



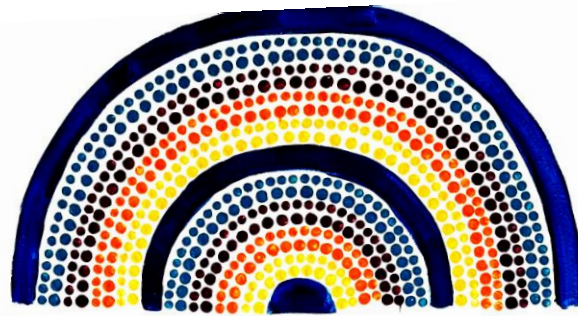
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Information Evening



Our College & The ACT Senior Secondary System



Dickson College would like to acknowledge the traditional custodians of the Country on which we live and learn. The wisdom sharing and resilience of the Ngunnawal people is deeply respected.

We further acknowledge the neighbouring nations, Wiradjuri, Yuin, Ngarigo and Gundungarra and pay our respects to Elders past, present and emerging.



Overview

- Our plan for 2020
- What makes the difference
- Qualifications
- Student Progress and feedback
- Policies that you need to know
- Grades and ATAR
- Support for students
- Q & A
- Faculty and curriculum questions





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Our work

Dickson College provides a supportive, innovative and enriched learning environment. Together we develop informed, caring, creative and confident global citizens.

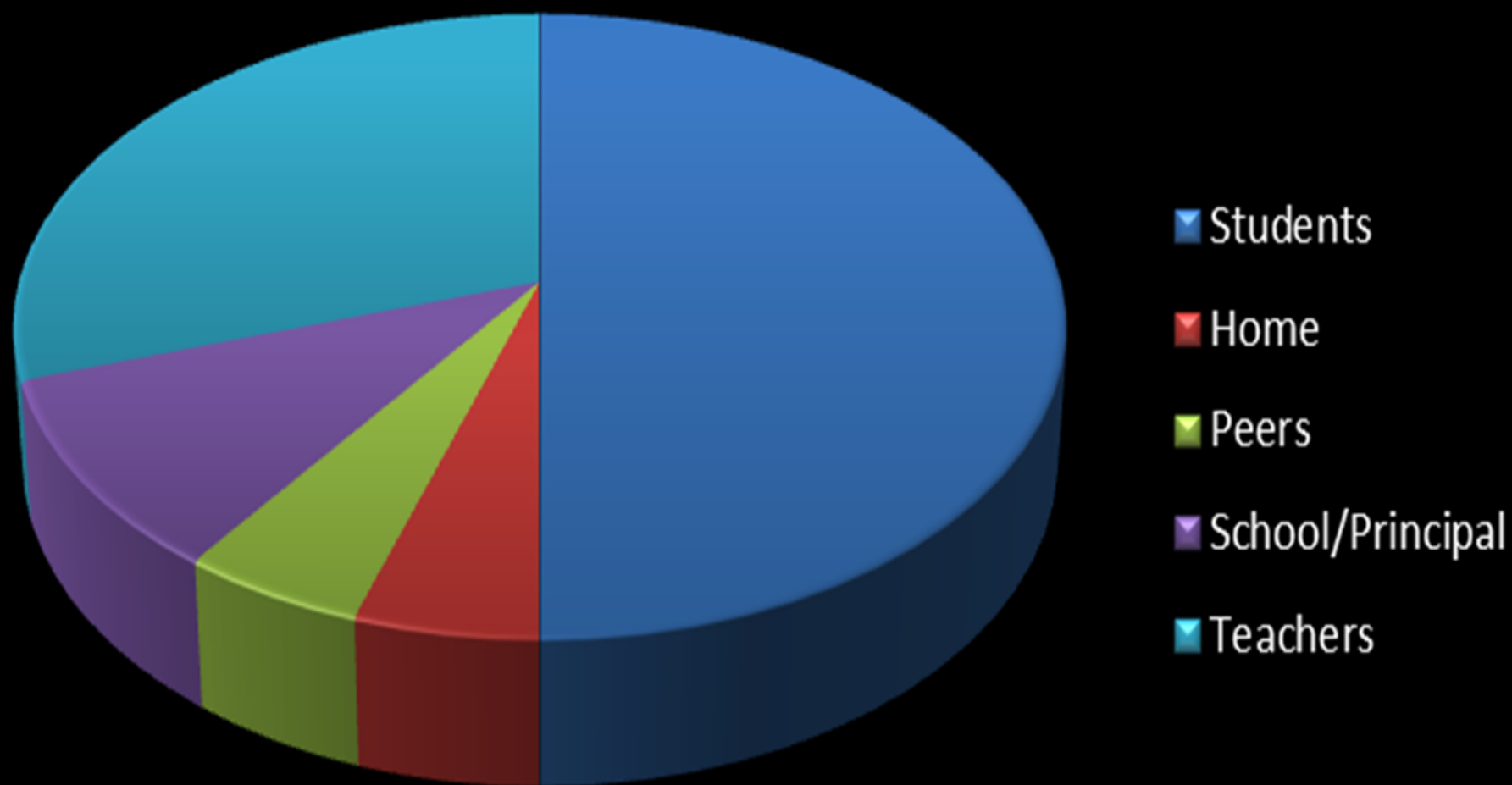
What we are doing in 2020

- **Collaborative inquiry into feedback to students**
 - Schoolwide focus on feedback
 - Implementation of PAT and formative assessment
 - New College reporting pilot
- **Positive school culture**
 - Cultural integrity
- **Strengthen and improve practices that support Student Wellbeing**
 - Implementation of new Pastoral Care model

Qualifications

NEXT EXIT





The secret...



- Choose subjects that you like
- Choose subjects that you are good at
- Choose subjects that you need
- Work hard it is achievable
- Learn how to learn (i.e. work smarter)
- Monitor your progress & change the plan if necessary
- **Don't pick** subjects because your friend is doing it
- **Don't pick** subjects you think score well. Students are ranked against their own group. It is how you compare to your peers in each course that defines your rank and score in that course.

ACT Qualifications

- ACT Senior Secondary Certificate
- Tertiary Entrance Statement
- VET Certificate or statement of attainment

ACT Senior Secondary System

- ACT Board of Senior Secondary Studies (BSSS)
- No central examinations for any subject
- Continuous assessment - Semester 1 of year 11 is as important as Semester 2 of year 12
- ACT Scaling Test (AST) - moderating test across colleges and courses



Range of course options:

- Tertiary (T)
- Vocational (V)
- Accredited (A)
- Modified (M)
- Registered (R)

Students can complete a Senior Secondary Certificate or TES with a combination of these

- **Attendance** - Must attend at least 90% of all classes
- Must have notes and or medical certificate to explain all absences from class.
- **Assessment**- Must complete 70% of assessment
- Late penalty is 5% per day
- Non genuine attempt = 0
- Plagiarism = 0
- **V grade (Void grade)** – unit does not count toward your Year 12 Certificate and no points are awarded for that unit

How do I know?

- **Attendance**
 - Daily SMS notification
 - Attendance Summary every fortnight
- **Feedback and Progress**
 - In class formative feedback from teachers and peers
 - Assessment (or summative) feedback
 - Mid-semester progress and end of semester reports



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Effective Feedback



Why look at feedback?



What can effective feedback achieve?

- Students increase effort
- Students develop more effective learning strategies
- Students increase autonomy and self-regulation
- Teachers provide specific goals and criteria
- Teachers understand the impact of their teaching

WHAT DOES EFFECTIVE FEEDBACK LOOK LIKE?

Two evidence based models for thinking about feedback are Hattie & Timperley (2007) and Black & Wiliam (2009). Both models address **three important questions**.

	Hattie & Timperley <i>Feedback model</i>		Black & Wiliam <i>Formative assessment model</i>
Q.1	Where am I going?		Where the learner is going
	<i>"To be able to plan and draft a narrative."</i>		
Q.2	How am I going?		Where the learner is right now
	<i>"Your plan includes most of the narrative stages we identified."</i>		
Q.3	Where to next?		How to get there
	<i>"Add the missing stages to the plan then start your draft using our interesting sentence tip sheet."</i>		

1. Self – nice but ineffective
2. Task – Useful
3. Process – Powerful
4. Self-regulation - Powerful

Hattie and Timperley outline four levels at which feedback is directed, in order of least to greatest impact

1. **Self** – personal evaluation and affect (usually positive) about the student

"You always do great work."



2. **Task** – feedback on how well tasks are performed

"You need to include appropriate scientific language."



3. **Process** – feedback on the learning processes underlining or relating and extending tasks

"You need to take steps to ensure you use credible sources."



4. **Self-regulated** – feedback on how students monitor, direct and regulate their own learning

"You sought feedback from a peer and I can see that helped with clarifying your argument."



New reports for 2020

- Flipped reporting model where:
 - Progress report
 - Focus is on providing students with valuable feedback before the end of semester
 - Formative in nature
 - Areas of strength, development along with strategies for improvement
 - To be provided before parent teacher night to add value to conversations
 - Semester report
 - Summative format detailing assessment outcomes



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“So is this in the test?”



dc

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• A •
STUDENT
IS MORE THAN A TEST
SCORE.



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- **Calculation of Unit Scores**
 - Each “T” unit generates a score.
 - The score is based on an aggregation of assessment items within the unit. The unit outline will show students the weighting of each assessment item towards the unit score.
 - The unit scores maintain the ranking and spacing of the aggregated assessments for all students in a cohort undertaking the unit.
 - The unit scores are scaled to historic parameters. This scale is a ‘predictor’ of a likely scaled score at the end of Year 12.

Unit Grades

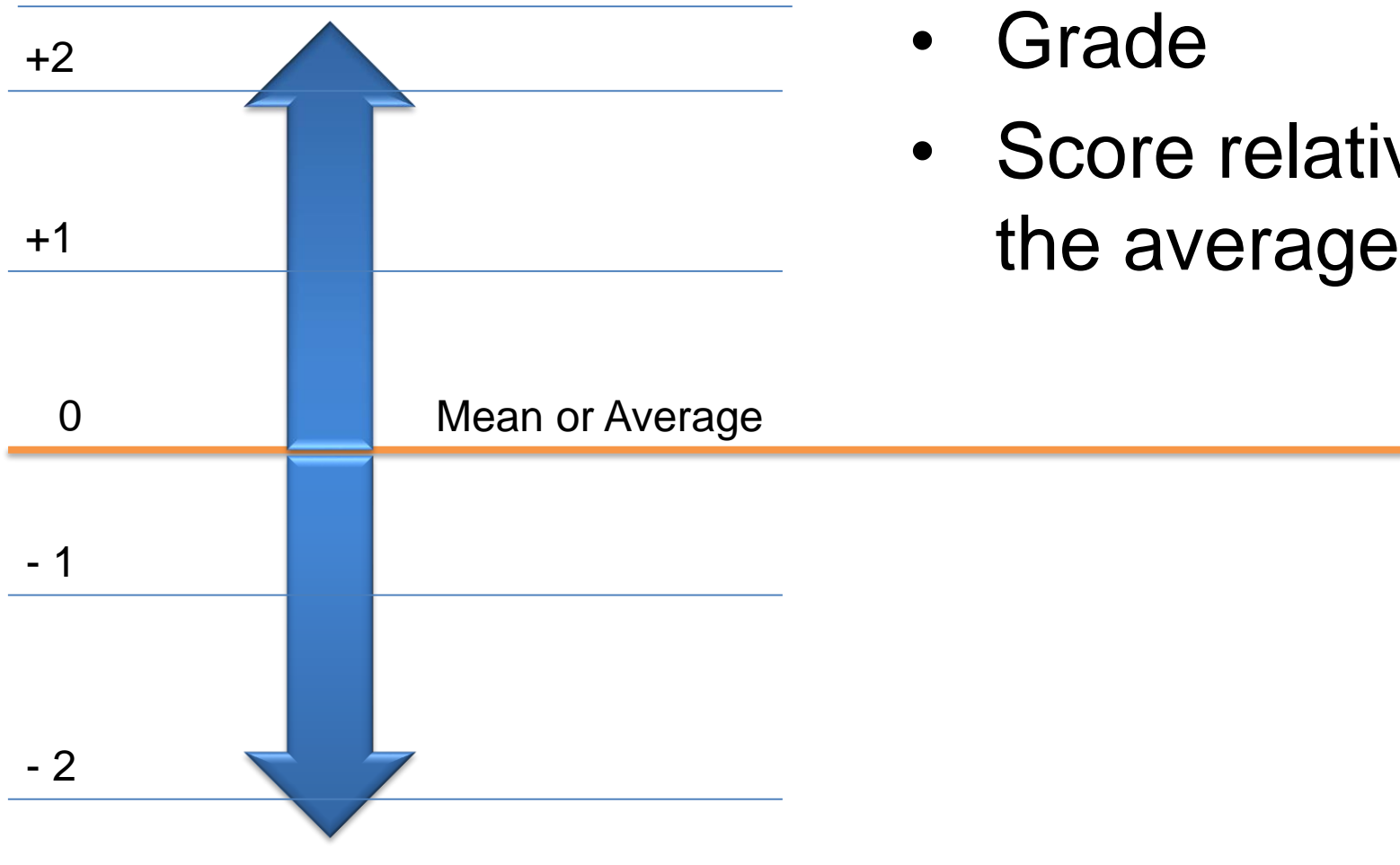
- Each semester unit generates a grade.
- The grade is awarded based on a published standard. Students will receive these grade standards either on their unit outline or they will be displayed in the classroom.
- Moderation Days are conducted twice a year where all college teachers review samples of student work and the grades awarded against the grade standards. This is to ensure that grades awarded across the ACT are consistent.

Grade Standards

UNIT GRADE DESCRIPTORS for T COURSES

Assessment criteria	Responding critically	Evaluation and synthesis of ideas	Imagination and originality	Use of language	Control of medium
A student who achieves an A grade typically	<ul style="list-style-type: none"> • responds to texts critically and with a high degree of insight • justifies viewpoint through well-structured, logical argument and highly effective use of textual references 	<ul style="list-style-type: none"> • synthesises and evaluates material in a complex manner to construct a perceptive response 	<ul style="list-style-type: none"> • demonstrates a high degree of creativity and originality 	<ul style="list-style-type: none"> • communicates with a sophisticated control of language for a range of purposes and audiences 	<ul style="list-style-type: none"> • demonstrates a highly developed control and use of the conventions of the medium
A student who achieves a B grade typically	<ul style="list-style-type: none"> • responds to texts critically and with insight • justifies viewpoint through structured, logical argument and effective use of textual references 	<ul style="list-style-type: none"> • synthesises and evaluates material in an effective manner to construct a competent response 	<ul style="list-style-type: none"> • effectively demonstrates creativity and originality 	<ul style="list-style-type: none"> • communicates with effective control of language for a range of purposes and audiences 	<ul style="list-style-type: none"> • demonstrates an effective and consistent control and use of the conventions of the medium
A student who achieves a C grade typically	<ul style="list-style-type: none"> • responds to texts critically and with some insight • justifies viewpoint through structured argument and some use of textual references 	<ul style="list-style-type: none"> • synthesises and evaluates material to construct a satisfactory response 	<ul style="list-style-type: none"> • demonstrates some creativity and originality • may present work that is derivative in nature 	<ul style="list-style-type: none"> • communicates with developing control of language for a range of purposes and audiences 	<ul style="list-style-type: none"> • demonstrates understanding of the conventions of the medium but applies them inconsistently
A student who achieves a D grade typically	<ul style="list-style-type: none"> • responds to texts with occasional insight • shows some capacity to justify and support viewpoint 	<ul style="list-style-type: none"> • synthesises and evaluates material in a limited manner to construct a response 	<ul style="list-style-type: none"> • demonstrates limited creativity and little in the way of originality • may present a literal interpretation 	<ul style="list-style-type: none"> • communicates with inconsistent control of language with limited understanding of purposes and audiences 	<ul style="list-style-type: none"> • demonstrates a partial understanding of the medium and limited use of its conventions
A student who achieves an E grade typically	<ul style="list-style-type: none"> • paraphrases or retells • shows little capacity to justify and support viewpoint 	<ul style="list-style-type: none"> • constructs a simplistic or incomplete response 	<ul style="list-style-type: none"> • demonstrates an understanding of simple and concrete ideas • presents a literal interpretation 	<ul style="list-style-type: none"> • communicates with limited control of language 	<ul style="list-style-type: none"> • demonstrates little understanding of the conventions of the medium

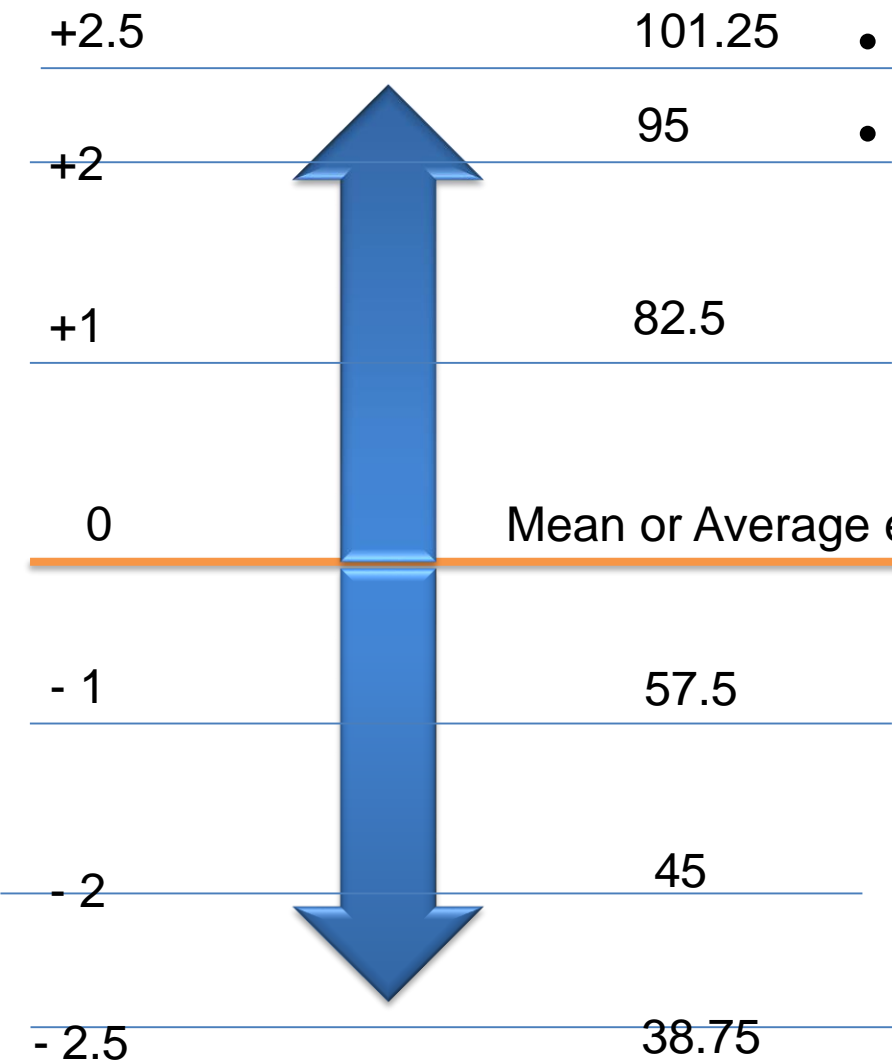
Progress



- Grade
- Score relative to the average

Progress

- Grade
- Score relative to the average
- ACT System scaled to 70/12.5



Mean or Average e.g. the average for the ACT system is 70

Scaled Scores at the end of each semester:

- are not out of 100
- range is not 0 – 100 rather 40 – 95 is normal
- 50 is not a pass mark (ACT system $Z = -1.6$)
- Students should be aware of their performance relative to the average

Senior Secondary Certificate Requirements

- Minimum of 17 Standard Units over Years 11 and 12
- Minimum of 4 Minors in 3 different course areas
- The 4 Minors can be a mix of different course types
- 5 “R” unit points can count towards the 17 S.U. requirement.

All students must complete at least a minor course in English.

The Australian Tertiary Admission Rank

The ATAR is a ranking of a student relative to their full age cohort.
It is a number within a range from 99.95 for the highest ranked
students down to 30.00.

Requirements T.E.S. (ATAR)

- Minimum of 20 Standard Units
- 3 Majors and 3 Minors, OR
4 Majors and 1 Minor, OR
5 or more Majors
- Of these, 18 units must be BSSS units
- Minimum of 3 Majors and 1 Minor in “T” Courses
- Students must sit the AST (ACT Scaling Test) in the year they graduate to receive an ATAR.

All students must complete at least a minor course in English.

Student support

- Special consideration for school based assessment
 - Attendance
 - Assessment
 - Illness and misadventure
- Special consideration for AST
- Issues relating to fair and equitable assessment should be directed to:
 1. Classroom teacher
 2. Executive Teacher of the Faculty
 3. Executive Teacher of Assessment and Certification

Student support

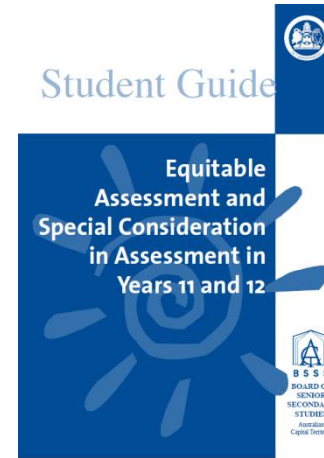
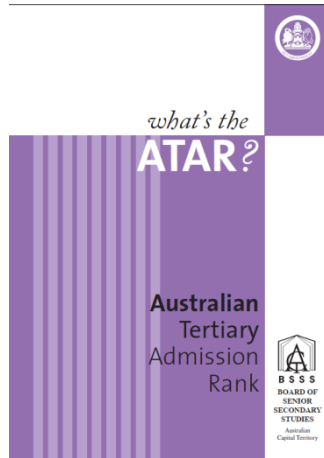
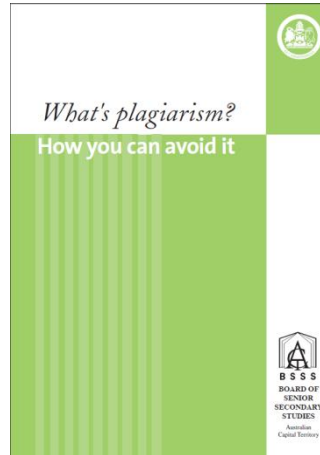
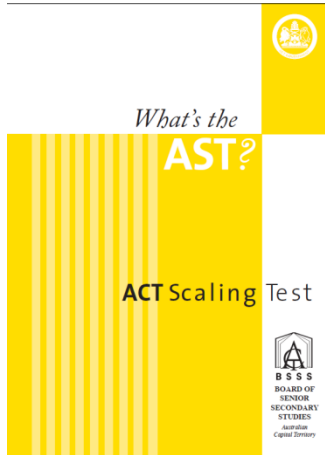
- Student Wellbeing Centre
- DC Essentials
- Parent Handbook

Communicating with the College

We work together to develop informed, caring, creative and confident young people:

- Most issues are resolved by students talking to their teachers
- Or are resolved by students talking to :
 - The Head of faculty
 - Their Transition/Mentor teacher
 - Their Year Coordinator
- We acknowledge the important role parents play and value conversation and discussion with our school community

BSSS Publications



The BSSS Website (www.bsas.act.edu.au) has a Publications Section where a range of brochures are available.



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- Introduction to our faculty heads
- Q & A
- Curriculum related questions and tea.



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Thank you