EDUCATION POLICIES

2016
Contents

Philosophical Statement................................. 1
Acceptable eUsePolicy........................................ 2
Use of Data Policy................................................. 4
Digital Citizenship Procedures Policy......................... 6
BYOD Policy......................................................... 7
eSmart Policy......................................................... 8

Student Acceptable e-Use Agreement Form.................. Appendix1
Agreement for use of Personally Owned Devices .......... Appendix2

Numeracy Policy................................................ 10
Homework Policy................................................. 11
School Dux Policy............................................... 13
Student Leadership Policy..................................... 14
VCE & VCAL Policy.............................................. 16
Community Engagement Policy............................... 20
Philosophical Statement

Our Commitment:
To build a Learning Community, based on positive relationships and a strong work ethic, where people are able to realise their potential in a safe, caring, stimulating and sustainable environment.

Our Vision:
At Kyneton Secondary College we work in partnership to own our learning, engaging with the wider community and preparing students for their futures as responsible, successful adults. We strive for excellence, developing confidence and embracing diversity in a respectful, sustainable environment.

Student learning is our core business. Our students are the focus of everything we do, the conversations that we have and the priorities that we identify and undertake.

Our Values:

Respect ➢ Caring, Communication, Compassion, Consideration, Integrity, Self-worth

Diversity ➢ Acceptance, Empathy, Equity, Inclusion, Openness, Safety

Sustainability ➢ Accountability, Perseverance, Pride, Reflection, Resilience, Responsibility

Excellence ➢ Ambition, Courage, Creativity, Enthusiasm, Learning, Success

Our Commitment to Student Safety:
Kyneton Secondary College provides a safe environment for the education of our students. Our absolute commitment to student safety extends to all of our educational activities, including those internal or external to the school environment and those activities that occur during the school day or outside of school hours.

Our vision and values were created in 2016 by a group of our student leaders from all year levels after extensive consultation with our students, staff, parents and wider community.
Acceptable eUse Policy

Rationale:
Students may only use computer facilities at Kyneton Secondary College if they have read, understood and agreed to comply with the following rules:

1. All computers and associated equipment and connections must be treated with care and used in a way that minimises any potential physical damage or alteration to the correct operation of the equipment.

2. Students are not to play CDs or use USBs on the computers unless instructed to do so by their teacher.

3. Bags, food and drink must not be taken into computer rooms.

4. Students are not to enter or remain in computer rooms unless under the supervision of a teacher.

5. School computers and the Internet are only to be used for schoolwork set out by teachers or approved by teachers.

6. Personal information such as a student’s surname, address, telephone number, parents’ work address/telephone number must not be given out in emails or on the Web.

7. Students must not give out or reveal their log-on information or passwords to any other person.

8. Students must not use a computer that has been logged on under another student’s or staff member’s ID and password.

9. Students must not search for, view, create, download or send any data, text or images that are illegal or would be considered by a reasonable adult person to be offensive or unsuitable for viewing by a student at school.

10. If a student accidentally comes across any information or message that is unsuitable, they must click on the HOME button and then tell their teacher straight away.

11. Students are not to load software onto computers (This includes games and hacking programs.)

12. Students are not to change their home folder properties in any way (including giving other students permission to access to their files or by locking out teachers.)

13. No student is to download material from the Internet and claim it is his or her own work or to use downloaded material without the permission of the person or organisation that developed the material. If permission is available, the owner of the material must be acknowledged.
Note:
Electronic Communications created, sent or received by the users of Kyneton Secondary College’s network are the property of DE&T, and may be accessed as records of evidence in the case of an investigation. Details of websites visited by each student and the contents of their emails are automatically recorded and are monitored from time to time by Authorised Persons.
Students who don’t follow these instructions will incur penalties ranging from loss of access rights to more serious consequences for activities such as the theft of another person’s Internet or printing credits or attempting to access prohibited material or private files.
Use of Data Policy

Purpose:
- To use data to inform teaching and learning to enable the very best learning opportunities for every student.

Sources of Data:
- Primary Sources
  - Naplan (Year 7 and 9 – Numeracy and Literacy, Wk 5 in term2. Data available through XUNO and Teacher_Shared folder)
  - On Demand (2 times per year at 8 – 10 Terms 2 & 4 and 3 times per year for Year 7 Terms 1, 2 & 4. Data available from XUNO and Teacher_Shared folder)
  - TORC tests (once per year at 7 – 9. Incoming Grade 6 students tested on Orientation day. Used for setting BOOST groups and determining annual student progress through the BOOST program )
  - Exams (VCE and Yr 10)
  - Tests (Subject)
  - Teacher assessment/observation – formative and summative. Pre-testing and post-testing.
  - VCE/VET/VCAL outcomes (ongoing and end of year)
  - VASS data – Exam stats (Nov) and Data Service reports (March)
  - Attitudes to School Survey (Student survey - May)
  - Parent Opinion Survey (August)
  - Staff Opinion Survey (June)
  - Primary School Transition documentation (Dec – Feb)
  - Psychological and Learning assessments (conducted as required – stored in student files where appropriate)
  - Discipline and wellbeing data (Stored on XUNO and with Subschools, student files and relevant teachers and coordinators)
  - Attendance – as stored in XUNO and transferred to CASES
  - SFO – as reported on enrolment sheets and stored in CASES
  - Reports/AusVels (Reports and AusVels final assessments occur end of each semester)
  - IEPs (Individual Education Plans – prepared for targeted students including Integration, Koori and Out of Home Care – stored on XUNO)
  - ILPs (Individual learning Plans – all Year 7 to 9 students. Each ILP consists of a Career Action Plan and a MID Tool record. Stored on XUNO)
Career Action Plan (All Year 10 to 12 students – stored in Career’s Office)

- Student feedback (Class, Subject. Year level focus groups conducted in term 1 by Student Leadership group)
- Markbook data in XUNO

- Secondary Sources
  - Mapping Tool – aggregates a range of data about each student. Maintained by Equity staff.
  - SPA tool – available over Internet (link accessible from Infonet) – highlighting NAPLAN and On-Demand data.
  - XUNO – part of College Infonet system. Used to store administrative, attendance, markbook and wellbeing data. Information available to parents, students and staff through targeted portals. On Demand data and ILPs available through XUNO. Student Analysis Tool on XUNO aggregates a range of data.
  - On Demand – pivot tables (prepared by Equity support and distributed after On-demand tests)
  - Collated and raw data from On Demand, Naplan and TORC tests are available through Teacher_Shared folder on main college server.

**Implementation:**

The use of data is a core aspect of pedagogy at Kyneton Secondary College. Data will be used to inform teaching and learning in each individual classroom and to assess the effectiveness of that teaching and learning.

All teachers are expected to use a variety of formative assessment and feedback techniques as a natural and regular part of their classroom practice.

Summative data will be made available to teachers, parents and students using the XUNO portal. Teaching staff also have access to the SPA tool and the On Demand Pivot tables. Raw and collated On Demand Data and TORC tests are also available through Teacher_Shared folder on the college server.

Data will be used by individual teachers at the classroom level, it will be a regular topic of discussion at the Domain level when designing and implementing subject curriculum and it will also help drive discussion at Curriculum and Leadership meetings.

Data will be used in combination with formative assessment to assist in the differentiation of curriculum within the classroom. All teachers are expected to differentiate work to at least three levels – catering for:

1. Students who already clearly understand the topic and/or skills to be studied or who are likely to move through them very quickly
2. Students who are at a point to learn the topic and/or skills to be covered (the majority of students in the class)
3. Students who require additional support to get them to the point that they are ready to learn the topic and/or skills.

In addition, teachers are expected to differentiate specifically to cater for students with identified disabilities and/or who are on Individual Education Plans (IEPs).
Digital Citizenship Policy

Digital Citizenship Procedures:
At Kyneton Secondary College, eLearning is a core element of our teaching and learning strategy. All students are expected to have access to a computer or tablet device in each of their classes. Students are expected to be aware of and abide by the College’s Principles of Digital Citizenship which include:

Respect:
- Principles of Copyright – including copyright law, creative commons, free-play music, and plagiarism. Students should cite or reference the owner or relevant web address, and include the access date and a bibliography or reference list for information sources.
- Students and teachers will take all necessary care of equipment.
- Permission will be gained from the individuals being videoed or photographed and respect will be given to the footage or photos that they are taking.

Rights and Responsibilities:
- Publishing work online – the student
  - owns the copyright of their own artistic and literary works
  - has the right of Integrity’ ie: protection from derogatory treatment of their work
  - has the right to say ‘no’ to their work being published or to request its removal
  - will only be identified by first name and class or year (no School name, no personal details.) when working on the internet.
- All online accounts used for school purposes will use the student’s school email address or relevant staff edumail address.

Cybersafety:
- Social networking – if cyber-bullying occurs, or uploading of images without consent - students are expected to report the incident to their teacher or co-ordinator. Students will be required to use appropriate avatars and usernames for all school related cyber activities
- If the student is uncomfortable or finds something inappropriate, they will report it immediately to their teacher or co-ordinator.

Staff:
- Will act professionally as adult educators in an online environment as outlined by Teaching Service Order 199 and the agreed set of College Professional Standards and Expectations.
- Will refrain from non-educational interactions with students on sites such as Facebook, Tumblr etc.
- Will be personally responsible for any content referring to KSC that the teacher posts online, and be conscious of their digital reputation.
Bring Your Own Device (BYOD) Policy

All students are expected to bring an approved digital device to school.

The guidelines and rules for school use of devices have been planned so that students may use them in a safe and orderly environment during class time.

- BYOD digital devices are the individual student’s responsibility to look after and to maintain.
- A record of ALL approved devices, along with student details will be kept. This will include student’s name and form, device serial number, and the mac address. This record will be kept by the ICT technical staff.
- The device is for the use of the owner. Any sharing is at the owner’s discretion.
- Any updating of purchased software will be the responsibility of the owner.
- Backing up of files is the responsibility of the device’s owner.
- All devices should be insured against theft and damage
- Kyneton Secondary College accepts no responsibility or liability for damage, loss, or repair of these devices

Devices
Acceptable
- Netbooks
- Laptops

Required Software
Approved Operating systems
- Windows 7 and above
- OSX 10.7 and above

Applications
- Office suites – containing Word Processing, Spreadsheet & Presentation functions
  - Microsoft Office 365 Suite is available from the school – at no cost
- Antivirus
- Web browser –Internet Explorer, Safari, Firefox, Google Chrome
eSmart Policy

Vision & Core Values:
To build a learning community, based on positive relationships and a strong work ethic, where people are able to realise their potential in a safe, caring, stimulating and sustainable environment.

eSmart Statement of Commitment:
Our school recognises the multifaceted harmful impacts of bullying, cyberbullying and harassment on all members of the school community.

Kyneton Secondary College aims to proactively promote cyber-safe behavior, practices and policies to prevent cyberbullying and bullying in all forms, and educate and empower everyone in the school community to engage in safe, respectful and healthy use of technology.

We aim to reduce (and/or) and eliminate all forms of cyber bullying, bullying and harassment in our school. We recognize that positive and healthy use of technology and cyber safe practices promote wellbeing and a healthy and productive learning environment.

Definitions:
- Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.
- Cyberbullying is bullying behaviour using digital technology, including the internet, email or mobile phones. Similarly to bullying, cyberbullying often occurs between people that know each other—students at a school, members of a sporting club, people from the same social circle or ‘friends of a friend’.

Examples of cyberbullying include but are not limited to:
- repeated prank phone calls using a person’s screen name to pretend to be them (setting up a fake account);
- sexual harassment - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation;
- homophobia and other hostile behaviour towards students relating to gender and sexuality;
- discrimination including racial discrimination - treating people differently because of their identity.
Implementation of eSmart practices in our school:

Our commitment to being an eSmart school involves ongoing investment and engagement in the following eSmart domains

- Effective school organisation
- eSmart policies and procedures
- Respectful and caring school communities
- Effective teacher practices
- eSmart curriculum
- Partnership with parents and the local community

These domains are expressly set out in our School Policies, Acceptable Usage Agreements, Behaviour Management Protocols and guidelines.

Guidelines, procedures and incident reporting:

All students and teaching staff must comply with School Policies and procedures, to be cited and signed upon enrolment and induction.

The implementation of all eSmart domains and measures to promote cyber safety are comprehensively set out in the School Policies, Agreements and guidelines below:

Use of technology and cyber safety:

- Digital Citizenship Policy
- Acceptable eUse Policy
- Bring Your Own Device Policy
- Agreement for the Use of Personally Owned Laptops and Digital Devices
- Handheld Technology Device Policy & Permission Form
- Copyright Policy
- Mobile Phones Policy
- Student Acceptable eUse Agreement

Behaviour management:

- Safe School Policy
- KSC Classroom Behaviour Management Plan
- College Rules and Consequences Policy

Incident reporting:

- Safe School Policy
- Student Code of Conduct
- Student Code of Conduct (Information for Parents)

Bullying and harassment:

- Equal Opportunity and Anti-Harassment Policy
- Equity and diversity Policy
- Safe School Policy

All students, teachers and contractors and the broader school community must act in accordance with the values and principles laid out in these policies.
Numeracy Policy

Kyneton Secondary College is committed to improving Numeracy across the school. As a school our strengths include the support to students who have difficulty with numeracy and its applications in real world problem solving.

The challenge which continues to face us as a school is in maintaining and extending numerical thinking across the more capable student body. This includes fundamental numerical concepts such as automaticity in basic number manipulation and the basic language of numbers, such as ‘What is an Integer?’. The use of data and its analysis has been useful to inform teachers and support staff of student abilities and the development of more suitable subject material.

Kyneton Secondary College has a four pronged approach to improving numeracy across all year levels:

- Addition of a Numeracy component to the BOOST program. This is in an effort to build on basic numeracy skills and develop numerical automaticity.

- A whole school approach which emphasizes the use of numerical language and the relevance and importance of numeracy across all disciplines.

- Mathematics classes employ strategies which include: a consistency of mathematical language, repetitive skill building tasks, deeper thinking tasks and the use of a vertically scaffolded curriculum so that every student has a starting place.

- The development of strategies to encourage parents to become part of the solution with respect to supporting their children in developing strong foundations in numeracy.
Homework Whole School Policy

Rationale:
Homework helps students by complementing and reinforcing classroom learning, fostering good lifelong learning and study habits, and providing an opportunity for students to be responsible for their own learning. Homework is another opportunity for parents to participate in their child’s education. Parents, in partnership with the school, should encourage their children to establish good homework patterns from early primary school.

Aim:
To ensure that students, staff and parents participate in a Homework Program that adds value to student learning and develops personal responsibility for learning.

Implementation:
Homework should be:
• appropriate to the student's skill level and age
• interesting, challenging, and where appropriate, open ended
• balanced with a range of recreational, family and cultural activities
• purposeful, meaningful and relevant to the curriculum

Teachers should:
• make effective use of homework diaries for upper primary and secondary students
• set regular homework to help students establish a home study routine
• set varied, challenging and meaningful tasks related to class work that are appropriate to the students' learning needs
• give students enough time to complete homework, taking into account home obligations and extracurricular activities
• assess homework and provide timely and practical feedback and support
  (assessment will range from a diary or mark book entry acknowledging completion of homework to formal correction of the work)

Middle and Senior Years Managers and Home-Group teachers should:
• coordinate the allocation of homework by different teachers.
• ensure that parents and caregivers are aware of the school’s homework policy

Parents and Caregivers should:
• encourage students to take increasing responsibility for their learning and organisation
• observe and acknowledge their success and ask how their home and class work is progressing
• help students to balance the amount of time spent completing homework, watching television, playing computer games and engaging in other leisure or recreational activities
• encourage students to read or to be read to daily, especially if no other homework is required
Homework at Years 5-9:

- should include daily independent reading
- may include extension of class work, projects and assignments, essays and research.

This will generally range from 30 – 45 minutes a day at Year 5 to 45 – 75 minutes a day in Year 9.

Types of homework that meet these requirements include:

- Humanities- reading aloud, using college Infonet to complete and submit work
- Maths- completing unfinished class work, completing specific homework tasks such as topic appropriate assignments
- Science- completing unfinished class work, completing specific homework tasks such as assignments, research
- English- reading, completing exercises in English workbook, adding to writing folio
- LOTE- weekly homework sheets, learning vocabulary for testing
- Health and PE- complete unfinished class work as required, 30 minutes personal exercise per day
- Performing Arts- practice of musical instruments and lines for performances as required
- Visual Art- completing folio pieces as required
- Technology- completing theory component

Homework at Years 10-12:

- Will generally increase, and require from 1–3 hours per week night, with up to 6 hours on weekends during peak VCE periods. Parents should be clear about the school’s expectations for home study, and should discuss issues and concerns with their children and the school.

- Care should be taken to ensure that undue pressure is not placed on students at this level, and that a balance is maintained between the demands of study and recreational pastimes.
School Dux Policy

Rationale:

The awarding of a School Dux is a significant honour bestowed by a school. The parameters under which the award should be made should be clearly understood by all.

Aims:

- To clarify the conditions under which the awarding of School Dux will be made

Implementation:

- Dux will be awarded to the student (or students) who achieve the highest ATAR score awarded by the VCAA provided the student(s) have completed 4 or more unit 3-4 subject sequences in the final year
- VCAA regulations regarding privacy will be observed (see separate attachment)
Student Leadership Policy

**Rationale:**
This Policy is concerned with enabling students to be involved in the decision making processes at Kyneton Secondary College (KSC) on matters which concern them. All students at each level of schooling can be involved in contributing to the decisions made:

- About their own learning
- About classroom management and organisation – through student forums at a class level
- Through school-based decision making groups including the Student Leadership Group, the School Council and Sub-Committees
- In advisory groups at other levels within the Department of Education & Training (DET)

To participate effectively in the decision-making process, students need to develop appropriate skills and knowledge. The abilities to analyse information, plan, negotiate, communicate and create solutions to problems in collaboration with others, are some of the essential pre-requisites of effective participation.

Confidence will be enhanced in situations where students’ views are respected and they are able to listen. Participating in decision-making in partnership with others will enable students to understand the views of others and to develop skills in resolving conflict consistent with the values of the school and our Restorative Practices approach.

KSC is committed to the all-round development of students. They are entitled to the opportunity to express the concerns they have about their world and their future. Students are more likely to develop a strong commitment to the community and its future if they are able to participate in determining its direction. Participation in decision making at the school level is a means through which students are able to develop responsibility and respect for diversity.

**Aims:**
- To get students involved in the decision-making processes of the school that affect them
- To gain skills and understanding through participating in decision-making
Implementation:

School Responsibilities

- KSC will acknowledge the rights of students to be involved in decision making that influences their future
- KSC will ensure that appropriate procedures are established to enable participation of all students in making decisions that affect their schooling.

Principal responsibilities

The College Principal will:

- Be the final arbiter on all decisions affecting the operation of the school
- Consider student participation in the College strategic planning process
- Provide appropriate support for students who participate on school committees
- Provide training and development opportunities for teachers to foster student participation at classroom and school level.

Teacher responsibilities

Teachers will:

- Structure learning experiences to enable students to develop the skills and knowledge to participate in decision-making about their learning, behaviour management and other issues of concern
- Critically examine appropriate practices which support student participation in decision-making in the curriculum through negotiation about:
  - The establishment of learning goals
  - Pace
  - Learning style
  - Forms of assessment
  - Group work
- Encourage the involvement of student advocates, if appropriate, for students with disabilities.

Student Responsibilities

Students will need to recognise the responsibility they share when working in co-operation with others in matters of mutual interest or concern and the need to respect the decisions made.

The participation of parents

Parents can assist by encouraging their children to participate in the opportunities offered to them for representation and involvement.

The role of Council

The School Council assists students to gain essential experiences by enabling students to participate in its decision making processes and committees.
VCE & VCAL Policy

Please read this document in order to understand your rights and responsibilities with regard to completing the VCE at this college, in accordance with the Victorian Curriculum and Assessment Authority (VCAA) requirements.

Satisfactory completion of the VCE:
In order to be eligible for the VCE, at least 16 units must be satisfactorily completed including:

- three units from the English group, with at least one unit at Unit 3 or 4 level. English units may be selected from English Units 1 to 4, English (EAL) Units 3 and 4 and Literature Units 1 to 4
- at least three sequences of Unit 3 and 4 studies other than English which may include any number of English sequences once the English requirement has been met.

Note: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of the student’s Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.

Students are generally required to undertake the following:
- **Year 11**: 12 units (six studies)
- **Year 12**: 10 units (five studies)

Satisfactory completion of the VCAL:
In order to be eligible for the VCAL, students must complete 4 core subjects. Literacy, Numeracy, Work Related Skills and Personal Development. The College also requires students to complete a Work Placement. In addition to the core subjects and work placement the College expects students to undertake either two VET subjects or a VET subject and VCE subject.

Students are generally required to undertake the following:
- **Year 11**: 12 units (six studies plus work placement)
- **Year 12**: 12 units (six studies place work placement)

VCAL subjects are run as either semester or year long subjects and may require collaboration between different subject areas. The time required in each subject to complete the required competencies is varied. In respect to missed work, attendance and authentication processes, VCAL students are expected to follow the VCE guidelines outlined in this document.

Satisfactory completion of a Unit:
The VCAA administrative handbook states that all VCE units require a minimum of 50 hours of class time. A student needs to attend sufficient class time to complete work. Evidence of the completion of work will be in the form of a record of the work completed in class and for homework as well as the satisfactory completion of assessment tasks. Teachers will advise students about the work required at the beginning of each semester.

To satisfactorily complete a unit in any study, students must demonstrate achievement of each of the outcomes for the unit as specified in the study design.
Achievement of an outcome means:
- the work meets the required standard as described in the outcomes;
- the work was submitted on time;
- the work is clearly the student’s own;
- there has been no substantive breach of rules.

If all outcomes are achieved, the student is awarded S (Satisfactory) for the unit.

A student may not be granted satisfactory completion if:
- the work is not of the required standard as described in the outcomes,
- the student has failed to meet a school deadline or approved extension of time for the assessment task; the work cannot be authenticated; there has been a substantive breach of rules including school attendance rules.

If any of the outcomes are not achieved, the student receives N (Not Satisfactory) for the unit. Where a student has completed work but there has been a significant breach of class attendance rules, the student may receive N. All students are required to meet the 90% attendance requirement.

Assessment:
Students will demonstrate achievement of each of the outcomes in the units they are undertaking through their performance on the assessment tasks designated for that unit. These tasks will be completed mainly in the classroom, in class time. Each teacher is responsible for ensuring that students are informed of SAC dates in advance. In most cases assessment will be submitted to the subject teacher in class time. In some cases work may be submitted through the front office. A form needs to be completed and a receipt will be issued for work submitted in this manner.

The college also liaises with the DECV (Distance Education Centre of Victoria) to provide normally unavailable subjects for students. This is overseen by the VCE Coordinator. The onus for setting this work is on the DECV and completion of work with the student. All work to be mailed to the DECV can be logged with the front office and, in addition, returned work will be available from there.

In Units 1 and 2 outcomes will be assessed using the assessment tasks designated for the unit, S or N awarded, and results reported to the VCAA. The college will give students marks and feedback appropriate to each assessment task and each outcome, including advice on where and how improvements can be made for further learning. Marks will be reported on the end-of-semester reports. Marks are not reported to the VCAA and are not subject to moderation.

In Units 3 and 4, Coursework assessment or School Assessed Coursework (SAC) describes the most commonly used form of graded assessment used to measure each student’s level of achievement based on the assessment tasks designated for the unit. This assessment will take place mainly in the classroom under teacher supervision over a specified period of class time. Coursework scores are forwarded to the VCAA and are subject to statistical moderation. Details of the moderation procedure may be found in the pamphlet Statistical Moderation of VCE Coursework which can be accessed on the VCAA website: www.vcaa.vic.edu.au. At the school level students will be given feedback appropriate to each assessment task and each criterion including advice on where and how improvements can be made for future learning.

School Assessed Tasks (SATS) are forms of assessment that are undertaken over a longer period of time. SATs occur in studies where students complete a product or folio: Media, Studio Arts, Visual Communication and Design, Systems Engineering and Food and Technology. The scores for SATs are forwarded to the VCAA and are subject to review based on students’ performance on the General Achievement Test (GAT) that is held in June. The VCAA will inform students of their level of achievement on School Assessed Tasks. At the school level students will receive regular feedback throughout the duration of the task.

In some studies there are designated assessment tasks that are not scored but are essential for determining S or N.
**Attendance at assessment tasks:**
A student who is absent from an assessment task should contact the school on the day of that assessment task.

Students studying Units 3 and 4 must see a member of the Senior School Team immediately on return to school with an explanation for the missed SAC. They should also see their teacher as soon as possible. The scores of missed SACs will be withheld from the VCAA until a medical certificate or other official documentation such as a statutory declaration or report from a counsellor is supplied to cover the student’s absence. The school may verify this documentation with the practitioner concerned. Students will be required to complete an Application to Reschedule a VCE Assessment Task form that is also signed by the subject teacher. This form is also completed if an extension on an assessment task is requested. Extension requests must be made before the due date.

Students studying Units 1 and 2 must see a member of the Senior School Team immediately on return to the school with an explanation for the missed SAC in the form of a medical certificate or note from a parent.

Students who do not satisfactorily complete all the criteria for an assessment task may have an opportunity to redeem this situation after consultation with their teacher. This redemption will not change the score for that assessment task but will qualify the student for an S for the outcome.

**Completion of replacement SACs:**
Replacement sessions for Units 3 and 4 SACs will be arranged regardless of whether a legitimate and documented reason for student absence from an assessment task is provided. Insufficient documentation will result in SAC scores being withheld. Replacement sessions will be held for both year levels on Wednesdays after school from 3:40-5:30pm. These SACs must be completed within two weeks of the original date unless there is insufficient time before the end of semester. In this case the SAC must be completed ASAP.

**Extension of time to complete SATs:**
Students who are unable to complete a SAT by the due date must apply to a member of the Senior School Team or Assistant Principal prior to the due date for an extension of time and must provide a medical certificate or other documentation to support their application. Extensions of up to two weeks from the original date may be granted.

**Authentication of Coursework and Assessment Tasks:**
In order to meet the requirements for satisfactory completion of a unit, students **must submit work that is clearly their own** and that has not been submitted for assessment in any other unit. Apart from the incorporation of appropriately referenced text and source material, no part of a student’s work may be copied from any other person’s work.

A student should not accept undue assistance from any other person in the preparation and submission of work. Any material referred to in student work should be attributed to its source.

Teachers will provide opportunities throughout the unit to check each student’s work as students proceed through the completion of the assessment tasks. The onus of authenticity rests with the student. Students must show teachers work in progress to demonstrate the authenticity of their work.

If a teacher believes that a student has submitted work which is not his or her own, or that a student is in breach of other rules relating to school assessment set by the college, the teacher should investigate the matter and submit a written report to the Assistant Principal who will then conduct further enquiries as deemed necessary.

The Assistant Principal will act in an advisory capacity to the Principal, who is responsible for determining what action is to be taken.
The college will have the power to impose any of the following penalties for a substantive breach of the rules:

- make other arrangements for the completion of the Assessment Task
- reprimand a student who has enabled another student to obtain an advantage
- cancel the result in a specific Assessment Task and in effect, cancel the total assessment for the unit concerned.

**Computer Use:**

When students use a computer to produce a work requirement or assessment task 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
- hard copies of the work in progress are produced regularly to meet drafting and authentication requirements
- work is saved onto a back-up file. The back-up file should not be stored with the computer. It is imperative that all work is regularly backed up onto appropriate memory devices at school and at home
- computer errors and problems are NOT sufficient reason for an extension of time to be given to complete a piece of assessment.

**Attendance and Appeals:**

Students are expected to cover all absences with written explanations from parents or with medical certificates. A student must attend, for each study, a minimum of 90% of classes. Failure to achieve this level of attendance will result in the student’s final assessment being considered by a panel consisting of the Assistant Principal, the Senior Sub School Leader (Shane Thompson) and a member of the senior sub school team.

A student who receives N for a unit due to poor attendance may appeal the decision to the Principal. The student must provide documentation supporting the extenuating circumstances that resulted in the poor attendance. Appeals will only be granted under exceptional circumstances.

**Special Provision:**

Students who experience some form of *chronic or significant hardship* during the year due to medical, physical and/or other serious reasons can apply for **Special Provision.** VCAA may, depending on the nature of the hardship, allow the school to provide one or more of the following forms of support: extra time for SACs, completing SACs in a separate room, use of a computer or use of a reader and/or scribe. These forms of support may also apply to exams.

It is, therefore, imperative that such significant hardships are well documented. The appropriate documentation must specify the problem, severity, treatment if any, effect on study and dates involved. These should be included in the medical or psychologist’s reports the student must provide. In most cases VCAA requires documentation to be from the current year of the student’s studies.

Students wishing to apply for Special Provision should see the VCE Coordinator at the beginning of the School Year.

Year 12 students who will be completing their VCE and who have experienced severe hardship due to personal, health, financial or other reasons, through the whole or part of the year should complete a **SEAS (Special Entry Access Schemes) Application Form** at the end of the year. This form is sent to VTAC and could assist with tertiary entrance. This form and further information will be available from the school or on the VTAC website: [www.vtac.edu.au](http://www.vtac.edu.au).
Community Engagement Policy

Rationale:

The education of our students is a shared responsibility between students, parents, teachers, community members and groups, and our school.

Parents and the broader community play a vital role in supporting successful learning outcomes for students at Kyneton Secondary College. This policy aims to improve engagement with parents and the wider community to maximise student learning outcomes.

Communication:

Effective communication between the College, parents, the community and students forms the foundation in developing and maintaining partnerships. The College takes seriously its responsibility to keep our parents and community informed and to help parents and carers understand the language of learning.

To achieve this, the College aims to:

- communicate student progress to families in a positive and meaningful way
- be clear about what teachers and parents need to discuss
- develop a shared language of learning between teachers and parents to explore the learning development, challenges and successes of students
- ensure that working parents or parents with language barriers can communicate with the school
- develop effective communication strategies with industry and business partners

Some strategies the College will use include:

- using a range of communication tools, including XUNO, newsletters, Facebook, the school website, e-mails, assemblies, parent/teacher interviews, student led conferences, the school sign and text messages
- publication of the school calendar for parents each term
- being aware of and communicating how to access information across language barriers
- providing professional development for teachers to effectively communicate with parents
- sharing a consistent and ongoing message of high expectations for all students and their learning.
Learning partnerships:

Learning is not limited to the classroom. The beliefs, expectations and experience of parents is a powerful determinant in student’s achievement. Understanding the school, home and community contribution to student learning helps cultivate the learning environment.

To achieve this, the College aims to:

- support parents to be positively involved with their child’s learning, at home and at school
- assist teachers and parents to work together to help children learn
- leverage community, industry and business knowledge and skills
- develop partnerships with the community to deliver shared models education and training
- assist teachers to understand and learn about their students, including their home and community contributions

Some strategies the College will use include:

- engaging students in community based projects and activities as a core part of the school curriculum
- providing parent/teacher workshops targeting areas such as student resilience, literacy and numeracy
- embedding the practice of involving parents in goal setting and career planning discussions with their children
- working with the Kyneton4Schools group to promote excellence in education and assist parents in supporting their students education throughout the Kyneton area.

Community Collaboration:

Kyneton Secondary College aims to work together with other community members, for the benefit of all.

The College aims to investigate what the community and local employers expect from the school, and how can they help with student learning

Some strategies the College will use include:

- engaging with local agencies to support the school in areas such as drug and alcohol education, pre-driver education, anti-bullying strategies, and the development of social skills
- generating and maintaining contact with relevant health professionals in the area to support referrals
- regularly publicise school events, successes, outcomes and engagements using the school’s communication strategies
- making school facilities available for community use, including adult learning, community meetings and community interest groups

Participation:

As our parents lead complex lives, providing a variety of opportunities to participate in the school community is important. Parent and community participation in student learning and the school community should be acknowledged and valued. This involvement sends a clear signal to students about the value of education.
To achieve this, the College aims to:

- encourage parents and community members to participate in school activities
- recognise and support volunteers of the College
- notify parents about major events well in advance so they can plan ahead

Some strategies the College will use include:

- publishing events, meetings and assessment calendars on the school website at the start of each term, semester or year
- engaging community members and business in curricular and extracurricular activities
- inviting parents and community members to become involved as guest teachers and speakers
- providing opportunities for and encouraging parents, carers and community members to volunteer across a wide range of options and activities within the school
Student Acceptable e-Use Agreement Form

Student’s declaration:

I, __________________________________________________________ of form __________
(Name in block letters)
have read and understood Kyneton Secondary College’s 2013 ACCEPTABLE USE POLICY (Students)
FOR USE OF COMPUTERS, INTERNET, EMAIL AND OTHER ELECTRONIC COMMUNICATIONS.

I agree to comply with this Acceptable Use Policy for the duration of my study at Kyneton Secondary
College.
Signed: ........................................ Date: ............
(student)

Please return this form to the Form Teacher at form assembly.
Warning! – Students who do not return this form or return it late will be automatically blocked from the
school computer network. There may be delays in reinstating students’ access rights after they have been blocked.
I am fully aware of the implications of my child signing the above Acceptable Use Policy and agree to abide by the College regulations in regard to this.
Signed: ........................................ Date: ............
(parent/guardian)
Appendix 2: Agreement for Use of Personally Owned Devices

Agreement for the Use of Personally Owned Laptops and Digital Devices:

- Digital devices are to be used for learning purposes only.
- Devices should be brought to school fully charged.
- Labelled power chargers may be brought to school with the device - no school chargers will be available for ‘loan’.
- Only approved software/ programs/ applications should be used on devices in class.
- All computers/ peripherals must be labelled before being used at school.
- Backing up of files is the responsibility of the device’s owner.
- All devices should be insured against theft and damage
- Kyneton Secondary College accepts no responsibility or liability for damage, loss or repair of these devices

Please complete and return to the School:

<table>
<thead>
<tr>
<th>Device Type</th>
<th>Serial Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Name: ___________________________________________ Form/HomeGroup: _____

Signed Student: __________________________________________

Parent/Caregiver Name: ___________________________________

Signed Parent/Caregiver: ___________________________________

Date: ____________

Office use only – Date Received:

Appendix 2: Agreement for use of Personally Owned Devices