

BEAUFORT SECONDARY COLLEGE



Year 11 & 12 HANDBOOK

2010 EDITION

Year 11 and 12 HANDBOOK - 2010

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SECTION 1- OVERVIEW OF Year 11 and 12

1.1 Introduction

Education has changed and is continuing to develop to meet the needs of an ever changing society.

Beaufort Secondary College is a progressive school and keeps abreast of educational changes which have been introduced across the state. At Beaufort Secondary College we strive to meet the individual needs of each student.

Beaufort Secondary College continues to make changes to the Year 11 and 12 program. Year 11 and 12 students now undertake “Senior Studies” rather than VCE. Students can now undertake VCE, VET, New Apprenticeship or VCAL in Year 11 and 12, or a combination of all courses. Each student will have a course tailor-made to meet his/her individual needs.

The Victorian Certificate of Education is designed as a two-year course of study, and is normally undertaken during the final two years of a student’s secondary education. However, some students in year 10 may be invited to undertake selected year 11 unit 1 & 2 studies

Overall responsibility for the accreditation and administration of the VCE, VCAL and VET rests with the Victorian Curriculum and Assessment Authority (VCAA). Its regulations are published in the *VCE Administrative Handbook* and various other documents. Schools, however, are the responsible for delivering the VCE to students, and therefore are required to develop policies and procedures to give effect to the regulations established by VCAA.

This handbook was prepared to provide general information about “Senior Studies”, as well as detailing the policies and procedures established by Beaufort Secondary College to allow effective delivery of these studies.

Students and parents should read and be familiar with the contents of this handbook.

1.2 VCE Structure

- 1.2.1 In the VCE, subjects are referred to as “studies”, and consist of a number of semester (half-year) “units”. Units are numbered 1 to 4.
- 1.2.2 Each VCE unit is designed to involve 100 hours of work, of which 50-60 is class work and the remaining 40-50 hours to be completed outside class time.
- 1.2.3 Units 1 and 2 of a study may be done separately or as a sequence, whereas units 3 and 4 of a study must be done as a sequence. In general, students do a majority of level 1 and 2 units in Year 11 and a majority of level 3 and 4 units in Year 12.

1.2.4 At Beaufort Secondary College, a standard VCE course is 22 units over two years – 6 per semester in Year 11 and 5 per semester in Year 12. Some variation to this is possible if it is deemed to be in the student's interests, and the school, student and parents agree to the variation.

1.3 Minimum Requirements for the Award of the VCE

1.3.1 The minimum requirement for award of the VCE is satisfactory completion of 16 units, including:

- three units of English
- three sequences of Units 3 and 4 studies other than English, of which two can be VCE VET sequences
- two units from the Group A studies
- two units from the Group B studies

1.3.2 Group A studies include Accounting, Art/Studio Art, Business Management, Drama, Geography, Health and Human Development, History, Legal Studies, English Literature, LOTE, Music Performance (Group and Solo), Physical Education, Outdoor & Environmental Studies and Visual Communication and Design.

1.3.3 Group B studies include Biology, Chemistry, Design and Technology-Food, Fibres, Wood and Metal, Further Mathematics 3 & 4, General Mathematics 1 & 2, Specialist Maths, Information Technology, Mathematical Methods, Physics, Psychology

1.4 The VCE at Beaufort Secondary College

Despite the fact that Beaufort Secondary College is a small school, it offers an excellent number and range of VCE and VET studies, and students can meet all the major tertiary prerequisites and/or components of vocational training. The actual number and composition of units taught at the college will, however, vary from year to year according to staff availability, student demand and the needs of the other levels of the college.

Studies that attract very small numbers of students may be offered by way of Video-Conferencing or the Distance Education Centre.

1.5 Program Selection

1.5.1 Students are urged to think very carefully about their VCE subject choices. Course selection occurs as part of the year 10 Work Education program, when students examine the VCE in detail. Students are required to discuss their selections with parents, and should consult the school's Careers and Transition Team, which includes the VCE Co-ordinator and the Careers teacher.

1.5.2 Beaufort Secondary College encourages students to plan their VCE program thoroughly and adopt a "whole program" approach to course selection. In other words, they are encouraged to aim for a coherent course that provides a direction for their studies. Students are therefore asked to select, at the start of Year 11, the 22 units they intend to study over the following two years. These are, of course, not fixed, and may be changed along the way.

1.5.3 Students should note that tertiary institutions accept all VCE units for general tertiary entrance. However, many courses have specific pre-requisites. It is important for students to meet the pre-requisites for the courses they are interested in whilst at the same time keeping their options open. The VCE is aimed at providing a broad course of study, whilst allowing plenty of opportunity for specialisation.

- 1.5.4 Beaufort Secondary College also offers Vocational Education and Training in Schools (VETiS) units. Each of these courses is delivered by a registered provider of TAFE units. For most courses this is the University of Ballarat, SMB Campus.

1.6 Assessment of VCE Units

- 1.6.1 There are two elements in the assessment of VCE units. The first relates to satisfactorily completion. The second concerns level of achievement attained.

1.6.2 Satisfactory Completion

Every VCE unit has a number of “learning outcomes” specified. In order to satisfactorily complete the unit, a student must complete work of a standard necessary to indicate achievement of each learning outcome.

1.6.3 Level of Achievement – Units 1 and 2

The assessment of level of achievement in units 1 and 2 is totally a school responsibility. Whether the student has received “S” or “N” is reported to VCAA, but achievement levels are not.

Students at completing units at levels 1 and 2 at Beaufort Secondary College are required to complete a number of assessment tasks that are graded. They are aimed at giving students an idea of how well they are progressing, are included on their semester reports and are taken into consideration for purpose of academic awards.

1.6.4 Level of Achievement – Units 3 and 4

For level of achievement attained in units 3 and 4, there is a school-assessed component and a centrally set and marked component.

The school-assessed component takes the form of “School-Assessed Coursework” (SACs) and “School-Assessed Tasks” (SATs). Every study has SACs outlined in its study design that the teacher must apply. SATs are only applicable in Art, Design and Technology, Food and Technology, Systems and Technology and Visual Communication and Design. They are generally longer and have a practical component (e.g. student art work)

The majority of the work involved in SACs and SATs must be carried out in the classroom during class-time, is to be completed within a limited timeframe. The scope of each piece of work is restricted and is assessed using criteria set down by VCAA.

The centrally set and marked component takes the form of one or two examinations. The weighting given to examinations in units 3 and 4 is generally 50%, although is greater in some subjects.

1.7 Statistical Moderation of School Assessments

To ensure the comparability of school assessments in units at levels 3 and 4 across the state, the VCAA applies statistical procedures to them.

1.8 Authentication

This is the process laid down to ensure that work submitted by a student is genuinely the work of that student. See section 2.10 of this handbook.

1.9 Tertiary Entrance

A student's "Equivalent National Tertiary Entrance Score" (ENTER) is calculated as follows:

- a. Calculation of a study score for each pair of VCE level 3 and 4 units undertaken.
- b. Review of study scores to ensure comparability between studies.
- c. Addition of the student's study scores in English and in his/her best three other studies plus 10% of the score in his/her fifth and sixth studies.

The ENTER is a ranking of students based on this total.

Some VCE VET studies are scored and may be used for the calculation of a student's ENTER. Other VCE VET studies entitle the student to a 10% bonus, calculated on the average of the student's best four scores where the VET study itself is not included.

1.10 VCAL

The Victorian Certificate of Applied Learning (VCAL) is a certificate which also is issued by the Victorian Curriculum Assessment Authority (VCAA) and can be accessed by the VCE students in our school.

There are three levels of VCAL, Foundation, Intermediate and Senior and students can be enrolled in any level appropriate to them. There are no pre-requisites for entry to VCAL programs.

As its title suggests, VCAL has a strong 'hands-on' component and is particularly applicable to those students' selection VET courses and/or Design and Technology units.

The five areas of study in VCAL are:

1. Literacy (VCE Units 1 & 2)
2. Numeracy (VCE Units 1 & 2)
3. Industry specific skills (VET subjects)
4. Work related skills (Industry & Enterprise Units 1 & 2 and Work Experience. OR one day per week work placement)
5. Personal development skills (VCE Outdoor Education Units 1 & 2 or

3 & 4, OR another discipline such as Music or Studio Art which has a strong personal development component).

PLUS any other VCE Unit selected by the student.

VCAL is simply a combination of subject choices which leads to a formal qualification that will be recognised and respected by employers throughout the state.

- Q.** “How do I know if I should enrol as a VCAL student within the VCE?”
- A.** If you believe that your working future lies in the applied skills area related to occupations such as the home building trades, retail, hospitality, agricultural, or other practical areas, then it is worth contacting the school’s VCAL Co-ordinator to gain more information.

Glossary:

VCAL: Victorian Certificate of Applied Learning. A certificate awarded by the VCAA within the VCE framework which recognises studies in literacy, numeracy, work related skills, industry specific skills and personal development skills.

1.11 VET IN THE VCE

What is "VET" in a VCE Program?

VET stands for Vocational Education and Training – it is now sometimes referred to as TAFE (Training and Further Education) in VCE. A VET in VCE course is a standard vocational course which is recognised by the Board of Studies as contributing towards a student’s VCE, and which can be done as part of the student’s VCE studies.

A VET in VCE course provides a nationally recognised qualification.

VET in VCE programs usually run for the duration of the student’s VCE studies. Schools try to design their course offerings and timetables so students can do studies that provide underpinning skills and knowledge for their VET qualification. In addition, students undertake both on-the-job and off-the-job training that is required for the specific VET qualification.

On-the-job training is done through work placements that are arranged by the Ballarat Cluster or the school (in the case of VET programs offered only by the school). Most students will need to work up to 20 days per year in a work placement. Students in some school-based courses may work less – other students in some programs may have to work significantly more. Some courses require work to be done in holiday periods.

Of-the-job training may be done at the school, or with another training provider such as University of Ballarat or Ballarat Group Training.

What Does It Mean For Me?

Commitment

Students must be prepared to commit themselves for at least two years for the duration of their course commitment to their VCE and VET in VCE studies, and commitment to work and employers in their work placements.

Time Management and Travel

Students need to arrange their own travel to work placements – shift work, broken shifts and weekend work may be required. Sometimes, students also have to make their own way to off-the-job training. In addition, students need to be able to allocate time between their different activities, locations, and training requirements. If you are not an organised person when you start the course, you will be when you complete it!

Book Work as Well as Practical Work

Although VET in VCE programs do have an on-the-job element, students are often surprised to discover that their courses require a lot of book-based learning and projects, with subjects like record-keeping and cleanliness.

Fees or Other Expenses

Fees will be charged for participation in VET in VCE courses. In addition, some courses require that you purchase uniforms, equipment or protective clothing. Special requirements are outlined in the course information sheet.

1.12 NEW APPRENTICESHIP or TRAINEESHIP

Another way for vocational training to contribute towards your VCE is through a school-based new apprenticeship or traineeship.

In order to become an apprentice or trainee you have to be in paid work, and sign a contract of training which must be registered with the Office of Training and Tertiary Education (OTTE).

Your VCE program would share time with your part-time work and vocational training.

So your VCE would contain three parts:

- VCE studies undertaken at school
- Vocational training, undertaken at a TAFE institute for example
- Part-time, paid work in the industry in which you are undertaking the training

SECTION 2 - POLICIES & PROCEDURES IN RELATION TO COMPLETION OF WORK

2.1 Introduction

Beaufort Secondary College has designed its policies and procedures with fairness in mind, and in order to assist students succeed in their VCE studies. It is important that teachers, students and parents are aware of these policies and procedures, and the rights and responsibilities that flow from them.

2.2 General Declaration

Under Victorian Curriculum and Assessment Authority rules, before undertaking any VCE studies all students must sign an agreement to abide by VCAA regulations.

2.3 VCE Unit Requirements

Achievement of Learning Outcomes

To satisfactorily complete a VCE unit, a student must demonstrate achievement of each of the learning outcomes as specified in the study design. Judgement as to satisfactory completion or otherwise is a school responsibility. It will be a matter of teacher judgement as to whether achievement of the outcomes has been reached.

Achievement of an outcome means that:

- the work meets the required standard,
- the work was submitted on time,
- the work is clearly the student's own, and
- there has been no substantive breach of rules

If all learning outcomes are achieved, the student receives "S" for the unit.

2.4 SACs and SATs in Level 3/4 Units

See section 1.6 for a description of the nature of SACs and SATs. Both are used to assess the student's level of achievement on the learning outcomes laid down for that unit. In most studies, the teacher is required to select from a range of assessment methods designed to assess unit outcomes. However, choice of actual task is the teacher's responsibility, and will normally depend upon the teacher's program and the needs and interests of the students.

SACs and SATs should be regarded as part of the regular teaching and learning program and will be completed mainly in class time. To avoid potential problems of authentication, the specific details of a task will normally be provided just prior to the starting date of the task.

In most school-based assessments, students will be given a word range. This will be sufficient to allow achievement of the outcome to be demonstrated.

Teachers generally will not look at draft material prior to coursework assessment. Whilst some tasks may require students to prepare material out of class, teachers have been specifically instructed not to mark or provide comments on any draft of work that is to be submitted for coursework assessment.

2.5 Attendance

- 2.5.1 The setting of minimum class attendance is a school responsibility, and is seen as an important part of authentication (VCAA, *VCE Administrative Handbook 2004*).
- 2.5.2 The attendance requirement at Beaufort Secondary College is 100%. Explained absences of 10% of the total class time will be acceptable. Absences in excess of 10% will require medical certificates or special documentation approved by the Principal. Note that classes missed as a result of school-based activities will not be regarded as absences for the purpose of this section.
- 2.5.3 Failure to meet the requirements set out in this section will mean in an “N” result for the unit. No allowances will be made for unexplained absences.
- 2.5.4 It is the responsibility of the student to meet the requirements of this section. After an absence, a signed absence note and/or other documentation should be presented at the general office so that the school rolls can be annotated accordingly. This should be done within one week.

2.6 Completion Dates for School Assessments

- 2.6.1 In all VCE units it is the responsibility of the school to set completion dates for school-based assessment tasks.
- 2.6.2 Students and parents will be provided with a list of completion dates for all school assessments early in each semester. This will be expressed in terms of particular weeks when school assessments will occur. In preparing this list, student and teacher workload will be taken into account, as will the timing of school activities such as sport and the VCE Study Camp.
- 2.6.3 The assessment timetable will be adhered to as closely as possible, although it may be necessary to modify it slightly where unforeseen circumstances arise. In such a case, the relevant teacher will consult with students in the setting of an appropriate replacement date, and this will be communicated to parents.

2.6.4 Submission of Work

Where an assessment task is to be completed outside class time, it is the responsibility of the student to personally deliver the work to the teacher who set the task.

It is expected that each teacher will keep a record of work received, corrected and returned to students. Students, also, should keep a record of work submitted, and have the class teacher sign that he/she has received it.

In the event that the teacher is absent, the work may be given to the VCE

Co-ordinator, who will record the name of the student, title of the piece of work and date and time that it was accepted.

2.6.5 Late work/Work not submitted

Where a piece of assessment work is permitted to be completed outside class time, it is the responsibility of the student to plan his/her work schedule so that the work is completed and submitted by 4.00 pm on the set date. For their part, teachers will work to ensure that their expectations of students in terms of work completion are fair and reasonable.

In the event that an assessment item is not submitted or is handed in late, a letter of warning will be sent home informing the student's parents of the new deadline, and outlining the school's policy in this area.

Internally graded late work in VCE units 1 and 2 will incur a penalty as follows:

- Up to one week late: penalty one grade
- Greater than one week late: work marked as "NA" (no assessment)

After a letter has been sent home under this section, any further breaches in that unit will result in an "N" being awarded without warning.

A student who has received an "N" under this section will still be required to attend class, where he/she will undertake private study.

2.6.6 End of Semester Cut-off for Work Submission

Notwithstanding the contents of the previous section, at the end of each semester a day will be designated as the final day for submission of work. The only work that will be accepted after that date will be:

- Work resubmitted in accordance with sections 2.6.5 and 2.6.6, and
- Work that has been granted an extension of time in accordance with section 2.7. Note that this only applies in semester 1 of any year.

2.6.7 Student absence on the day of a SAC

Where a student misses a SAC, it is generally not appropriate that he/she is allowed to undertake the same task as the rest of the class at a later time. Hence, a comparable (but different) task may need to be prepared by the teacher, and completed at the earliest possible date.

For obvious reasons, the school's policy is to strongly discourage absence on the day(s) that a SAC has been scheduled.

If a SAC is missed due to an exceptional circumstance (i.e. illness supported by a medical certificate or significant personal hardship that can be verified), a replacement date and task will be organised.

If a SAC is missed without the existence of an exceptional circumstance (including an illness where no medical certificate is presented), a warning letter will be sent home, and the student will complete the alternative task after school on the earliest convenient day after he/she returns to school. Further absence on the day(s) of a SAC will result in the student receiving zero for that SAC. Also, because SACs are used by teachers to determine if students have achieved specific learning outcomes, absence without an exceptional circumstance may result in the student receiving an “N” result for that unit.

It is therefore important that students plan their time sufficiently so that they are present on the days that SACs are scheduled.

2.7 Extensions of Time

- 2.7.1 As indicated previously, students should plan their work schedules so that work is completed and submitted by the due date. However it may be possible, under certain circumstances, for a student to gain an extension of time in order to complete a school-assessed task.
- 2.7.2 A student making an application for an extension of time should do so on the standard form available from the General Office. It will need to be signed by the parent, teacher and VCE Co-ordinator at least 24 hours before the due date.
- 2.7.3 In general, extensions will only be granted where the above procedure has been followed, and in cases of illness or personal hardship where documentary proof is presented.
- 2.7.4 Where an extension is granted, generally it will be for a maximum of two school days.
- 2.7.5 Where an extension is granted, it will not incur a late penalty.

2.8 Redemption of coursework failing to meet minimum standard

Where a student’s coursework is assessed as failing to meet the minimum standard necessary to show attainment of a learning outcome, the student will be given one opportunity to “redeem” the result. In such a case, a letter will be sent home explaining the result, and advising that the student will be given one week to complete additional work in order to allow him/her to reach a satisfactory standard. After redemption, the student’s mark remains at the original grade.

2.9 Reporting to Students and Parents

2.9.1 After work is submitted and marked, feedback will be provided to students. Such feedback will include advice about:

- whether the work has resulted in achievement of the learning outcome or satisfactory completion of the work requirement (i.e. the “S” or “N” decision),
- the achievement level attained
- problem areas evident, and
- where and how improvement can be made for further learning

2.9.2 For level 1/2 units, level of achievement attained will be in the form of a letter grade in accordance with the school’s assessment policy.

2.9.3 For level 3/4 units, students will be provided with a numerical score. It will, however, be made clear that such scores are to be regarded as “initial assessments” and will be statistically moderated against the performance of the group on the external examination.

2.10 Authentication

2.10.1 In accordance with VCAA rules, students must ensure that all unacknowledged work submitted is genuinely their own.

2.10.2 Students must acknowledge all resources used, including text and source material, as well as the name and status of any person who has provided assistance and the type of assistance provided.

2.10.3 Students must not receive *undue assistance* from any other person in the preparation and submission of work. Acceptable levels of assistance include the use of ideas or material that is transformed by the student, and advice that leads to refinements and/or self-correction. Unacceptable levels of assistance include the use of another person’s work without acknowledgement, and actual improvements made or dictated by another person.

2.10.4 Students who knowingly assist other students in a breach of rules will be penalised.

2.10.5 A student’s work will be assessed only if the teacher can attest that, to the best of his/her knowledge, the work is that of the student. Where work:

- is not typical of other work produced by the student,
- is inconsistent with the teacher’s knowledge of the student’s ability,
- contains unacknowledged material, or

- has not been sighted and monitored by the teacher during its development,

The teacher must satisfy himself/herself about its authenticity. In doing so, the teacher may consider it appropriate to ask the student to demonstrate his/her understanding of the task at the time of submission.

- 2.10.6 For SACs done outside class time, teachers are required to monitor and record each student's progress through to completion. This will require regular sightings of the work and the keeping of records. The teacher and student should sign each recorded observation.
- 2.10.7 In the case of SATs, teachers are also required to monitor and record the development of each student's work from planning and drafting through to completion. This requires regular sightings of the work by the teacher. An *Authentication Record* must be used to record the monitoring of each student's work. It requires three recorded observations of individual work done in class.

See Section 4 of this handbook for copies of the above documents.

2.10.8 Evidence of a breach of authentication would include:

- records of student attendance
- the teacher's authentication record for school-assessed tasks
- records of teacher judgement about the authenticity of particular work
- work of other students that is similar to that presented by the student in question
- samples of other work produced by the student
- copies of source material from which unacknowledged work was obtained
- records or any interview, discussion or supplementary test in which the student has been asked to demonstrate his/her understanding of the work
- any admission from the student that the work submitted was not his/her own

2.10.9 If work cannot be authenticated, the matter must be dealt with as a breach of rules. In such a case, it will be referred to the VCE Co-ordinator and Principal. A letter will be sent home indicating that a breach of rules has occurred. In some cases, an interview may be requested in which the student will be called upon to demonstrate his/her understanding of the work. This interview will be conducted by the VCE Co-ordinator and classroom teacher. If the student wishes, a parent or friend may attend the interview in a support role but may not act as an advocate.

2.10.10 In the case of a breach of rules, the principal has the power to impose an appropriate penalty upon the student.

2.11 Lost, Stolen or Damaged Work

2.11.1 A teacher or student who has lost work, or has had work stolen or damaged, must make a written statement of the circumstances. The

statement must be signed and dated. The Principal, acting on the advice of the teacher and VCE Co-ordinator and on the basis of records kept, will determine the unit result for the student, and, in the case of coursework, the score.

- 2.11.2 It should be noted that the above does not apply to work lost or damaged due to computer misuse or malfunction. It is the responsibility of the student to keep back-up files.

2.12 Moderation of Coursework Assessments

- 2.12.1 To ensure comparability of school assessments in level 3/4 units across the state, VCAA applies statistical procedures to the results of each group, study by study.
- 2.12.2 At school level, where there is more than one timetabled group in a study, all students taking the study will be regarded as being in the one class for purpose of moderation. At Beaufort Secondary College, this is only likely to occur in English. Where this is the case, the following will be necessary to ensure internal comparability of assessments by:
- cross-marking of student work, with the involvement of another teacher if agreement cannot be reached as to the rank order of students,
 - a common teaching program, and
 - common coursework assessment tasks
- 2.12.3 Where a class has fewer than five students, it is necessary to form a partnership with another school for the purpose of coursework assessment. The formation of a partnership is also encouraged for classes with between five and nine students.
- 2.12.4 Where a partnership has been formed, it will be necessary to follow the internal moderation procedures described in 2.12.2.

2.13 Audits of Coursework

Each year, VCAA will audit coursework assessments in each study in a number of schools. The audit will include examination of the coursework tasks that are set for the students' assessments, teachers' records of students' assessments and examples of student work. The audit will also examine school assessments for irregularities including instances of undue assistance and cases where VCAA's requirements have not been followed.

SECTION 3 – SCHOOL RULES AND PROCEDURES APPLYING TO YEAR 11 & 12 STUDENTS

3.1 General

- 3.1.1 The school policies relating to student management are based on the concept of rights and responsibilities. In other words, students have rights but must accept that there is a reciprocal set of responsibilities.
- 3.1.2 The student code of conduct, dress code and discipline policy apply to all Beaufort Secondary College students, including Year 11 & 12 students. They are published in this handbook (see appendices).
- 3.1.3 The school believes that its Year 11 & 12 students should be encouraged to develop independence and self-reliance. Consequently, they have some additional rights and freedoms. It must be noted, however, that the granting of such rights and freedoms are contingent upon students meeting their responsibilities.
- 3.1.4 The school further believes that its Year 11 & 12 students have an important role to play in terms of leadership of students in years 7-10. Such leadership relates to uniform, punctuality, involvement in school activities and general behaviour around the school. It is expected that VCE students will provide exemplary role models in these areas.

3.2 Year 12 Common Room

Year 12 students have access to a common room where students will have their lockers and are able to keep their bags etc.

The Year 12 room is a place to relax at lunchtime and recess. The use of this room is a privilege and not a right, and students will only have access to this room if they are attending school wearing full school uniform, setting appropriate standards of behaviour and applying themselves to their studies. Students are also expected to keep the room neat and tidy.

3.3 Private Study Periods

The school believes that its Year 11 & 12 students should be encouraged to develop independence and self-reliance and to organise their own study program. It is essential that private study periods are used effectively.

Private study periods are time-tabled and students are supervised in an allocated room.

3.4 The Computer Room (Room 20)

3.4.1 Beaufort Secondary College is in an enviable position in the computer area. It has a large computer centre stocked with up-to-date hardware and software, and has an excellent ratio of machines to students. The equipment is well maintained and generally in good working order. This is largely due to the spirit of co-operation exhibited by the vast majority of students.

3.4.2 As a general rule, students are given the widest possible access to the computer room and teachers are sympathetic to the demands upon students.

3.4.3 Rules in relation to the use of room 20 by Year 11 & 12 students:

- No food is to be brought in or consumed.
- Students are to behave in a responsible manner. There will be no unacceptable or boisterous behaviour allowed.
- Where there is a scheduled class in progress, it shall have precedent over other users of the room. However, teachers have agreed that they will allow Year 11 & 12 students to use unoccupied machines for silent work. In such a case, the Year 11 & 12 student is to knock on the door, wait for the teacher to arrive, then politely ask for admission.
- A student wishing to run an executable program from a floppy disk, data stick or CD must firstly seek permission from a teacher. Before running the program the student will be required to scan the disk or data stick.
- No student may add or remove programs or files from the hard drives of the school computers,
- The office areas at the front of room 20 are out-of-bounds.
- The playing of games is only allowed outside class times.

3.5 The Library

Year 11 & 12 students are encouraged to use the library for quiet work during their private study periods.

3.6 Student Support

3.6.1 During Year 11 & 12 students are encouraged to think carefully about their lifestyle. An appropriate mix of hard work, sport, leisure and social activities, will result in a balanced life and give the student his/her best chance of success.

The school, however, understands that Year 11 and 12 can be stressful years for students, and that there are further pressures on young people in their adolescent years. Students seek assistance from any staff member with whom they feel comfortable. However, the school has established a structure to address such issues and maximise students' chances of success.

- 3.6.2 The Year 11 & 12 Co-ordinator has a dual role to play in relation to student management. On one hand, he/she is responsible for ensuring that the rules of behaviour are adhered to so an appropriate learning environment is provided. On the other hand, he/she is there to provide students with advice, support and encouragement. Year 11 & 12 students are, therefore, encouraged to approach the Year 11 & 12 Co-ordinator if support or assistance is required. Where expert assistance is necessary (see 3.6.4), the Year 11 & 12 Co-ordinator will facilitate it.
- 3.6.3 Another contact is the Pupil Welfare Co-ordinator. This person's role is to help students on an individual basis and may be approached for assistance at any time.
- 3.6.4 The school has access to district student support services – including a social worker and psychologist.
- 3.6.5 An important area is counseling in relation to careers and tertiary entrance. It is most important that Year 11 & 12 students consider post-school options on an ongoing basis during years 11 and 12 and seek assistance where necessary. For Year 12 students, formal counseling by the College's Careers and Transition team will occur shortly after mid-year, in the period leading up to the cut-off date for tertiary selections. It is expected that all students seek out information from the careers and transition team throughout the year.

3.7 Exit Folders

- 3.7.1 All students who complete their secondary schooling at Beaufort Secondary College are entitled to an exit folder.
- 3.7.2 Funded by the Parents and Friends Association, a student's exit folder contains a statement of his/her academic results, a record of achievements in the leadership area, involvement in school and community activities and an official school reference.
- 3.7.3 The introduction of exit folders for our Year 11 & 12 students was an excellent innovation by the school a number of years ago, and has been adopted, to a lesser degree, by a number of other schools. Our students have found that it provides them with an impressive curriculum vitae when they make their first foray into the job market.
- 3.7.4 Please note that other than the statement of results and school reference, a student's exit folder will consist of material that has been collected over his/her school career. Certificates, awards and sporting ribbons are often included. The exit folder, therefore, will be only as good as the student makes it. It is the student's responsibility to

apply for his/her exit folder by the published deadline, and provide the material for it.

3.8 Leaving the School Grounds

- 3.8.1 Whilst some of our senior students hold the belief that they should be allowed greater freedom to come and go than younger students, the school has legal responsibility for them during school hours and must insist that the same rules apply to all students. As a general rule, therefore, students must remain on the school grounds during normal school hours.
- 3.8.2 Students wishing to leave the school grounds must seek permission from the Assistant Principal, and sign the appropriate register. In most cases, he/she will insist upon a parental consent note, although this requirement may be dispensed with in some situations.
- 3.8.3 To encourage students to organise their own private study program, Beaufort Secondary College allows students to work at home if they have free periods - 1 and 2 or 5 and 6. Students are expected to sign the late book in the morning and sign the exit book in the afternoon and to report to the VCE Co-Ordinator or Assistant Principal.

3.9 Student Cars

- 3.9.1 Students with valid drivers' licences are allowed to drive their cars to school, but must firstly inform the school of the intention to do so, and apply for a permanent parking space.
- 3.9.2 The following behaviours are strictly forbidden:
- Having other students as passengers whilst travelling to or from school, or during school hours, or being a passenger under such circumstances.
This rule applies whether the passenger has a note from a parent consenting to such behaviour or not.
 - Leaving the school grounds except in accordance with section 3.9.
 - Driving at excessive speed or without appropriate care.
- 3.9.3 Students failing to comply with the above guidelines will be either required to leave their keys at the school office during the school day, or forbidden from bringing the car to school altogether.

A form to request a parking space and permission for students to drive their cars to school is at the back of this book.

3.10 Other Applicable Rules

3.10.1 Use of the Buildings at Recesses and Lunchtimes

It is a general rule that students must remain outside the buildings except on designated bad weather days or where permission has been obtained from a teacher.

This rule needs to be flexibly applied to Year 11 & 12 students, who tend to use breaks to use computers, approach teachers, etc.

The library is available to Year 11 & 12 students during private study periods and is open most lunchtimes.

3.10.2 Eating in the Buildings

Year 12 students are able to use the VCE Centre at lunchtime, or, along with Year 11 students, they may eat their lunch in the Canteen. Eating is not permitted in other areas of the school buildings, except on designated bad weather days.

Chewing gum is specifically banned.

3.10.3 Yard Duty

This is required of all students and will be enforced. In recognition of their work load, Year 12 students will normally be excused from yard duty after Term 1.

3.10.4 Out of Bounds Areas

The general principle is that all students should be visible from the main areas of the school ground so that they can be supervised adequately. Areas not fitting this description would include:

- Behind large trees and shrubs around the buildings and perimeter of the school yard
- The car park (where staff cars are parked)
- Behind the instrumental music centre
- Along the east and north walls of the Drama Centre and behind the oval retaining wall
- Beyond the cricket nets
- Behind the Technology workshop
- The area around the Park Road gate
- The bike racks
- Staffrooms
- Storerooms, the laundry and sick bays (unless permission has been received)
- Agriculture Shed

3.10.5 Punctuality

It is important that students develop the ability to organise themselves sufficiently to be on time for school and classes.

Lateness to class should only occur in exceptional circumstances. The aim of the two bells five minutes apart at the start of periods 1, 3 and 5 is to give students ample time to get organised and get to class. On the first bell, students should cease what they are doing get organized for class.

Latecomers to school and/or class should sign the late book and report to the Assistant Principal who will deal with the matter on its merits.

3.10.6 Smoking

Beaufort Secondary College has a Drugs Policy and this applies, in part, to tobacco. The law has outlawed smoking on the school premises. Smoking is also a concern on health issues.

Smoking is not permitted at school, whilst travelling to or from school, at any school function or while wearing school uniform. School rules allow for a warning letter to be sent home initially, then suspension for subsequent breaches of the rule.

3.10.7 Travelling to and from School

The school insists that students behave in an appropriate manner whilst travelling to and from school and whilst wearing the uniform of the school.

Bus Travellers are to remain seated throughout their journey home.

Town students using Park Road are to use the service road, and in doing so are to keep to the left and display courtesy to other road users and members of the public.

3.10.8 Cyclists are required by law to wear helmets whilst riding bicycles, and it is school policy to insist that students riding bicycles to school obey the law.

Bicycles are to be left in the bike racks. The school advises cyclists to obtain and use a chain and lock on bicycles left in the school's bike racks.

Under no circumstances may a student borrow another student's bicycle during the school day.

3.10.9 Absence from School - should be followed by a written explanation of the nature of the absence, signed by the parent or guardian, on the day of return to school. This is particularly important for Year 11 & 12 students who have an attendance requirement built into the assessment of their courses. Allowance is made for "explained absences". Success in VCE is dependant on regular attendance.

3.10.10 Mobile Phones – Students are not allowed to bring mobile phones to school. If mobile phones are needed after school, they are to be switched off and left at the general office during the school day. It is important that the school is able to monitor those who would seek to communicate with students. If a family emergency arises and a student needs to be contacted urgently, the office staff will see to it that the message is passed on at the earliest possible time. The school will take no responsibility for loss of or damage to mobile phones brought to school in contravention of this policy. It is contrary to VCAA rules for Year 11 & 12 students to have a mobile phone on their person while completing a SAC or an exam.

3.11 Student Traditions

Several traditions associated with Year 11 & 12 have evolved at Beaufort Secondary College, and it is hoped that they will continue. Some of these are:

- *Staff vs Student Games* – Netball, basketball and volleyball matches are held during the year. All matches are always very competitive and enjoyable, and played in good spirit;
- *Year 12 Assemblies* – one per term, organised by the school captains;
- *Lions “Youth of the Year Quest”* – held in February and March. Since the demise of the Beaufort Lions Club, Beaufort Secondary College has supplied entrants for two clubs – Skipton and Mt Bolton (Learmonth);
- *Year 12 Memento Tops* – Memento tee shirts or rugby tops are usually organised by the students. School uniform remains a School Council matter, and whilst the school encourages year 12 students to design their rugby jumper, it must be approved by the Principal and School Council. In providing approval, the general principle is that they must be in school colours and have an acceptable design. Any writing must be in good taste.

The year 12 rugby top may be worn by Year 12 students when they have been delivered to the College by the supplier and are to be regarded as a replacement for the school jumper. On formal occasions, correct school uniform must be worn.

- *Year 12 Dinner* – normally held at the Beaufort Golf Club at the end of the final exams in November. This dinner has allowed students, teachers and parents to mix socially and is where the school makes its farewell to Year 12 students.

- *Final Day for Year 12* – On the final day, Year 12 students have attended school wearing very creative costumes and fancy dress. The morning has started with breakfast, and followed by a final assembly with the whole school where each student is given the opportunity to address the school. After this, students enjoy morning tea with the staff and from there, they are dismissed.

SECTION 4 - APPENDICES

4.1 Student Code of Conduct

4.1.1 All students who attend Beaufort Secondary College are expected to recognise, respect and act in accordance with the rights and responsibilities of fellow students, staff, parents and visitors. Such rights and responsibilities relate to property and personal relationships.

4.1.2 The Rights of Members of the School Community

Students have the right to experience the best education that the school can provide in a safe, secure and harmonious environment. Their main responsibility is to act in a manner that shows respect for the rights of the other people in the school community

Staff members have the right to expect the respect, support and co-operation of students, fellow staff members and parents in their efforts to provide the best possible educational experiences for students. Their main responsibility is to provide courses of study in such a manner that promotes students' progress and welfare.

Parents' main right is to be confident in the school's ability to provide an excellent and relevant educational program. Their main responsibility is to provide support for their children and the school.

4.1.3 Student Behaviour

It is expected that students will:

- Behave in a way that encourages and assists the learning of other students
- Work consistently and to the best of their ability. Students are expected to meet their commitments with respect to school work
- Preserve and protect the property of other students as well as that of the school
- Think and act responsibly and safely at all times
- Be courteous to, and respect the rights of, fellow students, staff and visitors
- Comply with reasonable instructions given by members of staff
- Maintain a high standard of hygiene and personal appearance that includes the wearing of the school uniform and other clothing in a neat and tidy manner
- Avail themselves of the opportunities provided by the school - curricular and extra-curricular
- Uphold the school's name and reputation to the best of their ability

- Be aware of, and act in accordance with, the school's policies in relation to discipline, harassment, welfare and drugs
- Do their utmost to encourage others to maintain the Code of Conduct

4.1.4 The Approach to Discipline

As far as possible the general aim is to prevent problems from arising. Students are encouraged to be co-operative and respectful of others, and to develop self-discipline. The school will work to enhance each student's self-image, sense of acceptance and belonging. Where disciplinary action is necessary it will be implemented consistently and fairly.

4.1.5 Levels of Discipline

These are described in the school's discipline policy (see 4.2)

4.1.5 Sanctions

These will depend on the circumstances and degree of seriousness of the breach of the code of conduct.

4.2 **Discipline Policy**

4.2.1 Introduction

The procedures adopted by the school when handling matters of student discipline must be read in conjunction with the following:

- Student Code of Conduct (see 4.1 above)
- Code of Practice - Staff
- Beaufort Secondary College Student Dress Code (see 4.3 below)

They are also consistent with the DEECD-Victoria "Student Discipline Procedures, 1994" and "Ministerial Order No. 1, Discipline of Pupils

4.2.2 General Principles

The following are key elements of the school's discipline policy:

- The *rights and responsibilities of all parties* (students, staff and parents) must be respected.
- In line with the rights and responsibilities described above, there is a *co-operative approach* to discipline matters. Parents will be involved, where necessary in matters of student discipline. The use of discipline conferences is seen as important in circumventing many discipline problems.

4.2.3 Levels of Disciplinary Action

The Student Code of Conduct in the School Charter lists three levels of disciplinary action - Levels 1-3.

Level 1 - Teacher deals with the problem

The vast majority of disciplinary matters are dealt with within the class. If action becomes necessary, teachers will seek to be:

- Prompt
- Fair and reasonable, with a "punishment to fit the crime"
- Done out of concern for the progress and welfare of the particular student and others in the class

It is impractical to list all "crimes and punishments", however the following approaches are used by many teachers:

- Talking the matter out with the student
- Moving the student within the class, or even preparing a class seating plan
- Having the student prepare a written apology to an injured party
- Detention - Generally lunchtime, but an after-school detention may be given in cases of extreme or persistent bad behaviour. In such a case, the teacher will ring the parents of the student involved, inform them of the action taken and request them to collect their child afterwards.
- Communication with parents directly, either through the diary or by phone.

Level 2 - Referral to Year Level Co-ordinator

In the case of persistent low level misbehaviour or when more serious misbehaviour occurs, the teacher will often seek assistance from the Year Level Co-ordinator. This may result in the application of one of a range of strategies, including removal of the student from class for a designated period of time.

Level 3 - Exclusion

This term relates to suspension and expulsion. The use of these is governed by the DEECD's "Student Discipline Procedures 1994" and is the ultimate responsibility of the Principal.

In general terms, exclusion is regarded as a serious measure and will only be used when other measures have not produced a satisfactory response.

Parents must be involved in exclusion procedures except where the student is over 18 years of age, the student is over 16 years of age

and living independently from his/her parents or where the parents cannot be contacted.

In the case of classroom discipline, "exclusion" will be considered as an option in the case of a second level (serious) offence, or repeated first level (less serious) offences, where the teacher has exhausted other techniques of classroom discipline. In such a case, it may be decided by the Assistant Principal in consultation with the Level Co-ordinator that despite the use of all reasonable measures, the student has continued to engage in behaviour that warrants exclusion, and will recommend such action to the Principal.

4.3 Student Dress Code (as amended 2007)

4.3.1 Introduction

The Student Dress Code was originally passed by the Beaufort Secondary College Council at its meeting on 28 February 1996 and came into operation immediately. It was developed after extensive consultation with the school community and is required of all students attending the college, and has been reviewed on three occasions since.

The code was made in accordance with the relevant Governor-in-Council Order and using the advice contained in DEECD's "Guidelines for Making Student Dress Codes".

4.3.2 Rationale

In the view of the School Council, the wearing of a school uniform is supported for a number of reasons, including the following:

- Although initial outlay may be high, it will, ultimately, be cheaper for parents,
- It ensures that socio-economic differences between students are not made obvious, and so is important for the self-esteem of all students,
- It promotes pride in one's school and community,
- It reflects school "tone", and the image of the school, in the local community.
- It is in keeping with the views and cultural norms of our school community.

4.3.2 Uniform Items

Boys' Uniform

- Regulation school grey shorts **or** long grey trousers in regulation colour (formal/styled or plain pull-on style. Material may be cotton, synthetic, wool or wool blend but plain texture. not corduroy or cargo-style)
- White cotton shirt and school tie (Royal blue, with lime green, gold, white, narrow stripe) **or** white polo shirt **or** white skivvy
- Grey socks
- Appropriate hat or cap (navy blue)
- Regulation Beaufort Secondary College jumper or vest in Eton blue (Years 7-12) or regulation BSC polar fleece jumper or vest
NOTE: Year 12 students may design and wear a Year Level jumper (to be approved by School Council) to non-official school functions.

- Black leather lace-up school shoes or elastic-sided plain black leather boots. Sport, street, skate, suede or canvas shoes, even if black in colour, are not permitted.

School Blazers are optional

Interschool Sport (unless special attire required)

- White polo shirt or school athletics singlet
- Navy shorts, Navy track pants
- School Rugby Top

House Sports: A House coloured tee shirt for house events.

Girls' Uniform

- Regulation school dress **or** regulation navy blue shorts and white polo shirt (summer)
 - Regulation kilt with white shirt and school tie or white skivvy or white polo shirt, **or** navy blue slacks with white shirt and school tie or white skivvy or polo shirt (winter)
 - Plain white socks or (when kilt or pants is worn) long navy socks or wool tights
 - Appropriate hat or cap (navy blue)
 - Regulation Beaufort Secondary College jumper or vest in Eton blue (Years 7-11) or regulation BSC polar fleece jumper or vest
- NOTE: Year 12 students may design and wear a Year Level jumper (to be approved by School Council) to non-official school functions.
- Regulation black leather school.

School Blazers are optional

Inter-school Sport

- Navy blue sport skirt or navy shorts, navy sports briefs, navy track pants
- White polo shirt or school athletic top
- Rugby top

House Sports: A House coloured tee shirt for house events.

4.3.3 *Important notes in relation to the school uniform*

The wearing of a white shirt designed for the wearing of a tie, with the tie itself, is the formal school uniform, and is to be worn at official school functions.

Headwear: It is school policy for “appropriate headwear”--headwear consistent with the school uniform--to be worn by students for health and safety reasons.

Students should wear such headwear when outdoors, particularly when weather conditions are such as to make it necessary. Teachers may withdraw students without appropriate headwear from outdoor activities if circumstances

warrant such action. Please note that sun blockout lotion should also be used by students when outside during summer and is available at the General Office.

Hair accessories are required to be navy blue. Students will be asked to remove items that do not meet this requirement.

Jackets may be worn as extras in winter but must be removed in class.

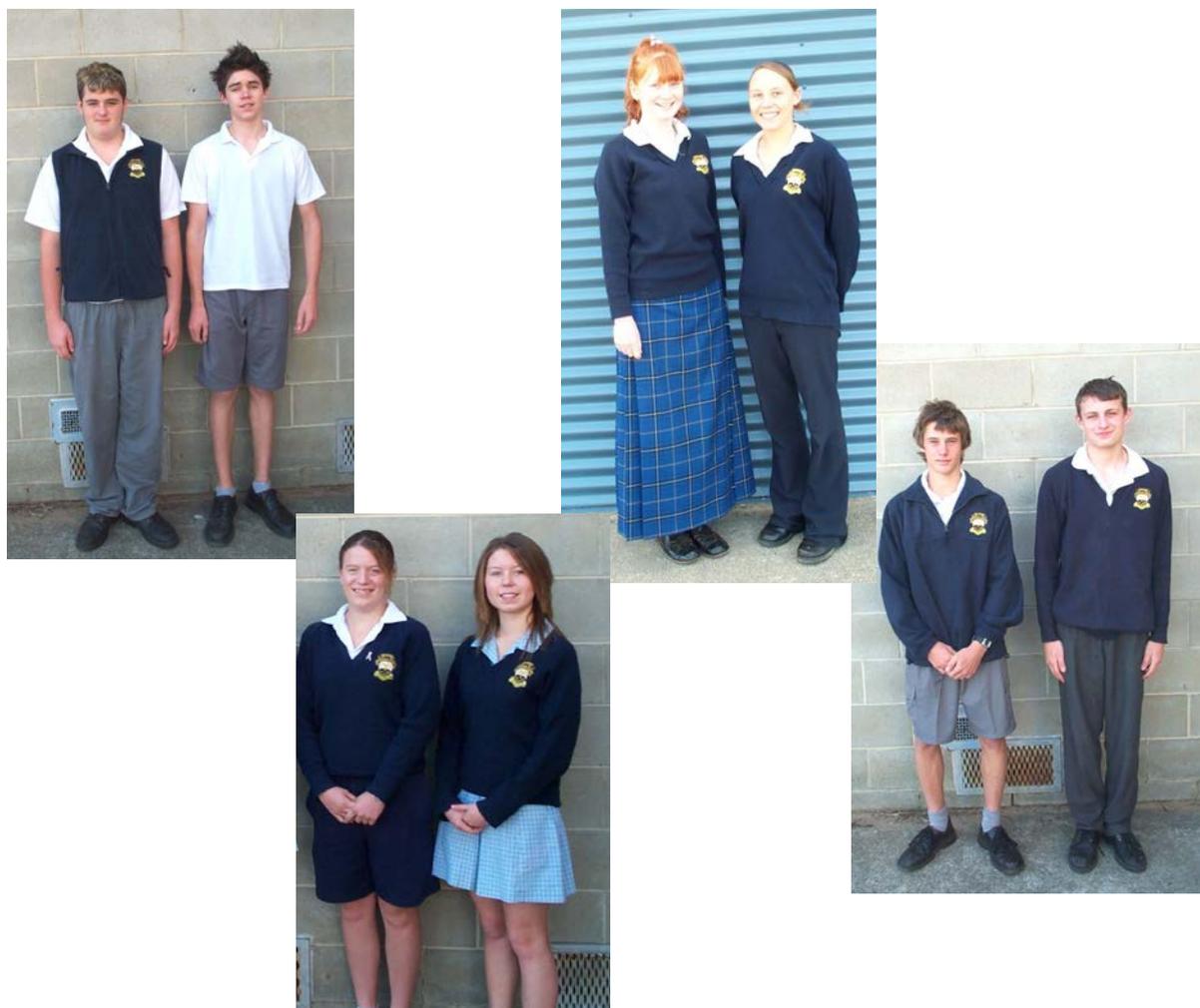
Headwear must also be removed whilst in the buildings.

Jewellery is not permitted - only watches, "studs" or "sleepers" and medical

bracelets/necklaces.

team The official school rugby top is an optional extra for sporting trips, although coaches may choose to require all members of a team to wear it.

Below: Students model the range of acceptable uniform items.



4.3.4 Out of Uniform Procedure

Any student not in school uniform on a particular day is to report to the Year Level Co-ordinator or the Assistant Principal. A note, providing a valid excuse and also stating when the problem will be rectified, is required from the student's parent or guardian. The signed note must then be carried by the student to show to other staff members. The Assistant Principal will enter the student's name and the excuse provided in an "Out of Uniform Book" in the office, so that those students with valid excuses can be monitored by all staff.

4.3.5 Exemptions from the Wearing of School Uniform

In accordance with DEECD guidelines, exemption may be granted on the following **grounds**:

- Where an aspect of the code offends a religious belief held by the student and/or parents,
- Where an aspect of the code prevents the student from complying with a requirement of his/her ethnic or cultural background,
- Where an aspect of the code prevents a student with a disability from being able to attend school or participate in school activities on the same terms as other students,
- Where the student has a health condition that requires an aspect of the code to be departed from, and
- Where the student or the parents can *demonstrate* particular economic hardship that prevents them from complying with the code.

The **procedure for seeking an exemption** is as follows:

- The student and/or parents are required to apply for an exemption, in writing, to the Principal.
- The written application must contain the grounds under which exemption is sought, and supporting evidence in relation to the relevant ground for exemption

In determining whether to **grant an exemption** from the wearing of school uniform, the Principal

- Will consider the application and supporting evidence,
- May require an interview with the parents in order to obtain further information and/or clarification of the points raised in the application, and
- Will then communicate to the parents his/her decision in writing, giving reasons for such decision.

In most cases, the Principal will consult with relevant staff in reaching a decision. In some cases, however, confidentiality will need to be guaranteed.

If the request for exemption is based on economic hardship, the Principal may, at his/her discretion, provide financial assistance. This may, for example, be in the form of a loan for purchase of clothing or the loan of items of clothing. The aim, here, will be to allow the student to comply with the dress code without undue embarrassment.

4.3.6 Enforcement of the Student Dress Code

Consistent with the school's *Student Code of Conduct* and the DEECD's *"Student Discipline Procedures, 1994"*, the disciplinary measures used reflect a set of graded steps and emphasise the concept of rights and responsibilities.

The "graded steps" to be followed in relation to a student not wearing school uniform and without a parent note containing a valid excuse are as follows:

- The student will be reminded of the contents of the school's dress code and given a warning of the repercussions of being out of uniform.
- The contents of the dress code will be further explained to the student and parents in writing.
- Lunchtime detention;
- After school detention;
- Sent out of class;
- Sent home
- Where a student persists in failing to comply with the Student Dress Code, he/she will not be permitted partake of any "extras" that the school provides. Some examples include interschool sport, socials, use of the VCE Centre

4.4 Bullying/Harassment Policy

4.4.1 Introduction

All students, members of staff and visitors have the right to feel safe at school. Parents have a responsibility to assist the school in protecting this right.

4.4.2 Harassment includes physical acts (pushing, punching, prodding), verbal abuse and teasing, as well as sexual harassment.

4.4.3 Sexual Harassment includes:

- Sexually offensive staring, leering, gesturing
- Suggestive comments about a person's physical appearance or sexual preferences.
- Sex-oriented verbal suggestions.
- Displays of offensive pictures or publications
- Sexually based jokes, remarks or innuendos, directed at another person or in that other person's hearing.
- Physical contact of a sexual nature, such as patting, pinching or brushing up against a person unnecessarily.
- Unwelcome questioning about a person's private life.
- Repeated requests for dates especially after prior refusal.

It must also be remembered that the complainant has the right to define the act or acts as constituting harassment; the harasser must not be responsible for deciding whether harassment has occurred or not.

4.4.4 Interference with and vandalism of the property of others will also not be tolerated.

4.4.5 Complaints about other students

Where a complaint is made about a student, the nature of the complaint will determine the level of action to apply.

- Step 1: Dealt with in the school. This will involve discussion of the complaint by the Principal, Assistant Principal or Year Level Co-ordinator with the offending student, and the repercussions of such behaviour. It may also involve the application of a punishment.
- Step 2: A letter will be sent home or a phone call made, telling parents that their child has been causing problems, and pointing out the further action to be taken if such problems continue.
- Step 3: Parents will be contacted with a request to attend the school as soon as possible. At this meeting, the points outlined in the original letter will be spelt out clearly. Suspension may apply.
- Step 4: Suspension of student and subsequent action according to DEECD's "Student Discipline Procedures, 1994" and Ministerial Order No. 1.

4.4.6 Complaints about members of staff

These will be dealt with according to the DEECDs "Procedures for Handling Complaints Against Members of the Teaching Service, 1995". In such a case, the student involved, or any teacher who has become aware of the complaint (including level Co-ordinators) should refer the matter to the Principal or Assistant Principal.

4.5 **Mobile Phones Policy**

No student should have a mobile phone at school or on a school function as stated in the School Council Mobile Phone Policy.

The school will not accept any responsibility for loss or damage of mobile phones that occur for any student who breaks this rule.

Bringing a mobile phone to school will be considered as a clear breach of school rules and the consequences will be serious and sequential.

For the first offence, parents and students will arrange a time for an interview with the Assistant Principal and the phone may be returned then, or returned at a mutually arranged time between the school and the parent.

The second offence will be an immediate external suspension for one day. The penalty will significantly increase with any further breaches of the rule.

Students are still able to leave mobile phones at the General Office if phones are required for a legitimate reason after school. For example, a student works and needs to advise parents of the time work finishes to arrange transport. However, these phones may not be used on the school premises ie. while waiting for a bus, or the same consequences will apply.

4.6 Samples of Forms

See the following pages.

STUDENT CARS

Application for Student to Drive to School and Request for Parking Space

To the Principal,

My son/daughter has a valid driving licence and wishes to drive to and from school.

I understand that the vehicle can only be used to drive to and from school and may not be used at other times during school hours without permission.

Also, I agree that no passengers are to travel in the car.

I agree that the student will follow the road laws at all times and drive at an appropriate speed.

I request allocation of a parking space in the staff car park.

Parent Name:

Signed:

Date:

Student Name:

Signed:

Date:

**BEAUFORT
SECONDARY COLLEGE**

Application for an extension of time to finish or re-submit an assessment task (Years 7-11)

Application must be submitted to the relevant teacher before the official deadline:

Name of Student: Form:

Subject: Teacher:

Official Deadline:/...../.....

I wish to apply for an extension of time (number of days) to complete the following work:

.....
.....

because

.....

Parent's Signature: Student's Signature:

An extension of time is GRANTED/NOT GRANTED for the following reasons:

.....
.....

The adjusted date for completion of the work is now/...../.....

Teacher's Signature: Year Co-Ordinator's Signature:

-----TEAR OFF-----

STUDENT'S COPY

Subject:

Work Requirement:

Adjusted Deadline:/...../.....

Teacher's Signature: Year Co-Ordinator's Signature:

Date:/...../.....

Date:/...../.....