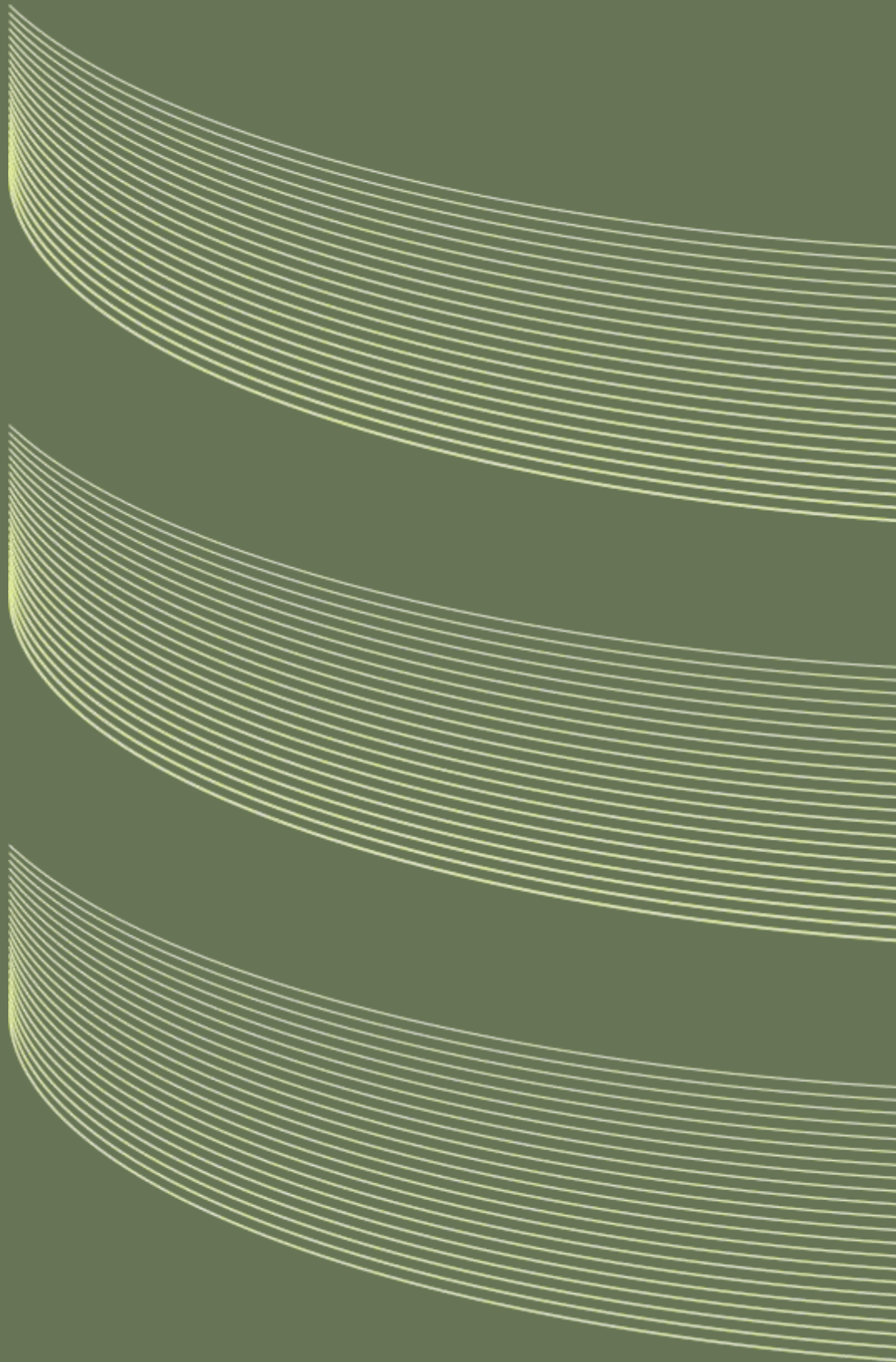


Student Handbook



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HOW TO USE THE STUDENT HANDBOOK

The Student Handbook is designed to be a source of essential information for CHES students. All members of staff (CHES teachers, university staff and support staff alike) act in the expectation that students have read this handbook and sought clarification on any elements within it that they do not understand. While CHES prides itself on being an environment that doesn't rely on rules and punishments, it can only do that if all members of the community understand that we have a set of shared expectations relating to behaviour and abide by those expectations in an adult way.

In addition, this handbook provides an outline of certain key processes which will have an impact on you during your time with us. If you are in doubt about how something works at the school, you should check this handbook first. If there is information that you would expect to find in here, and can't, let us know. We review the handbook every year and want it to be useful to you.

Mr Fabiano Nigro
Assistant Principal

SUBJECT TIMETABLES & TIME REQUIREMENTS

Student timetables will be developed in consultation with CHES staff at the start of the year. All classes will have one live lesson and at least one tutorial session per week.

Year 10 Enrichment Electives

Session Type/Length	Attendance/Timetable
Live Lesson 1 hour	These will be held afterschool between 3:45pm and 4:45pm online through MS Teams. The day will be determined and communicated to you before commencement.
Self-directed learning 1 hour (variable)	Fully independent home learning tasks appropriate for your course.

VCE Subjects

Session Type/Length	Attendance/Timetable
Live Lesson 1.5 hours	These will be held afterschool between 4:30pm and 6:00pm at CHES and online. The day will be determined and communication to you at orientation/start of the year.
Live Tutorial 1 hour	Times for these will be set by your teacher and can be completed at a time that is convenient to your school timetable.
Asynchronous study 1 hour (minimum)	This time is to complete tasks set by the teacher during study periods in the school day.
Home Learning 2-3 hours	Fully independent study for VCE including revision, study notes, assessment preparation, reflection and task completion.

HES Subjects

HES class schedules are set by the university at the start of each semester. In many cases there will be classes only for CHES students. Some of these will be run onsite at CHES, with an option to attend online, while others will run entirely online. In most cases you will be required to attend one weekly class, usually with other CHES students, where attendance will be taken.

Some courses have compulsory in person events, including exams and practical lessons. Exams will be scheduled by the university and may run during the school day. Where possible all other required in person events will run in the evening, on weekends or during the school holidays. Dates will be provided to students at the earliest possible time.

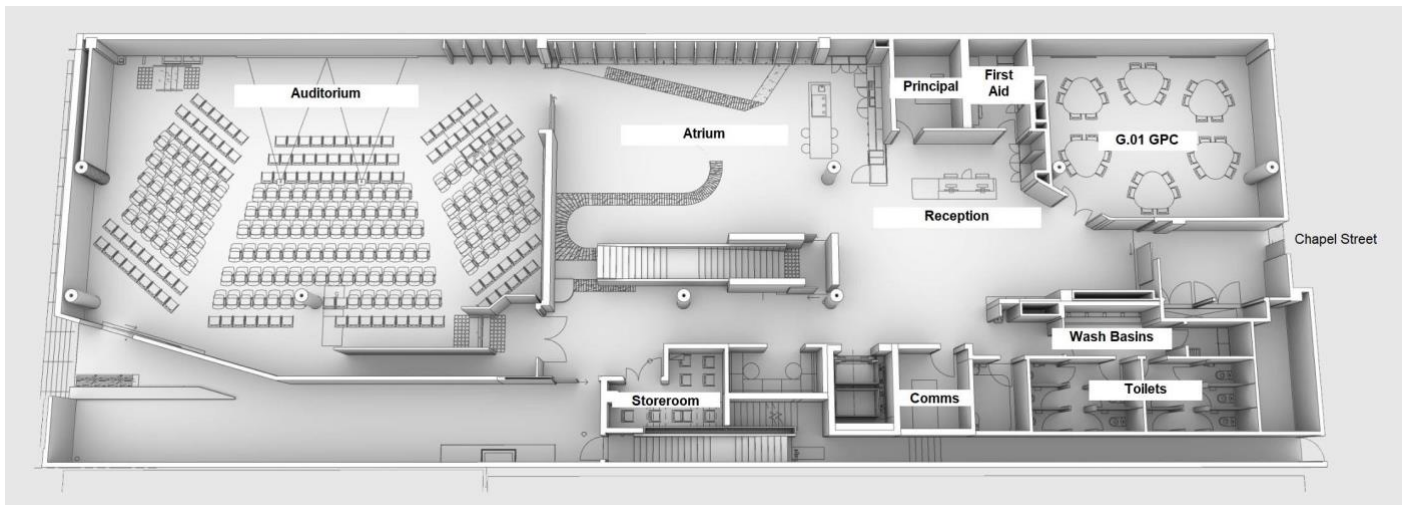
Some courses will offer optional events that students may attend. These will usually run during the school holidays but may be held in the evening or on weekends. Students are not required to attend these events but are encouraged to attend, where possible, to enhance their experience.

Masterclasses and Enrichment Activities

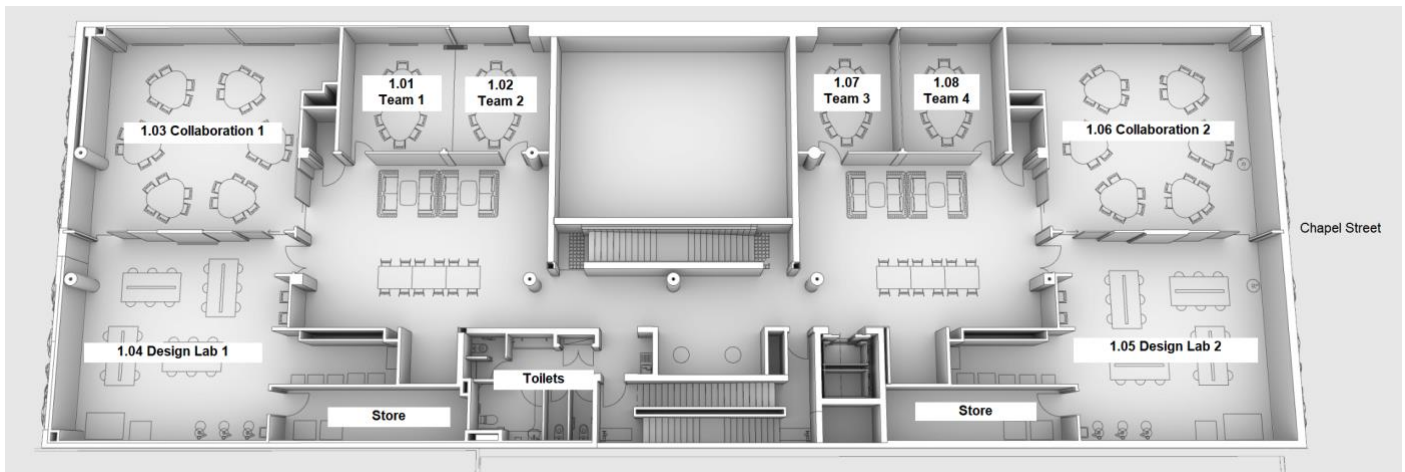
All CHES students will have access to the program of Masterclasses and enrichment activities. Information about these events will be provided throughout the year on the CHES Teams platform and students may be required to register to attend these events. Where appropriate these events will be held both in person and online.

CHES MAPS

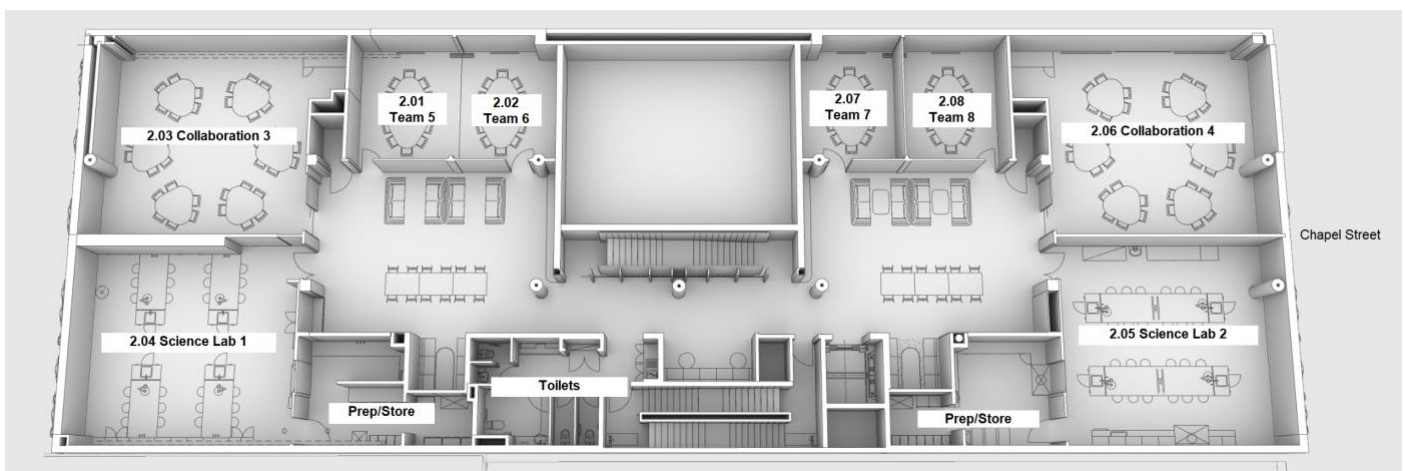
Ground Floor



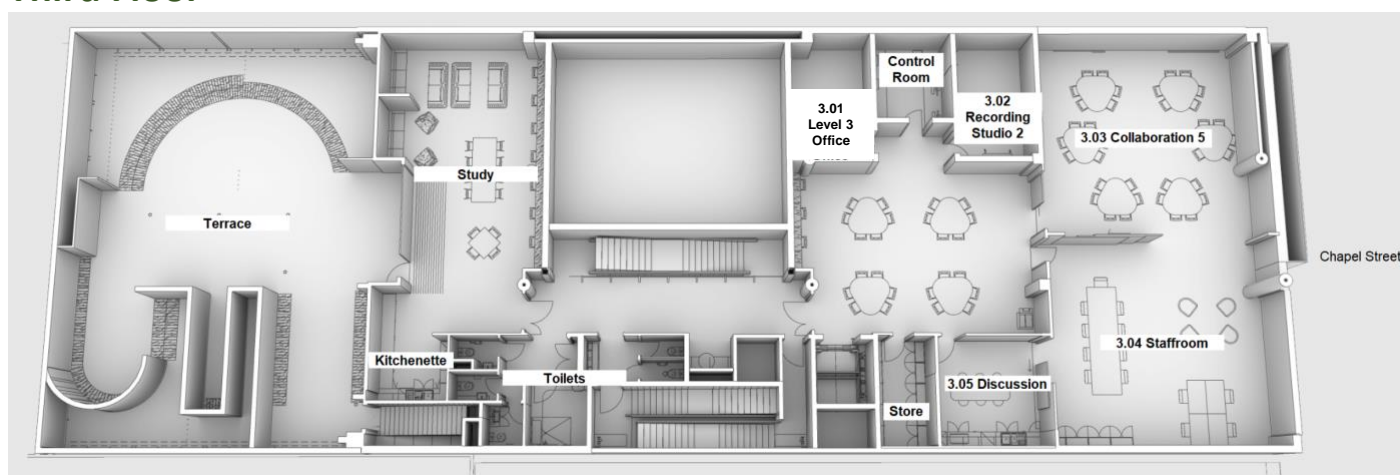
First Floor



Second Floor



Third Floor



SCHOOL INFORMATION

Ceremonial Protocols

All meetings, events and gatherings should begin with the following:

Acknowledgement of Country

We, the community of the Centre for Higher Education Studies, acknowledge the Traditional Owners of the land where we learn, work and live - the Wurundjeri people of the Kulin Nation - and pay our respects to Elders past and present. We celebrate the stories, culture and traditions of the First Nations people of all communities who also work and live on this land.

About the Centre for Higher Education Studies (CHES)

The Centre for Higher Education Studies (CHES) is a co-educational, purpose-built centre where high-achieving and high-ability (HA) students can find the support, structure and space to extend their learning beyond a standard VCE program. Through a state-of-the-art facility and high-quality virtual platform, CHES provides a suite of programs for senior secondary students from across Victoria's government schools. With an inspiring, enriching and engaging learning environment, CHES is a catalyst for new ways of learning that bridge traditional secondary and tertiary study.

CHES is a direct response to the Victorian Government's recognition that we need to do even more for all students to achieve excellence. For HA students, this means creating a learning environment that is highly engaging, challenging, supportive and fosters their full development—intellectually, socially and emotionally.

CHES provides a university-like learning environment. The state-of-the-art CHES facility is a four-storey building, and features an auditorium, tertiary-standard science laboratories and design spaces, as well as learning neighbourhoods that support innovative teaching and learning. Additionally, CHES provides general-purpose classrooms, collaboration zones and a distinctive learning space on the rooftop. These learning spaces reflect the CHES flexible approach to teaching and learning—research-driven; design-driven; self-driven. CHES also hosts a high-quality virtual platform that will support students to access programs at CHES regardless of where they are located.

CHES is where students can extend their thinking, make connections, and experience understanding in an active and shared academic journey. CHES enables students to design an education program that best supports them in pursuing their interests and passions during their final years of secondary school. The suite of CHES programs includes Higher Education Studies, VCE Extended Investigation, VCE Algorithmics, VCE Specialist Maths, and VCE English Language, and Yr. 10 Enrichment Electives as core studies, and the provision of a series of workshops, masterclasses and events targeted to the needs of Victoria's most capable students. CHES partners with several

universities in the delivery of Higher Education Studies, in the provision of enrichment opportunities, and in establishing the ways in which CHES operates more broadly.

University partnerships facilitate access to academia and practicing education experts which, in turn, builds relevant connections to support the learning experience of students. A unique feature of the CHES environment is the opportunity for students, teachers and academics to form strong relationships that are essential for collaboration and deep learning.

CHES aims to empower learners. It provides opportunities for students to take increasing responsibility and ownership of their learning.

The culture of CHES is inclusive, respectful and welcoming of HA students from diverse backgrounds and priority groups, including students from regional and rural Victoria, students from disadvantaged backgrounds, and Aboriginal and Torres Strait Islander students.

School Values and Philosophy

CHES's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values at every opportunity.

WE REACH. We are here to extend our learning. To challenge and transcend traditional ways of thinking. We want to scale greater heights of academic study.

WE CONNECT. Student to student, teacher to student, school to university, this is where we connect and collaborate, sparking new ideas and building on our potential. Together.

WE UNDERSTAND. We are part of a community that's supportive, open and kind. Our school is where skills, knowledge, and inspiring academic journeys are shared.

WE THINK AHEAD. Our focus is on the future, with an open mind, and a pursuit of learning that's active and shared.

School Logo



The logo of CHES represents a dynamic spring. The curved shapes of the spring act as rungs of a ladder, showing a future focused shape that is not only moving ahead, but thinking ahead.

OUR EXPECTATIONS OF YOU

The Student Code of Conduct

The Student Code of Conduct incorporates the Victorian Department of Education's Student Engagement Guidelines, and the values expressed in the School Strategic Plan. This Code of Conduct will be reviewed by the School Council and student representatives regularly.

To make the most of their educational opportunities, students should expect to:

- be given access to a broad range of school activities
- be able to learn without distraction or interference from others
- have an environment that provides an atmosphere and facilities that will enhance their prospects of success
- be shown respect, concern and interest from their teachers
- feel safe from discrimination, harassment and indoctrination
- be encouraged to participate in the school's decision-making processes

- receive regular communication about their progress
- have ready access to assistance in resolving school-related problems.

Students are expected to:

- always behave in a manner that shows regard for their own safety and that of others
- always conduct themselves in an appropriate manner when representing the school
- attend all scheduled classes. If unable to attend, ensure that parents/guardians inform the school of the absence or log it through Compass. Students are also expected to notify their classroom teacher directly about their absence
- come to class and be prepared for class and be responsive to guidance and advice
- interact courteously with teachers and with each other
- respect the rights of other students to have equal access to information resources
- place the highest value on honesty in their dealings with teachers and with each other
- respect their personal health and comply with the school and legal prohibitions associated with the use of cigarettes, alcohol and other drugs
- care for their own property and respect the property of fellow students and the school
- care for the environment and assist in keeping the school grounds clean and tidy

No Harassment or Bullying Policy

CHES is committed to creating an environment free from harassment or bullying for students, staff and all other members of the school community. CHES encourages attitudes of respect and tolerance to all members of our community. To promote this attitude, we encourage the ongoing development and phased introduction of positive programs, including the implementation of aspects of the Respectful Relationships program. This is designed to articulate and encourage behaviour which is in line with the school's values. When students find difficulty in relating to others, they are encouraged to seek advice and assistance from a trusted person.

CHES' No Harassment or Bullying Policy is in place to create comfortable and safe physical and online environments for all. Any continued behaviour, verbal or physical, which is unwelcome and offensive to a person constitutes harassment or bullying. Members of the school community who are being harassed or bullied, or who see others being harassed or bullied, are encouraged to report this. These behaviours WILL NOT go away if we ignore it. It is unacceptable in any form at CHES and the society we live in.

Specific Manifestations of the Code of Conduct

Every member of the school community has certain rights and, in turn, certain responsibilities to ensure that the school runs smoothly and that all members of the school community feel safe and respected. To ensure this, some rules are necessary. Breaking these rules will result in consequences appropriate to the misdemeanour. Staff and students work within the School-Wide Positive Behaviour Support framework to resolve issues associated with breaches of school rules, the School's Code of Conduct and/or relationship or communication breakdowns. An outline of the process which occurs when a student is accused of doing something against our Code of Conduct appears in a later section of this handbook.

1) All members of the school community are required to:

a) show respect for other people and their property. This includes:

- i) not engaging in any form of verbal or physical harassment
- ii) not discriminating against any member of the school regardless of gender, disability, sexual orientation, race, culture or religion
- iii) not taking or borrowing the property of others without permission
- iv) not entering teacher workspaces without permission.

b) show respect for the school, its environment and its property. This includes:

- i) refraining from littering, graffiti and other forms of vandalism
 - ii) signing in and out of the school building using the Compass kiosks when attending outside of regular classes.
- c) promote a safe and healthy environment. This includes students:
- i) refraining from riding bicycles, skateboards or throwing balls etc. within the school building
 - ii) not possessing or using cigarettes (including e-cigarettes and vapes), alcohol or illegal drugs at school or while travelling to or from school
 - iii) not running in the building.
- 2) Classroom Behaviour:
- Students should show a positive attitude to their learning by:
- i) being punctual to class
 - ii) attending all set classes
 - iii) informing the teacher of any absences in advance where possible
 - iv) respecting the rights of the teacher to teach and the students to learn
 - v) leaving the classroom neat and tidy
 - vi) completing all set classwork and home study to the best of their ability
 - vii) bringing all necessary equipment to class.
- 3) To comply with the CHES Dress code, all students must wear neat professional attire.
- 4) In order to comply with the Department of Education regulations, all students must obey any lawful instruction of the Principal team or teachers.

Responses to breaches of the Code of Conduct

CHES operates within the School-Wide Positive Behaviour Support (SWPBS) framework. In alignment with this framework, if a student breaches the Code of Conduct, a community resolution will be sought to repair the damage caused either to a teacher, a fellow student, the community or the school's reputation.

Dress Code

At CHES students are not required to wear a uniform but are expected to dress in a manner that does not cause discomfort to any member of the school community or bring disrepute to the school in the wider community. CHES is a professional work environment and, as such, the following guidelines are set out to assist students in their clothing choices:

- clothes are to be clean, hygienic, and reflective of the workplace environment
- students are expected to meet a standard of dress that is both safe for the workplace and reflects a positive work environment
- hats or caps are not permitted to be worn in the building (unless for cultural, religious, or medical reasons)
- t-shirts or clothing that expresses slogans that are offensive in nature (derogatory, contain swear words or offensive statements etc.) are not to be worn
- reflective of a professional workplace

Students attending classes at CHES who are travelling from their base school can attend in their base school uniform. Students who choose to do this should ensure they are following their base school uniform policy.

Jewellery, cosmetics and hair

In line with a professional workplace, jewellery, cosmetics, hair styles and appearance should be reflective of this. At times students may be asked to remove jewellery or tie hair back if it poses a risk to safety in certain activities.

Safety

In the interest of safety, students must wear substantial footwear. Thongs and similar items of footwear are not to be worn at school. Sandals must be securely attached to the foot. Any classes or activities held in laboratories require covered shoes.

Bags

Students who bring bags to attend classes at CHES must ensure they are stored in a safe manner and do not cause a tripping hazard. Bags are not permitted in the laboratories for safety reasons and must be stored neatly in a nearby classroom or provided bag storage cubes.

Failure to comply with the Dress Code requirements

Repeated breaches of the CHES Dress Code Policy will be addressed through communication with the Principal Class, the base school and parents/carers.

Student Attendance

CHES recognises the importance of attendance in all classes to maximise success in education and to ensure students don't fall behind in their studies. Students are expected to be present in all scheduled classes and activities. Regular and punctual attendance is expected of all students. Absences and lateness to classes will affect attendance rates.

VCE students should expect to attend one live lesson and one tutorial each week, along with four seminar days across the year. Year 10 Elective students should expect to attend one live lesson each week and three seminar days across the semester. Dates for these will be communicated as early as possible to the students, their families and the base school.

HES students will be expected to attend all compulsory sessions for their course. This will vary from university to university and from course to course. Details of compulsory activities will be provided on the CHES LMS (MS Teams) at the earliest possible time.

Student Absences for Year 10 Electives and VCE subjects

As per enrolment guidelines, students undertaking CHES VCE and Year 10 programs remotely will need to ensure they have suitable camera and microphone technology so that the teacher can verify their attendance, and that they can engage throughout the classes. In the first instance the student base schools will be contacted if a student is absent from a class and parents or guardians may be required to provide CHES with supporting evidence (i.e. medical certificates).

In most cases, CHES expects students to contact their class teacher if they know they will be absent from a lesson and make arrangements to catch up on work missed. All CHES lessons are recorded and available for students to watch if they are unable to attend live, but this is only to be used for emergencies or if there is no other option. Students and their families will be asked to provide an explanation for every lesson they miss. If this is an ongoing issue, parents and base schools will be contacted and asked to provide more information.

It is important that parents/guardians log an absence through Compass for VCE students or call CHES to log the absence on their behalf. Students cannot approve their own absences.

Absences will be approved at the discretion of the Assistant Principal, where there is a valid reason for the absence and where appropriate documentation has been provided. Examples of situations where absences will be approved are:

- medical or health reasons (including mental health), where a medical certificate has been provided that covers the entire period of the absence
- funerals and/or bereavement; providing written notice (by email or hard copy) is provided to the school in advance of the absence
- to attend extracurricular activities at their base school, providing written notice has been provided to the school in advance of the absence
- to attend religious or cultural events, providing written notice is provided to the school in advance of the absence
- other reasons as determined by the CHES Assistant Principal.

In all cases, the decision to approve an absence will be made at the discretion of the CHES Assistant Principal.

All students are required to provide a medical certificate or Statutory Declaration if they are absent on the day of a SAC or SAT submission date. This must be provided to the subject or class teacher and the Assistant Principal in person or electronically. If this is provided to the base school the student should ask their base school supervisor to contact the CHES Assistant Principal to confirm this has been provided.

The following absence reasons may be considered unapproved absences and may result in attendance requirements for courses not being met.

- absence recorded as generic “parent choice” or “truancy” on Compass
- medical statements dated after the day of the illness
- family holidays
- appointments for job interviews or driving lessons
- family arrangements such as helping at home or at parent’s place of work
- part-time or casual work
- other reasons as determined by the CHES Assistant Principal

Absences for these reasons may result in a not satisfactory (N) outcome being given to the student for their VCE unit.

Student Absences for HES subjects

Students are expected to attend all live lessons for CHES students. This will vary from course to course, and from university to university, and attendance expectations will be outlined for students in each course at the start of each year. University staff will maintain an attendance record for the mandated classes and schools and/or parents/guardians will be contacted in the event that two or more weeks are missed without the student contacting the university academic or CHES.

Some courses have mandatory laboratory sessions or practical classes that will take place on weekends or during school holidays. All students are required to attend these sessions or make arrangements with their tutor/lecturer to catch up on these at another time. Failure to attend these sessions may result in loss of marks for the course or in students being unable to pass the unit.

Some universities will hold optional activities for students, either on weekends or during school holidays. Students are not required to attend these events and do not have to provide an explanation for their absence but should be aware that these opportunities are provided to allow students to meet each other and to enhance the program.

Lateness

Punctuality is always expected. Students who arrive late to class onsite should enter the class quietly and speak to the teacher at an appropriate time. This ensures we are aware of your presence in the event of an emergency. Students who are late to online classes should provide an explanation to their teacher through the

private chat function.

Extended Absences during the year

Extended absences during the school terms are strongly discouraged. Attendance rates and success in academic studies are strongly correlated, with students most likely to perform well in their academic studies when they attend class consistently. Participation in class enables the student to build their skills with guidance, support and feedback from their teachers. It should be noted that extended absences can place undue stress on the student who may feel that they will fall behind in their studies.

Any requests for extended absence during the school term are to be submitted in writing to the Principal prior to the absence. This absence should also be communicated to teachers who may provide work for completion while the student is absent. Any extended absence during the year may impact the attendance requirements and results of the student.

Illness and First Aid

Students who are ill should stay at home as the school does not employ a nurse and the First Aid room is only used for the short-term treatment of injuries. If a student becomes ill while at school, they will be treated in the first aid room and parents/carers will be contacted, if required. Students will not be sent home without the consent of the parents/carers. ***Students must not sign themselves out if they feel unwell without visiting First Aid first.***

In an emergency a student may be taken to hospital by ambulance; it is therefore essential that all emergency telephone numbers (home, personal, business) are updated regularly. Membership of Ambulance Victoria is highly recommended as, in some instances, the school is mandated to call an ambulance. Related costs are charged to families by Ambulance Victoria and are not the responsibility of the school.

Absence during assessment periods

Units 3 & 4

All Unit 3 and 4 students who are absent without acceptable reason throughout a period in which School Assessed Coursework (SAC) or School Assessed Task (SAT) assessment is being conducted will not receive a scored assessment for that SAC or SAT. If the student is to be allowed to undertake the assessment on another occasion or to be given an extension of time, all absences during assessment periods require formal documentation (e.g. medical certificates, statutory declarations, or official documentation from other professionals).

Students who are absent due to illness should contact their subject teacher on the day of the SAC or SAT. They must obtain permission from the Assistant Principal to sit SACs or SATs at an alternative time.

For events or activities which potentially interfere with an assessment period, students must contact their teacher before the scheduled time to complete the assessment. Students should be aware that permission to change assessment dates will only be given after consideration of the circumstances and permission may be refused. For changes to assessment dates due to events at the base school the base school supervisor will be contacted for confirmation of the absence.

Please note: Sitting a SAC at a different time generally means that you will be given different work to complete.

Units 1 & 2

Students who are absent for Unit 1 & 2 assessments will be required to contact their teacher and make arrangements to complete the task at a different time. In some cases, formal documentation (medical certificate, statutory declaration, notes from parents or base school) may be required. If the request to move the assessment is due to an activity at the base school the base school supervisor will be contacted to confirm the details. Students will be required to sit the assessment task at the earliest possible time following the absence and may be given a different task to the rest of the cohort.

Year 10 Enrichment Electives

Students who are absent for key lessons and seminar days will be required to contact their teacher and make arrangements to ensure key work is completed. In some cases, formal documentation (medical certificate, statutory declaration, notes from parents or base school) may be required. The final seminar day is crucial for Year 10 students and should be prioritised to ensure final showcasing of completed work can occur.

Higher Education Studies

The universities will set assessment schedules and deadlines for submission of work. Where possible, these will be communicated to base school staff and CHES. Students are expected to contact the university staff **and** the CHES Assistant Principal if they will be absent for assessments or will be unable to meet a submission deadline. Students should be aware that there is significantly less flexibility in submission deadlines for Higher Education Studies and absence from an assessment is likely to result in a score of zero for that task.

Students should familiarise themselves with the special consideration processes for the university they are studying at and make timely applications in the event they need extensions or special arrangements.

Physical Environment

As CHES is situated on Chapel Street in South Yarra, students are expected to be conscious of the public space surrounding the school. Students should be polite and respectful to members of the public and maintain safe conduct when crossing the nearby roads and tram lines or waiting on station platforms.

Care for the environment and grounds in and around the school is expected. Students should be seated when they consume food in the carpeted areas of the school and take responsibility for leaving the spaces in a clean and hygienic manner. No food or drink is to be consumed in the auditorium or the laboratories.

Individual Achievement Plans

Every VCE student who enrolls in a program through CHES will have an Individual Achievement Plan (IAP), put in place after discussion with the student, the base school and, where appropriate, parents/carers. This plan will support a successful transition and will include:

- information about student goals and learning preferences
- an individual timetable
- study arrangements, including information about the course and delivery modes
- travel arrangements (if applicable)
- agreed communication methods between the student, base school, CHES and, where appropriate, parents/carers
- any adjustments required to meet the learning and wellbeing needs of the student, including approved special provisions or Special Exam Arrangements, if appropriate

Students enrolled in a HES course will complete a modified IAP where they will have the opportunity to make CHES aware of any concerns or issues they may have with their access to the programs.

Submission of Work

At CHES there is an expectation that students will submit all work on time, every time, for all courses.

For Year 10 electives and VCE subjects all work has a learning intention that teachers assume students will grasp. If the learning intention is unclear, students are encouraged to consult with their teacher so that they understand how a given piece of work relates to their learning. The feedback on the work that you submit is an important part of you developing your future learning.

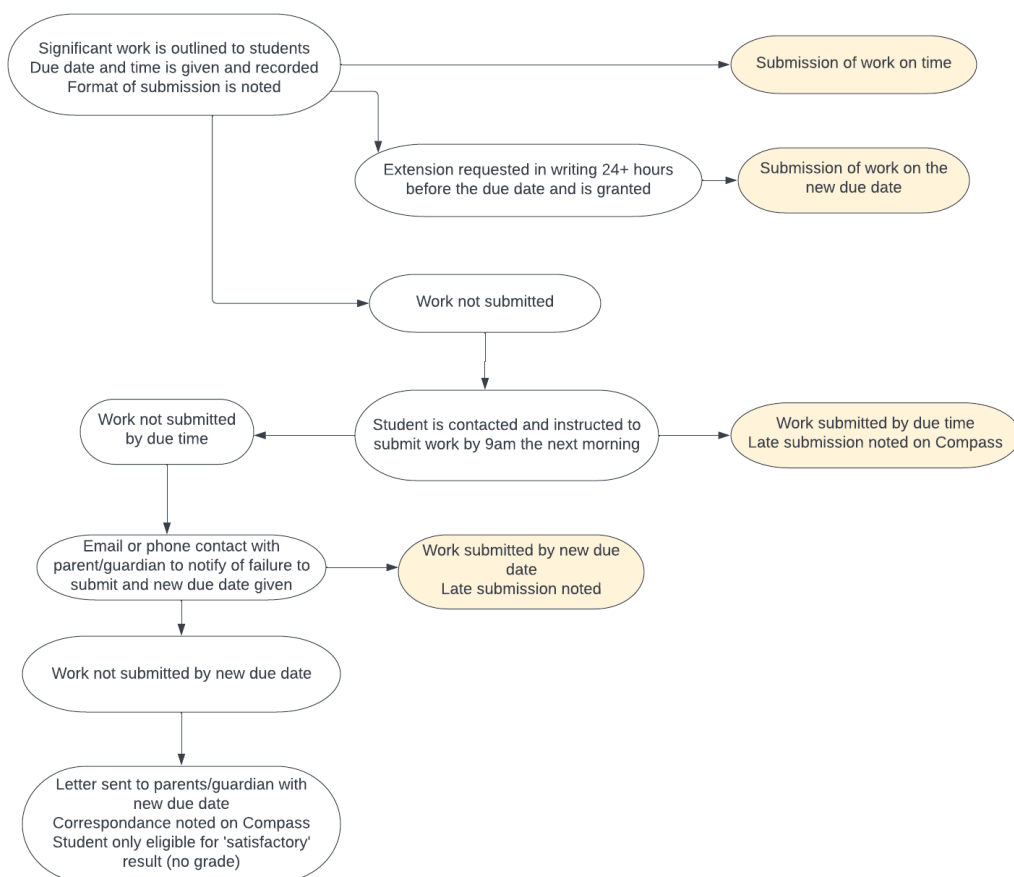
For VCE subjects your teachers will outline the significant work required of you for each subject. There may also be other work required of you that we expect you to meet deadlines for.

In all situations we will follow a formal process (outlined below) to reinforce the need to submit any significant work in a timely manner. CHES does this for several reasons.

One reason is to make concrete the respectful attitudes with which we expect all students to approach other members of the CHES community. Teachers tend to sit down with a plan to mark a piece of work in one or two sittings, so they have consistency and fluency in their marking. They also collect work and provide feedback so that the sequence of classwork is presented in its optimal form. When you miss a deadline, you are being disrespectful of your teachers' work commitments and plans for class instruction, and disrespectful of your class peers who have made the effort to submit their work on time.

Your teacher will outline the time, date and mode of submission required from you for each significant task. If you know that you will not be able to meet the deadline (because of legitimate reasons) you can apply at least 24 hours in advance, in writing via email, for an extension. In some circumstances an extension will not be possible due to reporting requirements or VCAA deadlines.

The following flowchart outlines the process for submission of work. We expect you to know this and follow it, and to accept responsibility for submitting work on time, every time.



The universities will have their own processes for communicating the required work and processes for submission. Students should familiarise themselves with these processes early in the year and contact the university staff, or CHES, if they need support. The university staff will communicate with CHES staff if students are in danger of not meeting the requirements to pass and CHES will contact parents/guardians to discuss the situation.

Satisfactory Completion of VCE Units

For satisfactory completion of a VCE unit, students must demonstrate their achievement of the set of outcomes specified in the study design. The decision about satisfactory completion of outcomes is based on

the teacher's assessment of the student's overall performance on coursework as documented in each Unit's Skills and Knowledge Matrix.

Satisfactory (S) performance and demonstration of these skills and knowledge is sufficient evidence to award an S for the unit. The decision to award an S for the unit is distinct from the assessment of levels of achievement, which are determined by school-based assessment tasks, School Assessed Coursework (SACs) and School Assessed Tasks (SATs).

Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements.

Note: Units 3 & 4 in any study must be completed in the same calendar year for the calculation of a study score which contributes to the calculation of your ATAR unless an application of Interrupted Studies is completed and approved by the VCAA.

The decision to award a Satisfactory (**S**) or Not Satisfactory (**N**) grade for a unit is at the discretion of the subject teacher. In order to achieve an **S** for a unit a student must:

- produce work that demonstrates achievement of the outcomes
- submit work on time
- submit work that is clearly their own
- observe the rules of the VCAA and the school
- attend sufficient classes in order for the teacher to authenticate their work

A student will receive an **N** for the unit when one or more of the requirements listed above are not achieved, for example:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Provision
- the work cannot be authenticated
- there has been a substantial breach of rules
- attendance is such that the teacher cannot authenticate the student's work

S or **N** will appear on student's official VCAA Statement of Results as well as their school report.

Any student who is in danger of receiving an **N** for a unit will be notified at the earliest possible date to enable the student to make changes or submit additional work to demonstrate an understanding of the outcomes. This information will also be communicated to the base school to ensure support can be put in place to assist the student to achieve a satisfactory outcome.

Assessment in VCE Units

Many school-based assessment tasks will be completed by students in their base school under the supervision of a base school supervisor or staff member. Some tasks may be completed at CHES under the supervision of the CHES staff. Information about this will be communicated to students and base school staff at the start of each semester.

All work must be authenticated as the students' own. Students and, where the assessment is completed at the base school, base school supervisors will be required to sign a declaration of authenticity for all work completed under test conditions that is to be submitted to CHES with the completed task.

Units 1 & 2

Assessment in Units 1 & 2 is entirely school based. The teacher(s) will write the assessment task and mark the student work. No grades or results are reports to the VCAA and students will receive feedback on how they can

improve their understanding or next steps they can take to enhance their work rather than grades. Student progress will be reported on in CHES termly reports

Units 3 & 4

Students' levels of achievement for Units 3 and 4 sequences are assessed using school-based assessment and external examinations and reported on by both CHES in term reports and VCAA at the end of the year.

Algorithmics is assessed using:

- Unit 3 SACs (12%)
- Unit 4 SACs (8%)
- School-assessed Task (SAT) (20%)
- External exam (60%) – held in November each year

English Language is assessed using:

- Unit 3 School-assessed Coursework (25%)
- Unit 4 School-assessed Coursework (25%)
- External exam (50%) – held in November each year

Extended Investigation is assessed using:

- Unit 3 School-assessed Coursework (30%)
- Unit 3 Critical Thinking Test (10%) – held in August each year
- Unit 4 Externally Assessed Task (60%)

Specialist Mathematics is assessed using:

- Unit 3 School-assessed Coursework (20%)
- Unit 4 School-assessed Coursework (20%)
- External Exam 1 – technology free (20%)
- External Exam 2 – tech able (40%)
 - Both exams will be held in the November exam period

SACs and SATs are set and marked by the teacher(s) and results are reported to the VCAA. Students will be provided with feedback on areas to improve and next steps to take to ensure they are prepared for the exams and upcoming assessment. Grades may be reported to students, but this will be done **after** students have been given feedback and an opportunity to discuss this with their teacher. Students should be aware that any grades received on SACs and SATs are not necessarily a reflection of results in the subject as all results reported to the VCAA will be moderated against the exams and externally assessed tasks. For this reason, CHES teachers will not provide a ranking of students in a class as this will not reflect their ranking in the state which is how study scores are determined.

All SACs and SATs completed under test conditions will follow the VCAA rules for such assessments.

VCAA rules for Assessments under test conditions

1. Students must not cheat or assist other students to cheat, including taking any action that gives or attempts to give them or another student an unfair advantage
2. Students must obey and observe all instructions given by the supervisor
3. Students must provide reasonable assistance to any investigation in relation to a suspected breach of rules
4. Students may only bring materials and equipment approved for that assessment
5. Students must not possess mobile phones or electronic devices that are capable of storing, receiving or transmitting information or electronic signals
6. Students detected with any device defined in Rule 5 must, upon direction of the supervisor, surrender that device for inspection. Any confiscated device may be retained pending any investigation into an alleged breach of VCAA rules. Students must provide reasonable assistance to enable the interrogation of the device
7. Students must not bring or possess any drinks or food, except under special circumstances as approved. Bottled water is permitted.
8. Students must not communicate with any other student while the assessment is being conducted

9. Students must not cause any nuisance, annoyance or interference to any other student during the assessment
10. Students must not remove or tear out any part of a bound reference, question/task book, question and answer book or answer book, except where permitted
11. Students must not remove any response material from the room
12. Students must not begin to write or mark their paper or response material in any way, or use a calculator, until advised by a supervisor that this is permitted
13. Students must raise their hand if they wish to communicate with a supervisor
14. Students must not leave their place until permitted by the supervisor
15. Students must cease writing when instructed to do so by a supervisor
16. Students must remain silent and seated in their place at the end of the assessment until all response materials have been collected and permission is given to leave.

External Assessment (Written Exams) in the VCE

Where possible CHES students will complete written examination external assessments at their base school. Where this is not possible, arrangements will be made for a student to undertake the external assessment at an alternative venue. This will be arranged in consultation with the base school. Students completing a Unit 3 & 4 subject will be required to sit the General Achievement Test (GAT), which is conducted in June. This will be completed at the base school.

Students completing Extended Investigation will be required to sit the Critical Thinking task in August and complete an externally assessed oral presentation in October. Oral presentation venues are determined by the VCAA and any communication about these should be initiated by the base school. The written report is submitted to the VCAA for assessment at the end of Term 3. Students completing Algorithmics, English Language or Specialist Mathematics will be required to complete written examinations in November. Dates for end of year external assessments are set by the VCAA and published in late May/early June each year.

Study Scores in VCE

Study Scores are reported for students who satisfactorily complete a Unit 3 & 4 subject with results in at least two of the three Graded Assessments. A study score indicates how a student performed in relation to all others who took the study. It is calculated using the student's moderated SAC or SAT scores, any EAT, performance or oral exam marks and the examination score/s for each study. Study scores are reported out of 50, by increments of 1. Where the study score is less than 20 the score will be reported to the student as <20. For more information on how a Study Score is calculated, visit the VCAA website:

<https://www.vcaa.vic.edu.au/assessment/results/Pages/StudyScoreVideos.aspx>

Study Scores are not scores but a rank. They are calculated by standardising the scores for each of the Graded Assessment tasks, calculating a weighted value based on the amount each Graded Assessment contributes to the overall total, adding these together, then ranking the scores across the state. The students with the highest total will be awarded the highest rank. These ranks are then normalised and transformed to a scale with a mean of 30 and ranges between 0 and 50. Most study scores will fall between 23 and 37.

The table below shows the approximate proportion of students who receive a Study Score on or above the stated values (for subjects with 1000 enrolments or higher).

Study Score	45	40	35	30	25	20
% of students on or above (approx.)	2%	9%	26%	53%	78%	93%

Satisfactory Completion of HES Units

Each university will set their own requirements for what constitutes satisfactory completion of the Higher Education Study. These requirements will be communicated to the student at the start of the course. Students should ensure they are aware of these at the start of each semester and plan their work around the key assessment dates.

Assessment in HES Units

Each university will set their own assessment for their Higher Education Studies. This information will be communicated to the students and their base schools at the start of the course. Information about exam times and locations will be communicated when they are available. Universities will provide the most up to date information at the start of each semester.

Students who require extensions or have circumstances that require special consideration should follow the university processes for applying for these. If support is needed, they should contact the Assistant Principal at CHES but there is an expectation that students completing a HES course are, as much as possible, responsible for ensuring they are meeting the same standards as a first year university student.

Results for HES Units – University Descriptions

Each university has their own way of reporting results based on their assessment reporting structure. These can change and students should refer to the university website for the most up to date information. The statement of results from the university will include these designations but these are not reported to the VCAA for the purposes of ATAR calculations. When you receive your results at the end of each semester from the university they will be reported in the following way. The universities will provide a score out of 100 to the VCAA for ATAR calculation purposes but this may not be reported to the students.

Federation University

Grade	Mark	Description
HD	80 – 100%	High Distinction
D	70 – 79%	Distinction
C	60 – 69%	Credit
P	50 – 59%	Pass
MF	40 – 49%	Marginal Fail
F	0 – 39%	Fail

La Trobe University

Grade	Mark	Description
A	80 – 100%	A Grade Pass
B	70 – 80%	B Grade Pass
C	60 – 69%	C Grade Pass
D	50 – 59%	D Grade Pass
P		Ungraded Pass
NC		Conceded Pass
N	0 – 49%	Fail

Monash University

Grade	Mark	Description
HD	80 – 100%	High Distinction
D	70 – 79%	Distinction
C	60 – 69%	Credit
P	50 – 59%	Pass
N	0 – 49%	Fail

RMIT

Grade	Mark	Description
HD	80 – 100%	High Distinction
DI	70 – 79%	Distinction
CR	60 – 69%	Credit
PA	50 – 59%	Pass
NN	0 – 49%	Fail

Swinburne University

Grade	Mark	Description
HD	80 – 100%	High Distinction
D	70 – 79%	Distinction
C	60 – 69%	Credit
P	50 – 59%	Pass
CP	45 – 49%	Conceded Pass
N	0 – 49%	Fail

University of Melbourne

Grade	Mark	Description
H1	80 – 100%	First Class Honours
H2A	75 – 79%	Second Class Honours Division A
H2B	70 – 74%	Second Class Honours Division B
H3	65 – 69%	Third Class Honours
P	50 – 64%	Pass
N	0 – 49%	Fail

Deakin University

Grade	Mark	Description
HD	80-100%	High Distinction
D	70-79%	Distinction
C	60-69%	Credit
P	50-59%	Pass
N	0-49%	Fail

Victoria University

Grade	Mark	Description
HD	80-100%	High Distinction
D	70-79%	Distinction
C	60-69%	Credit
P	50—59%	Pass
N	0-49%	Fail

Results for HES Units – ATAR Calculations

A HES can be used as a fifth or sixth subject in the calculation of the ATAR. HES results will contribute 3 to 5 points to the ATAR aggregate. To receive this increment students must:

- satisfactorily complete four VCE Unit 3 and 4 sequences for which study scores have been calculated, including one from the English group
- satisfactorily complete at least one VCE Unit 3 and 4 sequence in the same year as the HES
- satisfactorily complete the full year of the HES
- received a pass result for the HES subject

Note: IB students are not eligible to receive an ATAR increment upon successful completion of a HES subject.

The table below shows the points students will receive, and the equivalent VCE study score value, for completion of a HES.

Average mark for HES subject	HES ATAR aggregate contribution	Equivalent VCE Study Score
90 or more	5.0 points	50
80 – 89	4.5 points	45
70 – 79	4.0 points	40
60 – 69	3.5 points	35
50 – 59	3.0 points	30

Universities will report the average mark for the HES subject to the VCAA. This may be different to the results reported on the Statement of Results provided by the university.

Failure of Semester 1

Students who do not achieve a pass (50%) or higher in Semester 1 will be withdrawn from the HES for Semester 2. This is a university and VCAA requirement and students should ensure that they have completed enough VCE units to be awarded their VCE qualification if withdrawal is required.

Calculation of an Australian Tertiary Admissions Rank (ATAR)

The VCAA supplies results to the Victorian Tertiary Admissions Centre (VTAC) who calculate the ATAR. The ATAR is used solely by tertiary institutions to compare the overall achievement of students who have completed different combinations of VCE studies. A high ATAR indicates a university course is popular, it is not necessarily an indication of a “good” course.

The ATAR is not a score, it is a rank. It is developed from an aggregate produced by adding:

1. The scaled study score for an English, (English, English Language, Literature or EAL)
2. The next best three scaled study scores; and
3. 10% of the fifth (and sixth) scaled study scores.

Important Notes:

Specialist Mathematics, English Language, Extended Investigation and Algorithmics are full VCE subjects that can be included in the primary four.

Higher Education Studies will only count as a fifth or sixth subject and will not be included in the primary four calculation.

For information about study scores and calculation of the ATAR visit:

<http://www.vtac.edu.au/results-offers/atar-explained.html#how>

Authentication of work – Year 10 & VCE Studies

Authentication means that the teacher must be satisfied that the work is the student’s own work. It is the student’s responsibility to ensure that the teacher can authenticate their work.

Teachers cannot authenticate work about which they have doubts until further evidence is provided. For students completing SATs or EATs (Externally Assessed Tasks), the authentication procedure includes meeting the checkpoint requirements set by the teacher in the lead up to final submission. If it is proven that a student has copied, plagiarised or received undue assistance from another person in a SAC/SAT/EAT, there will be penalties (e.g. no marks awarded and CHES-issued consequences).

A student who knowingly assists other students in breaching authentication rules will face the same consequences as the student(s) they assisted (including loss of marks).

Work completed outside of class time or away from teacher supervision

A significant amount of work for the assessment of courses, including SACs and SATs, will be completed during class time; however, this does not preclude normal teacher expectations for students to complete research and learning activities that contribute to gaining key knowledge and skills outside of class time.

Additional work and study undertaken outside of class time will be required as part of the student’s regular learning program. The setting and marking of work with a formative focus provides students with the opportunity to develop their knowledge and skills, and for teachers to provide diagnostic feedback using the developmental rubric.

For SACs or SATs undertaken outside of class time, teachers will monitor and record each student’s progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records. A significant amount of class time will be spent on the task so that the teacher is familiar with each student’s work in progress and can regularly monitor and discuss aspects of the work with each student. Teachers will monitor the development of tasks in class, by sighting plans and drafts of students’ work and keeping records of their progress, where appropriate. Students must document the specific stages of the development of work, starting with an early part of the task, such as the topic choice, list of resources and/or preliminary research. Students must document this in the place designated by the class teacher this will be regularly monitored. This arrangement applies to those attending onsite and virtually.

Authentication rules for school-based assessment

The VCAA authentication rules state that:

- a student must ensure that all unacknowledged work submitted for assessment is their own
- a student must acknowledge all resources used, including
 - texts, websites and other source material
 - the name and status of any person who provided assistance and the type of assistance provided
- a student must not receive undue assistance from another person in the preparation and submission of work.
 - Acceptable levels of assistance include:
 - the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context
 - prompting and general advice from another person or source, which leads to refinements and/or self-correction
 - Unacceptable forms of assistance include:
 - use of, or copying, another person's work or other resources without acknowledgement
 - corrections or improvements made or dictated by another person
- a student must not submit the same piece of work for assessment in more than one study, or more than once within a study
- a student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment
- a student must not knowingly assist another student in a breach of rules

These rules will be applied for all assessment undertaken for any CHES Year 10 or VCE program.

Plagiarism

Plagiarism is taking credit for work that is not your own. Whenever you are presenting ideas or work that is not your own, you must acknowledge where the ideas came from. Presenting ideas or work that is not your own, without acknowledgement, is cheating. In the workplace this can result in immediate dismissal from your job and criminal charges.

Plagiarism includes

- copying sentences (or more) word-for-word without referencing the author
- paraphrasing another's work and not referencing the author
- submitting work that was completed with the assistance of others without acknowledging their assistance
- submitting work as your own that was not completed by you.

An "author" can be a published author, another student, a teacher or a tutor. Any work or idea that you did not think of yourself is someone else's intellectual property and must be acknowledged if used. Work you submit under your own name **MUST** be yours. Any assistance from other students, teachers or tutors must be referenced and acknowledged.

For senior students, VCAA have very strict rules about authentication and the presentation of another's work as your own. Plagiarising work can result in receiving a zero for an assessment task or an N for a unit. It is a serious offence and can be detrimental to your VCE results. In adult life, universities and employers have very strict rules about this issue, and serious penalties are imposed upon those who plagiarise.

Students must acknowledge all assistance received in the production of assessment tasks completed outside of test conditions. This includes, but is not limited to, tutors, teachers in their base school, other students, family

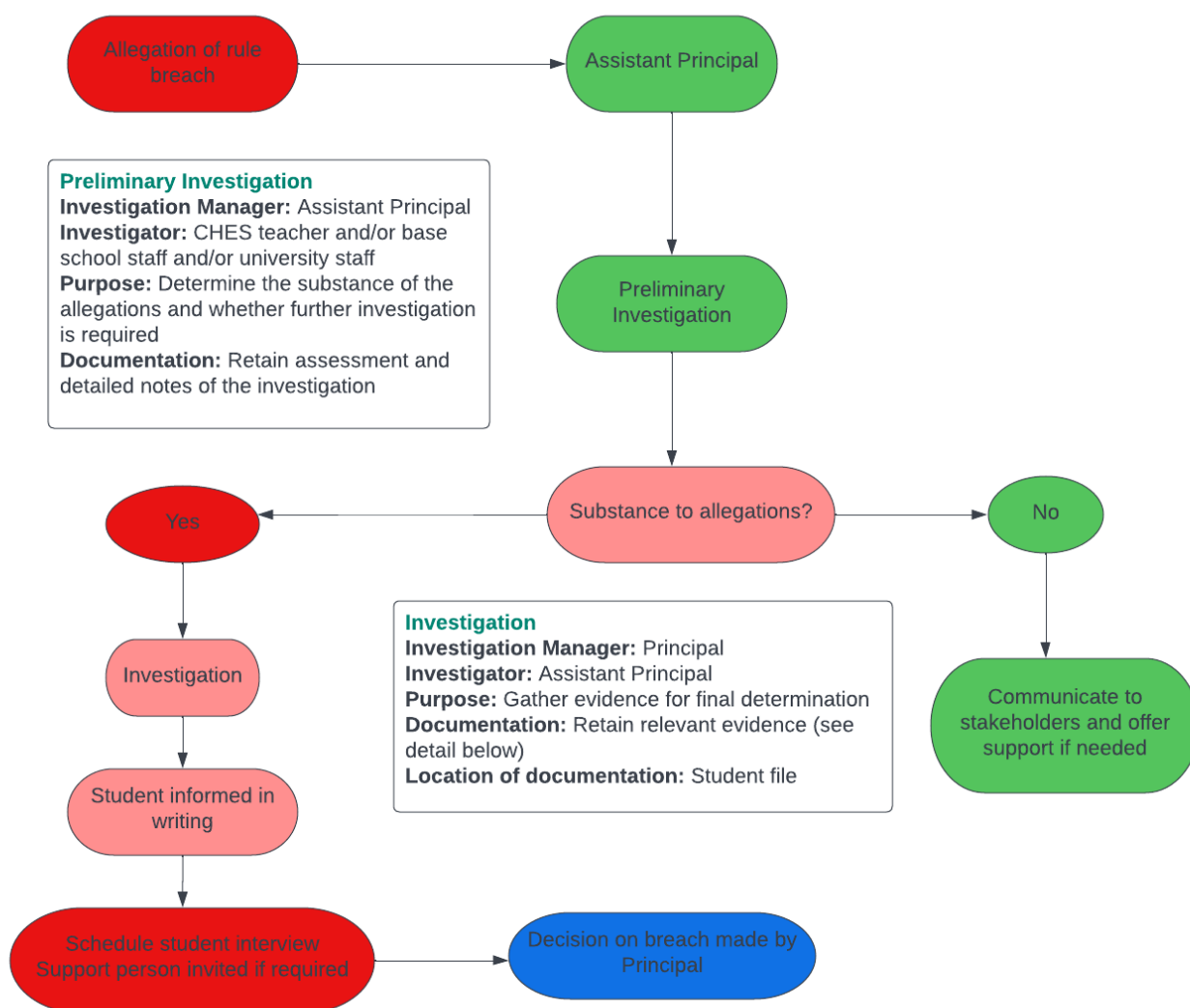
members or any other person who has provided assistance with the task.

NOTE: staff use plagiarism detecting software on all electronically submitted work. Plagiarism is considered a serious breach of our Code of Conduct and will be dealt with accordingly. If a student(s) is found to have plagiarised a panel meeting will be held with the student(s), subject teacher and a member of the Principal Class. The consequences are dependent on the offence and the recommendations of the panels and parents/carers will be notified.

What happens if there is a breach of CHES rules for Year 10 or VCE assessment?

In most circumstances the Breach of Rules investigation will be triggered by the subject teacher as they are best placed to know the work their students can produce and are likely to be the first person informed if other students are aware of the breach, even if the teacher has not observed the breach.

In the event that a breach of rules is suspected or observed the following process will apply:



Preliminary Investigation

The class teacher and/or base school staff and/or university staff will notify the Assistant Principal of suspected breaches of rules. The class, base school or university staff member will collect written statements from each student, including any witnesses and write a statement about their observations. This documentation will be given to the Assistant Principal who will make preliminary investigations, which may include interviewing

students or seeking additional work samples. The Assistant Principal will determine if further investigation is required and inform the student(s) and staff members of the outcome.

Investigation

If the Assistant Principal determines there is sufficient evidence of a breach of rules the matter will be referred to the Principal to make a final determination and determine any consequences.

The investigator must approach the investigation with an open mind and act fairly without bias. If the investigation suggests there is any substance to the allegation, the student will be informed in writing of the nature of the allegation and be invited to attend an interview to respond to the allegation. Adequate notice of the interview should be given to the student who is able to bring a support person. The support person is there for moral support as opposed to representing or speaking on behalf of the student. The student's guardians should also be informed of the allegations. If the student elects not to attend the interview, they should be given the opportunity to respond to the allegations in writing.

The student may be asked to:

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

Decision-making

Decisions regarding the breach of examination or authentication rules are made by the Principal. Any decisions will be communicated in writing to the student. The Principal decides in relation to the allegations whether a penalty should be imposed and if so, what penalty is appropriate. Possible penalties include:

- a verbal or written warning
- detention or suspension
- refusal to consider the student's work but giving the student the opportunity to re-submit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule.
- refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and determination of the appropriate result for the relevant outcome forming part of the VCE unit
- refusal to accept any part of the work, awarding an N for the outcome

After the meeting, the school must write to the student to confirm:

- the findings of the decision-maker in relation to the allegation/s against the student (setting out each allegation, and corresponding decision)
- the reasons for the decision on each allegation, and the supporting evidence
- any penalty that will be imposed
- processes for appealing the decision

Authentication and plagiarism in HES courses

Each university will have their own process for dealing with suspected cases of plagiarism and their own authentication processes. It is the responsibility of the students to ensure they are aware of these and follow the correct referencing processes required by their course.

The universities will inform CHES if there are concerns about the authenticity of student work but will implement their own policies and procedures. CHES will provide support to students throughout the investigation but will uphold the university decision in the event that a student is found to have breached the university rules.

Consequences for a breach of rules will be set by the university and may include receive no marks for the task, failure of the unit or removal from the program.

Mobile Phones

At CHES, we recognise our students as independent learners preparing for the demands and expectations of tertiary education. In line with this, the use of mobile phones at CHES is guided by principles of trust and respect. Students are expected to manage their mobile phone usage responsibly, ensuring it aligns with their learning goals and supports their academic progress. During Seminar Days, students are expected to adhere to these guidelines, including refraining from mobile phone use during breaks and actively engaging in social interactions.

This variation to the Victorian Schools Mobile Phone Ban acknowledges the unique learning environment at CHES and the maturity of our student cohort. We trust that students will exercise sound judgment and not misuse this privilege.

If you are using your phone in class, this may include using it as a camera to document the work you are doing. Under these circumstances we expect that you will:

- only take photos and record sound or video when it is a permitted activity of a class or lesson,
- seek (written) permission from individuals involved before taking photos, recording sound or videoing them (including teachers),
- seek specific permission from individuals involved before publishing or sending photos, recorded sound or video to anyone else or to any online space,
- respect others when you talk to and work with them online and never write or participate in online bullying, and
- seek teacher permission before uploading any content to websites.

Any inappropriate use of mobile phones or technology will be addressed through a clear and consistent process:

Inappropriate Mobile Phone Usage – Three-Step Process

1. First Offence

- The mobile phone/smart device will be confiscated by the classroom teacher, teacher on duty, or principal on duty and returned to the student at the end of the session or school day.
- A Compass entry will be made by the staff member involved to document the incident.

2. Second Offence

- The mobile phone/smart device will be confiscated, and the student will be required to attend an interview with a member of leadership before it is returned.
- Parents/Guardians will be contacted by phone to inform them of the incident and discuss strategies to prevent recurrence.

3. Third Offence

- The mobile phone/smart device will be confiscated, and parents/guardians will be contacted by a member of leadership to discuss the matter.
- A meeting may be arranged to explore further actions to address the misuse of mobile phones and ensure alignment with CHES expectations.

We are confident that our students will honour this policy and use their mobile phones responsibly, reflecting the independence and accountability expected in our educational setting.

School profile statement

At CHES we support the rights of all members of the school community to be provided with and engage in a safe, inclusive, and supportive learning environment. This extends to the use of digital tools and online communities, and is underpinned by our expectation of safe, ethical and responsible behaviour of all members of the school community. Our students are encouraged to approach the use of digital technologies in a disciplined manner, to challenge data, and judiciously synthesise their findings. When using digital technologies, including AI, to interact at local, regional, national, and global levels, a CHES student knowingly adopts a principled and considerate approach. We aim for our students to develop a positive online footprint that they can be proud of, one that will act as an advertisement to future employers and communities they associate with.

At CHES we:

- have a Student Engagement Policy that outlines our school's values and expected standards of student conduct, including consequences for breaching the standards. This Policy extends to online conduct
- use various security platforms to proactively monitor the way in which school internet services are used by students to assist with the detection of potential issues around student safety and wellbeing
- provide information about digital access issues such as online privacy, intellectual property and copyright
- supervise and support students using digital technologies for school-directed learning
- use clear protocols and procedures to protect students working in online spaces. This includes reviewing the safety and appropriateness of online tools and communities, removing offensive content at earliest opportunity,

See: <https://www2.education.vic.gov.au/pal/cybersafety/policy>

- provide a filtered internet service to block inappropriate content. We acknowledge, however, that full protection from inappropriate content cannot be guaranteed
- reinforce the importance of safe, disciplined, ethical, responsible and respectful use of the internet at all times
- use online sites and digital tools that support students' learning
- address issues or incidents that have the potential to impact on the wellbeing of our students
- refer suspected illegal online acts to the relevant Law Enforcement authority for investigation
- support parents and caregivers to understand safe and responsible use of digital technologies and the strategies that can be implemented at home. The following resources provide current information from both the Department of Education & Training and The Children's eSafety Commission:
 - [Bullystoppers Parent Interactive Learning Modules](#)
 - [iParent | Office of the Children's eSafety Commissioner](#)

Digital technology at Centre for Higher Education Studies








Acceptable Use Agreement

Information for Parents

Our commitment to the responsible use of digital technology






At CHES we are committed to building a culture of respect and responsibility. We show this in the way we use technology and interact online. We teach our students about responsible digital behaviours, including how to recognise and respond to online dangers and threats. We support students to develop the digital skills they need to make a positive impact in the world. We are intentional and discerning about our integration of digital tools into the curriculum, providing rich, interactive and personalised experiences.

What we do

	<p>We set clear expectations</p> <ul style="list-style-type: none"> We have clear expectations about appropriate conduct using digital technologies. Our Mobile Phone Policy outlines our school's expectations relating to students using mobile phones during school hours. We have clear and appropriate consequences when students breach these expectations, in line with our Student Wellbeing and Engagement Policy.
	<p>We teach appropriate conduct</p> <ul style="list-style-type: none"> We teach our students to be safe, intentional and responsible users of digital technologies, including age-appropriate instruction on important digital issues such as cyber safety and cyberbullying. We have partnered with the Cyber Safety Project to offer all students, parents and staff specialist-led online safety and digital wellbeing sessions and on-demand training.
	<p>We partner with families</p> <ul style="list-style-type: none"> We work with parents and carers to understand the digital technology-related issues they are facing at home. We support them with information and tools that help.
	<p>We provide access to technology</p> <ul style="list-style-type: none"> We provide access to educational software for students to use including Microsoft 365 and Class. We create student email accounts.
	<p>We supervise digital learning</p> <ul style="list-style-type: none"> We supervise students using digital technologies in the classroom, consistent with our duty of care. We use clear protocols and procedures to protect students working in online spaces.
	<p>We take appropriate steps to protect students</p> <ul style="list-style-type: none"> We provide a filtered internet service to block inappropriate content. Full protection from inappropriate content cannot be guaranteed, however, we have processes to report and act on inappropriate content. We use Saasyan Assure to monitor student online activity across the Microsoft 365 suite including direct messages, emails and files.
	<p>We appropriately manage and respond to online incidents</p> <ul style="list-style-type: none"> We work to prevent, respond, and learn from issues or incidents relating to the use of digital technology, including cybersecurity incidents, cyberbullying and risks to child safety. We refer suspected illegal online acts to the police.

How parents and carers can help

Learning about technology and its impacts doesn't stop at the school gate. Below are our suggestions for ways you can support your children to responsibly use digital technology.

	<p>Establish clear routines</p> <ul style="list-style-type: none"> • Talk to your child about expectations including when, where, and how digital devices can be used at home, ensuring these rules are age-appropriate and consistent. These can include: <ul style="list-style-type: none"> ○ Requiring devices to be used in a common area, such as a living room or study area. ○ Setting up a specific area for charging devices overnight, away from bedrooms, to promote better sleep hygiene.
	<p>Restrict inappropriate content</p> <ul style="list-style-type: none"> • Use built-in parental controls on devices and apps to help manage their device access and restrict inappropriate content. • Consider restricting the use of apps with addictive game mechanics (e.g. rewards, badges, limited exit options).
	<p>Talk about online safety</p> <ul style="list-style-type: none"> • Talk with your child about the importance of protecting personal information, recognising online scams, and understanding and adjusting privacy settings on social media. • Encourage your child to talk to you or another trusted adult if they feel unsafe online.
	<p>Model responsible and balanced technology use</p> <ul style="list-style-type: none"> • Encourage a healthy balance between screen time and offline activities, especially outdoor time with friends and family, face-to-face.* • Demonstrate responsible and balanced tech use in your own daily routine to set a good example for your child.
	<p>Work with us</p> <ul style="list-style-type: none"> • Let your child's teacher know about concerns you have regarding their technology use. • Keep informed about what your child is learning at school, so you can help reinforce positive messages at home.

*Australia's physical activity and sedentary behaviour guidelines include the following recommendations for children between 5-17 years-old regarding sedentary recreational screen time:

- no more than 2 hours of sedentary recreational screen time per day
- avoiding screen time 1 hour before sleep
- keeping screens out of the bedroom.

Source: Australia's physical activity and sedentary behaviour guidelines, <https://www.health.gov.au/topics/physical-activity-and-exercise/physical-activity-and-exercise-guidelines-for-all-australians/for-children-and-young-people-5-to-17-years>.

Support for parents and carers

To learn more about how to support the safe, intentional and responsible use of digital technologies at home, the eSafety Commissioner provides [advice for parents](#), and outlines available [counselling and support services](#).

Personal devices at CHES

CHES operates a Bring Your Own Device (BYOD) program. Students are expected to bring the device they use at their base school to CHES.

Technical specifications for BYOD devices

To ensure that students can take full advantage of the programs at CHES, it is **highly recommended** that students use a notebook computer that meets the specifications below. Students using a device that does not meet these recommended specifications may not be able to reliably access all applications and platforms required to complete the CHES programs.

Recommended specifications:

- Intel i3 or Apple M1 processor (or higher)
- 8GB of RAM (or higher)
- 256GB SSD (or higher)
- Windows 11 or macOS 11 (or higher)
- Wireless internet connectivity
- Webcam and microphone
- A full-size physical keyboard
- All day battery life
- Ability to install course specific software as required
- Microsoft Office applications
- Microsoft Edge or Google Chrome web browser

Behavioural Expectations – Personal devices

When bringing a personal device to schools, students must ensure that:

- it is fully charged
- it is carried to school with appropriate care in a carry case
- it is clearly labelled with the student's name

Supports and services provided

IT support from CHES will be provided for:

- connecting approved devices to the school network
- all school-based software

IT support from CHES will not be provided for:

- connecting to home networks, printers, or other devices
- personal email accounts and settings
- hardware issues on personally owned devices
- non-school based software





Students must maintain responsibility for their own device by treating and using it appropriately.

Students, parents and carers who would like more information or assistance regarding our BYOD program are encouraged to contact CHES at ches@education.vic.gov.au

Information for Students

What we expect

Below are our expectations of students at CHES when using digital technologies.

Be safe 	At CHES, we protect personal information and keep safe online. We do this by: <ul style="list-style-type: none">• Not sharing our password or using someone else's username or password.• Logging out of our devices when they are not in use.• Restricting the personal information we post online, including images and videos.
Be respectful 	At CHES, we are kind and show respect to others when using technology. We do this by: <ul style="list-style-type: none">• Acting with kindness and never bullying or impersonating others online.• Thinking about how our words might make others feel before we say or write them.• Only taking photos or recordings of others when they are aware and have given us permission to do so.• Seeking permission before sharing others' information online.• Never using a generative artificial intelligence (AI) tool to upload or generate images of a student, parent, or teacher.
Be responsible 	At CHES, we are honest, handle technology with care and follow the school rules. We do this by: <ul style="list-style-type: none">• Handling devices with care and not interfering with school-managed network or security settings, other people's work, or devices we don't own.• Following the terms and conditions of any digital tool we use.• Not downloading or using inappropriate programs like games, or programs/networks designed to bypass the school's internet and content restrictions.• Not using technology to cheat or steal, and always acknowledging when we use information sourced from others or generate content using AI tools.• Turning off and securely storing our mobile phone during school hours.
Ask for help 	At CHES, we ask for help if we feel unsure or see something inappropriate. We do this by talking to a teacher or a trusted adult if: <ul style="list-style-type: none">• We feel uncomfortable or unsafe.• We see others participating in unsafe, inappropriate, or hurtful online behaviour.• We notice any damage to school technologies.• We need help understanding about a digital tool or how it can be used.

Support for students:

For useful information to help you stay safe online, the e-Safety Commissioner provides [information for young people](#), and outlines available [counselling and support services](#).

School owned digital technologies

Students and parents should be aware that files stored on any school-owned digital technology, or on the school's server, are not private.

All devices and batteries are covered by a manufacturer warranty. The warranty covers manufacturer defects and normal use of the device. It does not cover negligence, abuse or malicious damage.

Any problems, vandalism, damage, loss or theft of digital technologies must be reported immediately to the school.

In the case of accidental damage, a statement must be signed by a parent and provided to the school.

In the case of suspected theft, a police report must be made by the family and a copy of the report provided to the school.

If a device is damaged and the damage is not covered by the manufacturer's warranty or any of the school's insurance arrangements, the principal may determine that the student will pay the costs of repairing the damage or if necessary, the costs of replacing the device.

Students are responsible for treating all digital technology with care and respect.

Digital Devices: VCAA, Safety and Security

Please note the following important conditions of the use of digital devices at school:

- Students who bring mobile phones, iPads, etc. to school take full responsibility for their security. CHES will not take responsibility for damaged or lost items.
- According to the VCAA rules for examinations, students must NEVER have a mobile phone or other electronic device with them during an examination or during Unit 3&4 School Assessed Coursework (SAC). Staff will indicate to students' which devices (if any) are approved for assessment in all year levels.

Agreement:

I understand and agree to comply with the terms of acceptable use and expected standards of behaviour set out within this agreement.

This Acceptable Use Agreement applies to all digital technologies and environments, including but not limited to:

- school owned digital devices
- student owned devices inc. mobile phones
- email and instant messaging
- internet
- social networking and photo/video sharing websites
- blogs, discussion boards, forums and wikis
- podcasts
- video conferencing platforms
- Office 365 and associated products (including Microsoft Teams)

I understand that there are actions and consequences established within the school's Student Engagement Policy if I do not behave appropriately.

Student Agreements

Student Agreement: Attendance and Participation

I understand that my learning will be best supported by my regular attendance and active engagement with the school's programs, and that my involvement in a range of activities will contribute to the development of a range of skills, including important non-academic skills. In line with this, I recognize the importance of involving myself in the school's wellbeing, co-curricular and extra-curricular program, and confirm my intention of attending key school events such as excursions and incursions

Student name: _____

Student signature: _____

Date: _____

Student Agreement: Digital Learning and Use of Digital Devices

I confirm that I have been made aware of the expectations of me in relation to the use of online learning technologies and digital devices. I recognise that my behaviour online affects others, has an impact on my own reputation as an ethical and respectful individual, and contributes to the reputation of the school. I have read pages 28 – 31 of this handbook and understand their contents, including the fact that the school has systems in place to monitor my safety and the safety of those with whom I am interacting online.

Student name: _____

Student signature: _____

Date: _____

Student Agreement: Dress Code

I confirm that I have been made aware of CHES' expectations of me in relation to the school's dress code. This includes

- wearing clothing that is appropriate for a professional workplace when attending onsite lessons
- maintaining a standard of dress that is both safe for the workplace and reflects a positive work environment
- ensuring jewellery, cosmetics and hair meets the safety requirements of the classroom and is reflective of a professional workplace.

I am aware that if I am having trouble maintaining my responsibilities in relation to the dress code, I can talk to the Assistant Principal and they will support me to find a solution to the issue.

Student name: _____

Student signature: _____

Date: _____

WHAT YOU CAN EXPECT OF US

A Safe Environment: ChildSafe@CHES

Everyone has a right to be safe and be protected from abuse.

No-one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community.

CHES is committed to the safety and wellbeing of all children and young people. This is the primary focus of our care and decision-making.

CHES has zero tolerance for child abuse.

We are committed to providing an environment where you are safe and feel safe, and your voices are heard about decisions that affect your lives. Our child safe policies, procedures, strategies and practices are inclusive of the needs of all students, and we want to hear from you if you think that we are not living up to this expectation. If you would like to read our ChildSafe policy, you can find it on the CHES website.

Every person involved in CHES has a responsibility to understand the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make. We outline some of these roles below and place them in the broader context of ensuring that our environment doesn't just do the minimum to keep you safe, but allows you to grow and thrive.

Student Wellbeing

All staff who are involved in CHES will cater for the health and wellbeing needs of all students. Parents/carers and students are welcome to make appointments directly with the Assistant Principal and Coordinators if they have any concerns.

CHES encourages all students to reach their full potential by providing them with challenging educational experiences within an environment that develops the student physically, emotionally, intellectually and socially. The philosophy and practice of Restorative Justice underpins and is embedded in the CHES culture, which encompasses the following facets:

- the school is primarily an educational institution and has an atmosphere conducive to learning.
- the school should be a safe and friendly environment that is pleasant to work in.
- students are encouraged to develop self-discipline, self-esteem and confidence.
- students are educated about standards of behaviours for students attending school; healthy and respectful relationships (including sexuality); resilience; and child abuse awareness and prevention, and the process for reporting.
- students are encouraged to engage with disciplinary knowledge in detail, synthesising it to enable creative thinking. They are encouraged to pursue this thinking in ethical and respectful ways.
- students are expected to have an attitude of respect for themselves, the school and all members of the school community, including visitors.
- the school should be a place of honesty, courtesy and consideration for others regardless of gender, culture or religious background.
- the school rules are expected to be known by all members of the school community and to be enforced as fairly and consistently as possible.
- parental/carer involvement and student participation are always encouraged. All members of the school have the right to be treated with respect. This means that courtesy must always be shown, regardless of the situation, to all members of the school community.

- all members of the school community have the right to be free of harassment.
 - this includes physical, mental, emotional or verbal abuse about sex, race, religion, physical appearance etc. Behaviour of this sort will not be tolerated.
- all students at the school have a right to equal access to all areas of the curriculum.
- the school endeavours to ensure that no student is denied access to any area of the curriculum for economic or other reasons.
- all members of the school community have the right to be supported in times of need.
- all members of the school community have the responsibility to report their concerns regarding the safety and wellbeing of students to the Child Safe Officer in the school (The Principal or their delegate). By law under the Child Safe Standards all staff must report any suspicion of abuse.

More information is available at: [Protect](#)

Help Directory

Students are encouraged to seek assistance with school and personal issues. The first point of contact should be a trusted member of staff in the base school. CHES staff will be in regular contact with the base school supervisors and will be alerted to any issues that may impact on the ability of a student to meet the requirements of the CHES programs. In addition, students may choose to seek assistance from CHES staff.

If you are feeling physically unsafe for any reason, or are injured, call **emergency services on 000** for assistance.

There are also many sources of assistance, advice and information available in our community beyond the student's base school or CHES, such as:

Headspace <https://headspace.org.au/>

Beyond Blue <https://www.beyondblue.org.au/>

Kids Help Line (24hr) 1800 55 1800

Direct Line (24hr alcohol/drug issues) 1800 888 236

Lifeline 13 11 14

Suicide Call Back Service 1300 659 467

Grief Line: Australia wide 1300 845 745

Student Enrichment and Enhancement Program

At CHES we recognise the importance of supporting students with their transition to university. Together with our university partners, CHES is making available enrichment and extension opportunities to further stretch and challenge senior students, including our CHES Student Enrichment Series.

The Student Enrichment Series will be published each term, available to students who are enrolled in a subject through CHES, and will include masterclasses, workshops, and seminars. The Student Enrichment Series events are also intended to enrich and extend the critical thinking, creativity, collaboration and communication skills of students.

There will also be opportunities for CHES students to engage in one-to-one mentoring with university students and academics.

Names and Roles Worth Knowing

Principal	Stewart Milner
Assistant Principal	Fabiano Nigro
Assistant Principal High-Ability Programs	Sapphira Talbot-Strettle
VCE Coordinator	Andrea Sabatino
Year 10 Coordinator	Mardon Elian
Business Manager	Belinda Hill
IT Manager	James Thorn
Mental Health Practitioner	Meaghan Morley

Responsibilities of Staff

Assistant Principal

- oversee VCAA, VASS and Data Entry
- oversee the administration of VCAA Examinations
- oversee attendance of all students
- oversee the communication with base schools about events, activities and academic or wellbeing concerns
- oversee communication with base schools about events, activities and academic or wellbeing concerns
- *the Assistant Principal will be responsible for HES students and ensuring the wellbeing, attendance, and academics of these students.*

VCE Coordinator

- ensure VASS is up to date and accurate, ensuring deadlines for entering results are met by subject teachers
- manage the administration of SACs/SATs
- manage the administration of VCAA examinations
- ensure staff, students and parents/carers are familiar with processes, policies, and student entitlements regarding special provision and liaise with the base school staff to ensure supports are in place.
- communicate with base schools about events, activities and academic or wellbeing concerns
- management of absences and attendance
- communicate important information that may affect a student's learning to relevant stakeholders
- in conjunction with Assistant Principals and VCE Subject Teachers, coordinate the organisation of seminar days

Year 10 Electives Coordinator

- ensure staff, students and parents/carers are on the same page with students' needs and support, and liaise with base school staff to ensure supports are in place
- communicate with base schools about events, activities and academic or wellbeing concerns
- management of absences and attendance
- communicate important information that may affect a student's learning to relevant stakeholders
- in conjunction with Assistant Principals and Year 10 Teachers, coordinate the organisation of seminar days

VCE Subject Teacher

- implement attendance policies
- support student wellbeing and pathways

- promote student leadership and active engagement, seeking opportunities for students to develop and exhibit their strengths
- respond to parent questions in the first instance. A record of parent communication should be kept on Compass. Any queries from parents should be responded to within one working day, even if just to set a time at which a complete answer will be provided
- monitor student attendance and alert Assistant Principal if they have concerns
- resolve social issues between students using restorative practices. All restorative conversations to be logged in Compass
- make referrals for wellbeing or other concerns to the Assistant Principal who will contact the nominated supervisor within the student's base school
- relay important information about CHES events to student and keep track on permission for those events
- attend CHES events wherever possible

HES Subject Teacher (university staff)

- implement attendance policies
- monitor student attendance and alert CHES Assistant Principal if they have concerns
- make referrals for wellbeing or other concerns to the CHES Assistant Principal

Base School Supervisor

All schools with students involved in a CHES program will nominate a school staff member who will be responsible for coordinating with CHES and supervising the student while they complete their studies through CHES.

School staff will be expected to:

- ensure students have access to necessary IT equipment and space within the school to access the online resources and programs. This may include webcams, microphones and video-conferencing equipment
- assist students if they have issues accessing the CHES online learning management system
- distribute resources to students if necessary.
- administer SACs and school-based assessments following the school, CHES and VCAA rules. All assessments are to be scanned and emailed to the subject teacher when completed and the statement of authenticity is to be attached.
- coordinate exams. This may include ensuring students are able to sit their exams in an environment that is familiar to them and with appropriate supervision. It may be appropriate for students from several schools near each other to sit exams together. Base school supervisors will be provided with information to ensure they are able to assist their students find an appropriate venue to complete their exams.
- liaise with CHES staff to ensure any situations that may impact on a student's ability to engage with their studies are communicated. Base school supervisors must inform CHES if a student has been absent for an extended period of time, if their contact details change or if special provision arrangements are required for assessment tasks.
- provide encouragement and support for students completing a program through CHES. This includes encouraging students to make regular contact with their CHES teacher and participate fully in the programs offered by CHES, including the enrichment and enhancement programs.

Both CHES staff and the nominated base school supervisor will communicate with each other about any issues with academic progress, engagement/participation, wellbeing, or attendance. Issues with engagement or achievement within the VCE CHES subject will be led by the CHES teacher with support from the base school supervisor. Issues with engagement or achievement within the HES CHES subject will be led by the CHES Assistant Principal with support from the base school supervisor. Responses to wellbeing or attendance will be led by the base school supervisor who will inform the CHES teacher of any adjustments required.

Supporting students in challenging times

There may be times when students require support either academically and with their wellbeing. All issues will be treated confidentially and only the people who **need** to know about your situation will be given the information, and only as much as is necessary. If information about you needs to be shared you will be involved in this discussion and/or will be told what information will be shared.

Parent contact is only made after discussion with the student involved, unless there is a safety issue.

If the situation is one where there is an immediate risk to your wellbeing (especially your physical wellbeing), CHES must ensure they follow the ChildSafe protocols. In this case we will need to contact your parents and we may also be legally obliged to report the situation to the authorities in charge of Child Protection. If this is the case your base school will also be notified.

Student Voice and Leadership

We value student voice and agency in shaping the culture of CHES. CHES staff are committed to seeking and responding to student feedback and students will be given opportunities throughout the year to share their opinions and suggestions. VCE students will be included in conversations around their Individual Achievement Plan and will be expected to attend Parent/Student/Teacher Conferences.

CHES staff will support students to attend events to enhance leadership and communication skills and will communicate with the base school.

How Things Work

Rescheduling Assessment Tasks

Year 10 Final Showcase

It is expected that students will be present for the final showcase day of their Year Enrichment Elective. If a student is unable to attend the final showcase to display their achievements, they may be able to send through a video or display of their work to be showcased. Reasons could include

- Illness
- Religious or cultural observances

Any possibility of non-attendance on showcase day should be discussed with the Year 10 Coordinator and Assistant Principal as early as possible.

Rescheduling Unit 1/2 Assessment Tasks

Students may be permitted to reschedule SACs for authorised reasons including:

- Illness
- Religious or cultural observances
- Base school events that clash with the SAC date
- Other reasons at the discretion of CHES staff.

If the assessment task is to be completed in the base school students should discuss rescheduling this with their base school supervisor. The supervisor will contact CHES staff to inform them of the date of completion.

If the assessment task is to be completed at CHES students should discuss their request with their CHES teacher who will determine if permission is to be given to reschedule. For some requests additional information may be sought, including notes from parents or contact with the base school supervisor.

Rescheduling SACs or SATs for Unit 3/4 subjects

Students may be permitted to reschedule SACs or extend a SAT submission date for authorised reasons. Authorised reasons include:

- Illness – a medical certificate must be provided
- Religious or cultural observances – a note from a parent/guardian must be provided
- Base school events that clash with the SAC date – contact from base school supervisor is required
- Other reasons at the discretion of CHES staff.

Students requesting a change to SAC or SAT submission date should speak with their base school supervisor. They will contact CHES staff and discuss the situation. Approval will be given in writing by CHES staff to the student and the base school supervisor.

In general, for assessments to be completed at the base school, students will be given a period of time, usually a week, to complete the task. If the task will be completed within this time frame there is no need to seek permission to reschedule. If it will not be completed during the designated time frame the procedure above should be followed.

Students should be aware that there may be times throughout the academic year when it is not possible to reschedule SACs. Every effort will be made to support students to complete SACs but if a student does not complete the SAC by the due date they are likely to receive a score of zero for the task.

Rescheduling assessments for HES subjects

The universities will have their own processes for rescheduling assessments. These are likely to be granted only in extreme or exceptional circumstances. Requests for rescheduling assessments for HES subjects will be made directly to the University contact but the CHES Assistant Principal should be sent a message to ensure they are aware the extension has been requested.

Withdrawing from subjects

Every effort will be made to ensure students are supported to be successful in their VCE or HES studies at CHES. We recognise that, at times, it will not be possible for students to continue their studies for various reasons. Students considering withdrawing from a subject should contact their base school supervisor who will discuss the situation with CHES staff. Where possible, support will be put in place to assist the student to complete their course.

Withdrawing from Year 10 electives

Decisions about withdrawal from Year 10 electives will be made by the CHES Assistant Principal and Year 10 Coordinator in consultation with the base school supervisor. Students wishing to withdraw should contact their base school supervisor who will contact CHES to discuss next steps. There is no penalty for withdrawing from a Year 10 Elective.

Withdrawing from VCE subjects

There are deadlines for withdrawing from VCE subjects without the subject appearing on the student's formal academic transcript. These dates are set by the VCAA each year. Student who are considering withdrawing from their CHES VCE subject should speak with their base school coordinator who will communicate with the CHES Assistant Principal and VCE Coordinator.

Withdrawing from HES subjects

Students can withdraw from HES subjects at any time throughout the year. This request should be made in writing to the CHES Assistant Principal. Students should be aware that it may not be possible to replace the HES subject with a VCE subject after a certain point in the year. This time will vary between schools and students should discuss this with their VCE coordinator before making this decision. No record of withdrawing from the HES subject will be shown on a student's academic transcript.

Students should also be aware that failure of Semester 1 HES courses will result in **automatic** withdrawal from the Semester 2 course and may impact on a student's results. Students will be required to complete the official university withdrawal process and will not receive an ATAR increment for their course.

Communication

The bulk of the communication between teachers and students, and between students will take place on Teams. All students undertaking a program through CHES must ensure they are able to access the CHES Teams platform and monitor it regularly for updates and messages.

It's important that you find ways to manage the constant information flow, and that you have mechanisms in place that allow you to identify and appropriately respond to essential information that will be distributed to you amongst a range of less formal, and sometimes purely social, interactions.

Be selective about which notifications you have turned on in Teams. Notifications from Channels and Teams are likely to be important for you to read but notifications about chat messages are not. You are expected to monitor all appropriate course communication through this platform but must ensure that you minimise distractions.

Communication between parents and CHES will take place on Compass. VCE reports will be issued through Compass and Parent/Teacher/Student Conference bookings will be made through this platform. Students attending CHES events and seminars will require permission from their parents to attend and this will be managed through Compass. Parents are encouraged to contact the appropriate Coordinator and/or Assistant Principal to discuss any concerns they may have with regards about their child's education or wellbeing. Parent/Teacher/Student Conferences will be held twice a year at the start of Term 2 and the middle of Term 3. Reports will be released at the end of Term 1, 2 and 3 for Unit 3 & 4 students and the end of Term 1, 2, 3 & 4 for Unit 1 & 2 students.

Communication between the base school and CHES will be managed by the Coordinators and Assistant Principal and take place through email or phone calls. Base schools will be required to give permission for students to attend seminars and reports will be shared with the base school supervisor.

In all cases communication with CHES staff is best done via email as it can be difficult to speak directly to staff by phone during the day due to teaching and meeting commitments. Staff generally provide their students with their email addresses, or these can be accessed through Compass. Messages sent to the school email address ches@education.vic.gov.au are checked daily and forwarded to the relevant staff.

Reasonable Hours and Time Frames

The nature of CHES and the requirement that a significant amount of work is completed online, can blur the lines between work time and private time. This is detrimental to the wellbeing of students and teachers and can lead to unnecessary anxiety and frustration if the expectations of either group are not being met.

In addition, an important adult skill is finding strategies that ensure work-life balance, which is an important preventative measure in supporting your wellbeing and enabling you to sustain interests and involvement in life outside of school. What follows is a description of what you can expect from teachers, but you should also remember that if the words "teacher" and "student" were swapped everywhere in the next paragraph, it would still hold.

CHES teachers will make every effort to respond to student communication in a timely fashion and will expect students to do the same. However, the following assumptions apply:

- CHES teachers are under no obligation to be online outside of normal work hours. As a rule of thumb, it is best for students to assume that any message left **after 5pm** will not receive a response until **after 8am the next day** at the earliest.
 - If the message is left on the weekend, the response should not be expected before Monday morning.
- If the query or communication is not urgent, then it is reasonable to allow **2 business days** before expecting a response. Most staff tend to respond more quickly than that, but that's a courtesy, not an expectation.
 - If a teacher has set up alternative communication protocols these must be respected. They are present to make the process of learning more efficient and, typically, to encourage students to contribute to online discussions so that they are better able to participate in these sorts of discussions at university.
- It is reasonable for a teacher to be offline for the majority of the school holidays. Both students and teachers should be using this time to rest after what has invariably been a busy and tiring term. You may find it convenient to send them messages early in the holidays, but you should not expect a response until they return to school, just as they don't expect you to submit your holiday homework until the first day back.

As noted above, the same rules apply to what teachers should expect from students. If it suits a teacher to send you a message at a weird time of night, that doesn't mean they expect you to respond to it. They *want* you to be getting a solid 8 hours of sleep so that your brains will be working when they see you in class next.

Excursions, Student Enrichment Program, Seminars and Camps

Excursions, seminars and camps are highly valued and offer enhanced learning opportunities for students. A considerable amount of planning and organisation is required to run a successful event. When attending an excursion, permission notices or online consent via Compass must be returned no later than one week prior to the event or by a date nominated by the organising teacher. **A failure to comply with timelines may unfortunately result in exclusion from the event or the event being cancelled.**

When attending a camp, several important documents are required to be submitted prior to departure. These include:

- consent/permission forms
- medical forms
- dietary forms
- a code of conduct form.

All these forms must be submitted, along with any required payments, at least three weeks prior to the camp or by the date stated by the organising teacher. A failure to meet this timeline may result in exclusion from the camp.

If you are unable to meet any timeline regarding events, please contact the organising teacher or the Assistant Principal immediately.

Seminars and full day events may be held for Year 10 and VCE subjects and students will be encouraged to attend these events in person. This will ensure students are able to work collaboratively with their peers and build relationships with other students at CHES. Dates for these events will be published early in the academic year to allow students to plan. These dates will also be communicated to the base school supervisor.

Some HES courses have compulsory onsite laboratory or practical sessions and attendance at these is required to pass the course. If you are unable to attend these for any reason, contact the academic in charge and the CHES Assistant Principal to see if alternative arrangements can be made.

The Student Enrichment Program will comprise several presentations and activities to assist students to expand their skills, knowledge or explore areas of interest or current research. A schedule will be published early each semester and students will be able to attend these sessions either in person or online.

We understand that some of these events can be difficult for students from rural and regional areas to attend due to the distance and related costs for travel. If you require support to attend these events, please contact CHES on 9063 1170 or ches@education.vic.gov.au to determine if assistance can be provided.

Lost Property

All items of clothing, books and bags should be clearly marked with the student's name. Although every effort is made to locate lost property, students are ultimately responsible for their own belongings. All valuable items of lost property are to be handed in at reception where they may be claimed. Unclaimed lost property will be held for one semester only, after which time it will be disposed of in an appropriate manner.

Money and Valuables

Students should not bring large sums of money or valuables to school and, if they choose to do so, the student is responsible for looking after these while at CHES. Students are advised not to leave valuables in unsecured locations.

Reporting & Parent/Teacher/Student Conferences

Unit 1 & 2 VCE students, parents/carers and base schools will be provided with online reports at the end of Term 1, 2, 3 and 4. Term 4 reports will not be provided for students in Unit 3 & 4 as results will be reported by the VCAA. All reports will include:

- information about learning and study habits
- next steps to improve outcomes.

Unit 1 & 2 Term 2 reports will also include:

- Unit Result (S or N)
- Outcome results (S or N)

Term 1 & 2 reports will include an indication of whether the class teacher would like parents to attend a Parent/Teacher/Student Conference. In most cases teachers will request this as, due to the unique nature of the school, this is one of the few opportunities students and teachers will be able to discuss the courses with parents.

Student Notices

Students are responsible for consulting the appropriate channels on the CHES Teams platform at regular intervals. It is recommended that students check this forum at least one day prior to lessons to ensure they are prepared to participate fully in the lesson. All students should recognise that the majority of communication from CHES will be electronic, and it is the student's responsibility to ensure they are checking this on a regular basis.