Opening Doors to God’s Mercy

Year 11 & 12
Student Handbook
2016
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WELCOME AND OVERVIEW OF SACRED HEART COLLEGE

The information contained in this booklet will support your son or daughter’s transition into the Sacred Heart College Community

OUR VISION
Sacred Heart College is a vibrant learning community, founded on the Gospel of Jesus Christ. We view our mission of education as a work of love and strive for the total development of each individual.

OUR MISSION
Sacred Heart College is a co-educational Catholic Secondary College in the Mercy tradition that educates, cares for and supports young people in the Macedon Ranges area.

OUR GOALS
Sacred Heart College aspires to:

- lead our community into communion with God
- foster interpersonal relationships that reflect the Mercy values of love, mutual respect, justice, hope and service
- address the needs of the individual student by providing a rich, positive and inclusive learning and teaching environment
- provide facilities that are well resourced, safe and designed to meet a range of contemporary educational purposes
- function as an efficient educational organisation
- provide appropriate support structures for the College community

OUR BELIEFS

1. A value-centred education explicitly lived out within the Catholic faith and the Mercy ethos.
2. A community in which all are called to deepen their personal spirituality and the practice of their Christian faith.
3. Relationships between community members which reflect Mercy values.
4. A learning culture characterised by a joy of learning in which thinking skills and creativity are nurtured into expression.
5. A curriculum which provides a comprehensive range of learning experiences through which all are empowered to live life to the full.
6. A College climate in which the achievements of all are facilitated and celebrated, and in which all are challenged and affirmed.
7. Dedicated, professional staff who are valued and supported in their endeavours to foster faith development, to promote learning and to act as positive role models for students.
8. Students who are encouraged to respond to the needs of others and to develop a sense of responsibility towards the interdependent world in which we live.
9. A safe, accessible physical environment which provides for the learning needs of students.
10. A community which is open to evaluation and change as it consistently strives to be excellent in all that it is and does.
WELLBEING

‘This is what Yahweh asks of you: only this, to act justly, to love tenderly and to walk humbly with your God.’ Micah 6:8

At Sacred Heart College, we believe in interpersonal relationships which reflect the Mercy values of Compassion, Justice, Respect, Hospitality, Service and Courage. Sacred Heart College is renowned for the positive wellbeing it provides for its students. At Sacred Heart, we have a whole school approach to wellbeing and therefore the responsibility for the wellbeing of all students rests with all members of the College. In particular, teaching staff endeavour to support and care for student personal wellbeing in day-to-day school life. All students belong to a Homeroom Class which has a Homeroom Teacher assigned for the daily administration and care of those students. Homeroom Teachers form a Pastoral Care Team for their particular Year Level with their Year Level Leader.

As students’ progress through the years, there is a sequential development across the physical, spiritual, emotional and psychological domains of the Sacred Heart adolescent as a young person preparing for independent life in the world. Throughout the six year journey of the Sacred Heart student, the College Justice Policy based on Restorative Practices is there to provide a solid foundation for all that happens. We strive for the total development of the human and spiritual faculties of all members of the College Community. We rely upon each other and we seek to promote positive and caring relationships, thereby making the world a better place in which to live.

The Pastoral Care Program in Years 11 and 12 revolves around a series of Year Level Assemblies with a strong focus on positively supporting the students.

These cover:
• Academic and other daily expectations relevant to the Year Level
• Administration of VCAA and VTAC forms
• Career planning, course and pathway choices
• Exam preparation, study skills, time management, use of Student Planners and diaries
• Preventative behaviours - cyber issues, party issues, driving issues
• Year Level luncheons
• Leadership development
• Forward planning for upcoming events on the College Calendar

Year 12 also has a Goal Setting and Mentor Program. These groups will meet formally and informally to keep in touch with issues affecting student performance and wellbeing.

At Years 11 and 12, the Careers and Transition Department staff interview students on a regular basis to mentor them on their post school life.
Sacred Heart College Learning and Teaching Charter

Our school, Sacred Heart College, will provide students and staff with opportunities to engage in a stimulating, inspiring and empowering learning environment. Students will develop empathy, respect and understanding through connections with others and the local and global communities. They will be equipped with the skills to participate confidently, creatively and critically in an ever changing world.

Intrinsic to our Learning and Teaching Charter the following four attributes encapsulate the College's intentions for our students. Sacred Heart lives out these Mercy values and attributes, not just through theory, but through living actions:

**Engage**
- Stimulating and inspiring learning environment
- Collaboration and sharing of knowledge
- Exploration through challenge

**Empathise**
- Compassion and understanding
- Justice and respect
- Ethical decision making
- Responsibility for the environment

**Equip**
- Service and extravagant Mercy hospitality
- Positive life-style choices
- Innovative and self-directed learning
- Resilience and tenacity
- Building Mercy values

**Empower**
- Growth through life-long learning
- Courage through critical evaluation and self-expression
- Confidence to achieve creatively
IMPORTANT DATES 2016

Wednesday 24 February  
Final day for applications for alternative works/instruments for Music Performance and Music Investigation  
Final day to submit Special Examinations Arrangement Applications for GAT and VCE Examinations

Wednesday 20 April  
Final day for Units 3/4 sequence enrolments/withdrawals

Tuesday 7 June  
General Achievement Test (GAT)

Thursday 9 June  
End of Semester One

Thursday 9 June  
Final day for completion of School Assessed Coursework for Units 1 & 3

Thursday 23 June  
Final day to withdraw student enrolments from VCE Unit 4

Monday 1 August  
Release of Language/Performance examination advice slips

Wednesday 3 August  
Final day to enrol/withdraw units for scored VCE VET unit 3/4 sequences

Friday 16 September  
Final day for lodging applications for enrolment in 2016 LOTE

Monday 3 October – 30 October  
Performance Examinations and Language examinations: Oral component

Thursday 13 October  
Final day for lodging application forms for Top Designs/Top Arts and Top Screen

Wednesday 26 October  
Unit 3/4 Examinations commence

Friday 28 October  
School Assessed Tasks in Arts/Technology may be returned to students

Friday 18 November  
Units 3/4 Examinations conclude

Monday 12 December  
Release of VCE Units 3/4 results  
Tertiary Entrance Course counselling

Monday 12 December to Thursday 15 December  
Tertiary Entrance Course counselling
INTRODUCTION

The Victorian Certificate of Education and Victorian Certificate of Applied Learning provide a program of studies for the last two years of secondary education. They build on students’ previous years of schooling and are regulated by the Victorian Curriculum and Assessment Authority (VCAA). While they are an extension of the Year 10 experience, they have more formalised processes because of this external regulation.

This Handbook has been prepared to help you understand these processes and the expectations of both the Victorian Curriculum and Assessment Authority and Sacred Heart College.

The Senior Programs Office has been established to help both teachers and students follow these VCAA regulations and also to monitor student progress effectively. The College has established an Assessment Policy which sets out procedures to help you manage the Victorian Curriculum and Assessment Authority requirements and achieve your VCE or VCAL Certificate.

Details about the Victorian Curriculum and Assessment Authority, approved study programs, certificate requirements and tertiary entry were given in the VCE/VET/VCAL Course Manual distributed to you in Year 10. It is important that you consult that Manual if you decide to make any changes to your proposed course.

If you experience any problems in your studies or if you are unsure of any procedures to be followed, ask your Unit Teacher, Class Teacher, Year Level Leader, Director of Transition and Curriculum, Applied Learning Leader or Senior Programs Office staff.

YOUR VCE PROGRAM

Your VCE Program is the complete list of VCE Units you do over the normal two or three years. This list will usually consist of 20 to 24 units. The minimum requirement is 16 units. You cannot get through VCE by doing fewer. Regardless of how many units you do altogether, you must do:

- At least three units of English, which must include a Unit 3/4 sequence, made up from:
  - English Units 1/2 or Literature Units 1/2 or English Language Units 1/2
  - with the balance being selected from: English Units 3 and 4 or Literature Units 3 and 4 or English Language Units 3 and 4

- A sequence of Units 3 and 4 in three other studies, which can include VCE / VET sequences.
  - The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student’s Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.
  - This is a minimum requirement to successfully complete the VCE Certificate.

VOCATIONAL EDUCATION AND TRAINING (VET)

In the Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL), students can undertake nationally accredited training qualifications in a specific vocational area that is also integrated into the VCE and VCAL. This enables students to complete the VCE or VCAL Certificate and VET qualification at the same time. Sacred Heart College offers a range of vocational studies for both VCE and VCAL programs.

- Certificate II in Automotive Studies
- Certificate II in Building and Construction
- Certificate II in Business (Office Administration)
- Certificate III in Events
- Certificate II in Horticulture
- Certificate II in Hospitality (Operations)
- Certificate III in Music
- Certificate III in Sport and Recreation

**VET EXTERNAL**

There are some VET courses offered externally with TAFE providers. These courses are usually completed over a 2 year period and require the student to attend TAFE one day per week. These courses contribute to both VCE and VCAL programs.

**VET Course offered externally:**
- Certificate II in Animal Studies
- Certificate II in Applied Fashion Design and Technology
- Certificate II and III in Community Services
- Certificate II in Electrotechnology
- Certificate II in Engineering
- Certificate II in Hair and Beauty
- Certificate II in Music Industry
- Certificate II in Plumbing

Students interested in studying a VET subject externally need to speak with Mr Chris White the Applied Learning Leader.

A VCE VET Program can provide students with:
- an opportunity to learn in the workplace
- credit in the VCE at Units 1 – 4
- enhanced employment opportunities
- a qualification recognised throughout Australia

There is no limit to the number of VET units students can study as part of their VCE or VCAL program. In order to obtain an ATAR students are required to meet the scored criteria where multiple VET subjects are studied.

Hospitality (Operations) Units 3 and 4, Business (Office Administration) Units 3 and 4, Community Services 3 and 4, Music Unit 3 and 4 and Sport and Recreation Unit 3 and 4, include a study score and can be counted in the top four subjects used to calculate the ATAR (Australian Tertiary Admission Rank). The remaining Unit 3/4 VET subjects also contribute to the ATAR as fifth or sixth subject, adding a 10% bonus to the ATAR.

**It is important to note that students who wish to obtain an ATAR must have three scored assessed Unit 3/4 subjects as well as English Units 3 and 4 or Literature Units 3 and 4 or English Language Units 3 and 4.**

**VET ASSESSMENT**

The VET teacher / assessor will use various types of EVIDENCE to assess students’ competence:

1. Observation of performance – over a period of time, demonstrating consistency and independence
2. Demonstration – arrangement where you show you have the skill/understanding e.g. test
3. Simulation – situation set up to see if you can show the skill/understanding e.g. mock interview
4. Work Samples – folio of evidence to show the skill/understanding e.g. documents, projects
5. Question and Discussion – oral test e.g. How you produce a database report.

Some of these competencies will be assessed in the WORKPLACE. Most VET subjects require students to complete a work placement.
VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for Years 11 and 12 students. It focuses on applied learning and sits alongside the VCE. Learning programs for students are comprised of accredited VCE, VET and VCAL units that meet National and State requirements.

The aim of VCAL is to assist students to improve their literacy and numeracy, acquire work and industry skills, and develop as responsible, young adults. Students also have the opportunity to gain valuable experience within a structured workplace environment and identify vocational pathways.

This Certificate course is best suited to students who have aspirations in a particular vocation, wish to gain employment, apprenticeships, traineeships or further education and training.

Each student undertaking VCAL is provided with a tailored full year learning program. The learning program is designed to meet the needs and interests of each student and to build knowledge and skills necessary for employment, further education and/or training. Within this program it is possible for students to undertake part time Australian School-based Apprenticeships (ASbA) to further enhance career opportunities.

VCAL is an accredited course which has been designed and approved by the Victorian Qualifications Authority (VQA) and the Victorian Curriculum and Assessment Authority.

There are three Levels:
- Foundation (equivalent to Certificate I level)
- Intermediate (equivalent to Certificate II level)
- Senior (equivalent to Certificate II or III)

These levels allow learning programs to be designed individually for each student. Most students in Year 11 enter at the Intermediate Level.

Students can move from one VCAL level to the next, undertake units in more than one level at the same time, and complete each level in the timeframe suited to their learning needs.

There are four compulsory curriculum strands with VCAL:
- Literacy and Numeracy
- Industry Specific Skills (VET)
- Personal Development Skills
- Work Related Skills

As part of the Personal Development strand of VCAL, Sacred Heart Year 11 and Year 12 students undertake Certificate III in Events.

Each level has a minimum requirement of 1,000 nominal hours of study. To be awarded a VCAL certificate at the appropriate level, students must complete 10 units that will enable them to gain 10 credits. These must include a minimum of one Literacy unit, one Numeracy unit, one Industry Specific strand, one Work Related Skills strand and one Personal Development strand. A minimum of two of these units must be completed to successfully attain a certificate in VCAL.

Students who successfully complete the VCAL will receive a VCAL Certificate, as well as a Statement of Attainment for all VCE units and training modules completed at TAFE institutes or other training providers.

All VCAL Students completing a VCAL Certificate Intermediate or Senior need to show they have completed all subjects (including VET internal and external) by completing the Policy for completing/finishing VCAL Certificate Intermediate and Senior Form. (Appendix 2)

All enquiries regarding VCAL should be directed to Mr Chris White in the VCAL Office.
SCHOOL-BASED APPRENTICESHIPS & TRAINEESHIPS (SBAT)

School-based Apprenticeships and Traineeships are available to students over 15 years of age. SBATs are designed to provide students with the opportunity to enter the workforce and remain at school whilst undertaking VCE, VET and / or VCAL learning programs.

SBATs are part-time apprenticeships and traineeships which offer students the chance to learn skills in a particular industry by working and training on the job and receive off-the-job training from a Registered Training Organisation eg: TAFE or private providers.

How do SBATs Work?

School-based Apprenticeships involve:
- paid part-time work, 1 or 2 days per week at a rate based on the National Training Wage
- attending a TAFE or other Registered Training Organisation 1 day per week or on a block release
- attending a secondary college 3 to 4 days per week to complete other VCE, VET or VCAL subjects.

Benefits of SBATs
- SBATs are a wonderful career option for students in Year 10, 11 and 12
- students are paid award rate for the hours spent in the workplace
- students receive a nationally recognised qualification and gain workplace creditability
- training has been developed for industry by industry, so students are obtaining the appropriate skills for the employer and future career options
- training takes place both on and off-the-job
- SBATs receive credit towards the VCE, VET or VCAL program.

SBATs available to students:
- Agricultural
- Automotive
- Beauty and Hair
- Carpentry
- Children’s Services
- Communication Services
- Companion Animal Studies
- Electrotechnology
- Fitness
- Horticulture
- Hospitality
- Patisserie
- Personal Training
- Plumbing
- Retail
- Sport and Recreation
- Technical Production (Music)
- Youth Services

All enquiries regarding SBATs should be directed to Mr Chris White the Applied Learning Leader.
SIMON - ONLINE LEARNING MANAGEMENT SYSTEM

The SIMON Learning Management system is our College intranet. It is the homepage for all College computers. SIMON is used every day by students and teaching staff. Student attendance is also recorded in SIMON.
SIMON is accessible to students from home using their college username and password. Students can access their timetables, College calendar and daily messages. Students can also access handouts and worksheets online via SIMON Learning Areas. If a student has been absent from class or mislaid documentation they are encouraged to download the relevant work to complete at home. Some subject areas have provided class videos for students to view. Assessment and homework task dates are added to SIMON for students to refer to.

PAM – PARENT ACCESS MODULE

PAM is the Parent Access Module of SIMON and can be used by parents to view current information regarding their child/children and College activities. All parents are issued with a parent username and code for access.
The following information is available to parents and guardians via PAM:

- Daily Messages
- Upcoming Events
- College Policies and Handbooks
- Student Information (including Attendance data)
- Assessment and Homework Task Due Dates

SIMON and PAM can be accessed by clicking on the links on the College webpage. Please contact the college via email pam@shckyneton.catholic.edu.au if you require further assistance.

ENROLMENT INFORMATION

How do I enrol in a unit?
At the beginning of Years 11 and 12, you will be asked to fill out a Personal Details Form (See Appendix 1) - a pink one for Year 11 and a gold one for Year 12. There is a Student Declaration on this form - this has to be signed by all students before starting any VCE studies. When you sign it you agree to abide by all Victorian Curriculum and Assessment Authority (VCAA) or VCAL regulations.
Once you have completed this form, Senior Programs Office staff transfer the details to VCAA electronically. Five times during the year, VCAA collects this information noting, any changes that have been made.

What is a Victorian Curriculum and Assessment Authority Number?
The Victorian Curriculum and Assessment Authority requires that you enrol on the VASS system. Victorian Curriculum and Assessment Authority will give you a student record number - this is eight figures plus one letter (e.g. 97178956J).
Whenever you get any forms/letters concerning you and your VCE/VCAL, check that the number given is yours. There is more than one Sacred Heart College in the State and there may be more than one person with your name.
What if I change my mind about my subjects?
It is important to discuss any changes with your Subject Teacher/Year Level Leader/Applied Learning Leader/Director of Transition and Curriculum and Careers. Any changes need to have their long-term consequences identified; especially possible exclusion from some tertiary courses by not meeting prescribed unit/s requirements.

How do I go about changing a unit?
Obtain a VCE Change of Unit Form from the Director of Transition and Curriculum.
- Fill out the required sections.
- Discuss your intention to withdraw from a unit with the relative Subject Teacher and get his / her signature on the form.
- See your Year Level Leader to discuss any implications there might be with the change and get his / her signature.
- Take the form home for a parent / guardian to sign.
- Return the form to the Director of Transition and Curriculum for final approval and processing of your application.
- The receipt of a revised timetable from the Director of Transition and Curriculum will be the indication that your application has been approved. **Until approval has been received, you should remain in the unit you have sought to withdraw from.**

Withdrawing from a unit
If you want to withdraw from a unit then you must do so before **20 April** (first semester Units 3/4) or before **23 June** (Unit 4 only) or before **6 November** (second semester Units 1 and 2), pending approval. If you withdraw after these dates your VCE Certificate will show an 'N' (Not Satisfactory) for that unit. Only you can withdraw from a unit - you need to fill out and sign a unit withdrawal form, which you can obtain from the Senior Programs Office or your Year Level Leader.

Enrolling in a new unit
If you want to change your selection and enrol in a new unit the **College requires that you do so no later than the end of the second week of the semester in which that unit is taught.** Please refer to Attendance Requirement for VCE and VCAL Page 21 of this Handbook.

The final dates to change your selections are:
Semester One: **Friday 12 February 2016**
Semester Two: **Friday 27 May 2016**

VCAA requires that you enrol in a Unit 3/4 sequence but if you receive an 'N' for one of these units it is now possible to do it again the following year. Unit 3 is always taught in the first semester and Unit 4 in the second semester of a year.
ASSESSMENT

VCE Assessment
Once you have chosen a VCE program that will allow you to meet the graduation requirements, you will need to produce work that is good enough to allow you to graduate. Graduation in the VCE depends on the satisfactory completion of the units you have enrolled in.

Learning outcomes are specified in the Study Design for each unit. They describe the knowledge and skills you should have by the time you have completed a unit. For example, the learning outcomes for Unit 1 English read like this:

Outcome 1: The student should be able to identify and discuss key aspects of a set text, and to construct a response in oral and written form.

Outcome 2: The student should be able to create and present texts taking account of audience, purpose and context.

Outcome 3: The student should be able to identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or views.

Each unit of study has between two and four outcomes. To achieve an outcome the student must:
- Produce work that meets the required standard and conditions
- Submit work on time
- Submit work that is clearly his or her own (see Authentication page 10 of this Handbook)
- Observe Victorian Curriculum and Assessment Authority and College rules.

If a teacher judges all outcomes have been achieved, the student completes the unit.
For all studies, the College decides whether you have satisfactorily completed a unit.
In order to make this decision, the College will set assessment tasks to see how you are going. Any such tasks would be set and marked within the school.

Early each semester your teachers will give you a Coursework Plan, School-assessed Coursework (SAC) dates and the deadlines for submission of work.

School Assessment
VCE school assessment is based on School-assessed Coursework (SACs) for all units except Studio Arts, Visual Communication and Design and Design and Technology (Textiles). In these units, work is assessed through School Assessed Tasks (SATs).

Both SACs and SATs assess how you have performed the assessment tasks specified in the Study Design. These tasks must be done mainly in class time.

The weeks in which School-assessed Coursework will be given to you will be on planning sheets at the beginning of each unit or embedded in the Coursework Plan. These dates will also be included on SIMON. The exact dates for SACs and SATs will be confirmed 1 week beforehand. For reasons of workload and authentication it is essential you attend classes in which School-assessed Coursework takes place. Please refer to Attendance Requirement for VCE and VCAL Page 21 of this Handbook.

There may be times when it is unavoidable that you miss a day when School-assessed Coursework is set.
It is essential that you ring the Senior Programs Office (PH: 5421 1242) between 8.30 am and 9.30 am on the day to inform staff of the situation. If you are ill, you must provide a medical certificate. Without this supporting information your SAC may receive a Satisfactory/Unsatisfactory (S/N) Grade only.
VCAL Assessment

Students undertaking VCAL will need to adhere to the VCE and VET assessment practices, as prescribed in this handbook. It is not compulsory for VCAL students to sit the General Achievement Test (GAT). However, you can choose to sit the GAT if it helps towards your pathway into further education and training. You should discuss this with the VCAL Co-ordinator. Within the Personal Development Skills and the Work Related Skills strands of VCAL, students will be assessed by the subject teacher.

Each unit of study has between five and six learning outcomes, which students must complete satisfactorily in order to achieve a full unit. To achieve an outcome students must:

- Produce work that meets the required standard and conditions
- Submit work on time
- Submit work that is clearly their own (see Authentication page 16 of this Handbook)
- Observe VCAA and College rules.

What if my work is not satisfactory in VCE and VCAL?

Subject teaches will set assessment tasks throughout the year. Early each semester, subject teachers will give you a list of the work required and timelines for handing it in.

When you are given a sheet explaining the Learning Outcomes, you will also be given information about how your teacher will assess these outcomes. Usually this will be done by assessing a combination of School-assessed Coursework and the work that is done as part of the teaching and learning in the classroom.

If your work does not display a basic level of competency of the learning outcomes, then your teacher may give you an additional task to allow you to have another attempt to display these competencies or a resubmit letter will be sent home (Appendix 1). If your teacher feels that you are having difficulty reaching competency with one or more of the learning outcomes and are at risk of gaining an "N" for the unit, a warning letter will be sent home alerting you to this fact and outlining the areas of concern (Appendix 5).

How will my results be reported?

For VCE Units 1, 2 and 3 your teachers will complete a College Report Sheet. These reports include all unit results and a comprehensive comment. Unit 3 is rather like an interim report; please remember no grades can be shown.

For Units 1 and 2 VCAA will send to the College a Statement of Results for each student. This will list the units you enrolled in and whether you gained 'S' or 'N' for the unit. It will be posted to you in December/January depending on when it arrives at the College. These results will be reflected on your College Report.

VCE Units 3/4 students will receive:

1. VCE Certificate - if you satisfactorily complete your VCE (posted 13 December 2016).

2. Statement of Results for all units and your 'S' or 'N' and all the grades for each of the units (posted 13 December 2016). It will be possible to obtain the above on the phone through VCAA Information Line.

VCAL students will receive:
1. **VCAL Certificate** – your satisfactory completion of 10 units to receive a full certificate at Foundation, Intermediate or Senior Level. (posted 15 December 2016).

2. **Statement of Results** – listing all VCAL, VCE and VCE VET units. (posted 15 December 2016).

3. **Statement of Attainment** - for VET or Further Education Courses. (posted 15 December 2016).

**AUTHENTICATION**

The VCAA Administrative Handbook 2016 specifies the following with regard to acceptable assistance and authentication of students’ work.

**What is authentication and undue assistance?**

Principals are responsible for the administration of Victorian Curriculum and Assessment Authority (VCAA) rules and instructions in their school. One of these rules is that a student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.

The teacher may consider it appropriate to ask the student to demonstrate his/her understanding of the task at or about the time of submission of the work.

If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of rules.

**VCE School-assessed Coursework**

Teachers must develop courses that include appropriate learning activities to enable students to demonstrate achievement of outcomes. Undue assistance should not be provided to students while undertaking assessment tasks.

Students should be clearly informed of the timelines and the conditions under which assessment tasks are to be conducted, including whether any resources are permitted.

**Work completed outside class**

Most assessment of unit outcomes and School-assessed Coursework will be completed in class. However, this does not preclude normal teacher expectations for a student to complete research and learning activities that contribute to the student gaining the key knowledge and skills outside of class time. This will require additional work and study outside class as part of the students’ regular learning program.

The setting and marking of work with a formative focus provides a student with the opportunity to develop his/her knowledge and skills and for teachers to provide diagnostic feedback.

A task for the assessment of unit outcomes may require preliminary preparation and activities associated with the task, for example, gathering necessary research data. The amount of work to be completed as homework is decided by the study teacher, taking into account the nature, scope and purpose of the task.

Students should be advised just prior to beginning the task that some information or data may be collected outside the classroom.

For School-assessed Coursework done outside class time, teachers must monitor and record each student’s progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records.
School-assessed Tasks
For School-assessed Tasks, teachers must ensure that there is a sufficient range of topics within their class to enable them to distinguish between individual student’s work and therefore to assist in the authentication process.

Teachers must monitor and record in the Authentication Record for School-assessed Tasks form each student’s development of work, from planning and drafting through to completion. This requires regular sightings of the work by the teacher.

Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation.

When you complete the cover sheet of School-assessed Coursework or Task you will be signing a statement which says you have acknowledged all work of others and have received no undue assistance in completing the work. This is an authentication declaration.

If your teacher is unsure whether the School-assessed Coursework or School-assessed Task is entirely your work then the work will not be assessed. If this happens your Australian Tertiary Admission Rank (ATAR) could be significantly affected.

You cannot submit the same piece of work for assessment in more than one study.

How can you protect your work?
In order to ensure that you can authenticate your work, if required to do so, then you must do some/all of the work in class, and / or show drafts to your teacher. Please make sure you keep drafts in a file so that parents/younger brothers and sisters do not think it is scrap paper to be burnt/recycled/coloured in! If you are using a word processor then it is best to call up your file, rename it before you work on it and so save each draft of your work.

Eg. Legal Essay D1, Legal Essay D2 etc. Alternatively, you should keep a hard copy of each draft as you do it.

Authentication Record for School-assessed Tasks
Teachers are required to use the Authentication Record to record their monitoring of each student’s development of work. The Authentication Record requires three recorded observations of individual work done in class. The teacher and student must sign each recorded observation. The Authentication Record is provided as Appendix 9.

The teacher may consider it appropriate to ask the student to demonstrate his or her understanding of the task at or about the time of submission of the work. The work will be assessed only if the teacher can attest that, to the best of his or her knowledge, all unacknowledged work is the student’s own.

What happens if a teacher queries the authenticity of my work?
If you hand in work that the teacher has never seen before or discussed with you, then you risk this happening. If there is doubt about your work, the teacher may speak to you about the work.

If a teacher cannot be sure that the work is genuinely your work then the following will happen; according to the Breach of Rules as set out in the VCAA Administrative Handbook.

1. You will be notified of an authentication meeting. The Authentication Panel will consist of the Subject Teacher, Year Level Leader and the Director of Transition and Curriculum or Deputy Principal: Learning and Teaching.
2. The authentication issue will be discussed at this meeting. You will be asked to produce evidence to show that the work is genuinely your own and/or demonstrates your understanding of the work. Under VCAA regulations you will be given 24 hours notice of the meeting, which will require you to produce this evidence. A parent/friend may attend the interview in a support role but not as an advocate.
3. Other students/your parents/other people may also be interviewed.
4. A record of these meetings will be kept.
5. If the Director of Transition and Curriculum and / or Deputy Principal: Learning and Teaching is satisfied that the work is not all your own work, then an appropriate course of action will be worked out with your unit teacher and the Principal will be consulted.

6. Your parents will be notified about the matter.

Depending on the extent of unacknowledged material in your submitted work then one of the following may happen:

1. You may be officially reprimanded.
2. If there is sufficient time, you may be given the opportunity to resubmit work for satisfactory completion. This work may be the same as, or different from, the original work.
3. Your teacher may refuse to accept that part of the work which infringes the rules.
4. Your teacher may base a decision to award an ‘S’ or ‘N’ upon the remainder of the work.
5. Your teacher may base the score for the Coursework on the assessment of the remaining acceptable work.
6. Your teacher may refuse to accept any part of the work submitted and award an ‘NA’ for the School-assessed Task or School-assessed Coursework.

You will be notified in writing about the decision made and a copy of the letter will go on your personal file.

If any of the penalties 3 - 6 are applied to School Assessment, then the Principal has to inform VCAA in writing. You have the right of appeal to the College within 14 days of receiving written notification of the penalty but you can only appeal if you can provide evidence that plans or drafts of the work have been sighted during the time the work was to be completed. If this appeal is unsuccessful, you have the right to appeal to the VCAA within 14 days of receiving notification of the Authentication Panel's decision.

**AUTHENTICATION - Distance Education / Victorian School of Languages**

Where the College provides additional support to students studying Distance Education and VSL subjects it is an expectation that the students attend all contact classes provided as per the VCAA expectations. This will enable the support teacher to authenticate work as described in the VCAA Administrative Handbook 2016 based on regular sightings. Failure to comply with this will result in no teacher authentication and, where the College has provided funds towards this study, it may be necessary to reassess this commitment.

**How can I make sure I acknowledge all sources?**

All teachers at the College follow the Harvard System of acknowledging sources in written work and of writing out bibliographies found in the Student Planner. There may be some minor exceptions for work using audio-visual resources and particular types of documents but your teacher will clearly identify any exceptions for you.

You should record your source in all of the following cases:
- When quoting directly from another writer;
- When paraphrasing or making a précis of another writer;
- When discussing or drawing on the work of another writer;
- When the work of another writer supports the view you wish to express;
- When you wish to comment on some aspect of the argument which does not bear directly on the topic of your work, or where it is necessary that you show awareness of a wider debate;
- When offering facts or opinions brought to your notice by someone else.


**Care in use of Computers**

The Victorian Curriculum and Assessment Authority has regulations regarding computer use in relation to School-assessed Coursework: (Refer Section 1.6 on p 78).

A student who uses a computer to produce work for assessment is responsible for ensuring that:
- there is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability
- hard copies of the work in progress are produced regularly
- each time changes are made, the work is saved onto a backup file. The backup file should not be stored with the computer.

**Review and moderation of school assessments**

For all forms of school-based assessment, the Victorian Curriculum and Assessment Authority has procedures to ensure that all schools throughout the state are marking to the same standard.

For studies with coursework assessment, each school’s coursework scores in the study are statistically moderated (adjusted) to match the level and spread of the combined Final Examination and GAT scores for the students in that school doing that study.

For school-assessed tasks, the GAT is used to check each school’s assessments. Where a school’s assessments for a study disagree with the school’s GAT results by a large margin, the Victorian Curriculum and Assessment Authority will review the school’s assessments in that study.

**DIGITAL TECHNOLOGIES**

**COLLEGE SENIOR 1:1 PROGRAM - NOTEBOOK COMPUTER**

As part of our ongoing commitment to contemporary learning, and our desire to provide our students with the 21st Century skills required for today’s knowledge-based, technology driven and globalized environment, Sacred Heart College is continuing a 1:1 Notebook computer program for years 10-12 in 2016.

Please refer to separate documentation provided explaining the program requirements and expectations. The *SHC Digital Technologies Responsible Use Policy and Guidelines* is included in the student planner and should be referred to and understood.

Additional computers and digital equipment are available for student use in specialist areas throughout the College and in the Library and Learning Centre.

**Cost To Parents**

The notebook computers are leased and subsidised by the College with parents required to pay $300 per year for their use over the three years. The College insurance policy covers accidental breakage and will require $100 excess payment. In the case of willful damage or some other event whereby the claim is not accepted, students and their parents will be liable for the cost of damage in full. At the end of the lease parents will have the option to buy out the notebook computer from the leasing company.

**Network and WIFI access (including printing)**

Students have been provided with usernames and passwords to access the College Network and WIFI from the notebooks and other College computers.

The College also provides all students with an email account @shckyneton.catholic.edu.au

Colour and B/W printers are available in each area for student use, with $8.00 credited to each student account, per semester, to cover the cost of printing. Extra credit can be purchased from the Information Technology Department throughout the year.
SPECIAL PROVISIONS

What are Special Provisions?
Students are eligible for Special Provision for school-based assessment if their ability to demonstrate achievement is adversely affected by:

- illness – acute and chronic
- impairment – long term
- personal circumstances

Special Provision for individual Coursework Tasks
Students granted special provision by their school should not be penalised for lack of attendance. (Appendix 4)

Where a student is unable to complete a scheduled Coursework task or whose achievement on a Coursework task is affected by illness or by other factors, the school may:

- Allow the student to undertake the task at a later date
- Grant an extension of time to complete the task
- Assess the same outcome(s) by setting a substitute task of similar scope and demand
- Replacing a task with a different kind
- Using technology, aides and other Special Arrangements to undertake assessment tasks.

Eligibility for Special Examination Arrangements – students should refer to one of the following staff members: Director of Teaching and Curriculum, Year Level Leader or Learning Strategies Leader.

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to access the examination is impaired due to:

- Severe Health Impairment
- Significant Physical Disability
- Hearing Impairment
- Vision Impairment
- Learning Disability
- Severe Language Disorder

Applications for Special Examination Arrangements for each student must only be made by principals and must be supported by recent medical or other specialist reports. Details of the evidential requirements for each of the above categories are listed in the current application form. The VCAA will only accept an application from a school on the specific Special Examination Arrangements application form. The VCAA will not accept direct applications from students, their families and / or independent professionals.

Where this is used as the grounds of eligibility, the school needs to provide in their recommendation the details of arrangements made for the student at the school level. Special Examination Arrangements will not be granted to students who have long-term impairments where there has been no demonstrated requirement for them at the school level.

Applications for Special Arrangements are organised by the Year Level Leader and must be accompanied by recent supporting medical or other specialist documentation. (Appendix 4)

Special Examination Arrangements should be made by Friday 26 February 2016 for June GAT/October/November examinations.

How do I apply for Special Provision?
If you are experiencing hardship of any kind, seek help immediately. See your unit teacher, homeroom teacher, Year Level Leader, VCAL Co-ordinator, College Well Being Team who will discuss it with Director of Transition and Curriculum or Deputy Principal: Learning and Teaching. You will be shown what avenues are open for you with respect to your studies and offer or direct you to appropriate assistance. Final decision will be made by Deputy Principal: Learning and Teaching who will inform the Principal.
What is a Derived Examination Score?
This is an equivalent score based on the GAT and SACs for students who miss an examination or whose examination performance has been impaired due to illness or another serious difficulty. The Year Level Leaders handle these applications.

What does interrupted studies include?
VCE students enrolled in Units 3 and 4 who become seriously ill during the course of the year may withdraw from one or more 3/4 sequences. Where a task for a graded assessment in a study has been completed, the school may apply for Interrupted Studies status. This enables students to interrupt their studies for a period of one year. Students who take up full employment, but who maintain their commitment to the VCE by continuing enrolment in at least two 3/4 sequences, may be considered eligible. As Interrupted Studies status allows students to complete Units 3 and 4 sequences over more than one year, Study Scores are calculated using Coursework, School Assessed Task or Examination results for both years.

ATTENDANCE REQUIREMENT FOR VCE AND VCAL

What is the attendance requirement?
VCAA Regulation 10.1 (p66) states:
All VCE units require 50 hours of class time. A student needs to attend class time to complete work. The school sets minimum class time and attendance rules. Where a student has completed work but there has been a substantial breach of attendance rules and the school therefore wishes to assign N to the unit, the school must assign an N for one or more outcomes and thus the Unit.

Thus, the College requires that no more than 8 lessons be missed for continued enrolment in a unit. This is equivalent to 85% of attendance within each subject.

Teachers will mark a roll each class. If you are at school, you are expected to be at each class, including your private study periods. If you are absent for compulsory excursions in other units or attending official school functions such as SRC meetings, Inter-school sports, etc., then this would not count in your absence calculation since they are unavoidable and relate directly to College activities.

If you are ill for more than one day you need to provide a medical certificate stating the specific detail of your illness. This certificate is submitted to the Year Level Leader for approval then given to the Senior Programs Office, where it is kept on file.

When a student reaches 5 non-school related absences, the student is issued with an ‘Absence Warning Letter’ from the relevant subject teacher. (Appendix 7)

When a student reaches 8 non-school related absences in any unit a further letter is sent home. Additional medical certification is also required.

If there is no documentation provided regarding the absence after 8 non-related school absences are recorded, the Year Level Leader will set up a meeting to seek explanation unless parental contact or welfare concerns have already justified the absence. (The student will be issued with an ‘Attendance Interview Letter’ from the relevant subject teacher and Year Level Leader (Appendix 8). An ‘N’ will be awarded unless the Director of Transition and Curriculum and / or Deputy Principal: Learning and Teaching are satisfied with the explanations from the parents and student concerned.
POLICY ON NON-ATTENDANCE FOR VCE AND VCAL

What is non-attendance?
Non-attendance falls into two categories:

1. School Related Absences
2. Non School Related Absences.

School Related Absences
School Related Absences includes:
- Excursions/camps/retreats
- Representative sport/activities
- Welfare appointments
- Preparation for special events eg. Liturgy, Choir
- Attendance at meetings
- Leadership Activities
- Suspension
- Modified programs where a student is absent for certain determined days of the week
- Work experience/VET related or otherwise
- Sick bay
- Open days
- Course interviews
- VCAL Work Placement
- VCAL Community Service Placement
- School Based Apprenticeships

Non School Related Absences
Non School Related Absences include:
- Illness
- Deb practice
- Learner’s permit
- Dental appointment
- Other medical appointment
- Driving Lessons
- Funeral
- Holidays

100% attendance is expected for all classes and all School-assessed Coursework. Student work cannot be authenticated unless it occurs with teacher supervision. School-assessed Coursework tasks will be held from Monday to Friday and each subject will detail the School-assessed Coursework and Dates in their Course Outline for each Semester.
POLICY ON NON-ATTENDANCE FOR VCE AND VCAL

If a SCHOOL RELATED ABSENCE or an APPROVED NON SCHOOL RELATED ABSENCE occurs, then extra time can be allocated to complete the task.

This time can be:
A. Extra time given in the classroom and managed by the Subject Teacher.
B. Period 5 - 1 hour 40 minutes after school (days to be determined each year) under staff supervision beginning at 3.45pm
C. An extension of class time into lunchtime at the discretion of the Subject Teacher
D. Recall SAC in supervised Study Periods

For most School-assessed Coursework option B or D is used to authenticate the work and replicate the conditions of other students. The timing of the rescheduled task is to be negotiated with the Subject Teacher and the student, no less than 7 days before the proposed date, unless by mutual agreement between the subject teacher and the student. This agreed date must be signed off by both the Subject Teacher and the student.

A copy of this Period 5 or Units 1/2 Rescheduled School-assessed Coursework / SAC Recall – Units 3/4 Rescheduled School-assessed Coursework will be mailed home to the student's parent / guardian (refer appendix 9a / 9b)

Assessment and Non School Related Absence

Students in Year 11 completing VCE Units 1 or 2 and who are absent / will be absent due to a non-school related absence when School-assessed Coursework (SAC) is taking place and must provide adequate warning so the assessment task can be completed at an earlier date. When this is not possible (such as excursion based tasks) or the student fails to notify the teacher of an intended absence then the student will complete the assessment task in order to obtain the Outcome however no grading (A+ to UG) will be given. Students will receive either a Satisfactory (S) or Not Satisfactory (N) and the grading will be recorded as Not Assessed (NA). When students are absent due to illness and provide a medical certificate then the student will complete the assessment task in order to obtain the Outcome and a grading (A+ to UG) will be given.

All students absent during a Unit 3/4 SAC require a medical certificate to resit the assessment at a later date for a grading unless this is a School Related Absence or Special Provisions is in place. This applies to accelerated students undertaking a Unit 3/4 subject. If a medical certificate is not provided the student will complete the assessment task in order to obtain the Outcome however no grading (A+ to UG) will be given. Students will receive either a Satisfactory (S) or Not Satisfactory (N) and the grading will be recorded as Not Assessed (NA).

If this procedure is not followed then the School-assessed Coursework will not be rescheduled. In this case parents / student will be notified with a Formal Letter from the Subject Teacher and Year Level Leader issued from the Senior Programs Office. The result for this component of the School-assessed Coursework will be influenced by the non-completion of this work which could result in a Not Satisfactory (N) completion of this Unit.

REMEMBER

It is essential that you ring the Senior Programs Office on 54211242 between 8.30 am and 9.00 am on the day to inform staff of the situation. You can also leave details on the answering machine.
GRADING SCALE

<table>
<thead>
<tr>
<th>YEARS 7-10</th>
<th>VCE</th>
<th>GRADE DESCRIPTORS (YEARS 7 – 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VH+ 95-100%</td>
<td>A+ 95-100%</td>
<td>An assessment task that demonstrates one or more of the following attributes:</td>
</tr>
<tr>
<td>VH 85-94%</td>
<td>A 85 – 94%</td>
<td>• an excellent standard of performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• independent, confident and analytical work that demonstrates a high degree of insight</td>
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<tr>
<td></td>
<td></td>
<td>• the ability to effectively apply/demonstrate knowledge and skills to variety of situations</td>
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<tr>
<td></td>
<td></td>
<td>• highly expressive responses that effectively use relevant evidence/knowledge to support an argument/solution</td>
</tr>
<tr>
<td>H+ 80 – 84%</td>
<td>B+ 80 – 84%</td>
<td>An assessment task that demonstrates one or more of the following attributes:</td>
</tr>
<tr>
<td>H 70 – 79%</td>
<td>B 70 – 79%</td>
<td>• a competent standard of performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• independent, reasoned and organised work that demonstrates a degree of insight</td>
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<td></td>
<td></td>
<td>• the ability to apply/demonstrate knowledge and skills to a number of situations</td>
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<tr>
<td></td>
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<td>• expressive responses that draw on relevant knowledge to support an argument/solution</td>
</tr>
<tr>
<td>M+ 65 – 69%</td>
<td>C+ 65 – 69%</td>
<td>An assessment task that demonstrates one or more of the following attributes:</td>
</tr>
<tr>
<td>M 60 – 64%</td>
<td>C  60 -64%</td>
<td>• a satisfactory standard of performance</td>
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<tr>
<td></td>
<td></td>
<td>• some reasoned and organised work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• the ability to apply/demonstrate knowledge and skills to some situations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• responses that convey adequate meaning and present relevant knowledge without reference to an argument/solution</td>
</tr>
<tr>
<td>L+ 55 – 59%</td>
<td>D+ 55 – 59%</td>
<td>An Assessment task that demonstrates one or more of the following attributes:</td>
</tr>
<tr>
<td>L 50 – 54%</td>
<td>D  50 –54%</td>
<td>• a basic standard of performance, lacking detail and organisation</td>
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<tr>
<td></td>
<td></td>
<td>• a basic ability to apply/demonstrate limited knowledge and skills to a situation</td>
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<tr>
<td></td>
<td></td>
<td>• responses that convey a limited understanding of significant factors</td>
</tr>
<tr>
<td>VL 40 – 49%</td>
<td>E+ 45 – 49%</td>
<td>An Assessment task that demonstrates one or more of the following attributes:</td>
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<tr>
<td></td>
<td></td>
<td>• a minimal standard of performance, that presents limited knowledge and detail</td>
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<tr>
<td></td>
<td></td>
<td>• responses in which questions or tasks are not addressed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• responses that demonstrate limited skills and understanding</td>
</tr>
<tr>
<td>UG &lt; 39</td>
<td>UG &lt; 39%</td>
<td>Ungraded</td>
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<tr>
<td></td>
<td></td>
<td>• task was submitted but was below standard</td>
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<tr>
<td>CON</td>
<td></td>
<td>Assessment is in progress</td>
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<tr>
<td></td>
<td></td>
<td>• work to be assessed during the remainder of the Semester</td>
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<tr>
<td>ABS</td>
<td></td>
<td>Not submitted due to explained absence (no penalty)</td>
</tr>
<tr>
<td>NG</td>
<td></td>
<td>Not Graded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• task was not graded as it was submitted after the due date without an extension</td>
</tr>
<tr>
<td>NS</td>
<td></td>
<td>Task was not submitted</td>
</tr>
<tr>
<td>*Grade</td>
<td></td>
<td>Graded work as the level is below E</td>
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<td></td>
<td></td>
<td>Grades with asterisk signify the completion and assessment of modified work</td>
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<td></td>
<td></td>
<td>VET studies are assessed on the basis of competency. A student continues working on the task</td>
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<tr>
<td></td>
<td></td>
<td>or activity until he/she attains the required level of competence.</td>
</tr>
<tr>
<td>NA (Not Assessed)</td>
<td></td>
<td>Not Assessed as the task was submitted late without an extension</td>
</tr>
<tr>
<td>S</td>
<td></td>
<td>Satisfactory completion of a VCE Unit and Outcome</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>Unsatisfactory completion of a VCE Unit and Outcome</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>Competent</td>
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<tr>
<td></td>
<td></td>
<td>VET studies are assessed on the basis of competency. A student continues working on the task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or activity until he/she attains the required level of competence.</td>
</tr>
<tr>
<td>NY tribal</td>
<td></td>
<td>Not yet competent</td>
</tr>
<tr>
<td>NS (Not Submitted)</td>
<td></td>
<td>Assessment task was handed in more than 5 days beyond the due date</td>
</tr>
<tr>
<td>NU (Not Undertaken)</td>
<td></td>
<td>Assessment task was not undertaken</td>
</tr>
<tr>
<td>R (Resubmitted)</td>
<td></td>
<td>Assessment task did not meet minimum requirements and had to be completed again</td>
</tr>
<tr>
<td>Ungraded</td>
<td></td>
<td>Ungraded work as the level is below E</td>
</tr>
<tr>
<td>Absent</td>
<td></td>
<td>The student was absent for the task</td>
</tr>
<tr>
<td>Continuing</td>
<td></td>
<td>Awarded to an Assessment task which will be completed in Semester Two</td>
</tr>
</tbody>
</table>

WORK HABITS (YEARS 7 – 12)

| Excellent         |        | These descriptors appear on the Personal Management Report and describe the work-related capabilities of a student. |
| Very Good         |        |                                                              |
| Good              |        |                                                              |
| Acceptable        |        |                                                              |
| Needs Attention   |        |                                                              |
USE OF PRIVATE STUDY TIME

How do I effectively use my private study time?

Individual Study Periods

1. These are mainly in Year 12 but some Year 11 students will have them, depending on their particular course of study.
2. Study Periods are held in the Multi-Purpose Room (MPR).
3. Supervised study periods will be scheduled on student’s individual Timetable
4. In supervised study periods, silent study is required.
5. If your behaviour is considered inappropriate (talking, misuse of materials etc.) then the Supervisor or teacher on duty will send you immediately to your Year Level Leader and you will remain with him/her for the rest of the time.
6. If you need to consult with other teachers during this time, ask your unit teacher to indicate this in your planner (time and place). Show this to the Supervisor or Teacher on duty before going to your unit teacher.

What if I need to use a computer during private study?

Students should ensure that their laptop is fully charged. Access to particular computers for work in Media, Studio Arts and Visual Communication and Design needs to be organised with your unit teacher and indicated in your planner. Show this to the Teacher on duty / duty Librarian before going to your unit teacher.

Your Student Planner as well as many of your VCE textbooks give you the guidelines for this, especially your English textbook and the Heinemann VCE Guides for units such as Chemistry.

The Study Designs state that each unit should take 100 hours with at least 40 of those hours outside school

Out-of-school study:
- **Establish an appropriate workplace** – free from distraction, all materials handy, well-ventilated, correct lighting, uncluttered, proper seating.
- **Plan your time** – know what your optimum concentration time is and work in blocks of that time.

VCE EXAMINATIONS

Year 12 Examinations

External examinations for Units 3 and 4 are set and marked by the Victorian Curriculum and Assessment Authority. All examinations are held from Wednesday 26 October through to Friday 18 November 2016.

Tuesday 7 June 2016
- General Achievement Test 10.00am – 1.00pm

Where will I do my exams?

Most of our students undertake their exams at the College although some may be required to attend at other venues. You will be given an advice slip about time and location before the examination period. Independent supervisors (not your teachers) control these examinations. There are very strict rules for these exams eg: no white-out  (See Appendix 3).

VCAA will not let you wear watches of any type during an examination. You have to remove it and place in on top of your desk where the supervisor can clearly see it.

No unauthorised electronic devices are permitted into the Examinations. eg: Mobile phones, iPods etc.
October / November Examination period

LOTE (Oral Component) Examinations:
Monday 3 October – Sunday 30 October 2016

Performance Examinations:
Monday 3 October - Sunday 30 October 2016

Written Examinations:
Wednesday 26 October through to Friday 18 November 2016.

The English Examination will be held on the morning of:
Wednesday 26 October 2016: 9.00am – 12.15pm

WARNING!
There will be examinations scheduled for Wednesday 2 November 2016, Kyneton Cup Day. There will be no buses on this day. Make alternative transport arrangements early.

Tertiary entrance course counselling for Year 12 students
Course counselling for students pursuing tertiary entrance will take place on:
Monday 12 December 2016
Tuesday 13 December 2016
Wednesday 14 December 2016
Thursday 15 December 2016

POLICY FOR STUDENT USE OF VEHICLES

Driving to school
Due to lack of parking space at the College and safety issues, the College discourages students from driving vehicles to the College.

Students who wish to drive vehicles to the College should be aware of the following rules:

- Students may only take other students as passengers if they have the written consent of both their own parents and the passenger students’ parents, and the College has copies of these permission letters. Permission Forms may be obtained from the Year 12 Leader.

- Students are not to park on College property or on High Street. Students may park in neighbouring streets.

- Students may park in New Street (although, not in the Bus Zone).

- Students’ vehicles should comply with the relevant transport regulations, and be used safely according to the Motor Car and Road Safety Acts.

- Particular care should be used when driving near the College premises.

- Failure to adhere to speed limits or unsafe driving practices in the proximity of the College will result in rescinding of this permission.

- Having undertaken responsibility for students, the Principal must be confident that the requirements set out above are being followed. This is motivated by personal concern for students. There is also a legal imperative, and in the event (hopefully, never eventuating) of some accident during the school day, the College would need to demonstrate that it had taken reasonable preventative measures.
GLOSSARY OF TERMS

Assessment of Level of Performance:
Assessment of levels of performance in Units 1/2 is the responsibility of the School. The VCAA supervises the assessment of all students undertaking Units at 3/4 level.

Australian Tertiary Admission Rank (ATAR):
The overall ranking on a scale of 0-99.95 that a student receives based on her study scores (see below). The ATAR is used by universities and TAFE institutes for selection for their courses.

Authentication of Student Work:
In order to be awarded a grade indicating level of performance for a SAC or SAT, candidates must submit work that is clearly their own. For SACs or SATs that are submitted for assessment by a prescribed deadline (SACs or SATs other than those conducted under test conditions), teachers must be able to attest that the work is genuinely the work of the student. The description of SACs or SATs in the study designs includes procedures for ensuring that such an attestation can be made.

Chief Assessor:
An expert in a particular study who supervises the marking of the external examinations in that study.

Coursework Assessment:
The assessment of work, completed mainly in class time, to establish how students are performing in Units 3/4. Coursework must conform to the Study Design.

Derived Examination Score (DES):
An examination score determined by VCAA when a student’s examination performance is affected by severe illness or accident or where a student has been unable to sit an examination.

General Achievement Test (GAT):
A test that is undertaken in the June examination period by all students studying a Unit 3/4 sequence. The VCAA will check that schools are marking School-Assessed Coursework to the same standard. The GAT does not count towards VCE graduation, but the GAT results are reported to students with their Statement of Results. GAT results are also very important in determining moderated Study Scores, as well as Derived Examination Scores, should these be needed.

Outcomes:
What students must know, or be able to do, by the time they have finished a Unit.

Satisfactory Completion (S):
This means a student has passed a Unit, based on the VCAA’s criteria. She receives an ‘S’ for the Unit. If a student does not satisfactorily complete a Unit, she receives a Not Satisfactory (N) for that Unit.

Scaling:
The statistical process used to determine the degree of competition in each study. By comparing the performance of the entire group of students in a study with their performance in all other studies in which they have achieved a study score.

School Assessed Coursework and Tasks (SAC and SAT):
A task completed in school to assess how students are performing in Units 3 and 4, set and marked by teachers, in schools, according to VCAA specifications. In the subjects of Studio Arts, Product Design and Technology, and Visual Communication and Design coursework tasks are sometimes completed over a period of time, in the form of a project, assignment or folio. These types of coursework are referred to as School-Assessed Tasks (SAT).
Sequence:
The sequence is the order in which a student completes Units. For example, a student must study Units 3/4 in sequence.

Special Arrangements:
Special arrangements may be made to meet the needs of students who have severe disabilities or illnesses that would affect their performance in Coursework and/or an examination. These arrangements must be made with the Head of School years 10-12 and the VCAA. They may include extra time, technical aids or a scribe.

Special Provision:
The allowance of students who are clearly disadvantaged to complete the VCE in a time frame comparable to their peers.

Statement of Results:
A set of documents produced by the VCAA that formally states the results a student achieved in the VCE and whether she has graduated.

Statistical Moderation:
The process for adjusting schools’ assessments to the same standard, while maintaining the students’ rank order assigned by the school. The VCAA uses statistical moderation to ensure that the coursework assessments given by different schools are comparable throughout the State.

Study Design:
The description of the content of a study, the minimum required standards a student must meet and how students’ work is to be assessed. The VCAA publishes Study Designs for all of the VCE studies. Schools and other VCE providers must adhere to the Study Designs.

Study Score (Relative Position):
A score on a scale of 0-50 which indicates how students performed in a study relative to all other students enrolled in that same study. It is based on their results in coursework assessments and examinations.

Units:
The parts of a study. There are usually four Units per study, numbered 1, 2, 3 and 4. Units are approximately equivalent to a semester in length.

Verification of Grades:
For SACs and SATs that are submitted by a prescribed deadline (SACs or SATs other than those conducted under test conditions) the initial allocation of scores will be made by the school according to the criteria set out by the VCAA.

Victorian Curriculum and Assessment Authority (VCAA):
The organisation responsible for the accreditation and administration of the Victorian Certificate of Education (VCE). A statutory authority within the Ministry of Education.

Victorian Tertiary Admissions Centre (VTAC):
The organisation that calculates students’ ATAR (see above) and communicates that ranking to universities and TAFE institutes.
VCE and VCAL Student Personal Details

Instructions: Please check the information recorded in BOLD. This is an official document to be retained by your educational provider. For the purposes of Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) enrolment, you are required to use your legal names.

If information is correct tick the verification box at the foot of each page.

If information is incorrect please make the correction in the boxes immediately below the BOLD type. Print clearly and in CAPITAL LETTERS, and tick the changes box at the foot of the relevant page.

Family name

First name

Second name

Sex (M or F)

Date of birth (dd/mm/yyyy)

Are you of Aboriginal or Torres Strait Islander origin? (Y or N). If Y(esa) tick the applicable box(es) below.

Aboriginal

Torres Strait Islander

VCAA student number

VSN (Victorian Student Number)

Student Management ID (e.g. CASIS ID)

Telephone

Postal Address (for results delivery)

Suburb/Town

Postcode

State/Country

Year level

Form/Home group:

☐ I have verified that all my details are correct or

☐ Please make the changes indicated

Page 1 of 4. Personal information herein may only be used and disclosed in accordance with the Privacy and Data Protection Act 2014 (Vic). See school and VCAA privacy policies for information.
Section A: Not required for continuing students

Section B: Overseas full-fee-paying and exchange students

Full-fee-paying overseas student?  
(Y or N). Students are those seeking to enrol in the VCE who are non-residents of Australia and are not subsidised by the Commonwealth via the Overseas Student Program. See the VCE and VCAL Administrative Handbook.

or Exchange student?  
(Y or N). Exchange students who are non-residents or have Student Entry Visas and are not subsidised.

Date of last arrival in Australia  
(dd/mm/yyyy)

Country of origin

Section C: Application for approval to enrol in English as an additional language

Applied for English as an additional language status?  
(Y or N). If Y(es) provide the following information.

Country of origin

Date of last arrival in Australia  
(dd/mm/yyyy)

Multiple entries to Australia?  
(Y or N)

Cumulative residence in Australia  
(years)  (months)

☐ I have verified that all my details are correct or ☐ Please make the changes indicated
Section D and E:
You can sign all, any or none of the permissions and consents below. If you do not sign each of the following sub-sections, your work and/or results will not be used and/or disclosed.

Section D: Copyright (permission for use of student work)
I grant permission to the Victorian Curriculum and Assessment Authority (VCAA) and third parties authorised by the VCAA to use (including for publication, reproduction and distribution), free of charge, any works or parts of works produced by me in the course of assessment for the VCE or VCAA (Material).
I understand that I will not be identified or acknowledged as a creator and that I retain copyright in the Material. I consent to any and all alterations, modifications and adaptations of the Material.
I agree not to assert any moral rights with respect to these acts and omissions as described above.
If you wish to give consent this year, sign below. If you do not wish to consent, do not sign below.

Student signature
Date

Section E: Consent to disclosure to other organisations
1. Publication of my results on the VCAA website and in newspapers.
I authorise the publication of my name, educational provider name, VCE studies and scores (of 40 or higher) on the VCAA public website and the disclosure of that information to metropolitan and regional newspapers for publication.

You last said

If you wish to give consent this year, sign below. If you do not wish to consent, do not sign below.

Student signature
Date

2. Selection and announcement of awards.
I authorise the disclosure of my name, sex, address and telephone number to the Victorian Department of Education and Training and its successors, the Department of Premier and Cabinet and the Commonwealth Department of Education (and its successors) for the selection of students for the Premier's VCE Awards, Australian Students' Prize and the Governor of Victoria's Australia Day Reception.

You last said

If you wish to give consent this year, sign below. If you do not wish to consent, do not sign below.

Student signature
Date

3. Contact information to the On Track project.
I authorise the disclosure of my name, address, and telephone number to the Victorian Department of Education and Training and its successors for the purposes of the On Track project.

You last said

If you wish to give consent this year, sign below. If you do not wish to consent, do not sign below.

Student signature
Date
Section F: General declaration

All VCE and VCAL students must sign the declaration below in order to be enrolled.

Student declaration

I declare that to the best of my knowledge the information I have supplied on this form is correct and complete and that I have used my legal names. I acknowledge that the VCAA accepts no responsibility for verifying the information I have provided.

I agree to abide by and observe the rules and instructions relating to the conduct of the VCE or VCAL assessment programs including VCAA examination rules for VCE examinations, and the General Achievement Test (GAT), and rules for school-based assessment (including school rules).

I have read and understand the VCAA COLLECTION NOTICE FOR STUDENTS (below).

I acknowledge that:

a) my school will provide my results to the VCAA for the purpose of VCE or VCAL assessment
b) the VCAA will provide my final VCE or VCAL results and GAT results to my home school, and to my educational provider if different from my home school
c) the VCAA will provide my name, enrolment details and results to the Victorian Tertiary Admissions Centre (VTAC) for:
   i) inclusion in its password-protected Counselink database so that I can access my individual career and course options
   ii) the calculation by VTAC of the Australian Tertiary Admissions Rank (ATAR) and
   iii) if applicable, submission of my application for tertiary course selection.

Student signature

Student number

Date

VCAA COLLECTION NOTICE FOR STUDENTS

The VCAA is a statutory authority continued under the Education and Training Reform Act 2000 (Vic).

The VCAA is responsible for curriculum, assessment and reporting in year levels Foundation to 12 for all Victorian school students.

Students' personal information (as defined in section 3 of the Privacy and Data Protection Act 2014 (Vic) (PDPA Act) is collected and handled by the VCAA in accordance with the PDPA Act.

Collection of Student Data

In order to perform its functions the VCAA collects personal information and assessment information (including enrolments and results) (Student Data) related to the VCE and VCAL assessment programs from students enrolled or intending to enrol in VCE or VCAL.

Student Data is ordinarily collected from students by their educational provider for the VCAA.

In some instances where additional information is required, for example in the case of applications for Special Provision, this is collected from individual students and other relevant parties.

Consequences if all or part of the information requested in this form is not provided

If a student does not provide their personal information or does not sign Section F (General declaration), the student cannot be enrolled in the VCE or VCAL.

Use and disclosure of Student Data

Student Data is used by the VCAA to provide individual students with their final VCE, VCAL and GAT results (Student Results). The VCAA also uses Student Data and Student Results to assure the quality of the VCE and VCAL assessment programs, and for research purposes related to its statutory powers and functions.

Student Results are also provided to the student's home school and to the educational provider where the student was undertaken. Student Results may also be provided to the relevant sector organisations, for example to the Catholic Education Office in the case of students enrolled at Catholic schools. This is to enable schools and sector organisations to analyse the effectiveness of their assessment and teaching programs.

The VCAA provides Student Data and Student Results for all VCE and VCAL students to VTAC for:

i) inclusion in Counselink, a VTAC service that enables students to access their career and course options;

ii) the calculation of the Australian Tertiary Admissions ranking (ATAR); and

iii) if applicable, applications for tertiary course selection.

The VCAA may provide Student Data and Student Results to the Victorian Registration and Qualifications Authority (VRQA) in the relation to the VRQA's statutory functions including the registration of schools and training organisations.

If, pursuant to a notice issued under s 26(4) of the Electoral Act 2002 (Vic), the VCAA is requested to provide to the Victorian Electoral Commission the name, date of birth and postal address of Victorian students who have turned 18 on or before 30 June in the year of school enrolment, to facilitate the students' electoral enrolment, the VCAA must comply with that request.

De-identified information relating to students of Aboriginal and Torres Strait Islander origin is provided to the Victorian and Commonwealth governments to assist in the planning of support for these students.

The VCAA provides de-identified results data to the Australian Curriculum and Reporting Authority (ACARA) so it can prepare reports related to the outcomes of the National Assessment Program Literacy and Numeracy (NAPLAN) tests.

Access and security

Student Data and Student Results collected by the VCAA are stored securely on the VCAA’s database. Subject to the disclosures referred to above, access is limited to authorised VCAA employees and authorised educational provider employees.

An individual may request access to personal information the VCAA holds about them and request its correction if inaccurate. Contact the VCAA Manager, Student Records and Results Unit, VCAA, Level 1, 2 Lonsdale St, Melbourne 3000.

The VCAA Privacy Policy can be found at www.vcaa.vic.edu.au/Pages/aboutus/policies/privacypolicy.aspx.
VCAL Completion Form – 2016

Policy Guidelines

- Students **must complete** all subjects (VCAL strands, VCE subjects, VET internal or external).
- Students must have the form below **signed by all relevant staff** and hand to Senior Programs Office.
- Students **remain on the attendance roll until this form is completed**.
- **Attendance is expected until the form is completed** - parents will be contacted for non-attendance.
- Circle the appropriate unit/subject. For VET or ‘other’ VCE subjects please write neatly what the subject/course was.

<table>
<thead>
<tr>
<th>VCAL Strand/VCE Study</th>
<th>Teacher Signature (“only if completed all assessment tasks”)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCAL Literacy or VCE English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VCAL Oral Communication or VCE English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VCAL Numeracy or VCE Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Related Skills (WRS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Development (PD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Industry Specific Skill (ISS) VET</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(E.g. Horticulture, Hospitality, Building and Construction, Automotive, Events or Business)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Industry Specific Skill (ISS) VET</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(E.g. Horticulture, Hospitality, Building and Construction, Automotive, Events or Business)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VCE Unit (other VCE units completed - If applicable)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VCAL Coordinator: ____________________________ Date: __________

Senior Programs Office: ____________________________ Date: __________
Rules for the conduct of VCE Examinations and the General Achievement Test (GAT) 2016

Students are required to observe the following rules for the conduct of VCAA examinations conducted by or on behalf of the VCAA, as well as the day-to-day rules and examination rules of their school and of the examination venue.

VCAA examination rules shall apply with appropriate and reasonable modifications to students who have disabilities or other impairments.

All supervisors are issued with directions for the administration of the examinations and are required to report all alleged breaches of VCAA rules to the VCAA. Supervisors have the right to check any calculator or dictionary that is taken into an examination.

1. Students must not cheat or assist other students to cheat.
2. Students must not take any action that gives or attempts to give them or another student an unfair advantage in an examination.
3. Students must not allow, induce or assist any other person to present for an examination in their place.
4. Students must not present for an examination in another student's place.
5. Students must not present for an examination under the influence of alcohol or drugs.
6. Students must obey and observe all proper instructions or directions given by their supervisor.
7. Students attending an examination may bring only materials and equipment approved for that examination into the examination room.
8. Students must not possess mobile phones and electronic devices that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries and computerised watches during an examination.
9. Students detected with any device defined in Rule 8 must, upon the direction of a supervisor, surrender that device for inspection. Any confiscated device will be retained, pending any investigation into an alleged breach of VCAA rules.
10. Students must not bring into or possess in the examination room any drinks or food except under special circumstances as approved and directed by the VCAA. Bottled water is permitted in the examination room under approved conditions.
11. Students must not communicate with any other student while the examination is being conducted.
12. Students must not cause any nuisance, annoyance or interference to any other student during an examination.
13. Students must not remove, tear out or damage any part of a bound reference, script book, question and answer book or answer book, except formula sheets or similar permitted examination materials.
14. Students must not remove any response material, used or unused, from the examination room.
15. Students must not begin to write or mark their paper or response material in any way, or use a calculator, until advised by a supervisor that writing may commence.
16. Students must raise their hand if they wish to communicate with a supervisor.
17. Students must not leave their place until permitted by a supervisor.
18. Students will not be permitted to leave the examination before 30 minutes have elapsed from the start of writing time.
19. Students will not be permitted to leave the examination in the last five minutes of the examination.
20 Students must cease writing when instructed to do so by a supervisor.
21. Students must remain silent and seated in their place at the end of the examination until response materials have been collected and checked, and an announcement is made permitting students to leave the examination room.
22. Students must not communicate with an assessor, either before or after a written examination or during a performance examination, except when communication is necessary for the conduct of the examination.
Application for Special Provision for School-based Assessment and Unit Completion

COLLECTION NOTICE The Victorian Curriculum and Assessment Authority (VCAA) is a statutory authority established under the Education and Training Reform Act 2006. The VCAA has responsibilities relating to both curriculum and assessment across year levels Prep to 12 for all Victorian school students. The collection of the personal information on this form is required to facilitate your application for Special Provision with your school. The personal information you supply in this application may be required by the VCAA for internal use only and will not be disclosed to any third party unless required by law.

This form is to be used and retained by the school, together with the supporting evidence, to record applications for Special Provision for School-based assessment.

Notes
2. Student to complete Section A (1, 2 and 3), School to complete Section B (4 to 6).

School namekre ose Lre aL VC AAS school code

SECTION A – Student to complete

1. Student details

Student name

VCAA Student Number Date of application

Outline your illness/condition and how it would effect your ability to complete school-based assessment and/or meet VCE or VCE unit requirements

2. Details of application

2.1 I am applying for (more than one box may be marked):

☐ additional time to complete work ☐ use of an aid ☐ use of technology to complete and present work

☐ support group ☐ other (please specify)

2.2 Period the application covers: from ___/___/2013 to ___/___/2013

3. Studies you are applying for

<table>
<thead>
<tr>
<th>STUDENT TO COMPLETE</th>
<th>OFFICE USE ONLY – SCHOOL TO COMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE or VCAL Study</td>
<td>Unit Assessment</td>
</tr>
<tr>
<td></td>
<td>Task</td>
</tr>
<tr>
<td></td>
<td>Approved Y/N</td>
</tr>
<tr>
<td></td>
<td>Provision granted</td>
</tr>
<tr>
<td></td>
<td>If not approved, why?</td>
</tr>
</tbody>
</table>

Student Signature Date
SECTION B – School to complete

Complete Office Use Only section in table on page one.

4. Number of days absent from school (absence is not reported to VCAA)

☐ Term 1  ☐ Term 2  ☐ Term 3  ☐ Term 4

OR  ☐ Semester 1  ☐ Semester 2

Please comment on student’s condition and level of effect and justification for your decision/s. Include any other additional information you believe is relevant.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. Has the student been advised of the outcome of the application?

☐ Yes  ☐ No

6. Checklist of supporting documents provided

Confidential teacher/coordinator’s report  ☐

Student’s signed statement of reasons for application  ☐

Qualified medical practitioner report/letter (if necessary)  ☐

Psychologist report/letter (if necessary)  ☐

Other reports/letters (if necessary)  ☐

☐ Number of other documents (1, 2 etc.)

Teacher/Coordinator Signature ____________________________ Date _____/____/____

Principal’s Signature ____________________________ Date _____/____/____
APPENDIX 5

Application for Emergency Special Examination Arrangements

Before completing this application, please familiarise yourself with the guidelines outlined under 'Special Examination Arrangements' and 'Emergency Special Examination Arrangements' in the Special Provision chapter of the current VCE and VCAL Administrative Handbook (pp. 117–127).

If you are seeking a GAT exemption, you must apply to the VCAA using the Application for Authorised Absence from the GAT, available as a VASS download.

Fax or email this form and medical evidence to VCAA Special Provision, fax: (03) 9225 2234, email: vcaa.special.provision@edumail.vic.gov.au

For all enquiries relating to Emergency Special Examination Arrangements please contact Special Provision staff on (03) 9225 2219 or 1800 205 465

Please print clearly and in CAPITAL LETTERS.

Home school

Examination centre
(if different from home school)

STUDENT DETAILS

Surname

First name

VCAA student number

Examination (study)

Date

Has this student had Special Examination Arrangements approved previously by the VCAA?  ○ Yes  ○ No

If the school’s Application for Emergency Special Examination Arrangements is for a severe health impairment or significant physical injury, the Medical Statement on the following page should be completed by the student’s doctor or other treating specialist. Alternatively you may provide a current medical report containing the required information.

School’s specific request for Special Examination Arrangements:

VCE COORDINATOR’S DETAILS

Surname

First name

Contact telephone

Mobile

Signature

Date

Page 1 of 2
MEDICAL STATEMENT

To be completed by the student's doctor or treating specialist

The information provided needs to be current and pertinent to the examination period – June for the General Achievement Test (GAT) or October/November for VCE examinations. The professional providing this statement must not be related to the student. If this page is not completed by the doctor/specialist, a current medical report containing all of the following information must be attached.

Student's name ________________________________
School name __________________________________
Diagnosis ______________________________________
Date of diagnosis ______/_____/______

Provide date of onset and an outline of symptoms
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please outline treatment
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Comment on the likely effect of the illness/condition on the student's capacity to complete the GAT/VCE examinations
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Specific recommendations
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name of doctor/specialist __________________________
Profession ______________________________________
Telephone _____________________________
Qualifications/specialty
( AppState)
Place of work/organisation ______________________
Registration number _______________________

Doctor/specialist's signature ______________________
Date ______/_____/______
Date

Dear

At present, our records indicate that (NAME) is not satisfying school requirements in the following Unit:

The VCE requires students to take an organised approach to their studies. This means regular attendance in class, thorough note taking, full participation and preparation for class activities.

Areas which are of concern at the moment are:

- Lack of preparation for School Based Assessment (SACs and SATs)
- Homework tasks not completed
- Ineffective use of class time
- Poor Test results
- Failure to use the drafting process (Visual Communications or Studio Arts only)
- Inadequate revision
- Not participating in practical activities

I have spoken to [students name] about this matter. It would be appreciated if you could also discuss the situation with [him/her].

If there is any assistance or further information that you require, please contact me on 5421 1200.

Yours sincerely

SUBJECT TEACHER

YEAR LEVEL LEADER
Dear

Our records indicate that ______________ has recorded five non-school related absences in the following unit:

The VCE requires students to take an organised approach to their studies. This means regular attendance in class, thorough note taking and full participation in class activities. In particular, the VCE Administration Handbook 2016, states in section 10.1 on page 65 that:

“All VCE units require 50 hours of class time. A student needs to attend sufficient class time to complete work. The school sets minimum class time and attendance rules. Where a student has completed work but there has been a substantial breach of attendance rules and the school therefore wished to assign N to the unit, the school must assign N for one or more outcomes and thus the unit”.

______________ will now need to explain all further absences from ________________ to (his/her) subject teacher. If the student should reach eleven non-school related absences, any further absence must be appropriately certified and documented, for example a Doctor’s Certificate. If there is no appropriate documentation, ________________ will be required to attend a meeting with their subject teacher and Year Level Leader to demonstrate why an “N” should not be awarded.

Should you become aware of any further unavoidable absence, or need any assistance or further information, please ring ________________ at the College to discuss the situation.

Yours sincerely

SUBJECT TEACHER

YEAR LEVEL LEADER
Dear

Our records indicate that ______________ will receive an ‘N’ in ______________ because the College’s Attendance Policy has been breached.

Details of absences:

Dates missed:

______________ must now attend a meeting with his/her subject teacher and Year Level Leader, in order to demonstrate why an ‘N’ should not be awarded in this subject. All relevant documentation pertaining to these absences should be brought to this meeting.

The meeting has been set for _____________________ on _______________________.

If you have any queries about this process, please do not hesitate to contact me at the College on 54211200.

Yours sincerely

______________
Subject Teacher

______________
Year Level Leader
Authentication Record for School-assessed Coursework

Please print clearly and in CAPITAL LETTERS.

This form must be completed by the class teacher and signed by students when School-assessed Coursework is completed outside class.

<table>
<thead>
<tr>
<th>Study</th>
<th>Coursework task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Class</td>
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</table>

Student declaration

I declare that all resource materials and assistance used have been acknowledged and that all unacknowledged work is my own.

<table>
<thead>
<tr>
<th>Student name</th>
<th>Student signature</th>
<th>Date</th>
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</table>

This sheet is to be retained by the school, sighted by the principal or principal's nominee, and filed (see Section 10.1.1 of the VCE and VCEAL Administrative Handbook).
SUBJECT TEACHER: Please return this form to the Senior Programs Office 7 days prior to the scheduled Period accompanied by the relative Assessment Task / SAC / Criteria Sheet.

STUDENT NAME: ____________________________________________________________

SUBJECT / UNIT: ____________________________________________________________

SAC TITLE: ________________________________________________________________

DATE: __________________________________________________________________

PERIODS: __________________________________________________________________

LOCATION: Multi Purpose Room

- COMPUTER REQUIRED YES / NO (Please Circle)

- CALCULATOR ALLOWED YES / NO (Please Circle)

- MATERIALS ALLOWED PLEASE LIST___________________________________________

- TIME ALLOWANCE _______________ MINUTES

- SPECIAL INSTRUCTIONS ______________________________________________________

PRIOR TO SAC COMPLETION

Failure to attend will influence the result for this School Assessed Coursework.
(Refer to Years 11 & 12 Handbook 2016)

I, _____________________________ (student name) agree to attend the SAC Recall, as detailed above.

STUDENT’S SIGNATURE: __________________________________ DATED: ____________

TEACHER’S NAME: __________________________________________

TEACHER’S SIGNATURE: __________________________________ DATED: ____________

ON COMPLETION OF SAC

AUTHENTICATION RECORD FOR SCHOOL ASSESSED COURSEWORK

Student Declaration:
I declare that all resource materials and assistance used have been acknowledged and that all unacknowledged work is my own.

STUDENT’S SIGNATURE: __________________________________ DATED: ____________

Supervisor’s Declaration:
I certify that this Assessment Task was completed in compliance with the SAC conditions outlined above.

SUPERVISOR’S SIGNATURE: __________________________________ DATED: ____________
SUBJECT TEACHER: Please return this form to the Senior Programs Office 7 days prior to the scheduled Period accompanied by the relative Assessment Task / SAC / Criteria Sheet.

STUDENT NAME: _______________________________________________________________

SUBJECT / UNIT: _______________________________________________________________

SAC TITLE: ________________________________________________________________

DATE: __________________________

PERIODS: __________________________

LOCATION: Multi Purpose Room

- COMPUTER REQUIRED YES / NO (Please Circle)
- CALCULATOR ALLOWED YES / NO (Please Circle)
- MATERIALS ALLOWED PLEASE LIST __________________________________________
- TIME ALLOWANCE ____________________ MINUTES
- SPECIAL INSTRUCTIONS __________________________________________________________________________________________

PRIOR TO SAC COMPLETION

Failure to attend will influence the result for this School Assessed Coursework. (Refer to Years 11 & 12 Handbook 2016)

I, _____________________________ (student name) agree to attend the SAC Recall, as detailed above.

STUDENT’S SIGNATURE: _____________________________ DATED:________________

TEACHER’S NAME: __________________________________________

TEACHER’S SIGNATURE: _____________________________ DATED:________________

ON COMPLETION OF SAC

AUTHENTICATION RECORD FOR SCHOOL ASSESSED COURSEWORK

Student Declaration:
I declare that all resource materials and assistance used have been acknowledged and that all unacknowledged work is my own.

STUDENT’S SIGNATURE: _____________________________ DATED:________________

Supervisor’s Declaration:
I certify that this Assessment Task was completed in compliance with the SAC conditions outlined above.

SUPERVISOR’S SIGNATURE: _____________________________ DATED:________________
APPENDIX 12

Date

Dear ___________________

This letter is to inform you that ____________________ has not satisfactorily demonstrated satisfactory achievement of an Outcome in the following Unit _______________. Specifically in question is Outcome ____ which states that:

(Insert Outcome description here)

______________________________________________________________________________

______________________________________________________________________________

_______________________

(Please select one or more appropriate description)

^The original date of completion for this Outcome was ____________________.

However, the assessed work was Ungraded due to unsatisfactory completion of the tasks.

The Outcome now requires resubmission / retesting to address missing or underdeveloped points. The date for resubmission / retesting for this Outcome will be on ____________________.

If this date is not adhered to, or the work is still deemed to be Unsatisfactory then a Semester Result of ‘N’ may be awarded for this unit.

I have spoken to [students name] about this matter. It would be appreciated if you could also discuss the situation with [him/her].

If this is any assistance or further information that you require, please contact me on 5421 1200.

Yours sincerely

Subject Teacher

Year Level Leader