



2024 Orientation Handbook

Vision

UC SSC Lake Ginninderra is a diverse community: learning together, encouraging curiosity and innovation, and providing a range of pathways for students to succeed.

Mission

Preparing students to live in, and contribute to, a changing world, UC SSC Lake Ginninderra provides an inclusive and active learning environment, empowering students to be lifelong learners.

Values

Connect | Innovate | Impact

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Page Topic

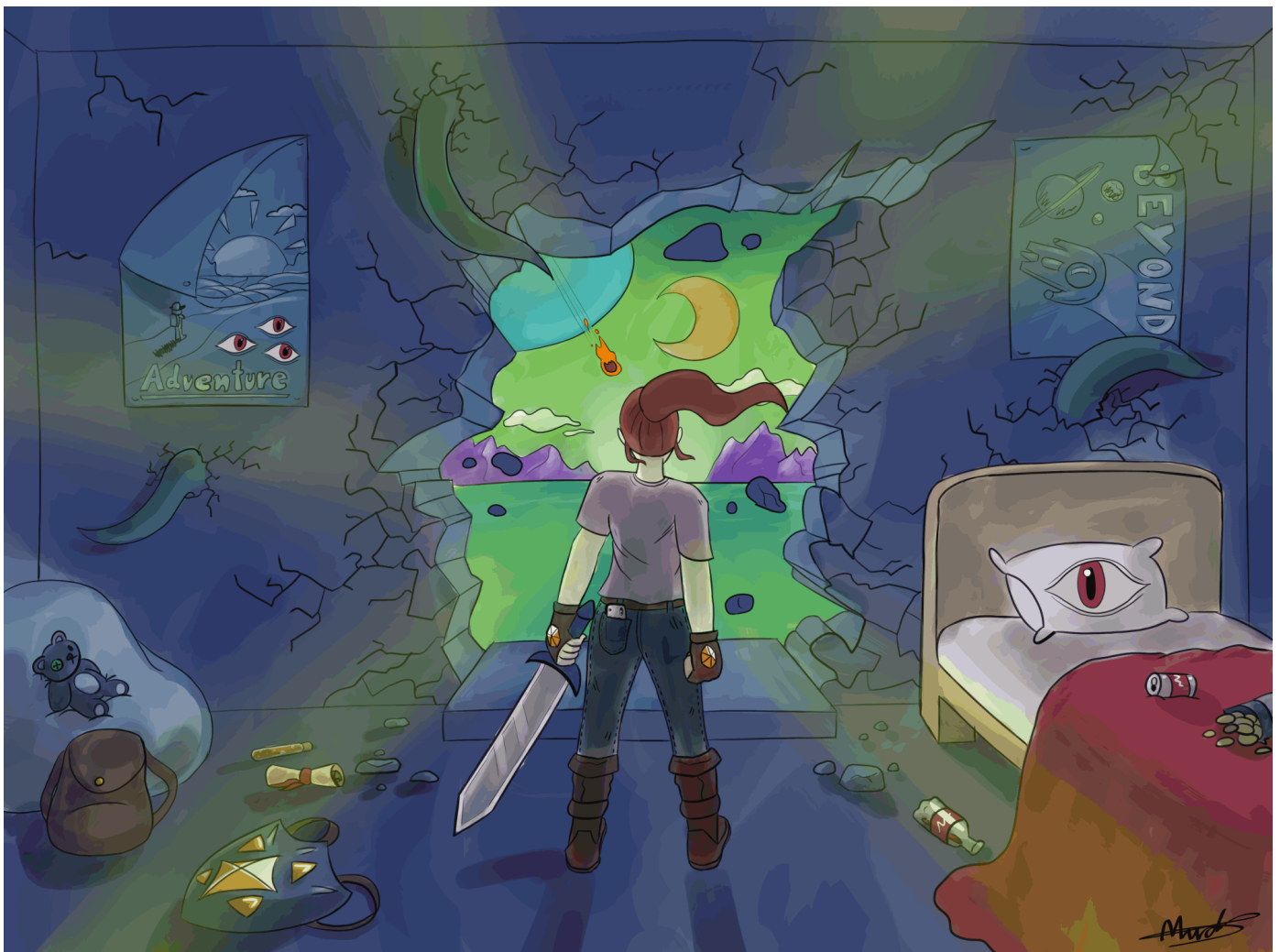
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SECTION 1

A short look at things

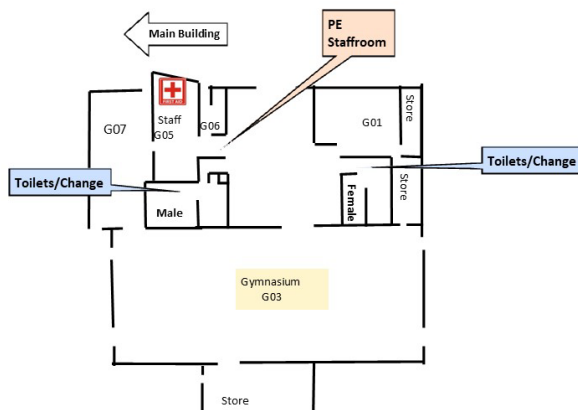
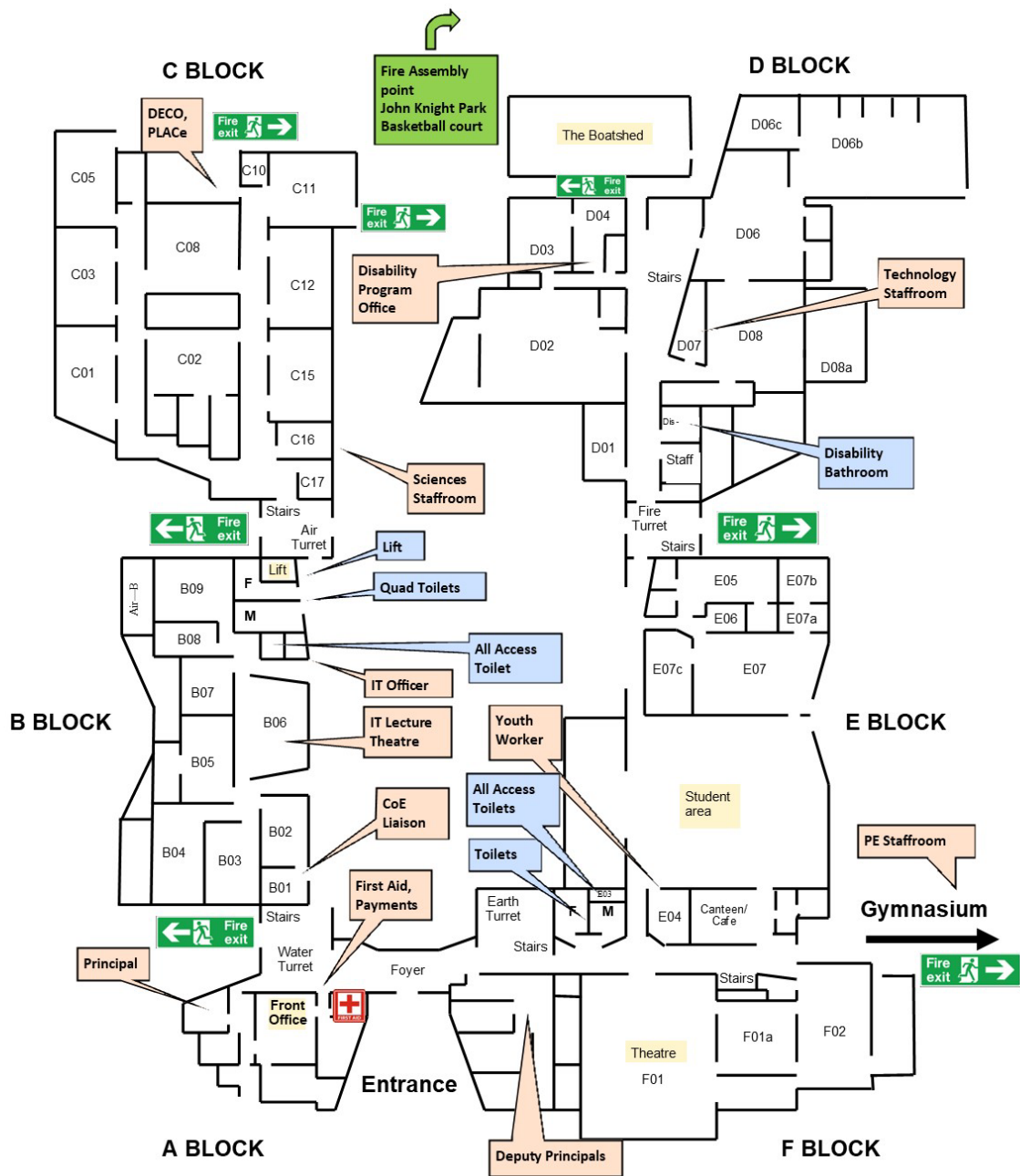
Here is the [online student guide for students](#) (use Chrome browser)

Some information is not up to date in 2024 but does show topics students consider important to know.



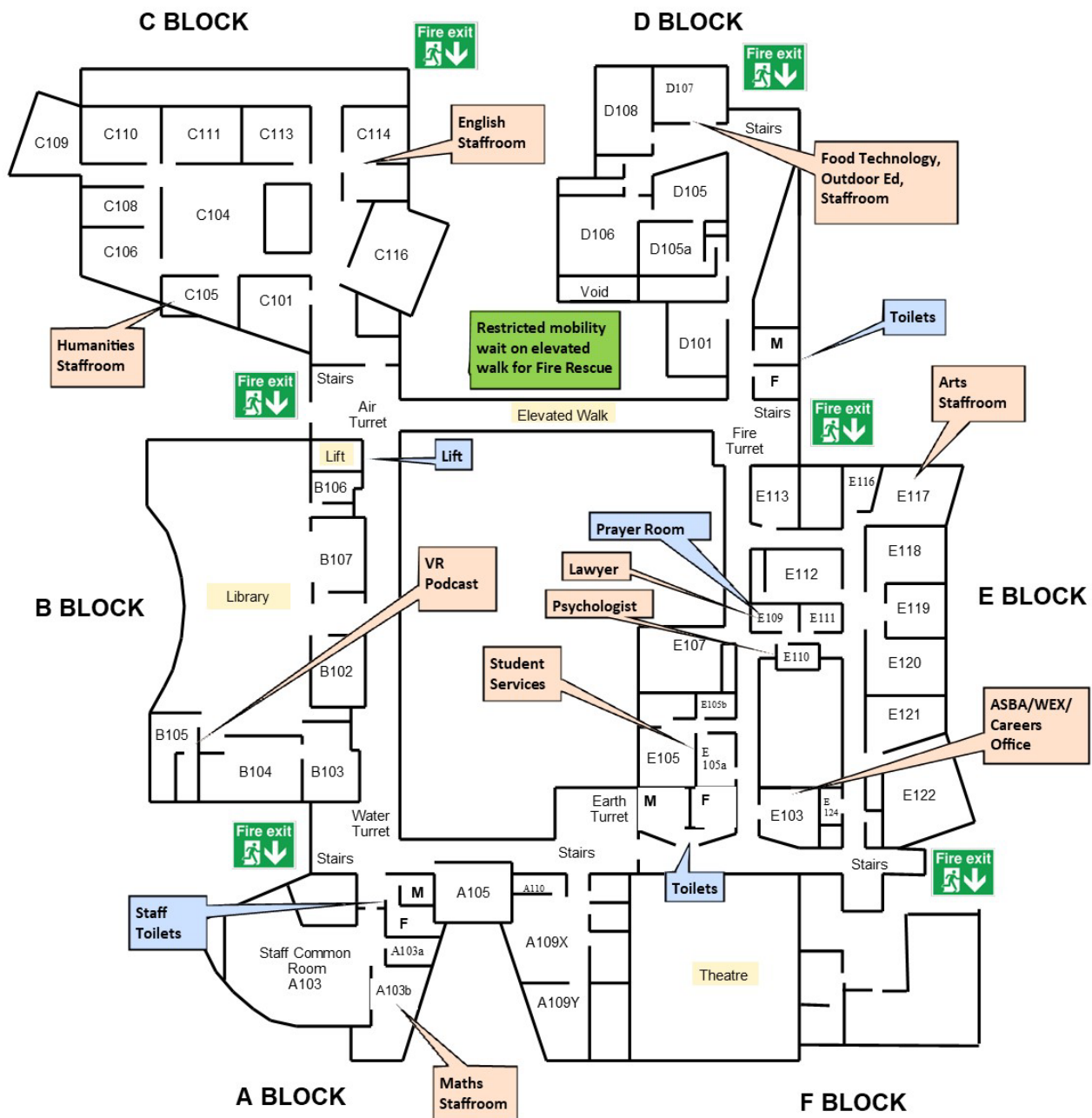
Where am I?

MAP GROUND FLOOR



GYMNASIUM

MAP UPPER FLOOR



UC SSC Lake Ginninderra Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
8.40 am A	8.40 am E	8.40 am F	8.40 am G	8.40 am D
9.20 am B				
10.00 am C				
10.40 am Recess	10.40 am Recess	10.40 am Recess	10.40 am Recess	10.40 am Recess
11.00 am D	11.00 am A	11.00 am B	11.00 am E	11.00 am F
11.40 am SG			12.00 noon A	12.00 noon B
12.20 pm E				
1.00 pm Lunch	1.00 pm Lunch	1.00 pm Lunch	1.00 pm Lunch	1.00 pm Lunch
1.40 pm F	1.40 pm C	1.40 pm D	1.40 pm C (Sport and productions)	1.40 pm H (Programs)
2.20 pm G				
3.00 pm H (Programs)	2.40 pm G	2.40 pm H (Programs)		
3.40 pm	3.40 pm	3.40 pm	3.40 pm	3.40 pm

Who do I ask about...?

TOPIC	TITLE	WHO	WHERE
Whole school issues	Principal	Melissa Planten	Front Office Area
Behaviour / Appeals / Assessment / Scores	Deputy Principals	Gerard Barrett/ Kirk Zwangobani / Scott Eastburn	Deputy Area off Front Foyer
AIS /CoE	Liaison	Glenn Currie	Off-Quad office B01
Attendance Issues	SG teacher or Year Coordinator	Adrian Hajra, Laura Defalco, Linda Jakab, Ryan Davis-Philp	Student Services
Bus timetables			Front Office
Careers	Careers Coordinators	Fiona Chester	E103
Certification issues	Certification SLC	Betty Chau	Student Services
Concession passes			Front Office
Damage/Finance	Business Manager	Jason Smith	Front Office
Disability Support	DECO	Chris Cutting	C10 (past Science Staffroom)
Exchange students	IPS Coordinator	Shellee Nikolaou	Library
First Aid	Officer	Cath Jetter Chris Jones	Front Office Gym
Anti -Harassment Officer	SASSCO	Year Coordinators	Student Services
ID cards			Front Office
IPS students	Contact	Shellee Nikolaou	Library
IT Assistance	IT Officer	Gerry Gout	B08
Lockers			Front Office
Lost and Found			Front Office
Payment of money			Front Office
Counselling	Psychologist	Madeleine Althaus	Student Services
Photocopying			Library
Student Community Group	Coordinator	Zoe Rothfield	Student Services
Sport	Sports Coordinator	Brooke Willcox	Gym Office
Text books	Librarian	Shellee Nikolaou	Library
Timetable/Absence forms	Student Services Administrator	Kerrie Monck/Kerrie Smith	Student Services
Moving Forward (Transition & Careers)	Coordinator	Fiona Chester	Student Services Careers/E103
Vocational Education	Coordinator	Shannon Kowalick	ARTS Office
Year 12 Class changes	Year 12 Coordinators	Linda Jakab, Laura Defalco	Student Services
Year 11 Class changes	Year 11 Coordinators	Adrian Hajra, Ryan Davis-Philp	Student Services
ASbA	Coordinator	Fiona Chester	E103
Change of contact details, Printouts-Timetable, Absences, Academic Records	Student Services Administrator Enrolment Officer Attendance Officer	Kerrie Monck Kerrie Smith Emily Hogan	Student Services

General Information

Absences (refer to Attendance Policy later in this booklet)	Absences from scheduled classes must be explained (e.g. 'sick') so that you can meet attendance requirements. Lateness is also recorded. For the explanation of absences, it is your responsibility to provide documentation. The documentation may include a certificate from a doctor/dentist etc, a note from home and a signed 'Notification of Absence' form from Student Services/Front Office. A sample copy of the form is in this booklet. This form must be returned to Student Services within seven days of returning to college. Alternately a parent/carer may explain an absence by responding to a Student Administration System email.
	Unsatisfactory attendance in a unit will lead to the award of a V Grade (i.e. you will not gain any points towards your Senior Secondary Certificate from that unit).
	See the Section on assessment for information about 'Special Provisions' for a long-term illness or other problems.
Access for all	Lift entry is near the Design lab (ground floor) and Library (first floor). This lift is for use by those who are unable to use the stairs. Card/key for access to the lift is available at Front Office.
ACT Senior Secondary Certificate Graduation	All students who successfully complete college receive the ACT Senior Secondary Certificate i.e. graduate.
Standard 'A' Package	For an ACT Senior Secondary Certificate, you must complete 17 standard semester units. For an 'A' Package, four minors are required - three minors AND an English minor. These must be in at least 3 different course areas. An 'E' course may form one of the four minors.
Standard 'A' Package	A total of 5 points from 'R' units can count in the 17 standard unit minimum.
Standard 'T' Package	For a 'T' package you are required to complete a package made up of one of the following: 5 major courses 4 majors and 1 minor 3 majors and 3 minors
ATAR	Australian Tertiary Admission Rank (ATAR) To be awarded an ATAR you must:
ATAR	-achieve the Senior Secondary Certificate - follow a pattern of courses (T Package) as set out later in the booklet - have at least a minor course in an English A, M or T course - complete 20 standard semester units. - 18 of these must be at 'A', 'M', 'E', 'H' or 'T' classification - 12.5 of the 18 must be at 'T' level - sit for the ACT Scaling Test (AST) in Year 12

ACT Senior Secondary Certificate Appeals	<p>You may seek a review of an assessment result. Such reviews should be sought immediately whenever you believe that there has been an error or you have been assessed unfairly, unreasonably or not in accordance with the assessment procedures issued to you. If not satisfied with the review you have a right to pursue the matter within the time allowed for appeals. This is within 5 days after return of the item.</p>
Appeals	<p>Follow these steps:</p> <p>Check with your teacher in case an error has been made.</p> <p>Speak to the Executive Teacher in charge of the curriculum area.</p> <p>If unsatisfied, a formal written college appeal may be lodged with the Deputy Principal.</p>
Appeals	<p>As a last resort, you may appeal to the ACT BSSS.</p> <p>Full documentation of the appeals process is available from the ACT Board of Senior Secondary Studies website.</p> <p>http://www.bsss.act.edu.au/information_for_students/your_rights_to_appeal</p>
Late Submissions	<p>Late submission of assignments will normally incur marks penalties. If there are valid reasons why you cannot meet deadlines, see your teacher about an extension before the due date. If you are absent from college on an assessment date, telephone Student Services (61420242) who will inform your teachers. You should follow the same procedure if you miss a test. The college will require a Medical Certificate if you are absent for a scheduled exam.</p>
Recognition	<p>If you transfer to UCSSC Lake Ginninderra from a school outside the ACT after you have started Year 11, you may receive recognition for completed (whole semester or year) studies. Recognised studies will appear on your Senior Secondary certificate with a name which indicates interstate or overseas study, a points value, and a grade of "Recognition". Decisions about recognition of previous study are made following discussions at the time of enrolment and provision of evidence of previous studies. A maximum of 8.5 recognition points may count towards the minimum 17 required for a Senior Secondary Certificate. A maximum of 10 recognition points may count towards the minimum 20 required for a 'T' package.</p>
Scores	<p>Scores are given for 'T' units only and appear with grades on your Academic Record. You have access to check the academic record via the BSSS website.</p> <p>http://www.bsss.act.edu.au/information_for_students/profiles_online</p> <p>If you are seeking university entrance, unit scores of 75+ are desirable. With scores less than 65, there are fewer choices at university.</p>

ACT Senior Secondary Certificate Special Provisions	'Special Provisions' are available if your assessment performance is affected adversely by illness or misadventure. The principal may determine that other events such as significant sports representation are grounds for special consideration. Refer to the Special Provisions Policy later in this guide for more details and an application form.
Special Provisions	You must see the Psychologist or Executive teacher of Student Services at the earliest opportunity and be prepared to provide appropriate documentation (doctor's certificates etc).
V-Grade	V means "Void" - no grade or a score for the unit. This grade is awarded to students who have missed more than 10% of classes without a satisfactory explanation (more than 3 lessons in a term unit or 6 in a semester unit) or for those who have failed to complete 70% of the assessment requirements.
Vocational or 'VET' Courses	Vocational Courses are courses that lead to nationally recognised Vocational Certificates. Previous relevant experience may entitle you to recognition of that experience Recognition of Prior Learning (RPL) Qualifications from other Registered Training Organisations (RTO) should be presented to the VET Coordinator for recognition.
Appearance and Dress	If a student does not meet the expected dress standard they will be asked to change to more appropriate clothing and, if necessary, parents/carers will be contacted.
Standards	Expected standards are defined as those generally acceptable to the community and suitable for the school setting. In certain practical or specialised areas, general safety, and Workplace Health & Safety (WH&S) rules must always be applied to clothing and followed, e.g. wearing enclosed footwear and appropriate attire around machinery.
Apparel shop	Students are expected to adhere to standards of cleanliness and dress that are compatible with the requirements of a positive and safe learning environment. UCSSCLG students and staff have a responsibility to dress in a manner that avoids causing offence to others and abides by the safety requirements of courses. Students representing the school at public events may be required to dress appropriately for the occasion. Limited branded apparel is available.
SunSmart	UCSSCLG promotes student wellbeing through initiatives of the Education Directorate such as the 'SunSmart' policy. This encourages students to be sun safe when participating in outdoor activities.
Bicycles	Bicycle parking - in the quad, between the main building and the gym and on the lake side at the front of the College. These areas have a lot of pedestrian traffic, so ride carefully and use a quality locking device.
Car Parking	All drivers are expected to exercise special care in the car parks. Students are not to sit in cars or to loiter in the car park. Students are to use the large car park on the Gym side of the College. Students from other colleges do not have authorised access to the car park. The police may be notified if this occurs. Teachers have a responsibility to ask that students leave the car park without delay. The car park at the front of the college is reserved for Staff.

Careers Team	<p>The team is in the office across the corridor from Student Services. You should visit the Careers Office to check your study package before making any course changes.</p> <p>You may also find out</p> <ul style="list-style-type: none"> * content of future courses at CIT, university, etc. * employment opportunities * prerequisites for future courses <p>It is vital that you visit the Careers Advisor several times during your two years with us. DO NOT leave appointments until Year 12.</p> <p>To access a Career Advisor, check the schedule on the Careers office door.</p>
ASbA	Australian School-based Apprenticeship. Information about how to transfer your existing ASbA to UC SSC Lake Ginninderra, how to commence an ASbA and how to receive credit for your ASbA on your Senior Secondary Certificate is all available from the Careers team.
Work Experience	<p>Work Experience is available to all students in the College. The Work Experience Coordinator is in the Careers Office. You may apply for placements at the end of each semester (and, in some cases, during the semester). You have many opportunities to do Work Experience (WEX) during your time at College.</p> <p>Successful completion of 5 days' Work Experience earns you half a standard unit (0.5 points) towards your Senior Secondary Certificate.</p>
Work Experience	Because of legal requirements regarding insurance etc, all placements must be made through the Work Experience Coordinator, including placements that you find yourself. You must allow a minimum of 4 weeks before the commencement date for the organisation to be completed.
Centre of Excellence (CoE)	<p>National Sports Centre of Excellence Scholarship holders at the Australian Institute of Sport generally complete their academic studies at UC SSC Lake Ginninderra.</p> <p>There are designated members of staff to liaise between the College and the AIS to assist these students. They are in the CoE Hub near the Front Office in the quad.</p>
CentreLink	Financial assistance to study at college from the government is available to students who meet certain criteria. If you think you may be eligible, see the Psychologist for application forms and advice.
Attendance	Note: Your attendance is available to Centrelink. Students with unsatisfactory attendance may be required to refund money they have already received.
Class Changes Week 1	In Week 1, special arrangements are made for those students who need to make changes to their classes/courses.
During term	Later in the semester, if you wish to make a change, you should first discuss your situation with your teacher and then see your Year Coordinator in Student Services.
Attendance	You must attend all classes on your timetable, even if you plan to make a change. If you do not go to class, you will accrue an absence on that line.

Communications	Instagram and Facebook (accessible from the college web homepage) are used to update current events as they happen or are about to happen.
LakeNews	Lake News is the college newsletter that is published regularly online. The aim is to keep parents and students informed about college activities.
SG notices	SG News and Careers News are distributed in SG meetings.
TV Monitors	The "Daily News" is broadcast on the TV monitors around the school. It contains up to date information about College events. You should make a point of taking the time see the news and important information displayed.
Fire Drill / Evacuation and Lockdown	Evacuation paths are displayed on a plan in each classroom. You should familiarise yourself with these. Assemble on the basketball courts at John Knight Park in case of evacuation and record your name as directed. If a lockdown is signalled follow instructions from a teacher. Or find a teacher.
First Aid	If you need medical assistance, report to the Front Office. Please note that staff will not generally be permitted to administer medication to students.
Inter-College Sport	The Sports Coordinator, (located in the staff room in the Gym), organises inter-college sporting activities that are offered on Thursdays in term time. The college has an excellent record of achievement in sporting events.
IT	Internet access is free at college. Student personal wireless devices and Chromebooks are able to access the network.
Internet	
Google Classroom	Students must sign an agreement for responsible use of IT services before being given access. All classes will have a corresponding google classroom where class materials and outlines are stored. It is important that you join the google class for each subject.
Library	The library is open every day. Students may borrow from the Library on presenting ID. It is expected that you will spend at least some of your non-class time in the library each week, researching assignments, completing homework and taking advantage of the collection. In addition to physical books, the Library lends audio and e-books
Lending	
IT	Students have IT and internet access in the Library.
Magazines	Magazines are also available.
Makerspace	There is a makerspace in the library where you can experiment with 3D printer access.
Lockers	Lockers may be hired for \$10 (non-refundable) from the Front Office. Supply your own strong lock.
Lost Property	Enquire at the Front Office for lost property and bring any found articles to the same place.

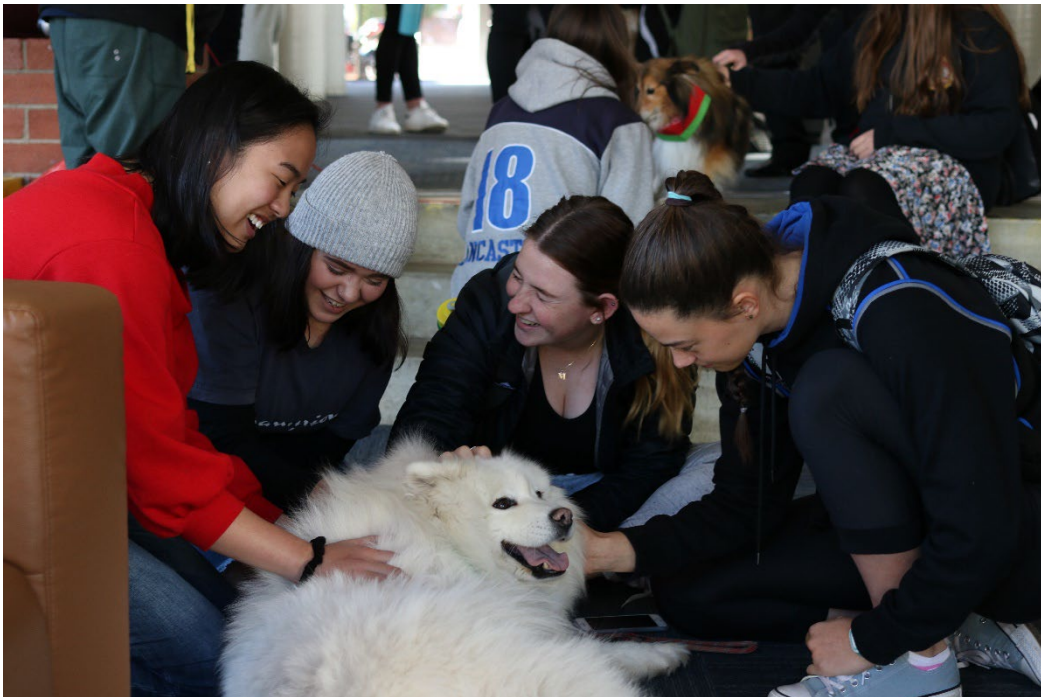
Mobile (Cell) Phones	Mobile phones are not to be used in class, unless use is directed by the teacher. They must be turned off when requested.
Money Voluntary Contributions	ACT Government policy is that parental contributions to government schools are voluntary. The quality and quantity of student materials provided by the college is improved by these contributions. For this reason, we encourage you to pay voluntary contributions, at the Front Office or online via the webpage.
Photocopying	Enquiries about photocopying should be made at the Library, Student Services, the Front Office or to your teacher.
Skateboards	Students are not permitted to ride skateboards or bicycles in the college including the Quad.
Smoking including vaping	UCSSC - Lake Ginninderra is smoke free (by law). Smoking cigarettes or various vaping and e-devices is not permitted anywhere within the perimeter fence. This includes the car parks and surrounding walkways. If you need help to give up smoking, see Student Services.
Social Media	Like us on Facebook. Follow us on Instagram and Twitter. There is a link to the college Facebook page from the college webpage. Messages and current events are reported on the FB page.
Student Groups	Academic Excellence – meets in advertised H line - See later in this booklet
Global Classroom	Global Classroom – meets on advertised lunchtimes
LGBTQI+	LGBTQI+ - meets on advertised lunchtimes
Productions	Productions – musical and play meet C line
Sports	Sports – meet as advertised on TVs and in PE. C line is used for inter-college term sports.
Student Community Group	The Student Community Group is a student body of the College which meets regularly to discuss issues important to students. Executive teachers DP or Principal attend Student Community meetings.
	This ID Card is issued from the Front Office early in the school year and is to be carried at all times when you are at school.
	The Student Services Office is located above the student canteen. The window is attended all day. Student Services Team leader and year coordinators are rostered on here. Make an appointment to see one of these people for information and advice:
Student ID Card	Administrator: Kerrie Monck Enrolments: Kerrie Smith Attendance: Emily Hogan Office Hours: 8.40 am - 3.40 pm
Student Services	
Admin/absences	See Emily at the Front Office or come to the Student Services window.
AIS (CoE) BSSS	AIS Liaison: Glenn Currie

Student Services	
Counsellor	Counsellor/Psychologist: Madeleine Althaus
DP	Deputy Principals: Gerard Barrett, Kirk Zwangobani, Scott Eastburn
Distance ed.	Distance (Adapt) Liaison: Glenn Currie
International	International Private Students Coordinator (IPS): Shellee Nikolaou
Executive teacher	School Leader Student Services: Betty Chau
Careers	Transition and Careers Coordinator: Fiona Chester/Ryan Davis-Philp
WEX	Work Experience Advisor: Fiona Chester
YrCo	Year 11 Coordinator: Adrian Hajra and Ryan Davis-Philp
YrCo	Year 12 Coordinator: Linda Jakab and Laura Defalco
Students from Overseas	Each year in the College we have several students who are temporary residents in Australia and whose first language is not English. International Private Students (IPS) come from overseas to study in Australia.
IPS	
Exchange	Exchange students come from overseas to study here for one or two semesters. There is an identified member of staff available to give these students extra assistance. The college relies on the entire student body to make all these students feel welcome.
Support Groups (SG) See also Student Wellbeing later in this booklet	Students are divided into groups to provide a mentor who is available to give assistance with college related problems and to oversight academic progress and attendance during the 2 years of college. Support Groups are also used for the provision of important information regarding requirements for the award of Senior Secondary Certificates, college procedures, Work Experience, student pathways and other matters of importance. It is essential that you attend all Support Group Meetings (SG). Attendance and participation in SG over years 11 and 12 is worth 0.8 points towards your Senior Secondary Certificate.
SG Wellbeing Program	<p>The program contains a variety of activities such as team building exercises, in class activities, guest speakers and whole school events.</p> <p>The program will focus on the overall health and wellbeing of the individual student and strengthen the relationships between students and staff. This may include units on wellbeing, risk-taking, sexual health, drugs and alcohol, nutrition and lifestyle, relationships and domestic violence, self-awareness and transitions.</p> <p>The SG pastoral care program is conducted during the allocated 40 minutes for Support Group on Monday each week.</p>

Textbooks	Textbooks are borrowed from the library. Some texts are available online through your google classroom for that subject.
Units and courses Units/Courses	A course is a subject such as English, Mathematical Applications, Food Studies or Beginning Spanish, studied over one or two years. Courses are divided into units, usually of one semester's duration, though half semesters are available. Courses are classified by a letter indicating its type.
'A' Course	An 'A' course is one which is educationally sound and appropriate for students studying in Years 11 and 12.
'E' Course	'E' classification is given to a Board accredited vocational education and training program appropriate for students in Year 11 and 12, which is delivered and assessed by Registered Training Organisations (RTOs) which are not schools. E courses must be applied for at the BSSS.
'M' Course	'M' classification is given to courses which have been modified for students who meet specific disability criteria.
'T' Course	A 'T' course provides preparation for higher education. 'T' courses are more academic in their presentation than most 'A' courses and usually include more rigorous research, analysis and writing in their assessment. You can expect a greater homework load for 'T' courses than for 'A' courses.
Registered	'H' Courses -University extension course for college students which provide credit towards an undergraduate degree. The ANU and UC offer H courses. 'R' Courses/Units – courses which are based on community service, sport, academic preparation, personal development, cultural activities
Unit Outlines and Assessment Schedules	Within the first two weeks of each semester, you are provided with a hard copy outline of the content and assessment procedures for each unit in which you are enrolled. This will also be available online in your google classroom for each subject.
Visitors	Students are not permitted to have visitors on campus. Please arrange to meet away from the college campus. Students from other colleges are not permitted to use the school car park. UC SSC Lake Ginninderra students are not permitted to visit other schools. Any visitors must sign in at the Front Office.

SECTION 2

A longer look at things



Senior Secondary Certificate

I want a Year 12 Certificate but not an ATAR.

For an **ACT Senior Secondary Certificate** (standard package), you must earn **at least 17** standard units (17 points). The package must have at least four (4) T, M, H, E or A minor courses in at least three (3) different course areas. One of the minors must be English. Points from R units such as SG and sport may count only to a total of 5 in the 17 minimum. Graduation requirements may be met in 3 semesters. There are limits on the number of E minors which count towards the minimum requirements. The maximum points in any single course area is eight (8). Course areas are shown as a three digit code near the course code on your academic record.

What is a “Standard Unit”?

A **standard unit** has a points value of **1** towards the minimum **17** required for a Senior Secondary Certificate. Think about your classes. If you have a class that is taught for four lessons a week (a double is two lessons) for the semester and you are graded A to E in this class, then you accumulate **1 standard unit**. A simple example is Unit 1 from the English course. You are going to four lessons a week. Do all the work, attend the lessons and at the end of the semester, apart from the grade and score that you earn, you will receive 1 standard unit towards the minimum **17** that you need for a Senior Secondary Certificate (or the minimum **20** that you need for a T package).

What is a Minor Course?

A **Minor** course consists of at least **2 standard units**. At least one of those units must have an A to E grade. For example, successfully completing Legal Studies 1 and Legal Studies 2 gives you a Minor course in Legal Studies. Finishing Legal Studies 3 still gives you a Minor (3 standard units). Completing the last unit takes you to 4 standard units, when you have a Major course.

What is a Major Course?

A **Major** Course comprises of a minimum of **3.5 standard units**.

For example, if you have A to E grades in 4 semesters of Chemistry (no repeated units) then you have a Major in Chemistry. Or, if you are graded in 3 semesters and one term of Chemistry you have a Major in Chemistry. If you are graded in one unit of Chemistry for Semester 1 of Year 11, a half unit of Chemistry in Term 3 of Year 11 and then two units of Chemistry in Year 12, then you have a Major in Chemistry. A major must have at least two units with A to E grades if recognition or status grades are attached to some units.

What is a Major Minor Course?

A **Major Minor** course consists of a minimum of **5.5 standard units**.

What is a Double Major Course?

A **Double Major** course is a minimum of **7 standard units**.

What do I need to do for an ATAR (a 'T' package)?

To gain direct entry into university when you leave College you will normally have been awarded an Australian Tertiary Admission Rank (ATAR). To be eligible for an ATAR which is (only) used for university admission, you must achieve the Senior Secondary Certificate requirements, have completed a T package which includes an eligible number of Major and minor courses and you must also sit for the ACT Scaling Test (AST) in Year 12.

To complete a standard 'T' Package you must be eligible for the Senior Secondary Certificate and complete units of work which as a *minimum*:

Number of Standard Units

- **20 standard units are required**
 - 18 must be T, A, H, M, or E**
 - 12.5 must be T units.**

These are *minimum* numbers.

Majors and Minors

- **3 majors and 3 minors of T, A, H, M, or E units are required as a minimum.**

You may also have more majors

- **4 majors and one minor of T, A, H, M, or E units**
- **5 or more majors of T, A, H, M, or E units**

Remembering that

- **one minor or major course must be an English course**

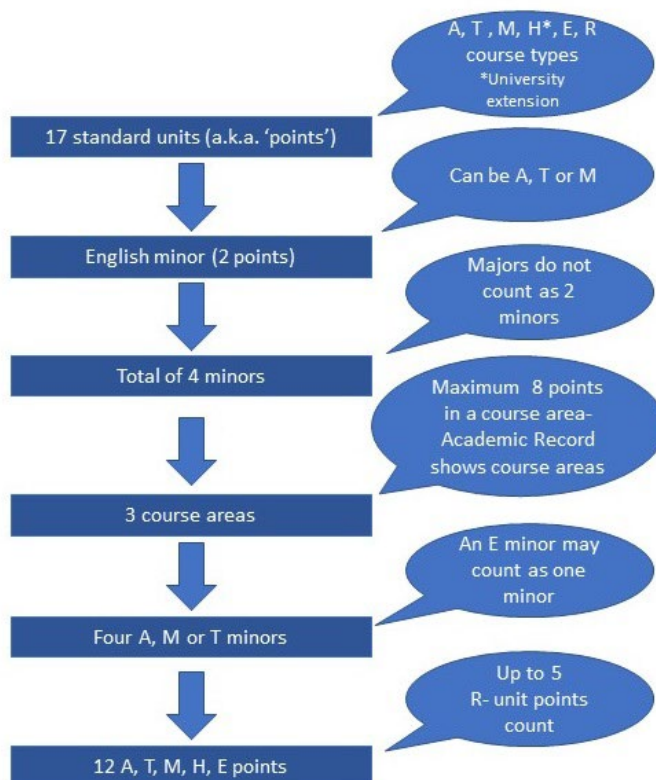
T courses

- **Remember three (3) Major courses MUST be T**
- **If you have the minimum T majors (3) then one Minor course MUST also be T.**

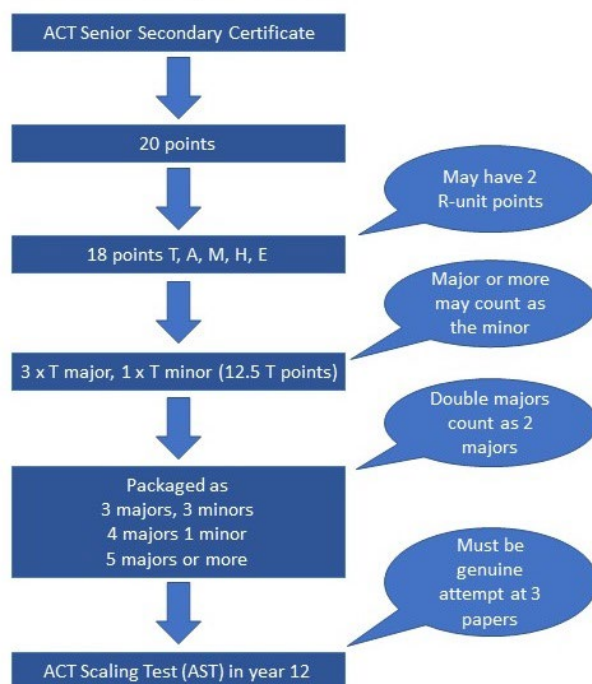
Non-standard packages must be approved by the Principal or delegate and meet BSSS guidelines.

For more information about scores and ATARs see Appendix A.

ACT SENIOR SECONDARY CERTIFICATE (minimum requirements)



TERTIARY ENTRANCE STATEMENT & ATAR (minimum requirements)



Academic Integrity

Academic skills are techniques and habits which allow you to demonstrate your learning in a subject to your best advantage. The academic skills you learn at college will build on and extend what you have learned in your earlier schooling. This booklet aims to help you to develop some of the academic skills you will need at college. The first among these is academic integrity. You need to showcase your own work which may be built on the work of others or in collaboration with others but is ultimately your own work as a completed piece. The Board of Senior Secondary Studies (BSSS) develops the academic rules by which college teachers and students work.

What is plagiarism?

“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.” (BSSS, Policy and Procedures 2023, section 4.3.12.1)

Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person’s work with/without that person’s knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person’s work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person’s work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph, or animation, altered or unaltered, without proper acknowledgement of the source.

What should you do?

In broad terms you should:

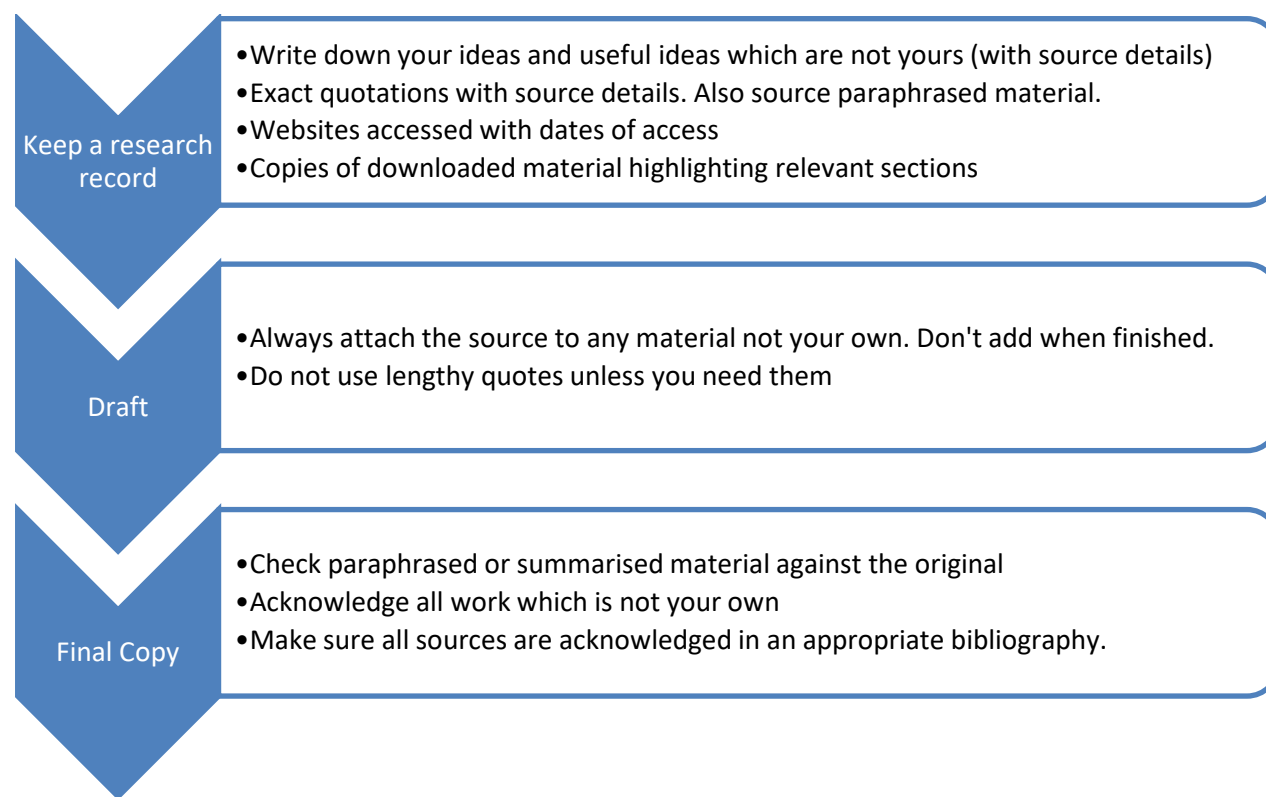
- Understand the relevant policies and procedures of both your school and the BSSS.
- Ask for help from your teacher if you are unsure.
- Allow sufficient time to complete the task. You may be more tempted to rely on another person's work if you are short of time.
- Keep files including all research notes, drafts and a copy of the final product.
- Never help others to plagiarise by lending your work or computer password.
- Understand how to work with other students - what you can and cannot do

In practical terms what should I do?

First, read about academic integrity. This concept also includes ethical research for assigned work.

Web reference:

https://www.bsss.act.edu.au/academic_integrity_information



What if I don't?

Any suspected case of plagiarism including the use of AI will be investigated (in all courses). If plagiarism is shown to have occurred, then a penalty from those listed below will be determined and the incident will be recorded.

Penalties possible:

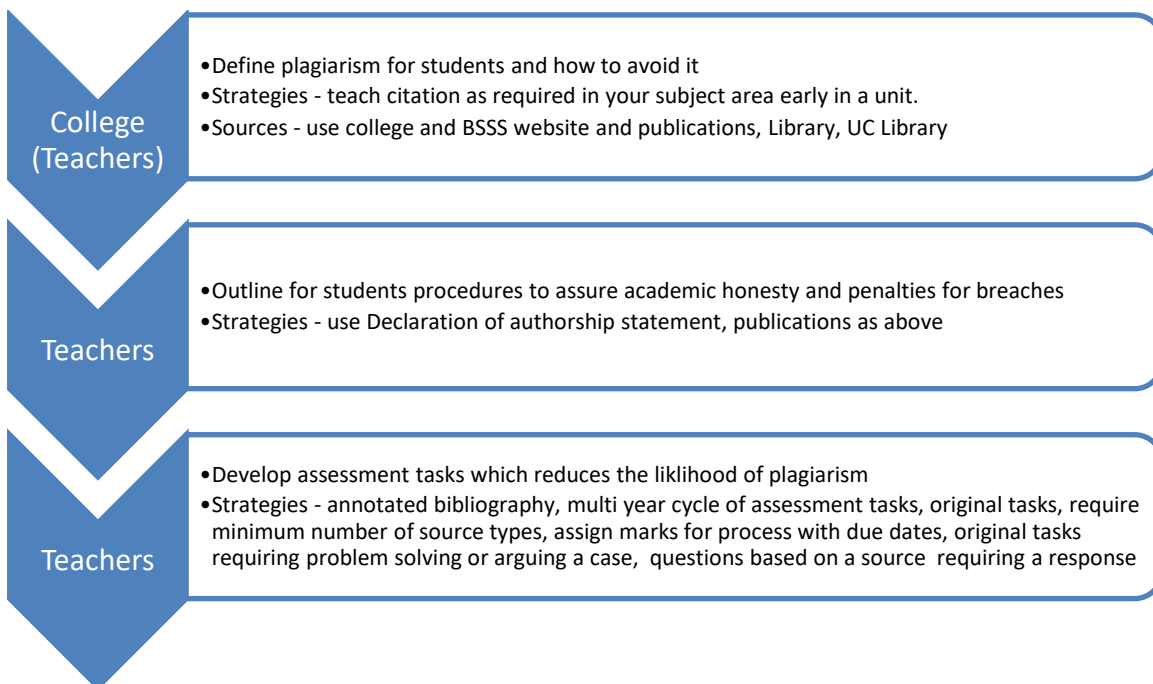
- reprimand, except in cases where benefit would have been derived from such breaches
- the making of alternative arrangements for the assessment (e.g. through a reassessment)
- the assessment marked without the material subject to the breach being considered
- imposition of a mark penalty appropriate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

The material in this section is copied and paraphrased from:

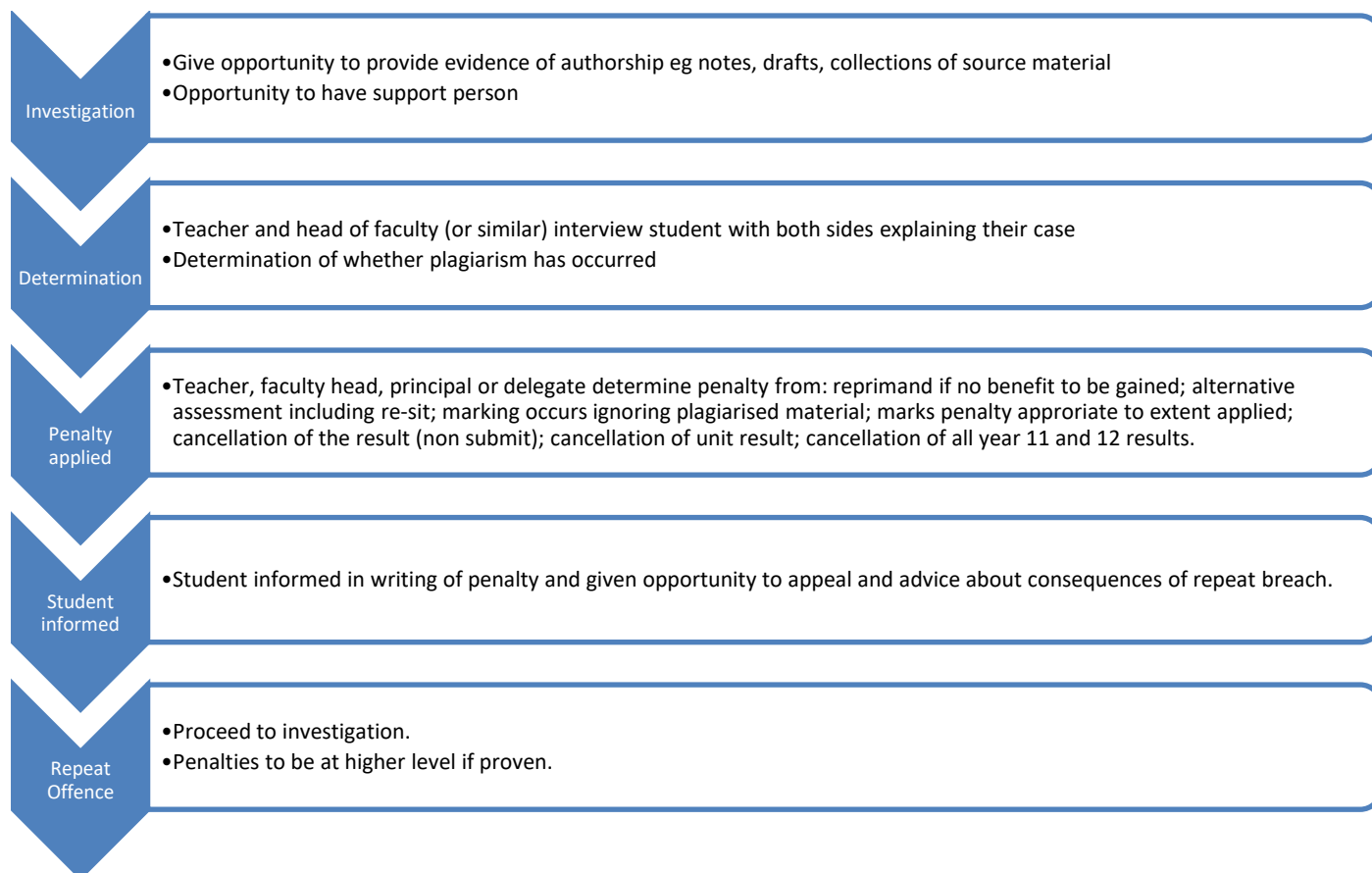
BSSS webpage, viewed 8 Jan 2024,

https://www.bsss.act.edu.au/__data/assets/pdf_file/0017/511217/Academic_Integrity_Student_Guide_updated_2023.pdf

What do teachers do?



What if plagiarism or other breaches of academic discipline are suspected?



A determination of plagiarism which affects your result for an assessment task is subject to appeal. See the next section.

What if I do not agree with an assessment result?

The Senior Secondary Certificate does not show grades and scores. But they are shown on your academic record. If the grades/scores are of importance e.g. applying to a US College for university study or counting towards an ATAR you should look at your grades and scores as soon as assessment items are returned to you and when semester results are released.

Appeals

You may seek a review of any assessment result. A review should be sought immediately (within 5 days of receiving the result) when you believe that there has been an error, or you have been assessed unfairly, unreasonably, or not in accordance with the assessment procedures issued to you.

If you are dissatisfied with the assessment result for a task (e.g. assignment, essay, test, creative) or the procedures used to calculate unit grades or scores, or course scores, you should follow these steps in the review of your result:

Discuss the result with your teacher.

If still dissatisfied, discuss the result with the relevant executive teacher.

If you still have concerns, you may start a formal appeal to the college.

For each unit, details of the assessment are provided in a Unit Outline which should be given out within the first two weeks of the unit. For each assessment task, you should be advised on how it is to be assessed. The unit outline will indicate where you can find course information and procedures for calculating course scores.

Time Limits for Appealing Assessment Items, Unit Scores and Course Scores

Except in Semester 2 Year 12, appeals should be lodged within five working days of the results being published.

In Semester 2 Year 12 appeals against assessment items should be lodged within two working days of results being published and no later than Tuesday 3 December in 2024 . Final appeals to the BSSS close on Friday 6 December in 2024.

Appeals against course scores should be lodged within one working day after publication.

Appeals to the ACT Board of Senior Secondary Studies (BSSS)

After your appeal at the college, if you still consider that your college's unit grade or score or course score procedures have not been followed, or have been applied unfairly or incorrectly, you can appeal to the BSSS.

Unless there are exceptional circumstances, an appeal to the ACT BSSS will only be accepted if an appeal has first been heard by the college.

There is no appeal to the ACT BSSS against the calculation of AST scores, scaled course scores or ATAR. If you are concerned about any aspects of the calculation of these scores, contact the Technical Adviser at the ACT BSSS.

Here are some steps to follow before you decide to appeal:

Read the assessment task outlines, unit outlines and procedures to review assessment tasks, unit grades and scores, and course scores.

Decide if you believe the college procedures:

- are reasonable procedures
- have been followed
- have been applied fairly and
- have been applied correctly.

If you are not satisfied with one or more of these, you may appeal to the ACT BSSS.

Write down the following information to submit to the ACT BSSS:

your name and college

a statement that there has been a college appeal on the matter of the BSSS appeal and the result of that appeal

OR

The exceptional circumstances under which you are appealing directly to the ACT BSSS without first having had an appeal at the college level.

For full documentation of the appeals process see:

https://www.bsss.act.edu.au/act_senior_secondary_system/assessment_scaling_and_the_atar/your_rights_to_appeal

Student Wellbeing

Rationale:

Student Wellbeing is integral to student achievement. The support group (SG) program actively engages students practically and theoretically in social, emotional, and personal development including career pathways. Students will learn through activities such as team building exercises, class activities, guest speakers and whole school events. The program will focus on the overall health and wellbeing of the individual student and strengthening the relationships between students and staff. The program may include units on wellbeing, risk-taking, sexual health, drugs and alcohol, nutrition and lifestyle, relationships and domestic violence, self-awareness and transitions to careers and further education.

The framework for this program is based on Martin Seligman's Positive Psychology research (Seligman, 2011) and the 5 Ways to Wellbeing (Give, Take Notice, Keep Active, Keep Learning and Connect). The program also seeks to incorporate Thomas Nielsen's principle of 'Giving', recognising that those who feel a sense of purpose have a higher state of life pleasure (Nielsen, 2013). The program will link to relevant charity organisations and foster a culture of giving within the college community. This could contribute to the overall mental and emotional wellbeing of the students at the college.

The purpose of the SG program is to help develop students into young adults who can positively contribute to the school community and to society after they have completed their education. The support groups will have high expectations and promote student responsibility through goal setting and lifelong learning. The support group program supports strong teacher-student relationships and aims to nurture the development of the full range of students' capabilities. Teachers at the college will work together through the SG buddy program to encourage communication regarding each student's academic progress and emotional wellbeing.

The program will use a variety of learning environments including the individual SG classroom, combined lessons with the SG buddy, year assemblies, package check meetings and whole school college meetings. The program will have accountable attendance and contribute to the academic record of each student.

Community Partnerships:

Breaking down barriers between the school environment and community agencies is integral to enable students to develop help-seeking behaviours.

The agencies that may work within the Wellbeing Program are: Menslink, The Australian Federal Police, Domestic Violence Crisis Service, Sexual Health and Family Planning, Mental Illness Education ACT, The University of Canberra, former Lake Ginninderra students, Cervical Cancer Foundation, ACT Policing, ACT Fire and Rescue and the Australian National University.

Goals:

The support group program aims to:

- Actively promote student wellbeing.
- Develop important 'transferable' life skills that promote mental, physical, and personal/academic achievement.
- Increase attendance and engagement.
- Provide leadership and student voice opportunities.
- Use the learning tools gained in a school setting in other situations.
- Develop self-sufficiency and the ability to work in a team.
- Increase the positivity of relationships between staff and students.
- Teach students to take responsibility and use initiative in problem solving, managing projects and decision making.
- Develop skills related to communication, teamwork, and conflict resolution.
- Increase self-awareness and ability to manage personal identity.
- Teach how to work productively in different learning environments.
- Build resilience, confidence, and self-esteem.
- Develop independence.
- Give students a broader understanding of themselves and the world they live in.
- Improve physical health and mental health awareness.

SG Focus Areas:

Relationships / Connection

Self-awareness and Wellbeing

Mental and Sexual Health

Personal Safety

Culture of Giving

Healthy Lifestyle

Careers and pathways

Safe and Supportive Schools

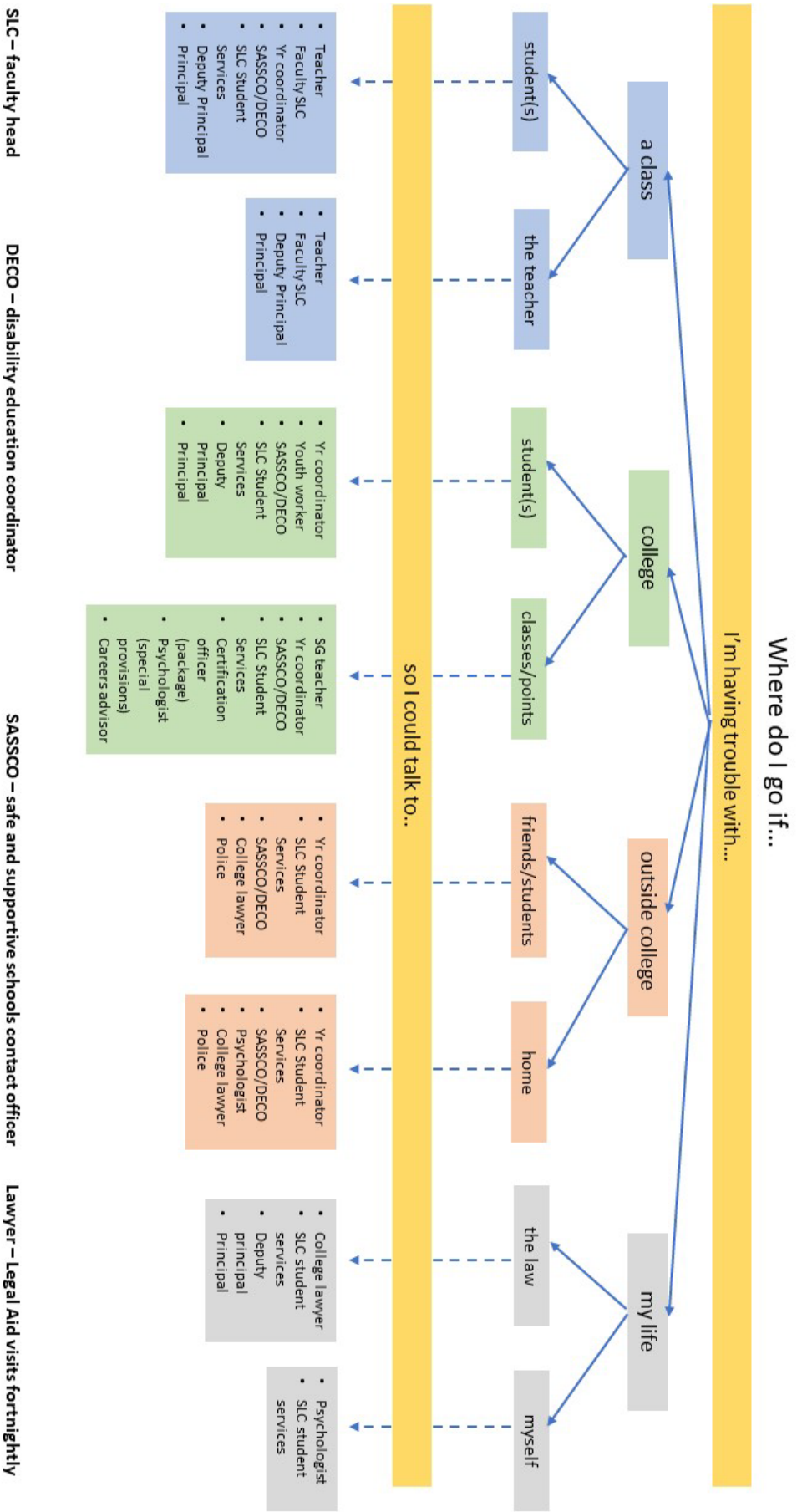
Schools are responsible for:

- Creating and maintaining a safe, respectful, and supportive school environment.
- Developing processes and procedures to address bullying, racial, sexual, homophobic, transphobic and other forms of harassment and violence.
- Applying restorative and/or disciplinary measures where they are appropriate as part of the school's processes and procedures.
- Intentionally developing students' social and emotional skills.
- Evaluating the effectiveness of:
 - the school's social and emotional learning approach
 - processes and procedures to address bullying, harassment, and violence
 - restorative and disciplinary measures
 - and making modifications and improvements in these areas, informed by the evaluation.
- Identifying Safe and Supportive Schools Contact Officers (SASSCOs) to support students experiencing bullying, harassment, and violence.
- Recording incidences of bullying, harassment, and violence in the student administration system.
- Developing processes relating to protective action to be used when a significant danger is present that may cause injury or harm to individuals.
- Developing Positive Behaviour Support Plans for students with complex and challenging behaviour, including behaviour which may result in injury to themselves or others.
- Developing Protective Action Plans which outline protective actions including restrictive practices to address potentially harmful behaviour.
- Ensuring Positive Behaviour Plans and Protective Action Plans are reviewed and updated each term as required.
- Engaging professionals with appropriate expertise including school psychologists, Network Student Engagement Teams and if required, external providers to develop and where necessary assist with the implementation of support plans.
- Ensuring staff have access to appropriate training to support them to develop positive student behaviour and respond safely to potentially harmful behaviour.

Students are responsible for:

- Participating in all school activities to the best of their ability
- Cooperating with staff to help maintain a safe and supportive environment for all

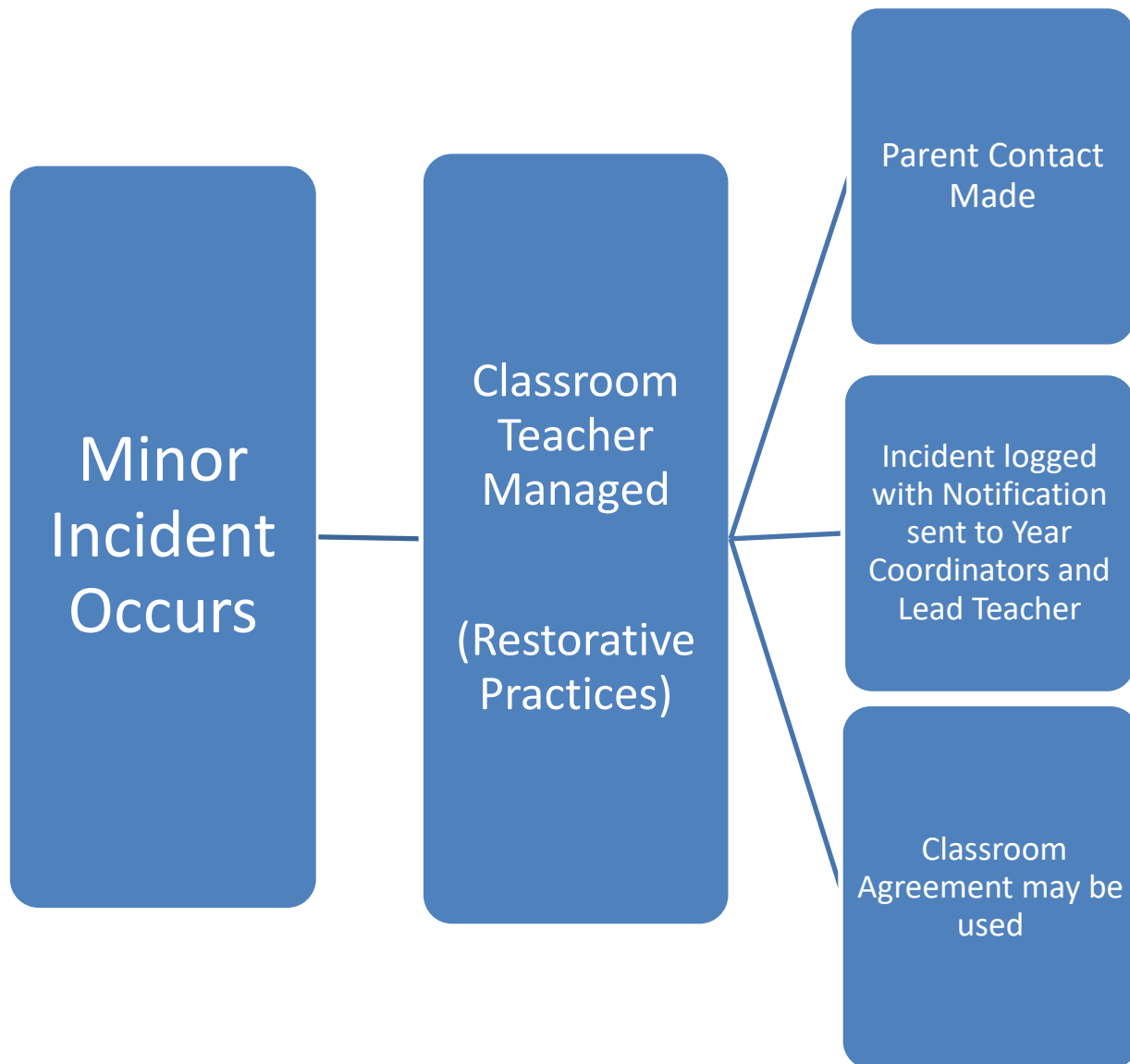
So, who do I go to if I have a problem?



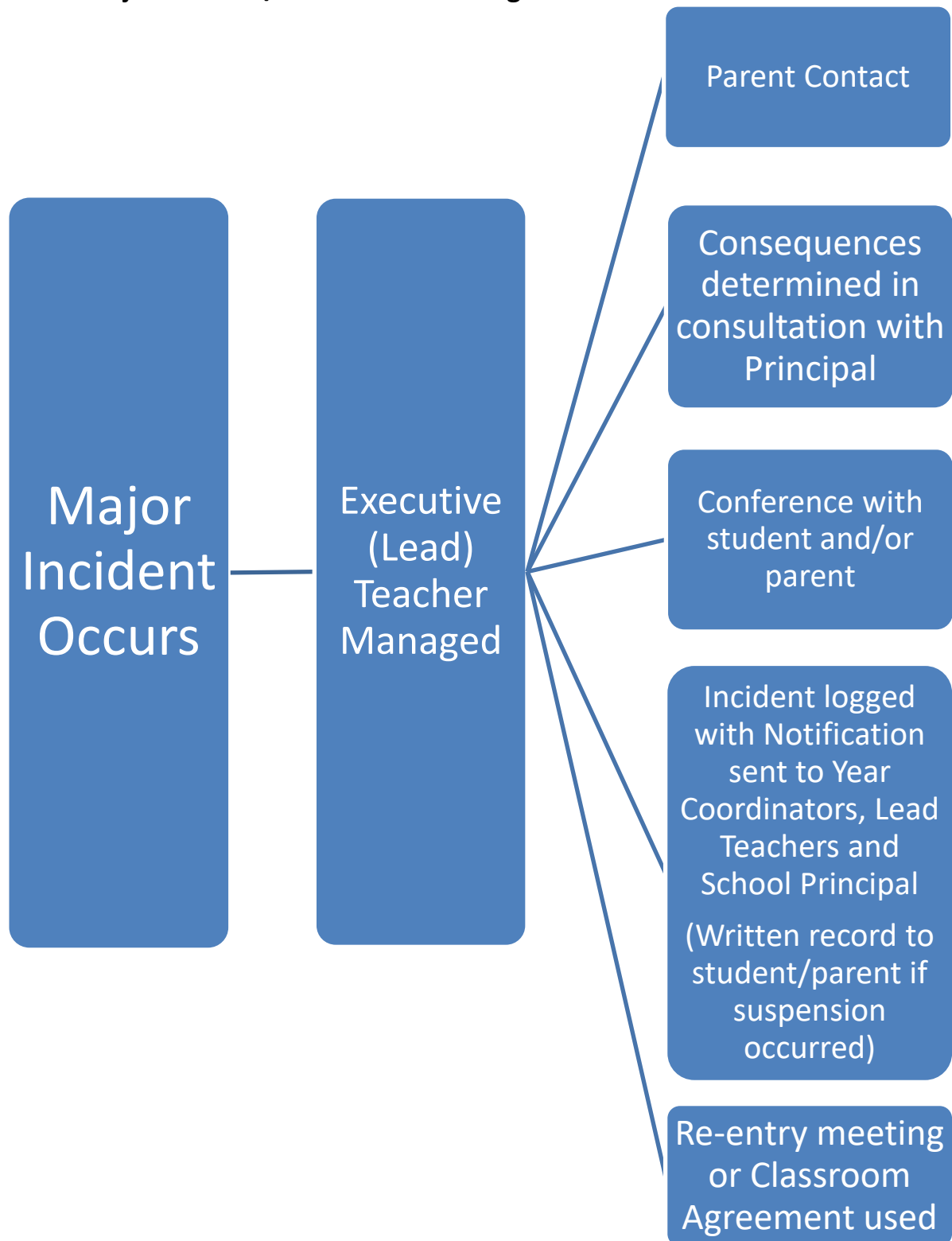
Maybe, I am the problem? What can go wrong?

Minor Incidents	<ul style="list-style-type: none">• Inappropriate Language• Physical Contact (Non injurious)• Non-compliance• Late to Class• Fractional Truancy• Cheating/Plagiarism• Low Level Disruption• Property Misuse
Classroom Teacher Managed	
Major Incidents	<ul style="list-style-type: none">• Abusive Language• Defiance• Disruption• Smoking/vaping at college• Property damage (Intentional)• Physical aggression• Forgery or Theft• Harassment/Bullying• Drugs• Alcohol• Serious Threatening Behaviour
School Leader Managed	

How a Minor Incident/Behaviour is Managed



How a Major Incident/Behaviour is Managed



UC SSC Lake Ginninderra Attendance Policy

The Office of the Board of Senior Secondary Studies (BSSS) requires attendance at 90% of classes before a unit can be awarded. For our college, this means that a student cannot miss more than three lessons in a term unit or more than six in a semester unit. Students who total unexplained absences of 10% of lessons in a unit will be given a Void (V) Grade for that unit – no points, score or grade for that unit towards a Senior Secondary Certificate. If a student misses a lesson or lessons the college requires an Absence Notification Form providing a satisfactory explanation. The college defines ‘**satisfactory explanation**’ as one that is supported by ‘**appropriate documentation**’.

Examples of appropriate documentation include:

- Medical Certificate or evidence of an appointment with a medical/dental practitioner
- Satisfactory written explanation of legitimate absence signed by parent/guardian (e.g. family crisis or bereavement, representative sport etc.)

The college reserves the right to accept or reject an explanation (even if a signed note is provided).

Examples of **unacceptable reasons** for absence include:

- Missing class due to work commitments
- Missing class because you have a driving lesson
- Missing class because you missed the bus
- Illness without satisfactory documentation (see above)
- ‘Personal’ reasons where no detail is provided – see a year coordinator to explain

The intention of this policy is to facilitate the early identification and reporting of poor attendance (including lateness). Teachers record student attendance at each lesson. To enable accurate and up to date recording and reporting of attendance the provision of adequate documentation (Notification of Absence Form and accompanying official documentation) to Student Services after an absence should not be delayed. In addition, we encourage families to contact the college by phone or email with information about planned or current absences prior to the provision of documentation.

If an Absence Form (see example following) is submitted but the explanation of absence is assessed as unsatisfactory, parents will be informed. Weekly attendance reports will be supplied through Support Groups. Support Group teachers and Student Services staff monitor student attendance. In the event of a prolonged or pattern of absence without notification the Support Group teacher will contact parents/carers.

In the event that school procedures encouraging attendance are unsuccessful the school is required to refer parents and young people to ACT Education.

If in doubt about the application of this policy, please see your Year Coordinator or contact the Deputy Principal on 6142 0222.

NOTIFICATION of ABSENCE

Student Surname:		Parent/Guardian:	
Given Name:		Parent/Guardian number:	
Mobile number:		Yr 11 - 12	SG: <input type="checkbox"/>

1. Provide complete details for whole day absences in table below.
2. Complete individual lesson absences in timetable - mark each box and include parent signature.
3. Notification of Absence MUST occur within 7 days of a student's return to college.
4. The college policy requires students to explain all absences to fulfil assessment requirements.
5. Submit Notification of Absence to Student Services. Advise class teachers of reasons for absence.
6. Incomplete or unacceptable reasons for absence will be referred to students for further details from the Parent/Guardian

Note attachments: Medical certificate Letter Other (specify)					
From:		To:		Signature:	Date:
Day	Date	Day	Date		
Reason for absence:					

TIMETABLE

Parents please initial in the lesson spaces when absence is for part of a day.

	Monday	Tuesday	Wednesday	Thursday	Friday			
8:40	A	E	F	G	D	8:40		
9:20	B					9:20		
10:00	C					10:00		
10:40	Recess	Recess	Recess	Recess	Recess			
11:00	D	A	B	E	F	11:00		
11:40	SG			A	B	A	B	11:40
12:00								12:00
12:20	E			12:20				
1:00	Lunch	Lunch	Lunch	Lunch	Lunch			
1:40	F	C	D	C	H	1:40		
2:20	G					G	H	2:20
2:40		2:40						
3:00	H							3:00
3:40						3:40		

Student Services Approval:	Yes No	Date received:	
Notes:		Attend code:	
		Reviewed by:	
		Entered:	

Special Provisions

Special Provisions aim to ensure that a student is neither disadvantaged nor advantaged. There are two categories of eligibility for Special Provisions: illness or personal trauma that has affected academic performance adversely and advance notification of an approved absence that would have affected performance adversely. The latter would commonly be significant sporting or cultural representation.

What are Special Provisions?

Special provisions in assessment are any considerations given to a student whose performance or ability to meet the requirements of one or more assessment items has been affected by one or more of the following

- illness, personal or family trauma for which written evidence (medical certificate or letter from the College Counsellor) has been provided and which clearly demonstrates that the said illness, trauma would have adversely affected performance.
- approved absence as a representative at an ACT or national activity (e.g. cultural, sport) for which written approval has been granted in advance by the Principal and for which written evidence (must be from approved person e.g. coach or organiser of event) has been provided ahead of the activity and which clearly demonstrates that participation in the said activity would adversely affect overall performance in a unit.

Special provisions are to enable a student to demonstrate performance in the unit relative to other students studying the unit. The student must complete an acceptable proportion of the assessment for the unit to obtain estimated scores.

How do students apply for Special Provisions?

A student seeking special provisions completes an "Application for Special Provisions" (available from Student Services and reproduced here) with a year coordinator or SLC. The form must be completed and submitted with a medical certificate or other written evidence which clearly demonstrates that the said illness, trauma, approved absence would have adversely affected performance and submitted to the Executive Teacher, Student Services noting that in approved absences only advance notification will be accepted.

The Executive Teacher, Student Services (in consultation with others eg psychologist, year coordinators, certification officer, deputy principal) will decide if special provisions are approved. Following approval, each Executive Teacher will be responsible for applying special provisions in their faculty.

Special provisions may take one or more of the following forms where illness or trauma is the cause:

- granting an extension of time for completion/submission of an assessment item or allowing a student to complete a test at some time and place other than that set for the rest of the class.
- exempting a student from an assessment item-an 'estimate'. Where more than 50% is estimated an A to E grade cannot be awarded.
- allowing the student to submit an alternative assessment item where, because of illness or trauma, the student had been unable to successfully complete/submit an item.
- awarding a grade of "status" for the unit if less than 50% assessment is possible but learning goals of unit are satisfied.

Special provisions will normally take the following form where **approved absence** is the cause:

- completion of an alternative assessment task at the discretion of the teacher/Executive Teacher.
- granting an extension for submission of an assessment item or allowing a student to complete a test at some time other than that set for the rest of the class.

Details of the application of Special Provisions should be recorded by the teacher in ACS. Students will be granted access to this information on request. **Students are advised to check that Special Provisions been applied during and at the completion of the course unit.**

Appeals on special provisions

If a student is not satisfied with the outcome of his/her application for Special Consideration, an appeal may be lodged in writing, with a Deputy Principal within 3 college days of notification of the outcome of application.

Special Provisions Application



Name:	Year:
Year Co:	Package:

Steps:

1. Complete all details of this form.
2. Return form and supporting documentation to Student Services.
3. Book an appointment with a Year Coordinator, Student Services Executive or School Psychologist to discuss your application.

Reason for Application:

Describe the reason for your application (e.g. mental health, sporting, travel or family). If you have trouble writing the statement below, speak with a teacher you trust, your year coordinator or the school psychologist.

Educational Impact:

Describe how your reason above is impacting your studies this semester.

Teachers/Subjects:

A		E	
B		F	
C		G	
D		H	

Suggested Adjustments:

Describe the support you believe you may need in order to succeed this semester. Speak with a teacher you trust, your year coordinator or the school psychologist for strategies.

Supporting Documentation:

All applications must be accompanied by supporting documentation from relevant professionals. If you are unable to obtain documentation or require assistance, please schedule a meeting with the School Psychologist for support.

Please tick one of the following:

- ☐ Supporting Documentation Attached.
- ☐ Support Documentation Assistance Required.
- ☐ No documentation

Period of Application:

All applications must have a determined adjustment period for school and system records. Special Consideration is reviewed on a semesterly basis.

- ☐ I require Special Consideration for a short period, the dates are: _____.
- ☐ I require Special Consideration for the entire term.
- ☐ I require Special Consideration for the entire semester.
- ☐ I am unsure and will discuss in my appointment.

Appointment:

- ☐ I have booked an appointment with a relevant staff member to process my application, my appointment is scheduled for: _____.

Goals:

- ☐ My learning goal to improve my academic skills is:

_____.

- ☐ Not applicable to circumstance.

Statement of Understanding:

1. I declare that the information provided by me is correct.
2. I understand that I must inform Student Services if my circumstances change.
3. I understand that I can come to Student Services to seek assistance with any matters related to my attendance or assessment at any time and that it is my responsibility to do so.

Please Note - Special Provisions will not alter grades or guarantee passing grades but provides support to students with specific needs.

Signed: _____(Student)

Signed: _____(Parent/Guardian) Date: ____

What if I just need a small extension of time?

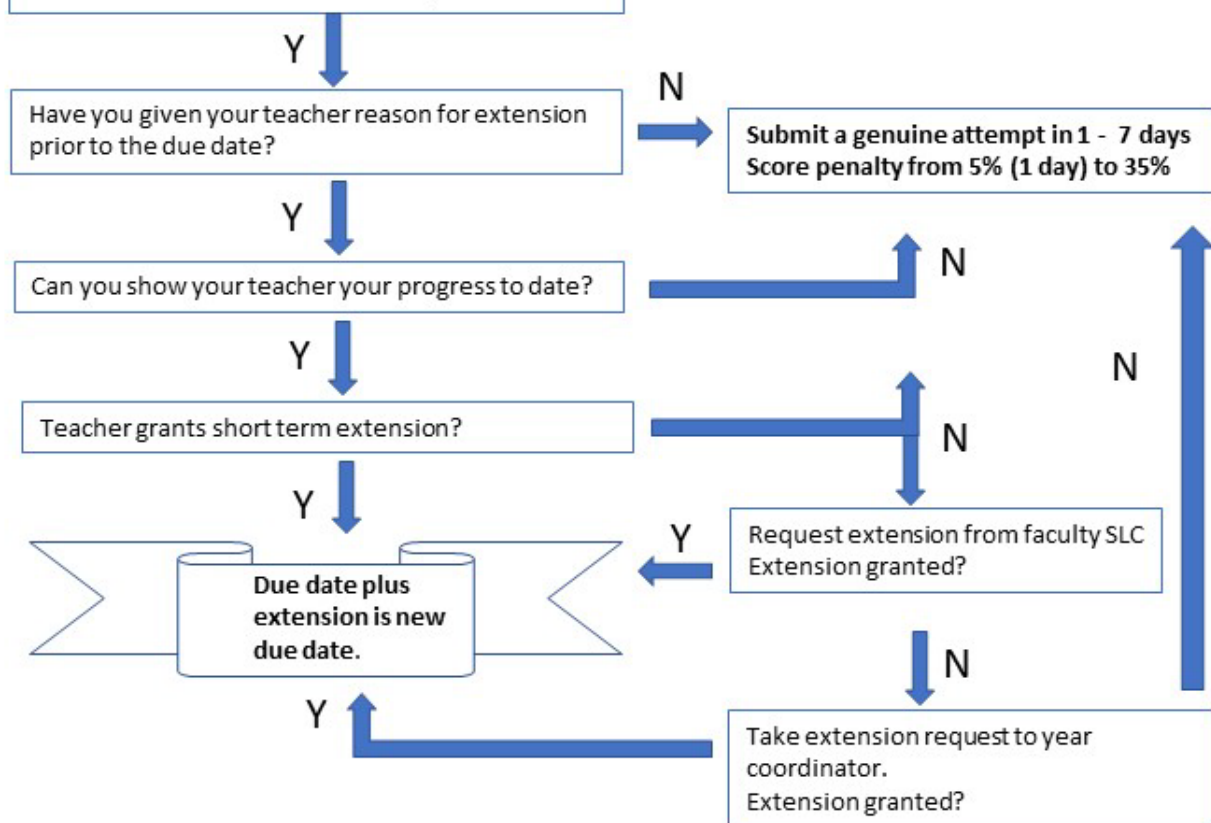
What is an extension and why do I need to ask?

Answer

An extension is an addition of extra time to an assessment due date. It is a type of "special provisions"
Eligibility for special provisions requires evidence from the student.
Detailed information is to be found in [BSSS Policy and Procedures](#)
Without extension, tasks submitted 1 – 7 days late have a score/grade penalty applied.
On 8 or more days late, a task receives the notional zero (bottom score)
Tasks not submitted at all do not count towards achieving a unit.
If unsubmitted tasks have a weight greater than 30% in a unit, a V grade may result.

So..

What is the extension process?



APPENDIX A

Understanding scores in a T package at college

Introduction

The senior secondary system in the ACT is designed so that students in a T package achieve an aggregate score and an ATAR that fairly compares each student's performance with all other students in the same year, irrespective of their subjects and the college they attend.

Scores from individual assessments have to be adjusted to compare them on the same scale. This happens progressively each semester so that the final scores used to calculate an ATAR are not known until after the final assessments in Year 12.

Students do receive useful information about performance in student-profile-online during Years 11 and 12 which can help track progress. The table below summarises which numbers help most to track progress towards the ATAR. Grades do not contribute to an ATAR but do contribute to a Grade Point Average (GPA) which is important for students seeking a USA pathway for tertiary study.

Assessment	Scores helpful to track progress
Single assessment task	Z-score Standardised Score
Term or semester unit	Unit Score
Completed course	Course Score
(2 – 4 units)	Estimate of Scaled Course Score

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1. How does college marking differ from high school?

The item marking process in college does not differ from high school. For example: If you complete a 50-question multiple choice test and get 40 questions correct, then your score is 80 %, and possibly a B grade for the item.

However, unlike high school, scoring at college does not rest there. In college marking the percentage of correct answers is used to determine a position (or rank) in the classes which are taking the subject. This position is used to adjust the mark to a new one – a scaled score. The scaled score will usually be higher or lower than the original score; sometimes it will be the same.

This scaling process will be applied to each assessment task in the semester.

At college, scores are scaled because a score has to compare student performance across different assessment items and different subjects. The scaling constants are different for each group of subjects scaled together. The scaling constants reflect historical performance in those scaling groups.

This process places students on the same scale so that no one is advantaged or disadvantaged by the assessments they complete or the subjects they choose.

2. How do letter grades work at College?

2.1 What are letter grades?

In college A/T/M courses, A- E letter grades show a level of performance against a set of achievement standards. These standards are listed in the course documents on the BSSS website(https://www.bsss.act.edu.au/asset_lists/atmcv_courses).

Rubrics or marking schemes included with assessment items will give a more detailed breakdown of success criteria for the standards.

Year 12 achievement standards are written to reflect increased performance expected compared with year 11.

Courses classified R or C or Interstate/Overseas do not use letter grades. Grades such as “Pass” “Participated” or “Recognition” indicate success.

Non achievement is graded as “Void”, usually called a V grade.

2.2 Do grades matter in college?

In an ATAR package, grades do not matter for the outcome. Unit scores are used to calculate course scores which are used for calculating an aggregate score and ATAR. Grades are not used in these calculations.

There is no fixed relationship for grades and task scores, unit scores or course scores. It is possible to get a high grade and a low score or a low grade and a high score. For example, a student could get a score of 77 and a grade of C in one subject, and a score of 60 and a grade of B in another subject.

2.3 I got A's in high school, now I get C's; what's happened?

Some possible reasons: tasks at college may not assess the same skills as similar subjects in high school; more assessment tasks are required, meaning that there is less time for each; students come from a range of high schools where grading may vary. College grading is subject to quality assurance supported by the BSSS on Moderation Days where work from students at all colleges is examined by teachers from a different college.

Grades have only an indirect relationship to the ATAR. This is because it is possible to get an A but with a low scaled score and a C with a high scaled score depending on which subjects are taken. Grades do play a significant role in selection for university in the USA where a minimum GPA is expected.

Grades are also shown on the Record of Achievement which is awarded with the Senior Secondary Certificate. Grades may be used by CIT and other non-university places to select students or work places hiring workers.

3. What do all those numbers mean in profiles online?

The student-profile-online (example below) includes multiple result types for assessment items. The table which follows explains each result type and notes if they are helpful for predicting an ATAR.

Two result types – z-scores and standardised scores – can give an indication of final performance and hence are the most useful results at the task level. However, these should not be relied on to accurately predict your ATAR. Unit scores discussed in question 6 are more useful.

10883 Unit 3: Mathematical Methods				Assessment Period: S2 <i>Text</i>				Unit Grade:	Unit Score: 0.00		
Assessment Item	Weighting	Mark	Out Of	%	Grade	Mean	SD	Z Score	Standardised Score	AI TopMark	Adjustment Type
Test 1	30	35.0	60	58.3	C	33.8	9.8	0.12	71.4	52.0	
Assignment	40	44.0	85	51.8	C	41.2	15.3	0.18	72.2	71.0	
Test 2	30		70								

Column heading	What is this?	Example: Test 1	Useful to predict ATAR?
Weighting	Fraction of an assessment task which contributes to unit score.	30 or 30%	No
Mark	Raw score on your paper.	35.0	No (see 3.1)
Out of	Maximum raw score.	60	No
%	Raw score as percentage.	58.3	No
Grade	Letter grade A to E.	C	No (see 3.1)
Mean	Cohort average score for the task.	33.8	No
S.D	Cohort standard deviation for the task.	9.80	No
Z-score	How many standard deviations a mark is above (positive number) or below (negative number) the mean score.	0.12	Partially (see 3.2)
Standardised Score	Adjusted score using a new mean and S.D, the z-score and item weightings.	71.4	Partially (see 3.2)
AI Top Mark	Top raw mark awarded for this task.	52.0	No

3.1 Why don't raw scores and grades matter for my ATAR?

The raw scores are not helpful for predicting an ATAR because there is no fixed relationship between raw scores and standardised scores. It is the rank of raw scores in the cohort that matters – shown by z-scores. Raw scores are used to calculate the z-score so they are indirectly relevant.

There is no fixed relationship between an item or unit grade and the standardised scores which are used to determine the ATAR. Therefore they can't be used to predict an ATAR. **Grades can be helpful for improvement.** Examining performance against grade standards and assessment rubrics can identify areas of strength and weakness.

3.2 Which numbers in profiles online matter for my ATAR?

Only two - z-scores and standardised scores.

Z-scores are used for the standardising process and the calculation of your unit and course scores. The higher the z-score the better your performance compared to others. See question 4 for detail.

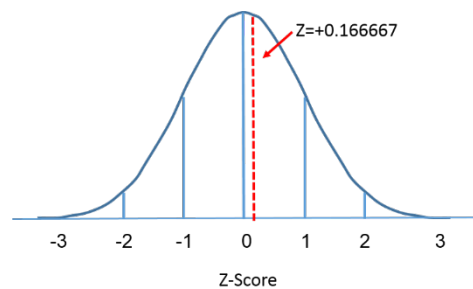
Standardised scores are more useful than grades and raw marks. Standardised scores can be used to compare performance between tasks within a course and to a smaller extent can be used to compare performance between courses. In contrast, raw marks are not comparable and therefore aren't particularly helpful.

Both z-scores and standardised task scores are only a partial indicator and more helpful are unit scores when calculated – see questions 5 and 7 for more information.

4. Can you explain about z-scores please?

4.1 What is a z-score?

A z-score is a relative standing of a score in a data set. They are a measure of how far (in standard deviation units) a given score lies from the mean of the data. Z-scores can be positive or negative.



- * z-score = 0 - an item score on the mean of all scores
- * z-score = +1 - an item score one standard deviation above the mean
- * z-score = -1 - an item score one standard deviation below the mean

4.2 Why are z-scores used and not raw marks?

Typically measured quantities such as scores in an exam follow a standard normal distribution, also known as a bell curve. Z-scores place all students and all subjects onto the curve. This is helpful because it allows for a comparison across different subjects that have different means and standard deviations. If raw marks were used, subject results could not be meaningfully compared.

When results are expressed as scaled scores, Z-scores ensure each student's relative position or rank in the class to stay the same. A student's score may change but their position remains the same.

4.3 How are z-scores calculated?

$$\text{z-score} = (\text{student's raw task score} - \text{task mean for all students}) / \text{task standard deviation}$$

Numerical example:

$$\begin{aligned}\text{z-score} &= (35 - 33.8) / 9.8 \\ &= 0.12\end{aligned}$$

4.4 Do z-scores match a particular grade?

There is no fixed relationship between a z-score and a grade as they measure different things. However, a high grade is more likely to be associated with a high z-score and a low grade with a low z-score. C grades cover a very wide range of z-scores.

4.5 What z-score do I need for a specific scaled score?

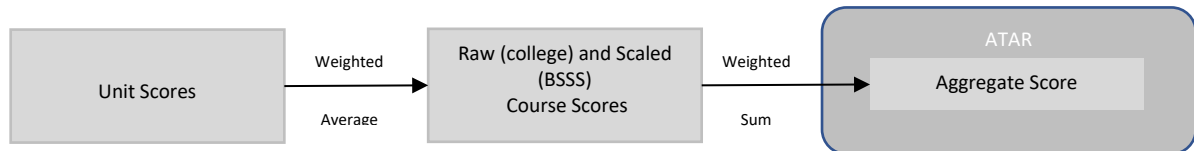
The z-score required for a particular score depends on the scaling constants (mean and standard deviation) for the subjects you are taking. In general, a positive z-score is desirable and higher z-scores yield higher scaled scores in your course or scaling group.

Consistent z-scores below negative 1.5 in a subject suggests you reconsider that subject since it is unlikely the course score would be used in your final ATAR calculation. You may be better off taking a different subject where you may perform better.

5. How do I gauge progress towards my ATAR goal?

It was noted in question 3 that assessment item z-scores and standardised scores can be helpful in indicating how well you are performing. You will know if you are performing well in tasks if you get positive and high z-scores and high standardised scores. At the task level don't worry about grades or raw scores.

The relationship between standardised unit scores and the ATAR is more helpful as the picture below shows. It is thus possible to get a rough estimate of your final aggregate score and therefore your ATAR by looking at your **standardised unit scores** and later looking at your **raw course scores**.



It's important to know that the raw course scores are scaled in a process using the AST so your scaled course score depends on how students in each subject or scaling group at the college perform in the AST. Nonetheless **standardised unit scores are an early indicator of your college course scores** and are available at the end of each semester. This is described in more detail in FAQ 6 and 7.

6. Can I calculate unit scores from task scores?

No. It isn't possible to calculate unit scores yourself because it relies on information about the performance of all other students in your cohort and scaling group and on the use of historical performance data.

Your unit scores are provided on the BSSS profiles online and with end of semester reports. It's best to use this unit score information for an indicator of your raw course scores and subsequently your ATAR. The answers to questions 9 and 10 explain how to estimate your course scores.

7. What do the end of unit numbers mean?

Unit results appear on student-profile-online as shown in the image below. There are multiple result types. The table which follows explains what each result type means and how helpful they are for predicting an ATAR.

ENGLISH

Unit	Year	Accred.	Score	Z Score	Grade	Class	Value	SG Mean	SG SD	Rank
Unit 3: Comparative Texts	2019,S1	T	68.57	0.52	C		1	62.55	11.63	80 / 255

Scaling Group Courses:

ENGLISH, ENGLISH / LITERATURE, LITERATURE

Column heading	What is this?	Example	Useful to predict ATAR?
Year	Year and semester the unit was completed.	2019,S1	No
Accreditation	Unit type - tertiary (T), accredited (A) or other (H, M, R etc). Only T and H units contribute scores towards an ATAR.	T	No
Score	Standardised score for this unit	68.57	Yes (see 7.1)
Z-Score	The number of standard deviations your unit score is above or below the mean. It is not an average of the item standard deviations.	0.52	No
Grade	Grade A to E.	C	No
S.G. Mean	Average unit score of the scaling group.	62.55	No
S.G. S.D.	Standard deviation of the scaling group scores.	11.63	No
Rank	Numerical ranking in the scaling group. Rank is directly related to z-score.	80/255	No
Scaling Group	Scaling groups include one or more courses. e.g. all T maths courses	English, English /Literature, Literature	No

7.1 Which numbers matter for my ATAR?

Unit scores are the best predictors of your ATAR. These are calculated using the College's best estimation of scaling based on historical data. Final scaling occurs at the end of year 12. Unit scores can also be used to compare your performance across subjects. For example: a unit score for English of 68.57 is higher than a unit score of 65 for Exercise Science and therefore you performed better in English.

8. What do the course numbers mean?

Course results appear on student-profile-online as in the image below. The table underneath explains what each result type means and how helpful they are for predicting your ATAR.

School: XXXXXXXXXX						
Scaling Group: 1						
Course	Type	Score	Z Score	SG Mean	SG SD	Rank
XXXX ENGLISH	Major	74.07	0.95	63.49	11.13	52 / 312
Scaling Group Courses:						
ENGLISH, ENGLISH / LITERATURE, LITERATURE						

Column heading	What is this?	Example	Useful to predict ATAR?
Type	Course is a major or minor or major-minor or double major.	Major	No
Score	Raw course score. It is a weighted average of the best: - 7.0 units for a double major - 4.4 units for a major minor - 2.8 units for a major - 1.6 units for a minor	74.07	Yes (see 8.1)
Z-Score	The number of standard deviations your course score is above or below the mean.	0.95	No
S.G. Mean	Average course score of the scaling group (S.G.) which may consist of students from more than one course.	63.49	No
S.G. S.D.	Standard deviation for the course scores in the scaling group.	11.13	No
Rank	This is the final numerical ranking of your position within the scaling group. It is directly related to your z-score.	52/312	No

8.1 Which numbers matter for my ATAR?

Raw course scores are **good estimates of your subsequent ATAR**. These are standardised using the college's best estimation of scaling based on historical data. Good estimates of your course score can be obtained by averaging two or more unit scores. After raw course scores are processed by the BSSS, scaled course scores are combined to give you an aggregate score – see question 10 and 11. Course scores can also be used to compare your performance against other subjects.

9. How are raw course scores calculated?

Course scores are a **weighted average of your unit scores** as per the table immediately below. Raw course scores are a good indicator of your final aggregate mark. They are adjusted by the college but have not yet had scaling from the BSSS, using the AST (ACT Scaling Test).

Course Type	Number of units in the course	Units for weighted average score
Minor	2 - 3	1.6
Major	3.5 - 5	2.8
Minor-Major	5.5 – 6.5	4.4
Double Major	7 - 8	5.6

These can be calculated as per the examples below but are also provided in your student-profiles-online – next page.

For a minor:

Course score = best score + (0.6 x 2nd best unit score) / **1.6**

Course 1	Weighting (%)	Standardised score	Calculation	Weighted score
Unit 1	100	72.2	1.0 x 72.2	72.2
Unit 2	60	71.4	0.6 x 71.4	42.8
Course Score Minor			(72.2+42.8)/1.6	71.9

For a major:

Course score = best score + 2nd best unit score + (0.8 x 3rd best score) / **2.8**


Course 1	Weighting (%)	Standardised score	Calculation	Weighted score
Unit 1	0	69.1	0 x 69.1	0
Unit 2	100	73.0	1.0 x 73.0	73.0
Unit 3	80	72.8	0.8 x 72.8	58.2
Unit 4	100	74.0	1.0 x 74.0	74.0
Course Score Major			(73+58.2+74)/2.8	73.3

For a major – minor:

Course score = best score + 2nd best unit score + 3rd best score + 4th best score + (0.4 x 5th best score) / **4.4**

For a double major:

Course score = best score + 2nd best score + 3rd best score + 4th best score + 5th best score + (0.6 x 6th best score) / **5.6**


ACT
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Scaling Group: All

Student ID	Student Name

School:
Scaling Group: 1

Course	Type	Score	Z Score	SG Mean	SG SD	Rank
ENGLISH	Major	74.07	0.95	63.49	11.13	52 / 312

Scaling Group Courses:
ENGLISH, ENGLISH / LITERATURE, LITERATURE

10. How are course scores scaled?

College course scores are scaled by the BSSS using the AST and a method called other course scaling – i.e. how well all students in one course perform in their other courses. The scaling parameters change each year and for each subject, depending on the performance of students in the AST. So an accurate calculation of scaled course scores is not possible before the end of year 12 but they can be estimated.

10.1 How do I estimate my own scaled course scores?

A shorthand method for estimating scaled course scores, in an average (5 years) AST year, is done by multiplying the course score by 2. But please note this may be an over or underestimate depending on how well students perform in the AST. Nonetheless it is a useful estimate before BSSS scaling is applied to obtain the final result.

It is the scaled course scores that are combined to obtain an aggregate score which is then used to provide an ATAR.

10.2 Do some subjects scale better than others?

It is not true that courses are scaled based on difficulty. However, better performing students and those who tend to do well on the AST often pick subjects typically perceived as difficult like specialist maths or physics and therefore these subjects appear to receive more favourable scaling.

More information on scaling is available on the [BSSS Website](#).

11. How are aggregates calculated?

Aggregate scores are the sum of the best three scaled major course scores plus 0.6 of the next best major or minor scaled score. An example is shown below for 5 majors.

Student	Weighting (%)	Scaled score	Calculation	Weighted score
Course 1	0	150	0 x 150	0
Course 2	100	150	1 x 150	150
Course 3	100	150	1 x 150	150
Course 4	60	150	0.6 x 150	90
Course 5	100	150	1 x 150	150
Aggregate			Sum	540

12. Relation of aggregate scores to ATAR?

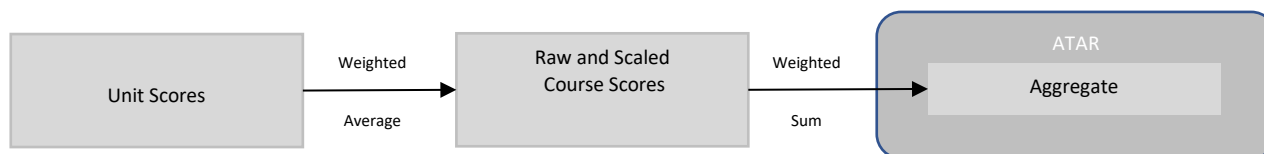
The conversion between scaled aggregate and ATAR changes each year. The following table is an estimate – based on a 5 year average (2017-2021) from the BSSS Technical Advisor annual report. The table also shows the range of each of these average scaled aggregates.

For an ATAR of 80, the average aggregate is 561. This means a student will generally need at least 561 for an ATAR of 80. However, sometimes the student can receive an ATAR of 80 with 558 (minimum column) or may need as much as 564 (maximum column). The estimates are more stable for higher ATAR ranks and it is harder to predict an ATAR of 50 or 60 based on aggregate mark because these have bigger ranges (see the range column).

ATAR	Average aggregate	Range	Minimum	Maximum
95	660	7	657	664
90	619	5	616	621
85	588	6	586	592
80	561	6	558	564
75	536	6	533	539
70	511	9	506	515
60	457	12	451	463
50	338	56	311	367

13. What course scores are needed to reach my ATAR goal?

The relationship between unit scores, raw course scores and aggregate scores was discussed in question 5 and repeated in the picture below. This relationship helps us make some predictions on what unit and course scores are needed for each ATAR rank.



The details of the relationship depend on how students perform in the AST and therefore it changes from year to year and subject to subject so the predictions are just that.

Accepting the caveat that the relationship is dependent on other factors, the following table is a **rough estimate** based on a 5 year average (2017-2021) for a low AST year to a high AST year.

ATAR	Average scaled course score Estimate = raw course score x 2	Average raw course score
95	184	92
90	172	86
85	163	82
80	156	78
75	149	75
70	142	71
65	135	68
60	127	64
55	116	58
50	94	47

This table means that if you achieved approximately 78 for each unit and each course then your ATAR has a reasonable chance of being around 80 with a range of + / - 5 depending on your performance and the colleges performance in the AST. Therefore, it's possible that an average course score of 78 will give you an ATAR anywhere between 75 and 85.

CAUTION: Performance in the AST and therefore final aggregates will not be known until the AST and BSSS scaling is complete.

Any student intending to take an ATAR (T) package **must take the AST and the AST training program seriously** to give everyone the best chance ATAR success.

Final Comment

Unit and course scores provide the best indication of your ATAR at the end of year 12. Your raw scores and grades are not predictive of your ATAR but can be useful for showing you what you are doing well and where you can improve.

You can get a rough estimate of your ATAR using your average unit scores over Years 11 and 12, based on patterns from previous years. But as the cut-offs between scaled aggregates and specific ATARs change from year to year, these predictions are not always accurate. If you are aiming for a specific ATAR you should not rely on this year's cut-offs being the same as they have been in previous years, although they are likely to be similar.

Further information

For further advice and information please see the AST team or careers team.

Self-Reflection Questionnaire for Transition

1. Background - previous school. How did you perform academically?
What other activities were you involved with?
How was your attendance?

2. Describe your transition to college so far using the following questions as a guide.
How difficult has it been choosing your subjects, finding your way around?
[on a scale of 1 — 10]
Add a comment.

3. Do you have any plans for when you finish at college? What are they?

4. What type of package (A or T) do you intend to complete?

5. Are you doing the right courses in terms of your aspirations, abilities and interests and your plans for the future? How do you know? Who should you talk to?

6. What do you know about the freedoms, responsibilities and pressures of college life?

7. How do you think your home will cope with having a college student?

8. What is the role of Student Services?
What is the role of the SG teacher?

9. What is the role of the Careers office?

10. What question(s) do you want answered about college?



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