



# Essendon Keilor College

## Later Years 10-12

### Parent & Student Handbook 2026



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## Introduction

This booklet provides students and parents with information regarding our expectations and processes at the Essendon Campus. It contains information about all major policies related to Student Engagement and Wellbeing, and Curriculum. All policies can be found on our website.

It is vital everyone within our school community is familiar with these key policies and processes as our students undertake their final years of secondary schooling. Students, always remember the key to success is you, and we are here to support you to be the best that you can be.

As a parent you should feel connected to your child's schooling. We encourage you to attend all parent information evenings, parent teacher interviews, actively engage with Compass, and use our school website as a way of seeking important information. All staff email addresses can be accessed on the school website.

## Key Contacts

College Principal	Mr Adam Potter
Campus Principal	Ms Sally Stevens
Campus Assistant Principal	Ms Melissa Hamilton
Disability & Inclusion Assistant Principal	Ms Melissa Travers
Campus Coordinator	Mr Luke Carroll
Later Years Curriculum Coordinator	Ms Laura Slater
Student Wellbeing Coordinator	Ms Jasmine Caluzzi
Mental Health Practitioner	Ms Micaela Dowd
Year 12 Coordinator	Ms Lillian Wilson
Year 11 Coordinator	Ms Claudia Irato
Year 10 Coordinator	Mr Will Sloss
VCEVM Coordinator	Mr Gus Mather
Student Leadership Coordinator	Mr Aidan Lloyd
Student Pathways Coordinator	Mr Dan Kingham

The Student Engagement and Wellbeing team is led by Assistant Principal Melissa Hamilton and Leading Teacher Luke Carroll who are responsible for overseeing Student Engagement and Wellbeing on the campus. Each Year level has a Coordinator who is involved in the development, implementation and management of proactive programs that enhance student engagement, and learning, both within and outside the classroom. The Student Management teamwork with the Wellbeing Team consisting of the Student Welfare Coordinator and Mental Health Practitioner. The Later Years Curriculum is overseen by Laura Slater, while our Transition and Pathways is led by Daniel Kingham.

# Communication

## School Website

Please visit our school website to explore key information about our school. [Welcome to Essendon Keilor College \(ekc.vic.edu.au\)](http://Welcome to Essendon Keilor College (ekc.vic.edu.au))



## Compass School Manager

Compass is a web-based application that provides access to information and streamlines many of our school operations such as attendance, communication, event management and reporting. **Compass is the central portal for communication between the school and home.**

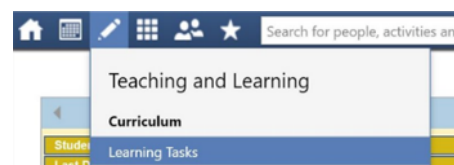
Parents are able to login to Compass via the link on the Essendon Keilor College website.

Students are able to login to Compass via the school website using their student ID and internet password.

Each family listed in the school administration database (CASES21) has a unique login for Compass. This login is for parent/guardian only access. Students will be issued with login details for their use. Please DO NOT share your account details with your child.

The modules that will be available to you when you log onto Compass are:

1. **Email address and phone number** – Please ensure we have the right email address and phone number. The details listed on Compass will be used to send emails and SMS alerts.
2. **News Feed** – The school will post news items to parents to remind parents about events and activities at the school. The news feed will be customised, showing only the information relevant to each family.
3. **Attendance** – Parents will be able to view their child's attendance online, notify the school of absences and indicate future absence.
4. **Newsletter** – The newsletter will be published on Compass and parents will be able to view each edition through the news feed.
5. **Teacher email** – Parents will be able to email teachers directly through Compass.
6. **Parent/student/teacher interviews** – Parents will be able to make appointments with teachers similar to what has been experienced through the parent portal.
7. **Reports** – Parents will be able to view their child's report as an electronic PDF file, download and save.
8. **School Photos** – Parents will be able to order school photos online through the Compass Portal
9. **Consent/Payment** – Parents will be able to make payments and give consent for certain school approved excursions/incursions and camps.
10. **Learning Tasks** - Parents can access student results and feedback on assessment tasks in a timely manner via our continuous reporting system to allow improvements to be made. Parents can view these results via the Learning Tasks section of Compass, located within the Teaching and Learning menu (indicated by the pencil icon).



11. **At Risks, Redemptions & Positive Posts** - Parents can view these via the Student Profile section

*It is essential that parents log in to Compass on a regular basis to access the news feed and other relevant information. It is also essential that the Username and Password details attached are kept in a safe place, and NOT made available to your child.*

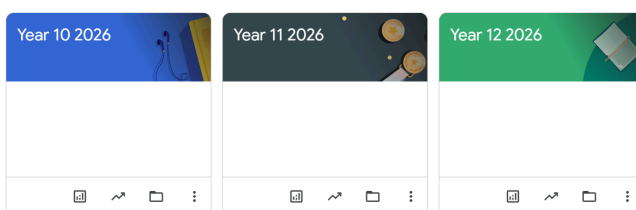


# Google Suite for Education

**GOOGLE:** Essendon Keilor College is a Google for Education school, meaning we use the Google suite of applications as our means of online storage (Google Drive), communication with students (Google Classroom, Gmail) and creating documents (Google Docs, Slides and Sheets)



**GOOGLE CLASSROOMS:** Every class/subject teacher will create a google classroom. Students will have access to curriculum resources, assessments and key information about classwork and homework. It is expected that all students ensure they have signed up to each google classroom at the beginning of each year/semester.



## GOOGLE CALENDAR:

Staff will use the Google Calendar to support students to meet deadlines for assessments, provide study and revision outlines. All students are expected and supported to use this platform for planning their homework, revision, study and to plan their weekly academic outline.



## Key Dates 2026

- Year 12 Study Camp: Wednesday 4th February – Friday 6th February
- Parent/Teacher/Student Interviews (Essendon Campus): Wednesday 1st April
- Year 10 Work Experience: Monday 22nd June - Friday 26th June
- Year 11 Mid-Year Exams: Monday 1st June - Friday 12th June
- Year 10 Mid-Year Exams: Monday 1st June - Friday 12th June
- General Achievement Test (GAT): Tuesday 16th June
- Unit 3 Trial Mid-Year Exam Period: Wednesday 10th June - Friday 12th June
- Units 2 & 4 Commence: Monday 15th June - Friday 26th June
- Year 11 to 12 Course Counselling Day: Thursday 3rd December
- Year 10 to 11 Course Selection Information Evening: Monday 20th July
- Year 10 to 11 Course Counselling: Monday 27th July
- Parent/Teacher/Student Interviews (Essendon Campus): Wednesday 16th September
- Year 12 Practice English Exam: Friday 18th September
- Unit 3&4 Trial Exams: Wednesday 10th June - Friday 12th June
- Unit 3&4 Connect Education Exam Revision Lectures: Monday 19th October – Wednesday 21st October
- Last Day Year 12 classes: Thursday 15th October
- Year 12 Exams: Tuesday 28th October - Wednesday 19th November
- Year 10 & 11 Exams: Monday 10th November - Wednesday 19th November
- 2027 Year 11 & 12 Step-Up Program: Thursday 19th November - Wednesday 2nd December
- Year 11 & 12 2026 Course Confirmation Days: Thursday 3rd December - Friday 4th December
- VCE Results released: Thursday 10th December
- Year 12 VTAC Re Counselling: Friday 11th December and Monday 14th December

### Parents/Guardians please note Term 3 School Holidays:

The Term 3 school holidays are a very important time for all students who are completing Unit 3 and 4 VCE. This is an opportunity for students to revise and study for the Unit 3 and 4 trial exams in week 1 of term 4. We will also be holding Connect Education exam revision lectures for certain subjects early in Term 4 to consolidate these studies. Please ensure your child is able and adequately prepared to attend these two very important VCE initiatives.

## Bell Times

Essendon Keilor College operates under a 4 period per day timetable structure. Every Wednesday, students finish the school day at 1.06pm allowing VET students to access their courses.

Monday/Tuesday/Thursday/Friday		Wednesdays	
Period 1	8.49am- 10.08am	Period 1	8.49am- 10.08am
Period 2	10:08am - 11:27am	Period 2	10:08am - 11:27am
<b>Recess</b>	<b>11:27am -11.47am</b>	<b>Recess</b>	<b>11:27am -11.47am</b>
Period 3	11.47am- 1.06pm	Period 3	11.47am- 1.06pm
<b>Lunch</b>	<b>1.06pm - 1.46pm</b>	<i>Bell times on the last day of term are adjusted to end the school day at 2.30 pm.</i>	
Period 4	1.46pm- 3.05pm		

# Assessment & Reporting

## Progress Reports & Grade Point Average (GPA)

Every 3 weeks, teachers complete their Progress Report assessment for students. This does not assess their academic progress, rather it gives parents and students a snapshot of their learning progress and learning behaviours. This is an indicator of student improvement and growth. Students will receive a GPA out of 4.0. Students who fall below 3.0, will have interventions put in place to support their continued improvement.



Essendon Keilor College	Always (4)	Usually (3)	Sometimes (2)	Rarely (1)	Never (0)
	Student always displays all of these behaviours	Student usually displays all of these behaviours	Student sometimes displays most of these behaviours	Students rarely display any of these behaviours	
<b>Preparedness for learning</b>	<ul style="list-style-type: none"> <li>Arrives at class on time and ready for learning</li> <li>Brings all required equipment and materials to class, including a charged device</li> </ul>				
<b>Effort &amp; Engagement in class</b>	<ul style="list-style-type: none"> <li>Puts effort into every task and aspires for academic growth &amp; improvement</li> <li>Asks questions, acts upon feedback, and positively contributes to class activities and discussions</li> </ul>				
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>Allows others to learn</li> <li>Demonstrates positive classroom behaviours</li> <li>Follows instructions and allows the teacher to teach</li> </ul>				
<b>Completion of work in class</b>	<ul style="list-style-type: none"> <li>Uses their class time effectively to complete all set tasks</li> </ul>				
<b>Completion of work at home</b>	<ul style="list-style-type: none"> <li>Completes all assigned homework and/or tasks</li> </ul>				

## Parent Teacher Interviews

Parent teacher interviews take place in Terms 1 & 3. These are a vital component of the school - home partnership and a chance to gather further information about your child's progress and ways to support their academic development at home. All interviews will take place at the Essendon Campus and it is expected that students will attend with a parent or guardian.

## Semester Reports

Written academic reports are issued to students at the end of Terms 2 & 4. Year 12 students do not receive a Semester 2 written report, as their VCAA results are released.

## CFATs, CATs, SACs, SATs & Exams

Formative and summative assessments are conducted regularly at the Essendon Campus. An assessment calendar is published to students and parents in the first few weeks of Terms 1 & 3.

<b>CFAT</b>	Common Formative Assessment Task: This is a task that all students undertaking a topic will complete. It is designed to give the student an opportunity to demonstrate the skills and knowledge they have acquired in class and gives teachers an opportunity to provide improvement feedback. Students will be advised ahead of time when these will be scheduled.
<b>CAT</b>	Common Assessment Task: These are assessed pieces of work undertaken by year 10 students. All students studying a subject will complete the same assessment for equity. These tasks are typically moderated by teachers to ensure consistency in marking. Students will be advised ahead of time when these will be scheduled.
<b>SAC</b>	School Assessed Coursework: SACs comprise a set of tasks that assess each student's level of achievement in Year 11 & 12 outcomes as specified in the study design. Each VCE unit result must be determined based on evidence of achievement. For students studying a Unit 3 and 4 subject, these scores go towards their ATAR ranking.
<b>SAT</b>	School-assessed tasks: SATs are set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement based on a rating against criteria specified by the VCAA. Teachers provide a score for each criterion. This applies to the following subjects: Art Making and Exhibiting, Media, Product Design and Technologies and Visual Communication Design.
<b>EXAMS</b>	All students at the Essendon Campus are expected to undertake examinations, unless they have a specific exemption. The main examination periods are at the end of Term 2 and during Term 4.

## Year 10

Students in Year 10 at Essendon Keilor College participate in a subject program that include both core and elective subjects. This curriculum program has been designed to meet the diverse educational needs of the students and to provide each student with a stimulating and valuable learning experience.

The program offers a breadth of study across the core curriculum area disciplines whilst allowing students to specialise in areas of interest where they have greater choice. It therefore achieves a balance between the need for a broad general education and a more specific preparation for particular VCE, VET and VCAL studies.

- Students in Year 10 will complete six subjects/electives in each semester:
  - All students must undertake English and Maths in each semester; and
  - All students must undertake one semester of Core Science
  - All students must undertake at least one semester from the Humanities subject electives
- Students have the opportunity to access a VCE unit if they can demonstrate strong academic and organisational skills.
- Home Group will continue as a core subject on the timetable for all students.

### **Your chosen course should:**

- Fulfil the specific requirements of Year 10/VCE/VET/VCEVM in the number and range of units required.
- Enable you to successfully complete the VCE/VCEVM,
- Provide you with a viable pathway with options and post-secondary school choices.

Subject offerings for VCE, VCAL, VET and Year 10 subjects can be found with the Senior School Course Selection Handbook.

Students will be assessed against the Victorian Curriculum achievement standards, with students being expected to work towards level 10 throughout Year 10. Students will also be given an overall Satisfactory (S) or Not Satisfactory (N) result for each subject based on the following criteria which align with the VCE process:

- The work is not of the required standard (minimum 50% result)
- The student has failed to meet a school deadline for the assessment task; including where an extension of time has been granted for any reason, including Special Provision
- The work cannot be authenticated
- There has been a substantive breach of school rules including school attendance rules
- Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded N.

Year 10 at Essendon Keilor College is modelled as much as possible on the VCE to assist with the transition that students will later face. Students will be expected to remain up to date with coursework, complete homework, submit work on time and meet the school's minimum pass requirement (50%) on all pieces of assessed work including common assessment tasks. Students unable to meet these requirements will be subject to the same 'At Risk' and 'Redemption' processes as outlined for VCE students (please see pages 22 & 23 for further information). It is essential that Year 10 students develop strong organisational skills and assume responsibility for their own learning.



# Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

The minimum requirement is satisfactory completion of 16 units, which must include:

- three units from the English group, including a Unit 3–4 sequence
- at least three other sequences of Unit 3–4 studies, which can include further sequences from the English group.

At Essendon Keilor College, students are required to attempt 12 units in the first year and 10 units in the second year of their VCE studies. All studies are offered and the program for each VCE year is determined by student choice, school facilities and staff qualifications.

## ASSESSMENT IN THE VCE

*‘To satisfactorily complete a VCE unit (including VCE VM units), a student must demonstrate that they have achieved the set of outcomes as specified in the relevant study design. The decision about satisfactory completion of outcomes of a unit is entirely the decision of the school. It is based on the teacher’s holistic judgement of the student’s overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessments) for each of the outcomes in the study design. Students must be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required to achieve those outcomes’.* - VCE Administrative Handbook 2025

## Outcomes

- Every Unit has a set of learning outcomes, directly related to the areas of study in that Unit. The subject teacher, who may use a range of assessment methods, assesses them.
- Outcomes are assessed as S (Satisfactory) or N (Not Satisfactory). Each Unit has a number of outcomes and an N for any one of these gives the student an N for the unit. It is from the outcome grades that satisfactory or not satisfactory completion of a unit is determined.

## Graded Assessment Tasks

- For students undertaking Units 1–2, there will be a variety of tasks in each unit that will be graded. In addition to this there is a school-based examination to be undertaken at the end of each unit. Note that all school based examinations provide students with the opportunity to gain examination experience and provide feedback on their performance.
- For students undertaking Units 3–4, there will be School Assessed Coursework (SAC) and/or School Assessed Tasks (SAT) for each unit. In each study there will be a combination of this school assessed work and examinations, which are assessed directly by the VCAA. Grades will be awarded on the scale A+, A, B+, B, C+, C, D+, D, E+, E, UG or NA.

**Please note:** All marks and grades awarded by the school are conditional and may change as a result of statistical moderation.

It is from these grades in each study that the VCAA determines the student’s study score which is then used to derive their ATAR.

## Calculating the ATAR

The ATAR is calculated by taking the:

- Scaled score in English Units 3–4 or EAL English Units 3–4 or English Language Units 3–4 or Literature Units 3–4
- Next best THREE scaled scores for Unit 3–4 sequences
- 10% of any 5th scaled score for a Unit 3–4 sequence
- 10% of any 6th scaled score for a Unit 3–4 sequence

The total score will be used to place each student in a percentile rank, thus forming their ATAR. The highest rank is 99.95. Ranks below 30.00 will be reported as ‘less than 30’. If a student receives a rank of 75.00, it would mean that they had achieved an overall result equal to or better than 75% of the applicants for that year. The rank provided by the ATAR places every student in Victoria along a continuous line from highest (99.95) to lowest (0.00).

The VCE studies that are used to calculate an ATAR are: up to six Unit 3–4 studies from all VCE studies, including some VET certificates.

## Vocational Education & Training (VET)

Vocational Education and Training (VET) Certificates are courses of study that are nationally recognised and accredited. VET enables students to gain industry oriented training in preparation for further learning or entry into the workforce (e.g. Certificate III in Music Industry). Most certificate programs run over two years and are made up of a number of Units of Competence.

A VET in Schools program is usually made up of VCE/VET Units that are delivered by an RTO at the student's school. Contribution to the VCE VET is fully incorporated into the VCE.

Key features include:

- VET programs usually have a Unit 1–4 structure.
- When calculating the aggregate, VCE VET Unit 3 and 4 sequences with a scored assessment are treated in the same way as other Unit 3 and 4 VCE studies.
- VCE VET unscored sequences include the sequence as an increment (the fifth and/or sixth study). The amount of an increment is determined by calculating 10 percent of the fourth study score of your primary four.

### Assessment in VET

*VET UoCs are reported as 'competent' or 'not yet competent'. Students will receive an S for a UoC if they have been assessed as competent in that unit. The student's RTO is responsible for determining final assessment results.*

*'Satisfactory completion of VCE VET units is granted automatically as students satisfactorily complete UoCs. Most VCE VET courses consist of 4 VCE VET units containing one Unit 3–4 sequence. The exceptions are some Certificate II courses where the credit is only at Units 1 and 2 levels, and some Certificate III courses that provide 2 Unit 3–4 sequences' - VCE Administrative Handbook 2025*

Students receive an S for a Unit of Competency if they have demonstrated competence as assessed by their registered training organisation (RTO). Students receive an S for a module if they have demonstrated achievement of all the learning outcomes as assessed by the RTO.

## Victorian Certificate of Education Vocational Major (VM)

The Victorian Certificate of Education Vocational Major (VCEVM) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). VCEVM is a pathway to Technical and Further Education (TAFE), university, apprenticeships/traineeships or employment. Students who complete VCEVM are likely to be interested in going on to training at TAFE (Technical and Further Education) institutes, doing an apprenticeship or traineeship or getting a job after finishing school.

### What are the aims of VCEVM?

The qualification aims to provide the skills, knowledge and attributes to enable students to make informed choices about employment and education pathways. Personal development, students' interests and pathways for senior secondary students, in the context of applied learning, underpin the design of VCEVM. Your only exam is the General Achievement Test (GAT). Your teachers will assess your progress through a range of activities. VCEVM studies are not scored in the same way as other VCE studies, so these subjects won't count towards an ATAR.

### What are the qualifications?

You must successfully finish at least 16 units, including:

- VCE VM Literacy or VCE English
- VCE VM Numeracy or VCE Mathematics
- VCE VM Work Related Skills
- VCE VM Personal Development Skills
- VET at a Certificate II level or above (180 nominal hours).

You can also:

- spend time learning in the workplace, through Structured Workplace Learning recognition
- add other VCE studies to your program.

## Homework, Study & Revision

Our homework, Study & Revision Policy outlines the following in relation to work required by students at home, and/or off campus, beyond the classwork requirements.

Responsibilities and expectations for **students** are:

- Being aware of the school's study and homework policy
- Discussing homework expectations with their parents/carers
- Accepting responsibility for the completion of homework tasks within set time frames
- Following up on comments made by teachers
- Seeking assistance when difficulties arise
- Organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment (for older students)
- Being aware of study tasks that can be completed when no specific homework is set

Responsibilities and expectations for **parents/carers** are:

- Ensuring there is a balance between the time spent on homework and recreational, family and cultural activities
- Talking to teachers about any concerns they have about the homework
- Discussing homework with their child in their first language, if English is not the main language spoken at home,  
linking homework to:
  - previous experiences the child and/or parent/carer may have had
  - family culture(s), history(ies) and language(s)
  - relevant services, clubs, associations and community.
- Ensuring there is a quiet study area for their child to complete homework

### Time allocation for homework and or study

As a guide, the amount of homework and or study a student does should increase as they get older:

- Year 7: 30 to 60 minutes a day
- Years 8 and 9: 45 to 90 minutes a day
- Year 10: 1.5 to 2 hours a day
- Years 11 and 12: 2 to 3 hours per day

**Reading:** 20 to 30 minutes of reading per night (across Years 7 to 12) should be completed in addition to time allocated for homework/study

Students who are absent or have not completed work in class, may be required to do additional homework or attend an after-school homework session to ensure they stay up to date with set work. Classroom teachers will support students with advice on WHAT and HOW to study and revise. Developing good study habits and routines is invaluable in students achieving their best.

## Key Terms

<b>Victorian Curriculum</b>	All Year 7 - 10 programs at EKC have been designed to meet the Victorian Curriculum content descriptors, with students being assessed against the Victorian Curriculum achievement standards.
<b>VCE</b>	Victorian Certificate of Education.
<b>VCEVM</b>	Victorian Certificate of Education Vocational Major.
<b>VET</b>	Vocational Education and Training. These are courses which provide students with a TAFE qualification. They can be accessed by both VCE and VCAL students.
<b>Study Design</b>	Document that outlines all the curriculum, outcome, and unit requirements of each VCE study.
<b>Authentication</b>	Process used to monitor the progress of a student's work as a means of proving it is their own.
<b>Unit</b>	The components of a VCE study that are a semester in duration. There are usually four units in a VCE study, numbered 1, 2, 3 and 4.
<b>Outcome</b>	Skills and knowledge students are expected to demonstrate to achieve satisfactory completion of a unit.
<b>CAT</b>	A Common Assessment Task completed by students in all subject areas that assesses students level of understanding of the Victorian Curriculum in Years 7-10
<b>SAC</b>	School Assessed Coursework. Tasks that are mainly done in class time and used as the main method of assessing whether a student has demonstrated the requirements of an outcome.
<b>SAT</b>	School Assessed Tasks. Tasks that apply only to Media, Studio Arts, Visual Communication & Design, Design & Technology and Food & Technology which are based on a folio assessment.
<b>Redemption</b>	Opportunity for students to meet the requirements of an outcome after initially not meeting the minimum pass requirement (50%) in an assessed task.
<b>GAT</b>	General Achievement Test. A test that must be completed by all students completing at least one Year 12 subject. The results can be used to measure any inconsistencies in SAC and exam grades.
<b>ATAR</b>	Australian Tertiary Admission Rank. A number from 0.05 to 99.95 that indicates a student's position in relation to all other Year 12s in the same cohort. Used by Universities to determine offers for course places.
<b>VCAA</b>	Victorian Curriculum & Assessment Authority. The organisation responsible for the curriculum, assessment and reporting of both the VCE and VCAL. They also set the Year 12 exams.
<b>VTAC</b>	The Victorian Tertiary Admissions Centre (VTAC) is the central office that offers places for tertiary courses at university and TAFE.

## Students at Risk

At student will be formally At Risk if:

- their attendance falls below 90%
- they are not up-to-date with their coursework
- if their coursework is not being completed to a satisfactory standard (minimum 50% result)

Parents will be notified by the subject teacher and/or Year Level Coordinator via Compass if a student is At Risk. This will appear in your child's 'Profile' section on Compass, an automatically generated Compass email will be sent, and you will be directed to view your child's Profile section for details of the teacher entry.



The focus is on the student making improved progress in relation to one or more issues identified above. A reasonable amount of time must be given for the student to demonstrate improved progress.

If a student does not demonstrate improved progress, the subject teacher will inform the student and the relevant Year Level Coordinator and/or Campus Coordinator. A parent meeting will be organised to discuss the concerns at hand and structure an official plan for improvement. If the student is still unable to demonstrate progress, the Year Level Coordinator will send formal notification to the family that the student has not satisfactorily met the requirements of the VCE Unit or Year 10 subject.

## Satisfactory Completion Policy & Redemption

Redemption is the term used to describe the process of giving a student an opportunity to complete a supplementary task to demonstrate their knowledge of an assessed outcome due to:

- achieving below the minimum pass requirement (50%) for an assessed task
- non-submission of task/missed deadline
- unapproved absence on the due date of the task

If a student in Year 10 to 12 does not achieve the minimum pass requirement for an assessed task, the subject teacher must make one of the following decisions, in order to offer the student one additional opportunity to demonstrate knowledge of the assessed outcome:

- The student will need to achieve above the minimum pass requirement (50%) on an alternative task of similar nature and demand to the original task
- The student's previously submitted coursework may be analysed
- The student may be offered the opportunity to undertake an oral assessment to demonstrate

All Redemptions should be completed within 7 days of the original task. For all scenarios above, the original numerical score achieved by the student is reported on.

Parents will be notified by the subject teacher via Compass if a student has a Redemption. This will appear in your child's 'Profile' section on Compass, an automatically generated Compass email will be sent, and you will be directed to view your child's Profile section for details of the teacher entry.

If a student in Year 10 to 12 does not meet the requirements of the Redemption task the subject teacher will inform the student and the relevant Year Level Coordinator. The Year Level Coordinator will send formal notification to the family that the student has not satisfactorily met the requirements of the VCE Unit or Year 10 subject.

## At Risk & Redemption Notification on Compass

At Risk and Redemption communications will appear in your child's 'Profile' section on Compass, Parents/guardians will be notified by an automatically generated Compass email if an At Risk or Redemption has been logged by a teacher, and you will be directed to view your child's Profile section for details of the teacher entry. Should you require any additional information in regards to At Risks or Redemptions recorded by a teacher, as per normal, you are always welcome to make contact with the teacher via an email or a phone call.

## Authentication Procedures

Students must submit work for assessment that is solely their own. All assistance received in producing work must be acknowledged and transparent to the assessor. **Students need to be aware that it is their responsibility to ensure that the teacher has no difficulty in authenticating their work.** They should understand that teachers cannot authenticate work in which they have insufficient evidence to verify it is the students own work, until further evidence is provided. Subject teachers unable to verify students' work will contact the Curriculum Leader and Campus Coordinator for further investigation.

## Authentication Breaches

If it is suspected that a student is in breach of these rules, in accordance with VCAA requirements a panel will be convened to investigate the breach. Where there is appropriate evidence to substantiate the breach, the Principal, on the advice of the panel has the power to:

- Reprimand a student
- Give the student the opportunity to resubmit the work in question
- Refuse to accept that part of the work which infringes the rules and base the total assessment on that part of the work that has been authenticated
- Refuse to accept any of the work and award an N or NA result as is appropriate

Where a breach of rules is substantiated, the Curriculum Leader must notify the student within 14 days of the decision of the panel.

A student's intention to appeal must be received in writing at the VCAA within 14 days of the written notification to the student. Correspondence must be addressed to the VCAA Secretary.

## Curriculum, Assessment & Reporting Policy

Year 10 – 12 students at Essendon Keilor College will be assessed on formal tasks in a variety of ways:

- Year 10 – Common Assessment Tasks (CAT) & Exams
- Year 11 – School Assessed Coursework (SACs), School Assessed Tasks (SATs) & Exams
- Year 12 – School Assessed Coursework (SACs), School Assessed Tasks (SATs) & Exams

All students will sit tasks under the same conditions, unless they qualify for special provision and have formal approval for special assessment arrangements, in line with VCAA guidelines.

The minimum pass requirement for an assessed piece of work in Year 10 – 12 at Essendon Keilor College is 50%. VCE subject teachers must inform their classes in writing no less than one week prior to the scheduling of an assessed task by distributing a Student Notification of SAC Form. This can be found in the Learning Tasks section of Compass.

As well as performing on assessed pieces of work, students must ensure that they remain up to date with coursework, homework and maintain an acceptable level of attendance in order to satisfactorily meet the requirements of each subject.

Students unable to meet these requirements will undergo an 'At Risk' or 'Redemption' process.

Essendon Keilor College has adopted a Continuous Reporting Model. Parents receive student percentage results and improvement feedback during two or three Reporting Cycles throughout the semester. Over the course of these Reporting Cycles, all major assessment tasks will be reported on. The timings of these Reporting Cycles will differ across subjects as it is dependent on when each assessment task is undertaken. The Reporting Cycle information will appear in the Learning Tasks section of Compass.

In addition to this, Year 10 – 12 students at Essendon Keilor College will receive Progress Reports including GPA every 3 weeks and two End of Semester Reports throughout the year, however Year 12 students do not receive an End of Semester Report for semester two. Again, access to these reports can be done via Compass.

# Accessing Reports on Compass

All Reporting Cycle information, Interim Reports and End of Semester Reports are accessible by clicking on the “View Academic Reports” link on your Compass homepage.

Compass

My News

Use the links listed for each of your children to explore the portal. Please keep your mobile phone number and email address up to date (Tools > Update My Details). The school will use this to contact you regarding attendance, events, news and more.

- Profile (Attendance, Schedule, Reports)
- Send email to teachers
- Add Attendance Note (Approved Absence/Late)
- View Academic Reports**
- Book Parent Student Teacher Conference

Select “View Academic Reports”

## Accessing Learning Tasks Continuous Reporting Cycles:

Student: Year 11

1. Select the “Learning Tasks” tab

Code	Learning Task	Status	Result
11 English...	2019S1RC1 11ENG Unit 1 AOS 2 Analysing & Presenting Argument	Due date: No due date Submitted: On Time	-
11 English...	2019S1RC2 11ENG Unit 1 AOS 2 Analysing & Presenting Argument	Due date: No due date Submitted: On Time	-
11 English...	2019S1RC3 11ENG Unit 1 AOS 1 Reading & Creating Texts- Burial Rites	Due date: No due date Submitted: On Time	-
11 English...	2019S2RC1 11ENG Comparative Text Response	Due date: No due date Submitted: On Time	-
11 English...	2019S2RC2 11ENG Written expository (persuasive) text on a given theme or topic	Due date: No due date Submitted: On Time	-
11 English...	2019S2RC3 11ENG Comparative Argument Analysis	Due date: No due date Submitted: On Time	-

2. This is a list of all Learning tasks for the year available to view

3. A green tick indicates that the results and feedback have been entered by the teacher and are ready for parents to view

## Accessing Interim and End of Semester Reports:

Student: Year 11

1. Select the “Reports” tab

2. End of Semester Reports can be selected and viewed here

3. Interim Reports can be selected and viewed here

Reporting Cycle

Reporting Cycle	School
2019 - Unit 3 Trial Exams	
2019 - Semester One	
2018 - Semester Two	
2018 - Semester One	

Progress Reports

Cycle: 2019 Interim Report - Term 3

Subject	Area of Assessment			
	Effort	Academic Performance	Behaviour	
English Unit 2	Very Good	Good	Excellent	
Food Studies Unit 2	Very Good	Very Good	Excellent	Optional
General Maths Unit 2	Excellent	Very Good	Excellent	Optional
Physical Education Unit 2	Very Good	Very Good	Very Good	Optional

# Examinations

There are two formal examination periods each year:

- June – Year 10 semester 1, VCE Unit 1 & Unit 3 trial mid-year exams
- October/November – Year 10 semester 2, VCE Unit 2 & 4 VCAA exams

Sitting exams at Year 10 and 11 is compulsory. Students are given the opportunity to experience examination conditions to support them in becoming familiar with the rules and expectations of formal VCAA Year 12 exams as well as acting as a measure of student achievement in each of their semester-based Year 10 and 11 subjects.

The subject teachers at Essendon Keilor College will set and internally assess these exams for students at Years 10 and 11. All students of a particular subject in the same semester must be assessed on the same exam.

Year 10 – 12 students at Essendon Keilor College must ensure that they are aware of:

- the nature of each of their exams e.g. multiple choice, short answer, essay writing
- the demands of each of their exams e.g. length, number of sections, number of marks
- the materials permitted for each of their exams e.g. dictionary, calculator, pencils

It is essential that all students have a plan to assist with their exam preparation:

1. What do you want to achieve? ( Goal )
2. Why do you want to achieve it? ( Desire )
3. How much time do you have to achieve it? ( Time )
4. How are you going to achieve it? ( Strategy )

## Unit 3 & 4 Examinations

All formal Year 12 exams will be set and externally assessed by VCAA. Year 12 students will have the opportunity to attend trial exams throughout the year to support their development in effectively sitting exams. It is possible for students to achieve the requirements of the VCE without sitting formal exams. However, if a student is wishing to obtain an ATAR rank to assist with applying for tertiary courses, they must sit their exams. Year 12 students who wish to not sit exams should contact the Campus Coordinator.

Whilst most students will sit their VCAA Year 12 exams, it is not compulsory except for the General Achievement Test (GAT). This is scheduled for Tuesday 18th June 2024. The GAT is a test of general knowledge and skills in written communication, mathematics, science and technology and humanities, the arts and social sciences. These areas are very broad. Each represents a body of general knowledge and skills that students are likely to have built up through their school years. The GAT must be attempted by every student completing a Year 12 subject. It is an essential part of the VCE assessment procedures. Although GAT results do not count directly towards VCE results, they do play an important role in checking that School-assessed Tasks, School-assessed Coursework and exams have been accurately assessed, and in the calculation of the Derived Examination Score (if required).

Students completing a VCE Unit 3&4 subject will commence their official VCAA written examinations on Tuesday 29th October 2024. These examinations will conclude on Wednesday 20th November 2024. You will be able to view the date and time of each state-wide written examination, as well as all VCAA rules and approved examination materials via the VCE Exams Navigator 2024, which can be accessed via the VCAA website (<https://www.vcaa.vic.edu.au/>)

During the VCAA examination period students are required to arrive at the Hall at least 30 minutes prior to the start of their exam:

- to confirm their attendance
- to have their materials officially inspected, and
- to check the seating plan for the exam so they know where to find their seat

Students also need to ensure they are in full school uniform for all examinations.

## How to support your child during the VCAA exams:

1. Post the VCAA Examination Timetable (when available) up on the fridge as a reminder.
2. Remind students that mobile phones, smart watches and digital watches **cannot** be taken into the exam room. Confiscated devices may be held for up to three months by VCAA.
3. Complete an equipment check the night before exams ensuring only approved VCAA materials are brought in:

Clear and transparent pencil case (or zip lock bag) Clear transparent (NOT coloured transparent) label-free water bottle (max. capacity 1500ml)	Eraser & sharpener Ruler Highlighters Blue or black pens Grey lead pencils
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4. Prompt students to have their school uniform items ready the night before.
5. Monitor students to ensure that they are eating well, drinking plenty of water, getting enough sleep and taking study breaks when necessary.

## Special Provisions & Special Examination Arrangements

A student, who during the course of their VCE studies, experiences severe hardship of a temporary or permanent nature, or has an ongoing physical or mental illness or a learning difficulty will be eligible for assistance in organising special arrangements to complete Assessment Tasks, SACs, SAT's and exams on application to the Curriculum Leader.

A student is eligible if they are considered to have been:

- Adversely affected to a significant degree by illness (physical or psychological), by any factors relating to personal environment or by other serious cause
- Disadvantaged by a disability or impairment including learning disabilities

Students who believe these provisions apply to them should contact the Campus Coordinator, who will oversee the establishment of the appropriate support to assist the student.

## Student Engagement & Wellbeing

## School Wide Positive Behaviour Support



### ESSENDON KEILOR COLLEGE SCHOOL WIDE POSITIVE BEHAVIOURS

	Our Community	Wider Community
BE RESPECTFUL	We... <ul style="list-style-type: none"> <li>• Use good manners</li> <li>• Follow staff instructions</li> <li>• Arrive to class prepared to learn</li> <li>• Work cooperatively with peers and staff</li> <li>• Use technology responsibly and safely at all times</li> </ul>	We... <ul style="list-style-type: none"> <li>• Appreciate diversity and treat all others as equals</li> <li>• Represent the College with pride</li> <li>• Behave in a safe manner</li> <li>• Consider how our actions impact on others</li> <li>• Use technology responsibly and safely at all times</li> </ul>
BE ENGAGED	We... <ul style="list-style-type: none"> <li>• Ask questions and regularly act upon feedback</li> <li>• Make positive contributions</li> <li>• Bring digital devices charged everyday</li> <li>• Participate in school events</li> </ul>	We... <ul style="list-style-type: none"> <li>• Are responsible for our actions</li> <li>• Engage in learning opportunities outside of school</li> <li>• Demonstrate EKC Values in accordance with College policies</li> </ul>
BE ASPIRATIONAL	We... <ul style="list-style-type: none"> <li>• Put effort into every task and challenge ourselves</li> <li>• Strive for academic excellence</li> <li>• Set and evaluate learning goals</li> <li>• Attend all classes</li> </ul>	We... <ul style="list-style-type: none"> <li>• Are considerate of the public</li> <li>• Travel to and from school with care</li> <li>• Aim to become accomplished citizens who contribute, live meaningfully and succeed</li> </ul>
BE A LEARNER	We... <ul style="list-style-type: none"> <li>• Listen to others</li> <li>• Let others learn and teach</li> <li>• Use devices appropriately for learning</li> </ul>	We... <ul style="list-style-type: none"> <li>• Encourage and support others</li> <li>• Maintain appropriate noise levels</li> <li>• Support our community</li> </ul>

The Student Engagement and Wellbeing Team is responsible for ensuring all members of our school community align themselves with our positive behaviour expectations. The purpose of school wide positive behaviour support is to create and maintain a positive and safe learning environment and enhance our school culture to maximise individual academic and social growth.

All students should be familiar with our positive behaviour expectations and what is expected in the different areas of the school. Parents should be able to identify the key expectations within five minutes of entering the school.

Staff are all fully aware of the key expectations and encourage the students to meet the expectations. Students are recognised and acknowledged by staff for displaying positive behaviour. We do this by acknowledging students with a Compass Positive Acknowledgement Post sent home for displaying our positive behaviours.

# Attendance

## Daily Attendance

Daily school attendance is important for all students to succeed in education, and to ensure they don't fall behind both academically and socially. The Attendance Policy recognises that a student may miss classes due to ill health or for other reasons, and ensures every attempt has been made to meet the needs of the student who has legitimate reasons for absence. However, SACs and SATs are attempted mainly in class and within a limited time frame, so regular attendance is essential.

## Minimum Requirements

Students must achieve a minimum 90% attendance rate to satisfy course requirements at all year levels. Students are expected to attend all scheduled classes, excursions, camps and activities associated with each of the subjects being studied. It is vital that students miss as little school as possible.

Teachers will mark their rolls each day for all classes and other scheduled activities where student absences will be strictly monitored. Explained absences include the following:

- Illness with a medical certificate
- Attendance at an approved school activity (e.g. meeting with a teacher or welfare staff, instrumental music or drama production, camp, excursion or school sporting event)
- Suspension from school (external)
- Exceptional personal or family circumstances (e.g. funeral, family illness etc.)

All other absences will be considered as unexplained and will influence student attendance rates. Our full attendance policy can be viewed on our website.

## Attendance Rates

Attendance rates will be calculated as a percentage:

The number of classes attended, divided by the total number of classes. This will take into consideration the total number of explained absences. Therefore, only unexplained absences will decrease rates.

**A large number of explained absences may still result in non-completion of a VCE/VCEVM/VET unit or unsatisfactory completion of a year of study e.g., long period of illness or travel.**

All Year 10 to 12 students are specifically required to provide a medical certificate if absent on the day of a SAC/SAT or VCEVM assessment. Failure to provide this documentation will result in the student receiving a score of zero and be awarded an 'N'. The subject teacher will then initiate a redemption opportunity for the student where the original score of zero will remain but provide an opportunity to demonstrate the outcomes to a satisfactory level.

A Year 10 to 12 student not achieving an attendance rate of 90% for a subject will receive an At Risk Compass notification for that unit/subject and an email will be sent home at the time of notification. The outcome and communication of this result will be made in conjunction with the student, teacher, parent and Student Management Leader as part of the 'At Risk' process.

Year 10 or 11 students who receive an N (Not Satisfactory) result for an outcome during the semester, due to either unacceptable attendance or academic progress, will remain in the subject until the end of semester and may be recommended to repeat the unit. A Year 12 student will be immediately removed from the subject and be allocated to a specific study session in the VCE Study Centre.

Year 12 students are required to be at school from 8.50am - 3pm. They may not arrive late or leave early. Year 12 students have access to the VCE Study Centre. It is essential that all students utilise their time effectively during study periods. Study periods will have a roll taken. If students do not attend study periods it will affect their attendance. A text message will be sent to the parent/carer and a consequence will be given if there are no reasonable grounds for missing their study period.

## Notification of an Extended Absence from School

Extended absences from school can have a significant impact on student learning. Of course, some extended absences are unavoidable, such as illness or a serious family situation. However, families should consider the impact of long-term absences that are within their control, such as overseas travel. Extended absences impact on educational progress in the senior years of schooling and become critical in VCE, as there are specific VCAA requirements for attendance. Extended absences taken without the Principal's approval will put a student's ability to successfully complete that year level at risk.

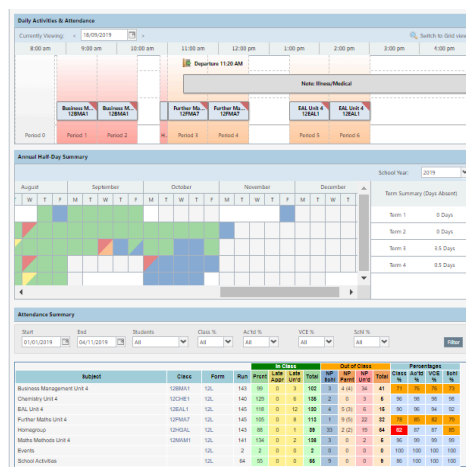
If you do wish to apply for approval for an extended absence please collect and complete an Extended Absence Form (obtained from YLC office), and return it to your Student Management Leader **at least 4 weeks** in advance of the proposed absence.

If approval for an extended absence is granted:

- Students need to see each teacher so that they can receive all work to be completed during the absence
- On return from the absence, the student and a parent will be requested to attend an interview with their Year Level Coordinator to support their transition back into classes.

## How to check attendance

Both Parents/Guardians and Students are able to check attendance rates via Compass School Manager. It is important that you check attendance rates to ensure you are meeting attendance requirements. At 11am each day a text message will be sent to alert you if your child has not arrived at school.



Column 1: How often are you in class?

Column 4: Expectation is as close to 100% as possible.

Above is an example of a student's attendance rate for each subject in Unit 4 (Year 12). As stated above Column 1 is showing how often this student is in class and column 4 is overall school approved attendance rate.

Attendance can also be monitored for each period as per the example above, which uses the following colour code:

Present  
Late – Unexplained  
Absence – Explained  
School Activity/Exempt  
Absence – Unexplained

## Student Expectations

### Students Out of Class

- Students are expected to remain in class for the duration of each period.
- Students are required to remain on the school grounds for the duration of the school day.

### Punctuality

- The expectation is that all students are on time for all classes.
- If a student is late they need to go to the front office and sign in. If authorised this will not affect their attendance rate. If a student is late to school without authorised documentation, e.g. a medical certificate, the process below should be followed:
  - First incident of lateness, students will be given a warning and expectations explained by the Classroom Teacher.
  - If lateness occurs again the Classroom Teacher is required to issue a classroom teacher detention
  - Ongoing issues will need to be referred to the Year Level Coordinator via Compass.
  - If a student is late to class, this will affect their attendance rate and could put them At Risk.

### Uniform

- The expectation is that all students will wear full school uniform at all times. **This includes to and from school.**
- Please refer to the Uniform Policy on the school website for more information.
- Students are expected to provide a signed and dated note from parents or carers if they are out of uniform, and take this to their Year Level Coordinator to be signed on the morning of the uniform breach.
- Year Level Coordinators and members of the Student Engagement and Wellbeing team will discuss the uniform issue with students. Appropriate uniform items will be provided to the student to wear for the day.
- If the student is out of uniform without a signed note, a lunchtime detention will be issued.
- If the student is consistently out of uniform, they will receive a Principal's Detention held on Wednesday afternoons.
- Students who are consistently out of uniform without a signed note risk being sent home. They should return to school in full school uniform.
- If a student/family requires support with uniform, please contact Student Wellbeing Coordinator Jasmine Caluzzi.

### Electronic Devices

The Department of Education developed a mobile phone policy that took effect in 2020.

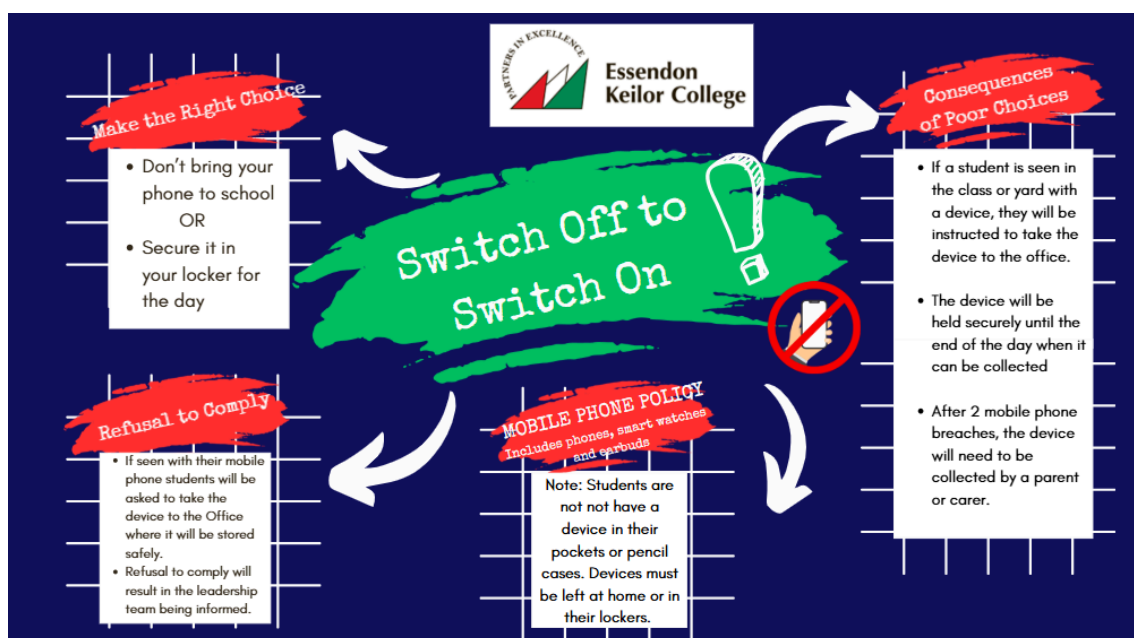
Its aim is to provide a safe environment to learn without inappropriate mobile phone use (including cyberbullying) or distractions and greater opportunities for social interaction and physical activity during recess and lunchtimes.

At Essendon Keilor College, the expectations are:

- All mobile phones, airpods and headphones (unless exempt) must be locked in your locker on arrival to school, and left in there all day
- All lockers must have a lock
- Phones are not to be used during recess or lunch
- You can have access to an iPad or laptop for classes
- Students using phones will be instructed by a school staff member to take them to the front officer for secure keeping and collection at the end of the day
- Repeat offenders will receive an Principal's Detention
- Continual failure to follow teacher instructions will result in a parent meeting

## Possible Consequences

- School Wide Positive Behaviour expectations need to be adhered to at all times by our students. If there is an incident requiring assistance from the Campus Coordinator or Year Level Coordinator, parents will be informed throughout the process.
- Classroom Teachers can give detentions to students who are not meeting our key expectations. Parents will always be kept informed of this.
- Students who receive a suspension will complete this externally. A pre-suspension discussion will always be held prior to a suspension to ensure strategies are discussed and appropriate support plans are put in place for the student. Parents or carers are required to attend a post-suspension meeting with their child.



For further information, please contact Assistant Principal, Melissa Hamilton.

## Resilience, Rights & Respectful Relationships



Respectful relationships education is an important focus of the Victorian Government's Action Plan to prevent violence against Women and their Children and the Federal Government's National Plan to Reduce Violence against Women and their Children.

*Building Respectful Relationships* is a set of sequential teaching activities to educate secondary school students about gender, violence and respectful relationships. It is one part of a larger strategy to assist schools in meeting state and federal initiatives to prevent violence against women. Essendon Keilor College currently implements a curriculum that ensures that the respectful relationships initiative is embedded within our student program.



## Student Engagement & Wellbeing Programs

Essendon Campus Homework Club	Lunchtime Activities	Essendon Campus Breakfast Club	Extra-Curricular Activities
	<p><i>Basketball competitions</i>  <i>Soccer Competitions</i>  <i>Badminton tournament</i>  <i>Board and Card Games Club</i>  <i>Music Performances</i>  <i>Quiet Study Spaces</i>  <i>Harmony Day</i>  <i>Daffodil Day</i>  <i>Various Charity Fundraising Activities</i></p>		<p><i>Production</i>  <i>Ski Camp</i>  <i>Excursions</i>  <i>Incursions</i>  <i>Wellbeing Activities</i>  <i>Interschool Sports</i>  <i>Art Show</i></p>

## Student Engagement & Wellbeing Incursions

During Years 10 to 12, we run a number of student engagement and wellbeing incursions. The purpose of these incursions is to ensure we are engaging and educating our students in a range of activities that are linked to their personal development. This will include a range of topics at each year level as outlined below.

Please contact the Year Level Coordinator, or Campus Coordinator Luke Carroll, if you wish to discuss any of the incursions offered. These incursions are run during school time and therefore consent is not required.

Year 10	Year 11	Year 12
<ul style="list-style-type: none"> <li>Year 10 Work Experience</li> <li>Pat Cronin Foundation – social violence prevention incursion</li> <li>Healthy Relationships and Consent</li> <li>Social media awareness</li> </ul>	<ul style="list-style-type: none"> <li>Elevate Educate</li> <li>University Experience</li> <li>Careers Expo</li> <li>Respectful Relationships Guest Speakers</li> <li>Elephant Ed - Healthy Relationships and Consent</li> </ul>	<ul style="list-style-type: none"> <li>Elevate Educate</li> <li>University Experience</li> <li>Careers Expo</li> <li>Respectful relationships Guest Speakers</li> </ul>

## Student Leadership at Essendon Campus

Student Leadership is an important and valued feature of the Essendon Campus community. Student leaders work closely with the Student Leadership Coordinator, Principals, Classroom Teachers, Year Level Coordinators and, of course, the student body.

Student leaders meet once a week during lunchtimes to work on their projects and plan for future events. They also attend various conferences and excursions to improve their leadership skills and enhance their abilities to effectively liaise with the school community.

Students interested in student leadership are required to complete a formal application addressing specific selection criteria. Information regarding this process will be explained to each year level cohort by the Year Level Coordinator and School Captains during Term Three.

At present, the student leadership positions are:

College Captains	Monjid Sidahmed and Veronika Srpcanska
College Vice Captains	Keyra Hunia and Mia Myles Saggus
Sports Captains	Ali Seifeddine, Marley Hesketh, Jessica Prior and Riley Madigan
Music, Performance and Production Captain	Courtney Murray
International Captains	Maria Dinh and Hailey Nguyen
Events, Activities & SWPBS	Hasanya Samarasinghe Arachchige and Diana Silva
Year 11 Captains	Jamie Kho and Antonia Yanez
Year 11 Vice Captains	Ilesha Considine and Patrick Ieria
Year 10 Captains	TBC
Year 10 Vice Captains	TBC

If you are a student who enjoys representing your school community, is passionate about improving your school environment or wants to raise EKC's awareness about a particular issue – consider participating in student leadership. If you are a parent who would like to participate in running student leadership workshops or are able to provide a free venue at your workplace to host student leadership events, please get in touch – details below.

For further information on the Essendon Student Leadership Program, please contact Mr Aidan Lloyd.

## Alumni Mentors

We are pleased to offer students in Years 10 -12 the opportunity to complete work at school beyond the normal school day. With the support of Alumni Mentors, students will have access to the library facilities and assistance should they require help with their studies after school on selected Tuesdays, Wednesdays and Thursdays.

The library will remain open until 4.30pm and the mentors who are high achieving, recently graduated Essendon Keilor College students would be available to assist students from 3.30pm – 4.30pm on Tuesday and Thursday afternoons under the guidance of specialist teachers and leaders within the college.

This program is for our students to establish a routine to complete their coursework, study and revision in a distraction-free environment that also supports collaborative learning. An additional goal of this program is for students to develop effective homework and time management skills, assisting with their mental health and therefore giving them more time for active and/or creative pursuits once their homework/study has been done.

For further information, please contact Laura Slater.

## Year 12 Study Centre Protocols

*The Study Centre has been designed to ensure that all Year 12 students have a purpose built area conducive for study in study periods, as well as a relaxing area to meet before school, recess and at lunchtimes.*

### Structure

- During study periods all Year 12 VCE students are required to bring work to the Study Centre and utilise this time effectively.
- The Study Centre is equipped with tea and coffee making facilities, microwaves and chilled and boiling water. It is expected that students will leave the kitchen area clean and tidy at all times.
- Class lists will be compiled and will be marked by the supervising teacher.
- Students are not to leave the study centre during the study periods without permission from the supervising staff
- Supervising staff and student leaders will ensure that the study centre environment is conducive to study. Names of students not complying and the reasons why should be logged on Compass.
- Subject teachers may take students into the library if they are supervising subject revision and they will need to talk in a group

### Expectations of Students:

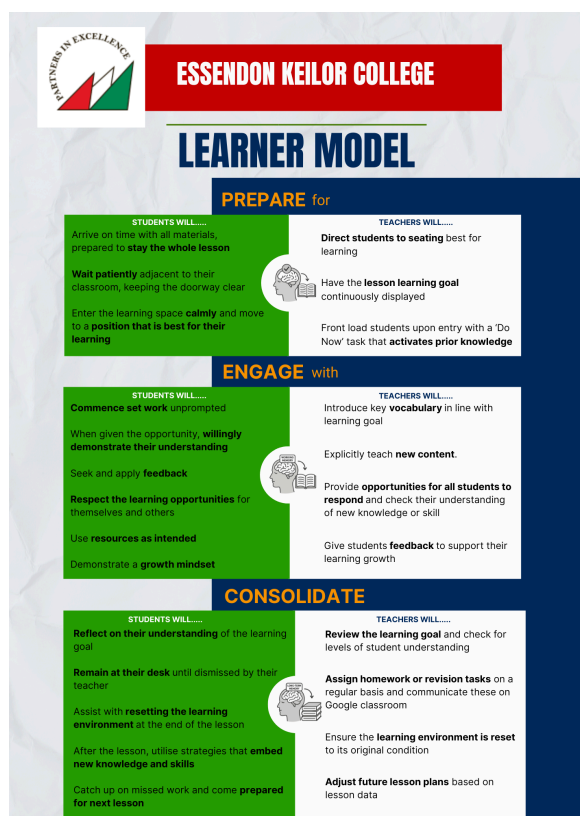
- All VCE students are expected to go to the VCE Study Centre during their study periods.
- Students need to have their names marked off for each of their study periods and their attendance will be monitored.
- The Study Centre is primarily for quiet work, however, at times small group discussions and meetings may take place.
- As there will be a large number of students in the Study Centre it is important to keep quiet and not disturb other students.

- Students are not permitted to go to the library, or elsewhere, without approval from the study centre staff office.
- Maintain a quiet and respectful atmosphere to support study and relaxation.
- Clean up after yourself and ensure furniture is returned to its original position after use.

### Study Time Protocols

- During designated study periods, students should prioritise academic work and revision. Students are not to undertake social activities during study period times in the study centre.
- If studying in groups, be mindful of noise levels and ensure it does not disturb others.
- Use headphones for audio to avoid disruptions via laptop
- Students need to pre-book if they wish to see a teacher during study time.
- Ensure your name is marked off the roll at the beginning of the study session.
- Students are not to leave the study centre unless approved by staff in the staff office in the study centre.

## Teaching & Learning



**ESSENDON KEILOR COLLEGE**

### LEARNER MODEL

**PREPARE for**

STUDENTS WILL.....	TEACHERS WILL.....
Arrive on time with all materials, prepared to <b>stay the whole lesson</b>	Direct students to <b>seating</b> best for learning
Wait patiently adjacent to their classroom, keeping the doorway clear	Have the <b>lesson learning goal</b> continuously displayed
Enter the learning space <b>calmly</b> and move to a position that is best for their learning	Front load students upon entry with a 'Do Now' task that <b>activates prior knowledge</b>

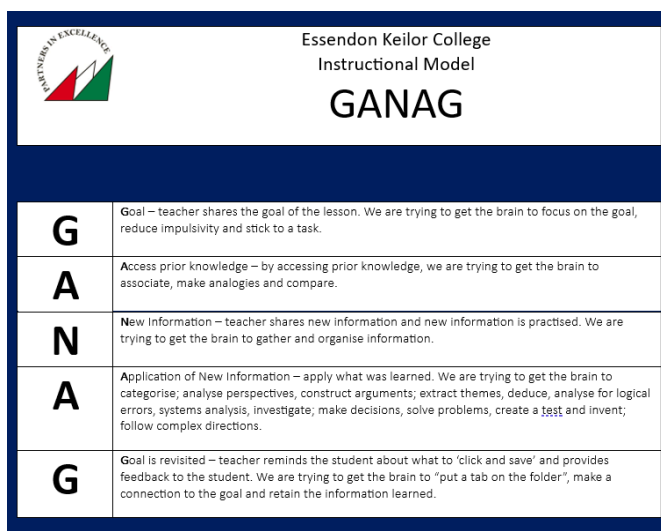
**ENGAGE with**

STUDENTS WILL.....	TEACHERS WILL.....
Commence set work unprompted	Introduce key <b>vocabulary</b> in line with learning goal
When given the opportunity, <b>willingly demonstrate their understanding</b>	Explicitly teach <b>new content</b> .
Seek and apply <b>feedback</b>	Provide <b>opportunities for all students to respond</b> and check their understanding of new knowledge or skill
Respect the learning opportunities for themselves and others	Give students <b>feedback</b> to support their learning growth
Use <b>resources as intended</b>	
Demonstrate a <b>growth mindset</b>	

**CONSOLIDATE**

STUDENTS WILL.....	TEACHERS WILL.....
Reflect on their understanding of the learning goal	<b>Review the learning goal</b> and check for levels of student understanding
Remain at their desk until dismissed by their teacher	<b>Assign homework or revision tasks</b> on a regular basis and communicate these on Google classroom
Assist with <b>resetting the learning environment</b> at the end of the lesson	Ensure the <b>learning environment is reset</b> to its original condition
After the lesson, utilise strategies that <b>embed new knowledge and skills</b>	<b>Adjust future lesson plans</b> based on lesson data
Catch up on missed work and come <b>prepared for next lesson</b>	

The Essendon Keilor College **Learner Model** is designed to support students both in and out of the classroom. It clearly outlines the expectations from students and from teachers around what should be occurring within each lesson. The Learner Model aligns with our **School Wide Positive Behaviour Matrix** and our **Progress Report Rubric** which allows transparency for students in the expectations and accountability we as a school have for them, and what they can expect from each teacher, in each class, in all subject areas and at all year levels.



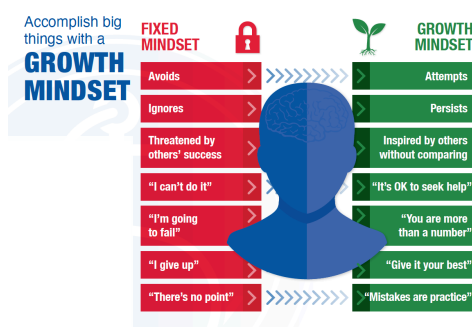
Essendon Keilor College  
Instructional Model

### GANAG

<b>G</b>	Goal – teacher shares the goal of the lesson. We are trying to get the brain to focus on the goal, reduce impulsivity and stick to a task.
<b>A</b>	Access prior knowledge – by accessing prior knowledge, we are trying to get the brain to associate, make analogies and compare.
<b>N</b>	New Information – teacher shares new information and new information is practised. We are trying to get the brain to gather and organise information.
<b>A</b>	Application of New Information – apply what was learned. We are trying to get the brain to categorise; analyse perspectives, construct arguments; extract themes, deduce, analyse for logical errors, systems analysis, investigate; make decisions, solve problems, create a <b>task</b> and invent; follow complex directions.
<b>G</b>	Goal is revisited – teacher reminds the student about what to 'click and save' and provides feedback to the student. We are trying to get the brain to "put a tab on the folder", make a connection to the goal and retain the information learned.

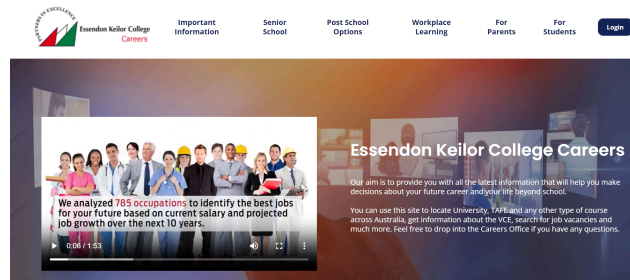
The Essendon Keilor College GANAG lesson planning model is a guide to how lessons (or sequences of lessons) should be structured in order to best meet the learning needs of our students. Based on educational research undertaken by Dr. Jane Pollock, which closely follows the work of Madeline Hunter, GANAG concentrates on creating master learners, rather than master teachers. It reinforces classroom routine and promotes scaffolded learning via specific steps/activities. It optimises time on task and learning focused classroom climate by using smooth transitions between activities that stimulate and maintain engagement by linking lesson and unit learning.

At Essendon Keilor College we firmly believe that all students can have success in their learning. Our **Growth Mindset framework** was created by the Learning Specialist team in consultation with a focus group of students. We encourage all members of the EKC community to adopt a growth mindset in approach to all aspects of their schooling. This includes in the classroom when attempting class activities, learning tasks and assessment; collaborating with peers and seeking help from teachers as well as completing homework tasks and study.



# Pathways & Transition

Essendon Keilor College offers Career Education, course selection and counselling for students to develop their pathway planning. At the senior campus students have many opportunities to attend Career Expos, tertiary institution presentations or other career related events such as Work Experience at Year 10.



The Essendon Keilor College Careers website can support student pathway planning. This newly introduced website can be accessed at <https://www.ekccareers.com/>

The Essendon Keilor College Careers website allows students to access important information such as:

- a calendar of events
- Careers Newsletters
- Senior school information and tools such as VTAC (Victorian Tertiary Admissions Centre) Course search, Prerequisite Course Explorer/Planner, Subject Adjustment Tool
- Post School options such as University, TAFE and Job information.
- Workplace Learning such as Work Experience (WE) and 'Required Documents' so students can download WE forms.

Other websites that are invaluable when considering pathway planning are:

<https://joboutlook.gov.au/>  
<https://www.vtac.edu.au/>  
<https://lmip.gov.au/>  
<https://myfuture.edu.au/>

For further information, contact Mr Kingham.