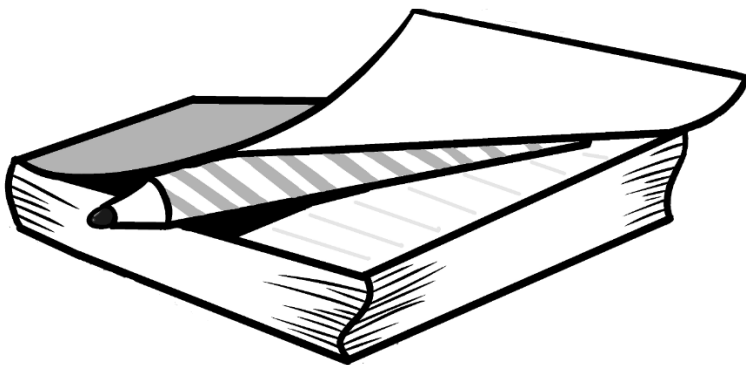**DICKSON** COLLEGE

excellence opportunity community

2023
DC Essentials
Guide
for Students

Welcome to Dickson College

Student Engagement Support

Moving to college is a major transition for students. It is not uncommon for young people to experience mental health difficulties in this age group, often for the first time. Many students feel the pressure to succeed is stronger as they draw nearer to their post-school pathways in life, and the academic load is often more challenging and faster paced. Many students may also find it stressful to decide what they might do when they finish college.

Students are well supported at Dickson College and it is important to be aware of any changes you may experience in your mood, ability to cope, physical health, habits (such as sleeping and eating) or ability to enjoy things you usually like. Changes to your academic performance and behaviours can be indicators that you would benefit from some extra support.

If you have a concern where you are experiencing some worrying, you can seek help, support and advice at school. Whatever the issue, you will likely benefit from timely support, which may include professional help.

The school can help you with strategies if you are feeling distressed and can provide advice even if you are dealing with an issue that is not related to your school performance.

The first person you could talk to is your teacher, particularly if it is an academic concern, not understanding the content or where to start with an assignment. You could also talk to your Transition teacher, Study Support teacher or the school librarians.

The second person you could talk to is your Student Engagement Advisor or Case Manager.
You can make an appointment in Student Engagement to see your Engagement Advisor, School Psychologist, Student Engagement Leader or Executive Teacher of Certification.

Types of academic and wellbeing support available at Dickson College includes:

- Student Engagement Leaders
- Engagement Advisors
- School Psychologist
- Transition teachers YR11

- Careers Advisors
- Librarian support
- Assessment & Certification Officer
- Support Programs staff
- ESL/IPS/RBP staff

- Aboriginal and Torres Strait Islander staff *(for students in these programs)*

Dickson College Student Agreement

I, ………………………………………………………………………………………………., **(insert name)** wish to enrol as a student at Dickson College. I understand that while I am enrolled at Dickson College, I represent the college within the community. I undertake to abide by the rules of the college, to respect the rights of others, and to accept the responsibilities which go with membership of the Dickson College community.

In particular, **I agree to**:

- Attend all scheduled classes, including Transition and Mentoring Program (Pastoral Care), and to provide a valid written excuse for those classes I miss within 2 weeks of being absent;

- Complete all assigned work and to seek support from teachers if I encounter difficulties;

- Treat myself, other people and the college buildings and equipment with respect at all times. I understand that I will be expected to pay for any damage I cause to college property;

- Abide by the College Drug Policy. I understand that this commitment covers the use of, or dealing in, alcohol and illegal drugs. I understand that students may not smoke (or vape) anywhere on college grounds, including the car park and ovals, or adjoining grounds;

- Dress in a manner appropriate to an educational environment, and to meet safety requirements in workshop and practical areas such as science labs, kitchens, technology rooms;

- Not use the car park for socialising, or recreation. In the interest of student safety and our local community, I understand that students are required, on arrival, to park and move immediately onto the main campus;

- Ensure the safety of myself and others. I will obey the road rules within the Dickson College grounds, car parks and the surrounding roads;

- Support my learning, by using technology responsibly. I will not use mobile devices during class or assembly time, or during other scheduled activities where such use may disrupt the learning or participation of myself or others;

- Not transmit or post electronic images and files, at all times, which impact on the wellbeing of another student attending the school, a member of staff of the college, or anyone else involved in the college's operation;

- Not physically or verbally abuse staff or students at the college;

- Co-operate with others and to follow reasonable directions from college staff within school grounds and in areas adjacent to the college.

Dickson College will make every effort to provide students with a safe learning environment in which they will be respected and encouraged in the pursuit of excellence.

I understand that this agreement applies to all activities operated by Dickson College, both at the college, and areas adjacent to the college or away from the college, for example sporting matches and excursions.

I accept that my failure to meet my responsibilities, including those outlined above, may jeopardise my participation in college programs and ultimately my enrolment at the college.

Student's signature Date: / /

Student name (printed)

Dickson College Dress Code

Dickson College is a workplace for both students and staff. Dickson College has a diverse community and our dress code has been developed to provide an inclusive and respectful learning environment. Clothing should be comfortable, practical and allow students and staff to participate fully in the range of activities required for their learning needs.

Dress code guidelines

- Wear comfortable clothing of your own choice
- Avoid wearing clothing that may cause offence to our community - brief clothing is not appropriate for a workplace environment
- Clothing should not have offensive or inappropriate designs or logos
- Dress safely including appropriate footwear for classes - thongs are not permitted. Sandals and open shoes are discouraged for students engaged in practical subject areas
- Health and safety standards require protective clothing and solid footwear in some subjects, and students are expected to comply with teacher instructions in these subjects (note students will be inducted at the beginning of each unit in subjects where there are specific requirements)

Note: students may purchase DC branded t-shirts and hoodies from the front office. Students experiencing financial hardship may discuss options with their Engagement Advisor.

Intervention strategies

Where there is a breach of the dress code, and depending on the severity of that breach, one or more of the following consequences can be applied:

- Caution by a staff member
- Restorative conversation
- Alternative clothing provided
- Counselling
- Contact with parents

Related documents

- Work Health and Safety Act 2011 (ACT)
- Human Rights Act 2004 (ACT)
- Discrimination Act 1991 (ACT)
- Dress Standards and Uniforms in Canberra Public Schools Policy

Chrome Books

Chromebooks are designed to be used with the Google suite, at Dickson we use Google Classroom and the Chromebooks are compatible for this. Your teachers will provide a link to your Google Classroom usually within the first week.

The Education Directorate provides a free Chromebook to all students, even if you didn't elect to get one earlier, you're always eligible to request a Chromebook at any point during the year. There will be forms available in the library.

How to use your Chromebook:

To log in to your Chromebook use your student ID as the username (typing @schoolsnet.act.edu.au is optional!) and your password will remain unchanged from year 10. If you have forgotten your password see the Library staff for a password reset.

Chromebooks are required to be connected to the internet to authenticate signing in, if your Chromebook is not connected to the internet some settings may need to be changed, at school the settings must be PEAP, MSCHAPv2, and do not authenticate (this is the same for connecting your phone to the WiFi).

At home you will also need to connect to the WIFI.

Issues with your Chromebook

Any issues regarding WIFI, logging in, keyboards, battery or anything else this please see Sam in the Library.

Returning your Chromebook:

Chromebooks, power leads and accessories are required to be returned before graduation or completing your leavers form.

Important to Note: when you leave the education system your schoolsnet account will become deactivated, (this includes all your files in your google drive).

Additionally, if you're using the account for signing up to Instagram, Facebook etc… you may find that you lose access to those accounts, please use an alternative account for signing up to products and services.

Careers

The Careers team offer general career exploration appointments with students and/or parents to discuss topics such as:

- assessing personal characteristics, skills and interests.
- providing appropriate help and advice regarding future pathways, including course applications, employment etc.
- providing advice on CVs, resumes, applications and interview techniques.
- class selections.
- organising and monitoring work experience, structured workplace learning placements, Australian School Based Apprenticeships (ASBA) and volunteer work.
- promoting and marketing relevant careers and further education services and opportunities.
- ATAR estimates

The careers team welcome parents to make an appointment with their child to discuss career pathways and further study and training opportunities.

Communication Strategies for students and parents
Google Classroom Code: **4dalek6**

The Careers Google Classroom is updated daily with careers news. This includes:

- Careers events at college
- University information
- Training opportunities including Responsible Service of Alcohol and White Card and Asbestos Awareness courses
- Jobs
- ASBAs (Australian School Based Apprenticeship)
- Volunteering opportunities
- Work experience opportunities
- Other careers information you need to know

Careers website
https://sites.google.com/ed.act.edu.au/dicksoncollegecareers/home
The Careers Website has:

- Links to career exploration websites and tools
- A calendar of upcoming careers events
- Links to resume builders
- Links to training and further educations
- Links to further opportunities

Work experience
The careers team can assist you to undertake voluntary work experience by providing you with the paperwork you need in order to be covered by insurance whilst on your placement. Students are responsible for finding their own host employers using the InPlace database (available through the student backpack), however the careers team can assist students in using this database if necessary. We also provide the required workplace health and safety briefing to students who are undertaking work experience.

Careers Exploration
We recommend that students engage in some career exploration and planning using the websites below. If you would like some specific assistance using these sites or some ideas for activities to do in conjunction with them, please contact the careers team using the details above.

- o www.pathways.act.edu.au
- o www.myfuture.edu.au
- o www.joboutlook.gov.au

R U OK? at School
Year 9-12 fact sheet
Supporting your friends

Lesson 1: Signs that could mean a friend isn't ok

A whole bunch of factors can contribute to someone feeling low. It isn't always easy to know whether someone is ok, particularly if they haven't talked about it.

However, there are some signs you can look for which could indicate that a friend or family member may need your support.

What causes problems?

A whole range of different things can lead people to feel low. It can be a combination of different things, including:

• Going through something stressful
• Experiencing grief or loss
• Being around people going through tough times
• Arguing with someone
• Problems at school
• Big life changes e.g. moving house
• Caring for someone who's unwell
• Being bored
• Having a medical condition or chronic illness
• Not sleeping well
• Not exercising enough
• Hormonal changes

When to bring it up

It's a good idea to check in with a mate about how they're doing if:
• They've been showing signs of being in a low mood for a couple of weeks or longer
• You notice their mood is having an impact on how you behave towards them
• They're not enjoying life
• You're worried about their safety
• They start to miss school or work, or don't want to hang out with people and do their favourite activities

What signs should I look out for?

Going through difficult times can have a really big impact on a person's life, including on their:

• Relationships with other people
• Physical health
• Emotional health

So, it's a great idea to be aware of certain behaviours and signs that can indicate a mate or a family member might be going through something.

The first thing to look out for is signs of a low mood, and the second thing to keep an eye on is the length of time someone seems down.

What are the signs of a low mood?

When people feel low, they often:

• Withdraw from their friends or their family
• Lash out at people and get angry or upset really easily, including towards the people they care about
• Cry or become emotional
• Lose interest in activities and things they usually love
• Have changed sleeping patterns. They might be sleeping all the time, not sleeping much at all, or sleeping at strange hours (such as in the middle of the day)
• Have a changed appetite. They could be eating more than usual, or less.

How do I know they need help?

If someone's been showing a few or all of the signs of a low mood for two weeks or more, it could mean that they aren't ok and need support.

Talk to your doctor, a school counsellor or an adult you trust about how to help them

What is Mental Health?

Good mental health is a sense of well-being, confidence and self-esteem. It enables us to fully enjoy and appreciate other people, day-to-day life and our environment. When we are mentally healthy, we can:

- form positive relationships
- use our abilities to reach our potential
- deal with life's challenges.

How can we improve our mental health?

A few tips for positive mental health are:

- talk about or express your feelings
- exercise regularly
- eat healthy meals
- relax and enjoy your hobbies
- set realistic goals
- get enough sleep
- spend time with friends and loved ones
- develop new skills
- talk to your GP or a health professional.

What causes mental illness?

Mental illness results from complex interactions between the mind, body and environment. Factors which can contribute to mental illness are:

- long-term and acute stress
- biological factors such as genetics, chemistry and hormones
- use of alcohol, drugs and other substances
- cognitive patterns such as constant negative thoughts and low self esteem
- social factors such as isolation, financial problems, family breakdown, violence

These factors can be minimised by a strong and supportive community environment.

Mindfulness in Everyday Life

Mindfulness is a form of self-awareness training. It is useful in assisting with managing stress and mood regulation. The following are examples of mindfulness techniques to practise

One-minute exercise

Sit in front of a clock or watch that you can use to time the passing of one minute. Your task is to focus your entire attention on your breathing, and nothing else, for the minute. Have a go - do it now.

Mindful eating

This involves sitting down at a table and eating a meal without engaging in any other activities - no newspaper, book, TV, radio, music, or talking. Now eat your meal paying full attention to which piece of food you select to eat, how it looks, how it smells, how you cut the food, the muscles you use to raise it to your mouth, the texture and taste of the food as you chew it slowly.

You may be amazed at how different food tastes when eaten in this way and how filling a meal can be.

Mindful walking

Here the same principle, while walking concentrate on the feel of the ground under your feet, you're breathing while walking. Just observe what is around you as you walk, staying in the present. Let your other thoughts go, just look at the sky, the view, the other walkers; feel the wind, the temperature on your skin; enjoy the moment.

How can mindfulness help?

We all have the capacity to be mindful. It simply involves cultivating our ability to pay attention in the present moment and allows us to disengage from mental "clutter" and to have a clear mind. It makes it possible for us to respond rather than react to situations, thus improving our decision making and potential for physical and mental relaxation. It is not simply a relaxation technique or 'power of positive thinking'. The technique is based on Buddhist meditation principles. Mindfulness takes practice. www.blackdoginstitute.org.au

Sleep

Getting enough sleep? Insufficient sleep can have a detrimental impact on wellbeing. Considerable research has gone into developing a set of guidelines which are designed to enhance good sleep, and there is much evidence to suggest that these strategies can provide long-term solutions to sleep difficulties. There are many medications which are used to treat insomnia, but these tend to be only effective in the short-term.

Sleep Tips

1. Regular sleep patterns. One of the best ways to train your body to sleep well is to go to bed and get up at more or less the same time every day, even on weekends and days off!
2. Sleep when sleepy. Only try to sleep when you actually feel tired, rather than spending too much time awake in bed.
3. Get up & try again. If you haven't been able to get to sleep after about 20 minutes, get up and do something calming or boring until you feel sleepy, then return to bed and try again. Sit quietly on the couch with the lights off (bright light will tell your brain that it is time to wake up). Avoid doing anything that is stimulating or interesting, as this will wake you up more.
4. Avoid caffeine & nicotine. It is best to avoid consuming any caffeine (in coffee, tea, cola drinks, chocolate, and some medications) or nicotine (cigarettes) for at least 4-6 hours before going to bed. These substances act as interfere with the ability to fall asleep
5. Avoid alcohol. It is also best to avoid alcohol for at least 4-6 hours before going to bed. Many people believe that alcohol is relaxing and helps them to get to sleep, but it interrupts the quality of sleep.
6. No naps. It is best to avoid taking naps during the day, to make sure that you are tired at bedtime. If you can't make it through the day without a nap, make sure it is for less than an hour and before 3pm.
7. Sleep rituals. You can develop your own rituals to remind your body that it is time to sleep - some people find it useful to do relaxing stretches or breathing exercises for 15 minutes before bed each night, or sit with a cup of caffeine-free tea.
8. Bath. Having a hot bath 1-2 hours before bedtime can be useful, as it will raise your body temperature, causing you to feel sleepy as your body temperature drops again. Research shows sleepiness is associated with a drop in body temperature.
9. No clock-watching. Frequently checking the clock during the night can wake you up (especially if you turn on the light to read the time) and reinforces negative thoughts such as "I'll never get to sleep."
10. Use a sleep diary. This worksheet can be a useful way of making sure you have the right facts about your sleep, rather than making assumptions.
11. Exercise. Regular exercise is a good idea to help with sleep but try not to do strenuous exercise 4 hours before bedtime. Morning walks are a great way to start the day feeling refreshed!
12. Eat right. A balanced diet will help you to sleep well, but timing is important. Some people find that a very empty stomach at bedtime is distracting, so it can be useful to have a light snack, but a heavy meal soon before bed can also interrupt sleep.
13. Right space. It is important that your bed and bedroom are quiet and comfortable for sleeping. A cooler room with enough blankets to stay warm is best.
14. Keep daytime routine the same. Even if you have a bad night sleep and are tired it is important that you try to keep your daytime activities the same as you had planned to reduce insomnia.
    www.cci.health.wa.gov.au

Tips for managing stress

Whether your parents are on your case about end-of-year results, your teachers are piling on the work, or you're uncertain about the transition to college, there's a lot going on. An ACU psychologist provided tips to manage stress.

The time is now

Fitting study in with family commitments, your work schedule and everything else is a common stress trigger for busy students. Now is the time to figure out which time management tools work best for you. Whether you enjoy using an organisational app to keep your to-do list in check or you prefer to go old school and plan your schedule with a pen and paper, what matters is learning what works best for you and sticking to it. When you have time management systems up and running and a reliable routine of scheduling in your commitments, it immediately takes the pressure off.

Reach out

If you're overwhelmed with assessment stress or already worrying about whether you'll be accepted into your dream course, you don't have to go it alone. Reach out to those around you, like your parents, year coordinator, school psychologist or a trusted friend. Sometimes just articulating the stressful thoughts swirling around your head can help you find new perspective and it will help you feel less alone.

Make time to move

If you have a lot going on, exercise will help you destress and have you humming with positive energy and feel-good endorphins. For some of us, a regular fitness routine is easier said than done. If you're new to getting sweaty, the best way to use exercise to fight stress is to discover what you enjoy most.

Do some yoga, play netball or touchy footy with your friends, or go for a swim. If you enjoy what you're doing, the time you spend exercising will fly and transforming it into a regular routine will become much easier.

Fill up on stress-fighting foods

It's all too easy for students to reach for unhealthy foods that are quick and convenient, such as greasy takeaways or vending machine junk. While these foods may bring you a temporary sense of calm, they won't improve your stress levels. Instead, try loading up on berries, which are rich in vitamin C and have been shown to help fight stress. Snacking on zinc-rich cashews might be a better choice, too, as low levels of zinc have been linked to both anxiety and depression. You could even try swapping your daily coffee for a chamomile tea, which may help improve your sleep and calm your frazzled nerves.

Master mindfulness

Constant worry about study can interfere with your sleep and ability to relax. Practicing mindfulness will help and can maximise your ability to focus on the task at hand whilst working to refresh your mind. There are many mindfulness apps such as the **Smiling Mind app** that can help get you started. And the good news is that the practice only takes a few minutes per day.

Tips for Overcoming Procrastination:

1. Become aware of the excuses you use - make a mental note when you procrastinate. What excuses do you give yourself? Too tired? Too difficult? Too boring? Being aware is the first step in changing your behaviour. Keep yourself honest by asking questions like "is this the best use of my time at the moment?" and "am I doing this as a way of avoiding what I really should be doing?".

2. Reduce or eliminate distractions - creating a clear, uncluttered work environment which is free from distractions will help you avoid procrastinating. Turn off your social media or WiFi, turn off your music or TV, close the door. It's easy to get distracted and lose focus on what you are trying to do, or to procrastinate by surfing websites that are barely related to the topic you are meant to be researching.

3. Make a prioritised list - before you start work (or procrastinating) take a few minutes to work out what your priorities for the session are, based on your deadlines. Consider the time you have available and make a prioritised list. Work on the most important thing first.

4. Break down projects into small achievable parts - if you have a big task that you have to do, or something that you really don't want to start, have a think about how it can be broken up into smaller parts. A big assignment might need a plan, the purchase of resources, a trip to the library, internet-based research, and then several days to write and edit each section. If you just focus on doing one of these tasks, it's easier to commence.

Instead of telling yourself, "I'll study biology tonight," say, "I'll study chapter six tonight." This makes your goals less intimidating and more attainable.

5. Just start - stop focusing on getting it done perfectly, or even well, just make a start, even if it's just for a few minutes. Starting the task makes you realise it's not as daunting as you thought and allows you to make a small amount of progress which encourages you to keep going. Sometimes once you get started you can even do more than you originally thought you could or would.

6. Reward yourself - set yourself a small goal (to do with the task you are procrastinating about) and then reward yourself appropriately when you complete it. For example, write an outline for your essay and then have afternoon tea. You will be more motivated to complete the task to get the reward.

7. Set a Deadline

Many people get trapped in the cycle of "Someday, I'll organise my notes," or "I'll get to that math homework eventually." The truth is "someday" and "eventually" never come. It's important to set a specific date for when you want your goals to be accomplished. If you have an assignment due, aim to have it completed one or two days in advance. That way, if something unexpected happens, you still have extra time to complete it.

8. Create routines - establishing a routine can help you avoid procrastination as you get into the rhythm of working for a set time each day at a set time of the day. Making this routine known to your family and friends also helps keep you accountable and stops them interrupting you during your work time.

9. Schedule breaks - breaks give you time to think and process information that you have been working on and give you an opportunity to do the things you really enjoy. Plan them as much as you plan your work.

Our brains can really only handle so much information and focus at a time! Everyone is different, but most experts agree on a range of 50 to 90 minutes. Set a timer for a block of focused studying or work to prevent yourself from burning out.

10. Get the hard stuff done first - this may make you want to push everything back farther. It's hard to do something that you don't want to do. But guess what? Once you do it, it's over! It is best to complete your most challenging assignments first. That way everything after it seems easier and takes a shorter amount of time. If you keep pushing that English essay back, you're never going to get it done.

Perfectionism

'Perfectionism is not the same thing as striving to be your best. Perfection is not about healthy achievement and growth.'
Brené Brown.

Perfectionism is typically viewed as a positive trait rather than a flaw.

SIGNS YOU MIGHT BE A PERFECTIONIST

People who are nearly full-time perfectionists may feel the need to achieve perfection constantly and:

- Not be able to complete a task unless they know they can do it perfectly.

- View the end product as the most important part of any undertaking. As a result, they may focus less on the process or completing a task to the best of their ability.

- Not see a task as finished until the result is perfect according to their standards.

- <u>Procrastinate</u>. People with perfectionism may not want to begin a task until they know they can do it perfectly.

- Take an excessive amount of time to complete a task that does not typically take others long to complete.

EXAMPLES OF PERFECTIONIST BEHAVIOUR

Most people want to achieve success and work hard to reach their goals.

People who are perfectionists typically believe that nothing is worthwhile unless it is perfect. Instead of being proud of their progress, they might constantly compare their work to others or fixate on achieving flawless output.

Some examples of perfectionism may include:
- Spending 30 minutes writing and rewriting a two-sentence email.
- Believing that missing two points on a test is a sign of failure.

- Finding it difficult to be happy for others who are successful.
- Skipping class or avoiding a chore because it is pointless unless perfection can be achieved.
- Focusing on the end product rather than the process of learning.
- Avoiding playing a game or trying a new activity for fear of being less than perfect.

STRATEGIES TO CONSIDER
1. **Near enough is good enough.**
Aiming for perfection usually winds up in a project or something else never being finished.

Don't use it as an excuse to slack off but realise that there is something called good enough and when you are there, then you are finished with whatever you are doing.

Find a balance where you do good work and don't slack off but at the same time don't get lost in trying to polish something too much.

School is a great place to do just that! Submit the assessment and focus on the feedback.

2. **Accept that you are human**
Set realistic standards for everyone and accept that life is like that.

Everything and everyone has flaws and things don't always go as planned. You can always make improvements, but they will never be perfect.

Understand you won't be rejected if things you do aren't perfect.

3. **Reduce or cut out the sources that reinforce perfectionism in you.**

Take time to review what websites, magazines, TV-shows and books you spend a lot of time with. Do they have realistic and positive expectations or views on you?

Choose to spend more time with the sources that lift you up and support you.

Digital Distractions

Masses of digital technology dominating our lives has become the new normal, so we often don't recognise just how much we rely on it.

"Sorry, got distracted by my phone. What was the question?"

Do you frequently check your phone during class, work, or social settings? Do you stop studying every few minutes to text, check your social media, or watch a YouTube video? If this is you, know that you are not alone. While digital distractions are certainly not uncommon, they can be harmful to your study habits, breaking your concentration and rendering your reading or studying habits ineffective.

"Whenever I open my phone and realise there was no reason to do it, I stop, take a moment and ask myself why?"

Tips to manage your technology

The good news is that there are techniques that can help you break negative technology habits and centre your focus on your studies.

"When I'm talking to my mum, I can always hear the clicking as she types and know she isn't really listening."

Remove Distractions

Anything that limits the interruptions or temptations caused by technology will help you stay focused on your studies and enter the deep concentration needed for effective learning. Try the following:

- Turn off your phone during class and study time.
- Put your phone in your bag or leave in another room, so you don't see it.
- Turn off notifications on your phone.
- Turn off unnecessary websites or apps that aren't necessary for the task at hand.

- Move tempting apps to the third or fourth page of your screen so that you aren't mindlessly opening them.
- **Remember your reason why you want to remove distractions.**
  Write down your WHY— you want to start your assignment, hand your work in on time, do well in school etc.

Limit or Block your internet use

You can put your device in airplane mode to disconnect entirely. There are also many programs and browser extensions that can help you limit internet access.

Test your Attention Span

The University of Amsterdam have shown that our ability to think critically and deeply has decreased in the digital age. In fact, on average, they discovered that adolescents and young adults switch from studying to media every six minutes – surely not conducive to a productive working environment?

What can we do about this? Well, we have to exercise this muscle. For instance, why not try setting yourself a target of 20 minutes to focus on a specific task and set an alarm to make sure you don't check your phone in that time? Just like those press-ups at the gym, the more your practice, the easier it becomes.

Out of Sight, Out of Mind

"I've noticed a positive effect in leaving my phone in a different room to me, I'm far less likely to check it if it's not in my pocket or in the same room."

Try creating tech-free periods, allocating specific times during the day to check your email or social media. Whatever your method, you are less likely to constantly be checking your phone if it is silent and out of sight.

Plan your time and set goals

Time yourself to keep you on schedule. build in breaks. Set a timer for 25 minutes, work completely focused during that time, and take a 5-minute break when the timer goes off. Rinse, repeat. It's a great way to avoid burnout!

Schedule social media check-ins. Designate times each day to check your email and social media. Turn off notifications and put your phone away to eliminate checking during times you have not planned.

Chunk your study time. Keep your study or assessment task sessions fairly short (30-60 minutes). It's important to take mental breaks, even if only for five or ten minutes, during a study block. Shorter study sessions can decrease your tendency to turn to technology.

Consider noise cancelling headphones. These might help with focus on a task and block out other distractions

Use one screen not two. Dual-monitor setup can be an invitation to open more windows and programs. Having just one forces you to focus.

Think outside the Box

Some people will find it difficult to put their phone to the side and ignore it for half an hour; like having chocolate during a diet, it's sometimes difficult to locate your self-restraint. So, we need to be creative with our unplugging.

Spending time away from the digital world might seem daunting but it helps to be creative with your method and find a solution that works just for you.

"A popular thing to do when going out for dinner is for everyone to put their phone face down in the middle of the table. The first person to check their phone is then charged with paying for everyone else."

Live your life as well as chasing likes

"It's really nice to have a video of your friend blowing out candles on her birthday cake but it's also really good to be in the moment…set yourself a limit, for example, five photos in five hours on one night."

Comparing your life to others can leave you feeling inadequate and exacerbate feelings of anxiety. People often feel unworthy and disappointed when their social media pictures don't get many likes.

Maybe we all need to take a step back and remember which life is more important: online or the real world?

Cyberbullying
Think U Know
Factsheet

Cyberbullying is the repeated use of the internet, mobile phones and other technologies to bully, intimidate and humiliate others. It differs from other bullying because it often continues outside of school and school hours. It can be 24/7 and sometimes you may not know who is behind it.

What are the effects of cyberbullying?
Things that happen on the internet or mobile phones can have offline consequences. Some of the effects of cyberbullying may be:
- anger
- embarrassment
- fear
- poor performance at school
- loss of confidence and self-esteem
- revenge cyberbullying or retaliation
- self-harm, even suicide

Cyberbullying hurts people. It can ruin lives. There could even be legal consequences for harassing or threatening someone online.

What can you do about cyberbullying?
Don't start it! Cyberbullying is never acceptable. Think before you post something mean or send someone a hurtful message. Don't be a part of it!

As a bystander, you can do something to stop cyberbullying. If someone tries to get you involved in cyberbullying, say NO. Don't let it get out of control!

You need to tell someone if you are being cyberbullied so that they can help you to make it stop. Stand up!

Be an active bystander and tell a trusted adult if you see cyberbullying occurring.

How can you stay in control?
- learn how to block and report unwanted communications
- find out your school's policy on cyberbullying
- research what policies your Internet Service Provider (ISP) and any online sites and applications you are using have on cyberbullying
- tell someone!

How can you help your friends?
- support the person who is being bullied - you never know when you might need help too
- encourage them to speak to a trusted adult
- don't forward or pass on any cyberbullying materials such as links to humiliating videos or gossip texts
- create a positive culture in your school and community which doesn't tolerate bullying in any form

Most importantly, know where you can go for help! Speak to an adult you trust if something makes you feel uncomfortable.
You can also contact:
- Reach Out: www.reachout.com.au
- Bullying. No Way!: www.bullyingnoway.com.au
- Kids Helpline: 1800 55 1800
- Youth Beyond Blue: www.youthbeyondblue.com
- The website, application or phone carrier that you were using at the time

Senior Secondary Certificate

Consider the type of Senior Secondary Certificate you wish to complete:

Tertiary (T)
These courses prepare you for university of further education. T course scores are used to calculate an ATAR, along with your AST result.

Accredited (A)
These courses prepare you for further study at CIT or TAFE, employment or alternative pathways to university.

Vocational (V)
These courses lead to skill development in industry areas that can lead to nationally recognised vocational qualifications.

Accredited Package Requirements:
To gain an Accredited Package, you must successfully complete:
- 4 minors
- AND be studying in at least 4 courses in at least 3 different course areas
- AND one of the minors must be English/ ESL/ Literature
- AND obtain at least 17 points
- AND if you have moved from another school you must complete at least 8.5 points at Dickson College

Tertiary Package Requirements:
To gain a Tertiary Package you must successfully complete:
- 3 T Majors and 3 Minors (1 minor must be T)
- OR 4 Majors and 1 Minor (4 of these must be T)
- OR 5 Majors (4 of these must be T)
- AND be studying in at least 4 courses in at least 3 different course areas
- AND at least one Minor must be in English/ ESL/ Literature
- AND sit the AST
- AND obtain at least 20 points (18 points must come from T/A/M/H/E/C units – not R units)
- AND if you have moved from another school you must complete at least 10 points at Dickson College (and at least half of each Major or Minor used to calculate your ATAR)

What is a Standard Unit?
A standard unit is the completion of a class over 1 semester (or 55 hours)

A half unit (0.5 unit) is the completion of a class over a quadrimester (or 27.5 hours)

To pass each standard unit, students must meet the 90% attendance and 70% assessment requirements otherwise a V (Void) grade will result

Course Patterns of Study:
Minor = 2 standard units
Major = 3.5 standard units
Major/Minor= 5.5 standard units
Double Major = 7 standard units
No more than 8 units can be studied in any course.

Registered Units (R):
R units provide the opportunity to learn new skills or participate in other activity eg. Sport, WEX, Volunteering.

R units are assessed on participation only so it is essential to meet the attendance requirements.

Talk to your Year Co-ordinator or Careers Advisors if you are unsure whether an A or T package is best for you.

Year 11 Transition Program - R Unit (0.2 unit)

The Year 11 Transition program is our compulsory pastoral care program at Dickson College. Selected teachers have a group of students with a common interest and their role is to mentor, support and guide the students in their group from transition to graduation.

Transition teachers meet their group for one timetabled hour each week to build connections with their group and deliver a scheduled pastoral care program. Teachers also read through the college announcements and complete administrative tasks with their group.

Students are required to attend their transition group for 1-hour week at the scheduled time.

Transition Teachers can assist with one-on-one discussions with students each semester to monitor wellbeing, academic packages and connection with other support staff if required. They can be one of the first people you talk to if you experience any issues or challenges at college.

The program promotes student self-management strategies, with a focus on:
- Positive Psychology
- Combating Stress and Procrastination
- Goal Setting
- Help Seeking Strategies
- Sleep and Nutrition

Students will be allocated points for attendance that will then be mapped toward their Year 12 Certification.

R Unit Assessment Requirements:

Registered (R) units are assessed through satisfying the BSSS attendance and participation requirements. Students are required to meet the 90% attendance requirements as per the BSSS policy in order to be awarded a unit and a grade (Pass).

Given R unit assessment is based on participation, students who have not met the attendance requirements (less than 90%) will be given a V grade, even if they have submitted notes for their absences. Some flexibility can be applied to attendance if students actively participate in the program when present. Status grades are unable to be applied to Registered Units if a student has not participated or met the attendance requirements.

4.3.8 Attendance/Participation
It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied. Colleges are responsible for implementing procedures to monitor participation in structured learning activities.
BSSS PUBLICATIONS ARE ALSO AVAILABLE TO DOWNLOAD FROM THE BSSS WEBSITE
http://www.bsss.act.edu.au/__data/assets/pdf_file/0004/479803/_P_and_P_Manual_2021_v3.pdf 4.4.8

AST Preparation Program – R Unit (0.5 unit)

The Y12 AST preparation program is compulsory course for all Tertiary students at Dickson College. Selected teacher will take a group of students in year 12 for an 8-week program running across terms 2 and 3 to support and guide students in preparing for the AST:

- Term 2 weeks 13-16
- Term 3 week 1-4

The AST preparation program is designed to develop, improve, and extend student capacity to apply the specific skills being assessed within the AST. The preparation program also includes a set of trials to students to practice and hone the skills learned throughout the preparation program.   The results collected from the AST trials are used by a team of teacher to adjust and tailor the requirements to the course specific to the needs to the students in each class.

Attendance in the program is compulsory, which includes attendance to all AST preparation classes and all AST trials

BSSS Academic rules and regulations you need to be aware of:

A-E Grades

A-E grades are awarded if you have met the assessment and attendance requirements for the unit and gain a point for the unit.

V Grades

V stands for 'void', it means that you have not met the requirements for the unit and cannot be graded or gain a point for the unit. Void units are not recorded on your Senior Secondary Certificate.

V grades are awarded if you have:
- completed less than 70% of assessment for a unit
- attended less than 90% of the classes for a unit (unexplained absences)
- or have not met both the attendance and assessment requirements

R Units

R units or registered units are assessed on participation only. Students who meet the participation and attendance requirements are awarded a pass grade or a "P" grade. Students who do not actively participate in an R unit, will V grade even if absences have been cleared, given it is based on participation and attendance. Missed lessons for school sanctioned activity such as school excursions and assemblies are taken into account.

Curriculum Adjustments

Some students require curriculum adjustments to be made. The evidence provided will determine the adjustments to be made such as extra time or separate room for tests, altered arrangements for oral presentations or the use of a computer or scribe in an exam.

Insubstantial assessment

Assessment can be deemed insubstantial. This means that not enough work was completed to mark the item including tests. If an assessment item is deemed insubstantial, it counts as not submitted. Therefore, you could submit all assessment items and still V grade if more than 30% of your items are considered insubstantial. This is particularly important to note when assessment items are worth more than 30%.

Late submission of assessment

Assessment that is submitted late is penalised at a rate of 5% of total possible marks per day it is late. Weekends count as late days. Example: an item that is due on a Friday but handed in on the following Monday will be penalised 15% of total possible marks as it is 3 days late. If the original score (out of 100) was **75** then the adjusted score after the penalty would be **60**. Late assessment counts towards determining grades and scores.

Grades vs Scores

Grades are awarded based on Grade Criteria. Theoretically, everyone in a class could get an A. Scores rank all the students who have completed an assessment item. So, a student could get a score of 75 and a grade of B in one unit, and a score of 60 and a grade of B in another unit. Grades appear on your Senior Secondary Certificate. Scores appear on the Tertiary Entrance Statement.

Appeals

Every student has the right to appeal assessment and unit grades and scores. If you are unhappy with your grade or score you should speak with these people (in this order):

1. Your teacher - explain your concerns and ask for clarification of why they awarded the score/grade. If you are still not satisfied, go to step 2.
2. Faculty executive teacher - explain what you have discussed with your teacher, your concerns and ask for them to review the score or grade. If you are still not satisfied, go to step 3.
3. Assessment and Certification Executive teacher – explain what your teacher and the faculty SLC discussed with you, what your concerns are and what you would like to happen. At this stage the appeal can become a formal written appeal and BSSS policy and procedures will be followed. The Assessment and Certification Executive teacher will go through the procedures with you.

There is a limited time period to appeal unit scores/grades. Please make sure that you check unit scores/grades within the timeframe outlined in the end of semester calendar (usually 1-3 days after unit scores are posted) to ensure that your appeal is heard.

Attendance Procedures

If you are absent from school, your parent/carer will need to provide a valid explanation signed and authorised by your parent/carer via email dicksonc.absences@ed.act.edu.au.

"Due cause with adequate documentary evidence" (ACT BSSS) and a "reasonable excuse" (ACT Education Act 2004 Part2.2 10A (3)) are required for students to explain an absence from class.

- Medical certificates and/ or other explanation should be handed in or emailed to Student Engagement.
- An Absence summary is emailed to all parents and students fortnightly whether there are any unexplained absences.

- A daily SMS and email are sent to parents if a student has any absences at the end of each day for explanation.
- Absence notes should be returned within 2 weeks of the absence. If they are not submitted promptly, your parents will be contacted about unexplained absences.
- If you accrue more than 6 hours of unexplained absences per class per semester, you are in jeopardy of V grading the class, so it is important to keep on top of your absences.
- In the event of a dispute regarding being marked absent, student should discuss this with the relevant classroom teacher to amend the absence or late.

- **Examples of a 'reasonable excuse' for a child's absence may include:**
  - illness, including recovery from major illness, injury or medical condition
  - medical or dental treatment
  - bereavement
  - religious or cultural observation
  - sanctioned extended absence in relation to children of travelling families, attendance at court or other legal hearings, or meetings associated with hearings
  - participation in sanctioned debates, eisteddfods, sports, musical or theatrical productions not directly arranged by the school
  - participation in interstate, national, or international sporting event or equivalent
  - carers requirements

All absence notes for the semester must be submitted by the last day of classes.

Extended Leave
- If you know you are going to be absent for more than 3 days, it is important to fill out an extended leave agreement. These are available from your Engagement Advisor and require your teacher signatures.
- Students with elite sporting or theatrical commitments are required to complete an extended leave agreement if you will be missing school on a regular basis. Evidence is required to be attached to the form.
- Family holidays should be taken where possible in student free periods, if they are unavoidable in teaching time, please note special consideration or extensions do not usually apply.

Extensions
- If you are not going to be able to submit an assessment item on time and have a valid reason for an extension, students should talk to their teacher, then their Engagement Advisor or case manager before the due date. Attendance at a school excursion is generally not considered an acceptable reason for an extension.
- You are required to fill out the extension application form and attach your evidence, before meeting with your teacher or Engagement Advisor to discuss. If you are enrolled in a Support Program, please see your case manager to apply for an extension.
- All completed and signed forms are required to be submitted to your Engagement Advisor or case manager; otherwise approved extensions will not be valid.
- If the extension request is for 1 day, students can discuss this with their teacher who is able to approve the request if the reason is valid.
- Please note the STEM faculty policy is that all requests for any extensions for tertiary units of study are to go through the Engagement Advisors or case managers.

- Extension requests for 2 days or more, must go through your Engagement Advisor or case manager, evidence needs to be provided and attached to the application form. New due dates may be arranged in consultation with your teacher, particularly in relation to oral presentations.
- Applications for extensions should be submitted **BEFORE** the due date of the assessment item.
- If you are applying for an extension **AFTER** the due date, you will need apply for Special **Consideration** instead.

Special Consideration

- At times, students may require special consideration for part of their studies if they were adversely affected by circumstances beyond their control. These can be either categorised as illness or misadventure.
- Applications for special consideration require documentary evidence under BSSS guidelines (example attached in appendix). If students submit an application without supporting documents/evidence in writing, it cannot be processed until the evidence has been supplied.
- Strong evidence is required for all applications, preferably supported by a professional practitioner
- Students should make an appointment with their Engagement Advisor or their case manager to complete the application and attach their documentary evidence such as a note from their treating doctor, psychologist or parent.
- Once the application is completed and documentary evidence has been supplied, it will be appraised by the Special Considerations Panel. Students will be notified via their Engagement Advisor or case manager of the panel's decision.
- **All special consideration applications for the semester must be submitted by the last day of classes, apart from applications for end of semester exams which must be submitted by the alternate test day.**

Missed Exams

- If you are absent for an exam it is very important to contact your teacher and Engagement Advisor or your case manager ASAP to make alternative arrangements.
- Evidence is required to re-sit a missed exam without penalty if missed due to illness or adversity. Generally missed exams are scheduled on the alternate exam day.
- A medical certificate is required if an exam is missed due to illness, this should be brought in or emailed to Student Engagement.
- If insufficient evidence is provided, a late penalty will be applied to exams sat on a later date.

Plagiarism

All colleges are required to adhere to the Board of Senior Secondary Studies policy and procedures. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Any cheating, plagiarism, dishonesty, alteration of results or improper practice in relation to any school-based assessment in any subject accredited or registered by the Board shall constitute a breach of discipline. This applies to all assessment types, so remember to acknowledge your sources in oral presentations too.

The section on referencing in this document will inform you about the appropriate ways of acknowledging sources. Any incident of plagiarism will be treated as a serious breach of discipline in assessment and there are a range of penalties that may be imposed. At Dickson College, plagiarism is

addressed with the student and recorded on the school database. Repeat incidents are dealt with increasingly more serious penalties. Actions that could be taken for a breach of discipline in relation to plagiarism are outlined in the BSSS Policy & Procedures Manual as follows:

4.3.12.5 Penalties: Advice to Colleges
Any one or more of the following actions could be taken for a breach of discipline in relation to assessment:

> a) reprimand of the candidate, except in cases where the candidate would have derived benefit from such breaches
>
> b) the making of alternative arrangements for the assessment (e.g. through a reassessment)
>
> c) the assessment marked without the material subject to the breach being considered
>
> d) imposition of a mark penalty appropriate to the extent of the breach
>
> e) cancellation of the result in the particular component of the college assessment concerned
>
> f) cancellation of the total college assessment result in the unit/course concerned
>
> g) cancellation of all the candidate's results for years 11 and 12 in assessments conducted.

These penalties apply irrespective of the unit/subject/course where the incident(s) occur.

Categories	Penalties
1. First incident of breach of discipline	One or more of the following penalties to be imposed subject to the degree of the infringement: Penalties (a) to (f)
2. Subsequent breach(es) of discipline	One of the following penalties to be imposed subject to the degree of the infringement and previous breach(es) of discipline: Penalties (b) to (g)

Counselling of students is a key component of the process. After the first incident of a breach of discipline, the letter to the student must include a warning about the consequences of subsequent breaches.

Academic Package Changes
▪ Students may change the package type they are in, usually from Tertiary (T) to Accredited (A) for a variety of reasons, including experiencing adversity.
▪ Students should make an appointment with their Engagement Advisor, case manager or career advisor to complete a form which needs to be signed by a parent and returned to Student Wellbeing to make the change.

Change in Personal Circumstance
▪ If your personal circumstances should change such as a change in living arrangements, becoming an independent student, a young carer or needing to become a part time student, it is important to talk to your year coordinator or case manager. They will help guide you through any changes that need to be made to personal details and assist in putting appropriate supports in place.

College Survival Guide
Organisation of Work

In order to complete your assessment, you have to be organised. From the classes you choose, you "should" have a certain idea of what type of work you are expected to complete. English, for example, is a subject which is more writing focused, while Maths is more study/test focused. All classes do not have similar assignment tasks to complete. In my Graphic Design class, for example there is a composite of assessment tasks. We have to research and learn skills that show we have a sense of design and creativity, but also need to communicate these ideas effectively as well, this is done by adding written reports and journals.

Once you understand what tasks you are expected to complete, you should have a fairly easy idea of which assignments you would be able to tackle. Tasks, to me, are like chores. It's something you have to do daily, some days you can easily do it, and other tasks you might hold off for a couple of weeks. If you believe a task is too difficult for you to complete, there is always support at hand. Teachers, parents, 'study skills', are examples of who to ask for help.

Before I begin to start doing homework, I like to list out all the assignments that I need to complete

(there is a planner in this guide that can help you with this) and dividing my work into easy bite-size tasks. This is so when I get to sitting at my desk and working on a task, I have a set purpose. I'm not

---

"I do organise my work, but only the times that I work on assignments. I often set aside an hour or two to work on one specific assignment, but I don't do this very often" - Beau, Yr 11.

---

stuck looking at a page for hours, scrambling out random nonsense, only to go back and try to reword the entire assignment as it doesn't fit in with the assignment brief. When writing out this draft for the workbook, I broke up my project into multiple sections. This included: researching the topic, creating illustrations, and writing about each topic. These big areas were broken down into sub-sections, a detailed 'what to write in this section' micro-list is recorded below:
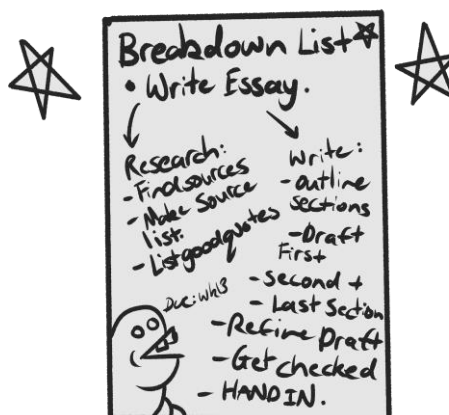
Which brings me back into actually writing out the assignment. Using this list format, I've gotten myself to improve my work flow, and overcome my procrastination problem, which is the next topic.

"I usually just think of ideas randomly while I'm doing something different or at school, plan out what I need to do, and just start typing ideas, so when I'm at home, I can expand on what I did at school and not get distracted." - Alex, Yr11.
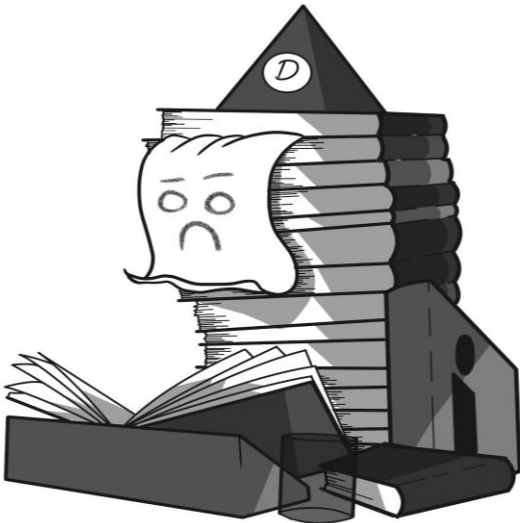

Procrastination

Do you ever just sit down, look at all the work you have to do, and just start to think: "I really don't want to do this", which then leads into you to scrolling through your phone for ages, probably looking at YouTube or whatever social media app you use? Usually, some people would just call this being lazy. However, often these are signs of procrastination. A procrastinator is someone who is often met with the mood of being unable to physically do work through avoidance. It usually strikes when you have a set deadline for a task which, over time seems harder and harder to do. The longer you wait to start the task the more anxious and sickly you feel about it. Another key sign of someone being a procrastinator, is when they are spotted not doing work (quite easy to tell) when there is a lot to do.

Ted Urban, author/illustrator for the website 'Wait But Why' (waitbutwhy.com), talks about his theory of the mindset of a procrastinator. He

spoke in his talk, about how a procrastination mind works as if there are two things in control of the person's focus. One is a totally focused rational thinking decision-maker, and the other is an irrational thinker who wants to do all it can to not do work (characterised in his talk as a Monkey). The irrational thinker will always be in command, until the deadline is nearing. Which brings in the introduction of panic, which often brings in order, through chaos and stress. This can explain how someone who procrastinates can end up completing tasks really quickly during the deadline.

> **"When I really just need to get down and write, there's this app called themostdangerouswritingapp.com where if you stop writing it deletes all of your progress, and I find it a really good way to get my ideas out and stop procrastinating. The terrifying all-consuming fear of failure helps too- Jarrah, Yr 11.**

Top tips for overcoming procrastination:

1. **The ten second countdown.** One method that is really easy to do, is starting a countdown of 10 seconds in your head and getting up to do work around or at the 10 second mark. I tried this one and had some good results.

2. **Setting an alarm and organising a quiet study space.** You could also use a more scheduled method, which is setting an alarm at a certain time to do work. Before you begin working, find a quiet place to work, while clearing all distractions away (maybe put your phone in the other room, on charge) to be in the right mindset. Personally, I usually put on some ambience/instrumental music, just because I'm not a fan of complete silence.

3. **Set simple goals 'study short, but often'.** I aim to complete around two tasks daily. They don't have to be major tasks, like writing an essay in a day. More, small broken down task, like completing (whole or half) a section of an essay. This is a technique usually refer to as, 'studying short, but often'. Smaller tasks are easier to complete, and if you can complete two tasks everyday, you will basically be completing an assignment in around a wee

Work better with a focused mindset

You can be distracted by anything, such as the sound of the TV, or the images from your computer screen. Mental distractions are usually caused through the overthinking of other tasks/things, and not being in a focused mindset. Many people usually get mentally distracted through bad mindsets. To avoid mental distractions, you would need to be in a good mood, having a healthy mindset being the obvious starting point. Being healthy doesn't really mean being physically healthy all the time, but also becoming relaxed and mentally fit. When transitioning into a new field of learning (high school to college for example), most students are less confident when entering. This is extremely normal and common for everyone, as college is a more complex and demanding education.
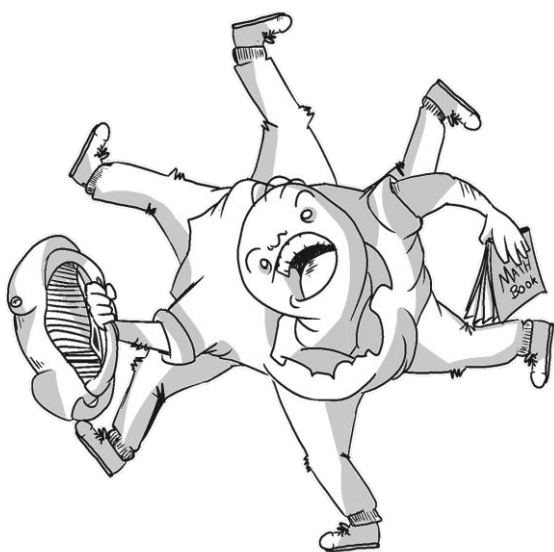
"I do often feel too stressed out or physically and mentally tired. When this happens, I usually force myself to go out and do physical exercise, like mountain biking or climbing with friends to re-calibrate my mind." - Alex, Yr 11

Before entering College, not only was I nervous, but so were plenty of my friends and classmates.

We were entering a higher education system, which for some of us was going to be our last. I was stressed out at first, from the experience I saw with my brother when he was at college (he wasn't a fan of assignments), so I thought that this was going to be really difficult. It's not that bad, honestly. You get used to classwork from the first semester. Be open to new experiences, aim to be a 'glass half full' sort of person.

Everyone is different, however, there are many general tactics to becoming more relaxed, which can lead to being in a good mindset. Some ideas are below:

1. **Study somewhere with no distractions.** It is important to be in the right environment to work. Personally, I like to sit in a quiet place, like the library during frees, and just work. I enrolled in study skills for one line to help me make this a habit and enjoy this class. Before working, I do like to grab a cuppa (study skills provides this too), which usually puts me into a relaxed mindset.
2. **Keep calm and carry on.** Outside of classes, meditation and deep breathing can be a technique that can help you relax (say, while doing an assignment).
3. **Eating well.** It's important to eat well, breakfast is important, so you have energy throughout the day. If you forget breakfast, on some days the student council provides it. Bring healthy snacks to eat when you study, think fruit and nuts.
4. **Creating a balance.** Having friends and spending time with them, has honestly helped me to think positively about myself, and put me into a good mindset. Just being around people, is one of the most positive aspects towards staying healthy.

"Talking to my friends and family has been incredibly beneficial, as has sometimes just knuckling down, screaming internally and finishing an assignment" - Jarrah, Yr 11

Illustrations and Writing by Ben Sandrey

DC ACADEMIC SKILLS ADVICE

Guide to different types of assessment you will encounter:

Tips for Formal Academic Writing

Do	Don't
- write the question at the top of the page - link your points to the question - vary sentence openings - use transitional links e.g. *however, consequently, therefore, obviously* (for more information refer to the Transitional Links sheet) - use quotations from the text in your body paragraphs - use formal language - ensure your paragraphs are coherent and relate to your topic sentence - ensure you address the question at the end of every paragraph without being repetitive - use a wide vocabulary (try not to be repetitive) - use quotes judiciously (quotes should not replace your analysis - acknowledge ideas that are not your own, even if you are using the general idea not the exact words - provide a bibliography - provide photocopies of other sources you have used - proofread and edit your work to eliminate spelling, grammatical and unclear expression - refer to *Dickson College Literary Essay Guide* and *Essay Writing Guidelines* prior to submitting your essay.	- use quotations in your introduction and conclusion - use first person (no *I, you, we*) - use clichés - use generalisations - retell the story unless you are making a point - use contractions - use headings - feel confined to only three paragraphs - refer to the author by their first name (unless you know them personally!) - use informal or inappropriate language

Research Tips and How to Access Information – From Start to Finish

The process of writing an academic piece can be broken down into defining your question, locating your information, selecting the best information, organising and presenting the information and reflecting on the process.

DEFINING	What do I really want to find out?
	What is my purpose?
	Why do I need to find this out?
	What are the key words and ideas of the task?
	What do I need to do?
LOCATING	Where can I find the information I need? Print or Web
	What do I already know?
	What do I still need to find out?
	What sources and equipment can I use?
SELECTING	What information do I really need to use?
	What information can I leave out?
	How relevant is the information I have found?
	How credible is the information I have found?
	How will I record the information I need?
ORGANISING	How can I present this information?
	Have I enough information for my purpose?
	Do I need to use all this information?
	How can I best combine information from different sources?
PRESENTING	How can I present this information?
	What will I do with this information?
	With whom will I share this information?
ASSESSING	What did I learn from this?
	Did I fulfil my purpose?
	How did I go with each step of the information process?
	Where do I go from here?

Criteria for evaluating web resources

1. Authority: Who created the site?

What is their authority?
Do they have expertise or experience with the topic?
Is organisational information provided?
Check the URL domain (edu; org; gov; com)

2. Objectivity: Is the purpose of the site clear?

Is there bias towards a particular viewpoint?
Who is the intended audience?
Is the information clearly presented as being factual or opinion?
Is the information primary or secondary in origin?

3. Accuracy: Is the information presented accurate?

Are the facts documented or well-researched?
Does the page agree with what you already know?
Can you see any errors?
Are the facts similar to those reported in related online or print resources?
Does the page list the author and institution they belong to?

4. Currency: Is the information current?

When was the content produced?
When was it updated?
Are the information and links up-to-date?

5. Coverage: Is the site selective or comprehensive?

Are topics explored in depth?
Is the information balanced?
Is the information cited correctly?
Does the site provide links to other sites?

How to reference your work using the Harvard System

Dickson College Library subscribes to a **Harvard Online Referencing Generator** – an easy-to-use Bibliography creator.

Go to the DC Library website https://tinyurl.com/dicksoncollegelibrary and look under the Bibliographies and Referencing tab for Referencing Generator. It will create a bibliographic record for just about every kind of resource you might use!

An excellent guide with many examples: https://guides.lib.monash.edu/citing-referencing/harvard

APA guide with many examples: https://guides.lib.monash.edu/citing-referencing/apa

For APA referencing, here are 2 good free referencing generators:
MyBib https://www.mybib.com and also BibMe http://www.bibme.org

In-text References or Citations
Follow the in-text material with the surname and year of the document, followed by the page number.

Examples:
A recent study (Miles 2018, p. 23) reveals that students regularly …
Or: Miles (2018, p. 23) reveals that students….
Technology has "increased students' access to information and motivation to learn" (Don 2017, p.21).
Rhodes (2018, pp. 95-100) notes that glaciers are retreating around the world.

Website with an author	**Website with no author**
Smith (2018) found that dancing is great exercise that can be a greater aerobic workout than swimming.	*World of warcraft* is one of the most played online computer games (*Gamer info* 2017).
In your bibliography:	**In your bibliography:**
Smith, K. 2018, *The health benefits of dancing,* viewed 7 February 2019, <www.dancefun.net/>	*Gamer info* 2017, viewed 2 May 2018, <www.gamerinfo.com.au/records>
Author within another source	**More than 3 authors? Use 'and others' or 'et al'.**
McKenzie (in Cato 2017, p. 46) found that….	This trend was noted by Bowers and others (2019, p. 8).
Bibliography:	**Bibliography:**
Cato, T. 2017, *Festivals,* Kino, Sydney.	Bowers, E. and others 2019, *Reflection,* Magnus, London.

No date? Write n.d.
These short stories deal with themes of loneliness and fear (Campbell n.d.).
Bibliography: Campbell, J. n.d., *Myself,* Roni, Perth.

If the quotation is lengthy, use a block quotation:
Seligman (2016, p. 20) notes that other people are the best antidote to the downs of life:

    "Very little that is positive is solitary. When was the last time you laughed uproariously? The last time you felt indescribable joy? The last time you felt enormously proud of an accomplishment? All of them took place around other people."

Why do we use bibliographies and in-text references?
They show that you have researched your topic using various resources and they help your readers identify where your information comes from. They also show readers that your ideas are supported – you have not made them up or plagiarised them.

Bibliography / Reference List
List all the resources you have used in **alphabetical order**. Indent the second line if the details are lengthy.

Bowers, E. and others 2019, *Reflection,* Magnus, London.
Gamer info 2017, viewed 2 May 2018, <www.gamerinfo.com.au/records>
How your memory works 2017, television program, ABC, Canberra, 15 May.
Pink Floyd 2011, *The dark side of the moon,* CD, Parlophone, London.
Smith, K. 2018, *The health benefits of dancing,* viewed 7 February 2019,

Zimmer, C. 2014, 'Secrets of the brain', *National Geographic,* February, pp.28-58.

Books
Name of author/s (surname, initial or first name) Year of publication, *Title*, Publisher, Place of publication.

Gaiman, N. 2013, *The ocean at the end of the lane*, Headline, London.
Clarke, S., Hopkins, D. & Walmsley, J. 2017*, The night sky,* Southern Books, Sydney.
Art and artists 2011, Greenstreet, New York.
Wang, Y. (ed.) 2017, *Social psychology and persuasion,* Corby Press, Brisbane.

No author? Enter the work under the <u>title,</u> followed by the year.
No date? Write n.d.
No publisher? Write n.pub.
No place? Write n.p.

Journal & Magazine Articles
Name of author/s Year of publication, ' Title of article', *Magazine name*, volume, issue no. (or date), page no/s.
Zimmer, C. 2014, 'Secrets of the brain', *National Geographic,* February, pp.28-58.
Chen, K. 2019, 'Whale migration', *Oceanic Studies,* vol.3, no.2, pp.6-8.

Online journal articles from websites
All details as above – then include when you viewed the website and the URL.
Woo, M. 2018, 'Solar power in cool climates', *Design Digest*, March, viewed 2 May 2019, <www.designdigest/file/mar>

Journal articles in online databases
Author Year, 'Article title', *Journal/Newspaper title,* volume, issue (or date), viewed Day Month Year, Name of database service, Name of database, item number (if given).
Wiseman, R. 2014, 'The dream catcher', *New Scientist,* vol. 221, issue 2962, viewed 12 May 2017, Ebscohost, Academic Search Premier, 10.1625/0033.

Newspaper articles
Name of author/s Year of publication, 'Title of article', *Newspaper name*, day and month, page no/s.
Hannam, P. 2019, 'Behind east Australia's big dry', *Sydney Morning Herald*, 20 October, p. 8.

Online newspaper articles
Ashton, S. 2018, 'Parklands preserved for future', *Northern Times,* 7 June, viewed 10 October 2018,
    <www.northerntimes.com/parklands10>

Internet
Name of author/s Year of publication, *Title of webpage,* viewed day month year, <URL>
Chester, K. 2017, *Mountain walks of the high country*, viewed 3 March 2019,
    <www.outdoors.net.au/walking>

Websites with no author – put the title first:
Sea kayaking adventures 2016, viewed 12 April 2018, <www.kayaker.net.au/trips>
Happiness is catching 2017, viewed 6 January 2019, www.happylife.com/85974

[Corporate authors](#) (eg. government departments, societies, clubs, industry reports etc)
Australian Government Department of the Environment and Energy 2019, *Department of the*
    Environment and Energy annual report 2018-19, viewed 20 November 2019,
    <https://www.environment.gov.au/about-us/accountability-reporting/annual-reports/annual-report-2018-19>

Youtube Videos
Title of video Year, viewed day month year, <URL>
State of the climate 2018: behind the science, viewed 1 August 2019,
    <https://www.youtube.com/watch?v=7aI03S-5vVA>

TV Programs
How your memory works 2015, television program, ABC, Canberra, 15 May.

Online TV programs:
Prisons uncovered 2018, television program, ABC1, 11 October, viewed 20 October 2018,
    <https://iview.abc.net.au/show/four-corners>

DVDS, CDs and CD-ROMS
Name of author/editor Year of publication, *Title,* edition, DVD/CD-ROM/CD, Publisher, Place of
Publication.

List films under their title.
The kite runner 2007, DVD, Paramount Home Entertainment, Sydney.
Pink Floyd 2011, *The dark side of the moon,* CD, Parlophone, London.
Walding, R., Rapkins, G. and Rossiter, G. 2004, *New century senior physics*, 2nd ed., CD-ROM,
  Oxford University Press, Melbourne.
Secrets of the human mind 2015, CD-ROM, Crispin, New York.

Online Images
Title of image (or description) Year, name of source/organisation, viewed day month year, <URL>
Humpback whale 2016, World Wildlife Fund, viewed 15 February 2017,
    http://www.worldwildlife.org/species/whale

Study Appendix – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategies, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Drafting Tips

Drafting is a great way to get feedback and to make sure you are on track with an assessment piece. You should submit a draft well before the due date, in order to have time to act upon the feedback provided by your teacher (this generally means 7 days before the due date of the assessment).

It is important to note that the draft criteria may vary from faculty to faculty, so if you are not sure what is expected in a draft, make sure to ask your teacher clarifying questions. It is also a good idea to consider what specific areas you want feedback on and let your teacher know what you might be struggling with.

Once you have received feedback on a draft from your teacher, make sure to read through the comments thoroughly and ask your teacher if there is anything you don't understand. Note: your teacher is your assessor, so it is a good idea to take on their feedback and to edit your work when advised.

Remember you can proofreading by teacher librarians on the DC Library Google Classroom

DC Library Google Classroom Code: raocgp5

Drafting tips from DCKC students

"Face to face communication with a teacher about your draft is super useful, it lets you rapidly iterate ideas and quickly get answers to points you are confused about."

"Get your draft in early and give yourself time to make changes in regard to the feedback."

"Don't expect your draft to be perfect, you can still hand in an unfinished assignment, as some feedback is better than none."

"Where possible, introduce your ideas to teachers so you bounce ideas off each other. Then write a draft to chat to the teacher about and get specific feedback before you write the improved version."

"It helps you identify the strengths and weaknesses in your work, which you can also apply to future assessments."

"Positive feedback (even just general shape or tone) it really helps with confidence and makes you more resilient."

"Attach a comment at the top of the paper detailing your (the students) doubts and questions with specific instructions for teachers on where you need help."

"It's better to talk to teachers in person rather than just submitting a document and getting written feedback."
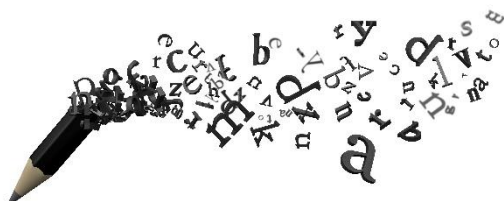
Annotated Bibliography

An annotated bibliography can be set as an assignment on its own, or as part of an assignment. This is because it demonstrates your understanding of the research on any particular topic.

What is an annotated bibliography?

An annotated bibliography consists of your reference, followed by a paragraph where you provide an analysis or evaluation of the source.
This is not merely a description or summary of the source!

When writing your annotation, you should consider:

What information did this source provide?
What was a strength of this source (if the source is rubbish, you won't be using it!)?
What unique view or understanding did this source provide?
What further questions were raised by this source (that you then investigated)?
How did this source enhance your understanding, contribute to your assignment?

What does an annotated bibliography look like?

Below are some examples from different assignments in History.

Rosthorn, A 2011, 'Jean Jülich: One of the Edelweiss Pirates, who resisted the Nazis', *The Independent*, 10 November, viewed 8 April 2020, <https://www.independent.co.uk/news/obituaries/jean-j-lich-one-of-the-edelweiss-pirates-who-resisted-the-nazis-6259542.html>

This is an obituary for Jean Jülich, a member of the Edelweiss Pirates and in his later years an advocate for the recognition and decriminalisation of the group. The article recounts the aims, actions, motivations and treatment, both during and after the war, of the Edelweiss Pirates. The source presents motivations as to why a person may have joined the resistance, such as the imprisonment of both Jülich and Gertrud "Mucki" Kochs' fathers. The "desire for foreign countries, fellowship and independence" that Jülich referred to aligns with other resistance movements of the time, such as the American clothing and music favoured by the Swing Kids.
The upholding of the criminality of Pirate activity post-war demonstrates how moral systems are changed by wars and how this must be taken into consideration. Furthermore it examines the difficult transition from war to peacetime. To complement the statements on the treatment of the legal Edelweiss Pirates after the war, it may be of use to research the legal treatment of members of the Nazi party and Hitler Youth. The song recorded by Jülich, Es War In Shanghai, may be of interest as a further example of the politicization of music.

Doherty, M. A. (2000) "Kevin Barry and the Anglo-Irish propaganda war" Irish Historical Studies. Cambridge University Press, 32(126), pp. 217–231. doi: 10.1017/S0021121400014851.

This journal article provided an emotive and quite compelling account of the life and legacy of Kevin Barry. It was useful as it provided explicit information on the role of pro-Irish propaganda in recruiting the public to join the Irish cause and how Kevin Barry's death was instrumental in promoting that. This source also proved to be unique to others as it placed particular importance on how not only the public reacted to his death but how the Irish government and how the English forces did. Perhaps a very minor weakness is that it did not discuss the public opinion of Kevin Barry's death, but more a political approach.

(1943) *The Fifth Broadsheet of the "White Rose",* Wesleyan University Press, Middletown.
This source was a broadsheet from the "White Rose" group calling for resistance to the Nazi Regime. The source gives the aims of the "White Rose" group, and youth resistance groups more generally: to turn the German people against the country's "National Socialism" - particularly with Germany's position in the war, to cooperate with other European countries in order to begin "reconstruction" and for Germany to become a federal state. From this source, it appears that the group did not seem concerned with the treatment of Jewish people specifically, and further investigation is needed. A strength of the sources was that it demonstrates how the group relied on 'people power' with nonviolent action - "Support the resistance. Distribute the leaflets!" - unlike the Hitler Youth who undertook military training and went on to fight in WWII. The source shows the war was a large part of the youth group's resistance and its similarity to WWI - the broadsheet attempts to draw links between Germany's current situation and the one during WWI. Further questions raised by this source include, How successful were the broadsheets as a way of 'spreading the word'? Did the deaths of core members of the 'White Rose' group mean this broadsheet was spread widely? Do these aims mirror those of other resistance groups? The source shows the methods by which the "White Rose" group spread their message which characters in my empathetic response may take part in.

Don't forget - you should always discuss the specific requirements with your class teacher!

Essays
The Introduction:

Your introduction is the first thing that will be read. You want to make a good impression, so it is important to get it right. An effective introduction:

- States your approach to the topic or thesis.
- Presents the points you will make to support your approach. They can be given in the order that they appear in the essay.
- Make sure you do not give a lot of detail and do not give examples.
- Use the author's name in full when writing about a novel.
- Does not use quotes.

It is important to note that the structure of your introduction should not be confused with the actual words you use to phrase it. For example, you should avoid phrases such as:

My argument is…
The points and evidence to prove this are…

Here is an example of what to avoid:

The Oxford dictionary defines a 'gender roles' as: "The pattern of masculine or feminine behaviour of an individual that is defined by a particular culture and that is largely determined by a child's upbringing." In my essay, I will address the question of whether traditional gender roles are harmful to women and men. I will do this using the Marxist theories of Frederick Engels (1884) and the Feminist theories of Susan Faludi (1999). For an opposing argument, I will discuss Talcott Parsons' theories (1956). I will conclude by saying that gender roles are being challenged and do not have the power they once had.

Instead, state your argument or outline your points using positive and direct language, such as:

Traditional gender roles are still very prominent in our society. They are evident in all aspects of society, from the way toys are marketed to the opportunities women have in the workforce. Many theorists from different perspectives agree that gender roles are harmful. Frederick Engels (1884) saw them as another way for the upper classes to maintain their power, while Susan Faludi (1999) saw them as a consequence of a society that places men and women in competitions. On the other hand, Talcott Parsons (1956) thought that clearly defined gender roles were essential for society to function. There is evidence for both sides of the argument, and the answer may not be clear cut.

The Analytical Paragraph – The 6 Basic Components

You write an analytical paragraph (**note:** a body paragraph of an essay is the same thing as an analytical paragraph) in response to a question about literature. For example, you would not respond in an analytical paragraph to the question - *What is the plot of the novel Animal Farm?* However, you would respond in an analytical paragraph to this question – *In what ways do the pigs abuse their power in Animal Farm?*) The analytical paragraph lays out and explains the evidence that supports your thesis. Each analytical paragraph should include the following:

1. **Topic Sentence** – This tells the reader what your paragraph is about; it is the main idea of that paragraph. It should be the first sentence of your paragraph. If you are writing an essay the topic sentence will connect to the **thesis** of your essay. **Your topic sentence cannot be a factual statement. It must be something that can be argued for or against.**

2. **Context for your textual evidence –** For each piece of evidence you choose, you must orient the reader to what is going on in the text. What is happening *in* the text in the pages where your quotation is found in the book. **As a rule, do not include/ write more than two sentences of context (ie make it clear but concise)**. DO NOT SUMMARISE the entire story here. (retell plot)

3. Textual evidence – This is a short sentence or passage which you copy directly, word for word, from the text because you want to use it as evidence to prove your topic sentence and/or thesis. You need to put quotation marks ("…") around it because the words are written by somebody else. Remember, your quote is your evidence and must support what you are trying to argue. **As a rule, include two pieces of textual evidence per point. (ie be convincing)**

4. Reference
   i)   For written text: (Caine 1943: 32) - ie, (Author Year Published: Pages)
   ii) For cinematic text: (Wilder, 1944) - ie (Director, Year)
   NB Teachers may have different reference expectations.

When only dealing with one text, make sure you mention the title of text and author in the introduction. Thereafter you can just give the Page Reference for your quotes. The page number is placed at the end of the quote in parenthesis. Do not include the following: *page, pages, p., book title, etc.* Just the number is all you need.
   Bart complains, "I hate peas" (18).

5. Analysis – Explain in your own words how your evidence supports your topic sentence. Talk about specific words, phrases, or ideas found in your evidence. Make specific connections between your evidence and the topic sentence (also connect it to the thesis statement in an essay). Do not just restate the quote or summarize the story. Analysis should be a minimum of two (2) sentences. **It should form the bulk of the paragraph and address how and why questions.**

6. Concluding/Transition Sentence – If you are writing just one analytical paragraph then this sentence serves as your conclusion. It answers the question "what's your point?" It should tie back to the topic sentence. If you are writing an essay, and this is one of your body paragraphs, then this sentence is used to move from the idea you are currently writing about to the next idea you will write about in your next body paragraph. It serves as a transition.

NB Teachers may teach this paragraph structure, using a variety of different acronyms (eg. TEXAS, TEESC, PEEL, PETAL etc.) all will use a similar formula as described above.

The Conclusion:
A sound concluding paragraph is vital to a successful essay. It is effective when it:
   ▪ Sounds finished
   ▪ Links back to the introduction
   ▪ Summarises the content of the body of your essay, drawing together the main points
   ▪ Gives a final evaluation of the facts/issues/point of view involved
   ▪ Has a strong/interesting terminating sentence.
   ▪ You must not introduce any new points.

Your concluding paragraph is your last shot. It gives the final impression of your treatment of the topic. Make it count!

Refer to your teacher for more comprehensive advice around essay writing and the particular types of essay styles required in their particular faculty and course area.

And remember, the most effective thing you can do to improve your essay writing is…

SUBMIT A DRAFT!!!!

Oral Presentations

Oral presentations, like other assessment tasks, are designed to demonstrate your understanding of the unit content and your sophisticated control of the assessment type. For orals, this means you are required to showcase your knowledge, understanding and analysis, but also demonstrate your ability to speak to an audience, engage them in the experience and use appropriate supports such as PowerPoint or Prezi to enhance it for them.

Oral presentations are not spoken versions of an essay. They should have structured arguments and clear lines of inquiry, but they don't have to adhere to a set format. You can devise your own creative structure, especially if you are supposed to introduce your own primary research, or do an activity with the audience, or are planning to show a video in the middle of the presentation. The important thing to remember is that your structure should be evident and help the audience to understand and engage with the ideas contained in your presentation.

It is important to note that there are various types of oral presentations required in courses across the school, such as responding tasks for languages, group seminars and interpretive orals. You need to make sure you understand the differences and are aware of the specific requirements of each item as well as consult with your teacher about their expectations for each task. You might also like to clarify expectations about duration, for example if you are delivering a 12-minute presentation and what you have planned will take 13 minutes, check with your teacher whether or not that's running over time too much and you would be penalised for not keeping to time.

Here are some points to consider when preparing your presentation:

The Hook
- You need to "hook" your audience at the start of your speech.
- To do this, you can use a clip, photo or sound bite which connects to the overall thematic concerns of the speech. Your hook must connect to your message (ie Stephen King is a great writer because he uses…).

Preparation
- Avoid mixed messages.
- Do not try to say too much. It's important to speak slowly enough so that your audience can follow.
- Don't over-complicate information. Even if you are explaining complex ideas, you should use language and structure that explains it clearly for your audience.
- If the audience remembers one thing, it should be what the speaker determines it should be. Be purposeful about what you choose to include and edit judiciously.
- Many speakers neglect the vocal and visual aspects of a speech while practising and so feel unprepared. You should rehearse your presentation exactly as you plan to deliver it.
- Practising your speech out loud, deciding where to pause and where to emphasise, are all part of a good speech writing process.
- Nerves are a natural response to public speaking for most people. The best strategies for overcoming them include:
    - starting early to make sure you feel adequately prepared and have time to rehearse your presentation
    - choosing a topic, you feel passionate about so that you can lose yourself in the material and focus less on the fact that you are delivering an oral
    - using breathing and meditation techniques prior to delivering if you are feeling anxious. Apps such as My Calm Beat or Smiling Mind may be useful.

Writing
- Choose an appropriate language for the topic. Don't try to 'use big words' for the sake of it. Instead, choose your language carefully and say things in the simplest way you can for the idea you are trying to express. A conversational style is very engaging for your audience, as they will feel like you are talking to them rather than at them.
- Use repetition for emphasis but use it sparingly.
- Avoid excessively long or complex sentences, as it is more difficult for most people to process information delivered orally than to read it, and you may make it hard to follow. Your sentence length and complexity should be shorter and simpler than you would use for a formal piece of writing, such as an essay.
- Bold and underline emphasised or key words on your palm cards. Only write dot points and key words on your palm cards as prompts and then rehearse. If you write in full sentences, it's likely you will just read your presentation aloud which is not engaging for the audience. Instead of palm cards, you may choose to include your prompts as part of your PowerPoint or Prezi, so that you are not reading at all.

Opening
- A good opening is sharp and snappy.
- Make sure your opening is not too long, so that you have plenty of time for your more detailed analysis in the main part of your presentation. Some teachers recommend no more than 20% of your duration, as a guide.
- Use humour to connect the audience if appropriate.
- Be tasteful. Avoid language that is inappropriate for a workplace, but your language can be less formal than a written task.
- Some tricks for getting your audience's attention (and keeping them listening) can be useful, such as:
    - Ask a rhetorical question
    - Share shocking or amazing information or statistics
    - Vary your tone, volume, emphasis and pace while delivering the speech.

Closing
- Leave the audience in no doubt as to what the main point is.
- Choose your final words carefully as this is the main thing the audience will remember.
- Conclusion should be kept as short as is suitable for your topic. 10-20% is a good guide, but it's flexible.
- Link to opening.

General Advice
- Link all ideas together and to message.
- Use quotes from text to support ideas.
- If you plan to ask the audience questions, be prepared to move on quickly if no one responds or you don't get the answers you wanted.

Creative Response Tasks

A creative response goes beyond a literal interpretation of the text, seeks to create a new understanding which will enhance knowledge of the text/texts and the overarching themes which it explores. It should look at these themes and issues through a new lens and transform the context characterisation or point of view. It explores different ways the situation in this text could have been presented, for what people, in what time and in what kind of society.

Symbolism plays a central role in a high-quality creative response. A symbol is something used to represent something else, like a white dove representing peace, a heart representing love or a hammer and sickle representing communism. Effective use of symbolism shows a deep understanding of the text, because it can be related to another interpretation in an abstract, non-literal way. The symbolism used should be original, non-clichéd and show a deep understanding of the text covered in the course.

It is important to synthesise ideas by discussing and linking back to the text/texts. A high-quality piece of work will extrapolate to the wider world beyond the text by linking the ideas.

Each submission needs to be accompanied by a meaningful rationale which fully explains the intent of the creative response and provides textual evidence from my book/film/short story or poem.

Creative Response Rationales
 (with acknowledgement to Hawker College)

A rationale is required with all creative responses – written and non-written. Its purpose is to link your creative response to the text.
Therefore, your rationale will be assessed on:
1.   The quality of your ideas
2.   Your depth of understanding of the text
3.   The ability to make links with the text
4.   Fluency of expression
5.   Use of supporting details

Because the range of possibilities for this assignment is so enormous, students must consult with their teacher in the writing of the rationale.

Style: Discuss with your teacher as requirements may vary from formal to conversational, depending on the unit. Even if writing more formally, you may use the first person "I" in your rationale.

Your rationale should be written in three parts.
Part 1: Introductory comments on the stimulus you are responding to
Part 2: Purpose
Part 3: Justification of format

Visual and Process Diaries

Visual and Process diaries are a key assessment type in visual art, photography, ceramics and textiles. Your Visual/Process diary is a record of your ideas, inspirations, thoughts, feelings, concerns, ideas, experiments, attempts, influences, research, critical analysis of works, etc. In short, it is a record of your journey through the unit.

As such, it cannot be completed in one sitting but needs to be continually added to, often on a lesson by lesson basis. In fact, this is the best way to complete it; by adding to it and incorporating it into what to do in class, and at home, it is complete and ready for submission almost without it feeling like a major piece of work!

Note: A Visual Diary generally refers to the diary you will complete for an entire unit. If you are asked to complete a Process diary this will generally refer to a diary for particular assignment and the 'process' you undertook to complete it.

Your Visual or Process diary will also include tasks set by your teacher to be completed in class. For example, from Black & White photography-

Toning & 'Slicing'
1. *Make FIVE prints*
2. *Two are to be used for the 'slicing' activity (refer to class handout) and need to be the same print*
3. *Your other THREE prints can be entirely your choice, but you will be toning these prints*
   a. *The first print will be RED toned*
   b. *The second will be COPPER toned*
   c. *The third will be BLUE toned*
4. *Secure these into your Visual diary*

Think about how these techniques might be applied to your photography. You will be allowed to use toning and 'slicing' in future assignments in this unit.

What could be in your visual/process diary?
- Title page with all your information, name, unit, A or T – designed as you wish
- Sketches
- Experimentation with techniques eg hatching/cross hatching/blending/stippling (3D shapes)
- Theory – write definitions and pertinent notes
- Sources & inspiration: eg research/images/thoughts about artists, events and objects that have contributed to the creative development of your work, studies appropriating the work of other artists
- Photos of props/items/staging used to develop creative works eg photograph of your still life arrangement
- Experimentation with different mediums
- Experimentation with colour/texture/composition
- Notes from multimedia sources eg notes from a documentary
- Planning notes for development of creative works
- Timelines from historical background of artist, medium, technique, style or subject
- Collected images with notes about your response to and understanding of them
- Brainstorming/mindmaps of ideas
- Demonstration of your understanding of class work exercises

What formats are acceptable for presentation & submission of a visual/process diary?

- You will need to purchase a Visual Diary. They are A4, 120 pages and readily available at stationery stores. They are also available for purchase very cheaply at college. See your teacher.

Assessment Criteria:

For each visual or process diary you are asked to complete you will be provided with a rubric that will detail assessment criteria. You will be assessed on how well you complete the task according to the following, or similar, criteria

1. Makes critical and informed judgements about works of art
2. Understands the use of Visual Language
3. Knowledge of the aesthetic values of their own and other cultures
4. Generation and synthesis of ideas
5. Exploration and experimentation
6. Organisational skills in the production and presentation of a Visual Diary

How to write a Practical Lab Report

Title
- The title of your report should describe both the independent and dependant variable.
- E.g. The effect of sunlight on plant growth.

Abstract
- Needs to be on a separate page (usually straight after the title page).
- It is a concise summary of the entire prac report.
- It should have a subtitle (**Abstract**)
- It should contain
    - 1-2 sentences of background information
    - 1 sentence describing the aim of the experiment and the hypothesis.
    - 1 sentence describing the method.
    - 1 sentence describing the results.
    - 1 sentence which 'discusses' the results.
    - 1 sentence that lists errors involves and further research.

Introduction
- Does not have a subtitle but the title of your report should be at the top of the page
- Should contain relevant background information about the topic.
- A good introduction
    - Defines terms
    - Explains relevant information
    - Summarises and discusses prior research on the same or similar topic
    - Introduces current research on the topic and justifies the current research by explaining the benefits from finding the results of the experiment to science, medicine, etc.
- The introduction ends with describing the aim, the independent and dependent variables, and the hypothesis.

Results
- An account of what you found during the experiment – observations!
- Do not attempt interpretation of results at this stage of your report.
- The results should be presented in one or more of these forms:
    - Written observations
    - Charts
    - Graphs
    - Tables
    - Labelled diagrams
    - Photographs
- How you present your data will depend on the nature of your experiment.
- If there are many pages of figures, you may include an appendix and refer to it in your results.
- Only present data you will be discussing. All other data to be placed in the appendix.

Discussion
- A discussion brings together prior research and the results from your experiment.
- The first sentence – state whether the hypothesis was supported or not.
- Then interpret the results and discuss them in relation to any prior research that you mentioned in your introduction.
- You should not discuss research that does not appear in your intro.
- Discuss
    - The significance of your findings

- o The weaknesses of your study
- o How you could improve your study
- o What further research/experimentation could be done to expand on what you have found or to verify what you found?

Conclusion
- This is placed at the end of your discussion – do not include a subtitle.
- It is a statement, usually one to two sentences long, in which the aim is addressed.
- It should be a logical comment about the findings of the prac.
- It should not contain any new information.

Acknowledgements
- It is courteous to acknowledge the contributions that others have made in your investigation.
- Those who helped with equipment, advice, technical assistance, etc., should be thanked.

References
- You need to list all sources of information that were useful in your investigation.
- Textual referencing (in-text referencing) is to be included where applicable (mainly in your introduction and discussion).
- All references should be recorded in Harvard format specified in the pamphlet which is available from the College library.

If in doubt about ANY aspect, see your teacher!

Study Strategies to Boost Your Preparation for Tests

No Distractions: You are encouraged to focus on one task at a time and reduce the number of distractions including mobile phones, social media and television.

Use Active Testing or Recall: Force yourself to actively recall information. Make up your own mock test using the worked examples preceding the exercises in your book. Long term learning occurs during forced recall testing.

Revise regularly. Spacing study sessions is more effective than cramming in a long session.

Mix up the practice of several interrelated skills. Revise material that combines questions about multiple topics.

Make a note of examples that you haven't been able to do in the set exercises and ask for help with those the next time you have class. Go over these questions again before the test.
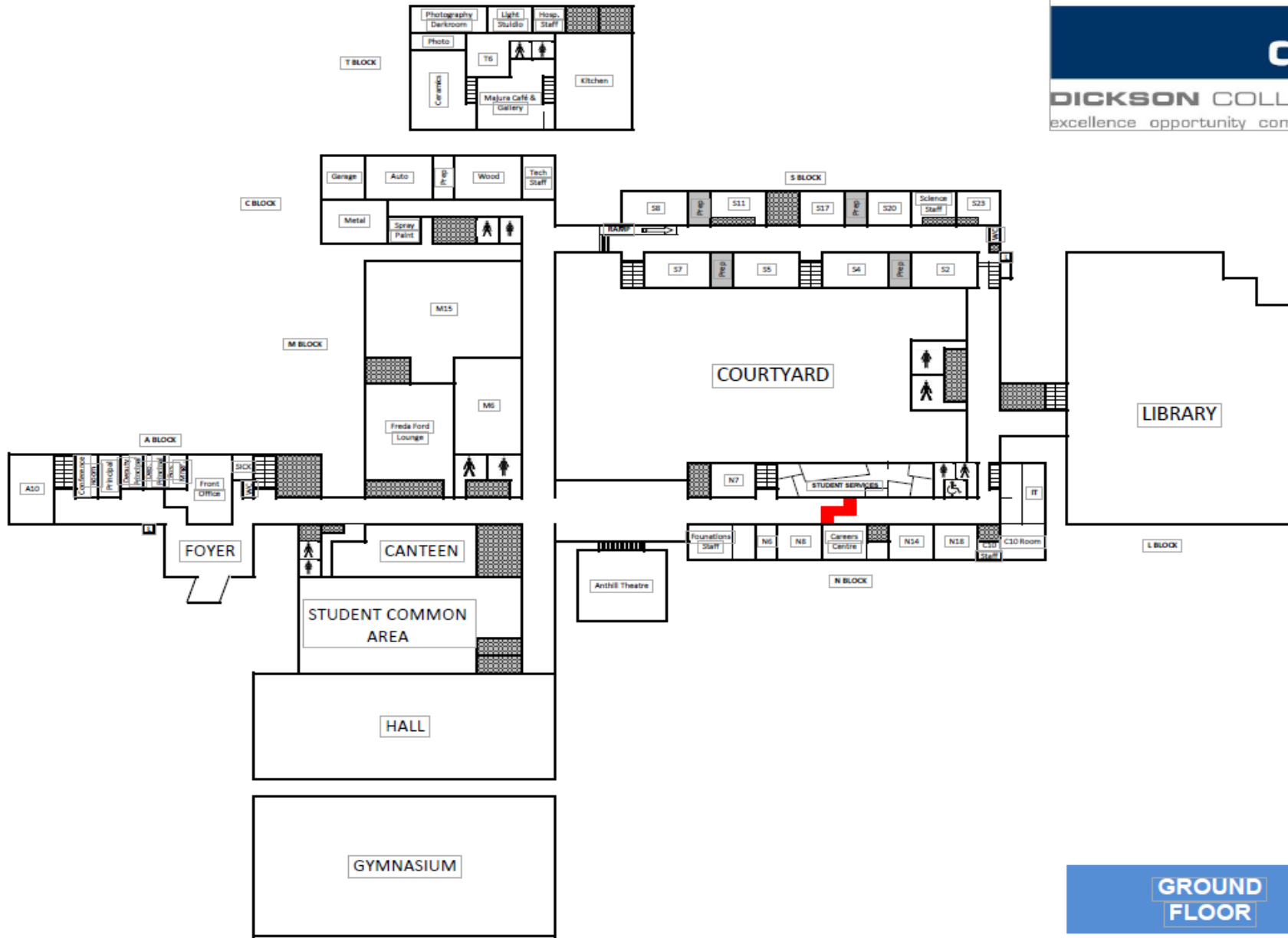
Combine spoken word with images. Use relevant visual images to assist your learning so that you can utilise all parts of your brain to boost your learning.

Use stories. Mnemonics and stories help you form associations between the content and the story. A personal story contextualises the memory and enhances its meaning.
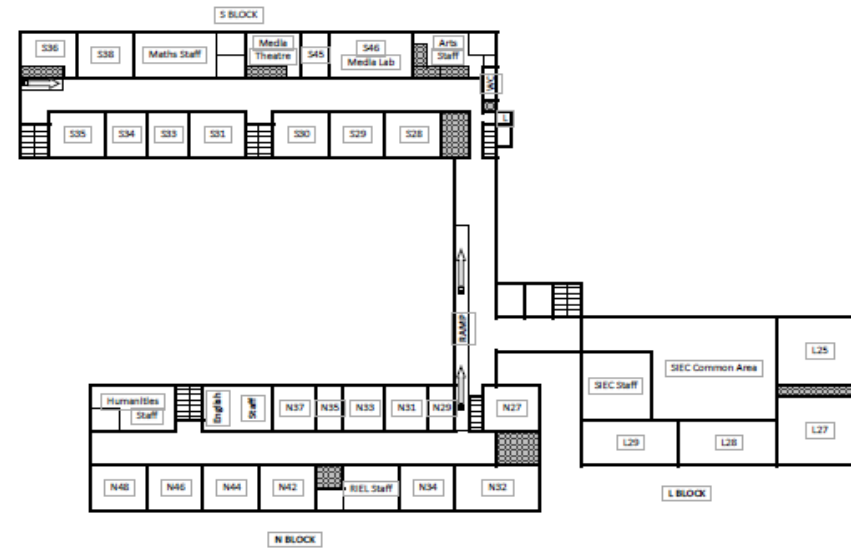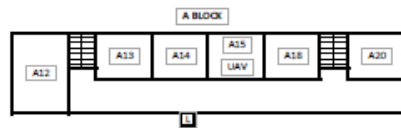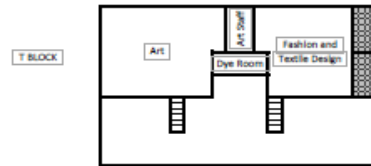
Look after your health, especially in the week before the test. Get plenty of sleep, keep up your exercise, eat lots of fresh fruit and vegetables and drink water.

Tips for the STEM Tests (which may apply to most of the subject areas and AST)
1. Organise the equipment you will need for your test the night before test day. Check that you have all the pens and other writing equipment you are likely to need, e.g. double check if your calculator has batteries and have your revision sheet ready when permitted.
2. Arrive at the test 5 minutes early.
3. Follow all test instructions, making sure you start and stop writing exactly when told.
4. Use your reading time to find the questions you feel most confident with and to put yourself in a calm frame of mind.
5. Write your response clearly for the marker to follow easily.
6. Answer the easy questions carefully first and then make your best attempt at the harder questions.
7. Try and write something for every question. We are interested in your thinking and working out more than the right answer to the question.
8. Check that you have answered the question.
9. Where relevant, check that you have included units or the correct number of decimal places or given answers in the simplest form.
10. Allow roughly 1 mark per minute and pace yourself throughout the test. Use the marks allocated to each question as a guide to how much working out is expected.
11. Never re-write the test question.
12. Do not leave any multiple-choice questions blank. Eliminate options that you know are incorrect and then guess from those that remain if you have to.
13. Where possible, try and draw a graph, picture or diagram to help you solve the problem and to explain your thinking to the marker.
14. Use your calculator as much as possible to check your answers or to help you solve problems more efficiently. Make sure that all the steps in your reasoning are very clear.
15. If you are stuck with solving a problem, try another question and then come back to it later. Make up a similar, simpler problem with numbers to help get your thinking sorted out.
16. Stay calm, don't give up and do your best.

DICKSON COLLEGE
excellence opportunity community

T BLOCK

Photography Darkroom | Light Studio | Hosp. Staff

Photo

T6

Ceramics | Majura Café & Gallery | Kitchen

C BLOCK

Garage | Auto | Wood | Tech Staff

Metal | Spray Paint

S BLOCK

S8 | S11 | S17 | S20 | Science Staff | S23

RAMP

S7 | Prep. | S5 | S4 | Prep. | S2

M BLOCK

M15

COURTYARD

LIBRARY

Freda Ford Lounge | M6

A BLOCK

A10 | Conference Room | Principal | Deputy | Front Office | SICK

FOYER

CANTEEN

N7 | STUDENT SERVICES | IT

Foundations Staff | N5 | N8 | Careers Centre | N14 | N18 | C10 Room

N BLOCK

L BLOCK

STUDENT COMMON AREA

Anthill Theatre

HALL

GYMNASIUM

GROUND FLOOR

DICKSON COLLEGE
excellence opportunity community

T BLOCK

Art

Art Staff

Dye Room

Fashion and Textile Design

S BLOCK

S36 | S38 | Maths Staff | Media Theatre | S45 | S46 | Media Lab | Arts Staff

S35 | S34 | S33 | S31 | S30 | S29 | S28

RAMP

A BLOCK

A12 | A13 | A14 | A15 | UAV | A18 | A20

Humanities Staff | English | Staff | N37 | N35 | N33 | N31 | N29 | N27

N48 | N46 | N44 | N42 | BIEL Staff | N34 | N32

N BLOCK

SIEC Staff | SIEC Common Area | L25

L29 | L28 | L27

L BLOCK

FIRST FLOOR

Timetable 2023

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:50 – 10:20	1 (A)	6 (B)	5 (C)	2 (D)	4 (E)
10:20 – 10:40	Recess	Recess	Recess	Recess	Recess
10:40 – 11:40	2 (F)	7 (G)	4 (H)	5 (I)	6 (J)

Walking time

Time	Monday	Tuesday	Wednesday	Thursday	Friday
11:45 – 1:15	3 (K)	8 (L)	7 (M)	8 (N)	3 (O)
				Lunch 12:45 – 1:25	**Lunch 12:45 – 1:25**
1:15 – 1:55	Lunch	Lunch	Lunch	1:25 – 2:25 1 (S)	1:25 – 2:25 8(T)
1:55 – 2:55	4 (P)	1 (Q)	2 (R)	**Walking time**	
				2:30 9 (X)	2:30 – 3:30 7 (Y)

Walking time

Time	Monday	Tuesday	Wednesday	Thursday	Friday
3:00 – 4:00	5 (U)	3 (V)	6 (W)		