 365 (including a College email account), 24/7 Internet Proxy for safe web browsing (which includes safe internet access away from the College network), antivirus protection, and access to network printing services. Software placed on devices by the College is licensed to the College and can only be installed on devices owned or controlled by the College.

Service: College ICT staff are employed to ensure the continuity of service for all College devices.

IDP Levy Schedule 2019

	Per Term	Annual Levy
Years 7 - 9	\$ 85.00	\$ 340.00
Years 10 -12	\$ 120.00	\$ 480.00

Acceptable Computer Usage

Students must use computers in an appropriate manner. Accessing/creating/distributing inappropriate, offensive or abusive material will not be tolerated. The installation of unauthorised programs is not allowed. Email, internet and general computer use are monitored. Inappropriate use will result in a loss of access privileges.

When students are permitted to use a computer to produce work it is the student’s responsibility to ensure that there is an alternative system available for use in case of computer or printer malfunction or unavailability. Computer malfunction will not be accepted as an excuse for late or non-submission of work.

Hard copies of work in progress must be produced regularly to meet authentication requirements and produced when required by the subject teacher. Each time changes are made to work the student concerned should save the work onto a back-up file. The back-up file should not be stored with the computer.

Students printing to a network printer from any site will be under the provisions of the College computer policy. All printing should be from files stored on the student’s folder on the server and any memory device used by a student will be subject to the Personal Devices, Mobile Phones and USBs policy.

Lockers

All secondary students will have access to an external locker. The locker is a secure place to store the school bag, books and other personal items such as lunch, snacks and uniform items.

The locker MUST remain locked when not in use. A College-supplied combination lock or parent-provided key lock MUST be used to secure the locker door. If students misplace their lock, a replacement will be provided and parents will be invoiced accordingly.

Medical Information

Feeling Sick or Injured

In class, report to your teacher who will provide you with a written note to take to the Administration Office. If in the yard, locate the closest Yard Duty Teacher who will provide you with a note. Do not go straight to the Office unless it is URGENT and you cannot locate a teacher. The Office staff will arrange appropriate treatment or arrange with a parent/carer to allow you to leave. In the case of serious injury, have someone notify the Office immediately.

Anaphylaxis, Asthma, Food Allergies and Seizures

Parents/Carers are responsible for informing the College of a child's diagnosis of anaphylaxis, asthma, allergies or seizures and provide the College with an Action Plan completed and signed by their GP as soon as possible after diagnosis. Parents/Carers will be notified if there are students in their child's homeroom who have a food allergy. We ask that parents/carers refrain from providing any food that may trigger a reaction. There are several generic EpiPens available at strategic locations around the College, however parents are asked to provide an additional EpiPen for their child to be kept at the College and available for excursions, camps and special events at school.

All staff are trained to react to situations where evidence of allergies, asthma, or anaphylactic reactions may occur. If you see another student having a reaction, get help from the nearest adult.

Personal Mobile Devices, Phones and USBs

It is recognised that students may need to have a mobile phone for personal use when travelling to and from school. Other technology devices used at the College, such as iPads and laptops, will be monitored by all staff, in particular by classroom teachers. Our Mobile Phones, USB and Other Personal Devices Acceptable Use Policy offers a detailed summary of what the College standards are with regards to the use and implementation of technology.

Acceptable Uses:

- During school hours mobile phones must be turned off and handed into the homeroom teacher first thing in the morning to be securely locked away. Phones will be returned to students at the end of the day.
- Parents/carers and students are reminded that during school hours the College Administration Office remains the vital and appropriate point of contact in cases of emergency or other situations where students need to be contacted. This way we can ensure students are reached quickly and assisted in any appropriate way.
- Senior secondary (Year 11 & 12) students have certain privileges and should ensure:
 - i. That their phones are always stored in a safe and secure locker.
 - ii. Year 12 students are able to use their phones in the Year 12 Common Room with the purpose of contacting home if required.
 - iii. Their mobile phones are switched off and in their lockers unless being used for class activity.
 - iv. Year 11 and 12 students should only use mobile phones when usage will not disrupt the normal school routine.
 - v. Year 11 and 12 and VET students are able to take their phones with them when they leave the College as part of the Senior Secondary outside of school grounds privileges.
 - vi. They display courtesy, consideration and respect for others when using a mobile phone.
- Personal devices or USBs may be used by Years 10, 11 and 12 students, with individual teacher's knowledge and permission, during appropriate times. e.g. Art practical lessons.

Unacceptable Uses:

- Mobile phones are not used to make calls or any other application during the school day unless express permission has been given by the Head of Secondary (eg. travelling to VET)
- Mobile phone cameras (still and video) must not be used;
 - i. In banned spaces, for example changing rooms, toilets, gyms and swimming pools and others as deemed inappropriate by Ballarat Christian College),
 - ii. To film people and their activities without their knowledge or permission,
- Mobile phones must not be used to send harassing or threatening messages.
- Personal devices or USBs are best left at home. Use by secondary students up to and including Year 9 is forbidden. If Year 10, 11 and 12 students bring devices to school they must be used within the terms of the policy (USB purchased from the College booklist for educational purposes are exempt from this clause).
- Music is not to be uploaded to College booklist USB's.

For the full Mobile Phones, USB and Other Personal Devices Acceptable Use Policy, please go to the College website under Policies and Publications.

Property

Damage to College Property

All damage to College property, buildings, equipment, textbooks and other books is expected to be rectified, or items replaced or paid for by the student involved or their parents/carers. Playing ball games in designated areas is enforced by yard duty teachers, not only to prevent injury to bystanders by being struck with a ball, but also to minimise the risk of breaking a window and therefore, the damage repair cost being passed on to the student's parent/carer.

Personal Property

Private property brought to the College by students is not insured and the College is not responsible for any loss or damage. Do not bring valuable items or large amounts of cash to school. Personal entertainment devices, radios, electronic games or the like should not be brought to school. The use of Personal entertainment devices such as MP3 players is subject to the Mobile Phone, USB and Personal Devices Acceptable Use Policy which every student is expected to sign.

Sports Equipment

All College equipment must be cared for and used correctly. Each homeroom will receive a tub containing labelled sporting equipment at the start of the year. Students are invited to use this equipment during recess and lunch times. The student who took the equipment is the one responsible for the return. Students must not interfere with the play of other students by gaining possession of their own borrowed homeroom equipment.

Students are to demonstrate appropriate care for the sports equipment borrowed. For example, kicking a basketball or volleyball is seen as equipment abuse and will result in a demerit being administered. If a ball goes into an out of bounds area, over a boundary fence or on the roof of a building, students are not to attempt to collect the item. The yard duty teacher should be notified in the first instance.

Sparsh Academy

The College has maintained a long-term commitment to prayerfully and financially support the work of Brother Francis and his team in the creation and development of the Sparsh Academy, a not-for-profit school with an aim

to impart Christian love among the Garhwali people of India.

The College support for the Sparsh Academy is accomplished through:

- The annual Sparsh Mini-Fete
- Catering for events such as the annual Art Show
- Regular prayer in homerooms and staff meetings

Student Employment

Students are encouraged to speak with teachers who they feel they would like to add as a referee on a resume or job application. The decision to act as a referee is entirely up to the teacher.

The resume or application should state:

Teacher's name
C/O Ballarat Christian College
Cnr Vickers and Yarrowee Sts, Sebastopol, 3356
Phone (03) 5337 5900
Fax (03) 5335 6876
Email bcc@balcc.vic.edu.au

Paid employment must NOT be undertaken by students at any time by that would prevent them from attending school during normal scheduled hours (8:45am to 3:20pm).

Student Leadership

College Captains

College Captains are Year 12 students elected by staff and students from Years 7 to 12, and appointed at the beginning of the school year. The Captains lead and serve the student body by example, to support the ethos and culture of the College. Each year our College Captains will be given the opportunity to attend a student leaders' conference which gives them the opportunity to relate to their interschool peers and discuss and pray about national issues. They are students of good character and academic stability, and participants in their local church.

Senate

The Senate is the Secondary School Student Representative Council (SRC) and facilitates leadership and decision-making by all students within Ballarat Christian College. It is an important way to provide meaningful leadership opportunities for students and to promote a voice for students in school decision-making.

The Senate is:

- Educational by developing skills in leadership and communication;
- Democratic because every student has a voice;
- Responsible for solving real problems and making real decisions;
- Sharing decision-making with the Principal, teachers, other students and the school community;
- Caring about the College, what happens in it and to it;
- Fun and rewarding for everyone in the school.

There are two branches of the SRC primary and secondary.

Student leaders have the opportunity to develop skills in leadership and communication and gain an understanding of democratic processes by being actively involved in activities that engage the College community as a whole.

House Captains

House Captains from Year 11 and Vice-Captains from Year 10 are elected by students from Years 5 to 12 and staff members at beginning of the year. Captains and Vice-Captains are expected to successfully lead and organise house activities, be available to assist any member of their houses on request and are expected to exhibit exemplary Christian behaviour and servant leadership.

Peer Mediation and Deacons

Deacons are Year 11 students who operate in pairs during most lunchtimes, seeking out students who are lonely or are not being included as they might wish to be. They assist students who are hurt or sad in any way, setting a tone of inclusion and operating as a role model for younger students at the College. They wear yellow vests to help students identify them in times of trouble. Deacons are also trained in Peer Mediation, a conflict resolution strategy by which students are actively involved in resolving their own disputes.

Student Code of Conduct

Students are encouraged to show the fruits of the Spirit at all times (Galatians 5:22-23). The following is designed to assist students to maintain this display. It is based on the fruits of the Spirit and other principles of God's word in the Bible.

Students are:

1. To obey God's word, to respect authority and to care for others as associated with the Christian orientation of the College. In all you do seek to honour the Lord and obey the Word of God - the great commandment in Matthew 22: 34-40;
2. To participate in and contribute to the broader life of the College;
3. Respect and honour your teachers by following their instructions and addressing them politely and respectfully;
4. Not to cause arguments, disagreements, fights or anything that might cause harm to others within the College;
5. Encouraged to be considerate and assist others when required whilst treating others with understanding. To lift people up and encourage each other, speak positively and treat others well, respecting that God has created individuals who have different gifts, talents and abilities in order to fulfil the will of God (1 Thessalonians 5:11 "Therefore encourage one another and build one another up, just as you are doing");
6. Expected to represent the College and its high standards of behaviour and dress at all times, including travel to and from College and when in uniform in public places;
7. Expected to wear their uniform consistent with the Uniform and Student Appearance Policy;
8. To understand that their behaviour at all times impacts the reputation of the College and the Ballarat Christian College community. Behaviours that adversely affect the wellbeing of the community will be investigated and dealt with according to the Behaviour Management Policy;
9. To understand that standards of honesty, courtesy, modesty and moral purity in word, action and language are to be maintained at all times;
10. Expected to remain on the College grounds at all times unless prior permission has been obtained from an Executive Leadership Team member;
11. Required to sign out of the College at the Administration Office when leaving before 3:20pm.
12. Expected to respect the property of the College and every member of the College. All breakages and damage must be reported to an Executive Leadership Team member, Head of School, or the Principal immediately by the person responsible. All breakages and damage caused by irresponsible or malicious actions of a student must be paid for by the individual student or parent/carer of the student, which will be in addition to any necessary disciplinary matters;
13. Not to steal or damage others' property, and be sure to hand in lost property (Exodus 20:15 "You shall not steal");
14. To adhere to the Mobile Phones, USB and Other Personal Devices Acceptable Use Policy to assist, support and maintain their own and others' safety during College hours;
15. To behave in a responsible and cooperative manner, enabling all members of the College community to feel safe and respected;
16. To respect the right of every individual to learn;
17. To complete school work requirements and homework to the best of their ability;
18. To be fully supportive of all College activities and participate as much as possible;

19. To be punctual to all College activities and all lessons;
20. To behave in a responsible and cooperative manner, enabling all members of the College community to feel safe and respected.

Sun and UV Protection

Ballarat Christian College is a sun-smart school, and ensures that all sun protection measures listed in the Sun and UV Protection Policy will be used for all outdoor activities from mid-August to the end of April, ie the wearing of hats.

Sunscreen is made available for all classrooms for students to apply before outside play and activities. If your child is allergic to sunscreen, parents/carers are required to send an alternative-branded sunscreen to the classroom teacher for that specific student only.

Overexposure to UV during childhood and adolescence is a major factor in determining future skin cancer risk. Melanoma is the most common cancer in young Australians aged 13-24 years.

The College aims to:

- Create healthy environments and encourage appropriate behaviours to allow some UV exposure for vitamin D and minimise overexposure to reduce skin and eye damage and skin cancer risk;
- Encourage behaviour change through education and role-modelling;
- Protect staff and students from harm caused by overexposure to ultraviolet (UV) radiation.

Please refer to the full Sun and UV Protection Policy found on the College website under Policies and Publications for further details.

Term Dates

Term 1	Thursday 31 st January	-	Friday 5 th April	10 weeks
Term 2	Tuesday 23 rd April	-	Friday 28 th June	10 weeks
Term 3	Wednesday 17 th July	-	Friday 20 th September	10 weeks
Term 4	Monday 7 th October	-	Friday 13 th December	10 weeks

Administration Office closes Friday 20th December

Testing

Subject teachers set regular assessment tests throughout the semester, designed to determine the academic progress of their students. Sufficient notice will always be given and students are expected to arrive ready for the test.

On Demand testing and Progressive Achievement Tests (PAT) will be conducted on two occasions throughout the academic year. Both testing systems are electronic and are completed using the College device.

National Assessment Program – Literacy and Numeracy (NAPLAN) assessments are conducted for Secondary School students in Years 7 and 9. Feedback to parents/carers includes academic comparisons to every other same year level child in Australia who participated in the assessment. If, for whatever reason, parents/carers decide that they do not wish for their child to participate in some or all of the NAPLAN assessments, they should contact the College Administration Office to obtain a withdrawal form which must be submitted, at the latest, two weeks prior to the assessments being conducted.

Results obtained from standardised testing, combined with assignments, subject tests and exams, will form the basis of evidence for an academic grade when producing student reports.

Should any academic concerns be revealed through this process, the student's homeroom teacher and/or subject teacher and Head of School will request a meeting with parents/carers to discuss strategies and ways to assist the student.

Uniform and Personal Presentation Guidelines

Student Appearance

Students at Ballarat Christian College are encouraged to live the whole of their lives under the Lordship of Jesus Christ. Their appearance also comes under His Lordship. As such, it must at all times reflect their role as ambassadors for Jesus Christ to the wider community.

The Scriptures teach that "The Lord does not look at the things man looks at. Man looks at the outward appearance, but the Lord looks at the heart" (1 Samuel 16:7b). The desire of Ballarat Christian College is to have a balance between:

- Dress and appearance that reflects positively upon the school;
- Enforcing compliance with policies and rules;
- Encouraging proper respect for authority and College standards;
- Valuing students as unique individuals created in the image of God; and
- Acknowledging that what is within the heart is more important than what is seen on the surface, while also acknowledging that actual appearance should be, and usually is, a reflection of attitudes of the heart.

Girls

Daily Uniform

Summer

- Navy bucket hat
- College summer dress
- Navy V-neck jumper with College logo
- White fold down ankle socks
- Black polishable school shoes (lace up or buckle)

Winter

- College winter skirt
- Tailored grey slacks (optional)
- Long sleeve white shirt with College logo
- White blouse with the College logo (Year 11 and 12 students only – can be worn with the skirt or slacks)
- Navy V-neck jumper with College logo
- Navy tights (navy ankle socks may be worn under tights for extra warmth)
- Black polishable school shoes (lace up or buckle)

Boys

Daily Uniform

Summer

- Navy bucket hat
- Grey shorts
- Short sleeve white shirt with College logo
- Navy V-neck jumper with College logo
- Grey school socks
- Black polishable school shoes (lace up)

Winter

- Navy College tie
- Long grey pants
- Long sleeve white shirt with College logo
- Navy V-neck jumper with College logo
- Grey school socks
- Black polishable school shoes

All Students

Sports Uniform

- Sports top with College logo;
- Navy sports shorts with College logo;
- College sports pants;
- College rugby top;
- White sports socks;
- Non-marking sport shoes.

Miscellaneous

- Navy scarf, gloves and beanie (optional);
- Hair ties (girls only) – navy blue, maroon or white hair ribbons, clips, head bands and combs;
- Bag – navy, can be backpack or pull along style;
- College blazer (optional for secondary students, not required for primary students);
- Navy soft shell jacket with College logo;
- College sports jacket with College logo (optional).

For full uniform requirements for secondary students, please refer to the Uniform & Student Appearance Policy on the College website in the Policies and Publications section.

Volunteers and Visitors at Ballarat Christian College

Visitors to the College

In welcoming visitors to the College, we insist upon the usual courtesy of giving sufficient notice prior to a visit, where possible. All visitors must enter via the Administration Office, sign in, and wear/display their visitor's badge while on the College campus. All visitors must be escorted by a College staff member while on College grounds. Visitors must also sign out at the Administration Office when leaving the College.

Volunteers at the College

Volunteers are a vital part of any organisation, and our College is no exception. In order to become a volunteer, and to comply with our child safety requirements, parents/carers need to:

1. Complete the application paperwork on the back of the Visitors & Volunteers Policy (agreement, registration and involvement forms), available at the College Administration Office.
2. Read through the Child Safety Policy.
3. Read through the Staff Code of Conduct and sign off on it and the Child Safety Policy.
4. Obtain a Working with Children Check, ensuring it is linked to Ballarat Christian College, and provide us with a copy of the card.
5. Obtain a National Police Check (from Victoria Police or the Australian Federal Police only).
6. Have an interview with the College's Child Safety Officer and a member of the Executive Leadership Team.
7. Attend an induction session.

Every 12 months, volunteers will need to read through the Child Safety Policy and Staff Code of Conduct, signing a page acknowledging their agreement with them.

Senior Secondary

Introduction to Senior Secondary

The Secondary School at Ballarat Christian College offers you an excellent opportunity to be part of a successful Year 10, 11 and 12 program.

Ballarat Christian College exists to provide Christian education which helps each student find the will of God for his or her life. The College aims to provide the human and practical resources, the environment, the encouragement and the opportunities to develop those gifts and talents to fulfil the call of God in his or her life.

Included in this documentation are the College's Victorian Certificate of Education (VCE), Vocational Education and Training in Schools (VETiS) and Victorian Certificate of Applied Learning (VCAL) policies as well as some of the Victorian Curriculum and Assessment Authority's (VCAA) rules for students. All students and parents are urged to read this policy booklet immediately and to speak with the Head of Secondary School or the VCE Coordinator about any concerns that may arise.

Victorian Assessment Software System (VASS)

VASS is the administrative system that all schools must use to enter all subjects and results which allow for the calculation of the VCE, VCAL and VET certificates. Student Personal Details forms need to be completed and/or checked as per the request of the VCE Coordinator periodically throughout the year. Students must ensure that they use their legal name (as per Births, Death & Marriages) and ensure that any update to names and addresses are submitted to the VCE Coordinator.

Subject Teachers, the Head of School, the VET and VCE Coordinator and the VCAL Coordinator will work together with you, helping you to meet the requirements of the course of study being undertaken.

Important Administrative dates: All work MUST be submitted no later than:

- Unit 1 & 3 work by 24th June
- Unit 2 & 4 work by 28th October
- VCE Unit 2, VET & VCAL by 6th November

Proverbs 3:5-6 "Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge Him and He will make your paths straight."

VCE

The VCE is made up of a series of subjects called 'studies', each of which is divided into semester-long 'units';

- Year 11 students will complete Units 1&2;
- Year 12 students will complete Units 3&4 (which must be studied in a sequence).

*It is possible for Year 10 and 12 students to undertake a Unit 1&2 VCE study and for Year 11 students to undertake a Unit 3&4 sequence, subject to College approval.

Each study is conducted according to the VCAA 'study design', relevant details of which are passed on to students by their teachers. Each student's VCE program will be individually developed to best suit their career pathways and personal interests in such a way as to maximise their performance in each study.

- Year 11 students will generally take 12 units of study (six Unit 1/2 sequences) of which English, the first year of the Certificate III in Christian Studies and a Mathematics subject are compulsory.
- Year 12 students will generally take 10 units (five Unit 3/4 sequences) of study of which English is compulsory.
- In both Year 11 and 12, students must complete either the Certificate III in Christian Studies or Christian Living.
- Certificate III in Christian Studies is counted as a unit block credit towards the ATAR calculation.

Christian Living is an addition to subject options which does not contribute to the Secondary School Certificate and is a requirement of our College ethos.

- Within these programs of study it is a VCAA requirement that satisfactorily completed units must include:
 - At least 16 units including at least three units of English/English as a Second Language (ESL) or Literature, (however it is a College requirement that a minimum of four units of English/ESL or Literature are completed);
 - Three sequences of Units 3 and 4 studies other than English/ESL or Literature.

VCAA

VCAA is the organisation overseeing the statewide administration of the VCE and VCAL. A full list of VCAA rules and regulations are available on the VCAA website at www.vcaa.vic.edu.au

VCAL

VCAL is the alternative pathway to VCE in the Secondary School and provides students with a more practical work-related approach to their studies. VCAL is a recognised senior secondary qualification and includes Literacy, Numeracy, Personal Development Skills (PDS), Work Related Skills (WRS) and Industry Specific Skills.

VCAL has the flexibility which enables students to undertake a senior secondary program which suits individual learning needs and interests from Years 10 -12. VCAL is comprised of three different levels: Foundation, Intermediate and Senior.

Each level includes four compulsory strands;

- Literacy and Numeracy Skills
- Industry Specific Skills (VET)
- Work Related Skills
- Personal Development Skills.

It is the requirement of the VCAA that for students to obtain a VCAL certificate they need to gain 10 credits (generally one unit is one credit). Each unit consists of learning outcomes which have been set by the VCAA. These need to be met for students to successfully obtain a satisfactory result. All VCAL studies are closely monitored by teachers within the College and by the VCAA Quality Assurance (QA) process.

VCAL assessment is evidence based. To demonstrate that students have achieved the learning outcomes they will develop a portfolio of evidence which meets this requirement.

VET is an important component of the VCAL program and to successfully obtain a VCAL certificate students are required to complete a VET course in an industry of their own choosing.

VETiS

VETiS provides certificate level courses undertaken as part of senior secondary education and can form part of either VCE or VCAL.

Ballarat Christian College is a member school of the Highlands LLEN VETiS Cluster. Through this cluster arrangement, our students are able to access a wide variety of courses.

VETiS courses are assessed on a competency basis. This means that students are 'graded' as being either competent (CY) or not yet competent (NCY) in a specific skill or task. Some VETiS courses require students to spend time on a Structured Work Placement (SWP) which gives students the experience of working in industry. VETiS courses generally run for two years, with classes held one afternoon a week during school terms, with first year students attending on a Thursday afternoon and second year students attending on a Tuesday afternoon (there are a number of courses that are also offered at different times throughout the week). Some VETiS courses have scored assessments which can result in a study score or block credit for that subject which can contribute to an ATAR .

Assessment and Reporting

Completion of Coursework

In order to obtain a Victorian Certificate of Education or Victorian Certificate of Applied Learning, all school assessed coursework for VCE Units 1 to 4 or VCAL units must be the student's own work and must be completed on time during the specified conditions and to the standards described in the relevant study design and prescribed by the teaching staff of Ballarat Christian College.

Student enrolments will be maintained in VASS by the VASS Administrator. All VCE and VCAL students must complete an annual VCE/VCAL & VET enrolment form and must therefore sign a general declaration that they will obey the rules and instructions prescribed by the VCAA (and explained herein) and by means of any other official VCAA documentation. This form must include information about any external VET, Distance Education (DE) or other accredited external studies. The VCAA keep all information confidential and do not disclose it to other organisations without written consent (e.g. on the enrolment form itself). The College likewise regards all enrolment information as confidential, and utilises it in keeping with its Privacy Policy.

Students completing any studies as a part of their VCE DE program that are not directly taught by Ballarat Christian College (e.g. VET courses and VSL or Distance Education units) must complete these in accordance with all other rules and policies of Ballarat Christian College, except at the discretion of the Principal and/or Head of Secondary.

Any VCE, VCAL & VET work must be submitted in the format requested by the subject teacher and must be designed, taught, administered and presented by that teacher in such a way as to allow students the maximum opportunity to achieve the outcomes based upon the key skills and key knowledge descriptors prescribed in the study design.

VCE, VCAL & VET teachers will collectively organise the spread of assessments throughout the year in order to ensure a consistency of workload and will each be responsible for issuing approximate assessment dates at the commencement of the College year. Dates for Unit 3 and 4 coursework will be set such that the work can be marked and the school assessments forwarded to the VASS Administrator prior to their request by the VCAA.

Details of School-Assessed Coursework (SACs) will be issued only when required as explained in the SAC section.

SACs will be completed in class time, subject to the exceptions indicated below. Work that cannot be completed within the longest continuous timetabled session will be finished in the next available lesson. In the interim the work may be retained by teachers in its current state. Students may, at the discretion of the subject teacher, work on an assigned section of that task outside the lesson time provided that authentication requirements are met.

The scope of SAC's must be in accordance with any word limits prescribed by the VCAA.

After coursework is submitted for assessment, teachers will provide feedback to students including advice on particular problem areas, advice on where and how improvements can be made for further learning, reporting of S or N decisions and/or written comments on students' performance against each outcome. The teacher ultimately decides whether or not a student has satisfactorily achieved a prescribed outcome, based upon assessment, observation and, if necessary, an interview. Students need to be aware that it is possible for any assessment/grade to vary significantly after statistical moderation conducted by the VCAA has occurred.

Where a study is taught to more than one VCE/VCAL class, the same course, SACs and the same assessment program will be used in order to ensure comparability and consistency of assessment and authentication.

Assessment tasks completed in a moderation partnership with another school (which must be formed for classes of fewer than five students) need not necessarily be identical to those completed in the other school.

The College's assessment procedures for VCE Unit 3 and 4 studies will be monitored using the VCAA's General Achievement Test (GAT). This will be undertaken by all students enrolled in Unit 3 and 4 studies. This will ensure state-wide comparability of assessments by comparing the distribution of school-based assessments with the distribution of GAT scores.

Statistical moderation of school-based assessments by the VCAA will utilise a reference score for each student formed from the related examination score and, where justified, the GAT component score. This will ensure that the top moderated assessment within the College group equals the top individual student reference score, i.e. the rank order of SAC's is unchanged.

All VCE Unit 3 & 4 studies will be jointly assessed by means of SAC's and School-Assessed Tasks (SATs), as well as written examinations which are held at appropriate locations in Ballarat (including our College and Phoenix Community College) but set and monitored by the VCAA. Examination rules and conditions are prescribed and issued prior to the first examination period by the VCAA. Students who have three examinations scheduled in one day will be invited to apply to complete the third examination the following day, but may discuss this arrangement with the VCE Coordinator. Examinations will be completed within the period specified by VCAA. These are normally the period beginning on the Thursday or Friday closest to the beginning of November each year. The dates are published on the VCAA website.

Students who can demonstrate that illness, personal trauma or other circumstances occurring within the two-week period prior to performance, oral or October LOTE written examinations, or the first written examination in the November exam period which may have caused them distress, may be eligible for a Derived Examination Score (DES). Their application must be substantiated with evidence from an independent professional and/or the Chief Exam Supervisor. The application form for DES will be available from the VCE Coordinator.

Work Not Satisfactorily Completed

Any prescribed piece of work, or part thereof, not satisfactorily completed by the due date according to the standards required of the relevant outcome as prescribed in the VCAA Study Design and not subject to an extension of time or special provision will be deemed unable to meet that outcome and will thus warrant the receipt of an "N" (Not Satisfactory) for the unit which can be redeemed according to the provisions below.

Any prescribed piece of work, or part thereof, not satisfactorily completed by the due date will warrant the following action:

The Senior Studies Unsatisfactory Progress form, available on Student Café in your homeroom resource page, will be completed by the relevant teacher advising parents of the fact that set work has not been satisfactorily completed. A teacher may choose to set lunchtime and/or after school detentions in order to provide supervised time where a student can redeem unsatisfactory work. In VCE, the work, if due to be assessed, will receive a numerical score of 0% (and thus an "NA" [Not Assessed] grade if totally incomplete), or a grade based upon the material submitted if only partially complete. An "NA" grade will be substantiated by a comment on the semester report to parents. VCE outcome assessments may be redeemed for an "S" or "N" grade only (scored assessments are always made on the original work submitted for assessment). The amended or entire piece of work will be submitted to the subject teacher who will then determine whether or not the appropriate outcome has been achieved and, therefore, whether the unsatisfactory unit result has been redeemed.

Any student who fails to redeem a prescribed piece of work, or part thereof, not submitted on time and subsequently subjected to the procedure above will be:

- Referred, in writing, to the Head of Secondary and/or VCE Coordinator who will issue a “Senior Studies Unsatisfactory Progress” form which must be returned signed by a parent/carer the next school day.
- Summoned to an interview with the Head of Secondary, VCE Coordinator, appropriate teachers and the student in question’s parent(s) to discuss the risks of failing the relevant VCE or VCAL certificate, future study pathways and other relevant items.
- Any student who fails to achieve any outcome(s) for any VCE or VCAL study or studies by the above end of semester dates will be awarded an “N” for the unit(s) in question.
- Any student who has previously received an "N" for either Unit 3 or 4 may attempt the sequence in the following year under special arrangements which include a proviso that the enrolment is received by the second Monday of the following year, and on the understanding that all learning outcomes must be assessed within that calendar year.

Submission of SATs

SATs are to be completed in accordance with the requirements set out in the VCAA study designs for the following VCE studies: Visual Communication Design, Art, Media, Product Design & Technology, Algorithmic, Computing, Food & Technology, Systems Engineering and Studio Arts. Assessment of students’ levels of achievement will be on the basis of teacher ratings on criteria specified annually by the VCAA.

Drafts of SAC’s must be retained and submitted with the final work. Written comments are to be made on only one draft of any task. This draft will be initialled and dated by the teacher and then submitted by the student with the final work. Both the final submission and the draft will be submitted to VCAA if required for authentication review. Authentication records must be kept by subject teachers and plans and drafts must be seen in the classroom at regular intervals. Hence, teachers reserve the right to acquire all relevant verbal and written information pertaining to the completion of SATs.

SAT due dates are set by teachers so that they can be marked and the school assessments forwarded to the VASS Administrator prior to their request by the VCAA. Due dates for all VCE coursework are set and issued by the class teacher.

SAT’s must be submitted by the indicated time on the date and in the place advised by the teacher (which will have been approved by the VCE Coordinator). Any late submission of SATs, even by a matter of minutes, will result in the work being awarded an “NA”. The lateness of this work will also be dealt with according to the procedures detailed in Section 8. Students are, accordingly, strongly urged to submit SATs by the afternoon of the day prior to the due date in order to minimise the chances of mishaps preventing the prompt submission of the work.

SATs must be presented on or before the due date and no later than the specified time in the following manner:

- Submit their final task. The completed Assessment Cover sheet, found on Student Café in your homeroom resources section, is to be stapled to the front of the document;
- Submit a copy of their task (NB. Students will incur the cost of all photocopies);
- Submit their teacher-annotated & signed draft, and;
- Sign the relevant declaration of authenticity for that SAT which acknowledges that all work is the student’s own.

SATs will be assessed by relevant subject teachers using the criteria and the assessment sheets produced annually by VCAA. Each criterion has a numerical scale of 0-5 and the sum of the scores for the criteria is forwarded to VCAA electronically on the School Initial Assessment Return (SIAR) file. It is possible for any assessment/grade to vary significantly after a VCAA review.

General Assessment and Reporting Information

Each student undertaking VCE or VCAL studies will be issued with a Statement of Results from VCAA at the end of the year in addition to semester reports from Ballarat Christian College. The VCAA Statement of Results indicates:

- That a student has satisfactorily completed a particular unit in which case an “S” shall be reported or,
- That a student has not satisfactorily completed a particular unit in which case an “N” shall be reported.

All VCE Unit 1 & 2 and VCAL studies offered at Ballarat Christian College include assessment tasks which are based upon the outcomes prescribed for those units. These assessment tasks are set, monitored and graded by the teachers of each unit and will, therefore, only be reported on the Ballarat Christian College semester report.

All VCE Unit 3 & 4 studies offered at Ballarat Christian College include SACs (and SATs in certain studies) and Examinations which are completed, assessed and reported in accordance with the externally-set requirements outlined in the relevant study designs and in the VCAA Bulletin and other publications issued annually by the VCAA.

The Ballarat Christian College report for VCE Unit 1 & 2 studies will indicate:

- The study and unit undertaken;
- The student’s overall progress as indicated by teacher comments on work habits, grades (where applicable), conduct and general academic strengths and weaknesses, and;
- An overall unit result (an “S” or an “N” indicating that a student has either satisfactorily completed or has not satisfactorily completed the unit).

The Ballarat Christian College report for VCE Unit 3 & 4 studies will indicate:

- The study and unit undertaken;
- The student’s overall progress as indicated by teacher comments on work habits, conduct and general academic strengths and weaknesses, and;
- An overall unit result (an “S” or an “N” indicating that a student has either satisfactorily completed or has not satisfactorily completed the unit).

These reports will only be issued as Interim Reports in Terms 1 & 3; and as a Semester Report in Term 2. No report is issued for Unit 4 subjects in Term 4.

The Ballarat Christian College report for VCAL studies will indicate:

- The study and unit undertaken;
- The student’s overall progress as indicated by teacher comments on work habits, conduct and general academic strengths and weaknesses;
- In the case of VCAL units, a list of Strands and Learning Outcomes completed for each unit of work, or;
- An overall unit result of “C” or an “NYC” indicating that a student has either demonstrated competence or has not yet demonstrated competence.

The Ballarat Christian College report for VET studies will indicate:

- The study and unit undertaken;
- The student's overall progress as indicated by teacher comments on work habits, conduct and general academic strengths and weaknesses;
- In the case of VET modules, a list of Learning Outcomes completed for each model of work, or;
- An overall module result of "C" or an "NYC" indicating that a student has either demonstrated competence or has not yet demonstrated competence.

Where VETiS courses are conducted outside the College (as part of the VETiS Cluster), reports will be generated by the Highlands LLEN VETiS Cluster.

Authentication

Students must ensure that all unacknowledged work submitted by them is genuinely their own work. A declaration of authenticity may need to be signed for any work completed outside the classroom (i.e. work in progress).

Students must acknowledge all resources used. This will include text and source material and the name(s) and status of the person(s) who provided assistance, and the type of assistance received.

Students must not accept undue assistance from any person. Undue assistance would include using or copying another person's work or resources without acknowledgment, providing actual adjustments or improvements for a student's work, or dictating or directing a student to insert particular text. Teachers will reserve the right to interview students in regard to their submitted, or even partially-completed tasks, in order to ascertain whether the work is their own.

Students must not submit the same piece of work for assessment of more than one outcome, unless specified otherwise in the study design.

Students who knowingly assist another student in breach of rules may be penalised.

Students are generally not expected to produce drafts for SAC's and these will, therefore, not be a requirement for authentication purposes and will not be a basis for written feedback to students of work in progress.

Authentication of student work will be enhanced by ensuring that specific details of SAC's are issued just prior to the commencement of the task. Students may be issued with details:

- In the lesson(s) just prior to the completion of a task in order to optimise research and preparation, and;
- In the same lesson that the work is to be completed where specific prior preparation is not required or permitted.

Students are not to take pre-prepared notes into classes where these specifically answer or address coursework questions or criteria unless specifically permitted by the study design or by any other vehicle of official communication from the VCAA. If any such item(s) are found by the subject teacher, they will be confiscated until the expiry of the period in which the coursework is undertaken.

Teachers will determine the manner in which SACs should be administered within their lesson times, provided that the approach taken does not contravene any other official policies and procedures of Ballarat Christian College or the VCAA.

"Work in progress" (i.e. that completed in more than one continuous timetabled session) will only consist of SATs or SACs that cannot reasonably be completed within class time. Student absences substantiated according

to the requirements described in Sections 1 and 2 may warrant completion of SAC's outside of direct class time supervision only if there is not sufficient class time within which to administer the task upon the student's return to school, or if the student is physically unable to complete the task at school according to the terms described in Sections 1 and 2, but can complete the task elsewhere (e.g. at home). In any case the task allotted to the student would be of comparable difficulty to that issued to the remainder of the class, but would not, for the sake of authentication, normally be the same piece of work. Students may be detained during official study leave sessions to assist with the completion of SAC's.

Although the majority of SACs will be completed in class and in a limited timeframe, teachers' record-keeping will reflect the sighting of work in progress where applicable and will make appropriate reference to the state and/or quality of the work.

All VCE work will be subject to a review of authentication policies and procedures by the VCAA. Studies with SATs will be subject to a review of individual student work and of student groups.

All VCE students are required to keep all work submitted for any form of assessment until the issue of the VCE Results Statement/Certificate in December. Any VCE work may be required by the College or by the VCAA at any time prior to this date.

Students are to use the referencing and citing information on Student Café in your homeroom resources to assist with conforming to authentication of tasks in order to avoid plagiarism. In the event of suspected plagiarism, said work will be investigated by the relevant teacher and Head of Secondary, which may result in disciplinary action.

Breach Of Rules

Any student found to be in breach of the rules described above may be awarded an "N" for a unit and may, furthermore, incur extra penalties imposed by the Principal or Head of Secondary, in accordance with the relevant College policies.

Students may appeal to the VCAA in regard to College decisions about a breach of rules, but not in regard to a disagreement with teachers on SAC assessments.

Attendance

Secondary Senior students must abide by the same school rules that govern all students of the College in terms of regular and punctual attendance.

Secondary Senior students must seek permission and provide a written request from parents/carers if they wish to leave the College grounds during the school day (unless they are undertaking a VET program at an alternative venue).

Attendance at ALL secondary senior (Year 10, VCE and VCAL) classes is essential to give every student the best possible opportunity to gain the best result. Approved absences from class due to illness or pre-planned subject or College excursions are allowed. It is the student's responsibility to catch up on any work missed during such absences. Students are NOT permitted to miss any scheduled classes for the purpose of external employment or preference to study at home.

As specified in Senior Secondary Privileges for Year 11 and 12, a consent form must be completed prior to signing in and out of the College as referenced under the terms and conditions outlined in the document. A student wishing to participate in sporting activities during class time must seek the permission of the Head of Secondary and class teacher first. Discretion will be used on a case-by-case basis.

Students may be required to attend classes during term breaks for the purpose of tutorials or revision lessons. It is the policy of Ballarat Christian College that students may not undertake paid employment of any kind which prevents them from attending College every school day between the hours of 8:45am and 3:20pm.

Absences from school must be substantiated in a written note signed by a parent/carer of the student. A medical certificate is required if the submission of SAC's set work was missed as a result of the absence, or there are significant repeated absences from class.

Any absences due to illness or serious hardship (e.g. bereavement) and other matters warranting "Consideration of Disadvantage" for SAC work (e.g. work being lost, stolen or damaged) may warrant an extension of time for the completion of VCE/VCAL work. Eligibility is ultimately determined by the subject teacher and Head of Secondary. Written application may be made using the Senior Studies Extension of Time form which can be found on Student Café in your homeroom resources. This form must be:

- a) Signed and dated by the student;
- b) Signed and dated by the subject teacher who will nominate a completion date, which will generally be a period of time equivalent to the period of absence, but which must not exceed two weeks and must not extend beyond the final dates for Semester 1 and 2 studies, respectively;
- c) Accompanied by supporting documentation (in cases of concerns with student work, earlier drafts/printouts or versions of the work may act as proof of completion for authentication purposes and for possible grade determination, etc.);
- d) Submitted to the VCE Coordinator who will then sign the form, liaise with teaching staff and attest to receiving the supporting documentation which will be filed in the student's file.

In general, the subject teacher, homeroom teacher or Head of Secondary will communicate any decision on the outcome of an application for an extension of time based on the validity and legitimacy of the application. Where an extension of time cannot be proactively granted, a teacher may require that a similar but alternative task be completed at a different time.

A minimum of 90% attendance rate is required in all subjects. Where student attendance is causing concern the subject teacher and the Head of Secondary may elect to speak with the student and parents/carers about this matter. If the student's attendance is not rectified to meet the requirement, an "N" result may be awarded for the unit in question. Parents/carers will be notified prior to the "N" being awarded.

Cases in which students' attendance is likely to fall below the prescribed minimum due to prolonged illness, special consideration and exemptions from the usual requirements may be made at the discretion of the Head of Secondary, in collaboration with class teachers. For the full Senior Studies Special Provision Policy and the Request Form for Internal Special Provision for SACs and/or Student Programs, please visit your Homeroom Resources section on Student Café.

In circumstances where students have completed work, and even satisfied outcomes for a particular study, but there has been a substantive breach of the attendance rules above, the student may be awarded an "N" unit result by the Head of Secondary upon discussion of the matter with the relevant subject teacher. If the student wishes to appeal against a College decision then students can fill out and submit a Senior Studies Complaints and Appeals form which can be found in your Homeroom Resources section on Student Café.

It is the responsibility of the student who is absent to find out what work was covered/set in the missed classes and are to catch up on any work tasks that are required.

Changing VCE Unit Enrolment

Students wishing to withdraw from and/or enter into a VCE unit must:

- Discuss the matter with the subject teachers of both the class of withdrawal and enrolment;
- Discuss the matter with the Head of Secondary or VCE Coordinator who may consult with the Careers teacher, the subject teacher and the student's parent(s);
- Complete a "Change of Unit" form, which can be found in your Homeroom Resources section on Student Café. The form must be signed and dated by the student, his or her parent/carers and the relevant subject teachers and returned to the VCE Coordinator who will file the original copy of the Change of Unit form and issue a copy to the affected teachers, and;
- Students wishing to amend personal details must inform the VASS Administrator of the necessary amendments in writing. The VASS Administrator will ensure that the necessary amendments are made on VASS.

Students wishing to withdraw from the VCE or VCAL must complete the College's official withdrawal form (obtained from the VCE Coordinator) authorising the VASS Administrator to withdraw the student from the VCE or VCAL, otherwise a "Did Not Complete" result (coded "J") may appear on the VCE or VCAL certificate. This does not apply to students transferring to another school and continuing VCE studies at that school. The VASS Administrator will ensure that the necessary amendments are made on VASS.

Child Safety Code of Conduct for Adult-Aged Students

During the senior secondary years most students will reach 18 years of age. Therefore, additional responsibilities are relevant to our adult students.

No student at Ballarat Christian College shall:

1. Shame, humiliate, oppress, belittle or degrade children or young people;
2. Unlawfully discriminate against any child including those from culturally and/or linguistically diverse backgrounds, or with a disability;
3. Engage in any activity with a child or young person that is likely to physically or emotionally harm them;
4. Engage in activities which could be constituted as grooming;
 - a. Initiate unnecessary physical contact with a child or young person, or do things of a personal nature for them that they can do for themselves;
 - b. Be alone with a child or young person unnecessarily and for more than a very short time;
 - c. Develop a 'special' relationship with a specific child or young person for their own needs;
 - d. Show favouritism through the provision of gifts or inappropriate attention;
 - e. Arrange contact, including online contact, with children or young people outside of the College's programs and activities;
5. Photograph or video a child or young person without the consent of the child and his/her parents/carers;
6. Engage in open discussions of a mature or adult nature in the presence of children or young people;
7. Use inappropriate language in the presence of children and/or young people; or
8. Do anything in contravention of the College's policies, procedures or this Code of Conduct.

Grooming behaviour is a process whereby sexual offenders condition and build rapport with children or young persons in order to reduce their resistance to, and increase compliance with, sexual abuse.

The grooming process can include:

- Misleading students by telling them that they are special (spending an inappropriate amount of time with students, giving gifts inappropriately, showing special favours, allowing students to overstep the accepted College rules);

- Breaking of acceptable College standards of behaviour; or
- Engaging in inappropriate, personalised forms of communication.

Computer Usage

For senior secondary students computers should not be used for any SACs completed in the classroom, unless the teacher is able to ensure that all students have equal opportunity to access College computer facilities and services and appropriate back-up equipment. An exception may be made, however, in cases where written parental notification supported by medical evidence indicating a disadvantage necessitates computer usage. In such cases, eligibility must be approved by the VCE Coordinator. Such an exception for SACs does not guarantee that a computer would be permitted for externally assessed exams.

Private Study

Private study periods are subject to the same conditions as any other class or as specified by the supervising teacher or Head of Secondary.

Students are not permitted to leave the specified private study area at any time during the study session for any reason without specific permission from a member of staff.

All students are expected to be purposefully occupied with teacher approved and/or study-related activities during private study periods. Students who waste private study time, cause disturbances, or are not in their required location during private study periods, or who leave their specified private study area without permission for any reason will be subject to discipline.

No student will be permitted to leave the College during private study periods unless in Year 11 and 12 as the Senior Secondary School Privileges terms and conditions outline and appropriate consent forms have been completed.

Recognition of Prior Learning (RPL)

RPL is a process of assessment based on skills, knowledge and experience gained prior to enrolling in the selected course. These skills can be gained through formal and informal learning, in Australia or overseas, through work or other activities such as volunteering, and at any age. RPL is available for all VET courses and units and should be requested during the application process or before enrolling in any units. The process will require the student to provide documented evidence against the units for which they are requesting RPL. For further information, or to apply for recognition, students should talk to the Certificate III in Christian Studies Course Coordinator.

Senior Secondary Privileges

Students enrolled in senior secondary have certain privileges that are not given to younger students. With these privileges however, come certain responsibilities. Management of the balance between privileges and responsibilities is an essential part of preparation for life beyond Year 12. Most students achieve the proper balance with minimal guidance from teachers. A minority of students however, will need more structured guidance.

Responsibilities include:

- Attendance to all lessons including Homeroom and Private Study periods;
- Punctuality;
- Wearing of College uniform appropriately;
- Appropriate conduct in the 'House';
- Effective use of study periods, and;
- Submitting set work on time.

Privileges include:

- Private Study periods;
- Mobile phone, iPod, Mp3 or Mp4 Players locked in individual student locker with padlock during school hours (still bought to school at own risk);
- Use of the house kitchen/common area (Year 12);
- Permission to sign out and leave campus when not in class (Year 11 and 12 only), and;
- Rugby top may be worn in place of College blazer/jumper (Year 12).

Class Attendance

Attendance to all classes is compulsory. If students do not attend a class, then the subject teacher will mark them absent on the master roll. Students will be asked to explain any absence and where the explanation is unsatisfactory parents/carers will be notified. If a student misses a homeroom they must sign in at the Administration Office, otherwise they will be marked absent. Students are expected to be punctual to all classes. Students are expected to attend homeroom every morning at 8:50am unless they have late classes that particular day.

A student may be absent from the school if:

- Individual classes start later in the day;
- Classes finish earlier in the day; and/or
- A student wishes to take “time out” during lunch or during a study period. In this case a student must personally sign themselves out of the school and then sign themselves back in upon their return.

Students must return the Senior Secondary Privileges Agreement form found on Student Café prior to this privilege taking affect. If formal assessment tasks are scheduled outside normal class times student students will be required to attend accordingly throughout the specified times indicated by the subject teacher.

If students are signing themselves out to leave the College during school hours they must take their mobile phone with them, so in the event of an emergency situation students are contactable.

Study Skills

A resource for students to read regarding good study skills in their senior secondary years is ‘Effective Study Skills’ by Dr Bob Kizlik. Students can find this resource on Student Café in the Homeroom Resource section.

Students Driving Cars to School

Any student that holds a valid Victorian licence who intends to drive to school, either on a regular basis or occasionally, must comply with the College policy and is required to complete the “Request Form for a Student Using a Vehicle”. Students must complete this form for any given year. This will be required of students immediately after a licence has been bestowed, if they intend to drive to school. The parent/carer of any passenger must sign the “Request Form for a Student Using a Vehicle” prior to the commencement of the arrangement. The vehicle must be registered.

Students are required to adhere to all road rules and drive in a safe and responsible manner. Students are only to use their car for travelling to and from school. Students are not permitted under any circumstances to drive from the school grounds during the day. Due to the site’s size and accessibility at various times of the day, students will not be permitted to drive or park vehicles in College grounds. The College accepts no responsibility or liability for loss or damage to students’ vehicles, or their contents.

Students are not to lend their cars to others. As per Victorian Legislation for Probationary Drivers;

- a. Carry a drivers licence when driving on the road;
- b. Display the appropriate plates, and;
- c. Not carry more than one peer passenger aged 16 – 22 years of age, unless this person is a sibling or step-sibling of the probationary driver.

- i. No student is permitted to carry another student to and/or from College or any Ballarat Christian College function, unless written permission has been obtained from both the other students' parents, and the driver, co-signed by the driver's parents';
- ii. Permission notes will be given to the Head of Secondary. As a general guideline, students should not use their vehicles for College business (formal or informal), unless special arrangements have been made at the discretion of the Principal.

Students are required to notify the College of any passenger who may be travelling with them to and from school. The passenger is required to complete the "Student Passenger in a Student Driven Vehicle Form", which can be found on your Homeroom Resources section on Student Café, prior to this arrangement commencing. If a student leaves the College in their vehicle for the purpose of going home for the day or to a VET course, they must sign out at the Administration Office.

If a student is unwilling to abide by the Students Driving Cars to School Policy, parents/carers may be informed that the College no longer supports the student's right to drive a motor vehicle to and from school.

For a copy of the Request Form for a Student Using a Vehicle or the Request Form for a Student Passenger in a Student-Driven Vehicle, please go to Student Café.

Unsupervised Activities

Some VCE or VCAL units may require students to gather information from sources outside the College for the purpose of completing work tasks. In visiting outside agencies and institutions it is important that students observe conduct that is consistent with the Christian ethos of the College and that they accept responsibility for their actions.

Any VCE or VCAL student needing to participate in an unsupervised activity must seek written permission to participate in such activities. This written permission must be signed by the student and his or her parent/carer and then submitted to the subject teacher who will sign the form and pass it to the Head of Secondary or VCE Coordinator for approval, not less than three days prior to the scheduled activity. The Head of Secondary will determine whether or not a student is permitted to undertake the unsupervised activity. If permission is granted, the Head of Secondary will sign the written letter/note from parents, file a copy and issue the original to the student as proof of the College's approval of the activity. As per the Senior Secondary Privileges for Year 11 and 12 students, all stipulated terms and conditions are required to be followed at all times.

Year 12 Common Room and Kitchen

Year 12 students only may make use of the Year 12 Common Room – no guests or siblings are permitted to enter, unless directed by a teacher or staff member for private study purposes. Use of this room will be in a manner which is considerate of other students and neighbouring staff and which complies with standard behavioural requirements of Ballarat Christian College students.

The maintenance, use, cleaning and condition of the room will be the responsibility of all Year 12 students who will be accountable to their homeroom teacher and the Head of Secondary school. All staff will have free access to the Year 12 Common Room at all times. Students are advised to treat all staff with equal respect when given instructions about behaviour, productivity and noise levels in this room, as they would in any other part of the College. Students who are found wasting time in either the Year 12 Common Room or the designated private study area during Private Study periods will face disciplinary actions.

Items placed on noticeboards in the Year 12 Common Room must be approved by the Year 12 homeroom teacher or the Head of Secondary. In addition to the above conditions, students will be required to sign an agreement regarding the use of the Year 12 Common Room. Breaching this agreement will result in the withdrawal of the right to use the Common Room for all students. Use of the kitchen and its facilities are for before and after school, recess and lunchtimes only. They are not to be used during class or private study periods.

Review

The policies and rules contained within this booklet are subject, in part, to the requirements of the VCAA as well as to the changing needs of the Ballarat Christian College community. As such, they are reviewed continually by the Head of Secondary, the Principal and the VCE and VCAL teaching staff. Any changes in policy will be communicated in writing to families of VCE and VCAL students accordingly.

We have a School Careers Website.

It's a "One Stop Shop" for everything you need with Career Planning and help.

VTAC/UAC/QTAC

VET

LATEST NEWS AND EVENTS

WORK EXPERIENCE

DO AN INTERESTS TEST

FIND A JOB

CHOOSE A UNIVERSITY

GAP YEAR

CREATE A RESUME

DEFENCE CAREERS

YOUTH ALLOWANCE

CHECK IT OUT NOW!

Mr Loader

Head of Senior School & Careers Advisor



THE BEST WAY TO PREDICT THE FUTURE IS TO CREATE IT



**Ballarat
Christian
College**

Early learner reaching their God-given potential