



**DICKSON COLLEGE**  
excellence opportunity community


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

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# DC Parent/Carer Handbook

Dickson College would like to acknowledge the traditional custodians of the Country on which we live and learn. The wisdom, sharing and resilience of the Ngannawal people is deeply respected. We further acknowledge the Ngambri people and neighbouring nations, Wiradjuri, Yuin, Ngarigo and Gundungarra and pay our respects to Elders past, present and emerging.



Moving to college is a major transition for students and parents and carers. This is the time that also coincides with young people more increasingly taking on adult responsibilities and at time that students feel extra pressure to succeed as they draw nearer to post-school pathways in life. Many students find this stressful as do their parents and carers.

Students also find that the more open spaces and flexible timetable mean that they are making independent decisions regarding time at school and the way they use free time. Students can make choices that they have not been able to make throughout the rest of their schooling. This is like the academic freedom of university.

Students are well supported at Dickson College but at times they may need the extra support of parents and carers to help them access appropriate help to navigate the extra issues that they encounter in senior secondary studies. The DC Parent/Carer Handbook is intended to provide parents and carers with information you may need at various points in your young person's life at Dickson College.

## Principal's Welcome

*Everyone, every day, learning – for life*

At Dickson College we embrace every student as an individual, with their unique talents, passions and interests. Our students consistently achieve outstanding results, and we aim to support and challenge each student to grow and thrive at school and beyond. At our school excellence is not about being the best; it is about doing your best and being a good person.

Our learning environment fosters personal connection and diversity. We support students to pursue successful futures and value their wellbeing while encouraging them to contribute to the community in which they live. Our students obtain Senior Secondary Certificates and Vocational Education qualifications in a range of industry areas. We believe every student has a right to high-quality educational outcomes and pursuit of their self-determined goals, regardless of their levels of ability or educational backgrounds. At our school opportunity means equal access to a valuable education that prepares each student for their future.

We work collaboratively to develop informed, caring, creative and confident young adults. We believe that our students, staff, and community's wellbeing is fundamental to a successful future. Our College's diversity is unique, as our students also include those of the only Secondary Introductory English Centre in the ACT. Also, we have fantastic programs for refugees, those who require extension and enrichment, International Private Students, exchange students and students with complex support needs or disability. At our school Community means diversity, inclusion, positive relationships and belonging.

Our approach to learning is one that values student voice and preparation for a every changing world. It will challenge students to explore their capabilities via cooperative learning and group tasks. In the future students will be required to develop their mastery of 21st-century skills such as communication, collaboration, creativity, critical thinking. They will voice their opinions about events, school board decisions, and teaching practices – and those opinions will be used, amongst other things, to shape the school's strategic direction. We are committed to evidence-informed classroom practice and anchor our teaching and learning in educational research and learner evidence.

*Craig Edwards*

*Principal – Dickson College*

## School Improvement 2021 – 2025

In 2020, Dickson College participated in a [School Review](#). Throughout term 1 2021, the college developed the School Improvement Plan for 2021 – 2025. Our two draft priorities are:

**Priority 1:** *Increase students' ability to demonstrate 21<sup>st</sup> Century skills  
(Communication, Creativity, Critical Thinking & Collaboration)*

**Priority 2:** *Improve students' [self-management capability](#)*

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## Enrolling at Dickson College

To enrol at Dickson College, you must complete an online [enrolment form](#). For most students, this is done in term 2, year 10. As our feeder schools, students at Campbell and Lyneham High Schools participate in a variety of transition information sessions, with Dickson College staff meeting with students in groups and individually to provide information on the process of transitioning to college. ACT students living out of the Dickson College PEA or attending other schools, are also provided transition processes. Students' year 10 coordinators provide the college with transition information on the students as well. As part of the transition process, students are asked to select classes for year 11. Students are asked to consider these choices carefully as the college is staffed based on student selections and once classes have been staffed, options for change become limited to available spaces in each class.

If you are enrolling after the commencement of semester 1 year 11, you will be required to attend an interview with the Deputy Principal - Students. This interview is to discuss the reasons for wanting to move and whether this would be the most appropriate option for the student's success. The ACT Senior Secondary system is only two years and each semester is equally weighted for students, so it is important to ensure students are not disadvantaged by moving during the two years.

Students who do move are required to provide evidence of prior study and where students have successfully completed study at the senior secondary level, they will be given recognition of prior study and the relevant points for the units count towards their Senior Secondary Certificate. A student completing an accredited package must complete at least 8.5 points at Dickson College; a student completing a tertiary package must complete at least 10 points at Dickson College. No scores from previous schools will be used towards the student's ATAR.

Once students are offered a place, they will be given the opportunity to select classes based on available spaces in classes and their requirements for Major and Minor study options.

The usual pattern of study is for students to enrol in five academic classes, a transition class (year 11 Semester 1) and for some students a Study Skills class. Classes are run on lines. One line is 3.5 hours per week. The Year 11 Transition class in semester 1 (and a Mentoring group for the remaining semesters of their time at college) and Study Skills classes are run for one hour per week each. So, a student will have two full lines free and a further 2.5 hours off each week. This may mean that some students begin college later in the day or leave earlier than their peers. Students may also have lines off during the day. Students use this time to catch up with friends or use the time to study in various locations around the school. Students may also choose to participate in a range of workshops/R units provided by classroom teachers and external providers. Students can leave the college grounds during their free lessons; however, they must be in their classes on time. Student timetables are sent out at the beginning of each semester to students as well as nominated parents and carers.

Enrolment timelines will be published on the ACT Education Directorate website

<https://www.education.act.gov.au/>

Enrolments open: See ACT Education Directorate website for details

Dickson College Information Night: See ACT Education Directorate website for details

Careers Conversations: Term 3 - Weeks 3 – 4 (dates TBA)

Class Selections: Term 3 – Weeks 7 – 8 (dates TBA)

Transition day (including PAT M & R testing): Term 4 (date TBA)

## Supporting students to choose courses

Students are encouraged to select subjects that they like; that they are good at; and subjects that they will need for their post-school pathways. Students should not choose subjects because they think they score well. Students are ranked against their own group. It is how they compare to their peers in each course that defines their rank and score in that course.

A common concern is choosing the right mathematical level for students. Students are encouraged to consider their Mathematical options at the beginning of their time at the college, as this can have significant impact on their achievement and satisfaction levels. When considering which mathematics course is most suitable, it is important to consider:

- possible career paths that may be of interest,
- level of interest in the subject, and
- level of study and achievement in high school mathematics.

<b>College Course</b>	<b>Purpose of Course</b>	<b>Other Skills</b>
Contemporary Mathematics (A/M)	Supports improvement in basic numeracy and everyday use of maths. An accredited course designed for students who want to gain valuable skills for working in an office or industry	Maintains and improves numeracy skills and applies these in a wide range of real-life settings Has an emphasis on basic numeracy
Essential Mathematics (A/M)	Supports trades, financial skills and numeracy. Useful if intending to study at CIT later	Needs good skills in application of the basic algebraic skills, measurement and geometry.
Mathematical Applications (T)	Supports university study in areas esp. in statistics, such as Commerce, Psychology, Sociology, Primary Education and Health	Some algebra skills will be helpful
Mathematical Methods(T) / Specialist Methods (T)	Supports university study in areas using considerable maths – Accounting, Sciences, including Physics, Medical science & Engineering	Needs strong algebra skills
Specialist Mathematics (T) (students enrolled in Specialist Methods may select this to form a double major)	Supports the study of Mathematics, Physics, or Engineering, Actuarial Studies at university.	Needs excellent algebra skills
ANU Mathematics (H)	A course run at the ANU to provide an enhanced learning in Mathematics.	Entry to this ANU program should have a confirmed enrolment.

You are welcome to discuss this matter with a member of the mathematics team at Dickson for further advice to help you in selecting the best Mathematics Course for you or contact the Executive Teacher for Mathematics, by ringing 6142 0161 to make an appointment.

## Key Staff

### Senior Leadership team

Principal: Craig Edwards

Deputy Principal – Staff: Victoria Margrain

Deputy Principal – Students: Scott Eastburn

### School Executive team

Principal – Craig Edwards: <a href="mailto:Craig.Edwards@ed.act.edu.au">Craig.Edwards@ed.act.edu.au</a>	
Deputy Principal (Students) – Scott Eastburn: <a href="mailto:Scott.Eastburn@ed.act.edu.au">Scott.Eastburn@ed.act.edu.au</a>	Deputy Principal (Staff) – Victoria Margrain: <a href="mailto:Victoria.Margrain@ed.act.edu.au">Victoria.Margrain@ed.act.edu.au</a>
Executive Teacher of Humanities & Student Group 1 – <a href="mailto:Caitlin.Hanby@ed.act.edu.au">Caitlin.Hanby@ed.act.edu.au</a>	Executive Teacher of Mathematics & Student Group 3 – <a href="mailto:David.Green@ed.act.edu.au">David.Green@ed.act.edu.au</a>
Executive Teachers of Arts – <a href="mailto:Rod.Harding@ed.act.edu.au">Rod.Harding@ed.act.edu.au</a>	Executive Teacher of English & Library – <a href="mailto:Claire.Sandrey@ed.act.edu.au">Claire.Sandrey@ed.act.edu.au</a>
Executive Teacher of Design & Technology – <a href="mailto:Jenny.Cowell@ed.act.edu.au">Jenny.Cowell@ed.act.edu.au</a>	Executive Teacher of Science & Physical Education – <a href="mailto:Josephine.Kim@ed.act.edu.au">Josephine.Kim@ed.act.edu.au</a>
Executive Teacher of Social Science & Student Group 2 <a href="mailto:Robert.Howatson@ed.act.edu.au">Robert.Howatson@ed.act.edu.au</a>	Executive Teacher of REILS – <a href="mailto:Yani.Tian@ed.act.edu.au">Yani.Tian@ed.act.edu.au</a>
Business and Facilities Manager – <a href="mailto:Alex.Tebbetts@ed.act.edu.au">Alex.Tebbetts@ed.act.edu.au</a>	

### Pastoral Care team

School Psychologist: Graham Mackay

### Student Engagement Team

	Engagement Group 1	Engagement Group 2	Engagement 3
Engagement Leader	Caitlin Hanby	Robert Howatson	David Green
Engagement Advisors	Tara Goodsell	Margaret O'Donnell	Rose Gagliardi
	Ella Packham	Tania Balind	John Forrest
	Gustavo Rivera	Katie Molloy	Vanessa Akister

### Other Pastoral Care Coordinators

Indigenous Contact Officer: Eli Archer

Dickson College Cluster Indigenous Education Transitions Officer: Jenny Dries

ESL: Marcus Lee

International Students: Christiane Roth

Refugee Bridging Program & SIEC: Yani Tian

### Transition and Careers Contact Officers (TACCO)

Lia McKerihan

Ryan Davis-Philp

### AST Coordinator

Chris Hammerer



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

**Tertiary (T)**

These courses prepare you for university or 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 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 e.g. Clubs, Study Skills, Sport, WEX, etc.

*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.

## ACT Board of Senior Secondary Studies (BSSS)

The ACT Board of Senior Secondary Studies (ACT BSSS) is a statutory authority responsible for the certification of senior secondary school studies in government and non-government schools in the Australian Capital Territory.

The ACT operates a system of school-based curriculum and assessment within the policy and procedures of the ACT Board of Senior Secondary Studies (BSSS).

School-based curriculum means that college teachers are involved in all curriculum development and that colleges determine what courses they offer to students. There is a commitment to offering high quality educational programs from a wide range of academic and vocational areas.

Students and parents and carers can access a wide range of information on the role of the BSSS and the ACT Senior Secondary system at: [http://www.bsss.act.edu.au/information\\_for\\_students](http://www.bsss.act.edu.au/information_for_students).

### Range of course options

- Tertiary (T)
- Accredited (A)
- Modified (M)
- Vocational (V)
- External – through an ASBA (E)
- Higher Education (H)
- Competency Assessed (C)
- Registered (R)

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

### Tertiary Entrance Statement

The ACT Tertiary Entrance Statement (TES) is awarded to all students who meet the ACT BSSS' requirements. It reports information used in the calculation of the Australian Tertiary Admission Rank (ATAR), which is required for admission into universities in Australia. To receive a TES, students must have completed a Tertiary Package.

### The Board's requirements for a TES (Tertiary Package)

Students must:

- complete a minimum of 20 standard units during senior secondary studies (18 units must be BSSS units),
- form at least four majors and one minor, or three majors and three minors from A, T, M, H, C or E courses,
- complete at least three majors and one minor classified T or H,
- one minor must be in English, and
- sit all components of the ACT Scaling Test.

Course scores awarded in T or H courses at the college are used by the ACT BSSS to calculate students' Australian Tertiary Admission Rank (ATAR). These scores are scaled to achieve comparability of students' achievements across colleges and across courses. The scaling process allows all course scores to be reported on a common scale. Student results in the AST contribute to the scaling process.

The calculation of the ATAR is based on students' best three major courses plus 0.6 of the next best major or minor. Each T course students complete will be given a weight based on how much of this 3.6 it is contributing. Any other courses would have been given a weighting of 0 and not used in the calculation of the ATAR.

The Aggregate Scores for all students who have met the requirements are listed in order from highest to lowest (99.95 – 30.00). This ranking is then converted to an age rank (ATAR) by using a table supplied by the NSW Technical Committee on Scaling. This gives a rank for ACT students as if they were part of the NSW age cohort.

## ACT Scaling Test (AST)

The ACT Scaling Test (AST) is a test designed by the Australian Council for Education Research (ACER) to facilitate the comparison of T and H Course scores both within and across colleges. The test measures skills necessary for success at university.

All students who are enrolled in Year 12 and who wish to gain an Australian Tertiary Admission Rank must complete all parts of the AST.

The AST comprises of three papers:

**The Short Response Test:** Students will be asked for interpretations, explanations and justification of responses or points of view.

**The Multiple-Choice Test:** There will be 80 questions grouped into units, each based on a piece of stimulus material. The material is drawn from the humanities, social sciences, sciences and mathematics areas and is accessible to all senior secondary students.

**The Writing Task:** Students will be given stimulus material on a particular topic and are then expected to write a clear argumentative response of 600 words.

Note: an AST result will be awarded only if you make a serious attempt at all three components of the test.

The AST scores of those students who complete a T package provide the basis for scaling course scores for students at the colleges they attend. A student's scaled course scores are used in the calculation of that student's ATAR. More details of this process can be found in [Scaling and the ATAR](#).

## Special consideration for the ACT Scaling Test (AST)

Students with disabilities/special needs should apply for assistance in undertaking the AST.

Students should discuss their needs and eligibility for assistance with the school counsellor and/or the Special Needs Team and the AST Coordinator early in the year they will be sitting the AST.

Note: All decisions regarding eligibility for Special Provisions in the AST or eligibility for the Second Sitting are the sole responsibility of the Office of the Board of Senior Secondary Studies and because of the nature of the AST some support given for college assessment may not be relevant/granted for the AST.

Forms for special case consideration are available from the AST Coordinator in your school. These forms comprise two parts. Part 1 consists of a student application and a confidential college report requiring the Principals support. The AST Coordinator will send this to the Assessment Officer of ACT BSSS. Part 2 consists of a confidential medical report to be sent directly by your health professional to the Assessment Officer with relevant **current** documentation. In some cases, further functional evidence may be required (e.g. a recent handwritten essay). This application **MUST** be submitted by the due date. (Check this with Dickson's AST co-ordinator – [Chris.Hammerer@ed.act.edu.au](mailto:Chris.Hammerer@ed.act.edu.au)). Provisions granted are individually assessed based on documentation provided and recommendations from the medical professionals and the school.

## Preparation for the AST at Dickson College

Tertiary students are supported to prepare for the AST through a prep program. This program includes opportunities in year 11 and 12 to sit trial tests and receive feedback on skills to develop prior to the AST test in term 3 year 12. The student results on each trial helps to inform an 8-week series of prep lessons exploring the key skills required for success in the AST. These lessons are an hour each week and run for tertiary year 12 students in the lead up to the AST. Examples of past tests are found on the [BSSS website](#).

## VET Certificates and Statements of Attainment

Many ACT senior secondary colleges offer nationally recognised vocational courses. These courses are delivered to industry standard and, provided you meet the requirements, you will be issued with a qualification that will be recognised by vocational training providers (TAFEs, CIT, etc.) and employers around Australia.

Vocational qualifications certify what you have demonstrated you can do, and this achievement is measured through competency-based assessment. Each industry has a list of competencies and students are assessed against these competencies.

A Statement of Attainment is issued for the partial completion of a vocational certificate. It shows competencies achieved and the qualifications studied through an ACT College.

## Academic Rules and Regulations

### Unit grades

Student achievement in A, T and M courses is reported on the ACT Senior Secondary Certificate on a 5-point (A to E) scale based on the grade standards described in the Course Frameworks (these are provided to students each semester on their unit outlines). Grades appear on your Senior Secondary Certificate. If students complete the attendance and participation requirements for R units, they will receive a pass (P) grade.

Moderation Days are conducted twice a year where all college teachers review samples of units, including student work and the grades awarded against the grade standards. This is to ensure that grades awarded across the ACT are consistent. Students are not required to attend college on these days.

A Status (S) grade is awarded when a student has been unable to complete the unit through illness or misadventure and the college does not have enough evidence to award a grade (12).

A Recognition grade is awarded when a student has completed some year 11/12 studies in other jurisdictions.

Unit grades for H units will be awarded by the university, using the descriptors from that university. These grades include High Distinction, Distinction, Credit, Pass, Ungraded Pass and Conceded Pass.

### V grades

V stands for 'void', it means that a student has not met the requirements for the unit and cannot be graded or gain a point for the unit. Void units are **not** recorded on the Senior Secondary Certificate; however, they are recorded on student reports at the end of each period of study and on the student's full academic transcript.

V grades are awarded if students 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.

### Calculation of unit scores

Each T unit also generates a score. The score is based on an aggregation of assessment items within the unit. The unit outline will show students the weighting of each assessment item towards the unit score. 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.

Scaled scores at the end of a semester are not out of 100. The range is not 0 – 100; rather 40 – 95 is a normal distribution, however, it is not uncommon for students to achieve scores above 100. Students should be aware of their performance relative to the average score for the unit as their score is scaled based on their ranking against their peers in the unit.

Scores appear on the Tertiary Entrance Statement. The unit scores are scaled to historic parameters. This scale is a 'predictor' of a likely scaled score at the end of year 12.

### Assessment

At the beginning of each semester, students are provided with a unit outline detailing the content of each course and the assessment required for completion of the unit.

Students are expected to substantially complete and submit all assessment items. To meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment.

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

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 student's original score (out of 100) was 75 then an adjusted score after the penalty (15% of 100) would be 60. Late assessment counts towards determining grades and scores.

At Dickson College all assessment is due at 4:00pm on the day unless otherwise indicated on the task. It is the student's responsibility to check the submission requirements carefully as assignments handed in after the specified time will receive a late penalty.

### Extensions

If students are aware that they will be unable to complete an assessment item on time, and have a valid reason for an extension, students should talk to their teacher first, then their year coordinator.

If the extension request is for 1 day, students can discuss this with their teacher or study skills teacher who are able to approve the request if the reason is valid. Evidence must be provided with the assessment task. Please note the STEM faculty policy is that all requests for any extensions for tertiary units of study are through the student's co-ordinator or case manager. Students are encouraged to discuss their difficulties with their teachers as well.

If the extension request is for 2 or more days, these must go through the student's co-ordinator or case manager; evidence needs to be provided and attached to an application form, which will be provided to the classroom teacher and put on file. New due dates will be determined in consultation with the classroom teacher. Applications for extensions should be submitted BEFORE the due date of the assessment item. AFTER the due date, students will need to complete a special consideration form.

### Missed tests/exams

If a student is absent for an exam, it is very important to contact the class teacher and Student Wellbeing as soon as practicable to make alternative arrangements. Generally, exams are rescheduled any time within the exam period. Evidence is required to re-sit a missed exam without penalty if missed due to illness or adversity. A medical certificate is required if an exam is missed due to illness. If insufficient evidence is provided, a late penalty will be applied to tests/exams sat on a later date.

### Special Consideration

Some students require curriculum adjustments to be made. The evidence provided will determine the adjustments made to curriculum delivery and/or assessment requirements. This will be recorded as part of the student's Individual Learning Plan (ILP).

At times, students require special consideration for part of their studies when 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 ([Short term misadventure/special consideration](#)). If students apply 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 a member of the Student Wellbeing team (usually their Year Coordinator) or their Case Manager to complete the application and attach their documentary evidence such as a note from their 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 and teachers will be notified of the panel's decision via email.

### Academic Integrity

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 plagiarism, dishonesty, cheating, 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.

Students are asked to submit their assessment tasks via the Turnitin portal: <https://www.turnitin.com/> Each class sets up a submission page and students are provided the information on assessment tasks. This portal allows students and teachers to identify any examples of academic dishonesty and allow students opportunities before final submission of assessment tasks to adjust their work to fulfil all academic requirements.

At Dickson College, plagiarism is addressed with the student and recorded on the school database. An initial incident is seen as a learning opportunity for the teacher to build academic skills with the student. Students are provided with strategies to avoid further incidents. However, repeat incidents across all subjects are dealt with increasingly more serious penalties. Parents and carers are notified in writing of any incidents of plagiarism and the penalty imposed. Students may appeal the determination of plagiarism and/or the penalty imposed. If a student chooses to appeal, please follow the same steps as listed below for appealing a grade/score. For further details on the possible consequences, the BSSS documentation can be found on the [BSSS website](#).

### Appeals

Every student has the right to appeal assessment and unit grades and scores. If a student is unhappy with their grade or score, they should speak with these people (**in this order**):

1. The class teacher - explain the concerns and ask for clarification of why they awarded the score/grade. If the student is still not satisfied, go to step 2.
2. The faculty executive teacher - explain what was discussed with the teacher, the concerns and ask for them to review the score or grade. If the student is still not satisfied, go to step 3.
3. The Assessment and Certification Executive teacher – explain what was discussed with you in steps one and two, what the concerns are and the desired outcome. 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 the student.

There is limited time to appeal unit scores/grades. Please make sure students 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 appeals are heard.

### Attendance requirements

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. "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.

If students are absent from school, parents and carers need to provide a valid explanation in writing via the completion of a [Student Absence Form](#) or emailing [dicksonc.absences@ed.act.edu.au](mailto:dicksonc.absences@ed.act.edu.au). Please see further information on student absences in the [communications section](#).

### Staff absence

When staff are absent from the college, students are provided with learning opportunities that are carefully designed by the classroom teacher. Teachers develop a lesson plan with clear outcomes required of students for

each lesson. Teachers also decide whether the learning will be undertaken in the classroom environment with a relief teacher delivering the content and supervising the learning or teachers may decide to Flex the lesson. A flexed lesson is placed in the Google classroom and students can undertake the learning and complete the activity in their own time. Students are not expected to attend the class for that lesson; however, students are expected to engage in the learning activity set. Students are notified ahead of the lesson that this will be in place.

## Pastoral Care at Dickson College

The community at Dickson College places a great importance on the wellbeing of all members of the community. There are a range of formal and informal programs/supports for students as needed.

Students are encouraged to access supports from relevant staff, if required, such as: classroom teachers, their transition or mentor teacher, their Engagement Advisor, their Engagement Leader or the school psychologist. Appointments to see coordinators or the school psychologist may be made through the admin team in Student Engagement. Parents and carers are also welcomed to make appointments or communicate with teachers or Engagement Advisors to seek support for students, if you are concerned about the student's academic or wellbeing needs.

Other relevant supports are provided below.

### Pastoral Care R units

#### Transition Program

This is our pastoral care program for incoming year 11 students in semester 1. Transition teachers guide and mentor students through their first semester at college. Transition teachers meet with their group for one hour per week.

Transition teachers can assist with one on one discussions with students to monitor wellbeing, academic packages and to facilitate connections with other relevant staff as needed. They can be one of the first staff members that students and parents and carers can contact if students experience any issues or challenges.

The Transition Program class is an R unit (0.2 per semester) and it is assessed through satisfying the BSSS attendance and participation requirements (see note below).

#### Mentoring Program

Mentoring provides students with a teacher who is a first point of contact should they have questions or concerns about their time at Dickson College. The mentor teacher will monitor attendance and academic progress. The mentoring program is a continuation of the support and pastoral care program delivered in the Transition program.

The Mentoring Program class is an R unit (0.2 per semester) and it is assessed through satisfying the BSSS attendance and participation requirements (see note below). The Mentoring program is a mandatory weekly class for year 11 students during semester 2. Year 12 students can elect to change to the 0.0 Mentoring unit, however, all students at a minimum must meet with their mentor teacher twice per term.

#### Study Support

The Dickson College Study Support program is open to all students at the college. It is a tutorial support program run for one timetabled hour per week where students can access help and guidance from staff who will also monitor their progress and communicate with parents and carers and the Student Wellbeing team as frequently as needed. The program is designed to promote student wellbeing and academic success. Students may select one of the follow study support classes: drafting, time management or maths/science support.

The Study Support class is an R unit (0.2 per semester) and it is assessed through satisfying the BSSS attendance and participation requirements (see note below).

**Please note that for all R units:** Students are required to meet the 90% attendance requirements as per the BSSS policy to be awarded a unit and a grade (Pass). Given that R unit assessment is based on participation, students who

have not met the attendance and participation requirements (less than 90%) will be given a V grade, even if they have submitted notes for their absences.

## Support Staff

### Mentor Teachers

From semester 2 year 11 onwards, students have the option to link with a mentor teacher whose role is to check in with students and families throughout each semester to check on general progress and wellbeing. Students and teachers negotiate the way this contact will be made based on their individual needs.

Mentor teachers will check on student attendance and communicate with families should there be issues. Mentor teachers assist with one-on-one discussions with students to monitor wellbeing, academic packages and to facilitate connections with other relevant staff as needed. They can be one of the first staff members that students and parents and carers can contact if students experience any issues or challenges.

### Student Engagement

Student Advisors provide support for students to talk through options for managing issues affecting attendance, academic performance or wellbeing. They utilise a case management approach that encourages students to develop maturity and independence by actively engaging with the school's relevant supports and BSSS processes.

Engagement Leader 1 – Caitlin Hanby: [Caitlin.Hanby@ed.act.edu.au](mailto:Caitlin.Hanby@ed.act.edu.au)

Engagement Leader 2 – Robert Howatson: [Robert.Howatson@ed.act.edu.au](mailto:Robert.Howatson@ed.act.edu.au)

Engagement Leader 3 – David Green: [David.Green@ed.act.edu.au](mailto:David.Green@ed.act.edu.au)

Assessment and Certification – Josephine Kim: [Josephine.Kim@ed.act.edu.au](mailto:Josephine.Kim@ed.act.edu.au)

Deputy Principal Students – Scott Eastburn: [Scott.Eastburn@ed.act.edu.au](mailto:Scott.Eastburn@ed.act.edu.au)

School Psychologist – Graham Mackay: [Graham.Mackay@ed.act.edu.au](mailto:Graham.Mackay@ed.act.edu.au)

Student Wellbeing Admin team (Anne-Marie Wigley, Lyndall Bolton, Karen Burt):

[DicksonC.studentadmin@ed.act.edu.au](mailto:DicksonC.studentadmin@ed.act.edu.au)

For students with more intensive case management requirements, Engagement Advisors liaise with parents and carers, professional practitioners and external agencies.

### Support Programs

Students enrolling in the support program must have completed year 10 studies in a disability education setting or be assessed by a school psychologist as meeting the criteria for access to a place in the program.

The support program is based on coursework that can lead to the awarding of the ACT Senior Secondary Certificate.

The Disability Education Coordinator (DECO) is Caitlin Hanby ([Caitlin.Hanby@ed.act.edu.au](mailto:Caitlin.Hanby@ed.act.edu.au)). Students are supported by an individual case manager, who provides tutorial support, and operates as a pastoral care coordinator. The case manager liaises with the student, parents and carers and teachers to ensure the identified needs on the ILP are appropriate and delivered for students. When students are experiencing difficulties, they and their parents and carers are encouraged to contact the case manager for support.

Executive teacher – Caitlin Hanby: [Caitlin.Hanby@ed.act.edu.au](mailto:Caitlin.Hanby@ed.act.edu.au)

### Support Programs Assistants

EA Support Programs - Kyelee Mackintosh: [Kyelee.Mackintosh@ed.act.edu.au](mailto:Kyelee.Mackintosh@ed.act.edu.au)

### Aboriginal and/or Torres Strait Islander student supports

Aboriginal and/or Torres Strait Islander students can access extra support from the Indigenous Contact Officer, Elinor Archer. She may be contacted via email [Elinor.Archer@ed.act.edu.au](mailto:Elinor.Archer@ed.act.edu.au) or by phoning the College. Her role is that of a



mentor teacher. Further students and families may access further support by contacting the Dickson College Cluster Indigenous Education Transitions Officer Jenny Dries. She also works with Aboriginal and Torres Strait Islander students at Campbell High School and Lyneham High School.

Aboriginal or Torres Strait Islander students are also encouraged to join the Aboriginal and Torres Strait Islander group to access individual supports within a group environment. This group is led by Elinor Archer.

#### ESL student support

The ESL Coordinator is Marcus Lee ([Marcus.Lee@ed.act.edu.au](mailto:Marcus.Lee@ed.act.edu.au)). His role is that of a Coordinator for ESL students. Marcus liaises with parents and carers to determine the levels of supports required for each student, and where necessary adjustments to curriculum and assessment are negotiated.

ESL students are required to participate in an ESL tutorial program. The program offers language assistance with work across a range of subject areas. Students can also access Bridging Intensive English classes for students who need extra support with language to access the curriculum.

#### International student support

The IPS Coordinator is Christiane Roth ([Christiane.Roth@ed.act.edu.au](mailto:Christiane.Roth@ed.act.edu.au)). Her role is that of a Coordinator for ISP students. She liaises with families and the International Education Unit of the Education Directorate to support students in accessing the curriculum and to fully participate in the life of the college.

#### Refugee Bridging Program student support

The RBP Coordinator is Yani Tian ([Yani.Tian@ed.act.edu.au](mailto:Yani.Tian@ed.act.edu.au)). Her role is that of a Coordinator for students in the program. Students in the program are given the opportunity to study units that are appropriate to, and support, their past educational and life experiences. Students can also access classes in the fundamentals of English as a Second Language and Mathematics. Students are also placed in an RBP support class.

### Careers Support

The careers team are available to provide advice on post-school options, career pathways, training opportunities, vocational education and training, tertiary education, work experience and Australia School Based Apprenticeships (ASBAs).

The careers team have a number of communication tools to provide students and parents and carers with information to consider pathways options, training and apprenticeship opportunities, employment opportunities, university admission requirements and other careers information.

Students and parents and carers can join the Google Classroom: **4dalek6** or visit the [Dickson College Careers website](#).

Students may undertake work experience (WEX) throughout the year and can discuss options with the Careers team. The team can then provide the appropriate paperwork for insurance coverage while on the placement and to ensure the points count towards the student's Senior Secondary Certificate. Further information on WEX options may be found at InPlace on the students' digital backpack.

The Careers team also offers a resume service to look at the current resume and make changes as appropriate.

Parents and carers and students are encouraged to make an appointment to discuss career pathways and further study and training opportunities, as well as for WEX placements and resume help. Please drop in to make an appointment or phone on 6142 0151.

#### Careers team

Executive Teacher – [Jenny.Cowell@ed.act.edu.au](mailto:Jenny.Cowell@ed.act.edu.au)

Careers Advisors – [Lia.McKerihan@ed.act.edu.au](mailto:Lia.McKerihan@ed.act.edu.au) and [Ryan.Davis@ed.act.edu.au](mailto:Ryan.Davis@ed.act.edu.au)

WEX Administrator – [Vicki.Jackson@ed.act.edu.au](mailto:Vicki.Jackson@ed.act.edu.au)

## Parent/Carer and College partnerships

### Reporting on student achievement

At the end of Q1 and Q3, reports are emailed out to families to identify the progress of the student. The report outlines strengths, areas for development and strategies for improvement in each academic class based on class participation and a mixture of formative assessment and any completed assessment items. Parents and carers are invited to attend a follow up parent teacher evening to discuss any areas of development. Bookings can be made through the online booking portal PTO. Parents and carers receive login details at the same time as the progress reports are sent.

Students are encouraged to attend the interviews with parents and carers. If you are unable to attend the interviews, then please feel free to contact the individual teachers to gather more specific information on ways to support further progress.

At the end of each semester, a report of student achievement on individual assessment items and final scores and grades in each unit is provided to families and students.

### Dickson College student agreement

On enrolling at Dickson College, students are asked to sign a student agreement. This agreement outlines the expectations of members of the Dickson College community and is sent to families as part of the enrolment pack. The agreement has been developed to recognise the increased maturity of students in the senior secondary years, while providing clear workplace expectations. Parents and carers are asked to read through this document as well and to also sign the agreement. This agreement can also be found in the [DC Essentials Guide](#).

### Supporting students

As parents and carers, your role is to support the students through their final years of school. This can be a challenging role as there are many competing pressures on young people during this time. There are several supports within the college and externally for parents and carers to access as needed. A useful website is <https://headspace.org.au/> - it has a section providing information and services for friends and family to support a young person, including health and wellbeing, life issues and work and study support.

A useful tool for families has been provided by the e-Safety Commissioner should students experience issues online: [https://www.esafety.gov.au/sites/default/files/2020-02/respond\\_7\\_-\\_tips\\_for\\_parents-carers\\_after\\_an\\_online\\_safety\\_incident.pdf](https://www.esafety.gov.au/sites/default/files/2020-02/respond_7_-_tips_for_parents-carers_after_an_online_safety_incident.pdf)

Parents and carers are also encouraged to contact the student's Transition/Mentor teacher, relevant coordinator/case manager, Student Wellbeing Executive teacher or the school psychologist for advice on appropriate ways to support the student.

## Communication

### Whole College

#### Website

You will find key information, including a PDF of this handbook, on the Dickson College website: <http://www.dicksonc.act.edu.au/>. The website is updated regularly and the latest news, as well as copies of the latest newsletters can be located on the website.

#### DC Newsletter and Community Update

A school newsletter is published twice per term. The newsletters provide the community with information on upcoming events, highlighting the learning and opportunities available for students and highlights over the past few weeks. In the off fortnights (Week 2, 6 and 10), families receive a DC Community Update, which provides the community with timely updates of important information and events at the school. Both the newsletter and the community updates are sent to parents and carers and students via their identified emails. Newsletters are also available on the college website.

## Facebook

We also have a Facebook page (<https://www.facebook.com/dicksoncollege>). All key events at the college are advertised through this page. You will also find videos from staff and students to show what the Dickson College community get up to. Please follow us and share the videos with the family and friends of the students.

## Individual contact with staff

When you would like to contact various staff members at the school, please be aware of the working conditions of staff. Staff may not be available during the school day as they may be on class or preparing for lessons. When this is the case a message will be given to the staff member. When leaving a message, please identify your preferred contact and a brief outline of the inquiry so that the staff member is able to provide you with appropriate information. Staff will respond in work hours and therefore may respond to inquiries the next day. You are also encouraged to email staff with specific questions, and they will call back or email within 2 working days. If a staff member is away, you can contact the front office who will redirect your inquiry to the most appropriate staff member.

To email a staff member at the school via email the emails usually (some staff use full names for emails) follow the same pattern: [firstname.secondname@ed.act.edu.au](mailto:firstname.secondname@ed.act.edu.au).

## School Leadership team

Principal – Craig Edwards: <a href="mailto:Craig.Edwards@ed.act.edu.au">Craig.Edwards@ed.act.edu.au</a>	
Deputy Principal (Students) – Scott Eastburn: <a href="mailto:Scott.Eastburn@ed.act.edu.au">Scott.Eastburn@ed.act.edu.au</a>	Deputy Principal (Staff) – Victoria Margrain: <a href="mailto:Victoria.Margrain@ed.act.edu.au">Victoria.Margrain@ed.act.edu.au</a>
Executive Teacher of Humanities & Student Group 1 – <a href="mailto:Caitlin.Hanby@ed.act.edu.au">Caitlin.Hanby@ed.act.edu.au</a> Executive Teachers of Arts – <a href="mailto:Rod.Harding@ed.act.edu.au">Rod.Harding@ed.act.edu.au</a> Executive Teacher of Design & Technology – <a href="mailto:Jenny.Cowell@ed.act.edu.au">Jenny.Cowell@ed.act.edu.au</a> Executive Teacher of Social Science & Student Group 2 <a href="mailto:Robert.Howatson@ed.act.edu.au">Robert.Howatson@ed.act.edu.au</a>	Executive Teacher of Mathematics & Student Group 3 – <a href="mailto:David.Green@ed.act.edu.au">David.Green@ed.act.edu.au</a> Executive Teacher of English & Library – <a href="mailto:Claire.Sandrey@ed.act.edu.au">Claire.Sandrey@ed.act.edu.au</a> Executive Teacher of Science & Physical Education – <a href="mailto:Josephine.Kim@ed.act.edu.au">Josephine.Kim@ed.act.edu.au</a> Executive Teacher of REILS – <a href="mailto:Yani.Tian@ed.act.edu.au">Yani.Tian@ed.act.edu.au</a>
Business and Facilities Manager – <a href="mailto:Alex.Tebbetts@ed.act.edu.au">Alex.Tebbetts@ed.act.edu.au</a>	

## Front Office team

The Administrative team are located at the front office of the school.

Business Hours: 8:30am – 4:00pm

Payments (Cashless) can be made from 8:30am – 2:30pm (Mon – Thurs) and 8:30am – 1:30pm (Fri)

Business and Facilities Manager – Alex Tibbetts

Building Services Officer – Craig Osteraas

Receptionist – Jodie Roberson

Finance Officer – Emily Gulliver

Staffing Officer – Madi Wynne

Executive Assistant (Principal) - Trudy Bush

## Communicating regarding issues or concerns

If students are having issues within classes, in the first instance, please contact the classroom teacher via email or by phoning the college. Teachers will endeavour to respond to communication from parents and carers within two

working days. If the initial communication is not able to resolve the issue, please contact the executive teacher of the area. The executive teacher can liaise with the student, teacher and parent to help resolve more complex issues.

If these interventions are not successful, you may contact the supervising Deputy of each area or Craig Edwards (Principal), who will investigate the identified issues and provide appropriate solutions and supports. If the issue relates to Assessment or Certification issues, parents and carers must contact Scott Eastburn (Assessment and Certification) who will provide support in resolving appeals, including referring the issue to the BSSS, if required.

If the issue is unable to be resolved at the school level parents and carers are also welcome to contact the Education Directorate's Liaison Unit: [https://www.accesscanberra.act.gov.au/app/forms/etd\\_liaison\\_feedback](https://www.accesscanberra.act.gov.au/app/forms/etd_liaison_feedback)

When phoning the school, please provide the Administration team brief details of the issue and any prior communication you have had with staff so that they are able to appropriately direct your call and provide context for the staff member involved. The school's number is: 6142 0140.

## Communicating student absences

If students are absent from school, parents and carers need to provide a valid explanation in writing via the completion of a [Student Absence Form](#) or emailing [dicksonc.absences@ed.act.edu.au](mailto:dicksonc.absences@ed.act.edu.au).

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
- attendance at court or other legal hearings or meetings associated with hearings
- participation in sanctioned debates, sports, musical or theatrical productions not directly arranged by the school, or participation in interstate, national, or international academic or sporting event or equivalent

Please note absences not in accordance with the ACT Education Directorate's attendance procedures will be marked as an "unauthorised" explanation. Any other absence reasons should be discussed with the relevant year coordinator/case manager to determine whether it can be validated as approved leave.

An absence summary is emailed to nominate parents and carers fortnightly and a daily SMS is sent to nominated parents and carers if a student has any absences. The information on the notification provides information about the time of absence; partial absence from classes are also recorded so the absence may be for 5 mins of a lesson up to the full length of the lesson. It is important to have a copy of the student timetable and the name of the student's teachers for each class.

If you believe there is an error in the absence information, please contact the classroom teacher in the first instance and they will adjust the records if an error has been made. If the absence information is correct, and the student has due cause for the absence, please notify [dicksonc.absences@ed.act.edu.au](mailto:dicksonc.absences@ed.act.edu.au) of the reasons for the absence and the records will indicate the absence as approved.

Medical certificates and/or other explanation should be attached to the notification of absence. Absence notes should be returned within 2 weeks of the absence. For absences longer than three days, please see the information on extended leave below.

## Extended leave requirements

Students should complete an extended absence agreement form if they know in advance, they will be on leave from school for more than 3 days or ongoing partial absences. This is not required for a school sanctioned program such as an excursion or work experience. Students must provide evidence of due cause for the absence and complete an Extended Absence Agreement with class teachers to ensure all assessment requirements are met.

If a student is absent for three days or more without prior notice, such as a family emergency or illness, parents and carers should notify [dicksonc.absences@ed.act.edu.au](mailto:dicksonc.absences@ed.act.edu.au) and the relevant coordinator/case manager as soon as

possible to ensure the student is supported in relation to assessment requirements for each class. In relevant instances, students will be supported to complete a special consideration application relating to specific assessment requirements.

Please note - family holidays are not recommended to be taken during school term time in line with ACT Education Directorate and BSSS policies. If a student is absent for a family holiday, they are not eligible for special consideration such as extensions unless there are extenuating circumstances that can be discussed with a coordinator/case manager. Students will need to submit assessment that falls in the time frame they will be absent before they go on leave or submit the assessment electronically on the due date, otherwise the usual late penalties will be applied.

### Infectious Diseases

If a student is absent due to an infectious disease, please refer to the [table](#) to identify whether an exclusion period applies.

### Public Health requirements – COVID-19

All members of the Dickson College community are required to follow [COVID-19](#) regulations as directed by the ACT Government. If a student is experiencing symptoms associated with COVID-19, families are asked to undertake a COVID-19 test and remain isolated from the college until provided with a clear result. If the test and isolation impact on a student’s ability to attend school, the testing centre can provide a certificate of attendance. Please email the copy of this document to the absence email. Students can access learning resources for their classes through their Google Classroom. Students are also encouraged to communicate with their class teachers to ensure they are able to participate in learning remotely.

## School Timetable

### Student Timetable



Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:50 – 10:20	1 (A)	6 (B)	5 (C)	2 (D)	4 (E)
10:20 – 10:40	<b>Recess</b>	<b>Recess</b>	<b>Recess</b>	<b>Recess</b>	<b>Recess</b>
10:40 – 11:40	2 (F)	7 (G)	4 (H)	5 (I)	6 (J)
<b>Walking time</b>					
11:45 – 1:15	3 (K)	8 (L)	7 (M)	8 (N)	3 (O)
1:15 – 1:55	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch 12:45 – 1:25</b>	<b>Lunch 12:45 – 1:25</b>
1:55 – 2:55	4 (P)	1 (Q)	2 (R)	1 (S)	8 (T)
<b>Walking time</b>					
3:00 – 4:00	5 (U)	3 (V)	6 (W)	2:30 9 (X)	2:30 – 3:30 7 (Y)

Please note academic classes are scheduled on whole lines that are indicated by number (1 – 8), however, R units are scheduled on single lessons within each week, and they are indicated by letters (A – Y).

## UNIT CONTENT AND ASSESSMENT SCHEDULE

WEEK	DATES	CONTENT	COLLEGE INFORMATION	ASSESSMENT	WEIGHTING
1	Jan 31 - Feb 4		New students (Mon) All students (Tue)		
2	Feb 7 - Feb 11				
3	Feb 14 - Feb 18		Parent Information Session – Intro to DC & the ACT College System (Thu)		
4	Feb 21 - Feb 25		Assembly (Wed: 11:45 – 12:25)		
5	Feb 28 - Mar 4		Moderation Day 1 (Tue - no classes)		
6	Mar 7 - Mar 11				
7	Mar 14 - Mar 18		<b>Canberra Day (Mon)</b>		
8	Mar 21 - Mar 25		Youth Week STEM crossline testing (Fri)		
9	Mar 28 - Apr 1		STEM crossline testing (Mon/Tue) <b>End classes Q1 (Tue)</b> 12 AST Trial (Wed/Thu) 11 AST Trial (Thu pm) Pupil free for Moderation and assessment (Fri)		
10	Apr 4 - Apr 8		<b>Start classes Q2 (Mon)</b>		
11	Apr 25 - Apr 29		<b>ANZAC Day (Mon)</b> ANZAC Day Assembly (Tue: 9:40 – 10:20) Reports emailed (Tue) Parent Teacher Evening (Thu)		
12	May 2 - May 6				
13	May 9 - May 13		MIEACT( Mental Health) Tues – Fri)		
14	May 16 - May 20		AST Prep 1 IDAHOBIT(Tues)		
15	May 23 - May 27		AST Prep 2 Open Night (Thu)		
16	May 30 - Jun 3		<b>Reconciliation Day (Mon)</b> AST Prep 3 Assembly (Tue: 11:45 – 12:25)		
17	Jun 6 - Jun 10		AST Prep 4		

TEACHING PERIOD: Q1

TEACHING PERIOD: Q2

18	Jun 13 - Jun 17		Queen's Birthday (Mon)			
19	Jun 20 - Jun 24		End Q2 Classes (Tue) Testing (Tue – Fri)			
20	Jun 27 - Jul 1		Handback Day (Tue) Scores/Reports emailed (Fri)			
CLASSROOM TEACHER			EXECUTIVE TEACHER		DATED	FEB 2022

## UNIT CONTENT AND ASSESSMENT SCHEDULE - SEMESTER 2

WEEK	DATES	CONTENT	COLLEGE INFORMATION	ASSESSMENT	WEIGHTING	
1	Jul 18 - Jul 22		S1 Awards Presentation (Thu)			TEACHING PERIOD: Q3
2	Jul 25 - Jul 29					
3	Aug 1 - Aug 5					
4	Aug 8 - Aug 12					
5	Aug 15 - Aug 19		Moderation Day 2 (Thu) Year 12 AST trial (Thu)			
6	Aug 22 - Aug 26		Wear Purple Day(Fri)			
7	Aug 29 - Sep 2		AST assembly (Mon Line 3) AST Sessions 1 & 2 (Tue) AST Session 3 (Wed)			
8	Sep 5 - Sep 9		Crossline testing (Thu – Fri) RUOK Day (Thur)			
9	Sep 12 - Sep 16					
10	Sep 19 - Sep 23					
CLASS FREE PERIOD						
11	Oct 10 - Oct 14					TEACHING PERIOD: Q4
12	Oct 17 - Oct 21					
13	Oct 24 - Oct 28					

14	Oct 31 - Nov 4					
15	Nov 7 - Nov 11					
16	Nov 14 - Nov 18					
17	Nov 21 - Nov 25					
18	Nov 28 - Dec 2					
19	Dec 5 - Dec 9					
20	Dec 12 - Dec 16					
CLASSROOM TEACHER		EXECUTIVE TEACHER		DATED		JUL 2022



## Teaching Strategies at Dickson College

Students are encouraged to select subjects that they like; that they are good at; and subjects that they will need for their post-school pathways. Often the classes students enjoy are those that incorporate teaching strategies that they enjoy, for instance, more practical course allow for a greater hands-on experience for students and more theoretical classes often require students to engage in active communication with peers and teachers to fully develop their understandings.

In all classes, staff use a variety of teaching approaches within individual lessons and across a unit of study. Some common approaches are:

- Inquiry learning
- Explicit instruction
- Cooperative learning
- Individual work
- Flexible/structured learning tasks

Teachers also differentiate the curriculum for students to engage each student at their point of learning. This could be to provide added scaffolding through lessons to complete tasks and/or delivering the content in multiple ways throughout a lesson for students to understand the content. For students with specific learning needs identified, assessment requirements are adjusted based on the student's ILP or via a special considerations process.

## Useful Resources

### Class resources

All ACT public education students from years 7 – 12 receive a Chromebook from the ACT Government. All units have a Google classroom page, as well as several different student groups and the various support programs at the school, such as the Careers team, the DC Weekly Announcements, and the AST page. Students can access all the class materials, notifications about key dates for class and importantly their assignment requirements in the classroom page. Parents and carers are connected to each page as guardians and you will see information on due dates and topics as they are posted.

Students newly enrolling in an ACT public school need to complete the Chromebook application and go to the library to collect their Chromebooks when they arrive at the college if they would like to take up the offer.

In classes where specific resources are required, students are notified within the first week of semester. Teachers do not expect students to have these resources until after they are notified.

However, it is useful for students to have a notebook/lined paper, pens, highlighters, etc as there may be times when students will be asked to work in a different style than simply on devices. Students generally know their preferred learning and study styles, and this is a good rule of thumb to determine appropriate stationery for school.

Students enrolled in mathematics (Tertiary and Accredited), will need a scientific calculator. No student should be using a programmable calculator as these calculators may not be used in any tests, including the AST. Students completing Specialist Methods course in year 12, should have a graphics calculator. Students can purchase a CASIO fx-9860G AU PLUS from the front office.

### Links

- ACT Board of Senior Secondary Studies: <http://www.bsss.act.edu.au/>
  - ACT Qualifications: [http://www.bsss.act.edu.au/information\\_for\\_students/act\\_qualifications](http://www.bsss.act.edu.au/information_for_students/act_qualifications)
  - Appeal Process: [http://www.bsss.act.edu.au/information\\_for\\_students/your\\_rights\\_to\\_appeal](http://www.bsss.act.edu.au/information_for_students/your_rights_to_appeal)
  - Equitable Assessment and Special Consideration: [http://www.bsss.act.edu.au/information\\_for\\_students/equitable\\_assessment\\_and\\_special\\_consideration\\_in\\_assessment\\_in\\_years\\_11\\_and\\_12\\_student\\_guide](http://www.bsss.act.edu.au/information_for_students/equitable_assessment_and_special_consideration_in_assessment_in_years_11_and_12_student_guide)
  - Information for Students: [http://www.bsss.act.edu.au/information\\_for\\_students](http://www.bsss.act.edu.au/information_for_students)

- Moderation: [http://www.bsss.act.edu.au/information\\_for\\_students/whats\\_moderation](http://www.bsss.act.edu.au/information_for_students/whats_moderation)
- Academic Integrity: [http://www.bsss.act.edu.au/\\_data/assets/pdf\\_file/0003/313905/Academic\\_Integrity\\_Student\\_Guide.pdf](http://www.bsss.act.edu.au/_data/assets/pdf_file/0003/313905/Academic_Integrity_Student_Guide.pdf)
- Policy and Procedures Manual: [http://www.bsss.act.edu.au/The\\_Board/policy\\_and\\_procedures\\_manual](http://www.bsss.act.edu.au/The_Board/policy_and_procedures_manual)
- Scaling and the ATAR: [http://www.bsss.act.edu.au/information\\_for\\_students/scaling\\_and\\_the\\_atar](http://www.bsss.act.edu.au/information_for_students/scaling_and_the_atar)
- Transferring students: [http://www.bsss.act.edu.au/information\\_for\\_students/transferring\\_students](http://www.bsss.act.edu.au/information_for_students/transferring_students)
- ACT Education Directorate: <https://www.education.act.gov.au/>
  - ACT Education Directorate Policies: [https://www.education.act.gov.au/publications\\_and\\_policies/policies](https://www.education.act.gov.au/publications_and_policies/policies)
  - Code of Conduct: [https://www.education.act.gov.au/\\_data/assets/pdf\\_file/0015/1202910/Working-Together-With-Your-School-Brochure\\_WEB-FINAL.PDF](https://www.education.act.gov.au/_data/assets/pdf_file/0015/1202910/Working-Together-With-Your-School-Brochure_WEB-FINAL.PDF)
  - Education Directorate contact form: [https://www.accesscanberra.act.gov.au/app/forms/etd\\_liaison\\_feedback](https://www.accesscanberra.act.gov.au/app/forms/etd_liaison_feedback)
  - Enrolling in ACT Public Schools: [https://www.education.act.gov.au/school\\_education/enrolling\\_in\\_an\\_act\\_public\\_school](https://www.education.act.gov.au/school_education/enrolling_in_an_act_public_school)
  - Infectious Diseases: [https://www.education.act.gov.au/\\_data/assets/pdf\\_file/0005/845267/20160322-InfectiousDiseasesProcedures.pdf](https://www.education.act.gov.au/_data/assets/pdf_file/0005/845267/20160322-InfectiousDiseasesProcedures.pdf)
  - NSW Resident Enrolments: <https://www.education.act.gov.au/public-school-life/enrolling-in-a-public-school/nsw-resident-enrolments>
  - Parental Engagement: <https://www.education.act.gov.au/public-school-life/resources-for-parents/parent-engagement>
  - Term Dates and Public Holidays: [https://www.education.act.gov.au/public-school-life/term\\_dates\\_and\\_public\\_holidays](https://www.education.act.gov.au/public-school-life/term_dates_and_public_holidays)
- Useful wellbeing websites:
  - Headspace - <http://headspace.org.au/>
  - Reach Out - <http://au.reachout.com/>
  - Beyond Blue (depression and anxiety) - <https://www.beyondblue.org.au/>
  - The Black Dog Institute (depression and bipolar disorder) - <http://www.blackdoginstitute.org.au/>
  - The Butterfly Foundation (eating disorders and body image) - <https://thebutterflyfoundation.org.au/>
  - Youth Services Directory - <http://www.youthservicesdirectory.com.au/>
  - Online treatment or prevention programs for common mental health problems, such as anxiety and depression - <https://moodgym.anu.edu.au>

## Documents

- [\*DC Essentials Guide for Students\*](#) – supplied to all students in Year 11 each year. Students in Study Skills classes are also provided with copies each year.
- *Unit Outlines* – unit outlines are provided to students for each class they are enrolled in at the beginning of each learning period. These are usually provided through the student’s Google Classroom.
- *Google Classroom* – this is an online portal where teachers upload relevant lessons, resources and assessment. Students are provided with a link and parents and carers are invited as guardians – guardians can receive notifications of upcoming assessment/homework due dates. If parents and carers would like to see assessment tasks or unit outlines, they should ask for copies from the student or they may contact the classroom teacher to receive the information.