

High School Handbook

Stage 6 / Years 11-12



Christ Holds All Things Together

College Details

School Address	206 East Wilchard Road Castlereagh, NSW 2749
Mailing Address	Locked Bag 1001 Cranebrook, NSW 2749
School Phone no.	02 4708 9800
School Email	office@thelakescc.nsw.edu.au
School Web Address	www.thelakescc.nsw.edu.au
Principal	Mr Darren Dick
Deputy Principal – High School	Mr Cameron Bond
Deputy Principal – Junior School	Mrs Tara Waller
Director of Teaching & Learning	Mrs Cherine Spirou
Learning Support Coordinator	Mrs Cherie Huxley
Sports Coordinator	Mrs Maria Keehan
Bus Coordinator	Mr David Lewis
Office Manager	Mrs Cathie Godfrey
Administration	Mrs Lynda Clark Mrs Kerenina Van Der Kley Mrs Jenny Lewis
Finance Officer	Mrs Marianna Dissanayake
Canteen	Mrs Claire Weston
Librarian	Miss Stephanie Kerr

2025 Term Dates

Term 1:	Yr1 to Yr12 – 3 February to 11 April Kindy & Prep – 4 February to 11 April
Term 2:	29 April to 4 July
Term 3:	28 July to 26 September
Term 4:	14 October to 10 December

College Hours

School Hours:	8.30am to 3.05pm	<i>Supervision from 8.00am</i>
Office Hours:	8.00am to 4.00pm	
Term Break Office Hours:	9.00am to 3.00pm	

Patterns of Study

The Lakes Christian College adapts and endorses the NSW Education Standards Authority's (NESA) course requirements specified in the HSC Rules and Procedures guide. These guidelines can be viewed on the NESA website:

<http://educationstandards.nsw.edu.au>

Every student must satisfactorily complete:

- A Preliminary pattern of study that includes at least 12 units
- A HSC pattern of study that includes at least 10 units

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English or English Studies
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects

Some courses have certain rules and prerequisites which are followed at TLCC (NESA, 2023 Rules and Procedures Guide).

Assessments

An assessment provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes. Assessment processes enable students to demonstrate what they know and can do, gain a deeper understanding of concepts, and clarify their understanding of course content. Student achievement will provide evidence that current understanding and skills are a suitable basis for future learning.

Every Assessment Task:

- Is based on syllabus outcomes
- Is a valid instrument that is designed to assess a student
- Includes criteria to clarify the aspects of learning that are being assessed
- Enables students to demonstrate their learning in a range of task types
- Is reliable and measures what the task intends to assess and provides accurate information on each student's achievement
- Is free from bias and provides evidence that accurately represents a student's knowledge, understanding, and skills
- Enables students and teachers to use feedback effectively and reflect on the learning process
- Must be inclusive of, and accessible for, all students
- Must be a part of an ongoing process where progress is monitored over time

Assessment Types

Assessment of Learning, Assessment for Learning, and Assessment as Learning are used at the discretion of the teacher in accordance with the NESA requirements and the TLCC Assessment Policy to monitor student learning.

Maximum Assessment Weightings

The following assessment weightings are expressed in percentages, i.e. the relative weighting of different assessment strategies should be given in different grade levels.

Stage	Formal Assessment	Informal Assessment
Stage 6	100%	0%

This would be used to determine a student's overall grade in a course. Assessment weightage, types of tasks, and the number of tasks must adhere to NESA specifications in each Key Learning Area (KLA) and in each stage.

General Guidelines for Assessments

Accountability

All teachers and students must strictly adhere to the Assessment Policy.

Privacy

Every effort is to be made to protect the privacy of each student's assessment results. Staff will gain permission to publish student marks.

Notifications

Students will receive a minimum of two weeks' notice for all formal assessment tasks. Notifications must be presented to the Head of Curriculum for clarification and signature before distribution.

Assessment Strategies

- Tasks should vary in format and type
- Tasks should reflect course outcomes
- Teachers should avoid multiple small tasks as a method to determine gradings or rankings in a course or module
- Teachers must ensure a range of measures are used to determine student outcomes
- Outcomes may specify tasks or strategies, e.g. oral presentations as an assessing tool

Limit to Formal Assessments

Teachers should follow the specific NESA guidelines for each Key Learning Area (KLA). Most courses in Year 11 will have a maximum of *three* formal assessment tasks and most courses in Year 12 will have a maximum of *four* formal assessment tasks.

Record of Marks/Grades

All formal assessment tasks will be recorded in the assessment schedule provided to students at the beginning of the year. The prescribed Stage Outcomes will be used as the basis for formal reporting of assessments, and student progress will be recorded against the NESA Stage Outcomes.

Subjective Assessments

Where staff are required to give a formal grading for potentially subjective assessments, all care should be made to reflect Effort, Attitude, Homework, or Course participation based on a schematic recording of student involvement or participation.

Collection and Presentation of Marks

Assessment marks can be presented as raw marks (preferred) or scaled marks as the assessment task necessitates.

Grade-Based

Grade-based formal assessment tasks should be used to moderate class assessment rankings.

Scaled Marks

Scaled marks can only be used in grade moderating processes. Staff must discuss the use (and the reporting) of scaled marks in any course with the Head of Curriculum and the Principal prior to publishing achievement rankings or marks.

Achievement Bands/Rankings

When comparative means are used to determine course placement, the teacher and the Head of Curriculum must be satisfied that any mark or ranking used can be substantiated at a grade level. Students can be given Achievement Bands or rankings.

Computer-Based Assessment Presentation

On occasion, students are required to complete computer-based assessments. Where assessments are to be submitted in USB or CD format, students must also present a hard copy of the task (if appropriate).

Students are responsible to provide regular copies of computer-based material prior to the completion date of any assessment task, and teachers should view at least 75% of an assessment task that is to be presented by computer-based means prior to the final date of task. This is to allow reasonable assessment, should electrical breakdown or electronic faults prevent a task from being presented on time. In that instance, staff would use the most recent print-out as a means of assessing the student's outcome.

Students should not be required to email any assessment task as the prime means of handing in an assessment.

Submission of Assessment Tasks

- All assessments must be submitted (even if it is past the due date)
- All Year 12 assessment tasks must be photocopied, and a copy submitted to the Head of Curriculum prior to marking
- All **formal hand-in assessment tasks** must be submitted to the teacher on the due date before 9am (or follow the instructions on the Task Notification)
- All informal tasks are to be handed in to the relevant teacher of the Head of High School, if the relevant teacher is unavailable
- Students are not permitted to enter an unattended staffroom to leave assessment tasks on the teachers' desks.

Failure of equipment (i.e. computers, printers) will NOT be accepted as a reason for not handing in an assessment task. It is the responsibility of all students to make drafts and copies of ALL their work throughout the process. These will need to be provided to the teacher if the student is unable to provide a finished copy of the assessment task.

Electronic Submission of Assessment Tasks

Assessments should NOT be submitted electronically, however, in special circumstances, they may be submitted via email to the relevant teacher and the Head of Curriculum. The student must provide a hard copy of the assessment task and a copy of the email (with the date and time) accompanied by a Misadventure Form to the Head of Curriculum upon the student's return to school.

Failure to Submit an Assessment Task

Teachers must insist on the completion of all assessment tasks regardless of the consequences a student may face because of late penalties. Parents must also be contacted by the Head of Curriculum or the Principal if problems arise and assessments are not submitted in the first or second instance.

Failure to Submit a Formal Assessment Task by the Due Date

- a. Late submissions will be awarded a 'zero' mark and the student will be awarded an official "N" warning letter for the task.
- b. This task must be completed to a satisfactory standard to complete the course.
- c. Two "N" warning letters for any subject will result in an N-determination for that subject.
- d. An N-determination means the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate and as a result, the student is in danger of not receiving their ATAR.

Assessments for Pathways Students or Accelerants

Pathways students and accelerants are subject to all the rules and guidelines outlined for assessments.

Generally, students will be given study leave before the Trial and Higher School Certificate examinations. However, such arrangements will vary according to individual circumstances and students will be notified of specific arrangements by the Head of Curriculum.

Application for Misadventure

Students absent on the day a formal assessment task is due may apply for special consideration using the College Misadventure Application form. The final Approval for any misadventure application is only granted by the Head of Curriculum or the Principal. The penalty for non-submission or non-completion will be waived if the student provides a reason that is acceptable to the College. For example:

- Where sickness, injury, or significant personal circumstances for part or all the period of an out-of-class assessment task prevents completion and submission.
- Where sickness, injury, or significant personal circumstances prevents a student from attending on the day that an in-class assessment task is scheduled.

In such cases, the parent and guardian must contact the College before 9.30am on the day AND provide either a medical certificate, other proof of illness, or a letter of explanation immediately upon the student's return.

NESA Guidelines for HSC Illness or Misadventure

The Lakes Christian College adopts the NESA guidelines for HSC illness or misadventure applications and the grounds for appeal. The extract from the Assessment Certification Examination (ACE NESA) manual is presented below:

“Higher School Certificate illness/misadventure applications – grounds for appeal

ACE 11004

Last Updated: 1 April 2019

As the examination marks are intended to be a measure of a student's actual examination performance, applications must relate to illness or misadventure suffered immediately before or during the examination(s) that has affected the student's examination performance.

Applications may be in respect of:

- a. illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (eg influenza, an asthma attack, a cut hand);*
- b. misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).*

Unacceptable grounds for appeal

The application process does **not** cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. (There may be cases involving the interruption to the completion of an HSC submitted work or loss of materials prepared by the student which NESA will consider, eg major works stolen or destroyed by vandals.)
- disabilities for which NESA has already granted disability provisions, unless an unforeseen episode occurs during the examination (eg a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer.

Note: A student who has suffered an injury such as a broken writing arm immediately before the examinations will require careful consideration as the student generally will not have had sufficient time to practise with the provision(s) granted.

- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the examination(s)
- matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper).” (ACE NESA, 2022)

Approved Misadventure Application

Where the student provides a reason that is acceptable to the College for the submission or non-completion of an assessment task by the due date, the teacher will:

- a. Negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally within two days of the student's return to the College); or
- b. Decide on an alternate assessment task if, in the opinion of the teacher, the assessment task is no longer suitable; or
- c. Statistically estimate the student's mark for the assessment task based on their marks in similar tasks.

Unsuccessful Misadventure Applications

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (for example, sitting a driver's licence test, or allied health appointments).

Family holidays during term time are NOT considered a valid reason for non-completion or non-submission of an assessment task.

In exceptional circumstances, the parent/guardian may negotiate with the principal, the development of an Individual Education Plan (IEP). This plan will show how the missed lessons will be compensated for and any modifications made to the assessment outlines for each course. This correspondence must be in writing and in consultation with the Principal, the Head of Curriculum, and the teacher.

Extensions

Students may request an extension from their teacher no later than two clear school days before the due date. An Application for Extension form needs to be completed by the student, signed by their Parent or Caregiver, and a recommendation made by their classroom course teacher, the Head of Curriculum, and the Principal. Final approval may be granted by the Principal and a new date will be negotiated between the student and the teacher. The extension form should be attached to the assignment when it is submitted.

Extensions are granted in special circumstances, such as:

- Illness up to and including the deadline. A medical certificate may be requested by the Head of Curriculum or the Principal
- Traumatic family circumstances (verified by letter or phone call from the Parent or Caregiver)
- Representation at Regional and State competitions

Transfers

Transfers Between Courses/Units

When a student commences a course or unit late, they are at risk of being disadvantaged compared to other students in the class. An application to transfer between courses or units is made through the Head of Curriculum with a Change of Electives Request form. A meeting may be held with the Parents or Caregivers to discuss student progress and the requirements necessary for the student to be assigned a grade in the course or unit into which they wish to transfer.

When a student transfers to a different unit in the same course, or a unit in a similar course, the marks from an assessment task that assesses the syllabus outcomes will be used wherever possible. If additional work and/or assessment tasks are necessary, the teacher may develop an Individual Education Plan (IEP) showing how and when the work needs to be completed and the modifications to the assessment outline. The plan will be discussed and finalised with the Parent or Caregivers, the teacher, and the Head of Curriculum, and provided to the student.

A copy of the final decision will be in writing and signed by the teacher, the Head of Curriculum, the Parent or Caregiver, and the student. The document will be filed in the student' file at the College office, and a copy will be retained by the Head of Curriculum.

Transfer from Another School

It is the responsibility of any student who transfers into a course at the College from the same course at another school, to provide the College with details of all completed assessment tasks. If necessary, the Head of Curriculum or the Principal may contact the previous school to determine the following:

- Syllabus that has been completed
- Assessment tasks that have been completed
- The marks that have been awarded for relevant tasks
- Determine any unfinished tasks
- Ensure that the correct grade has been awarded for the courses completed either partially or completely

Where additional work and/or assessment tasks are necessary, the teacher will develop an Individual Education Plan (IEP) showing the work to be completed and the modifications to the assessment outline. The plan will be discussed with the Parent or Caregiver and provided to the student.

Plagiarism and Malpractice

Plagiarism

All work that is submitted by a student for an assessment task must be completed by the student. Plagiarism includes copying large sections from a book or source without acknowledging the author. If doubt arises regarding the acknowledgement of the source for information or ideas, or the actual words are taken from a book, internet material, or another source, students must seek the teacher or Head of Curriculum's assistance and guidance immediately. It is highly recommended that a student maintains a journal, logbook, drafts, records, and/or notes as evidence of the process that has been undertaken to arrive at the final product. This process may be required by the course teacher as part of the marking process.

If a student is believed to have engaged in cheating, collusion, or plagiarism, the teacher will refer the matter to the Head of Curriculum and Principal. As part of this process, the student will be provided with the *right of reply*. More information can be found at:

<http://educationalstandards.nsw.edu.au>

Students can also refer to NESA's "All my Own Work" modules, which are to be completed before the start of Stage 6.

What is Plagiarism?

"Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC examination results" (NESA, What Is Plagiarism).

This includes, "copying, buying, stealing, or borrowing someone else's work in part or in whole and presenting it as your own"; also "using material directly from books, journals, CDs, or the internet without acknowledging the source" (NESA, All My Own Work).

Malpractice

The College uses standards set by NESA to guide its policy in this matter:

"Honesty in HSC Assessment: what constitutes malpractice

ACE 9023

Last Updated: 20 October 2011

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- *copying someone else's work in part or in whole, and presenting it as their own*
- *using material directly from books, journals, CDs or the internet without reference to the source*
- *building on the ideas of another person without reference to the source*
- *buying, stealing or borrowing another person's work and presenting it as their own*
- *submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially*

- *using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement*
- *paying someone to write or prepare material*
- *breaching school examination rules*
- *using non-approved aids during an assessment task*
- *contriving false explanations to explain work not handed in by the due date*
- *assisting another student to engage in malpractice.” (ACE NESAS, 2022)*

Breaching school examination or assessment rules can include:

- a. Being untruthful about an injury, illness, or circumstance to gain more time
- b. Cheating in any exam – both internal and/or external
- c. Using non-approved aids for an assessment task

Penalties for Malpractice

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded, plagiarised, or engaged in some form of malpractice, one of the following penalties will apply:

- A mark of ‘zero’ for the whole assessment task; or
- A mark or ‘zero’ for part of the assessment where the teacher can identify the part of the assessment task that has been copied or plagiarised.

The Parent or Caregiver will be informed of the penalty and any further disciplinary action. Resubmission of the task will be required.

Where the student permits another student to copy their work, they will also be penalised.

Security of Assessment Tasks

Where there is more than one class in a course unit, most or all the assessment tasks will be the same. In such cases, the question papers used for in-class assessment tasks will be collected at the end of the lesson to ensure that no students are unfairly advantaged. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task.

Discussion of the questions will be treated as cheating and the students will be penalised.

Trial papers and other similar independent assessments that are also used at other schools will be secured by the Principal until the due date. On the day of the sitting of the assessment or exam, all question papers and the student answers will be retained by the teacher until the task has been completed by all schools.

Marks, Grades, and Reporting

The Lakes Christian College reports on the students' academic achievements twice a year.

Year 11:	Mid-course Reports	Term 2, Weeks 5-6
	End of Course Reports	Term 4, Weeks 1-2
Year 12:	Mid-course Reports	Term 2, Week 1
	End of Course Reports	Term 3, Weeks 9-10

Each report communicated to the parents includes both formal and informal tasks that have been assessed over the Semester. Marks, grades, and comments are part of this reporting process. More details can be viewed in the TLCC Reporting Policy.

The Head of Curriculum oversees this process to ensure a consistent and acceptable standard of reporting is maintained across the whole school.

Appeals

A student reserves the right to query a grade for an assessment task within one week of receiving the task. The student may talk to the teacher who marked the task. A teacher's professional decision to award a mark is not grounds for appeal.

The following are some grounds for appealing a mark or grade:

- a. The marking criteria was not followed accurately; or
- b. A failure to follow due process; for example, the same answers given by two different students were marked differently; or
- c. A discrepancy between the written comment and the actual response of the student

The teacher who marked the paper can explain and discuss the marking of the question and the grounds for appeal or otherwise. If the student needs further clarification, the Head of Curriculum can be consulted, and the decision made here will be final.

Review of Assessment Results of a Student, Multiple Students, or the Entire Cohort

If it is found that the validity of an assessment task has been compromised because:

- a. Of the actions of one or more students, and it is impossible for the College to discriminate the achievement between students on a fair basis; and/or
- b. A paper has been set with a serious fault in the ability of students to respond to the paper correctly because of invalid data provided (for example, mathematical or scientific data); and/or
- c. The confidentiality of the Assessment Task has been breached and it is impossible to determine the extent to which students had access to the task;

the Head of Curriculum, in consultation with the College Executive, will resort to one or more of the following measures:

- a. The task will be formally rescinded, and NESAs will be informed.

- b. If the task is formally rescinded, the College reserves the right to add an additional task or set an alternative task (with sufficient notice) and to adjust weighting accordingly. Students will be notified promptly of any such adjustments.
- c. The Head of Curriculum in consultation with the College Executive will use available evidence, and on advice from NESAs, may conduct another task only for the student/students involved and the original mark awarded will be replaced with the mark achieved in the new assessment task.

Review of Final Assessment Rank

A student may appeal their ranking if there are any concerns that the following conditions may exist:

- a. The Weighting percentages specified by the subject in its Assessment Program do not conform with NESAs' requirements as detailed in the Subject Guides;
- b. The procedures used by the course for determining the Final Assessment Mark do not conform with weightings used for the various assessment tasks published;
- c. If there are computational or other clerical errors in the determination of the assessment marks.

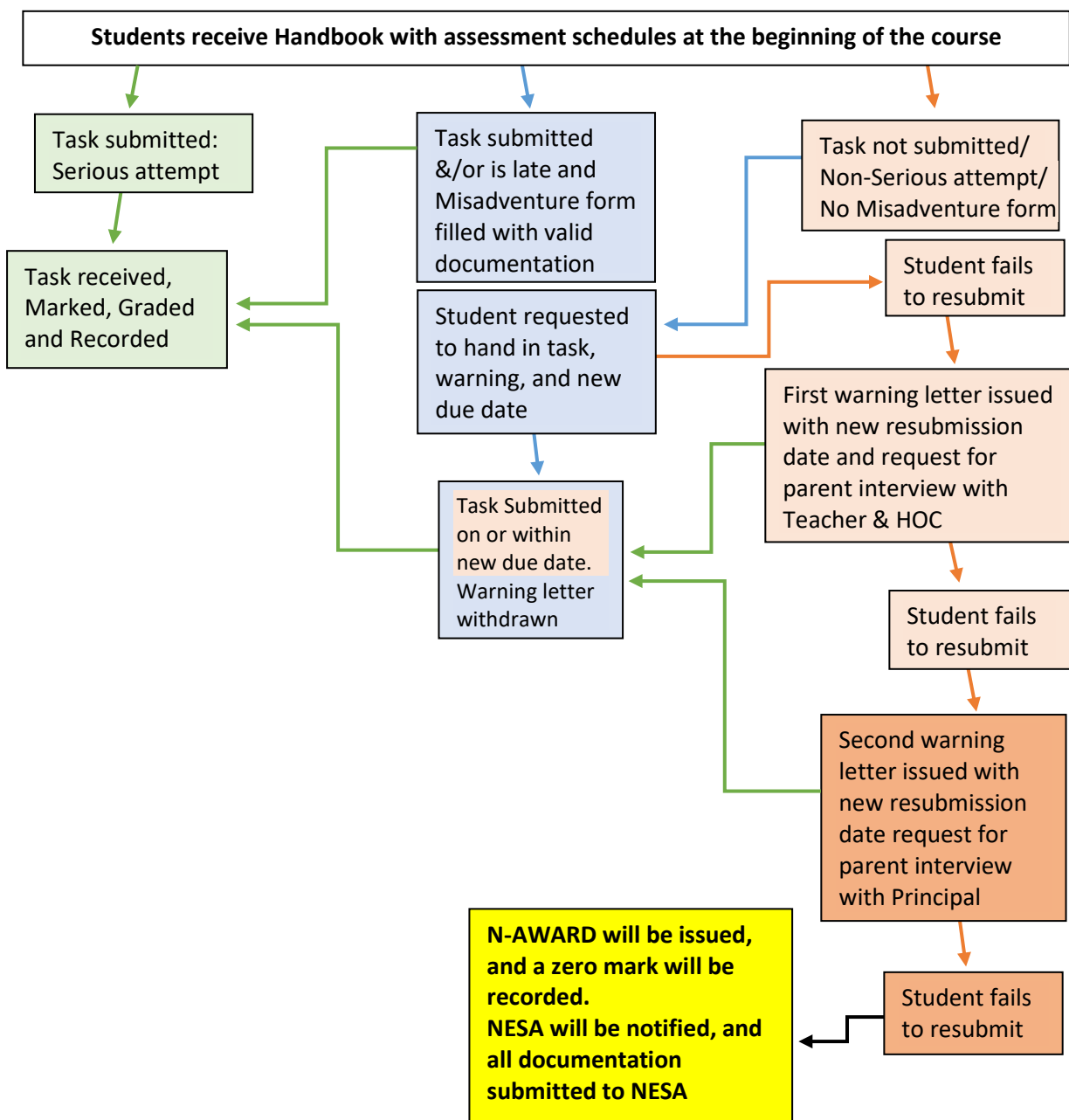
Final assessment marks can be changed only if the College is satisfied that the above conditions have not been met. Students will be informed of the procedures undertaken and the final result of the review.

If a student is not satisfied with the results of the review, they may appeal to NESAs. At the end of the course, there can be no appeal against the marks awarded for individual assessment tasks throughout the course.

NESAs will only consider whether the College review process was adequate for determining the items above and if the conduct of the review was proper in all respects.

NESAs will direct the College to conduct a further review. Appeals to NESAs should be submitted through the school by the date stipulated in the timetable. Appeals submitted after the release of results will not be considered by NESAs.

Year 11 and 12 Assessment Procedures



Letter of Concern

Issued by the teacher when a student has not been compliant after three requests or warnings in class. Sighted by the Head of Curriculum before sending to the Parent or Caregiver. A copy is filed with the teacher and in the Head of Curriculum's file.

Application for Extension

Filled in by the student in consultation with the subject teacher. The student submits the application to the teacher with valid supporting documentation. The teacher, in consultation with the Head of Curriculum, determines the course of action (extended time, task, etc.). Depending on the situation, the Principal's decision will be valid and final and a written reply will be given to the student. A copy of all documentation is kept with the teacher and in the Head of Curriculum's file.

Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSa is a cumulative credential and contains a record of the student's academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12. The RoSA is also available to students who, from 2020, have not demonstrated the HSC minimum standard to receive their HSC.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, HSC results, and where applicable, participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

All Year 10 and Year 11 students are encouraged to obtain their Schools Online login details.

Eligibility for a RoSA

To be eligible for a RoSA, students must have:

- Complete the mandatory curriculum requirements for Years 7 to 10
- Attended a government school, an accredited non-government school, or a recognised school outside NSW
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA
- Complied with the requirements from the Education Act

Receiving the RoSA

Schools are responsible for requesting a RoSA through the enrolments section in Schools Online. Once this has been completed, NESA will send a PDF of the RoSA to the Student's Students Online account. Students cannot directly request a RoSA themselves.

Schools can generate an eRecord and check the student's course information is correctly recorded. This online eRecords can be used as an interim result report until the formal RoSa credential is delivered to the Student's Students Online account.

At any one time, all students in Years 11 and 12 can access an online eRecord via their Students Online account to provide to potential employers when seeking casual work.

Students who remain at school to complete their HSC will not receive a RoSA.

Transferring Schools

A RoSA is not issued to students if they are transferring schools. Transferring students are managed between schools. The school's responsibility is to inform NESA of a student's arrival by updating the student's details withing Schools Online during the enrolment process. The Principal or a delegate is responsible for all updates to NESA and Schools Online.

RoSA Reporting and Grades

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- Completed courses and the awarded grade or mark
- Courses a student has participated in but did not complete before leaving school
- Results of any minimum standard literacy and numeracy tests that may have been sat before the student left school
- It includes an A to E grade for all Stage 5 and Preliminary Stage 6 courses, the student has satisfactorily completed.

Grades are:

- Based on student achievement in their assessment work
- Submitted to NESA in Term 4
- Monitored by the Head of Curriculum for fairness and consistency
- Teachers to ensure appropriate standards for grading and assessment are developed and applied
- Our school uses the information about the historical allocation or patterns of grades awarded by other schools over recent years to guide the allocation of grades to current students.

General High School Information

Student Expectations

Every student will be taught and assessed in line with the requirements laid out by NESA. Students are required to engage in active learning in the classroom and be responsible to complete all homework and assessment tasks set by the teachers. Students are required to log in to Learner Link every day to access their coursework, homework, and assessment tasks. Assessment requirements will vary according to the course, and teachers will give specific instructions regarding the completion and handing in of assessment tasks.

Every student at The Lakes Christian College will:

- Attend school regularly and engage in all school activities both inside and outside the classroom respectfully and responsibly; and,
- Have a growth mindset and seek to improve academically, spiritually, and socially.

Technology

Devices for Learning

Students in Years 5-12 may bring their own device. The College recommends a Laptop that is compatible with Office 365. It is recommended that you go for the longest battery life and warranty you can afford. In case of financial hardship, the College has a limited number of devices available for annual loans to High School students. All devices are to be used appropriately and responsibly according to the BYOD guidelines.

Mobile Phones

The use of mobile phones for any form of communication is not permitted at TLCC. It is recommended that mobile phones be left at home, however, if a student is required to bring their mobile phone to school for any reason, it must be left in their bag and not used during the school day. Limited use of phones in the bus lines and on buses is permitted.

Co-Curricular Activities

Co-curricular activities are essential to enriching student's learning. The College includes excursions, field trips, incursions, and a camp to support students' learning and development.

Sports

Students will participate in sports every Tuesday afternoon. In the past year, High School students have had the opportunity to go mountain biking, kayaking, and bushwalking, and play team sports such as touch football and soccer, during their sports lessons.

College Carnivals

All students are expected to attend and participate in College annual sports carnivals. These include Swimming and Athletics.

Extra-Curricular Activities

High School students at the College are provided with the opportunity to engage in a range of extra-curricular activities including:

- Student Representative Council (SRC)
- Chapel band and music tuition
- College music and drama performances
- Individual and team sports
- Representative sports through CSSA
- Community involvement
- Debating

Diaries

A diary will be given to each student at the beginning of Term 1. The diary will be used for:

- Communication between home and school (*please note, this is not to be used for communicating absences*)
- Noting when homework is due
- Term and project planners
- Writing additional school-related information
- And a space for parents to sign each weekend – checked by the teachers on Wednesday each week

Students are to have their diaries at school each day. Learning to use a diary to manage time and projects is a valuable life skill. Parents are encouraged to show interest in the diary and encourage active use.

Pastoral Care

Every student will be a part of a Pastoral Care group comprised of students from Year Levels 7-12. You will meet with your Pastoral Care group each morning to mark the roll and receive any relevant messages for the day.

Chaplain

All students will have access to the school chaplain.

Student Personal Information

Please email any information updates (address, contact number, etc.) to the college office ASAP: office@thelakescc.nsw.edu.au.

Medication

If your child requires medication to be taken during school hours, you will need to complete an Administer Medication Request form. This can be obtained from the College office and will need to be completed at the beginning of each calendar year.

Medication should be delivered to the office and only supplied in the original bottle or pack with a printed pharmacy sticker detailing the student's name and dosage instructions prescribed by your General Practitioner.

Parents and Caregivers of students with Asthma or Anaphylaxis should supply an Action Plan to the College.

Please ensure medication is within its expiry date, as we are unable to administer expired medications.

Money

Please hand any money for fundraising, book club orders, etc. to the classroom teacher or to the office. Money should be in a clearly labelled envelope.

Canteen

Money brought to school for the canteen, or other purposes should be kept securely in a zip-up purse or wallet in their school bags. Students are responsible for their own money.

Sports Days

Students are to wear their sports uniform for PE and Sport.

Library

Students have access to the College library during library class time and at lunchtime. During lunchtime, students can engage in a variety of activities including access to books and computers.

Parent Interviews and Student Reports

The College reports to Parents and Caregivers regularly on students' progress. Interim reports are sent home at the end of Terms 1 and 3. Detailed school reports are sent home at the end of Semesters 1 and 2. Parent interviews are at the end of semester 1 or as required.

Communication

Communication with Parents and Caregivers is valued at the college. We encourage you to download and set up the Carer Orbit App:

The Lakes Christian College – Carer Orbit App



The Carer Orbit App is a great place to stay up to date with College communications, events, and services. You will have access to College newsletters, your child's timetable, reports, calendars, and College contact details. Parents and Caregivers are also able to communicate with the College regarding absences and provide permission for upcoming events.



Once your child is enrolled at The Lakes Christian College, you can download the App by scanning on this QR code and enter the School code "the lakes" if required. Use the email address you have supplied to the College to log in. If you are having issues logging in, please contact the office, and we will happily help you set up the app!

How Can Parents be Involved?

Parents and Friends are very welcome to be involved at the College. Your involvement will contribute to building the College Community and will be appreciated greatly by the College staff. If you would like to volunteer, we ask that you obtain a Volunteers Working with Children Check and email it to the school office. A WWCC is free for voluntary roles and can be applied for at Service NSW centres or the Service NSW website.

We are currently looking for volunteers in the following areas:

- Canteen
- Class reading groups
- Administration

If you are interested in volunteering in any of these areas, please contact the office to receive a Volunteer Application form.

Attendance

Arrival and Departure

Morning Drop-off

Due to limited parking, parents and Caregivers are asked to drop their children off at the “Kiss and Drop” zone near the school hall. If parents need to park for any reason, please walk with your children through the car park to the playground.

Afternoon Pick-up

Children can be collected from the pick-up zone in the car park (this is the same place as “Kiss and Drop” in the morning). Parents and Caregivers are asked to stay in their cars and the supervising teacher will call the children’s names using the microphone to go to their car. Children are to wait quietly outside the hall for their names to be called. Alternatively, Parents and Caregivers can park in the carpark and collect their children from their classrooms after the bell has rung. To limit the number of people walking through the carpark, we ask that you only use this option if necessary.

Children will be supervised after school until 3:20pm. Any children still waiting to be picked up will be directed to the office for pick up.

Afternoon Bus

Bus travellers assemble on the Junior School quad where their bus driver will conduct a roll call. Students are then directed onto the buses for safe departure home. All changes (including once-off changes and long-term changes) need to be communicated to the College office prior to 3.05pm.

Please note: it is college policy that no child is to be in the car park unless supervised by an adult at all times. We thank you for your help in keeping our students and families safe!

Late Arrivals/Early Departures

Students arriving after 8:30am will need to visit the Office for a Late Note before attending their scheduled class. Parents and caregivers should accompany their child to sign the Late Note.

Students leaving prior to 3:05pm will need to be signed out of the office by a parent or caregiver.

Absences

General Absences

All rolls are marked each morning. Absences are recorded on the college database and an automatic notification SMS is sent to parents. Parents are asked to reply to this SMS with the student’s name, year level, and reason for absence – for example, “John Smith, Kindergarten, sick”. Alternatively, parents and caregivers can notify the school of an absence by emailing the office or completing the absence notification form in the college App.

Holidays or Planned Absences Longer than 4 Days

Planned absences for a period longer than 4 days during term time require an Extended Leave Application form. These can be obtained from the office and should be returned to the office ASAP with any relevant travel documentation such as an e-ticket or itinerary. This will then be assessed by the Principal and a Certificate of Extended Leave issued at the Principal's discretion.

Visitors to the College

In the interest of student safety, supervision requirements, and Child Protection Protocols, all visitors to the college (including tradespeople, volunteers, support workers, and parent/carers) are asked to observe the following procedures:

1. Sign in at the office at each visit
2. Sign out when leaving
3. Wear a college provided visitor tag during each visit

The only exception to this is for college assemblies and chapel services, where no sign-in is required.

Food and Nutrition

At The Lakes Christian College, we encourage students and families to develop healthy eating habits to support physical health, concentration, and learning.

The College will:

- promote children's understanding of how food affects their bodies and the relationship between healthy eating and good health.
- Ensure that food provided at the school, and foods brought from home, will reflect the Australian Dietary Guidelines for children and adolescents.
- Support children who have health and cultural needs relating to special diet requirements.
- Raise awareness of good nutrition principles.

Please remember the College is a **nut-aware school**. No nut products are to be brought into the school. This includes peanut butter and Nutella products.

Recess and Lunch Guidelines

Children should bring a balanced healthy recess and lunch to school each day. This may include sandwiches, fruit, salad, vegetables, cheese, yoghurt, etc. Students and families are encouraged not to bring foods that are high in fat, salt, and sugar such as soft drinks, cakes, lollies, chocolates, and foods that could be categorised as "junk food". Students are taught in the curriculum about foods they should eat every day, and which foods are "sometimes" foods.

Birthdays

We know it can be very exciting for your child to celebrate their birthday with their friends at school. If you would like your child to share birthday treats with their class, we ask that they

are easy to distribute (i.e. cupcakes or biscuits) and that you are mindful of food allergies that may be present at the College. **Store-bought treats are recommended as they include a complete ingredient list.** Remember we are a **nut-aware** College, and no-nut products are to be brought into the school.

Canteen

Lunch by the Lakes is open every day (unless otherwise communicated by the school). Students can order their lunch over the counter in the morning before school and some items are available for purchase during recess and lunch. Parents are Caregivers are also able to make orders online by using the Flexischools app. This app is not run by the school and parents will need to organise their own accounts.



Positive Behaviour for Learning

Behaviour Management

To manage behaviour at The Lakes Christian College, High School has three categories of consequences:

1. **Yellow Teacher Response** is for minor misdemeanours and is managed by the classroom teacher.
2. **Orange Slip** is for more serious misbehaviour, managed also by the classroom teacher with Leadership Support.
3. **Red Slip** is for serious misbehaviour. This is referred to Leadership and the Principal. Parents may be requested to attend an interview with the Principal.

Students who do not receive any behaviour slips in a term are awarded a certificate at the end of the term for 'Excellent' behaviour.

Appendix

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Stage 6 Change of Elective Request Form

Prior to any change of subject, this form must be fully completed and returned to the Head of Secondary. A parent or carer must also authorise the change.

Student's name: _____

Year: Preliminary HSC

Date of request: _____

Current Electives	Keep	Drop	Enrol	Teacher approval	Reason for dropping or enrolment of subject
New Elective/s					

New total amount of units **with above changes**: _____

Are you planning on receiving an ATAR? _____

Do you plan to study at university? _____

What is your proposed career path? _____

Student Contract

I will commit to catching up on any missed work, as I understand that this is a condition of changing courses. I will meet all the course requirements, including homework and assessment tasks, and in no way detract from the classroom learning environment.

Student Signature: _____ Date: _____

Parent/Carer approval: _____ Date: _____

Comments:

Head of High School approval: _____ Date of final approval: _____

Office use only

- Units checked [PJ]
- Notify relevant staff [PJ]
- Print & distribute new timetable [CB]
- Update NESA [DD]
- Update EDUMATE [CB]
- Update EDVAL [CG]

Students,

Please follow the instructions set out below for using this 'Stage 6 Change of Elective Request 2022-2023' form:

1. Fill out your name, year, and date.
2. List all your current Elective subjects
3. List any proposed subject to enrol in the lower area marked 'New Elective/s'.
4. Evaluate the number of Units you are studying as per NESAs rules.
5. Tick the appropriate box for each subject, both current and new (keep, drop or enrol).
6. Talk to your parents/guardians and get them to sign and date in appropriate place.
7. For any subject that you intend to drop or enrol please collect the appropriate teacher's signature (e.g., Dropping D/T and Enrolling in Music, you would seek a signature from both teachers)
8. Sign the student declaration.
9. Submit to the Head of High School for final approval.
10. On receipt of your form, the Head of High School will make steps toward changing your timetable and your NESAs online enrolment status.
11. Your 'all clear' to start your new or changed class is when you receive your new timetable.



Application for Extension

DATE: _____

- This form must be completed by the student at least 2 full days prior to the due date or as soon the student is aware that an extension is required.
- This form must be completed and handed to the subject/course/class teacher.

NAME OF STUDENT: _____ YEAR: _____

TEACHER: _____ SUBJECT: _____

COURSE: _____ FACULTY: _____

NAME / NATURE OF TASK:

DUE DATE: _____

REASON FOR REQUESTING AN EXTENSION:

STUDENT SIGNATURE: _____ DATE: _____

Appropriate documentation is required with this application (e.g. a note from parent, medical certificate etc)

TEACHER'S COMMENTS:

TEACHER'S SIGNATURE: _____ DATE: _____

REPLY TO APPLICATION FOR EXTENSION

COURSE: _____ STUDENT: _____

GRANTED: NEW DUE DATE: _____

NOT GRANTED: REASON: _____

HOC SIGNATURE: _____

PRINCIPAL'S SIGNATURE: _____



Application for Illness/Misadventure

- When Illness, accident or misadventure prevents a student from completing a task on or by the due date, the College must be notified immediately.
- This form must be completed by the student at least 3 days prior to the due date or as soon as possible after absence.
- This form must be completed and handed to the subject/course/class teacher.

NAME OF STUDENT: _____ YEAR: _____

TEACHER: _____ SUBJECT: _____

COURSE: _____ FACULTY: _____

NAME / NATURE OF TASK: _____

DUE DATE: _____

NATURE / REASON FOR REQUEST: _____

STUDENT SIGNATURE: _____ DATE: _____

PARENT SIGNATURE: _____ DATE: _____

TEACHER'S COMMENTS, SIGNATURE & DATE: _____

HOC DECISION

- Alternate task is to be set
- Extension time is granted until _____
- A zero mark is to be recorded
- Documentation required in the form of _____
- Other _____

HOC SIGNATURE: _____

PRINCIPAL'S SIGNATURE: _____

Sample Notification of an Assessment Task



Notification of an Assessment Task 2022/23

STUDENT NAME:	CLASS:
SUBJECT:	TEACHER:
TOPIC:	TASK NO:
DATE DUE: TERM WEEK DATE:	IN CLASS TASK (IC) HAND IN TASK (HI)* *HAND IN TASKS MUST BE SUBMITTED TO THE ASSESSMENT BOX IN THE LIBRARY BY 8.45 AM
MARKS:	WEIGHTING: %

OUTCOMES TO BE ASSESSED:

CONTEXT:

TASK DESCRIPTION:

ASSESSMENT CRITERIA FOR ALLOCATION OF MARKS: ▪

Late submission

The completed task **must** be handed in regardless of how late the date is.
Please refer to the TLCC policy and procedures for non-submission.

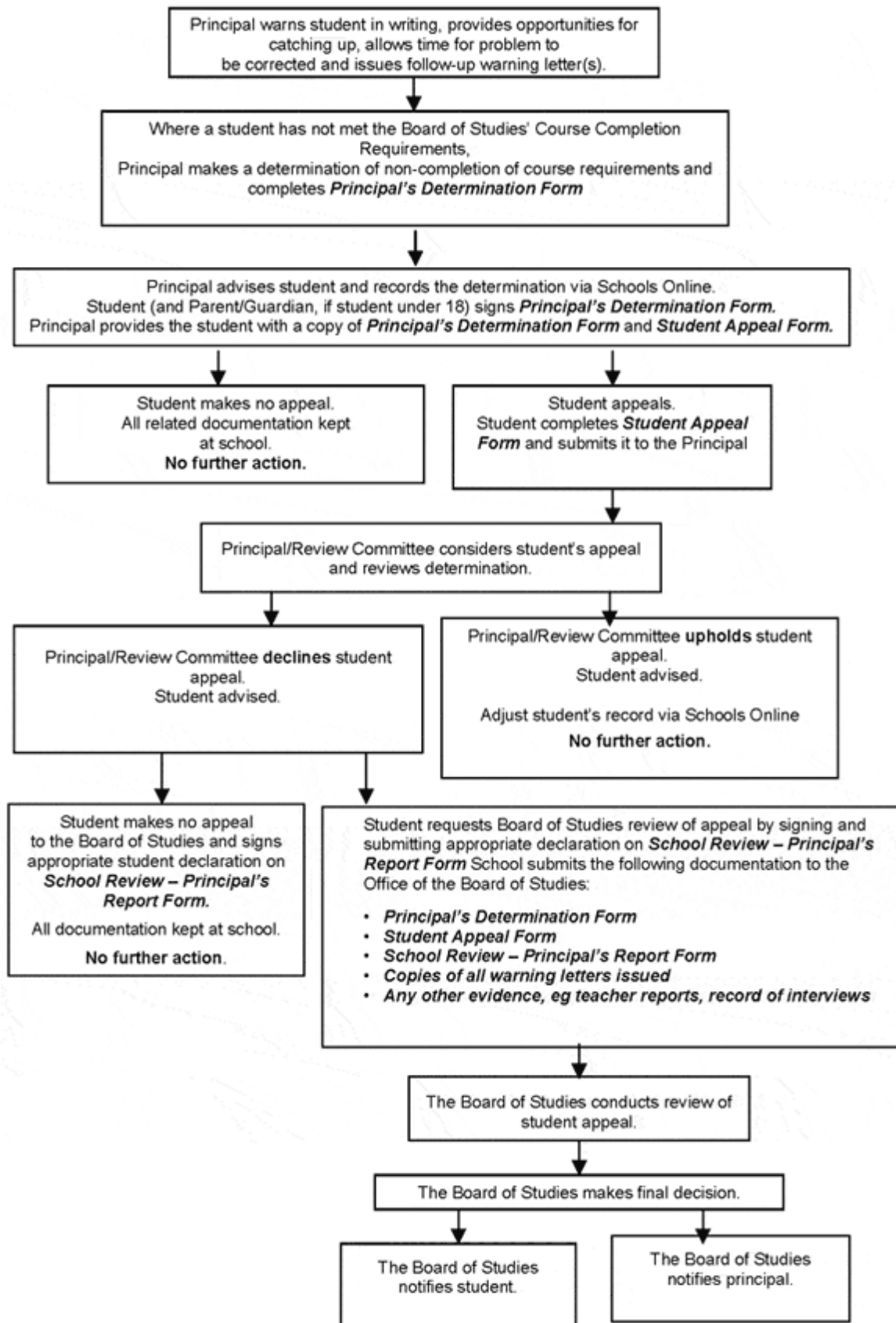
Marking guidelines

Students:	Mark range
•	
•	
•	
•	

Procedures for appeals against non-completion of course requirements ('N' determinations)

ACE 11008

Last Updated: 23 August 2011



GLOSSARY OF KEY WORDS

This glossary contains key words that appear frequently in NSW Education Standards Authority syllabuses, performance descriptions, and examinations.

Key words should be discussed with students in the context of questions and tasks they are working on, rather than in isolation.

Account	State reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.