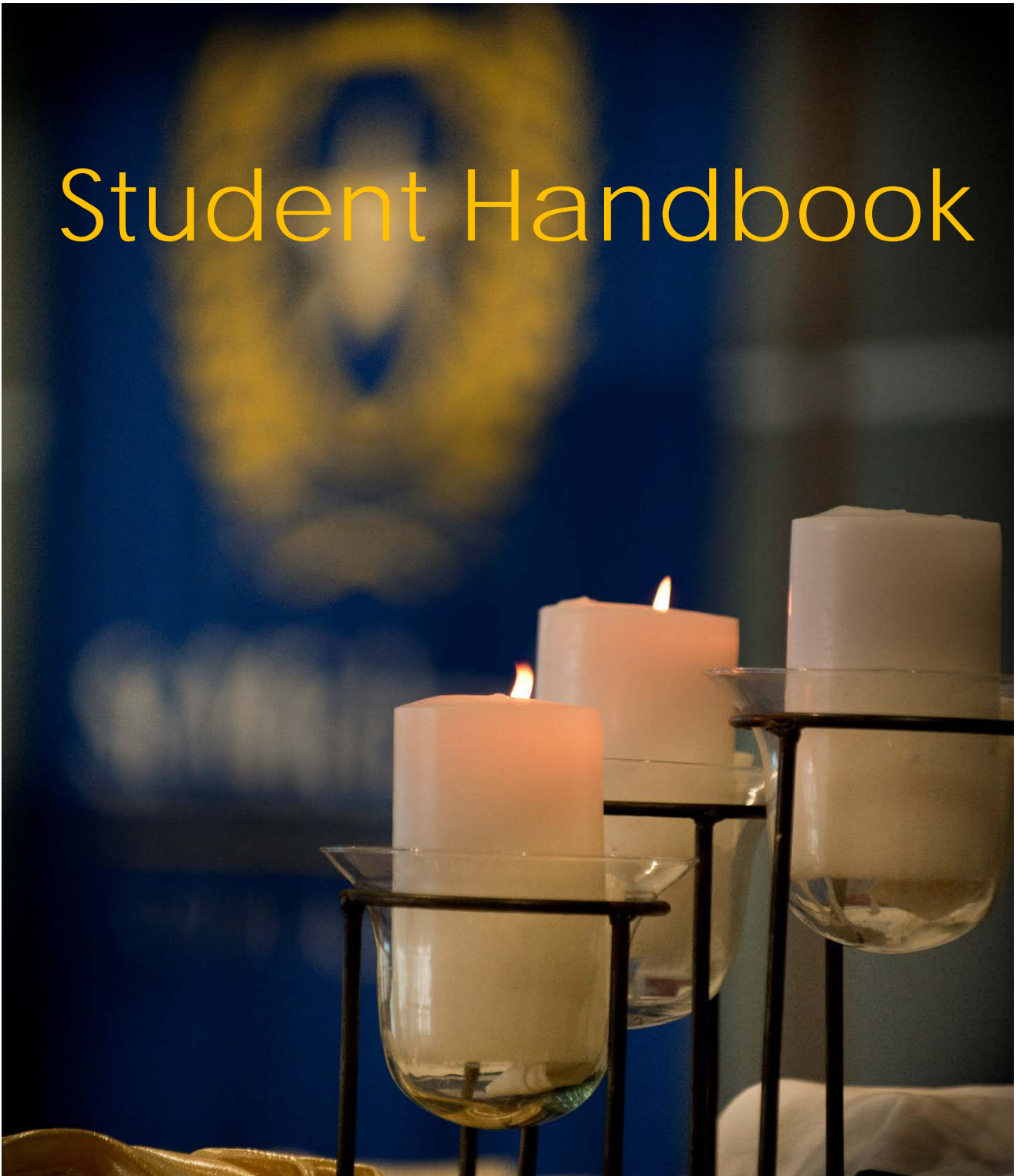




St Michael's  
COLLEGE

Year 12

# Student Handbook





## THE JOURNEY AHEAD

*Dear Year 12 Student,*

*Welcome to what will be a combination of your most difficult, challenging, rewarding, anxious - but assuredly memorable year of schooling. The staff of the College wish you every success for the 10 months ahead, and hope that this booklet will provide useful insights and relevant information as to the particular nature of Year 12 studies.*

*Year 12 represents the culmination of your schooling and provides pathways for your future? Whether your own individual interests and talents guide you towards employment or tertiary study, we hope that your final year will not only be satisfying, but also provide the platform for future success.*

*Please read the contents of this booklet and enter Year 12 in the full knowledge of what your final year entails. Only in this way can you hope to be successful.*

*Wishing you all the very best for 2018.*

*Mr Mark Labrosciano  
Year 12 Director*

*Ms Anna Porcelli  
Assistant Year 12 Director*

***"The future depends on what we do in the present".***  
*Mahatma Gandhi*

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## STAFF

Principal:	Mr John Foley
Deputy Principal – Learning & Teaching Excellence:	Mrs Teresa Cimmino
Deputy Principal – Pastoral:	Mr John Lambert
Director of Curriculum & Assessment:	Ms Bron Kemp
Director of Pastoral:	Mr Sam Kitschke
Head of Campus Ministry:	Mr Robert Dempsey

## CO-ORDINATORS

Boys Co-curricular Coordinator:	Mr Jordan Young
Acting Girls Co-curricular Coordinator:	Ms Leanne Burton
Gifted and Talented Coordinator:	Mr Stratos Karnas
Learning Support Co-Ordinator:	Mr Michael Balic
SACE Coordinator	Mr Rocco Schirripa

## HEADS OF DEPARTMENT/SUBJECT CO-ORDINATORS

Business:	Mr Hamish Redden
English:	Mrs Jane Sykes
Health and PE:	Mrs Sally Nicholson
History:	Mr Matthew Muscat
Information Technology:	Mrs Maria Cardillo
Mathematics:	Mrs Anne Finlay
Science:	Mr Gavin O'Reilly
Design and Technology:	Mr Greg Cloy
Visual Arts:	Mrs Nicolle LeRay-Warren
Humanities:	Ms Catherine Pearce
Italian:	Ms Angela Benedetti
Acting Director of Music:	Mr James Musci
Drama:	Mrs Giselle Becker
Religion:	Mr Angelo Spadavecchia

## STUDENT SERVICES

Student Counsellors:	Ms Sarah Davies, Ms Ida-Marie Tullio, Mr Anthony Vizaniaris
Career Counsellors:	Ms Rose Coorey, Mr Anthony Vizaniaris
College Chaplain:	Sr Nithya
VET Coordinator:	Mr Kevin Woolford
Administration Assistants:	Mrs Lynda White, & Mrs Bonita Dorian & Mrs Cris Gargiulo

## YEAR 8 PASTORAL STAFF

Year Level Director:	Mr Mark Labrosciano
Assistant Year Level Director:	Ms Anna Porcelli

## Pastoral Teachers and Pastoral Rooms:

12PC-1	Ms Billows	Rm 1
12PC-2	Mr Chatterton	Rm 2
12PC-3	Mr Edwards / Mr MacDermot	Rm 3
12PC-4	Ms Ramsey	Rm 4
12PC-5	Ms Desyllas & Ms Swan	Rm 13
12PC-6	Ms James	Rm 14
12PC-7	Ms Armour & Mr Fleetwood	Rm 22
12PC-8	Mr G O'Reilly	Rm 16
12PC-9	Ms Pearce	Rm 21
12PC-10	Mr Luppino	Rm 15
12PC-11	Mr De Silva	Rm 24



**Nicholas Snow**  
College Captain



**Ruby Pedicini**  
College Captain



**COLLEGE  
LEADERS  
2018**



**Dominique Sherratt**  
College Vice-Captain



**Yianni Kaponias**  
College Vice-Captain



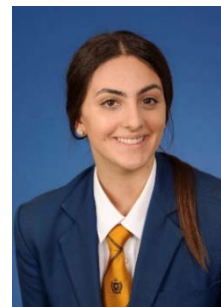
**Christian Alexandru**



**Matthew Blute**



**Abbey Bullock**



**Adele Consalvo**



**Michael Foley**



**Ashwini Fredrick**



**Tia Ginever**



**Rebeka Haracic**



**Paige Kearsley**



**James Maiolo**



**Anthony Marinelli**



**Christian Minchenberg**



**Catia Montesi**



**David Mrdjenovic**



**Jordan Muir**



**Kate O'Connor**



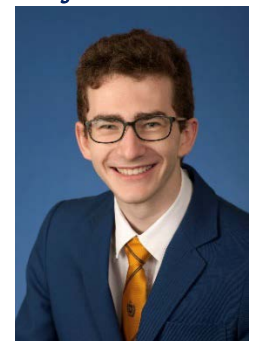
**Matthew Plumridge**



**Lauren Shallow**



**Matthew Tokic**



**Declan Toohey**

## THE ST MICHAEL'S COLLEGE YEAR 12 TRADITION

### *Student Leadership*

Year 12 students are at the apex of the College. They provide the seniority by virtue of time spent in the secondary school, and they become the exemplar for student standards and behaviour. Put simply, you are the role models of the student population.

This is not a position which is to be taken lightly...

Just as any group of elite and respected individuals in any walk of life are examples, for those who follow them; the Year 12 cohort of the College should provide direction and guidance to the student body. All Year 12 students have a responsibility in this regard.

This example extends to all facets of the College life, such as uniform, grooming, attendance, punctuality, support of College events, etc.

Important also is your input on student matters. Constructive feedback can lead to positive developments so you are encouraged to communicate ideas to your Pastoral Teachers and College Leaders.

In any social organisation, there are those who take on the formal mantle of leadership. To the College Captain, Vice Captains and College Leaders, our thanks are extended in advance for the role you will play throughout the year as you help to add an important chapter to the on-going tradition of leadership in the College.

You are now an important contributor to the fine SMC Year 12 tradition. Make the most of this privilege and continue the outstanding contribution which can be made to your, and the College's, reputation.

By working, playing, studying, praying and laughing together, we can achieve a great deal!

### *Co-Curricular Activities*

It is the expectation of the College that all students will be involved in a co-curricular activity. ***This is your last opportunity to do so!*** Whether it is swimming, netball, debating, tennis, cricket, soccer, basketball, football, chess, drama or other activities offered, it is in your interests to represent the College.

This is a perfect example of how Year 12s can be role models.

**Next year more than likely (as you enter the post-school world) there'll be far fewer opportunities for you to be involved in these sort of activities so why not have one more go at something you've done before, or even try something completely new, while you have the chance?**

## THE COLLEGE DAY - SECONDARY CAMPUS

Movement Bell	8:40 am
Pastoral	8:45 am
Lesson 1	9:00 am
Lesson 2	9:40 am
Lesson 3	10:20 am
RECESS	11:00 am
Movement Bell	11:20 am
Lesson 4	11:25 am
Lesson 5	12:05 pm
Lesson 6	12:45 pm
LUNCH 1	1:25 pm
LUNCH 2	1:45 pm
Movement Bell	2:05 pm
Lesson 7	2:10 pm
Lesson 8	2:50 pm
DISMISSAL	3:30 pm

## YEAR 12 CALENDAR OF EVENTS – 2018 (subject to change)

<b>TERM 1</b>	January	29	Classes Resume
	January	30	Year 7 – 12 Welcome Assembly
	January	31	Parent Evening 7.00pm (Founders Hall)
	February	7	Year 7 – 12 Mass 9.00am
	February	8	Assembly - Elevate Education
	February	13	Seminar Day 1
	February	14	2018 Academic Assembly 9.00am (Founders Hall)
	February		Ash Wednesday
	February	21	Mass
	February	26	Sports Day
	March	5	Arts Week
	March	7	Assembly (McKillop Centre)
	March	9	MAD Nomination Forms due
	March	12	Adelaide Cup (Public Holiday)
	March	14 - 16	Retreat
	March	21	Mass
	March	29	Holy Thursday – Classes Conclude. Early Dismissal 12.45pm
	April	6	Mission Action Day
	April	11	Assembly
	<b>TERM 2</b>	April	30
April		30	History Month
May		2	Mass
May		3	Caica Cup
May		8	Parent Teacher Interviews Years 10 – 12. Early dismissal 12.45 pm
May		4 - 6	Generations in Jazz - Mt Gambier
May		9	Academic Assembly Years 11 & 12 (Founders Hall)
May		11	Whole College Mass - Henley Campus 2.10pm - Feast of St John Baptist De La Salle
May		13	Mothers Day
May		22-24	Drama Production 7.00pm
May		29	Reconciliation
May		30	Assembly
June		7	Photographs Years 11 & 12
June		8	Staff Professional Development – NO CLASSES
June		11	Queen's Birthday Holiday
June		13	Year 12 Breakfast
June		14	Special Photographs (Family, Sons & daughters)
June		20	Mass
June		22	Sport & Co-curricular Photos
June		28	Seminar Day 2
July		2	NAIDOC Week
July		4	Assembly
July		6	Classes Conclude. Early dismissal 12.45 pm.



<b>TERM 3</b>	July	23	Classes Resume
	July	23 - 27	Mid-Year Exam Week
	July	30	Parent/Teacher Interviews (Year 12 only) Early dismissal 12.45 pm
	August	1	Academic Assembly (Years 10–12)
	August	6	Careers Night 6.00 – 8.00pm Founder Hall
	August	6	Year 12 (2018) University presentations and parent Update (SLC).
	August	8	Year 12 SATAC Grab Bags
	August	9	Seminar Day 3
	August	13	Science Week
	August	15	Year 12 SATAC Talk 9am (SLC)
	August	20	PE Week
	August	22	Mass
	August	22 - 24	Adelaide Schools Band Festival
	August	29	Assembly
	August	30	Elevate Education Presentation
	August	31	Staff Professional Development – NO CLASSES
	September	2	Fathers Day
	September	19	Mass
	September	25	Paul Dillon Presentation Year 10, Year 11 & Year 12 Paul Dillon Parent Session 7pm
	September	24 - 27	Catholic Schools Music Festival
September	26	Assembly	
September	28	De La Salle Day – Classes Conclude. Early dismissal 12.45pm.	
<b>TERM 4</b>	October	15	Classes Resume
	October	17	Yr 12 Mass
	October	19	Year 12 Awards Assembly
	October	22	SACE Oral Exams commence
	October	25	Year 12 Classes Conclude
	October	25	Graduation Mass 7.00pm (Founders Hall)
	October	29 - 2 Nov	Study Week
	November	5 - 21	SACE Exams
	November	8	Year 12 Art & Design Exhibition
	December	1	Graduation Ball

## STAYING HEALTHY

There are likely to be many times throughout the year when you might feel stressed and the best way to manage this is to try to stay healthy. This includes giving attention to your diet and exercise, the amount of rest/sleep you have, making time just for yourself as well as time with friends and family. It is also important to understand the impact that social networking can have on your time and state of mind. Be careful in finding a balance in all of these areas of your life as they are all important in helping you to stay healthy.

If you are concerned about any of these elements then talk to the Year 12 Director, pastoral or subject teachers, the school counsellors or help lines such as:

- Youth Health Line (Second Story) 1300 131 719
- Kids Help Line 1800 551 800
- Beyond Blue 1300 22 4636
- Lifeline 13 11 14
- Crisis Care (After Hours service only) 131611
- Sexual Health Line 1300 883 793
- Alcohol and Drug Information Service 1300 131 340
- Headspace 1800 650 890
- Reach Out.Com – <http://au.reachout.com>

## DIARY

You are strongly encouraged to fully utilise the College Diary as a source of planning for you and as a source of communication between the school, yourself and your parents. The student movement section in the back of the diary must be used for permission to leave classes to attend other facilities.

Of special importance for Year 12 students is the section for noting your continuous assessment scores and other results.

**Please use this section so that you can 'self check' your subject results!**

## YEAR 12 WALL PLANNER

You are also encouraged to use the "Year 12 Wall Planner", which will be given out in Pastoral Care, as a means of long term planning and improved organisation.

It is suggested that you enter all due dates and key events so you and your family are able to plan your academic progress and expectations into the future.

It is also suggested that the planner be visible in your bedroom or study, accessible to you on a daily basis.

## RELIGIOUS EDUCATION COMMITMENTS

Please make note of the following **compulsory** Religious Education commitments:

Seminar Day 1	<b>13 February</b>
Year 12 Retreat	<b>14-16 March</b>
Seminar Day 2	<b>28 June</b>
Seminar Day 3	<b>9 August</b>

In only the rarest and most serious circumstances will students be excused from these events which set the tone and are the cornerstone of your graduation year.

## SACE REQUIREMENTS

An assumption is made that much homework and thought went into your subject selections. Given the goal of our Year 12 cohort is to achieve their SACE, the following points clarify the minimum requirements:

### Structure of the SACE

Every subject or course successfully completed earns credits towards the SACE. Students will achieve a grade between A+ to E- for each of their SACE subjects. Note: 'Subject Completion' at Stage 2 means achieving a grade of E- or better whilst Successful Completion at Stage 2 means achieving a grade of C- or better.

To be awarded the SACE, students completing Stage 2 must:

- Complete 200 Credits of subjects
- achieve a C or better in the Personal Learning Plan (PLP) – Year 10, 20 Credits of Literacy (English) at Stage 1, 10 Credits of Numeracy (Maths) at Stage 1, and the Research Project at Stage 2, all of which are compulsory subjects.
- Achieve a C Grade or better in an additional 60 Credits at Stage 2, which equates to 3 full year subjects

### EXAM PROTOCOLS

Expectations for student behaviour during examinations will be issued prior to the examination periods addressing issues such as punctuality and general approach to exams. It is also important that you understand that at examination times, as at all others, expectations surrounding personal presentation and grooming are to be maintained. This means that students sitting examinations must be cleanly shaved and neatly presented in their correct uniform. Grooming standards, including neat and appropriate hair, as per the requirements stated in your Diary, will continue to apply. Facial piercings are not permissible and restrictions surrounding the wearing of jewellery and makeup must also be respected.

In line with SACE Examination protocols, mobile phones or other electronic devices must not be taken into the examination room.

## YEAR 12 RESULTS AND POST-SECONDARY STUDY REQUIREMENTS

### Moderation

Moderation is a process used by the SACE Board to make assessments in a particular subject comparable, and thus fair, for all students, no matter which school or class they are in. The SACE Board uses a range of processes to ensure that all the students taking a given subject are assessed using the same standards. If you would like to know more details about moderation, contact the SACE Board for a student fact sheet. ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)).

### Scaling

Scaling is a process that compares and adjusts initial results – called 'raw scores' – across subjects at Stage 2. Tertiary entrance points are calculated for each subject using the scaling process. These points are produced for tertiary entrance purposes only, and contribute towards the university aggregate and the TAFE SA selection score. The university aggregate is translated into the Australian Tertiary Admissions Ranking (ATAR).

### Facts about Scaling

- There is no guarantee that a subject will be 'scaled up' or 'scaled down' in a particular year. The level of scaling can alter from year to year but in general it does not change much from year to year.
- Scaling of a subject depends upon the performance of groups of students taking that subject in a particular year, not the performance of an individual student.
- The combination of subjects taken by a student does not affect the tertiary entrance points received by that student. All students in SA with the same raw score are scaled the same amount.

For more details about scaling, visit the SACE Board website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)).

**University Entrance** requires qualifying for the SACE, obtaining an ATAR and meeting any Pre requisite subject requirements for the course/ program.

To obtain a **University Aggregate** and an **ATAR** you must qualify for the SACE, comply with rules regarding Precluded Combinations, comply with rules regarding Counting Restrictions and complete at least 80 credits of study at Stage 2 of which 60 credits of study must be 20 credit Tertiary Admission Subjects (TAS) from a maximum of 3 attempts (which need not be in consecutive years) Students **MUST** refer to the St Michael's Curriculum Handbook and the SATAC Tertiary Entrance Booklet to check the validity of their unique subject choices.

Students who are aiming for University Entrance should be fully aware about which Stage 2 subjects can earn you Bonus Points towards your University Aggregate. To calculate your ATAR please refer to the resources previously mentioned.

## TAFE ENTRY REQUIREMENTS

Each course at TAFE has a Minimum Entry Requirement. For many TAFE courses above Certificate Level 3 the Minimum Entry requirement is qualification for the SACE, and obtaining a TAFESA Selection Score or satisfactory performance in the TABS Test. Note Some courses may require other specific Minimum Entry Requirements such as Audition/ Portfolio.

If a course is deemed to be "Competitive" then SATAC will decide on offers to the course based on a TAFESA Score. For School Leavers this score is based on 60 credits (i.e. Scaled Score) from the best 3 TAS Subjects (comply with rules regarding Precluded Combinations); for all applicants, this can also be based on the score achieved in the basic TABS Test (a Multiple Choice test based on Year 10 Numeracy and Literacy). The third way to obtain a TAFESA Score is based on the score calculated from a completed Higher Education qualification, not relevant for most school leavers. There are Bonus Point Subjects recognised at TAFE and these vary by course. Students should check the TAFE website to see which preferred subjects earn Bonus Points to their course of interest.

## SATAC

In August of this year, each student will be asked to consider courses that they may wish to pursue at tertiary level.

SATAC nominations will be completed by students who wish to be enrolled at the Universities, and students who wish to enrol in courses at TAFE.

Early investigation into preferred careers and courses will take some of the anxiety out of this process later in the year.

Pastoral Time will be set aside in Term 3 to examine the SATAC process.

Please see the Career Counsellors in Student Services to clarify ATAR course cut-offs of University courses of possible interest.

We bring to your attention that TAFE will offer mid-year entry to many of their courses. To be eligible for mid-year entry you will need to apply to SATAC in April and sit for a TABS Test. Those of you contemplating leaving school during the year this may be timely information.

We remind you to see a Careers Counsellor early in Term 1 to support you in your goal setting and Career planning.

## SUBJECT CHANGES

It is imperative that any student who wishes to change a subject in the weeks ahead does so through the established procedure, involving a **Subject Change Form** obtained from the Director of Curriculum & Assessment.

Students who move into a subject without the proper authorisation may not only default on the SACE pattern, but may fail to be registered on subject enrolment data at the SACE Board.

Impromptu or ill-considered subject changes may equally present problems for entry into particular courses and careers later in the year.

You **MUST** discuss the subject change as per the process outlined on the form. If you are unsure, please discuss the process with the Director of Curriculum & Assessment (Ms Bron Kemp), Mr Kitschke, a Careers Counsellor or your classroom teacher.

Once the Subject Change form is signed by a Parent and relevant Head of Department, it should be returned to Student Services for final verification and issue of a new timetable.

Consideration will only be given to subject changes which take place within the first **TWO (2)** weeks of Term I. If problems arise after this time, please consult your Pastoral Teacher, the Director of Curriculum & Assessment or Mr Kitschke.

## ATTENDANCE/PUNCTUALITY

Year 12 students are required to be at school by 8:40 am each day (unless their timetable states otherwise, e.g. study (see below)). All absences must be accounted for and parents/caregivers are expected to phone through absences by 9:30am if possible. If prolonged absence seems likely, then Mr Kitschke needs to be contacted and required work will be gathered, and left at the front office for collection.

### Personal Presentation

The guidelines set out in your Diary describe the correct wearing of your uniform. The manner in which you dress influences the manner in which you are seen and regarded by others and, to some extent, can also influence your choices of behaviour. In addition to the correct uniform requirements as stated in your Diary, please remember that there are no facial piercings allowed, and earrings (maximum of one in each ear) must be discreet. Students' hair must be clean, neat and tidy, without extreme styles and male students must be clean shaven. Please refer to your Diary for more detail. As a Year 12 student you are asked to be a positive example to the younger students in the College.

### Late arrival to school

If you are ever late to school on any given day, you must scan your ID card via the Administration Centre when you arrive.

### During the day departure

You must scan your ID card through the Administration Centre any time that you are leaving school early. If you have a free lesson at the end of the day you are not required to scan out through the Administration Centre. (Once parental permission has been received).

Any failure to use the system correctly will affect our responsibilities of Duty of Care and your parents/guardians will be contacted regarding your absence.

There will be clear consequences regarding lateness; as teachers we need every minute of every lesson in Year 12 so as to be able to teach you as well as we can, so we expect students to be on time.

## DETENTIONS

Should Year 12s fail to comply with the College's expectations, then detentions will be issued, or early dismissal privilege will be withdrawn for a set period of time. This will usually include discussion of the problem with Mr Kitschke and possibly a social service component, depending on the nature of the breach.

**Year 12s are the role models for the College and as such are expected to meet very high standards.**

## ASSESSMENT REQUIREMENTS

It is important that all students and parents be made aware of the SACE assessment requirements that are applied at St Michael's College. These measures are outlined so as to assist the College community to understand and adhere to the policies and practices as they are outlined in the SACE Handbook.

### Assessment Plans

At the beginning of each semester, an assessment plan for each subject will be published in the SEQTA Learning Portal which will cover the entirety of the assessment period. The assessment plan will include the approximate date of assessment tasks together with the weighting applied to that task. This plan helps you monitor the work to be completed. Marks for assessment tasks will also be published for students and parents.

### Drafts

Where drafts are specified for assignments and essays, they must be submitted to the teacher for approval by the due date. Even when drafts are not formally required, they should be standard procedure and retained should verification of your work be required. Drafting is recommended as one means of ensuring optimal results.

### Submission of Assessments

When work is being submitted, it may be done so in two ways:

- a. Directly to the subject teacher concerned, or
- b. Through the Library.

In the case of work submitted to the Library, Stage 2 students may submit work before 4.00 pm on or before the due date. Students are advised to present their school diary where a Library stamp will verify the submission of work.

***A general principle to remember is that the onus to substantiate work, or submission of work, lies with the student!***

### Absence or Extenuating Circumstances

Should absence from school or extenuating circumstances occur **prior** to the date of submission, an **Extension to Assignment** form must be obtained from the Subject Teacher and a negotiated date agreed upon for the lodgement of the work. In principle, the period of extension will be in due proportion to the period of absence.

Should a student be absent on the due date of an assignment being due, a note verifying the absence by a doctor or parent must accompany the assignment being submitted upon return. Absences on such dates for minor illness or circumstance leading to work not being submitted on time is not acceptable.

***A due date is a due date!***

## Late Submission

Late submission of work is generally not accepted for assessment purposes and each instance will be investigated accordingly. The student may be at risk of forfeiting all marks allocated to the task, in accordance with SACE guidelines.

*If there are any queries about this information, you are invited to contact Mr Kitschke, Mr Schirripa or the Director of Curriculum & Assessment (Ms Bron Kemp) for further information.*

## Computer Malfunction/Loss of USBs

Some students will attempt to claim computer malfunction and the like as reasons for late submission. Please be warned that St Michael's has means by which it can analyse and authenticate material lodged on USBs etc and that the onus rests with the student in ensuring work is submitted correctly and on time.

## Concerns

Teachers aim to ensure that an excessive number of assessment items do not fall due on the same date. Generally, they also aim to return marked material as soon as possible.

Should concerns arise regarding these or any other areas of assessment, please pass them on to your Pastoral Teacher, Mr Kitschke, Mr Schirripa or *the* Director of Curriculum & Assessment.

## Special Provisions in Assessment

A student who suffers a set-back throughout the course of the year due to disability, illness or personal circumstances, may be eligible for **Special Provisions**.

These 'set-backs' fall into two broad groups: those that occur during the year and affect the school assessed component of their course and those which affect the student's final exam performance.

Any set-back of a short-term nature, such as chicken pox or a broken arm, is handled internally by the school. Variations to the school assessment can be negotiated with individual teachers and require the normal supporting documentation. Where there is a long-term disability such as dyslexia or physical disability which requires special arrangements for the final exam the SACE Board must be notified at the beginning of the year. Finally, where a student falls ill or subject to circumstances which are likely to affect their exam performance either on the day or within a three day period, they may apply to the SACE Board for use of the Moderated Predicted Exam Mark in place of their exam score. Wherever possible, the student is encouraged to sit for the exam in case they actually perform above the predicted mark. In this case, the higher score stands.

Please note that the SACE Board no longer makes allowances for students where English is a second language.

Should you have any questions about the above matters, please contact the Director of Curriculum & Assessment or Mr Schirripa, SACE Coordinator.

## PLAGIARISM - A POLICY

St Michael's, as a school, is committed to the teachings of Jesus Christ and aims to ensure that each student has the opportunity to reach their full potential - be it academic, sporting, cultural, social or spiritual. It is assumed that there is an honesty and integrity about the commitment that each individual brings to their endeavours, as the virtues of diligence, persistence and achievement are nurtured, respected and rewarded.

**Plagiarism** in any form, is a violation of the College's fundamental principles. This may be defined as the '*appropriation of another's ideas or works, in order to pass them off as one's own*'.

Examples of this practice may include:

- **copying** of any sources that are not acknowledged in the work;
- **excessive** use of, and failure to cite, printed texts such as articles and books;
- **unfair** use of, and reliance upon, other students' work.

In sum, it may be regarded as an action which is intended to delude and deceive a teacher that the work being presented and assessed is the student's own, when in fact it is not.

Of particular concern to the St Michael's College community is cheating. It deceives the school and staff who attempt to assess the effectiveness of teaching and learning; it discriminates against other students who work honestly for their rewards and may in competitive situations miss out on opportunities because of another's dishonesty; it misinforms the parents who operate on the assumption that the report they receive is an accurate representation of honest effort; and it erroneously grades the student who does not learn to be proud of genuine effort and whose character and learning development are stunted.

Refer to the Plagiarism Policy found on Page 13 of the 2017 Student Diary for further information.

## HOME STUDY

Home Study is a generic term implying work done at home. This may involve:

- set work;
- assignment and projects;
- revision and study or, a combination of all three.

The more challenging aspect of home study at Year 12 is the volume and complexity of work that needs to be **completed** and **revised**. The latter is particularly important, given the on-going and cumulative nature of the assessment process in Year 12.

Recommended Amount:	Week nights	3 - 3½ hours
	Weekends	6 - 8 hours

That is, a total amount of 20 - 24 hours per week. This represents 4 - 5 hours per subject per week. While one may question the validity of these figures, research over recent years has suggested a high correlation between the volume of time specified above, and, true realisation of ability, especially at Year 12 level.

## STUDY PLANS

In order to maximise your results and ensure you continue to allow some time for rest and relaxation, the creation of a study timetable is recommended. This will occur during pastoral time in Term 1.

## EXTERNAL EXAMS

For an up to date Written Examination Timetable, visit [www.sace.sa.edu.au](http://www.sace.sa.edu.au)



## TIME MANAGEMENT

You'll be finished classes Term 4 Week 2 and facing exams before you know it, so try not to waste much time this year.

- To master your time is to control your life and what you do with it.
- Effective study requires making the best of all possible alternatives and then doing everything to the best of your abilities in the given time.
- Successfully completing an assignment does not depend primarily upon your skills, but upon the time you make available and how wisely it is used.

**Time management is essential for students who want to achieve their goals.** If you want to become an achiever with your studies, you need to:

- Record the things you do with your time in order to monitor what improvements can be made.
- Manage your time carefully as it is a limited resource – once it is gone it cannot be reclaimed.

**Always maintain a sensible balance in the use of your time.** Exam preparation is only one aspect of your life this year – don't forget your family, your friends and doing all the other things that are important to you right now. One way to ensure you get the most from each day is to follow the steps below:

1. On the night before, make a list of the things you want to do. Number them in order of priority.
2. During the next day, tackle one thing at a time according to the priority listing until each task is completed.

The above steps can be used when planning goals for a day, a week, a month, a year, or a life-time. They can be applied to such activities as your personal life, running a business, achieving sporting or recreational goals, or preparing for an examination.

When planning, always start with a goal and ask such questions as:

- What do I want to achieve?
- How much time have I got?
- What resources do I have?
- How much effort is required?
- Who will help me achieve my goals?
- How will I know if I have succeeded?

In preparing for examinations you basically have to identify what you need to know, and work out how much time you have to learn it.

At the beginning of your study time, read through your class notes for the day. As you do so:

- a. Ask yourself what these notes are mainly about.
- b. Consider where the notes fit in with what has gone before in this topic.
- c. Highlight any special points, quotes or formulae that have appeared for the first time.
- d. Mark any parts you do not understand. Make a note of the difficulty. At the next opportunity, ask your teacher to clarify what you do not understand.
- e. Make time to read ahead to find out what comes next. It is often helpful to do this on the weekend.
- f. File your notes so they can easily be found when it comes to making exam summaries at a later date.

It is very easy to waste time if you are not careful. An important skill to acquire is the efficient use of your time. The effective use of your time will make learning easier for you. The key to the efficient use of study time is planning. If you are not used to planning your study times, you may find it difficult to change your habits and become more organised. Also it is important to know the total hours you spend each week at study and homework. For a start, it is essential that you keep a balance between the two activities.

The best time to study and complete homework varies greatly from person to person. As much as possible, try to study at the same time each day. Being consistent and having regular study times will help you settle down to study quickly, and consequently less time will be wasted.

It is natural that there are probably subjects that you either like more or find easier to study than others. It is only human to be tempted to spend most of your time working on these favourite subjects. However, learning more and more about one subject at the expense of others is a very poor study strategy. A much better strategy is to always start by studying the hardest subjects, or the ones you like the least.

Sometimes you will complete more hours at homework than study, especially at the start of the year. Then as the exams approach, you will put more time into study activities.

## STUDY LESSONS

All Year 12 students have non-contact study lessons. Study lessons will usually occur in at the beginning or end of a day. Of course this provides students with the opportunity to leave school early or to arrive late (once parental permission is gained).

This "reward" will only occur where students do not take other liberties, such as missing or arriving late to other set lessons.

Rooms 3 and 4 will be set aside for those students who wish to complete silent, independent work during all free lessons.

Students must familiarise themselves with Attendance & Punctuality on Page 14 of this booklet.

## PRIVILEGES

These include, but are not restricted to: study lessons, permission to leave the College property after their final lesson (provided parental permission is obtained), field work provisions and use of motor vehicles, and permission to arrive at school for Lesson 2 where Lesson 1 is a study lesson.

***The responsibility to constructively utilise these privileges rests with the student. Inappropriate behaviour and misuse of privileges will result in the withdrawal of rights reserved for senior students of the College.***

## STUDENT DRIVERS

A current **Permission to Drive** form must be signed and presented to your Pastoral Teacher at the beginning of the year. This **MUST** be done even if you drove to school the previous year. If you are unsure about any matter related to the use of vehicles, whether you can have passengers etc, please check beforehand, rather than after the event.

## CAR PARK

Due to the number of student drivers and cyclists who use this area, due vigilance and caution must be displayed. When entering and departing, be mindful of other people / vehicles / bicycles in the vicinity. Standard rules regarding responsible use of a motor vehicle apply and inappropriate driving will lead to the loss of the privilege.

Be very careful when parking/driving around the school. We take very seriously any complaints made by neighbours whether it be rubbish left, noise made, parking incorrectly or driving dangerously.

## PASTORAL CARE

The aim of the Pastoral Care curriculum is to inform the Lasallian Vision of schooling, to assist with the total development of all students so that they reach their full potential in intellectual, spiritual, moral, social and physical pursuits. This program will be delivered by the Pastoral Teachers in conjunction with the Year 12 Director throughout the year.

## COLLEGE AWARDS

There are a number of awards presented to Year 12 students as a consequence of the academic year.

### Dux

The Dux is presented to a student graduating from St Michael's College in the previous school year who achieves the highest aggregate of the best five scaled scores as calculated by the SACE Board in Stage Two subjects, studied over the past year. Conferral of the award will be made after consultation with the curriculum committee following the release of results in January in any given year. A recommendation from the Curriculum Committee will then be referred to the Principal. More than one award can be presented when the results cannot be separated.

### Graduation Awards

- **De La Salle Award** - presented to a student for outstanding academic, spiritual and cultural contribution to St Michael's College.
- **Dux of the College** - presented to the student who secured the highest aggregate (based upon subject achievement scores) in the preceding year.

Additional Graduation Awards are presented to students who display:

- A high standard in attitude and achievement in the respective award category.
- Participation in all school activities with a good attitude
- Full commitment to the ethos of the school.
- An awareness of others and their needs.
- Positive contribution to the school or local community.

**Service to the College:** Presented by the College for outstanding service and commitment to the St Michael's College Community across a range of areas.

**Athlete of the Year:** Presented by the College for outstanding representation through the College Co-Curricular Program and possibly State or National Representation.

**Special & Significant Awards:** Presented by the College as deemed appropriate. For example, possible recognition for:

- State and / or National Representation in a chosen sport.
- Special contributions to the College community.

**Student Citizenship Award:** Presented by The Order of Australia Association

**Archbishop Wilson Awards:** Presented by Archbishop Wilson Awards for Excellence to students in Years 11 and 12. The Award recognises spiritual and personal qualities, and contributions made by students in their senior years to their school and community.

**Josiah Mitton Award:** Presented by the Charles Sturt Council and recognising the contribution that individuals make to their school community.

**Caltex Best All Rounder:** Presented by Caltex and acknowledging a student's all round contributions to St Michael's College across such domains as studies, sport, community work, conduct and leadership.

**Mary Colton Award:** Presented by the Member for Colton in recognition of the value of commitment, dedication and achievement.

**The Hindmarsh Shield:** Presented by the Federal Member for Hindmarsh and recognising excellence in Leadership, Community Service, Sporting, Musical or other discipline (as nominated by the school).

### ADF Awards – Year 10 and 12

The Australian Defence Force Leadership and Teamwork Awards promote personal development, strong values and community-mindedness and are awarded to students who demonstrate qualities of teamwork, leadership, integrity and initiative.

## SEEKING ASSISTANCE

It would not be unusual for some difficulties to arise throughout the year.

***Do not be afraid to seek help if needed.***

Your Pastoral Teacher, Student Counsellors, Year 12 Director and Assistant Director are available to assist. The Deputies and the Principal also act to assist these people, so you have many options open to you.

The best way to deal with a problem is to deal with it early. Don't hold back - seek us out so we can work together to solve the problem.

## SUMMARY

There is an infinite amount of information that we could commit to this publication. The intention behind this booklet is not to provide exhaustive detail, rather to signal the pertinent issues that students in Year 12 will have to acknowledge and address.

It is our hope and intention that Year 12 will be a fitting conclusion to your schooling life. You might like to consider the following quote, (corny but true):

***"Success doesn't come to you ... you go to it."*** (Marva Collins)

We trust that the year ahead will be full of quality experiences, enriched by the choices that you make along the way.

*The Staff of St Michael's College*