



PARENT INFORMATION SESSION 2019

Year 12

Welcome to Year Twelve

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

Year Twelve is an important and fast-paced year for both student and parent, so it is important keep informed of the current information for this crucial academic year.

Year Twelve brings with it new challenges and processes. 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 Twelve 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 the Year Twelve 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 cursive script, reading "M. Marshall".

Marylyn Marshall
Head of Senior School

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Who's Who



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Year 12 Home Class Teachers

Jim Brown (BROJ)	Room 641	Email: jim.brown@tatachilla.sa.edu.au
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Jim
Brown



Lauren
Busch



Susan
Corner



Tyson
Leech



Steph
McKeough



Susann
Phair

Useful contacts

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Email: darren.vile@tatachilla.sa.edu.au
Ph: 7333 4772

Main Administration Reception - Tracy Ross
Email: tlc@tatachilla.sa.edu.au
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Student Services Office - Vanessa Mathews / Rosemary Caston
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Careers and VET Coordinator – Cathie O’Sullivan
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Senior School Learning Enhancement Teacher - Shirley Yates
Email: shirley.yates@tatachilla.sa.edu.au
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College Pastor - Pastor Jon Goessling
Email: jon.goessling@tatachilla.sa.edu.au
Ph: 8329 4420

College Counsellor - Zina Kaleniuk
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Ph: 8329 4436

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

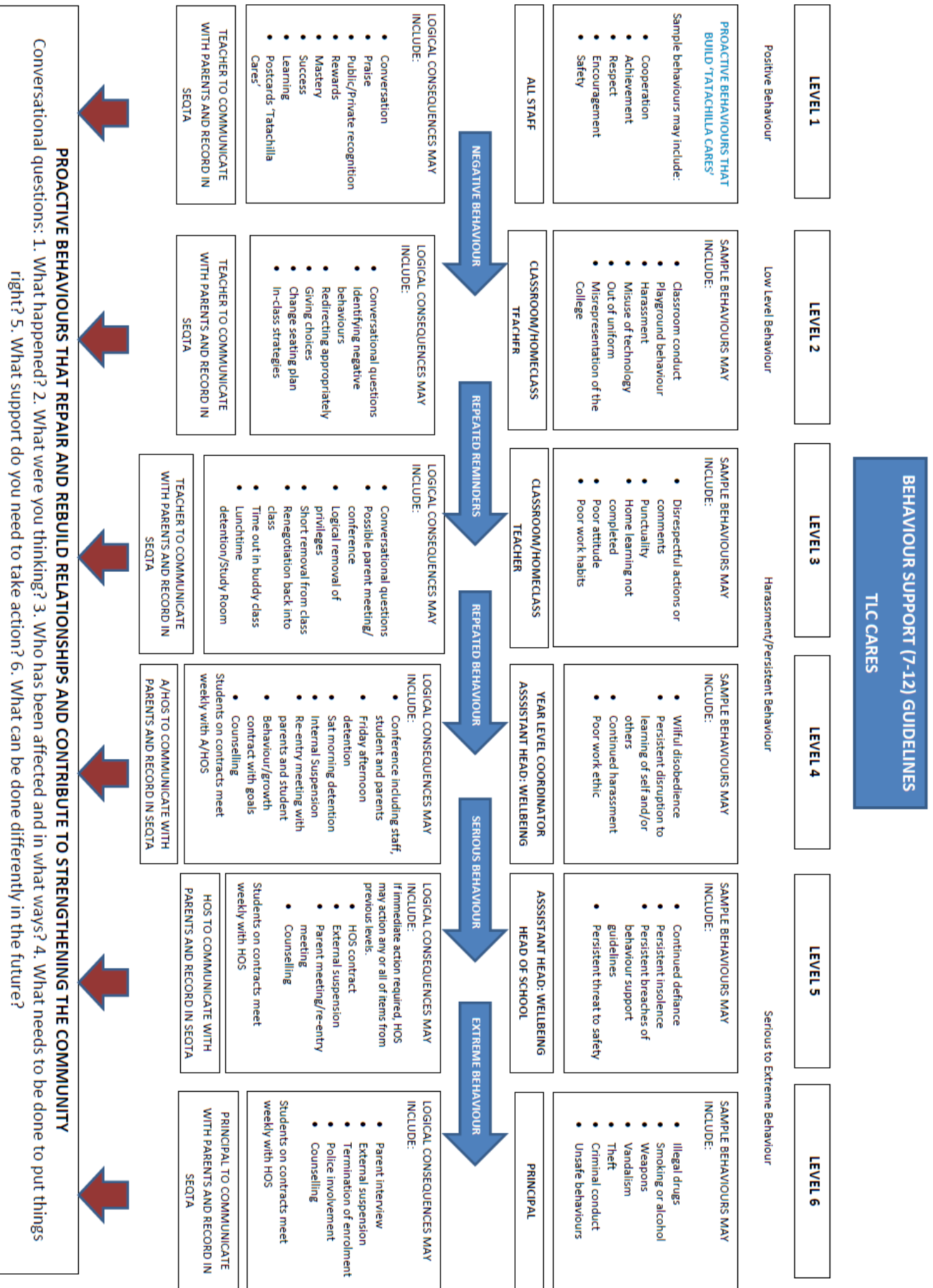
Student Appearance and Uniform – Non-Compliance

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 Guidelines



ACADEMIC CONCERNS (7-12) GUIDELINES

TLC CARES

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Positive Behaviour</p> <p>PROACTIVE BEHAVIOURS THAT BUILD TATACHILLA CARES</p> <p>SAMPLE BEHAVIOURS INCLUDE:</p> <ul style="list-style-type: none"> • Cooperation • Achievement • Respect • Encouragement • Safety <p>ALL STAFF</p>	<p>Low Level Academic Concerns</p> <p>SAMPLE BEHAVIOURS INCLUDE:</p> <ul style="list-style-type: none"> • Proactivity in class for verification purposes by teacher • Non-submission of formative work/drafts • Non-completion of homework • Non-attendance at text or summative deadline <p>CLASSROOM TEACHER</p>	<p>Frequent Behaviour</p> <p>SAMPLE BEHAVIOURS INCLUDE:</p> <ul style="list-style-type: none"> • Plagiarism • Non-submission of summative work • Failure in multiple tasks within a subject • Non-attendance at multiple tests or summative deadlines <p>CLASSROOM TEACHER</p>	<p>Persistent Behaviour</p> <p>SAMPLE BEHAVIOURS INCLUDE:</p> <ul style="list-style-type: none"> • Failure in multiple subjects across a semester or term • Failure to meet compulsory requirements of SACE <p>KEY LEARNING AREA COORDINATOR</p>	<p>Serious Behaviour</p> <p>SAMPLE BEHAVIOURS INCLUDE:</p> <ul style="list-style-type: none"> • Failure in multiple subjects across a year <p>ASSISTANT HEAD -TEACHING AND LEARNING, HEAD OF SCHOOL</p>	<p>Serious Behaviour</p> <p>SAMPLE BEHAVIOURS MAY INCLUDE:</p> <ul style="list-style-type: none"> • Academic attainment that does not enable promotion to the subsequent year level <p>HEAD OF SCHOOL PRINCIPAL</p>
NEGATIVE BEHAVIOUR		REPEATED BEHAVIOURS		REPEATED BEHAVIOUR	
<p>CONSEQUENCE MAY INCLUDE:</p> <ul style="list-style-type: none"> • Conversation • Praise • Public/Private recognition • Rewards • Mastery • Success • Learning • Postcards 'Tatichilla Care' <p>TEACHER TO COMMUNICATE WITH STUDENT AND PARENTS AND RECORD ON SECTA</p>	<p>CONSEQUENCE MAY INCLUDE:</p> <ul style="list-style-type: none"> • Conversation with student • Study issued • Parent advised- phone call • Formative work used to provide assessment grade • Seating plan • Teacher to award a failing grade if necessary <p>TEACHER TO COMMUNICATE WITH STUDENT AND PARENTS AND RECORD ON SECTA</p>	<p>CONSEQUENCE MAY INCLUDE:</p> <ul style="list-style-type: none"> • Conversation with student • Parent advised – phone call • A school detention • Work Contract • Formative work used to provide assessment grade in case of plagiarism, only original work to be assessed • Teacher to award a failing grade if necessary <p>CLASSROOM TEACHER TAKES ACTION, ADVISES PARENT AND KLA COORDINATOR, AND CREATES A RECORD ON SECTA. H/C TEACHER IS COPIED INTO COMMUNICATION FOR ADVISE CLASSROOM TEACHER TO SEE KLA OR AHOS T-H.</p>	<p>CONSEQUENCE MAY INCLUDE:</p> <ul style="list-style-type: none"> • Conversation with student • Parent interview • Counselling for change of subjects in subsequent semesters • Work Contract • Attendance at Summer School or equivalent to complete work to satisfactory standard <p>KLA CO-ORDINATOR(S) TAKES ACTION FOR SUBJECT AREA, ADVISES PARENT AND HC TEACHER, YIC AND AHOS –T-H, RECORDS ON SECTA FOR ADVISE – SEE AHOS-T-H.</p>	<p>CONSEQUENCE MAY INCLUDE:</p> <ul style="list-style-type: none"> • Counselling for pathways or transition • Parent Interviews • Reduction in subject opportunities <p>ASSISTANT HOS TO COMMUNICATE WITH PARENTS, ADVISE HC TEACHER, YIC AND KLA AND RECORD ON SECTA</p>	<p>CONSEQUENCE MAY INCLUDE:</p> <ul style="list-style-type: none"> • Repeat academic year • 'Restricted' pathways • Customised courses • Parent Interviews • Enrichment contact <p>HOS OR PRINCIPAL TO COMMUNICATE WITH PARENTS AND RECORD ON SECTA</p>



PROACTIVE BEHAVIOURS THAT REPAIR AND REBUILD RELATIONSHIPS AND CONTRIBUTE TO STRENGTHENING THE COMMUNITY

Conversational questions: 1. What happened? 2. What where you thinking? 3. Who has been affected and in what ways? 4. What needs to be done to put things right? 5. What support do you need to take action? 6. What can be done differently in the future?

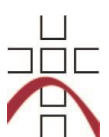
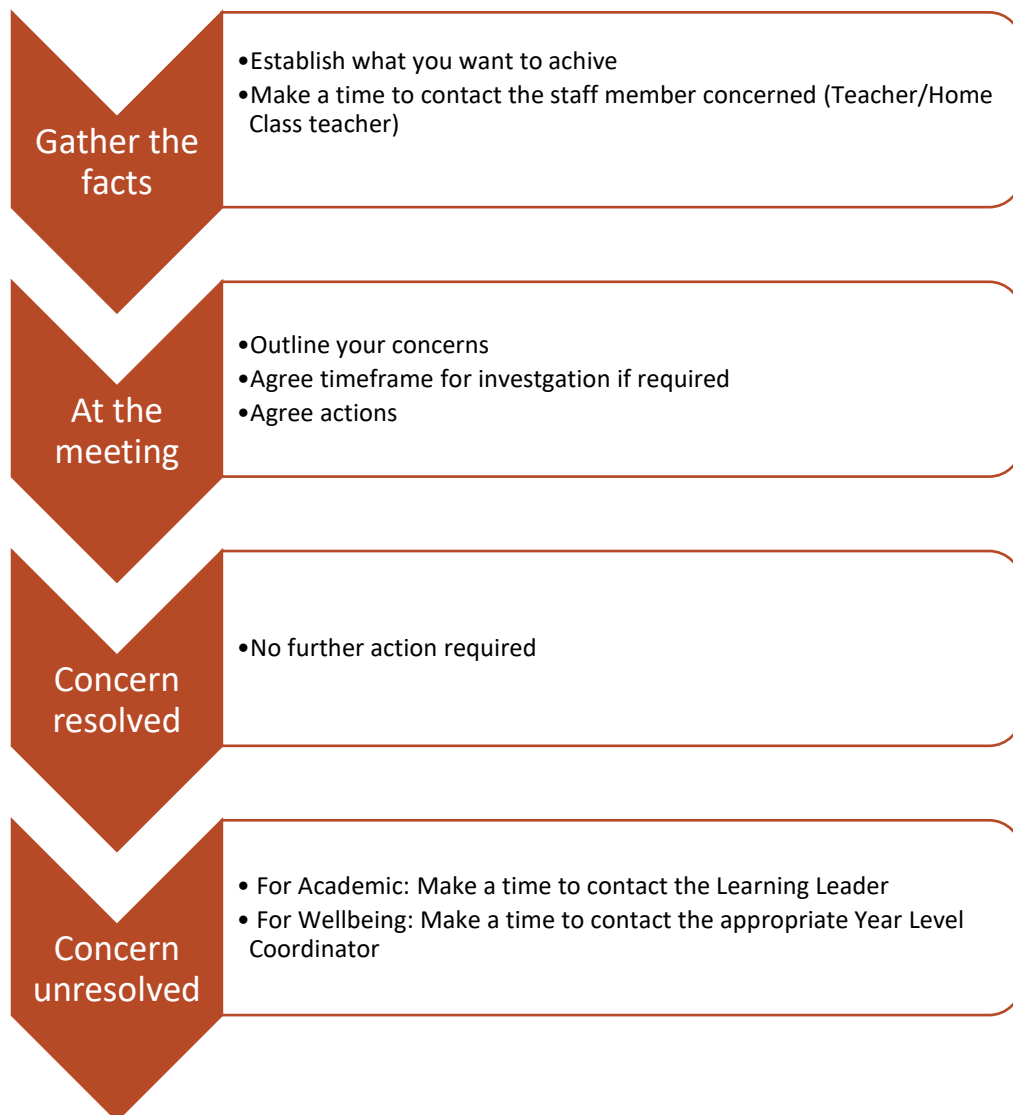
Academic Concerns Guidelines

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 Handbook

All Year 12 Students have received a copy of the SS 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/exam
- Government guidelines for absences
- How to approach poor results with a growth mindset to foster improvement

Electronic Copies of the SS Handbook are available on SEQTA Engage.

South Australian Certificate of Education – SACE

Completion of SACE requires students to meet the following minimum requirements:

Stage 1

PLP – 10 Credits minimum C grade

Numeracy – 10 Credits minimum C grade

Literacy – 20 Credits minimum C grade

Stage 2

Research Project – 10 Credits minimum C- grade

Stage 2 subjects (or equivalent) – 60 Credits minimum C- grade

Examinations

Tatachilla Lutheran College will hold internal Stage 2 Trial Examinations in week 10 Term 3.

All subjects that have an external trial examination will run a trial examination at this time.

These are designed to give students additional practice under examination conditions.

Final SACE external examinations take place from Monday 5th November to Tuesday 20th

November. Japanese Oral examinations and Music Practical examinations occur during the first two weeks of Term 4.

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, Academic Coordinator Mrs Deadra Peak or LE Teacher, Dr Shirley Yates.



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



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 Co-ordinator
- 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.



12 CRAVE SEMINARS 2019

Dear Parents or Caregivers,

Please find below the descriptions for the exciting and challenging year 12 Seminar Program for 2019.

All Lutheran Colleges around Australia have as one of their core areas of studies an exploration of different religious traditions and ethical issues through Year 12 Christian and Religious Studies. We believe this to be a vital preparation for a world of work and so that students can confidently take up the rights and responsibilities of citizenship. As such, students need to be aware of the impact that their own and others' worldviews have on communities. We choose not to use a number of lessons per week but to deliver this mandated time in adult-learning styled seminars. With this large group format expert presenters can be booked and students experience whole group activities and some work in small groups to reflect on seminar input.

As these seminars are compulsory, students are expected to attend each event described below. Should a student miss a seminar in 2019, they will need to present a medical certificate as each seminar is the equivalent of 3 weeks of in-class work. Students will then need to complete specific readings and a written response to demonstrate engagement with the material. This catch up work will take place on two afternoons after the seminar date plus home work time as required.

Please note that the first seminar was held in Transition Week for Year 11s at the end of 2018. The permission slip signed by parents for the first seminar covers all CRAVE seminars. For each seminar, further information will be forwarded to give details of student requirements for the day. A separate permission for the retreat will be sent out during Term 1, 2019. If you would like to discuss the program please feel free to contact Mr Grant Wildman at the school.

Regards,



Grant Wildman
Christian Studies 7-12 KLA



Darren Vile
Year 12 Coordinator



Margaret Naylor
Assistant Head of Senior School

On behalf of the CRAVE Teaching Team



12 CRAVE SEMINARS 2018



1) Transition Week Monday 26 November (Week 7 Term 4), Noarlunga Theatre

Boundaries and Margins

Youth, Passion and a sense of justice go together! This seminar will explore issues for people in society who find themselves in the margins and often overlooked. Invited speakers and multimedia will challenge and encourage students and staff to think about the choices they can make about key social issues including refugees and boat arrivals. We will focus on motivations for taking the opportunity for study through the eyes of these refugee guests.

Possible risks: Please see below ☹.

2) Friday 8 February Term 1, Week 3 (Work, Rest & Play McLaren Vale)

The theme of the day is 'Work, Rest and Play', with the focus on finding a balance between all of these. At this time of year students will often encounter long hours at desks and it is not uncommon for stress and fatigue related headaches to interfere with study. Head and neck massage and exercise will be explored by a wonderful physiotherapist who will lead this invigorating session. Balancing part-time work with important goals during Year 12 will be explored with input from our Work Education Team.

Possible risks: Please see below ☹.

Year 12 Retreat (Week 11 Term 1 – Wed to Friday 12 April)

3) Wednesday 10 April Mylor Baptist Camp - evening session

The evening allows students to gain perspective on life, analyze their own values, and re-prioritize. We also explore team building and forgiveness as part of healthy relationships. They will be muddy and need changes of clothes and a garbage bag but more about that later☺.

4) Friday 12 April – morning session

'The Big Picture'

Awesome guest speaker is musician and performer Armondo Hurley. He shares his personal journey of joy and hardship, leaving students with key questions about their own lives, and the courage to answer these. Armondo is funny, talented and motivating!

Please note: A separate permission form will be forwarded for this joint Pastoral Care and CRAVE event by the Year 12 Coordinator.



5) Tuesday 14 May (Week 3 Term 2 – Hope Café Norwood.)

Extremism, Religions and Common Ground?

World peace is often held at ransom by extremism of all sorts. Religion is often used as the means or the vehicle for power hungry radicals to abuse! Do they faithfully represent the religious faith traditions that they espouse? A panel of invited guests will challenge the stereotypes and give students an experience of moderate intelligent voices who will explore the possibility of common ground that can be used to celebrate instead of divide.

Possible risks: Please see below ☸ .

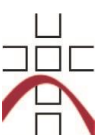
6) Wednesday 29 May (Week 5 Term 2 – (TBA)

Can we live without Commitment?

Students will explore the imperative of commitment in relation to both work teams and longterm relationships. The morning focusses on team-work and includes personal work preferences that sometimes give rise to conflict along with the idea of what makes for a balanced team. The afternoon will explore relationships through the experiences of some invited guests who talk frankly about living in committed relationships with all of the highs and lows that go with it. Students have been inspired to hope for the potential of long term relational commitments in their own lives.

Possible risks: Please see below ☸ .

- ☸ *There is always some potential risk associated with any off-site event that involves the use of transport, attendance and participation at venues and activities. Such possibilities are addressed by the usual 'Sun-safe' practices and risk management. Should illness or accident occur, access to appropriate first aid or medical treatment is the norm and risk assessments are carried out for all events. While every effort is made to ensure your child's safety is paramount, there is always a degree of risk with any school activity. For these seminars, there is no foreseen risk associated with the activities and content on each day as they are planned to be both subject and age appropriate.*



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.

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.

Margaret Naylor



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.



Pathways

Applying for university and TAFE courses

Applications for university courses open on Monday 5 August 2019. Closing date Monday 30 September (apply by this date to avoid paying a late fee). All applications are made through the SATAC website: <http://www.satac.edu.au/>
Applications for TAFE courses are also made through the SATAC website and generally open a week later.

SATAC Information Evening

A SATAC Information evening will be held at Tatachilla on Thursday 1 August (TBC). The evening will include information about the process of applying for university and TAFE courses. Representatives from Flinders University, the University of Adelaide, the University of South Australia and Tabor College will be available to answer questions about specific courses and pathways.

University open days

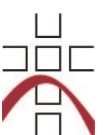
Flinders University: Friday 16 & Saturday 17 August 2019.

University of Adelaide: Sunday 18 August TBC

University of South Australia: Sunday 18 August

Flinders uniTEST

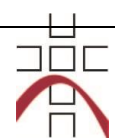
The uniTEST is available to enhance the chances of getting into Flinders University. Students can be selected for courses at Flinders University based on a combination of their Year 12 results (60% weighting toward the ATAR score) and uniTEST performance (40%).
Note: If a student doesn't do well in the test then the results will be disregarded so there is no disadvantage to the student in sitting for the test.
uniTEST is a free online test that occurs under exam conditions. The test will be held at school in Term 3. Students can register for the test with Ms O'Sullivan in the Careers Office.



Examinations timetable for 2019

External assessment

Date	South Australia 9 am Northern Territory 8 am China, Malaysia 7.30 am Vietnam 7 am Vanuatu 9.30 am	South Australia 1.30 pm Northern Territory 12.30 pm China, Malaysia 12 noon Vietnam 11.30 am Vanuatu 2 pm
Term 4 (to be advised)*	Arabic (continuers), Japanese (background speakers), Korean (background speakers), Korean (continuers), Latin (continuers), languages at beginners level	
Wednesday 23 October	Auslan (continuers) [2AUC20] (10 am) 2 hours	Malay (background speakers) [2MLD20] 2 hours 50 minutes Nationally assessed languages [†] 2 hours 30 minutes
Monday 4 November	Biology [2BGY20] 130 minutes	Australian and International Politics [2AIP20] 130 minutes Music Studies [2MSI20] 130 minutes
Tuesday 5 November	Essential Mathematics [2MEM20] 130 minutes	Mathematical Methods [2MHS20] 190 minutes
Wednesday 6 November	Chinese (continuers) [2CHC20] 190 minutes Indonesian (continuers) [2INC20] 190 minutes Vietnamese (background speakers) [2VND20] 190 minutes Vietnamese (continuers) [2VNC20] 190 minutes	Modern History [2MOD20] 130 minutes
Thursday 7 November	English as an Additional Language [2EAL20] 160 minutes	English Literary Studies [2ELS20] 100 minutes
Friday 8 November	General Mathematics [2MGM20] 130 minutes	Tourism [2TOS20] 130 minutes
Monday 11 November	Nutrition [2NUT20] 130 minutes	Physics [2PYI20] 130 minutes
Tuesday 12 November	Legal Studies [2LEG20] 190 minutes	Italian (continuers) [2ITC20] 190 minutes Modern Greek (continuers) [2MGC20] 190 minutes Spanish (continuers) [2SPC20] 190 minutes
Wednesday 13 November	Accounting [2ACG20] 130 minutes	Chemistry [2CEM20] 130 minutes
Thursday 14 November	Chinese (background speakers) [2CHD20] 190 minutes French (continuers) [2FRC20] 190 minutes German (continuers) [2GEC20] 190 minutes Japanese (continuers) [2JAC20] 190 minutes	Psychology [2PSC20] 130 minutes
Friday 15 November	Specialist Mathematics [2MSC20] 190 minutes	Physical Education [2PHE20] 130 minutes
Monday 18 November	Economics [2EMS20] 130 minutes	Geography [2GHY20] 130 minutes



Notes

1. *Dates and times for the following examinations are yet to be advised:

Arabic (beginners) [2ARB20] 2½ hours	Japanese (beginners) [2JAB20] 2½ hours
Arabic (continuers) [2ARC20] 2 hours	Korean (background speakers) [2KOD20] 2 hours
Chinese (beginners) [2CHB20] 2½ hours	Korean (beginners) [2KOB20] 2½ hours
French (beginners) [2FRB20] 2½ hours	Korean (continuers) [2KOC20] 2 hours and 50 minutes
German (beginners) [2GEB20] 2½ hours	Latin (continuers) [2LTC20] 3 hours
Indonesian (beginners) [2INB20] 2½ hours	Modern Greek (beginners) [2MGB20] 2½ hours
Italian (beginners) [2ITB20] 2½ hours	Spanish (beginners) [2SPB20] 2½ hours
Japanese (background speakers) [2JAD20] 2 hours	

The examinations timetable will be updated on the SACE website (www.sace.sa.edu.au) when dates and times have been confirmed.

2. †The written examinations for the following nationally assessed languages at continuers level will be held on Wednesday 23 October, 1.30 pm, South Australian time:
Armenian, Bosnian, Chin Hakha, Croatian, Dutch, Filipino, Hebrew, Hindi, Hungarian, Karen, Khmer, Macedonian, Maltese, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhala, Swedish, Tamil, Turkish, and Yiddish.
3. Please note: all subjects in **red text** will have additional time for reading only. Please refer to the day-by-day instructions, which will be provided to schools at the beginning of Term 4.
4. subjects that have examinations scheduled at the same time are to contact the SACE Board by 3 September to discuss special arrangements.



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



Yr 12 Information Evening: Notes



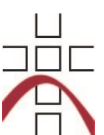
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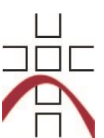


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Home Class Teacher Notes



STUDENT DRIVERS PERMISSION NOTICE

Students wishing to drive to school must complete the 'Application for Student Driver' below, have it signed by the Year 12 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 12 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 driver 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 12 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 12 Coordinator.

Signature of Parent: Date:

Signature of Student Driver: Date:

Signature of Year 12 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 Tatchilla 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 Tatchilla 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 Tatchilla Lutheran College

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

Office Use Only:

Permit No:

Permit issued on:

Valid Until:

