Senior School
Information Evening

14 February 2024

Welcome

Principal
Paul Clohesy

Acknowledgement of Country
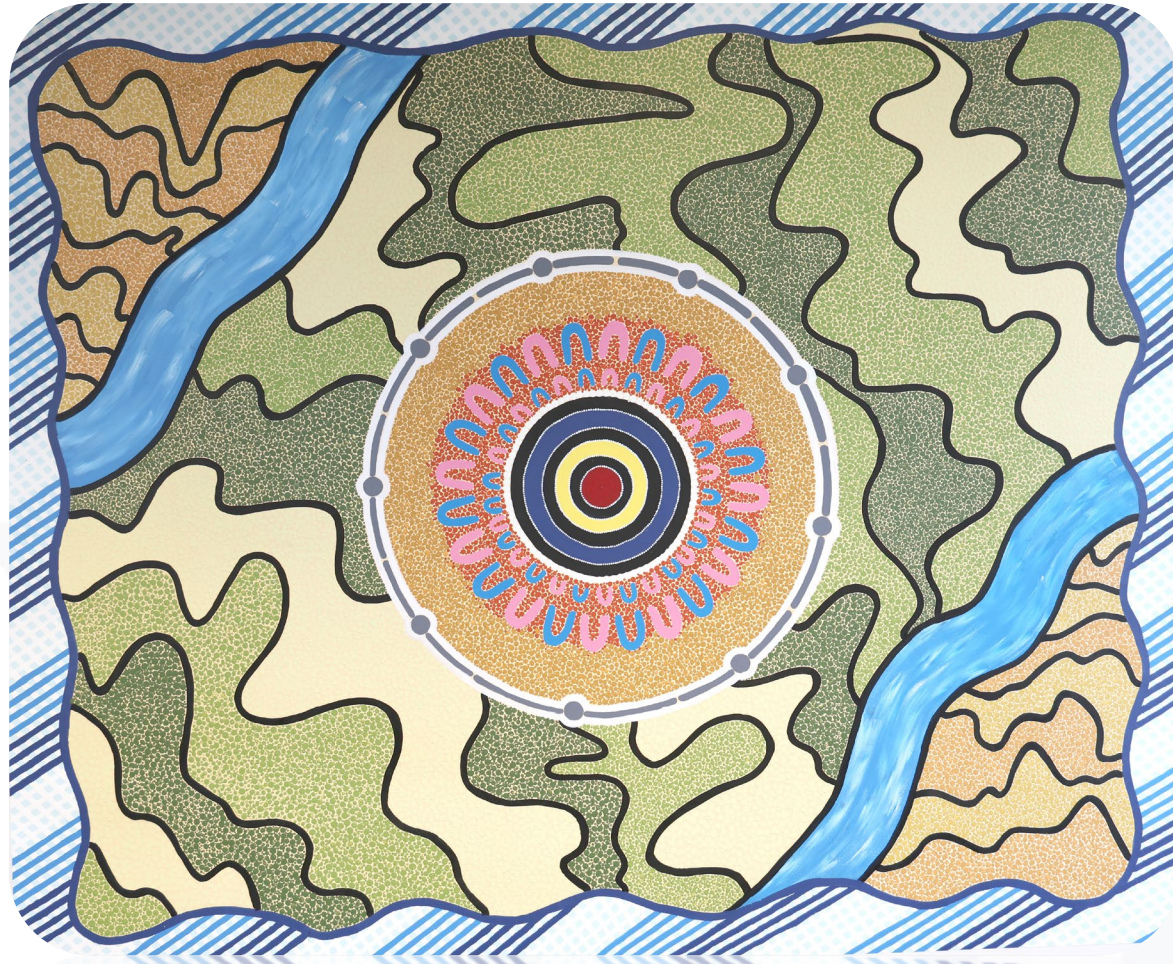
Prayer

Loving God, we give thanks for the gift of life.
May Trinity College be a community for learning, new discoveries and the pursuit of wisdom.
Grant that those who teach and those who learn honour your presence in all creation as we respect and look after our environment.
May we learn from the example of Jesus and be open to the power of the Holy Spirit.
May the virtues of faith, hope and love inspire us so that we make a difference

2024 School Theme

Community Strengthens – Be a part of it.

Agenda

- Natalie Holt Director of Wellbeing
- Karen A Hart Director of Learning
- Jade Elborough Year 12 Year Level Coordinator
- Pat Seal Year 11 Year Level Coordinator
- Sarah Borch Year 10 Year Level Coordinator
- Chloe Hasell Year 10 Learning Community Leader
- Ryan Geary and Julie Demasi Careers
- Karen A Hart and Nathan Beaumont VCE
- Pam Scott VCE-VM
- Julie Demasi VET
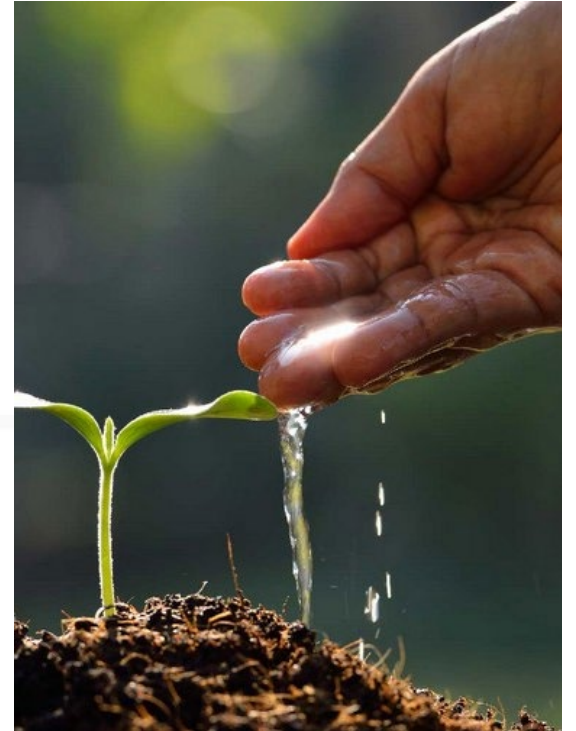
Student Wellbeing

Mrs Natalie Holt
Director of Wellbeing

Wellbeing

"Students in their final year are considered a high-risk group for depression and anxiety. Sleep deprivation, diet and social media are some of the biggest issues faced by this group of teens."

Dr Michael Carr-Gregg

Student wellbeing support

Counsellors	Office Hours
Paige Turner Psychologist	Monday and Tuesday
Ellie Metcalfe Social Worker	Monday, Wednesday and Thursday
Sarah Green OT/Counsellor	Monday, Tuesday and Wednesday
Matthew Millen Counsellor	Tuesday and Wednesday
Debbie McIntyre Intake	Monday and Thursday

Contact us:
Wellbeing@tcc.vic.edu.au
52339200

Tips for Parents/caregivers

- Take time to connect with your young person
  - o Make time to listen to their needs.
  - o Go for a walk together. Exercise is proven to be beneficial for healthy functioning, physically and mentally.

- Normalise feelings that arise, eg. Anxiety/fear/worry.
  - o You don't need to know what to say, just being there for support can be enough.

- Modelling healthy and realistic expectations of self.
  - o Balancing social and work commitments, exercising and eating healthy, ensure adequate sleep, reducing technology use.

WE MAKE A DIFFERENCE.

Teaching and Learning

Mrs Karen Hart (10-12) and Mrs Kate Geary (7-9)
Directors of Learning

Commitment to Students

TEACHING AND LEARNING MISSION:

- Inspired by Jesus, Trinity College Colac develops resilient, life-long learners who are **proud of their achievements**.

- Every Trinity College student will achieve **personal growth** through **access to quality teaching** driven by the strategic use of data, and collaborative and effective teaching practices.

- Students will **build their knowledge, skills and character** through engagement with and active participation in their learning. **Along with the support of families and the wider community**, Trinity College has a **culture of high expectations.**

WE MAKE A DIFFERENCE.

High Expectations

Working strive to work together for individual learning journeys…

- Our senior community of teachers and support staff are available as the students gain **knowledge** to **make decisions for career pathways**, excelling at chosen subjects, **creating opportunities** once they have finished school and **understanding their potential**.

- We are committed to **developing challenges** in all our programs with **high expectations** of our student, developing **skills** to prepare them for the future

- Working together with families, teachers and students to stay informed, involved and engaged.

WE MAKE A DIFFERENCE.

Successful Study Habits

How you can support your child

How will you balance your time?

LIFE

Family & Friends

Sport and Gym

Social Media

WORK

School Study

Part-Time Work

Successful Study Habits

How you can support your child

The Early Riser

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Studying: 6.30-7.30am	Studying: 6:30-7:30am	Studying: 6.30-7.30am	Studying: 6:30-7:30am	Studying: 6.30-7.30am	Studying: 6.30-9.30am	Studying: 6:30-10:30am
School time 8.45-3.30pm	School time 8.45-3.30pm	School time 8.45-3.30pm	School time 8.45-3.30pm	School time 8.45-3.30pm		

Successful Study Habits

How you can support your child

The Night Owl

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
School time 8.45-3.30pm	School time 8.45-3.30pm	School time 8.45-3.30pm	School time 8.45-3.30pm	School time 8.45-3.30pm		
Studying: 8-10pm	Studying: 8-10pm	Studying: 8-10pm	Studying: 8-10pm	Studying: 8-10pm	Studying: 8-10pm	Studying: 8-10pm

Successful Study Habits

How you can support your child

The Sporty Studier

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Studying: 8-8.30am		Studying: 8-8.30am		Studying: 8-8.30am		
School time 8.45-3.30pm	School time 8.45-3.30pm	School time 8.45-3.30pm	School time 8.45-3.30pm	School time 8.45-3.30pm		Studying: 1-3pm
Studying: 3.30-5pm		Studying: 3.30-5pm		Studying: 3.30-5pm		Studying: 4-6pm
Studying: 7-8pm		Studying: 7-8pm		Studying: 7-8pm		

WE MAKE A DIFFERENCE.

Year 12 Homeroom Mentors

- 12 A   James Fitzpatrick jfitzpatrick@tcc.vic.edu.au
- 12 B   April Greaves agreaves@tcc.vic.edu.au
- 12 C   Pam Scott pscott@tcc.vic.edu.au
- 12 D   Karen Hart kahart@tcc.vic.edu.au
- 12 E   Robert Elborough relborough@tcc.vic.edu.au
- 12 F   Adam Karpala akarpala@tcc.vic.edu.au

WE MAKE A DIFFERENCE.

Year 12 Teacher Mentors

- It is a long tradition that the Year 12 students are allocated a teacher of choice to **mentor them** throughout their final year of school.

- This is an opportunity to have **conversations** around pathways, careers, support and guidance.

Upcoming events for Year 12

- **Retreat** 6-8 March Cave Hill Creek Beaufort – important information has been emailed to Parents/Carers
- **Tertiary Information Session** 18 March @ Copacc
- **VCE Practice Exams** Term 2 Holidays
- **VCE VM Students Final Day** 20 September
- **VCE Practice Exams** Term 3 Holidays
- **Year 12 Students Last Day** 18 October
- **VCE Exams** begin 29 October
- **Graduation** 22 November

Tanzania Immersion

Mr Daniel Rodway
Director of Catholic Identity and Culture

Immersion Overview

- Offered to Year 12 graduate students (departing late November).

- Ran in 2017, 2018 and 2019 – looking to restart in 2024.
  - 41 students have participated in the program since its inception.

- 16 – 18 day in northern Tanzania – Arusha City.

- Immersion experiences include time at the School of St Jude, at Edmund Rice Sinon Secondary School, and on safari through three national parks.

Immersion Overview

- Goals include:
  - Cultivating a **greater appreciation** of the value of education and the resultant opportunities.
  - Providing an **authentic experience** of the various lifestyles in Tanzania, giving insights into the lives of the people.
  - Having an **opportunity for personal growth**: facing challenges and developing resilience.
  - **Giving witness** to Catholic social teaching: understand and explore the notions of **poverty**, **human dignity** and **cultural diversity**.

Year 11
Year Level Coordinator (YLC)

Pat Seal

Year 11 Homeroom Mentors

- 11 A   Anne McCrickard amcrickard@tcc.vic.edu.au

- 11B   Louise Van Dugteren lvandugteren@tcc.vic.edu.au

- 11C   Sam Kelly skelly@tcc.vic.edu.au

- 11D   Sam Moloney smoloney@tcc.vic.edu.au

- 11E   Leesa Sharkey lsharkey@tcc.vic.edu.au

Wellbeing is number one!

Main message to students:

- If you are struggling, **please speak up**.

- Support each other - peers, family and even teachers.

- Everyone struggles from time to time, show empathy and be kind by default.

- **If you have any concerns regarding your child's wellbeing, please get in contact.**

WE MAKE A DIFFERENCE.

CAMPS

- **Retreat** 6-8 March
- **Palm Island Immersion** TBC
- **Ski Trip** 25-30 August
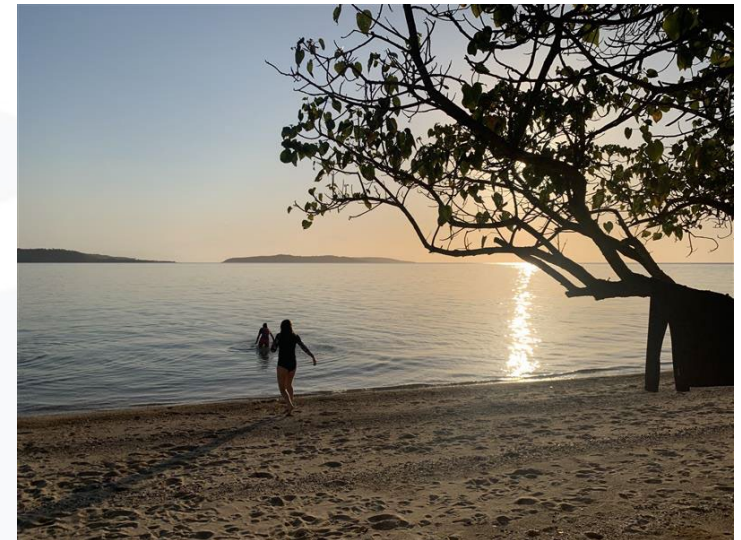
Year 10 Year Level Coordinator (YLC)
Sarah Borch
Year 10 Learning Community Leader (LCL)
Chloe Hasell

Year 10 Homeroom Mentors

- 10A   Michael Tomkins mtomkins@tcc.vic.edu.au
- 10B   Renee Morgan rmorgan@tcc.vic.edu.au
- 10C   Sean James sjames@tcc.vic.edu.au
- 10D   David Miller dmiller@tcc.vic.edu.au
- 10E   Beth Anderson banderson@tcc.vic.edu.au
- 10F   Jane Hawker jhawker@tcc.vic.edu.au

Important Dates

YEAR 10

Term 1
- **Adventure Camp** 4-8 March (two camps over three days, one rest day, one community service day)
- **Careers Day** 25 March

Term 2
- **Top End Tour** 16-26 April
- **Immunisations** 30 April

Important Dates

Term 2
- Student Learning Conversations 1 May (onsite)
- Social 17 May
- Exams Week 17-21 June
- Work Experience 24-28 June

Important Dates

Term 3
- Subject information session VCE/VM 24 July
- Subject interviews 30 July
- Student learning conversations 11 September (online)

Term 4
- **Exams** 2 -5 December

Careers and Pathways

Ryan Geary Learning Leader – Careers
Julie Demasi - Careers Officer & VET Coordinator

New Careers Team

Focus on Careers Education

To expose students to all options to ensure students make educated pathway decisions

- A Tertiary Information Session at COPACC
- Year 10 Careers Day
- Implementing Career Tools portal into the curriculum
- Running Busses to Open Days

WE MAKE A DIFFERENCE.

Careers

Support Structures in Place

- Connecting with student's and parents about subject and pathway advice
- Utilising Homeroom Mentors and the Year 12 Mentor program to have ongoing pathway discussions.
- Create a link with Trinity Alumni

Please feel free to contact us

SCHOOL BASED APPRENTICESHIPS (SBA)

- Must be 15 years of age – usually Year 11 & 12
- Combine studies with paid part time employment
- 'Hands on' industry experience
- Formal training included
- Arrangements discussed individually with students, parents/carers and employers

VCE

Mrs Karen Hart
Director of Learning

Units 1, 2, 3 and 4: school results

ASSESSMENT

Two separate decisions reported to VCAA
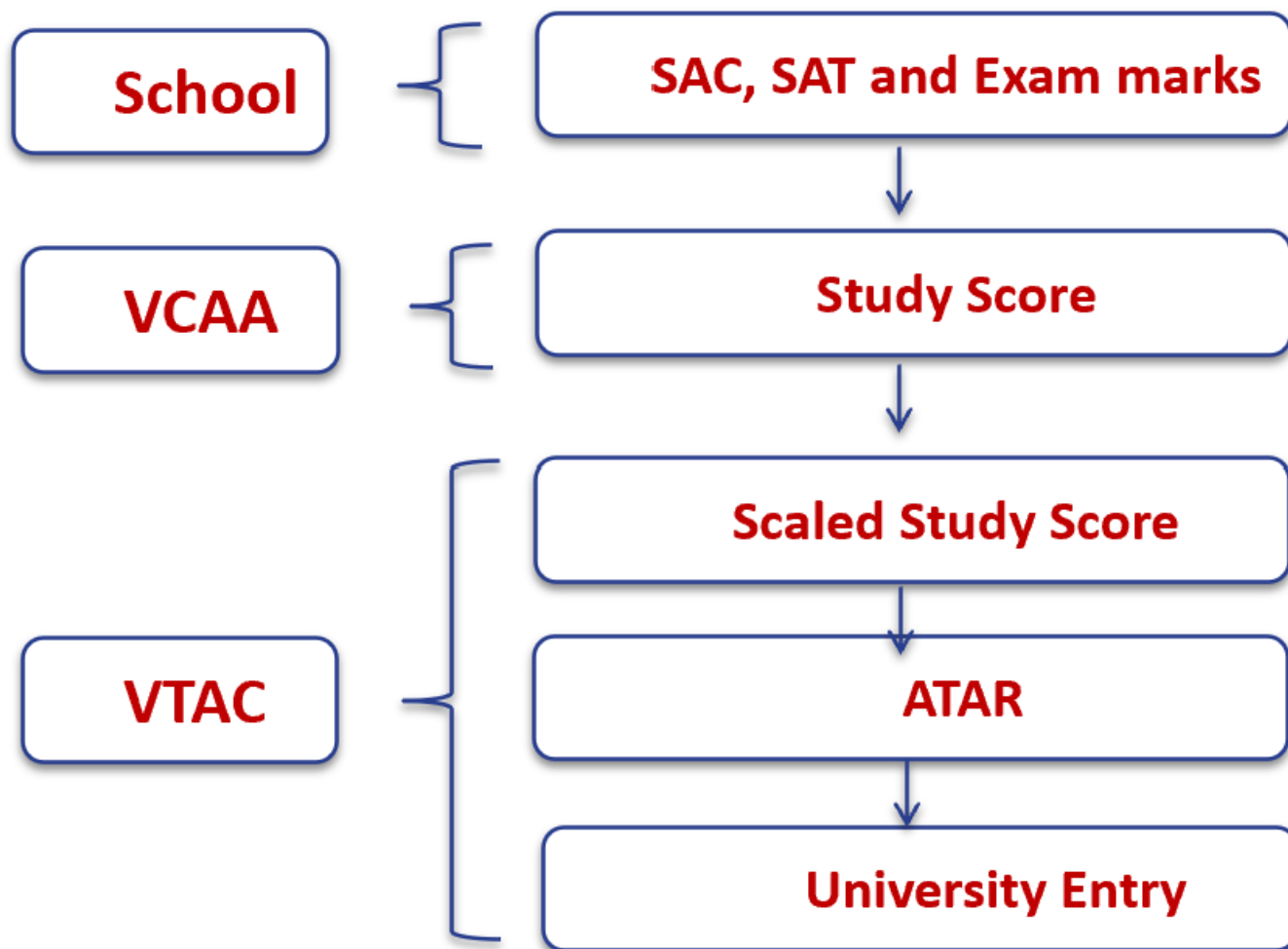
Outcome 1 - 4
- Satisfactory or
- Not Satisfactory

Level of Achievement 3&4

Mark attained for
- School Assessed Coursework (SAC) or
- School Assessed Taskwork (SAT)

ATAR ◀

HOW VCE CONNECTS . . .

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School ⎤  SAC, SAT and Exam marks
       ⎦            ↓

VCAA  ⎤      Study Score
       ⎦            ↓

       ⎤   Scaled Study Score
       ⎥            ↓
VTAC   ⎥          ATAR
       ⎥            ↓
       ⎦    University Entry
```

WHAT IS A STUDY SCORE?

A score issued by VCAA for a particular

What does it do?

- **Ranks** a student's performance in a study against everyone else in the state who completed that subject.

- Number between <15 and 50.

- eg. Compares all the students who studied Biology across state.

What is ATAR?

Australian Tertiary Admissions Ranking

Ranking applicable only used for Tertiary Courses
- Calculated by VTAC and allows universities to select students into courses.
- VCE students do not need to apply for an ATAR if they do not want to go to university.

CALCULATION OF A STUDENT'S

A student gets the following scaled scores: 32 English, 36, 25, 28, 29, 30

Scaled score in English / Literature — **32**

Scaled scores of their next best three studies — plus — **36, 30, 29**

10% of the scaled score of their 5th study — plus — **2.8**

10% of the scaled score of their 6th study — **2.5**

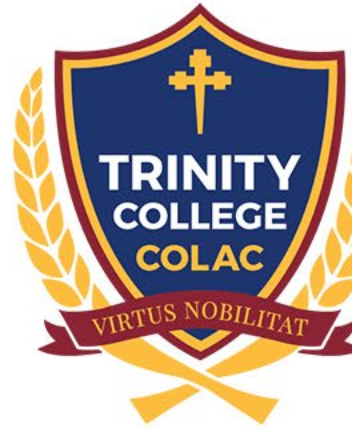This total is converted to a ranking score based on a 100-point scale — **Total 132.3**

e.g. Student total of 208 may be 99.95, total 132.3 may be **77.5**

77.5 ATAR ➡ A ranking which compares all students across all studies.

VTAC

Victorian Tertiary Admissions Centre   vtac.edu.au

- Apply to further education through VTAC
- Students will register with VTAC
- Information from term 2
- Release ATAR results
- Encourage year 10, 11 and 12 students and families to explore the site and search for courses of interest

General Achievement Test

18 June 2024 – Trinity College Colac

- All students who undertake a Unit 3 and 4 subject must write the GAT (includes VET Sport and Recreation Students) and VCE-VM Numeracy and Literacy Students.
- The GAT is an essential component of students results.
- Includes all unscored students.

WE MAKE A DIFFERENCE.

Special Provisions

Mrs Karen Hart
Director of Learning

Special **Exam Arrangements**

Who is eligible?

- mental health condition

- health impairment

- physical disability

- specific learning disorder

- language disorder

- hearing impairment

- vision impairment

Special Exam Arrangements

Examples of Provisions/Modifications for students

- extra working **time** (extra reading/writing time) in excess of 10min/hr

- **rest breaks** not exceeding 10 minutes per hour of the 'total examination writing time'

- **alternative format** examination papers such as enlarged print, and Braille

- assistive **Assistive Hearing Technology**: student with hearing impairment

- a **reader** or a scribe

- a **clarifier**, if the student has hearing impairment or language disorder

- an **alternative examination venue**, such as a separate room, a hospital

Rescheduling of Assessment Tasks

Eligibility for rescheduling an assessment task
Acceptable reasons (with necessary evidence):

- Medical reason (medical evidence must be provided)
- Traumatic circumstances (letter/other evidence)
- School reasons (such as excursions/Distance ED/SBA)
no evidence is required

(Application form – PINK FORM - must be completed).

Rescheduling of Assessment Tasks

Eligibility for rescheduling an assessment task

Unacceptable reasons:

- Family holidays
receive a zero for the SAC/SAT but can redeem for a Satisfactory outcome result.

Rescheduling of Assessment Tasks

Students to be responsible:

Time limit for application:

- Must apply within 48 hours of return to school

- Must complete assessment task within one month of return
to school

- All rescheduled tasks are completed Tuesday 3.30pm

VCE-VM

Pam Scott

Victorian Certificate of Education -Vocational Major (VCE-VM)

- This pathway has been designed specifically for students in Years 11 and 12 who are interested in gaining Apprenticeships, Traineeships, or Full Time Employment on completion of their secondary schooling.

- The VM curriculum is largely Project Based with a strong focus on Teamwork, Time Management, Communication, Literacy, Numeracy, and Practical Skills deemed important for life and work beyond school.

VCE VM Successful Completion

- To be successful in gaining a Certificate, VM students will need to be organised, and manage their time wisely.

- Keeping up with the considerable workload here at school on top of being out of school one or two, or even three days a week to satisfy TAFE, VET and/or work commitments is no easy feat. There is a **LOT** of work to keep up with.

- VM students need to complete **16 units of work** delivered in a structured **Unit 1 to 4** sequence across two years of senior schooling.

*As well as 180 hours of Vocational Education Training (VET)

VCE VM Successful Completion....

- 3 VCE VM Literacy or VCE English units (including 1 Unit 3 - 4 sequence)

- 2 VCE VM Numeracy or VCE Mathematics units

- 2 VCE VM Work Related Skills units

- 2 VCE VM Personal Development Skills units

- 2 VET credits at Certificate II level or above - 180 hours

- And 5 other Units, these can be VCE, VM or VET units, but at least 3 of them need to be Unit 3 - 4 sequences.

- *VCE - VM Subjects are not 'scored' and therefore will not contribute to an ATAR

Do VCE VM students sit the GAT?

YES....

Every student in Victoria who undertakes a Unit 3 or 4 subject must write the GAT!

VET Coordinator

Julie Demasi

VOCATIONAL EDUCATION TRAINING (VET) - What is VET?

- Students may undertake a VET course as part of their schooling from Year 10.
- VET Courses give students a god insight into industries with many students moving into a SBA or full time employment.
- Real 'hands on' practical training with less theory-based learning.
- Students gain workplace skills.

TRINITY COLLEGE COLAC
VIRTUS NOBILITAT

VOCATIONAL EDUCATION TRAINING (VET) - Requirements

- VCE VM **must** include a VET option
- Students **must** complete a minimum of 180 hours to meet VCE requirements
- Students are responsible for catching on missed lessons
- Communication is vital

Thank you

Tea and coffee in foyer