



CARMEL

ADVENTIST COLLEGE

Established 1907

STUDENT HANDBOOK

2021



SECONDARY CAMPUS

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WELCOME

Carmel Adventist College is a co-educational school for students from Years 7 to 12 with a boarding facility catering for Year 7 to 12 students. Carmel is part of the Seventh-day Adventist Church's education system that extends worldwide. Carmel is open to any student who wishes to study and learn within a Christian environment.

Carmel College has gained a reputation for excellence. We view a complete education of the individual as very important. This involves the development of a sense of self-worth, the ability to create and maintain healthy relationships with others, the encouragement of good citizenship and a sense of social responsibility.

We trust as you read this handbook it will better inform you about our College, its mission, philosophy and how we operate.

STATEMENT OF PHILOSOPHY

The process of education involves the continued development of a set of values upon which all decisions depend. Christian education seeks to enhance sensitivity to values that are in harmony with God's will. The development of character and personality based upon a love for God, unselfish concern for others and personal self-respect is basic to all curricular objectives. The concept that every child is a candidate for eternity and that education is a preparation not only for this life but also for eternity is implicit in the total curriculum.

The purposes of the educational activities of the College are to provide opportunities for every student to achieve his/her maximum development intellectually, spiritually, socially and physically. An understanding of the world and ourselves is only attainable through an acceptance of the Holy Scriptures as the absolute measure of reality and truth. Education is a search for the truth and therefore is guided not only by reason, but also by revealed will of God in the Bible. Humanity is endowed with intelligent powers of choice but is accountable to God in every aspect of life.

Seventh-day Adventists believe in the reality of God the Creator, and that man was created perfect in God's image. Man has fallen from his original perfection through sin. The ultimate aim of Christian education is the restoration of the image of God in man through the redemptive power of Jesus Christ.

MISSION & VISION STATEMENT

Carmel College aims to encourage a Christian environment through spiritual, academic and social development by encouraging a personal relationship with Jesus Christ, staff and students.

Vision - A school centred on God, preparing lives for service.

Values - Integrity, Wisdom, Excellence, Learning, Responsibility, Discipline, Caring, & Service.

ACADEMIC POLICY

There are a number of factors that contribute to the academic success of students.

When students, parents, and teachers work together to promote positive thoughts and behaviours and decrease negative thoughts and behaviours, this works toward ensuring each student achieves their potential.

ASSESSMENTS

The course outline for each subject will contain the approximate dates for each assessment task in the field of study. In manual subjects this may take the form of a list of proposed activities. Each teacher is responsible for ensuring that the course outline for each subject is available for both students and parents at the commencement of the course of study. This may be at the beginning of each school term or at the beginning of each semester. Teacher discretion may be used to alter due dates when facilitating the learning process.

SPECIAL CONSIDERATION

Some students have special educational needs. These students will be provided with alternative or modified opportunities to demonstrate their knowledge, skills and understanding in accordance with the School Curriculum and Standards Authority guidelines and student's Individual Education Plan. Special provisions may also be granted when completing assessments. This includes examinations. Students are responsible for the completion and submission of each of their assessment tasks on time.

EXTENSIONS AND EXEMPTIONS

Understandably at times there are extenuating circumstances that prevent students from meeting assessment task due dates. Acceptable circumstances include:

- ◆ Serious sickness or injury (supported by a medical certificate)
- ◆ Family crisis or major upset (supported by a written statement from a responsible adult)
- ◆ Unforeseeable events of hardship or trauma (the teacher in consultation with the Director of Studies will decide if the reason is acceptable)

In any of these instances it is the responsibility of the student to negotiate extensions/exemptions in consultation with their classroom teacher.

LATE ASSESSMENTS

If a student arrives late to an assessment (such as a test or exam) they will be permitted to complete the assessment task in the time that remains. No alteration will be made to the result achieved to compensate for lateness.

Where an assessed task is not sat/submitted on the due date school students will be subject to the following penalties. All assessed tasks will be graded out of 100% before the relevant deduction is made.

Where a student fails to submit an assessment task on time the classroom teacher is responsible for informing the parents/caregivers of the student at the earliest opportunity. This action will take the form of either a Direct message or phone call.

Where contact with parents/caregivers has been made, and the assessment task has still not been submitted within the allocated three late days, the Director of Studies is to be informed. The Director of Studies is then responsible for contacting the parents/caregivers of the student to inform them that their student will serve an in-school academic detention, during lunchtime and/or Sport. If the assessment is not completed after two in-school academic detentions, then students will serve an at home academic suspension. Academic suspensions will be permanently documented in the student record system at the College.

Once academically suspended, a student must submit all assessed tasks to the Director of Studies upon their return to the College.

If an academically suspended student does not return to the College within three days of the beginning of the suspension the Director of Studies will arrange a meeting with the student, their parents/caregivers and the Principal to discuss the student's enrolment status.

Table 1: Late Assessment Penalties

Late Submissions of Assessed Task	Action to be Taken	Maximum Deductions for overall Grade
Due Date	Parents to be informed	0%
1 Day Late	Parents to be informed	10%
2 Days Late	Parents to be informed	20%
3 Days Late	In-School Academic Detention	30%
4 Days Late	In-School Academic Detention	40%
5 Days Late	At-Home Academic Suspension	50%
6 Days Late	Meeting with Administration	50%

Due to the practical nature of some assessment tasks in the Art and Technologies courses it is not feasible to follow the above protocols for late submission.

PRACTICAL SUBJECTS

In these instances the teacher will facilitate arrangements with both parents and students where an assessment deadline is unable to be met. This will usually involve the student completing the assessed task in either break times (including recess and lunch), or outside of school hours. If an assessed task in a practical subject contains written sections then the above consequences listed in the late assessments section of this policy will apply.

EXAMINATIONS

Students are required to attend scheduled examinations. Arrangements may be negotiated for exceptional circumstances but must be done prior to the examination date. These requests must be made in writing to the Director of Studies. Family holidays will generally not be accepted as an exceptional circumstance.

It is a requirement that students are required to wear full school uniform when completing examinations. Students who fail to comply with this request and do not have an appropriate explanatory note from a parent can be excluded from participating in tests or examinations.

PLAGIARISM

Students are encouraged to maintain their integrity by completing and submitting work that is their own. Students are encouraged to appropriately acknowledge the sources of information used when completing an assessment task, using appropriate referencing. Plagiarism occurs when a student does not reference their sources of information or references them incorrectly.

Acts of plagiarism include:

- ◆ Copying any part of a document, song or video
- ◆ Using another person's ideas, results or conclusions
- ◆ Summarising another person's work
- ◆ Submitting substantially the same final version of an assessed task as another student

Students who have been found guilty of plagiarism will be required to resubmit their assessed task and will also be subject to the following penalties:

- ◆ First Occurrence: Students will incur a 20% deduction from their assessment grade.
- ◆ Second Occurrence: Students will incur a 50% deduction from their assessment grade.
- ◆ Third Occurrence: Students will incur a 100% deduction from their assessment grade.
- ◆ All assessed tasks will be graded out of 100% before the relevant deduction is made.

Where there is evidence of plagiarism the classroom teacher is responsible for informing the parents/caregivers of the student at the earliest opportunity. This action will take the form of either a Direct message or phone call.

The Director of Studies will also be informed of the plagiarism.

It is important to note that encouraging or assisting another student to commit plagiarism may also attract the same penalty as the student who plagiarises.

Table 2: Plagiarism Penalties

Plagiarism	Action To Be Taken	Deductions from Overall Grade
First Occurrence	Parents to be Informed	20%
Second Occurrence	Academic Suspension	50%
Further occurrences	Meeting with Administration	100%

CHEATING

Cheating may include but is not limited to:

- ◆ A student copying the work of another student and handing it in as their own
- ◆ Notes from another student being used when completing an assessed task
- ◆ Unauthorised material being used during a test or examination

Where there is evidence that cheating has occurred the staff member will present this evidence to the Director of Studies. Students found to be cheating will incur a deduction of 100% from the relevant assessed task and the Director of Studies will contact the parents/caregivers at the earliest opportunity. This action will take the form of either a Direct message or phone call.

If a second occurrence of cheating arises the Director of Studies will arrange a meeting with the student, their parents/caregivers and the Principal to discuss the student's enrolment status.

Table 3: Cheating Penalties

Cheating	Action To Be Taken	Deductions from Overall Grade
First Occurrence	Parent to be Informed	100%
Further Occurrences	Meeting with Administration	100%

DECEPTION

Any deliberate act designed to deceive a staff member carries a severe penalty. Students involved in deception will incur a deduction of 100% from the relevant assessed task and the Director of Studies will arrange a meeting with the student, their parents/caregivers and the Principal to discuss the student's enrolment status.

Acts of deception include but are not limited to:

- ◆ Falsification of medical certificates or notes
- ◆ The forging of a parents/caregivers signature

Table 4: Deception Penalties

Deception	Action to be Taken	Deductions from Overall Grade
Further Occurrences	Meeting with Administration	100%

CHANGING SUBJECTS/COURSES OF STUDY

Students are not generally permitted to change subjects/courses of study after the first month as this may place a student at risk of not completing the requirements. Therefore changes will only be considered in exceptional circumstances and assessed on a case-by-case basis.

When a student transfers from another school credit will be given for completed work in the same subjects/courses of study. Appropriate evidence must be provided in such cases.

HOMEWORK

In completing a course of study students may be required to finish uncompleted work or undertake extra work at home. The length of time spent on homework will vary for each student and will naturally increase through each year level.

REPORTING

Feedback will be regularly given to students as to their progress throughout their subjects/courses of study. Under normal circumstances assessed work will be returned to the student within two weeks of the due date.

Teachers will maintain regular contact with parents or caregivers to provide feedback on student progress via SEQTA. Also, a member of staff will make contact if a student is at risk of not achieving their potential, completing subject requirements or meeting the WACE requirements.

Formal reports are issued at regular intervals throughout the year

- ◆ An interview evening is scheduled at the conclusion of term one, the interview is for both parent and student to meet with their teachers to discuss how they have settled into their course of study and to ask any questions.
- ◆ Comprehensive reports are issued at the conclusion of each semester. The Mid year reports form the basis for discussion at a interview evening with both the student and parent. Final reports are available via the parent and student SEQTA link at the end of term 4. At the request of the parent a report can be printed and posted.

ACADEMIC AND CAREER PATHWAYS

Carmel Adventist College is committed to helping students to successfully navigate their way to their chosen career. There are often a number of academic pathways to a student's chosen career and it is important to choose a pathway that utilises the student's strengths and abilities.

Achieving a Western Australian Certificate of Education (WACE) is a valuable qualification for students as they prepare for employment and/or further study.

THREE PATHWAYS TO ACHIEVE A WACE

The Western Australian Certificate of Education (WACE) is awarded to senior secondary school students who satisfy its requirements.

It is a senior secondary certificate recognised nationally in the Australian Qualifications Framework (AQF). Generally, students will complete two years of senior secondary study to achieve the WACE, although the School Curriculum and Standards Authority allows students to meet the WACE requirements over a lifetime. The WACE is recognised by universities, industry and other training providers.

Achievement of a WACE signifies that a student has successfully met the breadth and depth standard, the achievement standard and English language competence requirements in their senior secondary schooling. More details about the requirements to achieve a WACE are available at:

<https://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements>

Carmel Adventist College caters for the diverse academic strengths and abilities of its students by providing three pathways to achieve a WACE.

1. ATAR Pathway

The ATAR pathway is designed for students who are aiming to enrol in a university course directly from school. The courses will be examined by the Authority and contribute to the achievement of an ATAR ranking. The ATAR ranking is often used by Universities to determine who is eligible for their courses.

2. General Pathway

The General pathway is designed for students who are aiming to enter vocationally based training or the workforce straight from school. Enrolling in a University course is available through alternative pathway programs. General courses will not be examined by the Authority. However, they each have an externally set task (EST) which is set by the Authority.

3. VET Pathway

The Vocational Education and Training (VET) pathway designed for students aiming to enter further vocationally based training or the workforce straight from school. They include a full AQF qualification, mandatory workplace learning and contribute to the Certificate II requirement for a WACE. VET industry specific courses count towards a WACE as course unit credit, which allows more VET to be included into your secondary education program and have it contribute towards your WACE.

YEAR 10 PREPARATION & YEAR 11 PRE-REQUISITES

Students in Year 10 are encouraged to consider the best academic pathway for them to achieve their WACE and their career goals. Sometimes a subject will have a 10A – ATAR and 10G – General/VET version of the course to prepare students for their preferred pathway.

Acceptance into subjects in Year 11 is conditional upon satisfying prerequisites established by the Academic Committee. These prerequisites have been developed over the years by experienced teachers to assist students in choosing subjects that they are capable of successfully completing in Year 11 and 12.

These prerequisites are available to Year 10 students early in their academic year. Where a student has difficulty in selecting a full range of subjects, application can be made to the Academic Committee for exemption from a particular prerequisite.

GRADUATION FROM CARMEL ADVENTIST COLLEGE

To qualify for Carmel Adventist College Graduation a student must:

- ◆ Complete the requirements for Western Australian Certificate of Education (WACE).

Failure to qualify for Carmel Adventist College Graduation does not preclude a student from participating in the closing activities planned. It is recognised that students contribute to the school in a variety of ways - not just academically. Students in this situation receive a Certificate of Completion rather than a Certificate of Graduation.

STUDENT BEHAVIOUR MANAGEMENT POLICY

The general principles of student behaviour management at this College are as follows:

- ◆ Develop a positive relationship between staff and students.
- ◆ Everyone (students, parents, teachers and administrators) needs to clearly understand what is acceptable behaviour and what is not.
- ◆ Emphasise appropriate and logical “consequences” of behaviour.
- ◆ Teachers should be assertive, consistent and fair in regard to what behaviour will be accepted and how consequences are given.
- ◆ When problems occur between students and teachers a way needs to be found to “work-it-out”.

RIGHTS AND RESPONSIBILITIES

As a member of the College community, you have the right to –

- ◆ be treated with courtesy and respect
- ◆ work in and enjoy a safe, secure, and clean environment
- ◆ learn without being disrupted
- ◆ have your property respected
- ◆ achieve your educational potential and feel proud of your efforts
- ◆ be proud of the College
- ◆ be a member of teams or groups within the school setting

As a member of the College community, you have the responsibility to –

- ◆ show courtesy and respect to others
- ◆ keep our environment safe, secure, and clean and report breaches of environment or behaviour to a teacher
- ◆ ensure there is no disruption to others’ learning
- ◆ respect students, staff, and College property
- ◆ do your best in class and on your assignments
- ◆ take ownership of your academic progress and participate in class
- ◆ ensure you are well dressed, neat, and tidy
- ◆ ensure that your actions don’t discredit our school

COLLEGE GUIDELINES

We want your life at Carmel to happy, healthy, and engaging. In order for this to happen, we ask you to –

- ◆ Show respect by the way you speak and act
- ◆ Respect school and personal property
- ◆ Not to say or behave in a way that is discriminating against someone for any reason
- ◆ Be honest and show integrity
- ◆ Be at class on time and with your materials
- ◆ Present a note to your teacher if you are late for whatever reason
- ◆ Show respect for yourself by keeping your appearance neat and tidy

As we have a duty of care for you, when you are here at school –

- ◆ please keep within the boundaries of our school (see map)
- ◆ ensure you sign in and/or out when arriving late or leaving early and show parental permission
- ◆ don’t wag or skip class

We care about your safety and ask that you respect these guidelines.