



Senior School Handbook

Policy, Expectations, Resources
& Permissions

Student Name: _____

Home Group: _____ **Teacher:** _____

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Please return the permissions section of this booklet to your Home Group / Mentor Teacher.

WELCOME TO THE SENIOR SCHOOL

Welcome to the new school year. Please read the Senior School Handbook to ensure you have a sound understanding of the guidelines, expectations and processes used in Senior School at Willunga High School. This handbook has been provided to support the decision making and organisation of the students in Year 10, 11 and 12 to ensure they have the best opportunity of success in their learning.

SCHOOL VISION

Willunga High School creates an inclusive learning environment that provides high quality, innovative learning opportunities for young people that enable them to become highly successful global citizens. Our school values are:

Respect: All members of the Willunga High School Community show consideration for the feelings, wishes, rights and traditions of all members of the community, for the wellbeing of themselves and others and towards the care of their environment. Inclusion, Acceptance and Understanding are promoted across the community.

Responsibility: All members of the Willunga High School Community are mindful of the choices they make, are accountable for their behaviours and actions and accept the consequences of those behaviours and actions.

Resilience: The Willunga High School Community works together to create an environment that develops positive attitudes, optimism, the ability to regulate emotions, and the ability to see failure as an opportunity to grow and improve. Individuals and the broader school community are able to “bounce back” from adversity.

Success: All members of the Willunga High School Community strive to achieve the best possible outcomes in all aspects of their school life, as an individual and as a community.



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LESSON TIMES

8:40am – 8:50am	Home Group/ Mentor Group
8:50am – 10:35am	Lesson 1
10:35am – 10:55am	Recess
10:55am – 12:40pm	Lesson 2
12:40pm – 1:00pm	Lunch 1
1:00pm – 1:20pm	Lunch 2
1:20pm – 3:00pm	Lesson 3

HOMEWORK

To be successful at secondary school, students must undertake work at home in addition to their contact time in lessons. “Homework” is essentially about developing in students a good work ethic. Success at study generally requires hard work and commitment – but most of all it takes a time commitment and good study habits at home. It is important to develop these study habits early.

Blocking time (i.e. setting aside regular time at home, e.g. 1.5hrs a night) is an important study habit to get into. We encourage ALL students to block their study time at home on a regular basis. The blocking of study time ensures that students can balance such temptations as “hanging out” with friends, texting, surfing the net, social media, TV, sport, home chores and family commitments to ensure their school work does not suffer.

Success at school through achieving your maximum potential provides students with better life and career opportunities. Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural and employment activities where appropriate.

At Willunga High School we believe homework that enhances student learning:

- Is purposeful and relevant to students’ needs
- Is appropriate to the phase of learning (Year 8 to 12)
- Is appropriate to the capability of the student
- Develops the student’s independence as a learner
- Is varied, challenging and clearly related to classwork
- Allows for student commitment to recreational, employment, family and cultural activities.

What is homework?

Research tells us that different students work at different rates, so at Willunga High School we work on setting homework with this in mind. Some students’ need more, some will simply finish classwork. We are encouraging students to set work for themselves, as they move through the year levels and become more independent in their learning

Generally there are three types of homework:

- (a) set by the teacher
- (b) longer term assignment work
- (c) where students set their own tasks

Obviously a balance of these is desirable. Certain courses or combinations of subjects also require extra work at home due to increased formal assessment requirements. Certain periods of the semester also require extra work to be completed at home in order for the students to be successful (e.g. exams, assignment deadlines).

Many subjects require rehearsal or practice to be undertaken at home in addition to the theory aspects of the course. (E.g. music practice, drama practice). Some subjects require preparation to be undertaken at home to ensure that students are ready for learning in class (e.g. buying food items for Home Economics cooking). It is important that students plan ahead and are prepared for learning.

To assist students the school provides the following:

- An assessment outline is published for students every semester in their subject and our assessment policy is clearly articulated and communicated to students.
- Course outline – all senior students receive a course outline for each subject at the start of the semester, which provides an overview of the key topics to be studied.
- Year Level Coordinators – Each year level has a manager whose job is to assist in the support of students and to provide an avenue of communication between the school and home.

Year 10, 11 and 12 Homework Guidelines

In Year 10, 11 and 12 the amount of time devoted to homework and independent study will vary according to the students program of learning. While teachers may provide students with additional work relevant to their learning that the student may undertake at home, young people during this phase should generally be independent learners exercising their own judgement. Of course, care should be taken to ensure that a balance is maintained between the various demands of study, sporting, recreational, cultural or part-time employment activities.

As a guide, homework should involve 6 – 9 hours for year 10 and 11 students and approximately 12 hours for Year 12 students per week (or as much time spent in private study as classroom instruction). Part-time employment is a growing issue for many young people. However school work should be the priority at this time in their lives and if students do need to work we recommend a maximum of 10 hours a week.

During exam periods or peak assessment times it is important that students plan ahead to ensure that their shifts do not interfere with assessment preparation.

Teachers at Willunga High School help students establish a routine of regular, independent study by:

- Setting homework on a regular basis
- Clearly communicating the purpose, benefits and expectations of all homework
- Checking homework regularly and providing timely and useful feedback
- Using homework that is varied, challenging and directly related to class work
- Explicitly teaching strategies to develop organisational and time management skills and providing opportunities to practise these strategies through homework
- Giving consideration to other academic and personal development activities (school based or other) that students could be engaged when setting homework
- Discussing with parents and caregivers any developing problems concerning their child's homework and suggesting strategies to assist with their homework

Teachers employ a range of strategies to ensure that homework is both positive and productive.

However, there are many times when teachers will need to employ strategies to ensure that students complete the set work.

The strategies include:

- Marking all homework
- Homework being include in the assessment for this subject
- Contacting home
- Referral to Year Level Manager
- Have all work on the school's SEQTA Portal so that students can download work that may be missed

Students can take responsibility by:

- Being aware of the school's homework policy
- Discussing homework expectations with their parents or caregiver
- Accepting the responsibility for the completion of homework tasks within set time frames
- Following up on comments made by teachers
- Seeking assistance when difficulties arise
- Organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part time employment
- Liaising with teachers regarding deadlines
- Limiting the number of hours of part-time employment to a maximum of 10 hours per week

Parents and Caregivers can help by:

- Assisting students to complete tasks by discussing key questions
- Encouraging students to read and to discuss current local, national and international events
- Helping students to balance the amount of time spent completing homework and engaging in other recreational activities
- Contacting the teacher to discuss concerns about the nature of homework and their children's approach to the homework
- Assisting with final editing of work
- Encouraging critical thinkers and analysers of the 'mass' of information available to them
- Contacting the school early if there are issues so they can be dealt with quickly - waiting until the reports come out is too late
- Checking the student's organisation and asking critical questions such as: "What homework do you have tonight? When is this assignment due?" "Why have you waited so long to start this assignment?"

UNIFORM POLICY

The Uniform Policy has been developed in consultation with Governing Council, including parents, students and staff representatives. All parents and caregivers are reminded that by enrolling at Willunga High School students are also choosing to follow the school's uniform policy.

Rationale

We believe in the many benefits of wearing school uniform, including:

- A sense of pride in one's appearance and a personal commitment to success
- A positive school image and identification with the school
- A safe environment, where our students are highly visible on campus and off site, and any strangers or visitors to the school can be easily identified
- A sense of equality and belonging to the school
- A lower cost to families in the long term by providing economical and serviceable clothing

Exemptions

1. Modification to the uniform for religious or medical reasons or disability is allowable through individual negotiation
2. In situations of financial hardship, arrangements will be made by the Student Wellbeing Leaders and/or the Principal, to supply students with correct uniform
3. New students may be exempt from wearing school uniform until they can purchase one. This will be negotiated between the family and the enrolling staff before the student starts.

Non Compliance

- If no explanation is provided, students will be required to change into appropriate uniform or parents may be asked to collect their child so they can change.
- Students wearing conspicuous makeup and jewellery will be required to remove it following the contact with parents or be sent home.
- Failure to comply with requests to wear appropriate uniform will be managed through the school's Responsible Behaviour Policy.



Uniform Requirements

We work closely with local manufacturers to deliver quality, affordable uniform items.

Suitable alternatives for trousers, pants, shorts and skorts may be sourced from other suppliers, providing they are plain navy blue, do not have obvious, visible logos and are of the same style and fabric.

NO denim, leggings, tracksuit or parachute pants.

Students may wear the following approved items:

- **Trousers/Pants/Shorts:** Plain navy blue
- **Dress:** Blue tartan dress
- **Skirt:** Blue pleated tartan skirt
- **Polo Shirt:** Navy blue polo, or contrast polo with school logo
- **Windcheater:** Navy blue / red collared jumper with school logo
- **Jacket:** Contrast navy / white full zip jacket with school logo

ACCESSORIES

Stockings: black coloured stockings (maximum 40 denier) may be worn underneath the dress or skirt for warmth.

Undershirts: Plain navy or white undershirts may be worn under polo shirts.

Hats: We recommend students wear hats and sunscreen when involved in activities outside. In some cases this may be compulsory. Within buildings, all headwear is to be removed.

Shoes: Students are required to wear closed shoes (i.e. sandshoes, skate shoes or school shoes).

Unacceptable Footwear: Boots covering the ankle (e.g. work boots or ugg boots), slip on shoes with exposed tops and shoes or boots that have steel caps in the toes due to WH&S regulations.

Make-Up & Jewellery: must be discrete at all times (as appropriate for work environment). Fingernails should be of a length that enables the safe participation in practical and sporting activities. Facial jewellery will be required to be removed in practical classes for safety reasons. These items of jewellery should be restricted to studs only. Exceptions: bracelets of a 'medic-alert' or similar type and items with religious significance for students actively involved with religion.

PURCHASING UNIFORM

1. Uniform is available from the school and can be ordered by completing an order form available on the school's website or from Student Services.

2. Completed order forms should be submitted to the Finance Office together with payment.

Plain navy blue trousers, pants, shorts and skorts may be purchased through other suppliers providing they are plain navy blue, do not have obvious, visible brand logos and are of the same style and fabric of the uniform. **NO** denim, leggings or track pants.

SPECIALIST UNIFORM

Students represent the school in many different ways and may have the opportunity to purchase special clothing items as mementos of this participation. These include:

- WHS 'seniors' windcheater/jacket
- Special commemorative tops may be worn in that year only
- Volleyball shorts and polo tops are to be worn for volleyball practice and competition events only

SPORTS UNIFORM

Students are asked to wear loose fitting clothing to allow free movement when participating in Physical Education and Dance.

Students representing Willunga High in sporting activities must wear appropriate uniform. Further information is available from the Sports Team Manager.

PROTECTIVE CLOTHING

Guidelines regarding protective clothing, footwear and eye protection are explained to students attending practical courses.

ABSENCE FROM SCHOOL

What do I do if my child is absent or late?

Students are expected to be at school and in class by 8.40am.

Whenever your child is absent from school and we do not know why, we will contact you either by SMS text message or letter.

A doctor's certificate will be required for absences of 3 or more consecutive days when your child is ill.

If you know your child is going to be absent, please contact the school by 9.30am and send a written note with your child on return to school.

SMS messaging and attendance

To improve attendance procedures, we will be informing parents/caregivers about any unexplained absences for their child. Parents/caregivers will be informed by mobile phone (SMS) each time their child is absent. The message will read as follows:

WHS [homegroup] shows that [student name] is absent today. [date] Please provide reason by 'SMS'

Parents can then reply using SMS or by phoning the school office. A written note must be sent with their child upon his/her return.

Absentee line: 8557 0104

ATTENDANCE MATTERS!

One or two days a week doesn't seem like much but...

If you miss...	That equals...	Which is...	And over 13 years of schooling that's...
One day per fortnight	20 days per year	4 weeks per year	Nearly 1½ years
One day per week	40 days per year	8 weeks per year	Nearly 2½ years
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years

How about 10 minutes late a day? Surely that won't affect me?

Missing just...	That equals...	Which is...	And over 13 years of schooling that's...
10 minutes per day	50 minutes per week	Nearly 1½ weeks per year	Nearly ½ a year
20 minutes per day	1 hr 40 minutes per week	Over 2½ weeks per week	Nearly 1 year
30 minutes per day	2 hrs 30 minutes per week	4 weeks per year	Nearly 1 1/2 years
1 hour per day	1 day per week	8 weeks per year	Over 2½ years

EVERY DAY COUNTS!

If you want to be successful at school then YES,
attendance does matter!!

Attendance impacts a student's program through the school. The Willunga High School Progression Policy clearly outlines how a student will progress from one year level to the next based on their academic results. Students will NOT be automatically promoted to the next year if they have been unsuccessful in the current year's learning program. Instances may occur in a student's life that directly impact on their learning and attendance. In these cases the school should be notified and sympathetic and considerate approach will be taken to assist individual students. A modified criterion for school progression will apply for students who have been identified with Special Needs. Attendance is paramount to successful learning outcomes and has a direct impact on continuity of learning. Please contact the school for more information.

TEACHING & LEARNING CHARTER

At Willunga High School we are committed to ensuring all students have access to high quality and innovative teaching. We have high expectations of everyone in our school community and are committed to developing a school of educational excellence. In our classrooms you will see:

Our Staff:	Our Students:
<p>Provide and seek consistent and quality verbal and written feedback for our students.</p> <p>Utilise SEQTA to plan and deliver lessons and use other forms of technology to enhance student learning and engagement.</p> <p>Provide opportunities for all students to succeed through differentiation and stretch teaching practices.</p> <p>Consistently promote the school's Student Learning Expectations and follow the Behaviour Management Policy. Respect underpins all communications with students, parents and colleagues.</p> <p>Display Learning Intentions in each lesson and reinforce the intention(s) at the conclusion of the lesson to ensure understanding.</p> <p>Follow approved SEQTA programs and deliver one Common Assessment Task per term to promote consistency in teaching and moderation of student achievement.</p> <p>Use Growth Mindset language and concepts to build student resilience and wellbeing to enhance achievement.</p>	<p>Are 'Responsible' for their learning and consistently strive to achieve their personal best. Consistently utilise SEQTA and selected ICT device for learning. Submit drafts in order to receive effective feedback.</p> <p>Are 'Respectful' towards all members of the class and follow the Student Learning Expectations and Behaviour Management Policy. The Student Learning Expectations are visible in the classroom and referred to by teachers. Students are expected to consistently follow these positive behaviours.</p> <p>Value 'Success' in all facets of their learning and celebrate this success with their peers, teachers and families. Students strive for success in all aspects of their learning. Their work is differentiated to suit their needs and their achievements are shared with parents and the wider school community.</p> <p>Are 'Resilient' and adopt a Growth Mindset approach when challenged with difficult or unfamiliar circumstances in their learning. Students are consistently presented with Growth Mindset language/concepts. Mindset resources are visible in the classroom to ensure students embrace challenges in their learning.</p> <p>Are engaged in their learning including innovative, collaborative and inquiry based problem solving. Students are provided with evidence based activities and opportunities for student driven, collaborative and problem based learning.</p>

RESPONSIBLE BEHAVIOUR

Classroom management

Our classroom management system is designed to help students choose to behave in a responsible manner. Classroom teachers can reinforce responsible behaviour in a number of ways - for example, giving stickers, stamps, verbal praise, positive notes in a student's diary and in non-verbal ways such as smiling, eye contact, etc.

When a student chooses to behave in an irresponsible manner, the classroom teacher will give the students a series of reminders to help them reflect on their actions and choose to behave responsibly. These reminders are the basics for our Behaviour Management System. Students are taken through the process with both home group and subject teachers. The system outlines below:

Behaviour management for students

<p>Step 1</p> <p>FIRST REMINDER</p> <p>The teacher has reminded you that you are not following the rules</p> <p>It is only a reminder and you should not discuss it with your teacher</p> <p>If you argue or try to discuss it whilst the teacher is teaching, you will receive a second reminder</p> <p>If you do not want to talk to the teacher - see them at the end of the lesson</p>
<p>Step 2</p> <p>SECOND REMINDER</p> <p>The teacher has reminded you for the second time that you are not following the class expectations. Same as step 1</p> <p>If you argue with the teacher you'll go to step 3</p>
<p>Step 3</p> <p>CLASS/BUDDY CLASS TIMEOUT</p> <p>When the teacher tells you to sit out, you are to go to the area set aside and sit quietly</p> <p>Don't talk</p> <p>Don't disturb the class</p> <p>The teacher will tell you when to return to class</p> <p>This sit out time is to give you time to think about what you have done, so you can come back to the class and behave.</p>
<p>Step 4</p> <p>FOCUS</p> <p>If you continue not to follow class rules you will be sent to The Focus Room</p>

Direct referral to focus room

Extreme behaviour such as violent or dangerous actions, crude or abusive language, persistent arguing or blatant refusal to follow instructions will result in a student being sent immediately to focus. These types of behaviours may also result in a suspension.

Grievance procedures

Where students feel they have been unfairly treated by the teacher they should see a Wellbeing Leader, their Year Level Manager or their Homegroup / Mentor Teacher who will help them resolve the issue.

DIGITAL CITIZENSHIP

The Agreement at Willunga High School has six conditions of being a Digital Citizen:

- 1. Respect Yourself.** I will show respect for myself through my actions. I will select online names that are appropriate. I will consider the information and images that I post online. I will consider what personal information about my life, experiences, experimentation or relationships I post. I will not be obscene.
- 2. Protect Yourself.** I will ensure that the information, images and materials I post online will not put me at risk. I will not publish my personal details, contact details or a schedule of my activities. I will report any attacks or inappropriate behaviour directed at me and I will seek support from appropriate people or organisations. I will protect passwords, accounts and resources.
- 3. Respect Others.** I will show respect to others. I will respect my teachers by following their instructions and directions without dissent. I will not use electronic mediums to defame, bully, harass or stalk other people. I will show respect for other people in my choice of websites, I will not visit sites that are degrading, pornographic, racist or inappropriate. I will not abuse my rights of access and I will not enter other peoples' private spaces or areas.
- 4. Protect Others.** I will protect others by reporting abuse and by not forwarding inappropriate materials or communications or by visiting sites that are degrading, pornographic, racist or inappropriate. I will moderate unacceptable materials and conversations, reporting conversations that are inappropriate or unacceptable.
- 5. Respect Intellectual Property.** I will request permission to use resources. I will suitably cite any and all use of websites, books, media etc. I will acknowledge all primary and secondary sources. I will validate information. I will use and abide by the fair use rules.
- 6. Protect Intellectual Property.** I will request to use the software and media others produce. I will use free and open source alternatives rather than pirating software. I will purchase, license and register all software. I will purchase my music and media and refrain from distributing these in a manner that violates their licenses. I will report vandalism and damage. I will act with integrity.

Any form of cyber bullying will be dealt with through the Willunga High School 'Behaviour Policy' and 'ICT Acceptable Use Policy'. Cyber bullying, accessing or sharing inappropriate or obscene content may lead to police involvement and should be reported to the Year Level Manager and / or Wellbeing Leaders.

RESPONSIBLE USE OF BYOD

Bring your own device guidelines (BYOD)

1. Students may use a privately owned electronic "Internet ready" device on the WHS wireless network with teacher or administrator permission.
2. The use of a privately owned electronic device to support and enhance instructional activities is at the subject teachers' discretion. All users of WHS wireless are bound by a Responsible Use Agreement whereby individuals will not overuse data allowances.
3. The WHS wireless is a monitored service accessed by a unique username and password. Inappropriate sites are filtered and blocked when necessary to ensure student use of the Internet is for educational purposes.
4. Students are prohibited from accessing the Internet using any external Internet service, e.g. 3G devices, VPN or other alternatives.
5. No student shall establish a wireless or ad-hoc or peer-to-peer network using his/her electronic device or any other wireless device while on school grounds.
6. The privately owned electronic device owner is the only person allowed to use the device and the unique username and password associated with the device. In the event that a student believes that his/her password has been compromised, he/she should immediately see IT staff to have the password changed.
7. Students should be prepared each day by ensuring their device is fully charged.

8. Generally, no WHS software can be installed on personal devices due to the terms of the licences unless stated otherwise.
9. No student shall use any computer or device to illegally collect any electronic data or disrupt networking services.
10. Devices are brought to school at the students' and parents' own risk. In the event that a privately owned device is lost, stolen or damaged, WHS is not responsible for any financial or data loss; however, we will investigate any occurrence.

SPECIFICATIONS

Computers: All laptop computers will work on the network provided the device has Windows 10, Mac OSX (Sierra)

Mobile Devices: Mobile devices, such as iPads and Android Tablets will work on the network (excludes SMART phones/mobile phones).

iPads and Chrome books are not recommended as a primary device but can be used as an additional learning tool.

PLEASE NOTE: For a full copy of the school's BYOD handbook, please visit the Willunga High School website www.whs.sa.edu.au

BULLYING & HARASSMENT

BULLYING AND HARASSMENT HAVE NO PLACE AT WILLUNGA HIGH SCHOOL

You have the right to feel safe and comfortable at school

If anybody tries to make you feel frightened or uncomfortable,

STAND UP FOR YOURSELF BY REPORTING BULLIES TO YOUR TEACHERS

DO NOT BE A VICTIM - STANDING UP FOR YOURSELF IS NOT DOBBING IN

TALK ABOUT IT

AS A MEMBER OF THE SCHOOL COMMUNITY YOU HAVE A RESPONSIBILITY TO OTHER STUDENTS.

IF YOU SEE ANYONE BEING BULLIED, HELP THEM BY REPORTING THIS TO YOUR TEACHERS

What it looks like:	What it sounds like:	What it feels like:
<ul style="list-style-type: none"> * Evil (dagger) looks * Hateful Expressions * Touching or brushing past in a sexual manner * Teasing * Ignoring * Pushing, hitting or fighting 	<ul style="list-style-type: none"> * Hurtful comments about race, sex, religious beliefs or sexual preference * Gossip * Rumours * Slander * Threats 	<ul style="list-style-type: none"> * Helpless * Scared * Small * Lonely and Isolated * Sad and Hurt * Embarrassed * Ashamed

What can you do:

- THINK about the situation and write down the events
- TAKE ACTION - talk to the person calmly
- TELL SOMEONE you trust (i.e. friend, teacher, and/or parent)

People I can talk to if I am being harassed: _____



WORK DEADLINES POLICY SUMMARY

The Willunga High School STUDENT DEADLINES Policy is consistent with the SACE Board guidelines on deadlines, which states: *"It is clearly necessary for schools and teachers to be able to specify deadlines for the completion of assignments and projects as part of a rational management strategy. Sanctions need to be applied if these deadlines are not met"*.

PROCEDURES FOR STUDENTS:

1. It is expected that students normally submit work directly to the teacher during the subject lessons before, or on the day that the work is due. Students may have until 4pm on the day the work is due (if it is not ready at the time of the lesson).
2. Work not submitted by the subject lesson (or 4pm) on the due date and time may receive a zero grade. Senior School Students will have strict SACE Board guidelines applied. Parents will be notified via a letter (or note in the student planner) that the student has received a zero for a task due to a non-submission or late submission. If work has been completed but receives a zero due to late submission, the student is still entitled to receive feedback on the task.
3. Partially completed work should be submitted. An appropriate deduction of marks will be made in these circumstances, but credit will be given for work that has been done.
4. Students who need to negotiate an extension must:
 - Negotiate an extension with their teacher at least 24 hours prior to the due date.
 - Provide good evidence of reasonable progress with the set work to this point, and/or
 - Support their request with a written explanation from parents/guardians or a doctor's certificate in order to have the extension considered.
 - Students and parents/caregivers should be aware that extensions will be granted only in exceptional circumstances. Extensions are not granted automatically on request
5. If a student is absent on the day of a due summative task or an 'in class' task, he/she must provide the subject teacher with either a medical certificate or a note from parents/guardians acknowledging that the student was unfit to come to school and/or take the test/task. This must be presented on the day of their return to school.
6. All queries, concerns or requests for arbitration on SACE deadlines will be referred to the SACE Coordinator.

If you require any information regarding SACE policies and procedures please go to the SACE website, i.e. exams, special provision, subject outlines, studying the SACE.

<https://www.sace.sa.edu.au/>



SACE POLICIES

Word Count Policy

This policy applies to written assessment tasks for which a maximum word-limit is specified in the subject outline. Word-limits are prescribed in order to ensure that students:

- are given clear information about the specifications of assessment types
- undertake assessments that are comparable
- have a reasonable workload within and across subjects.

All words used in the body of the text are counted for assessment purposes. This includes all words that the assessor reads, from the beginning of the introduction to the end of the conclusion. Argument or analysis that is required for an assessment task should be presented in the body of the text, and not in supporting materials such as tables, flow charts, graphs and diagrams. Supporting materials should be used only to illustrate or support the body of the text. Assessors do not assess beyond the word count.

The word count includes:

- all words in the body of the text
- headings
- direct quotations
- footnotes that are used as explanatory notes
- any argument or analysis that is introduced in supporting materials.

The word count does not include:

- the title/question page
- the contents page
- the reference list or bibliography (including footnotes or in-text references that are used to list author, date, and page numbers)
- appendices
- a reference list or bibliography that is required for an assessment task (however, this will be assessed for accuracy and consistency)

Please refer to Application of the Word Count Policy: illustrative example:

<https://www.sace.sa.edu.au/documents/652891/ee8ade85-e700-467f-b142-0ad9e10ed655>

Student Guide to Referencing

You will be required to use referencing in many of the subjects you study as part of the SACE. You will have to research different topics and collect information from a variety of sources. All of these sources, including Internet sources such as web pages, blogs and emails need to be acknowledged appropriately.

You need to acknowledge other people's work which you have used to create your own work. Referencing helps you to avoid plagiarism and shows your readers what you have researched and how you have used the information.

This can include many things, such as exact words (quotes), ideas, diagrams, tables and other images that you use. These may have been compiled from paper sources such as books, multimedia such as television broadcasts, or from internet based sources such as websites. If you have used web based sources you must remember to also provide the date you accessed them.

There are different referencing styles you can choose to use, one of the most frequently used is the Harvard referencing system. Whichever style you choose, the most important thing is for the style to remain constant throughout your work.

Types of Acknowledgment

	In-text Acknowledgment	Footnotes and Endnotes	Reference List and/or Bibliography
When?	<p>When quoting the work of another person.</p> <p>Identifying the ideas, text, diagrams, tables and images of another person.</p>	<p>Usually used in literature, history and the arts.</p> <p>Can be used along with or as an alternative to in-text acknowledgment</p>	<p>Reference list is a complete list of all the publications you refer to within your work.</p> <p>Bibliography is the same as the reference list but also includes publications not directly referred to in your work.</p>
How?	<p>Use quotation marks or indentation of text and a brief reference for direct quotes.</p> <p>Include a brief reference immediately following the text for identifying the work of another person.</p>	<p>Numbers are placed in the relevant part of the text and have corresponding footnotes or endnotes at the bottom of the page.</p>	<p>Comprehensive list placed at the end of your work.</p>

Examples of Referencing

In-text Acknowledgment

1 Quote sentences from another source	<ul style="list-style-type: none"> You should keep this to a minimum to ensure the work you submit is your own. The quotation should be set out separately from the rest of your text by: indenting from the margin; using a smaller font size or italics
2 Quote a few words from another source	<ul style="list-style-type: none"> These should be kept within your text but identified using quotation marks
3 Acknowledge the ideas of another person	<ul style="list-style-type: none"> When you put another person's ideas into your own words you must still acknowledge the source as you are using their ideas.

1 Quote sentences from another source

At the time of the European colonisation the Australian landscape was portrayed as untouched wilderness. In fact, Indigenous Australians were using various techniques, particularly fire, to manage the land:

... the explorers were not pushing out into wilderness, they were trekking through country that had been in human occupation for hundreds of generations. It was land that had been skilfully managed and shaped by continuous and creative use of fire. (Reynolds 2000, p.20)

Indent from the margin →

Use a different font than the rest of the text (e.g., make smaller or *italicise*)

Identification author, year of publication and page number at the end of the quote

Leave a line above and below the quote

2 Quote a few words from another source

Reynolds (2000) argues that the Australian landscape was 'skilfully managed and shaped' (p. 20) by Aboriginal people through the use of fire.

Use single quotation marks around the quoted words.

Add page number after the quote, plus author and year of publication if not referred to earlier in the sentence.

3 Acknowledge the ideas of another person

Refer to the author in your sentence.

Follow with year of publication and page number in brackets.

More recent studies, including those by Ward and Foot (1999, p.6), note increasing dissatisfaction with how the taxation system handles superannuation.

Footnotes and Endnotes

Referencing a source for the first time

- Include the author's initial, surname, name of the book or article, publisher name and location, year published
- Exact page numbers (for a direct quote, an idea or any graphic or image used).

Subsequent references

- Include the author's surname and exact page numbers

In text

F. Carbone states that the Eureka stockade failed because they all went home. 1.....

Corresponding Footnote at bottom of page or in endnote

1. F. Carbone, 'Eureka: the End', CWA Press, Australia, 1989
2. Carbone, p 102

Reference List and/or Bibliography

These are the basic elements, in order, for referencing a source in a reference list or bibliography.



The example below shows a full reference to a source with the basic elements in **bold**. The references should be listed in alphabetical order.

1	Author's name: surname followed by first name.
2	Date of publication.
3	Title of publication.
4	Publisher.
5	Place of publication.

Referencing new types of sources

It is important that you reference **all** Internet sources, including acknowledgment of websites, wikis, blogs, twitter and emails, and that you do so in the same way as your other sources to ensure consistency.

For a website:

<p>In text:</p> <p>The Reconciliation Australia website (2005-2009) ...</p> <p>In the reference list or bibliography:</p> <p>Reconciliation Australia 2005-2009, accessed 21 December 2009, <http://www.reconciliation.org.au></p>

Referencing and word count

- The word count includes headings, direct quotations and footnotes which are used for explanation.
- It does not include the title/question page, the contents page, reference list / bibliography, footnotes or in-text references (which list authors), and appendices.

IMPORTANT INFORMATION

Organisation	Telephone	Website
Adelaide Metro	1300 311 108	www.adelaidemetro.com.au
Art Gallery of South Australia	8207 7000	www.agsa.sa.gov.au
Child and Youth Health	1300 364 100	www.cyh.sa.gov.au
Department for Education	1800 088 158	www.education.sa.gov.au
Department of Environment & Energy	1800 803 772	www.environment.gov.au
Domestic Violence Crisis Line	1800 800 098	-
Flinders University	8201 3911	www.flinders.edu.au
Kids Help Line	1800 551 800	www.kidshelpline.com.au
Lifeline	131 114	www.lifeline.org.au
SACE Board of SA	8372 7400	www.sace.sa.edu.au
SATAC	8224 4000	www.satac.edu.au
Service SA (Driving & Transport)	131 084	www.sa.gov.au
SHINE SA (Sexual Health Information)	1300 794 584	www.shinesa.org.au
South Australian Museum	8207 7500	www.samuseum.sa.gov.au
Southlink Bus Service	8186 2888	www.southlink.com.au
State Library of South Australia	1800 182 013	www.slsa.sa.gov.au
TAFE SA	1800 882 661	www.tafe.sa.gov.au
The University of Adelaide	8313 4455	www.adelaide.edu.au
University of South Australia	8302 6611	www.unisa.edu.au
Volleyball SA	8363 1265	www.volleyballsas.com.au
Willunga High School	8557 0100	www.whs.sa.edu.au