



PARENT INFORMATION SESSION 2019

Year 11

Welcome to the Senior School

It is with great pleasure that I welcome you to our Senior School community in 2019.

Year Eleven is an important academic year for SACE completion and, during this period, students make decisions to specialise in their Year Twelve subjects. These choices are crucial to the enjoyment of the year and the success of each student to enable them to enter study or the world of work with the appropriate qualifications to pursue their chosen pathways. It is; therefore, important to keep informed of the current information for this crucial academic year.

Year Eleven brings with it new challenges and processes as students complete Stage One of SACE. There are changes to structures and expectations for this year level and students are encouraged to grow in maturity and responsibility as they prepare for the world beyond school.

In order to manage these changes effectively, it is imperative that we work together as a team for the benefit of your son or daughter. When we have a strong relationship, students are assisted and supported to thrive.

The Parent Information Session and the accompanying information are designed to help you to understand the expectations and key matters of Year Eleven in 2019. You will also have the opportunity to meet and speak with your child's Home Class Teacher, your key contact for communication, and Year Level Co-ordinator.

We hope that the information provided is valuable and we thank you for your attendance at the session.

I hope that you and your young person feel confident about the year ahead and encourage you to contact us for information or clarification throughout the year as you require.

Yours in Christ

A handwritten signature in black ink, appearing to read 'M. Marshall', written in a cursive style.

Marylyn Marshall
Head of Senior School

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Who's Who



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Meredy
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Useful contacts

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Email: tlc@tatachilla.sa.edu.au

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Student Services Office - Vanessa Mathews / Rosemary Caston

Email: middlesenioroffice@tatachilla.sa.edu.au

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College Counsellor - Zina Kaleniuk

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Student Appearance and Uniform

Physical Education

Years 11 and 12

Students change into their sports uniform prior to their lessons and are given time at the conclusion of the lessons to change back into their summer or winter uniform.

Years R-10

Students will have more specialised and vigorous PE lessons two days each week. When the day for each class is known, students are to wear their PE uniform to school for those days every week.

Jewellery, Make-up and Appearance

- Limited makeup in the form of foundation can be worn in the Senior School.
- Eye make-up or nail polish are not allowed.
- A plain light chain with a small cross may be worn around the neck.
- A simple plain gold or silver stud or sleeper may be worn in the lower part of each ear lobe. However, all other piercings (including plastic spacers) are not acceptable while in school uniform. In particular, no student should be at school wearing:
 - Nose piercings or nose rings
 - Eyebrow, lip piercings or other visible facial piercings
 - Body piercings
 - Tongue piercings
 - Ear spacers or shark tooth earrings
 - Any piercing of the skin which would be visible when wearing the winter or summer uniform
 - Tattoos are not permitted
 - Band-aids covering piercings

No other jewellery or friendship bands are permitted, except a simple watch and/or medic alert identification.

Students who are visibly pierced will be asked to remove the piercing. Refusal to

do so may result in the student being asked to leave the school until such a time as the piercing has been removed. Students should not obtain new nose or additional ear piercings during the course of the school year since they will not be permitted to wear their jewellery at the College.

Hairstyles

The general expectation in regard to hairstyles for both girls and boys is that they will be neat, clean and tidy (as determined by the school) and not extreme or designed to draw attention to the student. The following guidelines have been determined to implement this general expectation, yet give students some freedom in regard to their preferred hairstyle. Any students considering changing their hairstyle or hair colour and are doubtful as to how it would be accepted at College, should first seek approval from the appropriate Head of School.

In the interests of safety and in order to facilitate good classroom practice:

- No student (boy or girl) should have hair hanging over their eyes or their face at any time. Hair should be secured off the face without requiring handling and therefore students with hair below shoulder length must have all hair tied back completely. Hair is considered to be shoulder length when it sits beneath the lowest part of the collar.
- Only white, black, grey or red ribbons, combs or College issued hair garments may be worn in the hair.
- For a short all-over cut or undercut the minimum acceptable length is that of a number three (3) cut.
- Hair colour is not to be changed so that it is noticeably different from the natural colour.
- Male students are to be clean-shaven

Student Appearance and Uniform – Non-Compliance

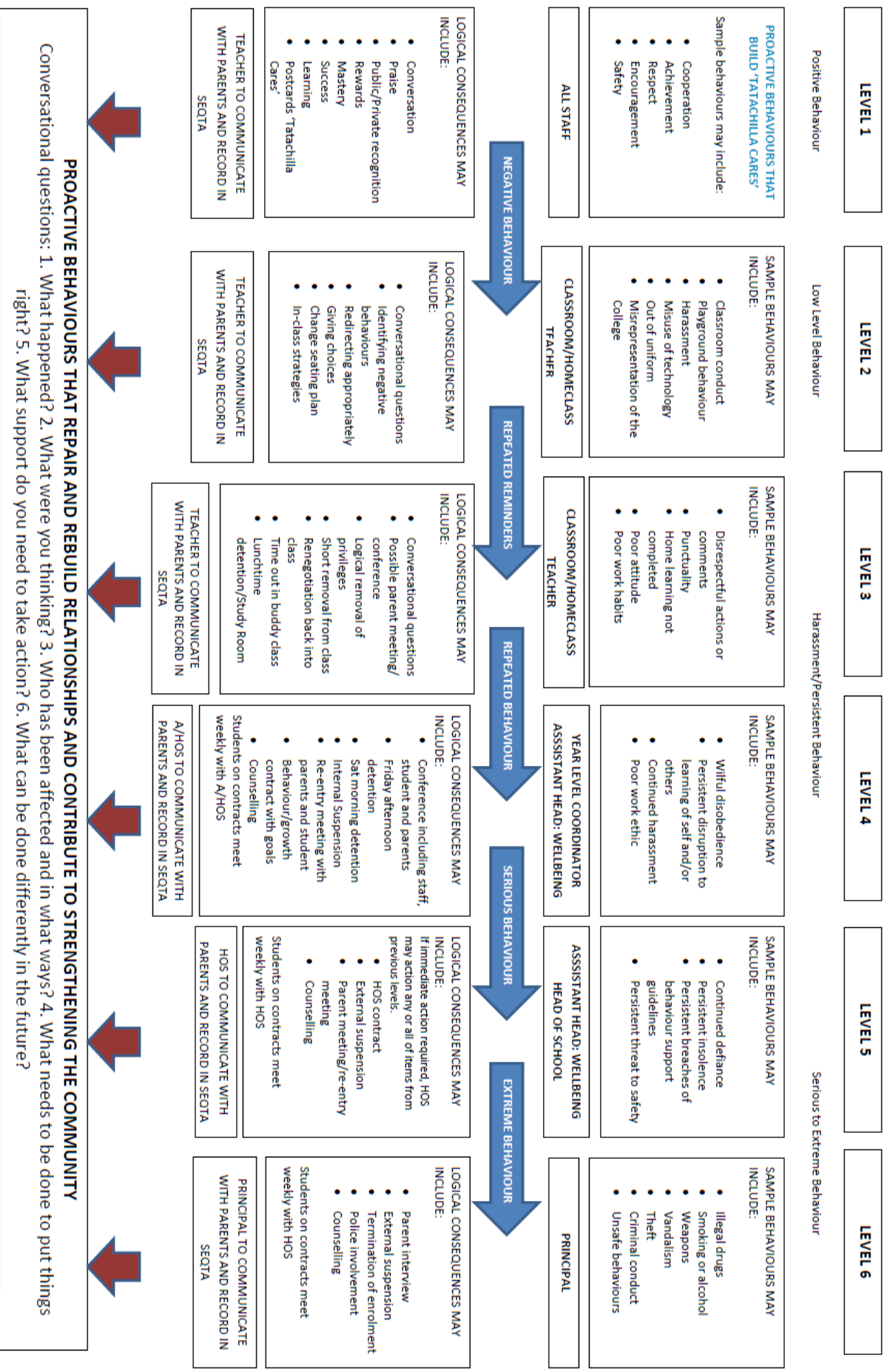
Since students are informed explicitly and, for the majority of our community, uniform and appearance expectations are clear and familiar, non-compliance will result in consequence. A student requested to correct an infringement will be required to comply with one of the following:

- **1st instance:** Home Class teacher to let students know what is incorrect and add note to SEQTA, if this cannot be fixed immediately then grace given until next day.
- **2nd Instance:** Home Class teacher to let students know what is incorrect, consequence is a Lunch time detention. Note on SEQTA and contact home to discuss infringement. (Please notify Year Level Coordinator).
- **3rd Instance:** Inform Year Level Coordinator, who will go through the behaviour management process for consequences. If there is a third infringement then parent(s) will need to be invited the College for a discussion.

In any of the above circumstances, parents/carers will be contacted immediately in order to correct the matter at the earliest possible time so that students' learning is not interrupted.

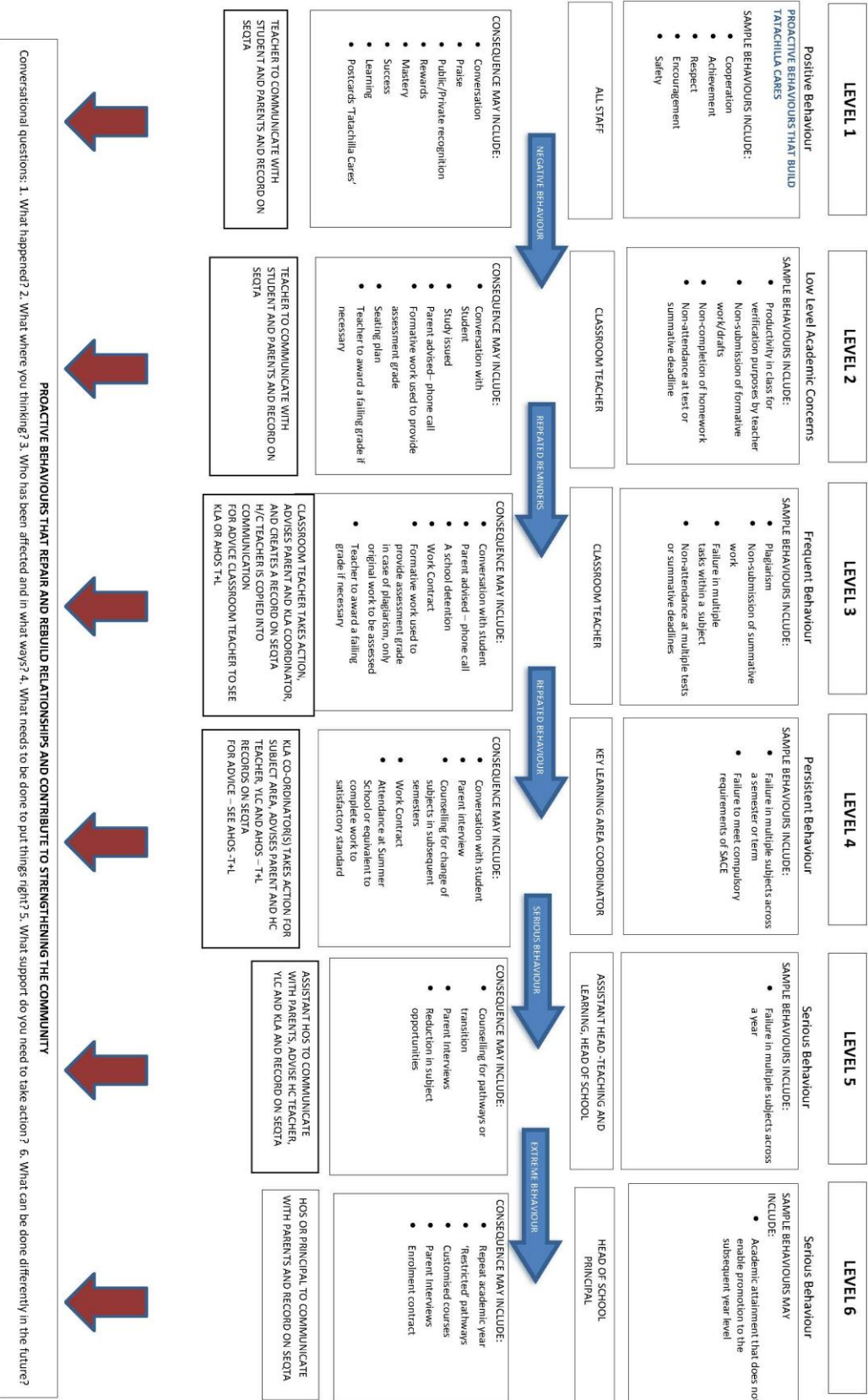
BEHAVIOUR SUPPORT (7-12) GUIDELINES

TLC CARES



Academic Concerns Guidelines

ACADEMIC CONCERNS (7-12) GUIDELINES TLC CARES



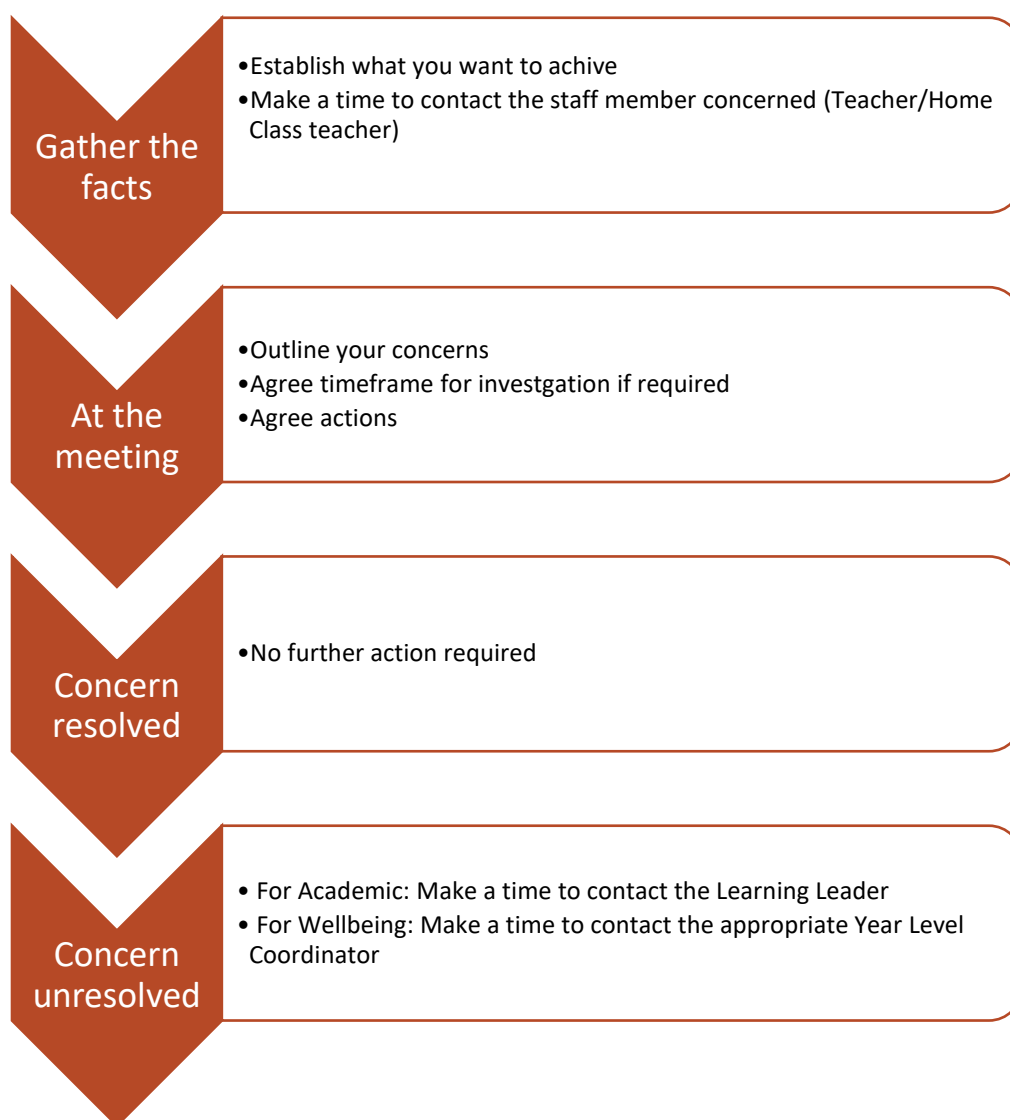
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Resolving College Community Concerns

We prefer that you contact the Class Teacher or Home Class Teacher in the first instance to raise any concerns and then progress through steps of the flow chart below should you not be able to resolve your concerns.



The following model shows the best approach to address a concern you may have regarding your child's academic performance or well-being. This is drawn from the document: Resolving College Community Concerns that can be found on the College web page.



Teaching and Learning

Senior School Academic Handbook.

All Year 10 Students have received a copy of the Senior School Academic Handbook.

The Handbook provides guidelines for students to develop self-management skills in the following areas:

- Drafting – processes and expectations
- Verification of their work
- Referencing
- Plagiarism
- Deadlines and procedures for absences on due dates for assessment tasks or the day of a test/examination
- Government guidelines for absences
- How to approach poor results with a growth mindset to foster improvement

Electronic Copies of the Senior School Academic Handbook are available on SEQTA Engage.

South Australian Certificate of Education – SACE

Year 11 marks the undertaking of SACE in all subject areas. Having completed the first of the compulsory SACE subject of PLP in Year 10, students in Stage 1 are required to meet compulsory minimum requirements in Literacy and Numeracy. All students must achieve a C grade or better in one unit of Mathematics and two units of English in order to qualify for their SACE Certificate. Some students will also undertake the compulsory Stage 2 subject, Research Project, in Year 11, which also requires a minimum C- grade.

Year 11 is significant for determining pathways for students into Stage 2 and hence future career options. Results achieved in Year 11 are used to inform subject recommendations and subsequent selections at Stage 2. To ensure that students are able to select the subjects that they wish to pursue at Stage 2, they must achieve above the required expectations in corresponding Stage 1 SACE subjects.

Examinations

All subjects that have an external examination as part of their assessment at Stage 2 will have semester examinations at Stage 1 to ensure that students experience assessment under examination conditions. Examinations take place in week 8 of Term 2 and week 6 of Term 4. It is an expectation that all students undertaking those subjects will sit the examination(s) as a requirement for completing that Stage 1 subject.

Special Provisions

SACE provides opportunities for students to access special provisions under some circumstances upon application and follow up assessment. If you require further information about special provisions contact Assistant Head of Senior School Mrs Margaret Naylor, SACE Coordinator, Mrs Deadra Peak or LE Teacher, Dr Shirley Yates.

Margaret Naylor

STUDENT DRIVERS

Students wishing to drive to school must complete the 'Application for Student Driver' and have the document signed by the Year Level Coordinator. Following this, students may obtain the Tatachilla College Driving Permit from the Senior School Student Services Office.

In addition, parental permission must be given for the following conditions:

- When a student driver wishes to transport family members to and from the College in their car
- When a student driver wishes to transport other students to and from the College in their car
- When a student wishes to travel in the car of another student driver.

Student drivers must display a valid Driving Permit on the dashboard of their car when driving to and from school and during the time that the vehicle is parked and being used on College property.

Driving Permits are issued by the Year Level Coordinator when the Permission Notice has been approved.

STUDENT DRIVING EXPECTATIONS

Students are expected to:

- Drive responsibly, safely and courteously and adhere to speed limits
- Use the Tatachilla Road entrance and park in the assigned area
- Not return to their vehicle since the car park is out-of-bounds during the school day. If, for good reason, a student needs to return to their car at this time, they will need permission from the Year Level Coordinator and a movement log recorded in the student planner
- Transport of other students must be approved by the Year Level Coordinator and by the parents of the driver and passenger/s.
- Use of the car for excursions or other school activities must be approved by parents and organising staff.

Students are expected to read, understand and agree to the above-mentioned information.

Being permitted to drive to College is a privilege and not a right.

Students must agree to drive in a safe and responsible manner.

They must also understand that if the above expectations are not followed then the privilege of driving to College will be cancelled by the Year Level Coordinator.

SACE Planner



SACE
Board of SA

Personal Learning Plan = 10 credits

Credits

10

Literacy = 20 credits

Choose from a range of English subjects or courses

Subtotal 10

Numeracy = 10 credits

Choose from a range of mathematics subjects or courses

Stage 2 subjects or courses = 60 credits

Choose from a range of Stage 2 subjects and courses

Subtotal 30

Research Project = 10 credits

10

Additional choices = 90 credits

Choose from a range of Stage 1 and Stage 2 subjects and courses

Subtotal 70

Subtotal 90

To gain the SACE, you must earn 200 credits

<input type="checkbox"/>	Compulsory Stage 1	Students must achieve a C grade or higher for
<input type="checkbox"/>	Compulsory Stage 1 and/or Stage 2	Stage 1 requirements and a C- or higher for
<input type="checkbox"/>	Compulsory Stage 2	Stage 2 requirements to complete the SACE
<input type="checkbox"/>	Choice of subjects and/or courses (Stage 1 and/or 2)	Students must achieve a grade or equivalent for subjects and/or courses selected

Total 200

ICT @ TLC: How can you support us to support your child's learning when using technology?

Getting help:

ICT services is located in the library and our team is happy to assist. An appointment can be booked through the College web page or by emailing ictservices@tatachilla.sa.edu.au . ICT Services is open between 7.30am and 5.30pm.

We ask that you read the ICT Acceptable Use Agreement on Pages 14 – 115 of the Student Planner.

SEQTA: Engage

This is the main method of communication with parents by the College regarding learning areas. You can find deadlines, homework and much more in this space. There is a free android or iOS app to make access to SEQTA much easier for you.

Google Drive

All students have access to Google Drive. There is unlimited storage space and the College has created an account for your child. Students are expected to save all their learning in this space. This will avoid the loss of work and should a laptop repair be required, there is no need to back-up or worry about retrieving data from a damaged computer.

Back-ups

The use of Google Drive means that regular back-ups are not necessarily required. However, we would continue to encourage students to use the 1TB hard drive and Time Machine to back up every 2 weeks. This will back-up the whole machine and not just individual files.

Email

Each student has a Gmail account. Encourage them to copy you (cc) into emails so that staff know that you are aware of the requests they are making for extensions or notifying them that they are away. This will mean you also receive the reply and are aware of the expectations for your child.

Insurance

The College insurance excess is \$500. We encourage students to only have sealed drink bottles around their laptops and place them in the neoprene covers when traveling or carrying them to prevent damage.

Boundaries

Please reiterate the College expectations on when, how, the frequency and time limits that your child's laptop should be used. We also encourage students to have screen free time. If your child is frequently using their laptop for excessive quantities of time, we may need to work with you to discuss their efficiency.

Touch Typing

Encourage your child to learn to touch type. There are several online courses for free. This is an excellent skill for now and the future. SACE exams are going online and this could buy them time in the exam. The following link take you to a free touch-typing program which can be downloaded and used to improve keyboarding skills. By downloading the app students can work on and offline. <https://sense-lang.org/typing/>

Jodi Gordon

Student email communication guidelines

- State the subject of the email
- Email from your school email account
- Use a formal greeting
- Address the person for whom the email is intended
- Dear Mrs Naylor, “Hello” rather than “hey”
- Proof read your email
- Avoid using emojis and symbols (punctuation) as substitutes for words
- AVOID USING ALL CAPITALS, over familiar language and slang
- Attach documents carefully (ensure they are named correctly and appropriately)
- Sign off with an appropriate conclusion and salutation
 - Create a signature?
 - Use kind regards/regards/from
- State your first name and surname (staff can teach 100+ students and there can be two students with the same first name)

On Devices and Distraction

- A common concern of most parents of Senior School students is screen time and distraction, that is, the amount of screen time, and the distraction from study.
- Procrastination, screen time and distraction are tightly connected

Some Facts:

- There are risks with digital device use.
- Digital use and distraction affect cognitive function. Device distraction is a drain on productivity, with severe consequences for memory, attention, application and consequently grades and success.
- Video games and brain training does affect aggression and cognitive performance

Some Myths

- The influence of games and brain training is not as significant as many think.
- Devices and internet distraction does not radically alter the brain.
- The risks of digital device use can be minimised by **educating** people in the ways they can enhance concentration, self-control and critical thinking skills.

What can we do?

- Most parents feel a sense of powerlessness to control phone or device use and respond in one of two ways – demonising technology and banning tech use in the home or ignoring the problem.
- Overcontrol or powerlessness is problematic for young people living in a connected world, particularly in the senior years, when students need ongoing access to technology and friends.
- Elevate Education recommend **supporting and empowering** our children to self-regulate device use and attention, aka ‘attention management’!

Next steps

- Support students to determine “high powered” work vs “low powered work” and regulate their attention and environment accordingly.

Type of work	Study Type	Environment and self-regulation
High Powered Work	Exam preparation, test preparation, high-stakes assignments. These are vulnerable to distraction.	Find a distraction-free environment (from people, devices etc.). Potential to impact success and learning outcomes.
Low Powered Work	Regular homework, reviewing notes, organisation, emails. Less vulnerable to distraction.	The impact of our environment and devices use <u>is</u> less crucial and has less impact on learning.

Getting Support – some helpful Apps



Study Time

Supports distraction-free time. Study Time is a beautifully designed timer for people who want to train their mind to focus on one thing at a time and get more done.

The key is to apply yourself to tasks by working in units of 25 minutes, separated by short breaks of 5 minutes.



Brain Focus

Similar to Study Time.

Brain Focus is a time-management application helping you get things done! Based on technique like Pomodoro or 52/17, but you can adjust the session duration to fit your needs.



Self Control

Block social media and games on demand.

Glossary of Acronyms

ACE: Adult and Community education

ASBA: Australian School Based Apprenticeship

ATAR: Australian Tertiary Admissions Rank

AQF: Australian Qualifications Framework

CAR: Course Admission Requirement

DECD: Department of Education & Childhood Development (State Government)

DES: Disability Employment Service

DLO: Disability Liaison Officer

EO: Equal Opportunity

FLO: Flexible Learning Options

GTO: Group Training Organisation, also known as GTCs – (Companies)

ICAN: Innovative Community Action Networks

JSA: Job Services Australia

LE: Learning Enhancement

NDCO: National Disability Coordination Officer

PLP: Personal Learning Plan

RTO: Registered Training

SACE: South Australian Certificate of Education

SATAC: South Australian Tertiary Admissions Centre

SBAT: School based Apprenticeships & Traineeships (replaced ASBA)

STAT: Special Tertiary Admissions Test

TAFE: Technical and Further Education

TAS: Tertiary Admission Subjects

USI: Unique Student Identifier

VET: Vocational Education Training, also known as VET

Year 11 Parent Information Evening: Notes



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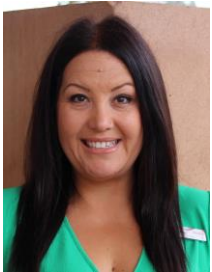
Pastor Jon Goessling
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Jodi Gordon
Innovation, eLearning and Technology Coordinator
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Cathie O'Sullivan
Years 9-12 Career Development Coordinator
cathie.osullivan@tatachilla.sa.edu.au

Home Class Teacher Notes

STUDENT DRIVERS PERMISSION NOTICE

Students wishing to drive to school must complete the 'Application for Student Driver' below, have it signed by the Year Level Coordinator and obtain a driving permit from the Senior School SSO.

In addition, parental permission must be given for the following conditions:

- When a student driver wishes to transport family members to and from the College in their car
- When a student driver wishes to transport other students to and from the College in their car
 - When a student wishes to travel in the car of another student driver.

Please complete the applicable section/s of the Permission Notice below.

Student drivers must display a valid Driving Permit on the dashboard of their car when driving to and from school. Driving Permits are issued by the Year Level Coordinator when the Permission Notice has been approved.

APPLICATION FOR STUDENT DRIVER

a) Full Name of Student: HC:

Address:

Home Telephone:

Name of Parents:

b) IMPORTANT DETAILS

Licence Information

- Date of Birth:
- Licence No:
- Licence type:
- Conditions:

Vehicle Information

- Registration No:
- Vehicle make:
- Vehicle colour:
- Type of Vehicle Insurance:

Will the Student drive be transporting passengers? Yes / No
If yes, please complete and return Sections on the following page.

DRIVING EXPECTATIONS

- Drive responsibly, safely and courteously and adhere to speed limits
- Use the Tatchilla Road entrance and park in the assigned area
- The carpark is out-of-bounds during the school day so you will need permission if you need to go to your car.
- Transport of other students must be approved by the Year Level Coordinator and by the parents of the driver and passenger/s.
- Use of the car for excursions or other school activities must be approved by parents and organising staff.

I have read and/or supplied the above mentioned information. I understand that being permitted to drive to College is a privilege and not a right. I further understand and agree to drive in a safe and responsible manner. I also understand that if the above expectations are not followed then the privilege of driving to College will be cancelled by the Year Level Coordinator.

Signature of Parent: Date:

Signature of Student Driver: Date:

Signature of Year Level Coordinator: Date:.....

APPLICATION TO DRIVE FAMILY PASSENGERS

Student drivers wishing to travel with passengers must complete this section.

- Section 1 is for student drivers wishing to transport student family members and need only their parent's signature.
- Section 2 is for student drivers wishing to transport student passengers that are not family members must have both parent signatures.

Section 1: Family Passengers

I give permission for my son/daughter to transport the following family members in their car to and from Tatachilla Lutheran College:

.....
.....
(insert names)

Signature of driver's parent: Date:.....

APPLICATION TO DRIVE NON-FAMILY PASSENGERS

Section 2a: To be completed by the parents of student drivers who will be carrying passengers:

I give permission for my son/daughter to transport the following students in their car to and from Tatachilla Lutheran College:

.....
.....
.....
(insert names)

Signature of driver's parent: Date:.....

Section 2b: To be completed by the parents of passengers who will be travelling in the car of student drivers:

I give permission for my son/daughter
..... (insert name) to travel in the car of
..... (insert name) to and from
Tatachilla Lutheran College

Signature of passenger's parent: Date:.....

Office Use Only:
Permit No:
Permit issued on:
Valid Until:

