

STUDENT HANDBOOK

YEAR 8

2022

WERRIBEE SECONDARY COLLEGE

Live Worthily





OUR MOTTO

Live worthily.

OUR VISION

Werribee Secondary College is a leader in international education in the Victorian state education system. We implement the best quality educational practices evident throughout Australia and internationally. The Werribee Secondary College community “lives worthily”.

We are adaptable life-long learners, who are confident, creative and resilient individuals, empowered to shape the world in which we live.

OUR MISSION

At Werribee Secondary College we strive for success in students’ chosen endeavours.

The College community provides a safe and caring environment where each student is valued. We celebrate achievements, success and growth for all students. Our programs equip students with the skills, knowledge and attitudes needed for the dynamic world after secondary education.

College leaders, teachers and support staff adopt evidence-based best practice to generate a progressive 21st century educational setting. We enhance learning and develop digital literacy through the purposeful use of emerging technology. With a focus on realising optimal outcomes for learners, staff commit to continuous improvement through ongoing targeted professional development, peer collaboration and reflection.

At Werribee Secondary College we nurture the values of respect, cooperation, honesty, integrity, confidence, perseverance, resilience and responsibility. Driven by these ideals, the College community embraces cultural and social diversity. Students develop a strong sense of personal identity and global citizenship, enabling different cultural groups to interact, learn from each other and grow together.



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YEAR 8 INTRODUCTION

Year eight is often seen as a challenging time for students. No longer the ‘newbies’ of the school and still unsure of where their learning capacity might lead them, they can find it difficult to focus and maintain effort. Yet it is exactly these characteristics which make this year level so important; free of the limitations of being new to the college and not fully understanding how to access its huge capacity to help them, they are also not limited by the specific subject pathways imposed by career aspirations.

So, what is year eight? It is a time when students consolidate the basics, in readiness for their movement into the Middle School. The focus of learning is still broad as they engage in as wide a variety of subjects as possible. It is a time where they can build their capacity for the increasingly focussed learning of the Middle and Senior Schools, where pathways become increasingly specialised, and the GEMS of Year Seven is replaced by the English, Geography and History disciplines.

Pathways (RRP). This subject is built around the student developing an understanding of their strengths and abilities, and how these are applied to interacting respectfully in a wide variety of settings. As part of this process, they build on their knowledge and research into their strengths and abilities and relate them to their learning pathways, both at school and in their endeavours beyond.

By the end of year eight, students are assisted to transition to the Middle School through the process of choosing increasingly specialised subjects. Parents, students and the college all contribute to the careful selection of subjects for year nine in a way that maintains pathway flexibility as long as possible.

At the end of year eight we acknowledge the students’ contribution to the college and wish them well in their graduation to the middle school. We believe the general, broad-based education they have received has readied them for the rigors of learning in future years and that they are better equipped to lead both themselves and others in the pathway of lifelong learning they are just embarking on.



YEAR 8 PROGRAM

This Year 8 handbook contains detailed information about the unit content, learning outcomes and assessment of learning outcomes. There are only compulsory core subjects in Year 8.

CORE SUBJECTS:

In Year 8 the following units are core subjects for all students. More detail on each of the subjects is found in the core section of this handbook.

- **English** (Advanced, Mainstream or Foundation) **or EAL** (English as an Additional Language)
- **Mathematics**
- **Science**
- **Digital Technologies**
- **Humanities** (History and Geography)
- **Languages** (Chinese, Italian, Japanese or Spanish)
- **Health and Physical Education**
- **Arts** (Art, Music, Drama)
- **Technology** (Textiles, Wood)
- **Respectful Relationship Pathways (RRP)**



COLLEGE PROMOTION POLICY

STATEMENT:

Students at Werribee Secondary College are to satisfy academic and set attendance requirements before being considered for promotion to a higher year level.

OBJECTIVE:

To promote a work ethic and College culture which encourages students to apply themselves and acknowledge personal responsibility for academic performance.

RATIONALE:

This College believes that:

- the promotion of students who have not applied themselves and have not met the minimum specified standards for a year level places them at risk academically.
- student commitment to effort and application can lead to success.

GOALS:

To ensure that students:

- satisfy the minimum specified academic requirements before attempting the next year level.
- equate effort and application with success.

IMPLEMENTATION:

Setting minimum requirements:

At Werribee Secondary College students will be automatically promoted to the next year level between Years 7 and 10 upon:

- achieving an average score of 50% across both semesters for English
- achieving an average score of 50% across both semesters for Mathematics
- satisfactory completion of at least 70% of all other units attempted
- meeting the College's 90% attendance requirement

Special consideration may apply on an individual basis Years 7-10 students who:

- have a diagnosed learning disability
- experience difficulties accessing teaching and learning due to special circumstances.



CORE SUBJECTS

ENGLISH

The English faculty at Werribee Secondary College works hard to create an environment which is engaging, creative and dynamic through the exploration of the key learning areas of literacy, language and literature

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. The study of English is essential for the development of confident and informed lifelong learners. We strive to foster critical thinking and encourage students to analyse the world around them from a variety of different perspectives.

We support students to develop their knowledge of how language enables people to interact effectively, build and maintain their relationships, express and exchange their knowledge, skills, attitudes, feelings and opinions.

AIMS:

Specifically, the English curriculum at Werribee Secondary College aims to ensure that students:

- learn to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts;
- have capacity to explore and develop complex ideas and issues orally, giving considered reasons for a point of view, using appropriate language to influence and engage the audience and listening actively and critically to the views of others;
- understand distinctive ways to communicate complex, ideas and information effectively through finished writing for different purposes and audiences, using language appropriately;
- discuss different perspectives on complex issues and themes and justify detailed and sophisticated interpretations in selected print and multimodal texts, including national and global issues;
- apply knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge;
- develop the capacity to discuss and analyse texts and language critically;
- have knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about interpretation and meaning;
- develop awareness and respect of cultural diversity within the community and how intercultural experiences influence attitudes, values and beliefs;
- apply selectively a range of creative thinking strategies to broaden their knowledge and engage with complex ideas;
- develop competency in ICT literacy.



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The aims of English are ultimately the same for all students. However, EAL/D learners are simultaneously learning English as a language and the knowledge, understanding and skills of English as a new language. EAL/D students come from diverse backgrounds and may include overseas and Australian-born children whose first language is a language other than English as well as Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties, or Aboriginal English.

MATHEMATICS

At Werribee Secondary College, our students are encouraged to persevere and take risks through the study of Mathematics. They aspire to learn independently, work collaboratively and through the use of logical reasoning become problem-solvers in their future endeavours and communities.

MATHEMATICS MAINSTREAM

In Number and Algebra strand students use efficient mental and written strategies to make estimates and carry out the four operations with integers and apply the index laws to whole numbers. They identify and describe rational and irrational numbers in context. Students estimate answers and solve everyday problems involving profit and loss rates, ratios and percentages, with and without the use of digital technology. They simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions. Students solve linear equations and graph linear relationships on the Cartesian plane.

In Measurement and Geometry strand students convert between units of measurement for area and for volume. They find the perimeter and area of parallelograms, rhombuses and kites. Students name the features of circles, calculate circumference and area, and solve problems relating to the volume of prisms. They make sense of time duration in real applications, including the use of 24-hour time. Students identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. They use tools, including digital technology, to construct congruent shapes.

In Statistics and Probability strand students explain issues related to the collection of sample data and discuss the effect of outliers on means and medians of the data. They use various approaches, including the use of digital technology, to generate simple random samples from a population. Students model situations with Venn diagrams and two-way tables and explain the use of 'not', 'and' and 'or'. Students choose appropriate language to describe events and experiments. They determine complementary events and calculate the sum of probabilities.



MATHEMATICS ADVANCED EMM

In Number and Algebra strand students solve problems involving the order, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving all four operations with fractions, decimals, percentages and their equivalences, and express fractions in their simplest form. Students compare the cost of items to make financial decisions, with and without the use of digital technology. They make simple estimates to judge the reasonableness of results. Students use variables to represent arbitrary numbers and connect the laws and properties of number to algebra and substitute numbers into algebraic expressions. They assign ordered pairs to given points on the Cartesian plane and interpret and analyse graphs of relations from real data. Students develop simple linear models for situations, make predictions based on these models, solve related equations and check their solutions.

In Measurement and Geometry strand students use formulas for the area and perimeter of rectangles. They classify triangles and quadrilaterals and represent transformations of these shapes on the Cartesian plane, with and without the use of digital technology. Students name the types of angles formed by transversals crossing parallel lines and solve simple numerical problems involving these lines and angles. They describe different views of three-dimensional objects, and use models, sketches and digital technology to represent these views. Students calculate volumes of rectangular prisms.

In Probability and Statistics strand students identify issues involving the collection of discrete and continuous data from primary and secondary sources. They construct stem-and-leaf plots and dot-plots. Students identify or calculate mean, mode, median and range for data sets, using digital technology for larger data sets. They describe the relationship between the median and mean in data displays. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities outcomes.



DIGITAL TECHNOLOGIES

The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving.

Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs.

The curriculum has been designed to provide practical opportunities for students to explore the capacity of information systems to systematically and innovatively transform data into digital solutions through the application of computational, design and systems thinking.

The curriculum also encourages students to be discerning decision makers by considering different ways of managing the interactions between digital systems, people, data and processes (information systems) and weighing up the possible benefits and potential risks for society and the environment.

SCIENCE

Science provides opportunities for students to develop an understanding of important scientific concepts and processes. This includes the practices used to develop scientific knowledge and the contribution of science to our culture and society. Scientific applications underpin the fabric of our society. The curriculum supports students in developing scientific knowledge and skills with which to make informed decisions about local, national and global issues and to participate, if they so wish, in STEM (Science, Technology, Engineering, Maths) careers.

The science curriculum emphasises six overarching ideas that provide a common approach to a scientific worldview and which can be applied to many areas of scientific understanding. These overarching ideas are Pattern, Order and Organisation; Form and Function; Stability and Change; Systems; Scale and Measurement; and Matter and Energy.



HUMANITIES

HISTORY

The History faculty at Werribee Secondary College maintains an environment that is engaging, exciting and diverse through the key learning skills of research, interpretation, evaluation and collaboration.

The study of History is vital to the learning and development of all young Australians. It encourages imaginative thinkers, creative expression and an appreciation and tolerance of both past and present cultures.

Two thousand years ago, a famous Roman philosopher and historian wrote,

*'To be ignorant of what occurred before you were born is to remain always a child'
(Marcus Tullius Cicero)*

At Werribee Secondary College, we strive to use the study of History as one of many mediums to help our students take their formative steps into a confident, informed and empathic adulthood.

AIMS:

Specifically, the History curriculum at Werribee Secondary College aims to ensure that students from Year 7 through to Year 12 are encouraged to:

- Develop awareness and respect of cultural diversity throughout the ages and how they have impacted upon modern societies
- Develop the capacity to discuss, analyse and evaluate different types of historical texts
- Develop the confidence to publically present their interpretations of historical events and concepts in front of their peers and to also listen and respect the diverse viewpoints of their peers
- Develop and express their creative and imaginative abilities through a diversity of engaging and challenging assessment items
- Develop an understanding and appreciation of how the sufferings and inspirations of previous generations have shaped our modern world and how we must do the same for future generations.



GEOGRAPHY

Priorities for the teaching and learning of Geography at Werribee Secondary College:

- Building a holistic understanding of the world.
- Empowering students to shape change for a socially just and sustainable future.
- Encouraging regional and global citizenship through active participation.
- Inspire curiosity, wonder, creativity and critical thinking.
- Developing geographical thinking using the key geographical concepts. (KGCs)
- Build competent, critical and creative users of geographical methods and skills.

The Geography curriculum presents a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography as a discipline integrates the natural sciences, social sciences and humanities to build a holistic understanding of the world. Spatial thinking and geospatial technologies increasingly inform scholarship in these areas. In this sense, aspects of Geography are a component of Science, Technology, Engineering and Mathematics (STEM), fostering the development and application of distinctive STEM skills. Students learn to question why the world is the way it is, reflect on their relationships with and responsibility for that world and propose actions designed to shape a socially just and sustainable future.

The concept of place develops students' curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their meanings and significance to people and examine how they are managed and changed.

Students use the concept of space to investigate the effects of location and distance on the characteristics of places, the significance of spatial distributions, and the organisation and management of space at different scales. Through the concept of environment students learn about the role of the environment in supporting the physical and emotional aspects of human life, the important interrelationships between people and environments, and the range of views about these interrelationships.

Students use the concept of interconnection to understand how the causal relationships between places, people and environments constantly change their characteristics. Through the concept of sustainability students explore how the environmental functions that support their life and wellbeing can be sustained. The concept of scale helps them explore problems and look for explanations at different levels, such as local or regional. The concept of change helps them to explain the present and forecast possible futures.

The Geography curriculum teaches students to respond to questions in a geographically distinctive way, to collect, evaluate, analyse and interpret information, and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. These skills can be applied in everyday life and at work.



LANGUAGES

The Language Department at Werribee Secondary College are teaching four foreign languages: **Chinese, Japanese, Italian and Spanish** to develop students' literacy repertoires and their capacity to communicate. The language teachers believe that student learning a foreign language will help students to strengthen their understanding of the nature of the language and culture that a foreign language brings with.

Learning a foreign language will not only broaden students' horizons about the personal, social, culture but employment opportunities as well which are available in an increasingly interconnected and interdependent world.

Students are expected to develop intellectual, analytical and reflective capacities, and enhances creative and critical thinking in the real world.

AIMS:

- Communicate in the language they are learning
- Understand the relationship between language, culture and learning
- Develop intercultural capacities
- Understand themselves as communicators.



HEALTH AND PHYSICAL EDUCATION

HEALTH AND HUMAN RELATIONS

This subject aims for students to develop an understanding of a variety of community health and social issues. Topics include: health and illness in Australia, road safety, mental health and rights and responsibilities.

Students will gain an understanding of the reproductive system and the changes that occur before, during and after puberty. The course provides up-to-date contraceptive and sexual health information, crucial for future life. They will also investigate Cyber bullying, risk taking behaviours and staying active.

PHYSICAL EDUCATION

Physical education aims for students to develop and maintain a basic level of physical fitness. They perform motor skills, which are appropriate to specific games, activities and sports. Students' evaluate individual and group tactics, skills and movement patterns and evaluate a range of programs and strategies designed to encourage participation in physical activity.

As well as a fitness unit and minor games students will also be introduced to recreational activities such as golf, ten pin bowling, archery that may interest them for future participation at a community level.

Physical education studies aim to encourage students to develop and maintain basic level of physical fitness and perform motor skills, which are appropriate to specific games, activities and sports. Students evaluate individual and group tactics, skills and movement patterns and a range of programs and strategies designed to encourage participation in physical activity.



PERFORMING ARTS

ART

Visual Arts includes the fields of art, craft and design. Students create visual art works that communicate, challenge and express their own and others' ideas. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds. They learn about the role of the artist, craftspeople and designer and their contribution to society, and the significance of the creative industries including the roles of critics, curators and commentators. Students learn about the relationships between the viewer and artworks and how artworks can be displayed to enhance meaning for the viewer.

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to express meanings associated with personal views, intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language, utilising visual techniques, technologies, practices and processes. Learning in the Visual Arts leads students to become increasingly confident and proficient in achieving their personal visual aesthetic, appreciating and valuing that of others.

Visual Arts supports students to view the world through various lenses and contexts. They recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge in order to make critical judgments about their own work and that of others. Learning in the Visual Arts helps students to develop understanding of world cultures and their responsibilities as global citizens.



MUSIC

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped; new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding, which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

Music learning combines listening, performing and composing activities. These activities, developed sequentially, enhance students' capacity to perceive and understand music. As students' progress in their study of Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.



DRAMA

Drama promotes active learning through a range of learning styles. Drama is an important means of stimulating creativity in problem solving. In Drama, a student can, if only for a few moments, become another, explore a new role, try out and experiment with various personal choices and solutions to very real problems. This happens in a safe atmosphere, where actions and consequences can be examined and discussed.

Drama allows students to communicate with and understand others in new ways. Drama provides training in the very practical aspects of communication so necessary in today's increasingly information-centred world. Students in Drama will learn to work together, to cooperate, and to find the best way for each member of a group to contribute, and to listen to and accept the viewpoints and contributions of others.

Drama also helps students develop tolerance and empathy. An actor must be able to really understand how the world looks through another person's eyes.

AIMS

- Explore and express ideas
- Plan, structure and rehearse performances
- Develop and refine expressive skills
- Present and perform in a range of styles
- Respond to performances of others



DESIGN AND TECHNOLOGY

In an increasingly technological and complex world, it is important students develop knowledge and confidence to critically analyse and respond creatively to design challenges.

Technologies can play a crucial role in both enriching and transforming societies, and in the management of natural and constructed environments. The contexts of these technologies at Werribee SC are: Engineering principles and systems, Food and Fibre production and Materials and technologies specialisations in wood, plastics and electrical circuits.

In a broader sense, Design and Technologies aims to develop the knowledge, skills and understandings to ensure that students become creative thinkers, innovators (thinking outside the square). That these initial experiences prepare them for the wider world for the solving of design solutions or any other problems.

The learning that takes place is contextual. The subject is inherently part of interdisciplinary curriculum. By actually making a solution to a design problem, Mathematical problems are solved, processes such as engineering solutions and scientific principles are seen demonstrated and experienced. Vocabulary of materials and processes is contextual and can create better comprehension of the meanings of words and ideas.

Through Design and Technologies, students plan and manage projects from conception to realization. Students develop a sense of pride and satisfaction and enjoyment from their ability to create innovative design solutions.



RESPECTFUL RELATIONSHIPS & PATHWAYS (RRP)

RRP aims to build and develop students' skills in relating to others in an inclusive and respectful manner.

Topics covered include:

- Emotional Literacy
- Personal Strengths
- Positive Coping
- Mental Health Awareness
- Stress Management
- Problem Solving
- Gender and Identity
- Gender Equality
- Positive Gender Relations

At various times throughout the year, specific focus days are observed. These include:

- RU Ok? Day
- Wear it Purple Day
- The Poppy Project
- Reconciliation Day
- Refugee Week

RRP further explores the skills and abilities students have, and how these relate to pathway options inside and beyond school. A term of work within the subject leads to the updating of the Career Action Plan (CAP) they started to document in Year 7. The CAP is a mandated part of every student's learning up to Year 10. In the CAP they explore the subjects they study related to the skills developed, as well as the formal and informal activities they engage in beyond school.

The CAP is documented on line, in a live, ongoing document that is added to in each of Years 7, 8, 9 and 10 in RRP sessions.



WERRIBEE SECONDARY COLLEGE ACADEMIC HONESTY & INTEGRITY POLICY

Rationale

The Academic Honesty Policy provides a framework to ensure that the values and expectations which relate to the academic work and professional work ethic at Werribee Secondary College is upheld at all times. The values and expectations of the students and staff relate to the school values and guiding statement. Academic honesty requires one to behave in a manner that supports our school values and guiding statement. All members of the Werribee Secondary College community are required to know and comply with this policy.

Scope of this policy

This policy applies to all assessments across all subjects and all year levels at Werribee Secondary College.

A. Academic Honesty – What it is

Academic honesty is a set of principles that inform the values of honest and responsible behaviour in an academic setting.

Assignments and coursework are designed to enable students to learn and demonstrate new ideas; grading and marking are designed to provide feedback on how students have progressed. Therefore, for the results and feedback to hold meaning, all assessment needs to result from the students own achievements and effort.

All policies and procedures that relate to academic honesty at Werribee Secondary College align with the policies and procedures set by the Department of Education Victoria. Refer also to the following policies:

1. Werribee Secondary College Assessment Policy
2. Student Engagement and Wellbeing policy

B. Academic Misconduct – What it is – What it can look like

Academic misconduct is behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

- a. Plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- b. Collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one’s work to be copied or submitted for assessment by another.
- c. Duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements.



d. Misconduct during an examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other students, or communicating with another student).

e. Any other behaviour that gains an unfair advantage for a student or that affects the results of another student (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

(*"Article 20", 2014, IBO*)

Some examples of the forms that academic misconduct can take

- Presenting segments of or whole works by another person as your own.
- Including quotes and materials from another's works within your own without adequate acknowledgement.
- Paraphrasing the work or ideas of another person without adequate acknowledgement.
- Copying work and ideas from another student - within OR without the College community.

Referencing

Werribee Secondary College educates its staff and students on the importance of Copyright and respecting the works and ideas of others. One method of respecting original owners of works and ideas is to acknowledge the source of information by correct referencing. The College currently uses Modern Language Association 7th edition (MLA 7) as its preferred style of referencing.

Examples of MLA 7 style referencing

Intext Citation: (Rowling. 21-26) Works Cited List: Rowling, J.K. Harry Potter and the Goblet of Fire. London: Bloomsbury, 2004. Print.

Intext Citation: (Sutherland) Works Cited List: Sutherland, Natalie. "What Qualification Should You Take On?" Training.com.au. N.p., 9 Dec. 2016. Web. 21 Nov. 2018.

ROLES AND RESPONSIBILITIES

It is the role of the whole College community to understand, respect and practice academic honesty. The whole College community encompasses the Principals, teachers, education support staff, librarians, students and parents.

Expectations of Heads of College

- Establish and maintain a current academic honesty policy.
- Provide teachers with effective training opportunities.
- Support teachers and students to adhere to the school's academic honesty policy.
- Share with legal guardians the aim of the academic honesty policy.
- Ensure everybody understands academic honesty and consequences for students if they engage in academic misconduct.



Expectations of the Senior Years Program Coordinator

- Ensure that the school's academic honesty policy is aligned with the Senior Years Program (eg. VCE and IB) expectations and undergoes a periodic review. See Appendix for processes and forms.
- Ensure that teachers, candidates and legal guardians are aware of senior program requirements concerning academic honesty.
- Agree with all senior teachers an internal calendar of all due dates for the receipt/submission of candidates' assessment material.
- Ensure candidates and invigilators are provided with relevant information about the conduct of examinations and related assessments.

Expectations of Heads of Faculty

- Ensure that academic honesty skills (correct citing, good researching etc) are included within the curriculum.
- Promote and support academic honesty within their team of teachers.
- Set clear expectations for course work and assignments and provide guidance to staff and students.
- Be a role model of academic integrity to other teachers and staff.

Expectations of the Teachers

- Set clear expectations for assignments and provide guidance to students on how to correctly cite the sources they have consulted.
- Discuss and promote the benefits of submitting assignments that are correctly referenced.
- Devote time to teach and practice these skills – making them “second nature”
- Be a role model - make sure all shared materials (handouts, presentations etc.) are correctly referenced.
- Design assignments that do not lend themselves to academic misconduct
- Assess student work objectively to the best of their ability.

Expectations of the Student

- Understand that academic honesty is inherent to best academic practice.
- Ensure that all work follows the guidelines of best academic honesty practices.
- Utilise the support provided to adhere to best academic practice.
- Correctly and adequately acknowledge sources.
- Understand academic honesty and the potential consequences of academic misconduct.

Expectations of Parents/Guardians

- Support their student.
- Understand academic honesty and the potential consequences of academic misconduct.
- Be aware of and understand the internal procedures taken by the College to confirm authenticity of work.



PROCESS FOR SUSPECTED ACADEMIC MISCONDUCT

In a school setting, most acts of academic dishonesty are not intentional. The Werribee Secondary College community believes in seizing those opportunities to teach integrity, responsibility and honesty as such those incidents are teachable moments. If there is a suspected case of academic dishonesty, the following steps will be taken if the Academic Honesty Policy has been breached.

Years 7-10

First Incident:

1. The teacher will inform the year level coordinator, record the incident on Compass as a first offence and inform the parents through a chronicle entry.
2. The class teacher will meet with the student to talk with them about the reasons for the possible misconduct.
3. The student will receive individual support in learning how, when and where to cite. In this instance, the teacher will explain why the student's behaviour is academically dishonest and work out how to solve the problem, eg. re-submit work, or come to a better understanding of academic honesty.
4. The year-level coordinator will monitor the occurrence in case it is a problem across the board.

Second Incident:

1. The teacher will inform the year level coordinator, record the incident on Compass as the second offence and inform the parents through a chronicle entry.
2. Parents will be contacted and the teacher will hold a meeting with both the parents and the student to discuss the incident and come up with a solution.
3. The student will attend a lunchtime detention where they will be asked to resubmit the assessment.
4. If the student fails to attend the lunchtime detention, the assessment will remain ungraded.

Third Incident:

1. The teacher will inform the year level coordinator, record the incident on Compass as the third offence and inform the parents through a chronicle entry.
2. Parents will be contacted and the teacher and the year-level coordinator will hold a meeting with both the parents and the student to discuss the incident and come up with a solution.
3. The student will attend an after-school detention.
4. This offence requires consultation with the sub-school director. Work that is plagiarised may not meet the assessment criteria so it may remain ungraded and could affect the overall grade level achievement.

Senior Years (Year 11 and 12)

(The following process is aligned with the VCAA rules on school-based assessments)

Step 1. Reporting alleged breaches of academic honesty

- The Year-level Coordinator is the initial point of contact for reports of breaches of academic honesty.
- Allegations may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or an external party such as a tutor.
- Allegations should be handled sensitively and may need to be kept confidential.
- On receipt of an allegation, the student's work will not be accepted for assessment, pending the conduct of an investigation by the school.
- The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.



Step 2. Preliminary investigation

On receipt of an allegation, the year-level coordinator will,

- Assess the allegation and conduct a preliminary investigation to determine if there is any substance to the allegation requiring further, more rigorous investigation.
- Detailed records of the preliminary investigation should be kept and may be used in any later decision-making.
- If further investigation is required, the case will be escalated to principal class or delegate (sub-school director). The school may decide if it is appropriate to appoint an external person to carry out the investigation and report back to the school.

Step 3. Investigation

The purpose of the investigation is to determine whether there is any substance to an allegation that a student has breached rules for academic honesty (or VCAA School-based Assessment rules or IB Assessment rules). In this case,

- The evidence should be put to a decision-maker for determination whether the allegations are proven, or not proven.
- The investigator must approach the investigation with an open mind, and act fairly and without bias. They should consider any allegation against the student, the evidence of anyone who might have something relevant to say about an allegation, and any documents or information that may shed light on whether an allegation has substance or not. Some or all of the information and evidence gathered during the investigation may show that the allegations against the student are unfounded
 - this evidence should not be discounted.
- The investigation may include discussions with the study teacher supervising the assessment and any other witnesses, including other students.

Relevant evidence includes

- Any instructions given to students by the teacher about the conditions under which the School-based Assessment (or IB assessment) was to be undertaken (including the VCAA examination rules)
- The student's work if an allegation relates to the use of unauthorised notes or cheating or copying from other students, copies of those notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material
- Samples of other work by the student for comparison, if relevant
- The teacher's record of authentication
- The teacher's opinion about the student's work
- Accurate notes of conversations with witnesses, the teacher and the student

If this investigation suggests there is any substance to any allegation

- The student should be informed in writing of the nature of the allegation, and be invited to attend an interview to respond to the allegation.
- Adequate notice of the interview should be given to the student, who should be given the opportunity to bring a support person to the interview.
- The support person is there to provide moral support, rather than to represent the student or to speak on their behalf.
- If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.
- The student's parents or guardians may be advised of the nature of the allegations, depending on the school's policy in relation to reporting discipline matters.



- If the allegation raises the suggestion that a student has submitted work that is not their own, the investigator should ask the student to provide evidence that demonstrates that the work submitted is their own and/or was completed in accordance with VCAA requirements (or IB requirements)

The student may be asked to

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of their other work
- complete, under supervision, a supplementary assessment task related to the original task.

Step 4: Decision-making

The decision-maker

The principal (decision-maker) has the authority to decide if a student has breached the rules for academic honesty. The principal may wish to make the decision following receipt of a report from a staff member or other person appointed to carry out the investigation. Alternatively, the principal may wish to delegate their authority to make decisions about alleged breaches of VCAA examination and authentication rules to a hearing panel formed by senior staff members appointed by the principal. The following are required for the decision making:

- It is important that the decision-maker is not the investigator of the allegations.
- The material gathered during the investigation should be provided to the decision-maker, including evidence (if any) that suggests the allegations are not proven, as well as any responses the student provided during the course of the investigation.
- If the decision-maker forms an independent view that the evidence against the student is insufficient to justify a meeting or hearing, the decision-maker should confirm in writing to the student that no further action will be taken.
- If the decision-maker considers that there is sufficient evidence to justify a meeting or hearing to decide whether or not the allegations are proven, a hearing or meeting should be convened.
- The decision-maker should reserve their judgment until they have heard from the student at the meeting or hearing.
- The principal (decision-maker) will apply the following principles to make the decision regarding alleged breaches of rules:
 - The decision-maker must act fairly and without bias
 - The student must receive at least 24 hours' written notice of the meeting or hearing conducted by the decision-maker.

Before the hearing or meeting

The student must be given notice which include the following:

- the date, time, place and likely duration of the meeting or hearing
- the allegation/s against the student
- the names of all decision-makers
- advice that the student may bring a support person to the meeting or hearing
- the name of a contact person if the student has queries about the meeting or hearing
- a copy of any evidence that the decision-makers will consider at the meeting or hearing, including whether any witnesses will be present at the meeting or hearing
- the possible outcomes, including penalties VCE and VCAL Administrative Handbook 2019 Scored assessment: School-based Assessment 85



- It is generally appropriate, depending on the age and circumstances of the student, to allow a parent, guardian or other support person to be present at any interview, meeting or hearing
- The meeting or hearing should be conducted at the school, in an environment that is not intimidating for the student, but that is appropriate given the nature of the allegation/s

At the hearing or meeting

At the meeting or hearing, the principal or delegate (decision-maker) must explain the purpose of the meeting or hearing to the student, and confirm the allegation/s against the student and the possible outcome,

- The decision-maker may ask questions of the student.
- The student must be given the opportunity at the meeting or hearing to respond to the evidence against them and to ask questions of any witnesses present at the meeting or hearing
- The decision-maker must consider all evidence and submissions carefully, including the student's response, and whether the allegation/s (and the student's defence) is supported by evidence that is relevant and credible
- The decision-maker must take into account all relevant factors and no irrelevant factors
- The decision-maker must decide on the balance of probabilities whether the allegation/s is proven – the allegation/s does not have to be proven beyond reasonable doubt
- The decision-maker must decide, in relation to an allegation/s found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate.

Possible penalties include

- a verbal or written warning
- detention or suspension
- refusal to consider the student's work, but giving the student the opportunity to re-submit the work if there is sufficient time before the due date for submission of results according to the assessment schedule (IB or VCAA).
- refusal to accept the part of the student's work found to have been completed in contravention of assessing body's (IB or VCAA) rules and determination of the appropriate result for the relevant outcome forming part of the VCE unit or IB course.
- refusal to accept any part of the work, awarding an N for the outcomes
- The decision-maker should inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's capacity to appeal the decision to the VCAA.
- The decision maker should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.
- The college will follow recommended sanctions and penalties by the relevant assessing body, eg. VCAA, IB

After the meeting or hearing

The school must write to the student to confirm:

- the findings of the decision-maker in relation to the allegation/s against the student (setting out each allegation, and corresponding decision)
- the reasons for the decision on each allegation, and the supporting evidence
- any penalty that will be imposed
- information about the student's right to appeal to the VCAA, including that the appeal must be lodged no later than 14 days after the student receives written notice of the decision from the school.

The school should retain all material related to the allegation/s, in case the student wishes to appeal a decision.



How this document is communicated

This Academic Honesty Policy has been developed collaboratively with staff at Werribee Secondary College in accordance with VCAA and IB regulations.

All students will receive a copy of the Academic Honesty Policy upon enrolment for new students or confirmation of subjects for continuing students. An explanation of the policy at the beginning of each year will take place during Senior Years assembly.

The librarian will conduct a session about academic honesty at the beginning of each school year. Senior staff will meet at the beginning of each year to discuss implementation and monitoring of the Academic Honesty Policy. All teachers will provide further guidance to students on the implementation of the Academic Honesty Policy.

The Academic Honesty Policy will be published on the Werribee Secondary College website, on Compass on the School Documentation page and at Senior Years information sessions.

Review of this policy

This policy will be reviewed and updated in 2022 by the staff at Werribee Secondary College.

Works Cited

“Article 20: Candidates suspected of academic misconduct.” General regulations: Diploma Programme. Cardiff: International Baccalaureate Organization, 2014. PDF.

IB learner profile. N.p.: International Baccalaureate Program, 2013. PDF.

VCE and VCAL Administrative Handbook, 2019.PDF

Appendices

Appendix 1: Electronic Version

[WSC Authentication Form for all Assessments](#). This form is shared to all senior years teachers.

Appendix 2: WSC Academic Honesty Process

Step 1. All students will receive a copy of the Academic Honesty Policy upon confirmation of enrolment for new students or confirmation of subjects for continuing students.

Step 2. Senior staff will meet at the beginning of each year to discuss implementation and monitoring of the Academic Honesty Policy.

Step 3. A staff briefing will be conducted each year to ensure that all staff (current and new) understand the policy and processes involved.

Step 4. An explanation of the policy at the beginning of each year will take place during Senior Years assembly.

Step 5. All teachers will provide further guidance to students on the implementation of the Academic Honesty Policy.

Step 6. The librarian will conduct a session about academic honesty at the beginning of each school year. This process will be reinforced in each of the subjects.

Step 7. The Academic Honesty Policy will be published on the Werribee Secondary College website, on Compass on the School Documentation page and at Senior Years information sessions.

Appendix 3. Acknowledgement of the Academic Honesty Policy Form

This electronic form must be submitted by all students at the start of each year. This form is shared to the Senior Years Team.

[Acknowledgement of the Academic Honesty Policy](#)