

# SENIOR HANDBOOK 2026/27

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## Principal's Welcome

Welcome to the St Francis Xavier College Senior School,

Our Senior School curriculum is designed to prepare students for their post school pathways, including university, CIT and the workforce. We offer our students a challenging and diverse subject choice in their senior years from a wide range of subjects endorsed by the Board of Senior Secondary Studies (BSSS), as well as opportunities to undertake nationally accredited vocational courses. A distinctive aspect of our Senior School is that students are supported in their learning by scholarly, highly skilled teachers of senior studies as well as a Director of Senior Studies and Coordinator of Data Analytics who track their learning trajectory and provide guidance, support and advice.

We take every opportunity to provide our students with a highly personalised experience of Senior Studies and this includes opportunities for leadership and representation in sports and extra-curricular pursuits at the College.

We are very proud that our senior students consistently exceed their expectations in pursuit of their post school destinations.

I commend St Francis Xavier College as the school of choice for Senior Studies in the ACT.

With best wishes,

**Sandra Darley**  
College Principal

All subjects contribute to the award of a Senior Secondary Certificate and for those seeking an Australian Tertiary Admissions Rank (ATAR), the College offers a broad range of subjects to support this pathway. Those students who elect not to pursue an ATAR may undertake a school-based apprenticeship.

## College Executive



**College Principal**

Sandra Darley



**Assistant Principal Teaching and Learning**

Jonathan Moyle



**Assistant Principal Teaching and Learning**

Amber Rebecca



**Assistant Principal Student Wellbeing (Acting)**

Jessica Tarbuck



**Assistant Principal Staffing**

Dearne Bassett



**Business Manager**

Ian Garland

## Directors and Heads of Department

<b>Director of Senior Studies</b>	Felicity Duffy
<b>Director of Junior Studies</b>	Nicola Edghill
<b>Director of Inclusive Education</b>	Amber Rebecca
<b>Director of Student Wellbeing</b>	Leilah Ayton (Acting)
<b>Director of Research and Staff Development</b>	Dr Barbara Morris
<b>Design &amp; Technologies</b>	Christopher Beerworth
<b>English</b>	Dylan Fox
<b>Digital Technologies</b>	Gerard Elias
<b>Health and Physical Education</b>	Jaime Reppion-Smith
<b>Inclusive Education</b>	Karen Garrity
<b>Integrated Humanities</b>	Dan Ewin
<b>Languages</b>	Janelle Horsington
<b>Learning Commons</b>	Kylie-anne Swan
<b>Literacy</b>	Meaghan Younger
<b>Liturgy &amp; Spirituality</b>	Ryan Lenarcic
<b>Mathematics</b>	Aine McAuley
<b>Middle School – STEM</b>	Samuel Beattie
<b>Performing Arts</b>	Hannah Carrey
<b>Religious Education</b>	Ryan Lenarcic (Acting)
<b>Science</b>	Ian Stace-Winkles (Acting)
<b>Social Science</b>	Dmitry Dubovitsky
<b>VET and Careers</b>	Julia Cattanach
<b>Visual Arts</b>	Juliet Harris

Emailing staff members is easy if you know their name.

The format for email addresses is [firstname.surname@sfx.act.edu.au](mailto:firstname.surname@sfx.act.edu.au).

## Year Coordinators

<b>Year 11 Coordinator</b>	Luke Potter
<b>Year 12 Coordinator</b>	Peter Marrapodi

Emailing staff members is easy if you know their name.

The format for email addresses is [firstname.surname@sfx.act.edu.au](#).

## The ACT Senior Secondary Education System

All colleges in the ACT may choose to offer their own range of courses that have been accredited by the ACT Board of Senior Secondary Studies (BSSS). Consequently, there is no external final exam. Each college is responsible for determining the achievement of its students, usually by employing a system of continuous assessment.

### What is a 'course'?

A course is made up of a combination of standard units within a subject area. A standard unit is equivalent to a minimum of 55 hours over one semester. A typical pattern for a course at St Francis Xavier College is as follows:

- Minor – subject studied on 1 line for 1 year
- Major – subject studied on 1 line for 2 years
- Double Major – a subject studied over 2 lines for 2 years
- Major-Minor – a subject studied on 2 lines for 1 year and a further 1 line for 1 year

The number of units chosen to study within a course determines a major, a minor, a major-minor or a double major.

A course can be made up of a combination of units. A unit is a program of study in a course.

### Choosing a course package

The choice of courses and packages should accommodate strengths, interests and needs. St Francis Xavier College aims to offer a diversity of curriculum choices that will meet the needs of individual students. Many pathways are possible and the choice of package and the level of courses undertaken should reflect

- the intended career paths
- the courses and units that suit ability, aptitude and interests
- the requirements of employers and educational institutions such as CIT and universities

## Courses available

Students studying Year 11 and 12 can complete several different courses and be issued with at least one of the following documents:

<b>ACT Senior Secondary Certificate</b>	<p>The ACT Senior Secondary Certificate is issued by ACT Board of Senior Secondary Studies at the end of Year 12 showing results obtained in all units completed. Students have a choice of studying an accredited package or a tertiary package of courses.</p>
<b>Tertiary Entrance Statement</b>	<p>This statement allows students to apply for admission to tertiary institutions. It is a record of a student's performance in all 'T' courses and their 'scaled scores', that is, course scores for each subject which are moderated by the AST performance of the group. The ACT Board of Senior Secondary Studies issues it. The statement also gives students an Australian Tertiary Admission Rank (ATAR). This is calculated from a student's best three 'T' Majors and the next best score in either a 'T' Major or Minor.</p>
<b>ACT Statement of Achievement</b>	<p>This is issued to students who fail to complete the requirements for an ACT Senior Secondary Certificate and / or leave college before the end of Year 12.</p>
<b>Vocational Education Certificates</b>	<p>Students who successfully complete vocational courses in full ('V' Courses) will be granted a nationally recognised Certificate I, II or III under the Australian Qualifications Framework (as per course content).</p>
<b>Statement of Attainment</b>	<p>Students who successfully complete a selection of units of competency will be granted a nationally recognised Statement of Attainment from a Certificate I, II or III under the Australian Qualifications Framework (as per course content). This is deemed partial achievement.</p>

## Senior assessment

Assessment is continuous throughout each semester, with tasks providing information on the performance of each student in the group. Unit Grades and Scores are the result of student achievement measured against the assessment criteria contained in each Course Framework.

To maximise the results for each study package, it is important that students attend all classes, submit all assessment and make a consistent effort over the four semesters in each of their courses.

This document also contains the College Assessment Policy. This needs to be read and understood, especially the sections on Course Requirements, Attendance and Assessment Procedures. On the final page is a 'Request for Extension' form, used in exceptional circumstances for students to use in case they are having problems in submitting assessment tasks by the due date. This form is to be used in accordance with its provision to avoid any penalties for late submission and must be submitted with supporting documentation as required.

The demands of the senior college require students to devote sufficient time to their studies both at school and at home for the successful completion of courses. The College has support structures to help if students need to discuss any aspect of their study or workload.

Students in Years 11 and 12 must attend classes and hand in all assessment to receive a grade for their units of work and to achieve their final certificate. Absences and late or missed work can be accommodated but only in specific circumstances as determined by the BSSS.

It is important to note that there **is no special consideration available for family travel**. It is therefore strongly advised that families not make travel or other plans that impact on term time for senior students as this could have a detrimental effect on students' results.

In Semester 1 senior classes will be held from Weeks 1-10 in Term 1 and Weeks 1-7 in Term 2. Semester 1 Exams will be held In weeks 8-9.

In Semester 2 senior classes will be held from Weeks 1-10 in Term 3 and Weeks 1-5 until Wednesday Week 5, with exams beginning Thursday, Week 5-Tuesday Week 7.

Further details for assessment dates are provided on the Senior Student Assessment Calendar for Semesters 1 and 2. This can be accessed through the [College website](#).

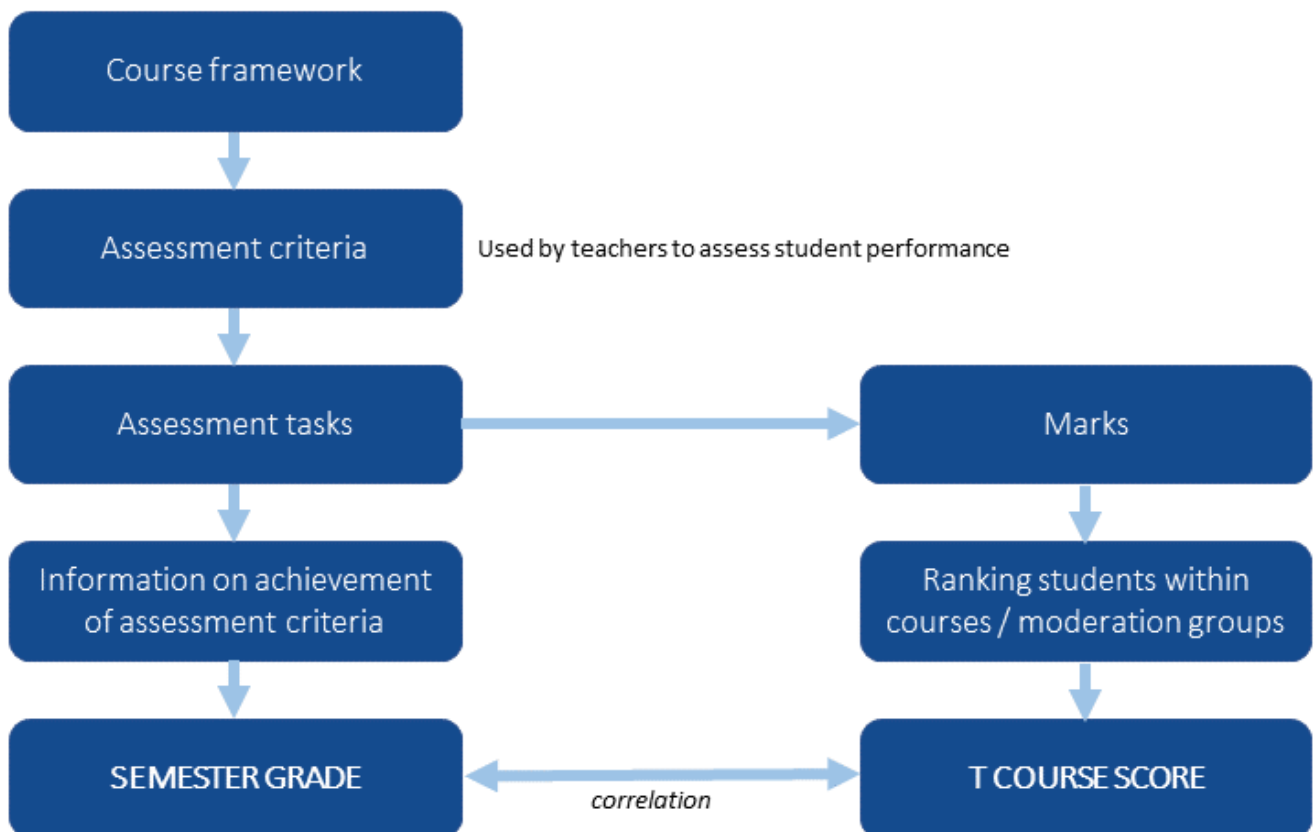
## Purpose of assessment

There are two purposes of assessment reporting in the ACT senior college system:

1. **Standards achieved by students:** Each course studied in the senior college is written using assessment criteria and grade descriptors as outcomes for learning.
2. **Ranking students:** This is where individual assessment items are aggregated to form a mark or score for the unit. Unit scores are then calculated for each student completing a 'T' unit.

Senior courses are based on course frameworks that provide a structure for course development, assessment and the allocation of semester grades. From these, assessment programs are developed to allow students to demonstrate achievement on assessment criteria contained in the frameworks.

This means that student achievement of the course framework's assessment criteria by the end of the unit provides the basis for allocating grades. Marks/scores provide the means to rank students on individual assessment tasks throughout the semester.



## Certificate requirements

### Requirements for the ACT Senior Secondary Certificate

To attain an ACT Senior Secondary Certificate all students must have completed a minimum of 17 standard units in an approved program of study. This program should include a minimum of 4 courses from A, T, M, E or H from 3 different course areas including English.

## Tertiary course package

If students wish to be considered for university entrance, they must complete a tertiary package.

The following criteria must be met:

- at least **20** standard units
- at least **18** must be T, A, E, M or H
- at least **12.5** must be T or H units

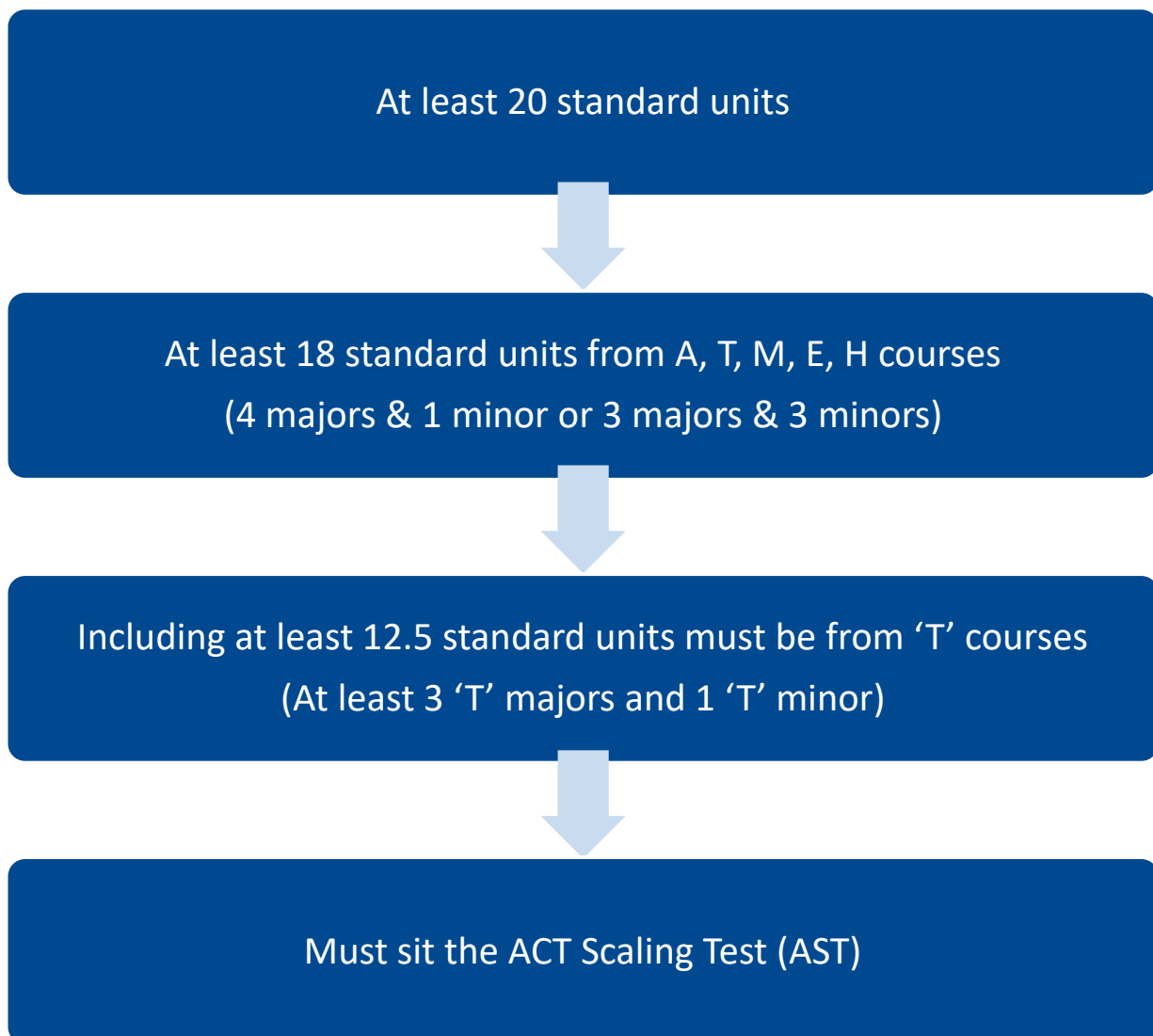
These units must also be arranged into courses to form at least **5 majors, 4 majors and 1 minor** or **3 majors and 3 minors**. At least **3 majors and 1 minor** must be at tertiary or 'H' level.

- Students must sit the ACT Scaling Test (AST) in Year 12.
- Studies must be completed in no fewer than seven terms.

Students who complete a tertiary package will receive an **ACT Senior Secondary Certificate** and a **Tertiary Entrance Statement** that indicates the 4 courses used to calculate the Australian Tertiary Admission Rank (ATAR).

The diagram below illustrates this information above in a visual way:

## Requirements at ACT Senior Secondary Colleges for tertiary entrance



## Accredited course packages (A)

For those students not considering tertiary entrance, it is not necessary to complete any tertiary accredited units although they may do so. They must still complete an approved program of study, all of which may be accredited units. It is strongly recommended that students choosing an accredited package check the requirements of employers and TAFE colleges since some may require a major in some courses such as English or Mathematics.

## Modified (M) courses

Modified (M) courses are for students who satisfy the ACT Department of Education and Training Disability Criteria. All accredited courses can be adapted through the M framework in content and/or assessment. M courses provide opportunities for students to gain skills at an appropriate level while participating in a fully inclusive environment.

## Vocational education courses (V)

Students wishing to develop work force skills at the same time as they work towards a Year 12 Certificate may participate in a course of study that has vocational components.

In addition to the college-based learning programme there is an extensive workplace training component. Nationally recognised Australian Qualifications Framework (AQF) *Industry Certificates I, II and III* or *Statements of Attainment* are awarded to students who meet the required standards of industry competence.

## Course selection

Efforts will be made to run all the courses listed in the Senior Course Handbook. However, students should be aware that courses offered will be contingent on the number of students selecting courses as well as College resources for the delivery of each course.

*We cannot guarantee all courses offered will run but we do our very best to ensure all students are happy with the final courses they will study.*

## Planning a program at St Francis Xavier College

Individual students will be interviewed to discuss choice of package and courses in the context of individual abilities and career ambitions. St Francis Xavier College aims to maximise the opportunities of every student by offering a diverse range of courses that enable students to follow many different pathways.

At St Francis Xavier College, both English and Religious Education are compulsory. It is highly recommended that students also continue to study Mathematics in Years 11 and 12. All students in Year 11 and Year 12 are expected to be studying six subjects/lines.

Ultimately it is the student's responsibility to select an appropriate course package. As a general guide, it is helpful if students consider the following in their choices:

- their own interests, ability and aptitude
- the career path they want to follow
- requirements of employers
- prerequisites of educational institutions they wish to enter
- avoid over specialisation—a broad and general education will keep options open.

Note: Students who wish to undertake further study outside the College through organisations such as CIT, Distance Education, AIS and Registered Training Organisations must inform the Principal of this in writing before their program of study begins.

## Assessment and reporting

### College-based report

Our philosophy is to keep students and parents/guardians aware of progress throughout the senior years of study. Formal and informal channels of reporting will be used based on need.

Our student management system, Canvas, is also used to give feedback on assessment tasks throughout the year. This information compliments the Semester reports and allows instant feedback to students and parents.

### Semester reports

These are comprehensive reports issued at the completion of a semester unit. They will indicate the level of achievement for each of the learning outcomes and an overall grade for the unit and level of achievement against the course unit goals and outcomes. An academic record will be provided showing units studied. Grades for each unit and scaled unit scores for T subjects are shown on the academic record.

All secondary colleges have a system of continuous assessment throughout all units. A variety of assessment items is used and will vary depending on the nature of the unit studied.

Courses in the ACT have been written according to Course Frameworks and the assessment of students is done within the context of the essential elements of the course. The focus of assessment is outcomes-based. The assessment and reporting will reflect the student's level of achievement in a unit. Achievement is determined by how well the student has done in all the assessment tasks in the unit.

In tertiary level courses these tasks provide a set of scores that discriminate between students. These scores are not percentage marks but a ranking of the student's achievement level relative to others in the group. Consequently, students will receive a score and a grade in tertiary units and courses. In accredited courses, grades only are awarded.

All senior students receive a Senior Assessment Handbook at the beginning of Year 11 which contains the College Assessment Policy and a calendar on which is listed all assessment tasks and their due dates. This document is available in Canvas.

Reporting during the two years will tell the student how well they have achieved in each unit. This will be done in the following way:

#### **Accredited ('A') units**

Students will be given a letter grade between 'A' and 'E' depending on how well they have satisfied the aims of the unit.

#### **'T' unit scores**

These scores are calculated to give students their relative position (i.e. ranking) in their course group. Unit scores are reported in such a way as to provide an estimate to eventual scaled course scores.

#### **'T' course scores**

At the end of Year 12 the best 80% of a student's unit scores are used to calculate a raw course score for each of their 'T' courses. These scores are then reported to the BSSS.

**Scaling**

Raw course scores indicate how students within each course grouping compare to one another. Because of differences between groups of students in different subjects, course scores need to be adjusted or “scaled”. The BSSS carries out the scaling using a procedure known as “Other Course Score Scaling”. A.S.T. results are an important factor in this process. Scaled course scores are on a comparable basis across the whole ACT system. Each student’s best 3 scaled scores in majors and 0.6 of their next best score are used in the calculation of the ATAR.

**Scores**

The purpose of scores is to rank students for tertiary entrance and are, therefore, only produced for ‘T’ units.

At the end of a unit, marks given on each of the assessment tasks for that unit are aggregated to produce a unit mark in accordance with the Unit Assessment Outline distributed at the commencement of the unit.

These unit marks are then scaled to produce Unit Scores in accordance with the BSSS policy.

**Vocational (‘V’) units**

Students will be assessed as C (competent) or NYC (not yet competent).

**Registered (‘R’) units**

The college recognises that students participate in learning that takes place outside of the formal structured learning program that exists within the college. This recognition is in the form of ‘R’ units. Some of these units could be under the direction of someone who is not a member of the teaching staff of the college where a learning relationship between the student and the responsible person exists.

To ensure any such units are included on a Year 12 Certificate, students should lodge a claim for recognition of their learning with the Senior Head of Department and or AP Teaching and Learning.

A “pass” (P) or “unsatisfactory” (U) record of the hours of experience is kept by the student and validated by the College

## Assessment requirements

Students must submit assignments and sit tests on the dates notified on the Course Assessment Outlines which are issued during the first two weeks of a unit of work.

***There is no automatic right for a student to sit a test, or hand in an assignment, at any time other than the date on the Course Assessment Outline.***

If a student is absent on the day an assessment task is due, the College must be notified of the absence on or before the day. If a student is absent due to ASBA or sporting commitments, they must notify the classroom teacher before the due date to make alternative arrangements to complete the assessment.

***Students must present a medical certificate if they are absent from a test or an assessment task date.***

Students are required to complete the set task but without penalty.

Students who are absent from College on the day an assignment is due should make every effort to have it delivered to the College. However late an assignment is, it must still be submitted to fulfil the BSSS unit requirements.

### Submission procedure

Assignments are to be submitted to the Subject Teacher, Learning Commons or Canvas on or before the due date and time listed on the task. Assignments that are handed in hardcopy must have a Senior Assessment Task Cover Sheet attached to the front of the assignment. The assignment will be date stamped and a receipt issued to confirm lodgement.

If submitting through Canvas, it is the student's responsibility to make sure it is in on time. Internet or Technology issues will not be accepted as a reason for handing a task in late.

It is the students' responsibility to keep a copy of the assignment and the official receipt.

## Extension procedures

In exceptional circumstances, requests for extension of time must be made on the appropriate form and submitted to the subject Head of Department after consulting with the class teacher at least two days before the assignment is due. The class teacher must be the first point of call.

If an extension has been granted for an assignment, the Request for Extension of Time form, as well as the Senior Assessment Task Cover Sheet, must be attached to the front of the assignment before it is submitted to the class teacher or submitted on Canvas.

Students must have the Request for Extension of Time form signed by at least one parent or guardian when the assignment is submitted.

Forms are available from the Learning Commons, Student Office, Senior Head of Department and Canvas.

### Assessment extension policy

Our extension policy is dictated by the BSSS and we are required by legislation to follow their guidelines in this matter.

Students may request an extension from their classroom teacher if they are unable to complete a task on time due to an ongoing physical or mental health issue and must present evidence to back this up.

### Acceptable student evidence can be:

- a medical certificate or letter from a doctor
- a note on the student's Personalised Plan that allows the student to have extra time on a task
- an email from ACT health (correspondence.covid@act.gov.au) saying that they have COVID-19 (from any type of test) and that they must isolate.

One of these must be sighted by the teacher and Head of Department before an extension is granted. Very few other types of extension are available to senior students.

A Student cannot be granted an extension if they are isolating due to Covid in the family, but they themselves are unaffected—unless this isolation means they miss a practical component of a task or the sitting date of a test or in-class task.

Extensions cannot be granted for family or school events if the student is busy with other tasks or if the student has left it too late to finish appropriately.

### Extension process

Steps that need to be followed for a student to gain an extension:

1. Student collects an extension form.
2. The student requests an extension from their classroom teacher—the teacher must sight one of the acceptable pieces of student evidence (the teacher should know if the student has a personalised plan) and signs the form.
3. The student then must have the form signed by the Head of Department of that class, who will also check the student evidence. If the extension is approved, then the Head of Department will record this as a Chronicle entry.

Occasionally, an extension will be applied by the Senior Head of Department if a student is having significant personal, medical or mental health issues and cannot make it to the classroom teacher. In this case, the teacher and Head of Department will be notified by a Chronicle entry.

### Extensions for students who return a positive COVID-19 test

To best support our students who test positive to COVID-19—while following BSSS procedures—one of the following pieces of evidence is required to request an extension for their assessment.

- The email the student/parent/guardian receives from ACT Health (correspondance.covid@act.gov.au) after the student receives a positive PCR test informing that they have tested positive to Covid. or
- The email student/parent/guardian receives from ACT Health (correspondance.covid@act.gov.au) after the student registers a positive RAT result on the ACT Health website.

A copy of this email will need to be given to your student's classroom teacher when requesting an extension due to testing positive to COVID-19.

### Further guidelines for students who are isolating

Students may also be required to isolate if a family member in their household tests positive to Covid, even if they do not have Covid themselves. In this instance, students will not be eligible for an extension as they do not have a condition which limits their capacity to complete their assignments. This is relevant for research or written tasks as these can be completed by the student in their own time.

However, if during their isolation period the student misses an in-class component of a task, or a class test, an extension can be granted for these tasks.

### Acceptable evidence for this type of extension will be:

- the email you receive from ACT Health (correspondance.covid@act.gov.au) after you register the student as a close contact on the ACT Health website.

For any questions regarding Covid and student assessment please get in touch with your student's classroom teacher or Ian Stace-Winkles (Senior Head of Department) on [ian.stace-winkles@sfx.act.edu.au](mailto:ian.stace-winkles@sfx.act.edu.au).

### Assessment tasks submitted after the due date

Students who fail to submit work on the due date incur a penalty unless an extension has been granted. Such assessment tasks must be submitted to the Senior Studies Co-ordinator.

### Late penalties

Assignments handed in late, without approved extension time (see procedure above) incur a penalty of 5% (of possible marks) for every calendar day late. Work not submitted within 7 days will result in a notional zero, that is, a mark lower than the lowest mark given to work submitted by other students in the unit.

Submission on weekends or public holidays is not acceptable as stated in BSSS policy. The table on the following page may help to interpret this policy.

### Penalty imposed as a percentage of total marks available

	Due Monday	Due Tuesday	Due Wednesday	Due Thursday	Due Friday
Received Monday	0%				
Received Tuesday	5%	0%			
Received Wednesday	10%	5%	0%		
Received Thursday	15%	10%	5%	0%	
Received Friday	20%	15%	10%	5%	0%
Saturday					
Sunday					
Received Monday	35%	30%	25%	20%	15%
Received Tuesday	NZ	35%	30%	25%	20%
Received Wednesday	NZ	NZ	35%	30%	25%
Received Thursday	NZ	NZ	NZ	35%	30%
Received Friday	NZ	NZ	NZ	NZ	35%

Note: NZ means Notional Zero

Where students fail to hand in assessment items, they will be awarded a notional zero for that assessment item. This may lead to the student being deemed un-assessable and a 'V' grade awarded.

If a grade is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date in awarding the grade.

### Absence from an assessment task

A student who misses a test and supplies appropriate documentation (e.g. doctor's certificate) will be assessed, wherever possible, without penalty.

If no documentation is supplied, the student may be deemed unassessable and a 'V' grade awarded.

### Breach of discipline

A 'zero' mark will be given for the task if a student is found to be involved in a breach of discipline. Any cheating, plagiarism, dishonesty, alteration of results or improper practice shall constitute a breach of discipline. This also applies to any student who allows another to cheat from/collude with him/her.

### Plagiarism

#### Definition

Plagiarism is the copying, paraphrasing or summarising of work, in any form, or colluding with another student without acknowledgement of sources and presenting this as your own work.

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

- Submitting all or part of another person's work with or 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 acknowledgement, but leaving out quotation marks.
- Submitting materials that paraphrase or summarise another person's work or ideas without appropriate acknowledgement.
- Submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

**Principles behind the imposition of penalties:**

- Any work that is found to be plagiarised will incur a penalty ranging from a reprimand and warning, in writing, through to the cancellation of all assessment results for Years 11 and 12.
- Students who unintentionally plagiarise will be given appropriate counseling and guidance so that they do not repeat the offence.
- The impact on unit scores of the penalties imposed for serious and repeated instances of plagiarism will be managed in accordance with the Board of Senior Secondary Studies policies.
- Students should not allow other students to use or copy their assessment material and information to complete assessment tasks. When it is suspected that students have shared information for assessment (if it is not directly allowed in the assessment task criteria) **students involved will be deemed to have plagiarised.**

It is essential that you acknowledge the use of all sources. Plagiarism is a serious offence and it is each student's responsibility to ensure that he/she does not commit this breach of discipline whether intentional or otherwise. Students will be asked to substantiate or verify the authenticity or integrity of completed assignments. It should be noted that plagiarism is a form of cheating and will be treated as such.

Senior students who have been referred to the Head of Departments for breaches of the College Plagiarism guidelines will be placed on the register in Compass Behaviours by the Assistant Principal Curriculum to ensure that they do not breach the policy across the college.

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

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

The following is a guide to the penalties imposed by the College. These penalties apply irrespective of the unit/subject/course in which the incident(s) occur.

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

## Attendance and V grades

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance for the scheduled classes/contact time or participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit.

A student may be awarded a 'V' Grade for poor attendance or for non-submission of assessment items within 7 days of the due date. Unless there are extenuating circumstances, students can expect to be formally warned.

The Senior Studies Co-ordinator will monitor these matters.

Failure to comply with these requirements will place the matter before the Assistant Principal (Curriculum) for a decision regarding the awarding of a 'V' grade.

## Checking of assessment

It is important that students check all assessment results. To facilitate this process, a number of 'special days' are arranged. These are listed on the college calendar. The purpose of each of these days is as follows:

### Senior Mini Day

This is a shorter school day; the purpose of which is twofold. Firstly, it gives students the opportunity to get feedback on exams and end of semester assessment tasks from teachers. Secondly, it is a time for students to check that their unit assessment information correlates with the data entered into Compass.

### Senior Profile Day

All senior students will need to check final assessment grades and unit scores for each unit on Senior Profile Day. These will be posted in the Senior Common Room showing ID number, scaled scores for tertiary units and grades for the units of work just completed.

### Senior Academic Record Day

On this day, Year 12 students will receive and check their Course Scores. They are also required to sign a copy of their Academic Record to verify its accuracy.

## Changing of subjects

Any student who wishes to change their course of study (including changing from 'T' status to 'A' status) must speak to the Senior Studies Co-ordinator. This will usually happen before the end of the third week of a semester. No change will be allowed without the written permission of parents.

At the beginning of each unit, students are given a written outline of the assessment items used for the unit and the relative weighting of these tasks for the unit.

This information is also posted on the College website. All students who complete tertiary and accredited units will be awarded an 'A' to 'E' grade. The grades are based on each student's performance against the objectives of the unit. The descriptors below form the basis for the grades achieved by students.

- A** Awarded to those students who have very high achievement in all aspects of the unit of study. They understand the most difficult ideas of the unit, demonstrate initiative, can identify and solve problems and are able to communicate their ideas clearly.
- B** Awarded to those students who have achieved a high level of understanding of the unit studied and are able to apply the skills learned in the unit to a wide range of problems.
- C** Awarded to those students who understand most of the important ideas and have learned many of the skills covered in the unit to a level which would allow them to continue appropriate study in the area to carry out work requiring these skills.
- D** Awarded to those students who know the basic terminology of the area of study, have learned some of the skills and understand some of the important ideas covered by the unit. These students would have difficulty with further study or work requiring the knowledge and skills covered by the unit.
- E** Awarded to those students who, although having met the requirements for attendance and completion of work, have learned few of the skills covered by the unit.
- V** Awarded to those students whose course work and/or attendance were unacceptable and therefore were not able to be assessed.
- S** Status may be awarded to students for a unit completed elsewhere, or, in special circumstances, at the discretion of this College.

It should be noted that teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

For the vocational component of a course, students are assessed as competent or not yet competent and may achieve in full (VET Certificate) or partial (VET Statement of Attainment).

Units are designed so that most students are able to achieve the aims. Consequently, in mixed ability groups, 'C' is likely to be the most frequent grade.

Students who complete Tertiary or Accredited units will also be awarded a unit score. Due to the scaling procedures used, the scores received by students usually fall in the range of 30-100. It must be stressed that these **unit scores are not percentage marks** but indicate the rank of the student's performance relative to others in the group. These unit scores will be used to calculate Course Scores.

## Scores for students studying a tertiary package

### Unit scores

For each student completing a 'T' unit, a Unit Score is produced. This is obtained by combining weighted assessment items as specified in the Unit Outline (after applying penalties for late or non-submission of work).

The Unit Marks are then meshed with other courses in the same Scaling Group (as listed below).

The meshed Unit Marks are then scaled, in accordance with the BSSS policy, to produce Unit Scores, which are comparable across units, courses and subjects.

At the end of each semester, Unit Scores will be displayed in the Senior Common Room. Any such lists will identify students by ID number only.

## Scaling groups

Scaling Group	Senior Subjects
1	English, Literature, Japanese, Italian
2	Drama, Dance, Music (Year 12 Only)
10	Maths, Physics
20	Chemistry
26	Psychology (Y11)
40	Modern History, Business, Legal Studies, Global Studies Psychology (Y12)
65	Religious Studies
70	Design and Emerging Technologies, Engineering Studies, Robotics and Mechatronics, Digital Technologies
71	Photography, Media, Visual Art Drama, Dance, Music (Year 11 Only)
91	Exercise Science, Biology, Human Biology
94	All Accredited/Modified Units
95	All Registered Units

## Course scores

For each student completing a 'T' course, a course score is produced. Each unit score in a course contributes to the course score and is considered to have equal weighting.

For all course types (minor, major, major-minor, double-major) the top 80% of unit scores is used to calculate the course score.

For example, when calculating the course score for a major course:

- 4 units compose a major course
- 80% of 4 is 3.2
- therefore, the top 3.2 unit scores contribute to the course score
- the 3 highest unit score are added to 0.2 of the remaining unit score
- this total is then divided by 3.2

Course scores are only calculated at the completion of a course.

## BSSS policies and processes

### Course information, including any course requirements and pre-requisites

Information about the BSSS courses can be found in the St Francis Xavier College Senior Handbook and on the BSSS website: <http://www.bsss.act.edu.au/curriculum/courses>

### Achievement standards

Achievement standards for Year 11 and Year 12 courses can be found on the course Canvas page and on the BSSS website: <http://www.bsss.act.edu.au/curriculum/courses>

### Moderation procedures (internal and external)

Moderation is the means whereby standards of achievement are cross-referenced with other groups or classes that are studying similar units in the same course framework. There are two types of

moderation used at this college:

- Where there is more than one class in the same unit within the college, assessment is moderated. The teachers of the unit may mark a section of the piece of assessment across all classes or each teacher may correct his/her own class work using the assessment criteria contained in the course framework. Selected pieces of work are then compared across classes to ensure fairness in assessment for all students studying the unit.
- Inter-college moderation of assessment tasks on Moderation Days where teachers from different colleges compare standards of student work. These days help standards among all ACT colleges to be consistent so that Semester and Courses grades are comparable for the award of the Year 12 Certificate.

### **Meshing procedures where required**

Meshing procedures occur at St Francis Xavier College and it is the process whereby students are allocated their position in the whole scaling group ranking. St Francis Xavier College accurately meshes each course in a scaling group every assessment period so that the scaling group list is a legitimate ranking of the students involved.

### **Method of unit score calculation**

As per BSSS policy, the premise for reporting unit scores are:

- unit scores should be comparable from unit to unit throughout the course
- unit scores should be comparable across courses/subjects in a half semester/semester

As per BSSS policy, unit scores are to be calculated by adding weighted assessment items (or Z scores) as specified in the course document after applying Board policies to assessment items for the late or non-submission of work.

Each assessment item must clearly identify the assessment criteria and the maximum number of marks available. No student response can be awarded more than the maximum number of marks available. The maximum number of marks should be of sufficient magnitude to allow appropriate discrimination. No bonus marks are to be awarded for individual assessment tasks or units. Unit scores of all students in the unit are to be calculated using the same method.

### **Penalties for late and non-submission of work**

The penalty for work submitted late is 5% per day for a maximum of seven days. After this date, a notional zero will be awarded. The work must still be submitted. In case of illness, a medical certificate must be presented to avoid penalties, particularly when in-class assessment items are missed. Students are referred to the Senior Handbook for more information on late penalties and the correct procedure for applying for an extension.

## **Appeals process**

### **Appeals procedure to St Francis Xavier College**

If a student feels that a mark, grade or level of competence given by a teacher for a piece of work or a complete semester's work is unfair, then the student should take the following steps:

1. The student should approach the teacher concerned within 2 school days of receiving the assessed task and enquire why that mark/grade has been awarded.
2. If, after speaking to the classroom teacher, the student still feels that the assessment is unfair, the student should consult the relevant Head of Department (or a mediator within the College if the classroom teacher is also the Head of Department) within 5 school days of receiving the assessed task and ask for a review of the assessment.
3. A formal internal appeal may be made to the Assistant Principal (Teaching and Learning) in writing within 7 school days of the result concerned being received by the student. The appeal will be considered by a College Appeal Committee and a decision reached within twenty-eight school days of the lodgment of the appeal.

(During Term 4 of Year 12 the final date for appeals will be as published annually by the Board of Senior Secondary Studies).

4. If the student is dissatisfied with the College's decision he/she may appeal to the ACT Board of Senior Secondary Studies within seven days of the date of the written decision of the College Appeal Committee.

Students should be aware that an appeal might have one of three outcomes: a higher mark, grade or score; no change; or a lower mark, grade or score.

## Appeals procedure to the Board of Senior Secondary Studies (BSSS)

### *Grounds for appeal*

The matters for appeal to the Board are assessment procedures and appeal procedures. In exceptional circumstances the matters may include assessment of a task.

Students may appeal to the Board on the grounds that:

- the published procedures used to calculate a Unit Grade or score or course score have not been followed or have been applied unfairly or incorrectly, or
- the published college assessment appeal procedures, which are available for public inspection, have not been followed or have been applied unfairly or incorrectly, or are unreasonable.

Students and others involved in appeals should understand that there may be three outcomes: a higher mark, grade or score; no change; or a lower mark, grade or score.

### Period for appeal

Where a student appeals against a College procedure, such a review must be sought by the student within seven days of the date of the written decision of the College Appeals Committee. (In Term Four of Year 12, the final date for appeals to the Board is the date published in the Board's Schedule of Events). The Board will hold its review as soon as practicable after the receipt of the student's appeal.

### Procedures for calculating course scores

Students are awarded a course score for each T and H course completed. These scores indicate the relative ranking of students within a group and are not designed to show a level of achievement in that course. Course scores are not reported on the ACT Senior Secondary Certificate. Scaled scores for T and H courses are reported on the Tertiary Entrance Statement.

The premises for calculating and reporting course scores are:

- course scores should be based on unit scores reported over the duration of the student's program of study
- at the individual student level there should be discounting of lower unit scores
- at the Scaling Group level all units are to be of equal weight
- the same method of calculation should be used by all colleges
- the final course ranking and spacing reflected in the course scores should be validated by professional judgement
- principals are responsible for ensuring that the course scores reflect the relative achievement of students in the course.

Under the following circumstances a unit may not contribute towards the calculation of a course score.

- Award of a status or recognition grade
- The unit not being from the home college of the course
- The accreditation type of the unit not being T or H.

## System wide assessment and reporting

### The ACT Scaling Test (AST)

All students who wish to apply for university entrance will need an Australian Tertiary Admissions Rank (ATAR) and must sit for the ACT Scaling Test (AST). This test is comprised of a multiple-choice component designed to measure verbal and quantitative reasoning abilities, a short response paper which will allow students to demonstrate higher order thinking skills and a writing task of approximately 600 words.

The AST results received by students are used to moderate students throughout the ACT.

### Aggregate score

This is the score that will be used to determine acceptance for tertiary study. It is calculated from a student's best three 'T' majors and the next best score in either a 'T' major or minor together with the student's AST results. The ATAR is calculated from this.

## Vocational Education

Students enrolling in 'V' (Vocational Education) Courses at St Francis Xavier College are supported and advised by their subject teachers, the Vocational Education Coordinator, Careers Coordinator, the Senior Head of Department and the Assistant Principal (Curriculum).

All Vocational Education students are issued with the following publications prior to, or at the commencement of, their studies:

### Catholic Education VET Student and Parent Handbook

This details what vocational training is, how competencies are delivered and assessed, procedures to be followed if students wish to seek Recognition for Prior Learning/Current Competencies (RPP/RCC), information about Work Placements and Australian School-based Apprenticeships and more. The handbook can be viewed [here](#).

### Vocational Certificates available at St Francis Xavier College

- BSB30120 – Certificate III in Business
- CPC20220 – Certificate II in Construction Pathways
- ICT20120 – Certificate II in Applied Digital Technologies
- SIT10222 – Certificate I in Hospitality
- SIT20322 – Certificate II in Hospitality

Qualifications offered at the College will be contingent on the number of students selecting courses as well as College resources for the delivery of each course.

### Registered Training Organisation

St Francis Xavier College offers VET courses through the Archdiocese of Canberra and Goulburn, Catholic Education Office. They are the Registered Training Organisation (RTO 46330 Catholic Archdiocese of Canberra and Goulburn Education Limited). The RTO is responsible for ensuring a high quality of VET course delivery and assessment at St Francis Xavier College.

Students who meet the requirements of a 'V' Course and complete a vocational qualification certified by the BSSS are issued with a Vocational Certificate.

While the ACT Senior Secondary Certificate contains a complete record of a student's achievement in accredited and registered units, vocational qualifications report the relevant competencies demonstrated by the student.

### Australian School Based Apprenticeships (ASBA)

An ASBA involves a student undertaking a paid part-time apprenticeship whilst enrolled in a program of study at an ACT College. An ASBA at Certificate II level involves 11 hours per week training which

consist of 8 hours on-the-job training and 3 hour off the job training in the appropriate vocational course, over a period of approximately 18 months. An ASBA at Certificate III level involves 15 hours per week training, which consist of both on-the-job training and off the job training in the appropriate vocational course over a period of 2 years. Students normally reduce their number of subjects by one i, when they undertake an ASBA.

ASBAs can be undertaken in any of the VET Courses offered by St Francis Xavier College as well as a range of other courses, such as Hairdressing, Landscaping, Motor Trades and the Building Construction Industry. It is possible to undertake Certificate III Level Courses in some areas such as aged care, child care, plumbing electro-technology and automotive.

Students receive credit points towards their ACT Senior Secondary Certificate for the hours completed at the workplace and it is an opportunity for students to get a head start in their future career.

Students undertaking an ASBA will negotiate this with the Careers Coordinator, Senior Head of Department and their Year Coordinator. This will ensure that the student package meets the requirements of both the BSSS and the relevant training package and is a suitable pathway for the student. To meet these requirements a student may have to change their course of study. For example, a student is not be able to study Construction Pathways whilst undertaking an ASBA Certificate III in Carpentry.

## **Vocational placement**

A vocational placement is the on-the-job component of a school-based vocational course. Students participate in the workplace generally for 1 week unpaid, to gain first-hand experience of industry practices and working conditions.

Vocational placement is mandatory in some of our vocational courses if a student wishes to attain the full qualification. Even in those areas where it is not mandatory, it is recommended as a worthwhile way of gaining competencies and making valuable contacts in industry. If students enrol in V and do not complete their vocational placements, they may be ineligible for the Certificate I or II qualification but will still receive a Statement of Attainment.

## College Guide

The College expectations and uniform requirements are outlined in the [SFX College Guide](#). Please refer to this document for more information.

### Attendance

Students are required to attend all their timetabled classes and their Pastoral Care class each day.

Absence from class should only be for sickness or other serious reasons. Medical and other appointments should be made outside school hours. Requests to leave the premises for medical or other urgent appointments must be made in writing and signed by a parent/guardian. Students must sign out at the Student Office, before leaving and on returning to the College. A note written by a parent/guardian must be furnished for all absences. A medical certificate is required in the case of missed assessment. Medical certificates supplied for any illness or medical condition must be current.

Please note that absences due to work commitments and appointments that could be made at another time such as driving lessons will not be approved. In line with BSSS policy, student absence due to family holidays is not a valid reason for consideration being made for missed assessment. Parents will be notified regularly of missed attendance.

Lesson times for Senior students are slightly different to that of the Junior students. The College day commences at 8.38am for all students and for Seniors concludes at 3.30pm unless students do not have any scheduled lessons or have Learning Commons time.

**Year 12 students** are required to attend Pastoral Care every day.

Year 12 students will be allowed to leave the premises after recess if they do not have College commitments. They must sign out as they leave and sign in on return. This privilege may be revoked if a student misses timetabled classes or behaves inappropriately whilst in College uniform.

**Year 11 students** are required to attend Pastoral Care every day.

**In Semester One**, students are to remain at College until the end of the school day except for Learning Commons time where they may leave at lunch on Wednesdays and Fridays. It is compulsory for Year 11 students to attend the workshops run during Learning Commons on Wednesday.

**In Semester Two**, subject to College and parent permission, students will be allowed to leave the College at the end of their last lesson of the day. (Period 4 Wednesdays/ Lunchtime Fridays) They must sign out as they leave. This privilege may be revoked if a student misses timetabled classes or behaves inappropriately whilst in College uniform.

All senior students are required to attend College assemblies, College Masses and all PDCV classes. Participation in extracurricular activities such as sports carnivals and Community Day is also mandatory.

### Learning Commons

Learning Commons is an opportunity for students to access teachers and study in a supportive and collaborative environment. Workshops are provided throughout the year and some whole year group assessment and guest speakers are also organised during this time. Learning Commons runs during Period 4 on Wednesdays.

During Learning Commons Year 11 and 12 are not permitted to make alternate arrangements as this time may be required for College curriculum activities. It is illegal to have students participate in employment during school hours unless they are completing an ASBA.

### Senior Common Room

The Senior Common Room is available to all senior students. Senior students may also access the Hub area for group work. The Learning Commons is available to senior students from 8.00am to 4.00pm and until 3.30pm on Fridays. The Senior Study room is set aside for silent study.

Other Learning Commons areas must be used appropriately and with respect for the rights of the whole school community.

## Uniform requirements

### SENIOR GIRLS

SFX College skirt (knee length) /  
SFX College slacks (SCAGS W121, SCAGS  
W191/Midford  
7400) /  
SFX College shorts with SFX logo

SFX College white blouse (Midford 5047)

SFX College navy jumper, cardigan or vest

SFX College jacket

Plain white socks (must cover ankle) /  
Navy stockings/tights

SFX hat

### SENIOR BOYS

Navy trousers or shorts

SFX College white shirt

SFX College navy jumper, cardigan or vest

SFX College jacket

Plain navy / plain white socks  
(must cover ankle)

SFX blazer and tie (optional)

Black belt (optional)

SFX hat

*Plain white t-shirts may be worn under shirts but should not be visible below the hem or sleeve line.*

## SHOES

Traditional style black polishable leather lace-up shoes with a discernible heel (platforms, raised heels, boots, ballet flats or sport shoes are NOT acceptable).

As an illustration of the acceptable style, please see the sample below:



Parents are asked to contact the school if in doubt, in order to avoid purchasing shoes that may not be permitted.

## SPORTS UNIFORM

- Navy blue sport shorts with SFX logo
- Navy blue active pant with SFX on leg (girls)
- St Francis Xavier PE shirt with SFX logo
- Plain white socks (must cover ankle)
- Lace-up sport shoes
- SFX tracksuit (optional).

## HAIR AND HAIR ACCESSORIES

- Hair must be neat and of a natural colour. Extreme styles are not permitted
- Blue, white or black hair accessories only
- Hats of any kind may not be worn inside.

## JEWELLERY

### JUNIOR STUDENTS

- One earring (stud or sleeper) in each ear
- A chain with a small cross or crucifix may also be worn.

### SENIOR STUDENTS

- Two earrings (stud or sleeper) in each ear, maximum
- A chain with a small cross or crucifix may also be worn
- A simple bracelet and ring are also permitted.

## FACIAL PIERCINGS

- Senior students may wear a single, clear-coloured, discrete stud retainer as a nose piercing. No other forms of nose or facial piercing are permitted.

## MAKE-UP AND NAIL POLISH

- Make-up and nail polish are not permitted for junior students
- Senior students are permitted to wear discreet makeup and light coloured nail polish
- Long fingernails are not permitted. This includes all kinds of artificial nails.

## UNIFORM FREE DAYS

- Uniform free days are held occasionally and may include attendance at mass or a liturgy
- Clothing appropriate for these occasions is required. Due to safety, closed-in shoes must be worn at the College on uniform-free days.

## Motor vehicles

Students driving a vehicle to school must:

- have written permission from a parent/guardian to drive a designated vehicle.
- provide a copy of the designated vehicle's make, model, colour and licence plate number to the College.
- display the SFX Driver Identification on the front windscreen.
- park in the student car park (the staff car park is out of bounds).
- obey all ACT and College traffic rules. When all appropriate documentation is processed, a permit will be issued which must be displayed on the front dashboard of the car.
- not travel in another student's vehicle unless they have written permission from their parents/guardians.
- move promptly to and from the car park when arriving and exiting the College.

Under CEO guidelines, learner drivers and provisional drivers should not transport other students on school related activities.

## Excursions

Excursions are regarded as an integral part of many courses and attendance will be compulsory. A permission slip signed by a parent/guardian must be provided in order to participate in an excursion. This must be handed in before the day of the excursion.

## Lockers

Lockers are available for senior students. Allocation is arranged by the Senior Pastoral Leaders. Bags are not to be taken to Pastoral or timetabled classes.

## Mobile phones and other electronic equipment

All mobile phones are required to be stored in students' lockers during the school day unless specific teacher permission is given for students to use them for Teaching and Learning purposes. Senior students may access their phones at their locker and Senior Common room only.

## Headphones

Headphones should not be used or visible in corridors or the public areas of the College. Seniors may use them in the Senior Common room during the school day or before and after school hours.



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