

Mountain District Community College Ltd
13-15 The Avenue
Ferntree Gully 3156
ABN: 88 641 368 318
ACN: 641 368 318



Mountain District
COMMUNITY COLLEGE

Mountain District Community College



HANDBOOK

Information for Students & Parents/Guardians

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Welcome

Mountain District Community College is a Year 10-12 Secondary Specialist School offering a modified Year 10 program, the Victorian Pathways Certificate (VPC) and the Victorian Certificate of Education – Vocational Major (VCE-VM). The curriculum aims to be flexible, individually tailored and relevant for students. Alongside the education pathway is a comprehensive wellbeing program that helps to address barriers to succeeding in education, supports social and emotional development, and allows for a more successful transition to further education or employment. We currently utilise the grounds and buildings of the Mountain District Learning Centre (MDLC).

Location and Contact Details

Address: 13-15 The Avenue, Ferntree Gully VIC 3156
Office hours: 9.00am - 4.00pm (hours may be limited in school holidays)
Telephone: 03 9758 7859
Email: reception@mdcc.vic.edu.au
Website: www.mdcc.org.au

MDLC is closed on all Victorian Public Holidays. The main office is open during the school holiday periods and the administration team will have limited availability during this time.

Class times

Pastoral Time	9.30am - 9.45am
Session 1	9.45am -10.45am
Break 1	10.45am -11.00am
Session 2	11.00am -12.00pm
Break 2	12.00pm -12.40pm
Session 3	12.40pm -1.40pm
Break 3	1.40pm – 1.50pm
Session 4	2.00pm – 2.50pm

Lunch and Break Time Arrangements

Students may be provided with parent/guardian permission to “sign out” for the lunch break which was done as part of the enrolment package.

Students are advised of the following expectations:

- Local vicinity only (between MDCC and the village shopping precinct);
- Students return to their timetabled class on time after breaks;
- Students are not behaving poorly, offensively or dangerously;
- Students are not undertaking dangerous or illegal activities;
- Students are reminded they are representing MDCC when away from supervision and must not behave in a way that may bring MDCC’s reputation into disrepute;
- Students are not placing themselves in a position where MDCC staff considers their safety may be compromised.

Permission for students to leave MDCC at lunch can be revoked if students do not adhere to the conditions as specified.

The MDCC Executive Team

Principal

Assistant Principal

Business Manager

Elise Hopkins

Allan Langley

Sarah Forbes

Governance Structure

The Mountain District Community College is a not-for-profit entity registered as a Company Limited by Guarantee which is run by a College Board and is subject to the Corporations Act 2001 (Cth) and administered to by the Australian Securities and Investments Commission (ASIC).

The College Board members are local people who have an interest in the advancement of education for disadvantaged and disengaged young people. They are selected for their commitment to educational equality and for the skills and experience they can bring to the role.

Australian Democratic Principles

In its policies and practices, Mountain District Community College supports and promotes the principles and practice of Australian democracy, including a commitment to:

- Elected government;
- The rule of law;
- Equal rights for or before the law;
- Freedom of religion;
- Freedom of speech and association;
- The values of openness and tolerance.

Vision

To engage young people in an education pathway that meets their needs and supports their continued success in education and life.

Mission Statement

Mountain district Community College aims to provide school education in a positive and supportive environment, to give young people who have been disengaged from education the best possible chance to succeed.

Values

- Inclusivity – we all belong
- Accountability – we own our behaviour and mistakes
- Respect – we value each other
- Honesty – we tell the truth
- Teamwork – we work together

Aims

- To provide school education to disengaged young people who will benefit from an alternative education pathway to mainstream schooling.
- To work with disengaged young people to improve skills and knowledge that will support them to participate fully in society with independence, confidence and resilience.

Philosophy

Mountain District Community College...

- Recognises the individuality of all students, their potential and their right to continue their education pathway in an environment that promotes their success.
- Provides an alternative education environment that engages young people by creating a sense of belonging with flexible, individual education pathways designed to promote skills, knowledge and self-confidence.
- Believes that young people should have the opportunity to positively engage in education regardless of their life circumstances.
- Believes that education should not just focus on academic attributes but on the whole person by providing active support for the student's social and emotional development.

Duty of Care

MDCC has a legal duty to take reasonable steps at all times, to protect students under its care from risks of harm or injury that should have been reasonably foreseen.

Duty of care obligations involve protecting students from risk of injury or harm by:

- providing adequate supervision at MDCC or whilst on College activities;
- providing safe and suitable buildings, grounds and equipment and maintains these on a continuing basis;
- taking reasonable care to ensure that students and other people will not be injured or damaged because of the state of the premises, including things done or omitted to be done to the premises;
- implementation of strategies to prevent bullying;
- ensuring that medical assistance is provided to a sick or injured student; and
- taking reasonable precautions to prevent the abuse of a child by an individual associated with MDCC whilst under the care, supervision or authority of MDCC.

Measures to support safety at MDCC include:

- Risk Management procedures including safety audits within the buildings and across the grounds using detailed checklists,
- Building and grounds maintenance schedule,
- Risk Management procedures applied for student activities undertaken in the classroom and during off-site activities and excursions,
- Emergency management planning,
- First Aid trained staff and procedures,
- Child Safe Strategies,
- Critical Incident Management,
- Health and Wellbeing strategies including appropriate resources and referral systems,
- Continuous improvement strategies,
- Closure of MDCC and cancellation of off-site activities on Code Red days.

MDCC staff have a Duty of Care to protect children from any type of child abuse by:

- Acting on concerns quickly and in the child's best interests
- Protecting the safety, health and wellbeing of the children in your care
- Seeking appropriate advice or consulting when unsure
- Reporting concerns to the relevant authorities
- Supporting a child at an interview
- Providing ongoing support to a child and their family
- Attending DHHS Child Protection Case Planning and Student Support Group meetings as requested.

Maintaining Currency of Contact Details

- An Enrolment update form is completed each subsequent year following enrolment and allow for updating of contact and medical health records.
- Students/Parents/Guardians are required to update MDCC if there is a change to contact details as agreed to in the Enrolment Agreement.

Student Health and Wellbeing

MDCC collects information pertaining to a student's health and wellbeing including any medical care requirements via a Medical Details form.

Medical details provided are kept confidential and are stored in student files. Parents/Guardians are responsible for notifying MDCC of any relevant changes to students' medical details.

Students with specific wellbeing requirements will be referred to the Senior Youth Worker and have the requirements and support responses recorded on a Student Wellbeing Plan.

Medication Authority

All medication requirements must be documented on a Medications Authority Form and be held with the student's health & wellbeing plan. Students with anaphylaxis, asthma or severe allergies are required to have action plans in place. Refer to the Anaphylaxis Management Policy for further information.

In the event that a student is unable to administer their own medication MDCC will ensure medication to be administered is:

- Accompanied by the written advice of the parent/guardian including the directions for appropriate storage and administration,
- In the original bottle or container clearly labelled with the name of the student, dosage and time to be administered.
- Within its expiry date.
- Stored according to the product instructions, particularly in relation to temperature, and that students' personal medication will be kept securely in the Administration Office.

When administering medication, the assigned First Aider must ensure:

- that the correct student receives their correct medication,
- the dosage is correct,
- the dosage is administered by the correct method, such as inhaled or orally,
- the dosage is given at the correct time of day,
- details are recorded on the medication log which is kept on the student's file.

Teachers in charge of students at the time their medication is administered must:

- be informed that the student needs to have medication administered,
- release the student from class to obtain their medication.

In circumstances where clarification is required from the student's medical practitioner, MDCC will seek permission prior to contact being made. General advice may be gained from medical practitioners without disclosing the student's identity.

Non-prescribed medicines such as paracetamol or analgesics must not be administered to students and are not kept on the premises.

Allergies and Anaphylaxis

Students or their parents/guardians are asked to provide details of allergies and anaphylaxis. The principal will ensure that an individual management plan is developed, in consultation with the student and/or the student's parent/guardians, for any student enrolled who has been diagnosed by a medical practitioner as being at risk of anaphylaxis.

An Individual Anaphylaxis Management Plan will be in place as soon as practicable after the student enrolls, and where possible before the first day of attendance.

The Individual Anaphylaxis Management Plan will set out the following:

1. Information about the diagnosis, including the type of allergy or allergies the student has (based on a diagnosis from a medical practitioner).
 2. Strategies to minimise the risk of exposure to allergens while the student is under the care or supervision of MDCC staff.
These include:
 - a) The name of the person/s responsible for implementing the strategies.
 - b) Information on where the student's medication will be stored.
 - c) The student's emergency contact details.
 - d) An emergency procedures plan (ASCIA* Action Plan), provided by the parent/guardian, that:
 - I. sets out the emergency procedures to be taken in the event of an allergic reaction;
 - II. is signed by a medical practitioner who was treating the student on the date the practitioner signs the emergency procedures plan; and
 - III. includes an up-to-date photograph of the student.
3. It is the responsibility of the parent/guardian to:
 - a) provide the emergency procedures plan (ASCIA Action Plan).
 - b) inform MDCC if the student's medical condition changes, and if relevant provide an updated emergency procedures plan (ASCIA Action Plan).
 - c) provide an up-to-date photo for the emergency procedures plan (ASCIA Action Plan) when the plan is provided to MDCC and when it is reviewed.
 - d) provide a secondary EpiPen for storage at MDCC.

*ASCIA stands for Australasian Society of Clinical Immunology and Allergy.

Supervision of Students

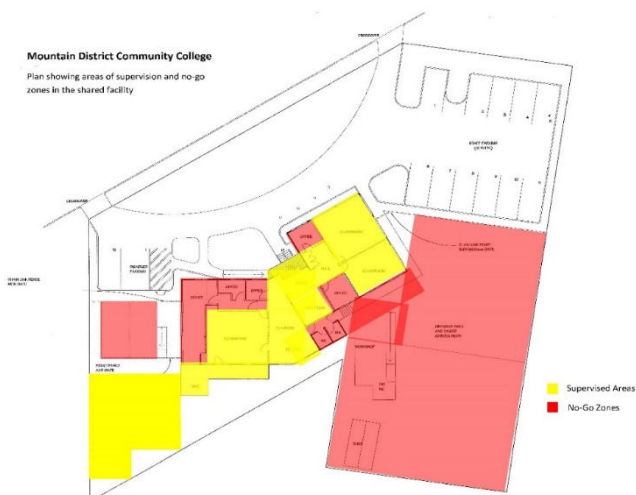
Students are supervised according to duty of care obligations.

- Students are protected from reasonably foreseeable risks of injury including hazards that are known and could have been foreseen and prevented.
- Teachers and/or other staff members are aware of their responsibilities to supervise or arrange for supervision of all students at all times whilst students are attending MDCC.
- Staff members have appropriate skills and qualifications to perform a supervisory role.
- Appropriate measures are in place to provide supervision to students in a shared facility.

Areas for Supervision

Signage will be in place to advise non-MDCC adults of areas of the building where access is prohibited. Students will be advised of "No-Go Zones".

No-Go Zones may be accessed by teachers with students under specifically authorised arrangements, i.e., to use the Community Garden. Supervision in shared spaces must be attentive as per standards of off-site activities.



MDCC ONLY defined areas:

- Classrooms
- The Youth Yard – a staff member must be present any time students are present in this area.
- Student Toilets – staff members need to be aware if students have not returned from toilet breaks in a timely manner.
- Sick Bay/First Aid Room – a staff member will provide supervision of students whilst they are attending this room.
- Signage is on classroom doors prohibiting entry to unauthorised people.

Off-site activities

A minimum of two staff members must be in attendance for all off-site activities and excursions so, in the event of an emergency, a second staff member is available to assist an injured student or go for help.

Teachers and staff members will provide supervision of students in accordance with ratio requirements as outlined by the Department of Education and Training.

<https://www2.education.vic.gov.au/pal/excursions/guidance/supervision>

All off-site activities will be attended by at least one adult who holds a valid Level II First Aid Certificate.

MDCC will obtain permission from a parent/guardian before the College will authorise a student to be dismissed during the hours of attendance. Permission for early departure must be established prior to the student leaving the activity. If a student departs without authorisation, the parent/guardian will be informed immediately.

For camps/overnight activities there will be at least one staff member of each sex where possible. Staff will adhere to adult-to-student ratios according to MDCC policy.

Break times

Parents/guardians may provide, upon enrolment, consent that gives permission for students to leave MDCC premises during break times to attend shops or facilities in the Ferntree Gully Village precinct.

Students who are granted this permission may have it revoked if they do not return to MDCC in time for classes, according to their timetable, or if their behaviour warrants the removal of the permission.

VCE VM - Victorian Certificate Education Vocational Major

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The VCE Vocational Major is offered without an SBAT at MDCC. Students will be enrolled into a VETiS program and will be required to meet the expectations and obligations of the relevant course.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

Structure of the Certificate

Note that this structure is more prescriptive than a standard VCE. Students undertaking VCE VM must complete all the prescribed subjects. In our timetable, there is no capacity to select additional or alternative VCE units.

The four school-based subjects are:

VCE VM Numeracy (Units 3 and 4) - delivered across Year 11 and 12

VCE VM Literacy (Units 1-4)

VCE VM Work Related Skills (Units 1-4)

VCE VM Personal Development Skills (Units 1-4)

180 hours of nominal industry skills**

**The additional units required to meet completion requirements are gained by students completing VET courses at external providers. These qualifications are generally at the Cert II level with some at Cert III.

VCE VM Numeracy Units 3 & 4

Units 3 and 4 will be delivered across Years 11 and 12 - with Units 1 and 2 available for eligible students in Year 10. If a student transfers into VCE VM after completing Year 11, they must have completed a unit of any maths in their Year 11 studies to be eligible for VCE VM at the end of Year 12.

Units 3 & 4

Nature of the Study

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

Unit 3 - delivered in Year 11

Students will use areas of study to investigate prescribed contexts

- Context 1: Personal Numeracy - Area of Study: Number + Systematics
- Context 2: Health Numeracy - Area of Study: Relationships + Data
- Context 3: Recreational Numeracy - Area of Study: Uncertainty + Quantity and Measures

Outcomes

1. Numeracy in contexts
2. Problem Solving Cycle
3. Mathematical Toolkit

Unit 4 - delivered in year 12

Students will use areas of study to investigate prescribed contexts

- Context 1: Civic Numeracy - Area of Study: Dimension and Direction + Data
- Context 2: Financial Numeracy - Area of Study: Systematics
- Context 3: Vocational Numeracy - Area of Study: Shape + Data

Outcomes

4. Numeracy in contexts
5. Problem Solving Cycle
6. Mathematical Toolkit

Assessment

Students must demonstrate achievement in all learning outcomes to be credited with this unit. The nature of the delivery and assessment will mostly be project based. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

VCE VM Literacy Units 1-4

Nature of the Study

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Unit 1 & 2

Unit 1: Texts

This area of study focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information.

Areas of Study

- Literacy for personal use
- Understanding and creating digital texts

Outcomes

On completion of this unit students should be able to:

1. demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses
2. apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

Assessment

Assessment tasks for this unit can include:

- written pieces in different styles
- participation in, and notes for, debates
- annotations on texts
- reports or explanatory texts
- video, podcast or oral presentation using digital media
- written responses

Unit 2: Issues

Students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings.

Areas of Study

- Understanding issues and voices
- Responding to opinions

Outcomes

On completion of this unit students should be able to:

1. explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations, written, oral and multimedia responses that reflect learning
2. interpret the values and opinions of others and present in oral form points of view supported by evidence.

Assessment

Assessment tasks for this unit can include:

- case studies
- reports
- debates
- digital presentations
- comparison of two pieces/arguments

Unit 3 & 4

Unit 3: Informational, organisational and procedural texts

In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. They will focus on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups.

Areas of study

- Accessing and understanding informational, organisational and procedural texts
- Creating and responding to informational, organisational and procedural texts

Outcomes

On completion of this unit students should be able to:

1. to locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents
2. read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations with which they interact.

Unit 4: Advocacy

Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure. They will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning.

Areas of Study

- Understanding and engaging with literacy for advocacy
- Speaking to advise or to advocate

Outcomes

On completion of this unit students should be able to:

1. illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group
2. negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning.

Assessment

Assessment tasks for this unit can include:

- written pieces in different styles
- participation in, and notes for, debates
- annotations on texts
- reports or explanatory texts
- video, podcast or oral presentation using digital media
- case studies
- reports

VCE VM Work Related Skills Units 1-4

Nature of the study

VCE Vocational Major Work-Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

Unit 1 & 2

Unit 1: Careers and learning for the future

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

Areas of Study

- Future careers
- Presentation of education and career goals

Outcomes

On completion of this unit students should be able to:

1. identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.
2. Forecast potential employment possibilities and evaluate several education pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.

Assessment

Assessment tasks for this unit can include:

- record of data analysis
- research task
- presentation of skills and knowledge
- case studies
- video, oral or video presentation with digital media

Unit 2: Workplace skills and capacities

In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills.

Areas of Study

- Skills and capabilities for employment and further education
- Transferable skills and capabilities

Outcomes

On completion of this unit students should be able to:

1. identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice
2. investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries.

Assessment

Assessment tasks for this unit can include:

- skills audit
- mock interview
- skills and training plan
- interview/reflection on content of speaker/presenter
- cover letters
- digital presentations
- case studies

Unit 3: Industrial relations, workplace environment and practice

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success.

Areas of study

- Workplace wellbeing and personal accountability
- Workplace responsibilities and rights
- Communication and collaboration

Outcomes

On completion of this unit students should be able to:

1. analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace and identify and explain strategies to contribute to a healthy workplace environment
2. outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.
3. Apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.

Unit 4: Portfolio preparation and presentation

In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

Areas of Study

- Portfolio development
- Portfolio presentation

Outcomes

On completion of this unit students should be able to:

1. analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education
2. communicate personal skills and attributes, evaluate evidence and analyse presentation skills for future enhancement relevant to employment or study.

Assessment

Assessment tasks for this unit can include:

- written pieces in different styles
- participation in, and notes for, debates
- annotations on texts
- reports or explanatory texts
- video, podcast or oral presentation using digital media
- case studies
- digital presentations
- reports
- comparison of two pieces/arguments

VCE VM Personal Development Skills Units 1-4

Nature of the Study

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

Units 1 & 2

<p>Unit 1: Healthy individuals</p> <p>This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing.</p> <p>Areas of Study</p> <ul style="list-style-type: none">● Personal identity and emotional intelligence● Community health and wellbeing● Promoting a healthy life <p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ol style="list-style-type: none">1. explain and discuss key concepts relating to personal identity and emotional intelligence, and apply learnt strategies when working independently or collaboratively on a relevant activity2. explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities3. analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity. <p>Assessment</p> <p>Assessment tasks for this unit can include:</p> <ul style="list-style-type: none">● critiques and evaluations● record of consultations● research task● presentation of skills and knowledge● case studies● video, oral or video presentation with digital media	<p>Unit 2: Connecting with community</p> <p>This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal.</p> <p>Areas of Study</p> <ul style="list-style-type: none">● What is community?● Community cohesion● Engaging and supporting community <p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ol style="list-style-type: none">1. describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity2. examine issues affecting local, national and global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion3. discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity. <p>Assessment</p> <p>Assessment tasks for this unit can include:</p> <ul style="list-style-type: none">● visual presentations● oral/video presentation● record of survey results● record of discussion or debate● interview/reflection on content of speaker/presenter● digital presentations● case studies
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Units 3 & 4

Unit 3: Leadership and Teamwork

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

Areas of study

- Social awareness and interpersonal skills
- Effective leadership
- Effective teamwork

Outcomes

On completion of this unit students should be able to:

1. apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills
2. describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts and demonstrate apply a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation.
3. describe the characteristics of an effective team, and, through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.

Unit 4: Community Project

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project.

Areas of Study

- Planning a community project
- Implementing a community project
- Evaluating a community project

Outcomes

On completion of this unit students should be able to:

1. investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern
2. use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue
3. evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.

Assessment

Assessment tasks for this unit can include:

- evaluations and critiques
- participation in, and notes for, debates
- annotations on texts
- reports or explanatory texts
- video, podcast or oral presentation using digital media
- case studies
- reports
- digital presentations
- comparison of two pieces/arguments

Year 10 at MDCC

MDCC is a registered specialist school, this, at times, allows us to make modifications to curriculum delivery in line with our VRQA registration. Year 10 at MDCC follows a framework where a student would expect to see a delivery of Literacy, Numeracy, Humanities, Health and Physical Education, Science and Technologies. Where possible, we try to develop curriculum that crosses over these Learning Areas and offers “hands on” opportunities. The educational program is supported by a robust wellbeing framework focusing on resilience and emotional regulation. This is further supported by small class sizes and typically a staff to student ration of 1:6. Upon enrolment, and then at the beginning of each semester, students will be part of creating their Individual Educational Plan (IEP). The IEP will identify both academic and wellbeing strengths and well as needs. Students who successfully complete Year 10, will have the option to discuss their pathway into either the Victorian Pathway Certificate (VPC) or the Victorian Certificate of Education – Vocational Major (VCE-VM) at MDCC.

Educational Support Strategies for MDCC Students

Individual student needs are identified at the enrolment interview and upon reviewing testing results, gathered through information from previous school reports, included in referral information from support agencies, parent/guardian observations, through diagnoses provided and via assessment of needs identified by the Head of Wellbeing during the intake procedures as described by the student.

Language Literacy and Numeracy Support

MDCC acknowledges that all learning includes language, literacy and numeracy tasks. Staff and teachers monitor and assess student's language, literacy and numeracy skills through the induction process and whilst delivering the educational curriculum.

Opportunities for repeated and supported practice are also provided. Language, literacy and numeracy support will be discussed individually with each student when a need is identified or at any time at the request of a student/parent/guardian. Examples of the type of support that MDCC offers are detailed below.

Literacy

- Providing only essential writing tasks;
- Considering the use of group exercises;
- Providing examples and models of completed tasks;
- Ensuring that documents and forms are written and formatted in plain English;
- Using clear headings, highlighting certain key words or phrases;
- Providing explanations of all technical terms used.

Language

- Presenting information in small chunks and speaking clearly, concisely and not too quickly;
- Giving clear instructions in a logical sequence;
- Giving lots of practical examples;
- Encouraging students to ask questions;
- Asking questions to ensure understanding.

Numeracy

- Showing how to do the calculations through step by step instructions and through examples of completed calculations;
- Assisting in working out which maths calculations and measurements are required to complete a task;
- Encouraging the use of calculators and demonstrating how to use them.

Assessment Principles

MDCC has an obligation to offer enrolment into our programs to young people with the reasonable expectation that they will be able to complete the qualification successfully.

The modified Year 10, VPC and VCE-VM do not require any exams however students undertake assessment tasks in relation to relevant units within these courses.

The purpose of assessment is to assess learning outcomes by collecting evidence and making judgements about the performance of learners. Judgements are formed about whether or not the competency has been achieved by meeting the requirements of the learning outcomes of all curriculum components and competency standards included in a student's program.

To ensure the integrity of assessment in the programs delivered, MDCC is guided by the VCAA principles of assessment:

Assessment should be valid and reliable

- Assessment tasks should be designed to reflect the nature of the outcomes/elements of the unit.
- Students should be assessed across a range of different tasks and contexts.
- Assessment should be conducted on a number of occasions.

Assessment should be fair

- Assessment tasks should be grounded in relevant context and be sensitive to gender, culture, linguistic background, physical disability, socio-economic status and geographic location.
- Instructions for assessment tasks should be clear and explicit.

Assessment should be flexible

- Assessment should be open-ended and flexible to meet the specific needs of students.
- Students should have the opportunity to demonstrate achievement at their own level and pace.

Assessment should be efficient

- Assessment instruments that provide evidence of achievement across a range of outcomes/units should be used.

VPC/VM Assessment Procedures

MDCC has a VPC/VM Curriculum Strategy for both programs. The VPC/VM Curriculum Strategy provides comprehensive qualification advice including the macro -level requirements of the assessment process covering:

1. Evidence
2. Completion
3. Delay of satisfactory completion
4. Reasonable adjustments in assessments
5. Special Provision
6. Authentication of student's work
7. Validation, moderation and quality assurance processes
8. Credit transfer and recognition of prior learning.

1. Evidence

Evidence is anything that supports the teacher's claim that a student has achieved a learning outcome. The VCE-VM strategy outlines the types of evidence that can be collected including direct, indirect or supplementary evidence and details evidence which can be included in a portfolio.

It lists the features of evidence: valid, sufficient, authentic, current and consistent and details criteria for good assessment including a statement on validity, reliability, flexibility and fairness.

2. Completion

To satisfactorily complete a unit, students must satisfactorily complete all of the coursework and attend timetabled classes for the unit. Class teachers will decide whether students have satisfactorily completed the coursework and any units of competency.

Details of coursework and due dates for work will be given to students, by class teachers. Students will be assessed according to whether they have achieved the required learning outcomes when completing assessment tasks. Each assessment task will be given an 'S' (satisfactory) or 'N' (not yet complete). After work has been submitted and assessed, teachers are required to provide feedback on assessment results to all students.

This could include advice on particular problem areas, where and how improvements could be made and any consequences of not achieving an "S" result. Students should discuss any issues they may have regarding assessment with their teacher and/or the Principal.

3. Delay of Satisfactory Completion

A delay of satisfactory completion can occur if a student misses too many classes or the work presented does not meet curriculum components in accordance with assessment guidelines for the accredited curriculum. Staff will work with students who are assessed as 'N' (not yet complete) and provide opportunities to satisfactorily complete VCAL units to achieve an 'S' result wherever possible. Students must commit to make up lessons missed and complete all outcomes prior to unit results being entered onto VASS and MDCC's student management system.

4. Reasonable Adjustments in Assessment

Reasonable adjustments in assessment can be made to meet the needs of individual students. This includes factors such as learning styles, physical or intellectual ability, language, literacy and numeracy levels, cultural background or socio-economic factors.

Strategies will be determined on a case-by-case basis through support meetings and could include (but not be limited to):

- rescheduling an assessment task,
- extra time to complete an assessment task,
- providing a substitute task which meets the principals of assessment,
- a replacement task of a different type, and
- provision of ICT tools / resources.

Special provision may be granted to students in certain circumstances. Arrangements for special provision for assessments are outlined in the Student Educational Support policy.

5. Authentication of Assessment

MDCC is committed to upholding the standards of educational integrity and honesty. Authentication is the process of ensuring that the work submitted by students has actually been completed by them. Students need to be able to prove this through regular attendance, by completing work during class time and by acknowledging any resources used in their work. This allows teachers to monitor a student's work done in class. Student work submitted for assessment must be their own. Students must not receive undue assistance from any other person in the completion of their work or assessment tasks. This includes copying or plagiarising other work. MDCC has a Cheating, Plagiarism and Collusion Policy which it follows in such instances.

Reporting

At Mountain District Community College, the following reports are issued:

- Interim Reports – at the end of term 1
- End of Semester Reports – at the end of semester 1 and 2

Reports must:

- Frame the information in a way that is positive and encouraging.
- Use plain language.
- Be timely.
- Remain confidential.
- Clearly state the student's satisfactory completion of outcomes.
- Give an accurate and objective assessment of the student's progress and achievement.
- Identify strategies that will assist the student to achieve satisfactory outcomes.

Reports are sent home with students and a notification via email/SMS is provided to parents/guardians that the students have received their reports. Parents/Guardians are given an option of contacting the Principal to make a time for a consultation about the reported results.

Following the Semester 1 Report (end of June) parents/guardians are invited to a three-way conference with the teacher to discuss the student's progress.

Attendance

To ensure students' attendance at Mountain District Community College (MDCC) and engagement is monitored and that there are procedures in place to ensure accuracy of enrolment details and attendance records and to support all students to achieve the 80% minimum attendance requirement for the VCE-VM.

Absence procedure

- If students are sick or will be absent for any other legitimate reason, they (or their parent/guardian) are required to contact MDCC prior to their scheduled class with an explanation. This requirement is stated on the Enrolment Agreement.
- MDCC uses COMPASS as a communication platform, all parents have access to this for communication, absence notification and reason. The reason for the absence will be recorded on the class roll. Should a problem be encountered, parents should make contact via the relevant wellbeing mobile phones.
- If notification of absence is not received within 15 minutes of class starting COMPASS will auto send an SMS notification to the student's parent/guardian advising of the student's absence. The MDCC Attendance Officer will also ring the primary contact on COMPASS to enquire about the absence.
- If students leave MDCC prior to the end of the scheduled class time their parent/guardian will be notified. Any scheduled early departure should be recorded on COMPASS by the parent.
- Students/Parents/Guardians are required to update MDCC if there is a change to contact details as agreed to in the Enrolment Agreement.

Attendance concerns

- The Principal will contact parents/guardians by letter or email to notify them of attendance concerns.
- Appropriate measures will be put in place regarding the student's learning or personal requirements via a Restorative Practice process when attendance becomes poor.
- In the case of student illness, the need for medical certificates will be at the discretion of the Principal.
- If frequent absences continue to occur, the student and parent/guardian as deemed appropriate will be required to attend a meeting with the Senior Youth Worker/Assistant Principal who will implement restorative intervention procedures to identify barriers to attendance and put plans in place for re-engagement. The Senior Youth Worker/Assistant Principal will offer further support and /or referrals if required and report to the Principal. A Student Attendance Contract may be put in place if it is deemed appropriate.

- Students who are absent for an extended period i.e. 4-6 weeks or who indicate that they are no longer planning to return or who are no longer contactable will have their enrolment terminated. A letter will be sent to the Parent/Guardian by the Principal and a copy provided to the Student Records Officer.

Excursions

- All excursions form part of the overall program and be directly linked to learning or wellbeing objectives. Parents/guardians will be notified via COMPASS of all details pertaining to an excursion and consent will be sought prior to the excursion-taking place via the Excursion Information and Consent section on COMPASS, which will include place, date, times, lunch requirements, travel arrangements, supervising staff, reason for excursion etc.
- If students are dismissed directly from an excursion, permission must have been obtained from parents/guardians prior to departure and details recorded on COMPASS>
- A ratio of 1:15 is appropriate if the off-site activity is within the Ferntree Gully Village precinct as long as the teacher/staff member has a working mobile phone in order to call the College for assistance if required. Students engaged in an excursion should be accompanied at all times by an adult at a ratio of no more than 1:10. Students engaged in high risk activities such as canoeing, abseiling, go-carting, must be accompanied by a qualified instructor in the relevant field, with an adult/student ratio of no more than 1:6. All off-site activities must be attended by at least one adult who holds a valid Level II First Aid Certificate.

Note: Off-site activities and excursions will be cancelled on Code Red Days.

Student Code of Conduct

Students are required to adhere to the Student Code of Conduct.

Students must:

- Arrive on time and remain in class until the scheduled end of class time.
- Return from breaks on time.
- Notify MDCC if unable to attend scheduled classes.
- Respect the rights, educational opportunities and property of fellow students.
- Use class time productively, participate in class work and complete work activities.
- Comply with any reasonable and clear instruction of any staff member.
- Wear clean, neat and respectable casual clothes and appropriate footwear.
- Refrain from using offensive language (swear words).
- Put away electronic devices when instructed to by teachers or staff.

Students must not:

- Take or make phone calls or send text messages during class time.
- Run or ride bicycles, skateboards or rollerblades on MDCC premises.
- Damage equipment, furniture or facilities at MDCC.
- Attend classes under the influence of drugs or alcohol.
- Consume or carry drugs or alcohol on MDCC premises or on MDCC excursions or activities.
- Participate in physical violence, intimidation or provocation to violence.
- Bully, harass or intimidate a person.
- Participate in Cyber bullying of any person at MDCC or their family members or of MDCC including posting videos, images or audio etc. of any person at MDCC.

Consequences:

If teachers or staff members have reason to believe that this Code of Conduct has been broken, students will face one or all of the following consequences:

- MDCC student disciplinary procedures will be implemented.
- The student's enrolment may be suspended or withdrawn.

Parent Code of Conduct

The Mountain District Community College Parent/Guardian Code of Conduct is in place to ensure that parents/guardians work in cooperation with the MDCC Staff and Board members to provide a safe, secure and respectful learning environment for all students.

Parents/Guardians will:

- Support the safety and wellbeing of students attending MDCC including Child Safe initiatives;
- Be respectful and courteous towards all students, staff and other parents/guardians at all times;
- Refrain from actions and behaviour that constitutes harassment, discrimination or vilification;
- Comply with reasonable requests and directions from MDCC members of staff;
- Raise concerns about student behaviour or student welfare with the Principal, Assistant Principal, Teacher or Wellbeing Staff;
- Refrain from personally addressing issues between students;
- Refrain from using social media to bully or fuel criticism of individual people associated with MDCC;
- Make reasonable efforts to ensure that their children comply with the MDCC Student Code of Conduct and the Bullying and Harassment and Internet Use policies.
- Observe the stated MDCC procedures for raising and resolving a grievance/complaint;
- Encourage students to attend MDCC on time and consistently;
- Inform the MDCC office of changes to emergency and other contact details;
- Notify MDCC of concerns relating to the student's health, mental health or other needs that may impact on the student's learning and wellbeing;

- Notify MDCC of any changes to the student's key welfare workers as may be applicable.

While MDCC seeks the co-operation of parents/guardians in adhering to the code, a serious breach, as determined by the Principal and endorsed by the Board, may result in prohibiting access to MDCC or the termination of student enrolment.

Guidelines for students in the use of computers and the internet in the classroom

Computers and the internet provide opportunities to enhance students' learning experience and engagement. MDCC computers and internet resources are intended for learning and research. Responsible use of these resources by students, with guidance from teaching staff, will provide a secure and safe learning environment.

MDCC expects all students to use the internet responsibly, efficiently, ethically and legally. Internet access is available during class hours, for students to develop their learning and also outside of class times, for students to complete class work.

Student must agree to:

1. Use the internet for study and learning as directed by the teacher and for the purposes of meeting course learning requirements.
2. Stay within the law and use the internet legally within relevant law. Laws about the internet may focus on these areas: copyright, spam, privacy, discrimination, telecommunications, broadcasting, criminal law, freedom of information, human rights and equal opportunity.
3. Never steal other people's work. Use the internet in a manner that does not infringe copyright; including not distributing, sharing, content (such as music and other audio materials and video materials) or software.
4. Never steal anyone's identity. Do not intentionally use another person's credentials, or impersonate or falsely represent yourself as another user.
5. Never betray other people's confidence or secrets or privacy. Do not intentionally breach, through the use of the internet, the confidential information of other people.
6. Treat other people ethically and with respect. Don't harass people. Don't bully, threaten, defame, vilify or sexually harass them.
7. Keep it clean - stay away from any kind of obscene material. Don't use the internet to create, transmit, access, look for, publish or store electronic material that is obscene according to law.
8. Handle all equipment with care. Notify your teacher if any damage occurs, or if something needs attention.
9. Do not install any software without permission.

Consequences: The misuse of internet and computer equipment may result in disciplinary action in accordance with the Student Behaviour Management policy.

Student Behaviour Management

MDCC recognises that the majority of students have a range of behavioural, social, emotional and wellbeing needs. Many students require ongoing behaviour management and guidance. Corporal punishment is not permitted under any circumstance.

Student behaviour is required to be of a standard that ensures the following expectations are met:

- The environment at MDCC is safe and respectful.
- Students are not subjected to bullying and/or harassment.
- Students are participating and on track to achieve required outcomes.
- Students are able to work free from disruptions from fellow students.

A disciplinary response is warranted when the student's behaviour becomes significant enough to disrupt the teacher's ability to teach and classmates' ability to learn and participate and may include:

- Incidences of bullying or harassment.
- Constant disruptions or attention seeking behaviour.

- Rude or disrespectful behaviour or attitudes.
- Consistent refusal to participate in class work or activities.
- Displays of violence or intimidation.
- Damage to equipment, furnishings or facilities.
- Failure to follow reasonable, clear instructions of a staff member.

Students who have health issues or other wellbeing issues who require a modification to their learning program will be issued with a **Individual Education Plan (IEP)** which will provide details of the agreed modifications. The IEP will be reviewed each term or if a change is required and kept on the Student's File. A copy of the plan will be provided to teachers. If it is a requirement of a IEP for a student to have a time out break outside the classroom the student must be issued with a **Time Out Slip** by the teacher.

All students are expected to adhere to the MDCC Student Code of Conduct. Students are required to sign an agreement to abide by the code. Breaches of the Student Code of Conduct are to be reported to the Principal, Assistant Principal or Head of Wellbeing via a Student Behaviour Incident Report and will be managed in accordance with disciplinary procedures.

Student Behaviour Management Procedure

Level 1

Teaching staff are expected to ensure behaviour that is in breach of the Student Code of Conduct is addressed in the following ways:

1. A verbal warning/reminder will be given by the teacher in the classroom with reference made each time to the nature of the breach of the Student Code of Conduct.
2. If a student continues the behaviour or if the student's behaviour has been consistently inappropriate, causes an argument, poses a safety issue or is causing classroom disruption, the Teacher will send the student home for the rest of the day.

When a student is sent home for the rest of the day the teacher must:

1. Notify administration staff to send an SMS to parent/guardian that the student has been sent home due to their behaviour.
2. A Student Behaviour Incident Report will be submitted to the Principal.
3. The Student must attend a meeting with the Principal or designated staff member for counselling prior to returning to class (the next or subsequent day). When this meeting has occurred the student will be issued with a "clearance" to advise the teacher of their approval to return to the class.
4. Informed judgements will be made in response to the severity of the incident and individual circumstances.
5. Upon a second "send home", a Formal Warning Notification must be posted/emailed home to the parent/guardian.

Level 2

When a student is sent home for a third time the Parent/Guardian will be contacted (if under 18) to attend a mandatory meeting between the Principal, Senior Youth Worker and Student. Students will be given the opportunity to explain their actions and any mitigating circumstances. An overview of the student's response will be recorded along with the incident report.

Students will be placed on a Student Behaviour Contract. It will be made clear that a further breach of the Behavior Contract will result in the student's being suspended with a conditional return or that their enrolment at MDCC being withdrawn. A signed copy of the Student Behaviour Contract will be placed on the student's file. Refusal to sign the Student Behaviour Contract will constitute a further breach and the student's enrolment will be withdrawn. Teachers will be notified of the outcome by email or in person.

Level 3

Exclusion

In some instances, it may be appropriate to suspend a student who consistently compromises the safety and order of the program. Suspension may be implemented in order to protect the learning environment for remaining students and continue with effective teaching.

Suspensions should be applied for as short a time as possible and the student and family should be supported to engage in appropriate services that may assist in the management of the student's issues and behaviours.

Instances of exclusion, either suspension or expulsion must be approved of by the Principal in consultation with teaching staff. Students who have been placed on suspension will be required to undertake a Restorative Intervention process with the Senior Youth Worker prior to their return. A student behavior contract will be required to be put in place. The student must be willing to participate in the Restorative Intervention process for it to be effective. If the student shows unwillingness to participate, expulsion may be considered.

Grounds for exclusion from MDCC include:

- behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- subjecting a person to repeated incidences of bullying and/or harassment;
- causing significant damage to or destruction of property;
- committing or attempting to commit or is knowingly involved in the theft of property;
- possessing, using, selling or deliberately assisting another person to possess, use or sell illicit substances or weapons;
- failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person;
- consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Expulsion

Instant dismissal or exclusion from MDCC could occur for acts of serious and willful misconduct. These will include theft, physical assault and attendance under the influence of drugs or alcohol. Highlighting of these examples does not diminish or exclude other instances.

In the case of a dispute over disciplinary action, the matter will be referred to the Board for resolution. Such resolution will be deemed as final.

Complaints and Grievances

MDCC is committed to processing all complaints and grievances promptly, transparently and applying procedural fairness. All aspects of complaints and grievances are fully documented and copies made available to the complainant/appellant upon request.

The privacy and confidentiality of complainant's information will be assured in accordance with the MDCC Privacy Policy. MDCC will only record personal information solely for the purposes of addressing the complaint or grievance. Personal details will be protected from disclosure, unless the complainant expressly consents to its disclosure. All formal complaints and grievances will be heard and decided on within 15 working days of receiving the written complaint.

Informal complaint

- The initial stage of any complaint (or feedback) will be for the student to communicate directly with the teacher who will seek to resolve the matter.

- Students dissatisfied with the response to the informal feedback or complaint may initiate a formal complaint.

Formal complaint

- All formal complaints should be forwarded to the Principal in writing and submitted via email or post.
- On receipt of a formal complaint, the Principal will discuss the matter with the relevant Teacher.
- The student will be given an opportunity to present their case to the Principal, and may be accompanied by one other person as support or as representation.
- The relevant teacher will be given an opportunity to present their case, and may be accompanied by one other person as support or as representation.
- The Principal will make a decision regarding the complaint.
- The Principal will communicate the decision to all parties in writing within fifteen working days of making a decision.

Appeals

Appeals may arise when the complainant is dissatisfied with a decision that Mountain District Community College has made. Appeals can relate to assessment decisions, but they can also relate to other decisions.

- If the complainant is dissatisfied with the decision arising from a formal complaint the complainant may lodge an appeal to the Board. The Board will undertake an investigation and respond in writing to the appellant within fifteen working days.
- A complainant can take their complaint to the VRQA via the web link: Make a complaint online at: <http://www.vrqa.vic.gov.au/StateRegister/Public.aspx/LodgeComplaint>

Independent Mediation and Consultation

- At any time during the complaint process the complainant may seek the advice or mediatory services of an external independent body from The Dispute Settlement Centre of Victoria <https://www.disputes.vic.gov.au/>
- Should the complainant choose to seek alternative advisory or mediation services, the complainant will meet the financial costs of such services.

Cheating and Plagiarism

MDCC is committed to upholding the standards of academic integrity and honesty. MDCC students are therefore required to:

- undertake studies and research with honesty and integrity;
- ensure that course work is in no way falsified;
- seek permission to use the work of others, where required;
- acknowledge appropriately the work of others; and
- take reasonable steps to ensure that other students are unable to copy or misuse their work.

Cheating

Cheating includes dishonest act(s) by a student to gain an unfair advantage in fulfilling the requirements of assessment tasks or tests.

Cheating by a student or students may take several forms including:

- Copying or attempting to copy from others during an assessment or to complete an assessment;
- Allowing others to do one's assessment or a portion of one's assessment;
- Altering answers after an assessment has been completed or altering recorded results.

Plagiarism

Plagiarism is defined as using another's work (whether printed, electronic, or spoken) without crediting him or her. Whereas cheating is almost always intentional plagiarism may be accidental.

Plagiarism occurs when students fail to acknowledge that the ideas or work of others are being used. It occurs specifically when:

- other people's work and/or ideas are paraphrased and presented without a reference;
- other people's work is copied either in whole or in part;
- other people's images, designs or ideas are presented as the student's own work;
- phrases and passages are used verbatim without quotation marks and/or without a reference to the author or a web page.

Strategies to avoid plagiarism include:

- Avoid cutting and pasting from websites.
- Ensure material is in your own words.
- Reference any site, any quotes, text books, articles or websites.
- Do not allow others to copy your work.
- Do not copy anyone else's work.
- If you are unsure about potential plagiarism, ask the teacher for clarification.

Privacy

MDCC values the privacy of every person it is associated with and is committed to protecting information that it collects. The management of 'personal information' and 'health information' is governed by the *Privacy and Data Protection Act 2014* (Vic) and *Health Records Act 2001* (Vic) (collectively, **Victorian privacy law**).

Definitions:

Personal information is information or opinion, whether true or not, about a person whose identity is apparent, or can reasonably be ascertained, from the information or opinion – that is recorded in any form. For example, a person's name, address, phone number and date of birth (age). De-identified information about students can also be personal information.

Health information is information or opinion about a person's physical, mental or psychological health or disability, that is also personal information – whether in writing or not. This includes information or opinion about a person's health status and medical history, immunisation status and allergies, as well as counselling records.

Sensitive information is information or opinion about a set of specific characteristics, including a person's racial or ethnic origin, political opinions or affiliations, religious beliefs or affiliations, philosophical beliefs, sexual orientation or practices; or criminal record. It also includes health information.

MDCC collects information about students and their families, provided by students, their families and others. Information in a number of ways, including:

- in person and over the phone: from students and their families, staff, volunteers, visitors, job applicants and others,
- from electronic and paper documentation: including job applications, emails, invoices, enrolment forms, letters to MDCC, referral forms, consent forms (for example: enrolment, excursion, Student Support Services consent forms), MDCC's website or controlled social media,
- through online tools: such as apps and other software used by MDCC,
- through any CCTV cameras located at MDCC.

MDCC is often provided with personal information about a student from a third party (eg. via a report or referral provided by a youth support agency or via DH/DFFS, medical professionals or another school). This information is gathered to assist MDCC to meet the needs of the student.

Collection notices:

When MDCC collects personal information it takes reasonable steps to advise how the information will be handled. This includes the purpose of the collection, and how to access, update and correct information held.

For information about students and their families, a collection notice is provided to parents (or students who are mature minors) upon enrolment and when referrals are made.

The Primary purposes of collecting information about students and their families is necessary to:

- educate students,
- support students' social and emotional wellbeing, and health,
- fulfil legal requirements, including to:
- take reasonable steps to reduce the risk of reasonably foreseeable harm to students, staff and visitors (duty of care),
- make reasonable adjustments for students with disabilities and additional learning needs (anti-discrimination law),
- provide a safe and secure workplace (occupational health and safety law),
- investigate incidents and/or respond to any legal claims.
- enable MDCC to:
- communicate with parents about students' education, progress and wellbeing,
- to celebrate the efforts and achievements of students,
- maintain good order and management at MDCC,
- fulfil statutory functions and duties,
- comply with reporting requirements.

MDCC uses or discloses information consistent with Victorian privacy law, as follows:

1. for a **primary purpose** – as defined above,
2. for a related **secondary purpose** that is reasonably to be expected – for example, to enable the Board to fulfil its objectives, functions and powers,
3. with **notice and/or consent** – including consent provided on enrolment and other forms (the information collected will not be disclosed without consent, unless such disclosure is lawful),
4. when **necessary to lessen or prevent a serious threat** to:
 - a person's life, health, safety or welfare,
 - the public's health, safety or welfare,
5. when **required or authorised by law** – including as a result of our duty of care, anti-discrimination law, occupational health and safety law, child wellbeing and safety law, reporting obligations to agencies such as the Department of Health and Health and Department of Families, Fairness and Housing and complying with tribunal or court orders, subpoenas or search warrants
6. to investigate or report **unlawful activity**, or when reasonably necessary for a specified **law enforcement** purpose, including the prevention or investigation of a criminal offence or seriously improper conduct, by or on behalf of a law enforcement agency,
7. for **statistical** purposes,
8. to establish or respond to a **legal claim**.

Emergency Management Plan

MDCC will implement an Emergency Management Plan (EMP) based on the Department of Education and Training (DET) template and incorporating advice from the CFA. Copies of the EMP are displayed at the College at 13-15 The Avenue, Ferntree Gully.

Evacuation

In the event of an emergency where safety within the building may be compromised, staff will implement the MDCC Emergency Management Plan and ensure all students and other people in the building are safely evacuated. The Emergency Evacuation kit and class rolls will be taken.

Code Red Days

MDCC will close to the public on “CODE RED” bushfire days and all off-site activities will be cancelled.

Staff members who live in bushfire at risk areas will not be required to attend the MDCC on these days, so they can attend to their properties and family members. This will be considered a day of leave for permanent staff. Staff members who wish to attend MDCC may do so at their own discretion. If this is the case, the Principal must be notified. Once confirmed, the decision to close will not change, regardless of any improvements in the weather conditions.

Other Voluntary Closures

The criteria for voluntary closures will be based on the priority of safety of students, teachers, and other staff at MDCC. When there is a possibility of a critical emergency there will be consultation with the appropriate local Emergency Services. This could include other “Fire Danger Ratings”.

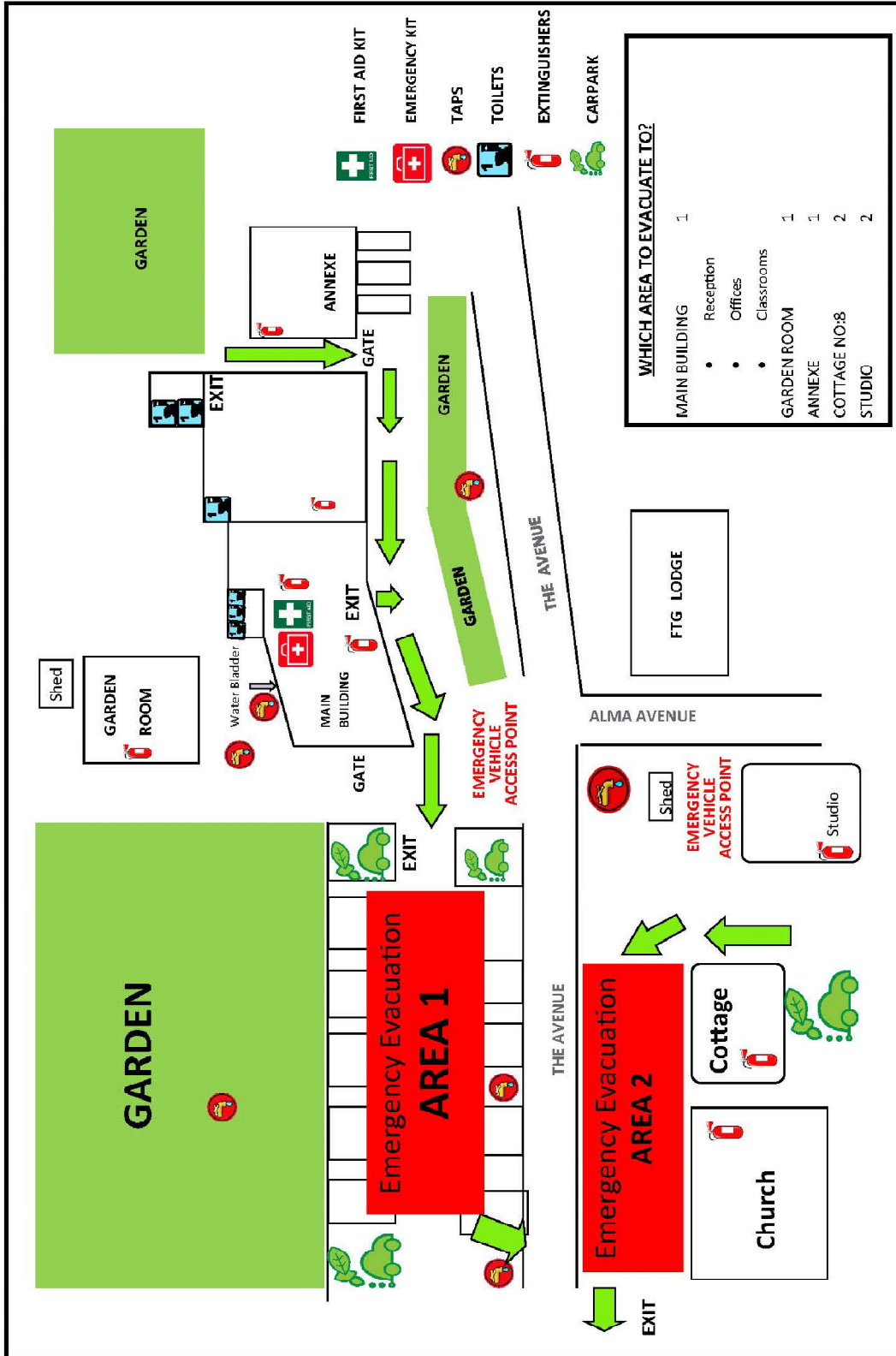
If information obtained suggests the possibility of a compromise to safety, there will be a voluntary closure of MDCC. The Principal has ultimate authority and responsibility, making key decisions, directing the actions of other staff, and co-ordinating with other staff to inform all participants of the MDCC of a voluntary closure.

More Information

Full details of MDCC Policies and Procedures are available on the MDCC website.

Evacuation Plan

MDLC/MDCC - EMERGENCY AREA LOCATIONS



WHICH AREA TO EVACUATE TO?

MAIN BUILDING	1
• Reception	
• Offices	
• Classrooms	
GARDEN ROOM	1
ANNEXE	1
COTTAGE NO:8	2
STUDIO	2