Senior School Handbook 2017
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At Flinders Christian Community College, we recognise that the world our students live in is a dynamic and diverse setting. Underpinning this reality is the recognition that effective, Christ-centred education must include pathways and courses of study that provide every student with the social, spiritual and intellectual opportunities they need to find purpose and meaning in life.

Our Senior School programs empower students with the opportunity to connect their goals with meaningful learning pathways that will help them to define and achieve their dreams. However, Years 10-12 of school can be a challenging time, and perseverance is needed in the pursuit of excellence. We are blessed with a team of expert teachers and leaders who are dedicated to providing holistic pastoral support and guidance to our students as they deal with the trials of post-compulsory education.

Partnering with families is vital to ensuring the success and prosperity of each student and is a key priority within the Senior School. To help lay a strong foundation for this partnership, we are providing students and parents with this Handbook. It captures the detailed framework of practice and procedure within which this partnership will operate.

We look forward to growing our partnership with you as we strive to bring hope, purpose and transformation to our community.

In Christ’s service,

Mr Paul Manley
Head of Senior School
Carrum Downs Campus
General Senior School Policies

These General Senior School Policies apply to all Senior School students and situations in Years 10 to 12 inclusive, unless specifically stated.

Absences

Students are expected to attend a minimum of 80% of all timetabled classes, devotions, chapels, excursions and assemblies, and to be punctual at all times. A class roll will be marked by teachers at each lesson. A student with a legitimate reason for being absent must bring a note, signed by their parent or guardian, to explain their absence. This note is to be handed to either the class teacher or year level coordinator.

- Any absence that is not accompanied by a note of explanation will be considered as an unauthorised absence.
- The reasons for absences must be legitimate and clearly explained otherwise they will not be approved and consequently will be considered as an unexplained absence.
- It is the responsibility of the student who is absent to find out what work was covered in any missed classes and what work may have been set in that time.
- Generally all absences due to a medical condition require a medical certificate or letter of explanation from a doctor or qualified pharmacist.
- Absences for all personal reasons require a letter of explanation from a parent or guardian.

Unexplained absences reducing class attendance to below the minimum (see above) will jeopardise a student’s ability to satisfy course requirements, including VCE Units.

Academic Malpractice

Malpractice encompasses any negligent or deliberate act by a student before, during or after an assessment task that fails to observe or follow the stated or generally accepted rules or practices applying to that assessment task.

Two types of student malpractice can be distinguished:

- **Dishonest or deceitful behaviour** (“cheating”), e.g. unauthorised use of texts or electronic devices, plagiarism, etc.
- **Administrative malpractice**, e.g. late submission of folio work, removal of a script from a test or examination, unauthorised absence from a VCE assessment, etc.

Malpractice will usually result in a score of zero being awarded for that assessment task. There will also be disciplinary consequences for the student.
Attendance

This policy applies to all students in Years 10 through 12. The importance of this approach is to ensure that students are punctual to school and that our records are accurate.

The following steps apply each morning in devotions:

1. The homeroom teacher will ensure that they meet their home-group at 8:45am.

2. Any student who arrives after 8:45am will be sent to Senior School Reception to sign in late. Any student who chooses to challenge this is to be sent to the Year Level Coordinator (YLC), who will support the process.

3. An ongoing record of late comers will be kept. Once a student has been late to school three times in a term, then a letter will automatically be generated and sent home to parents indicating their ongoing lateness and that they will be serving a detention. The detention will be held afterschool on a Monday.

4. Administration staff will notify the YLC who will inform the student of the detention prior to the letter being sent and will publish a list in the student news prior to the day.

5. Repeat offenders in any term need to be referred to the YLC and the Head of Senior School (HoSS).

Please note:

Some students may have legitimate transport difficulties that prevent them from arriving on time. These students need to provide an official signed letter to the YLC in order to indicate that they will be arriving late.
It is expected that each student’s words, actions and behaviour will work towards ensuring a safe, cooperative, respectful and unified Senior School environment and community. This is maintained by adherence to the following Core Values and Key Behaviours:

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<tr>
<th>Our Core Values</th>
<th>Our Behaviours</th>
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| **Respect** – We honour others, regardless of role or position | 1. Treat all people equally  
2. Be polite and helpful to all  
3. Look after our surroundings, facilities and belongings |
| **Integrity** – We can be depended on to do what we say we will do | 1. Be prepared to learn, follow and model our core values without instruction  
2. Lead others by example  
3. Speak up and do what is right and fair |
| **Compassion** – We strive to be positive and supportive in all relationships | 1. Seek to understand the feelings of others  
2. Appreciate and include people, and care for them  
3. Use language that builds up others and yourself |
| **Humility** – We put the needs of others before our own | 1. Be prepared to forgive people  
2. Be prepared to admit mistakes  
3. Get in and do the jobs that need doing without being asked |
| **Determination** – We pursue our goals relentlessly, regardless of the opposition | 1. Focus on learning in class  
2. Set ourselves long term goals and work towards them  
3. Value and appreciate the school, and the tasks and opportunities set before us |

Student conduct contrary to the Core Values and Behaviours is a breach of trust.

Breaches of trust will be dealt with by the minimum necessary intervention.

Breaches of trust require restorative action which may include the imposition of a disciplinary consequence.

Students should be able to address breaches of trust by peers without fear.

Breaches of trust will be dealt with at three Levels of Intervention:

Ø Level 1 – **Students resolve the matter themselves**

Ø Level 2 – **Students involve the student leaders**

Ø Level 3 – **Students involve the teaching staff**

A breach of trust, dealt with at any Level of Intervention, will require restorative action and may require the acceptance of a disciplinary consequence by the student concerned.

**Matthew 18:15-17 New International Version (NIV)**

15 “If your brother or sister sins, go and point out their fault, just between the two of you. If they listen to you, you have won them over. 16 But if they will not listen, take one or two others along, so that ‘every matter may be established by the testimony of two or three witnesses. 17 If they still refuse to listen, tell it to the church; and if they refuse to listen even to the church, treat them as you would a pagan or a tax collector.”
Bring Your Own Device (BYOD)

**Personalised Digital Learning Technology for Senior Students**

In preparing students as 21st century learners we encourage their digital fluency and use of technology on campus. We seek to equip students as information producers as well as information consumers, and to give them the confidence to use various learning technologies to meet their outcomes. Consequently, in the Senior School, we operate a B.Y.O.D (Bring Your Own Device) policy to assist students with their IT needs.

The College has continued to test a range of devices that can perform all of the functions that Senior students might require in school, while at the same time providing good access to our wireless network, the Intranet (Moodle) and other educational applications. A list of appropriate devices has been listed below.

We do not recommend iPads as the main device to support learning in Senior School. Laptop computers (including the Microsoft Surface Pro series) have more powerful and versatile processors and a larger memory, and can therefore support a much wider range of software.

We therefore encourage families to conduct their own research into each of the listed laptops to make an informed decision as to the device that best supports their child’s pathway and courses. Please note that the life span of a device is generally 3 years. Therefore, a student starting in Year 10 with a device may need to purchase a new one as they head into post-school education or training.

**Approved Device List**

**Laptops**

- Windows Laptop i5+ Processor
- Apple MacBook (Air or Pro)
- Microsoft Surface Pro 3 or Pro 4

Please note: Windows Surface models other than ‘Window Surface Pro’ are unsuitable for Senior School use and Chromebooks are not recommended due to incompatibilities with Flinders school network.

The Microsoft Surface Pro, whilst technically a tablet, functions as a fully-fledged laptop. The Microsoft Surface 3 has a slower processor than the Microsoft Surface Pro 3 or Pro 4 and is therefore not an approved device.

To support the implementation of learning technologies next year, we may continue to provide a very limited number of older College-owned laptops and desktop computers as loan items for use in an emergency by Senior School students when required. However, as this stock diminishes through obsolescence and ‘wear and tear’, it will not be replaced.

If you have any questions regarding the B.Y.O.D policy for Senior School next year, please do not hesitate to contact the College.
Enquiries to the Senior School should be addressed as follows:

- For issues relating to student well-being and attendance, the first point of call should be the student’s current Home Room Teacher.
- For specific subject-related queries, the first point of call should be the student’s current Subject Teacher.
- For all other matters, the first point of call should be the student’s current Year Level Coordinator.

The College telephone number is 03 9785 0000.

Email correspondence is also welcomed. The general style for email addresses at the College is <firstname.surname>@flinders.vic.edu.au (eg. paul.manley@flinders.vic.edu.au)

External Regulations

In its management and administration of its Senior School courses, FCCC aims to conform to the requirements of the Victorian Curriculum and Assessment Authority (VCAA). In particular, for VCE and VCAL courses we follow the VCAA Policies and Procedures outlined in the VCE/VCAL Administrative Handbook (available at www.vcaa.vic.edu.au).

This handbook covers such details as:

- Assessment Dates
- Enrolments
- Program selection and satisfactory completion
- Use of computers
- Assessment of Learning Outcomes
- School Assessed Tasks and Coursework (SAT’s and SAC’s)
- Authentication and Breach of Rules
- Student Responsibilities
- Special Provision
- Appeals
- Records and Access to Information

In relation to Year 11 and 12 courses, administrative compliance with VCAA requirements is mandatory, so our policies and procedures in Year 10 are also designed to place similar expectations on students in preparation for their future studies. Our Year 10 curriculum broadly accords with the Victorian Curriculum.
Internal Examinations in the Senior School

Examinations are a key component of academic assessment in Senior School. Examinations underpin the Study Scores associated with successful completion of the Victorian Certificate of Education (VCE) and the calculation of a student’s Australian Tertiary Admissions Ranking (ATAR). An examination grade therefore contributes significantly to the overall grade for all Year 10 and Year 11 courses.

The dates of Senior School internal examinations are published to parents before the start of each school year. Students are expected to attend and sit these examinations as part of their reportable assessment.

If a student is not available to sit an exam for a legitimate reason, he/she should apply to the Head of Academic Programs to reschedule it for a time in the same week as the rest of his/her examinations.

Legitimate reasons for rescheduling exams are limited to the following:

- Medical absence, certified by a medical certificate from a registered medical practitioner or qualified pharmacist;
- Absence on a school-approved activity or excursion;
- Absence for some special circumstance, such as bereavement or other family crisis, certified by a Statutory Declaration signed by a parent/guardian and supported by corroborating documentation.

If a rescheduled exam cannot be arranged, the student is awarded an NA (“not assessed”) grade for his/her exam grade, and a comment on the reason for absence is recorded in the comments section of the subject teacher’s Moodle gradebook. The NA grade will not affect the student’s overall grade for that subject.

If a student misses an exam for a reason that is not acceptable, in particular due to lateness or absence for a family holiday, a score of zero will be awarded, resulting in a UG grade for the examination. This will have the effect of reducing the student’s overall grade for that subject. Again, a comment noting the reason for absence for the exam will be recorded in the subject teacher’s Moodle gradebook.

**Students are not permitted to receive a scored grade for a re-sit of an examination, or for an examination done at home under parental supervision.** This is to ensure that the exam assessment process is seen to be authentic, rigorous and fair.
Misuse of Digital Devices

All students are expected to use digital devices at the College (including their own) in an appropriate and productive manner, regardless of the ownership of these devices. Students must therefore ensure that any digital device they are using is stored, cared for and operated appropriately.

If devices are abused or misused, the College will temporarily withdraw them from student use. In particular, students and parents are required to be familiar with the Use of Digital Devices and Cybersafety Agreement located on Moodle.

Inappropriate use includes any non-classwork activity in a lesson, playing computer games in class or the study room, and excessive download of non-offensive content. The consequences for inappropriate use of a digital device are:

For games or non-classwork related activities
- 1st Offence: Warning
- 2nd Offence: Device withdrawn for one day
- 3rd Offence: Device withdrawn for one week, parents contacted

Download or possession of inappropriate/offensive content

It is the responsibility of students to ensure that all content contained on any digital device they are using at the College is appropriate and acceptable according to the expectations and foundations of the College.

Consequences (in addition to the withdrawal of the device) are at the discretion of the Head of Senior School, but may include detention, internal or external suspension, or terminated enrolment.

BYOD – Withdrawal of Service:

Personal devices that are subject to a period of withdrawal from school use will be confiscated and stored securely in the Senior School office. Students are responsible for bringing alternative equipment/materials to do school work. They are not permitted to bring in or use a substitute device.

Mobile Phones

The use of mobile devices is now widespread in schools. However, although mobile phones are permitted, they are not to be used during class time unless the class teacher gives direct permission.

They must not be brought to assessments or examinations.

If a student uses a mobile phone in an inappropriate manner, the student should expect the phone to be confiscated for the day. Repeat offences may incur more serious penalties at the discretion of the Year Level Coordinator.
Plagiarism

The rules of correct academic conduct, accepted by schools and universities world-wide, are these:

- If you include in your piece of work words and phrases directly taken from the work of someone else, you must put such phrases in quotation marks and clearly acknowledge their source.
- You should also include with your piece a bibliography, giving full publication details (title, author, publisher and date) of any work you have used.
- If you paraphrase someone else’s work (rewrite it in your own words) you should still acknowledge the source of the ideas, and include the work in your bibliography.

Plagiarism, or passing off someone else’s words or ideas as your own, is a form of cheating.

It is also commonly understood that if you copy someone else’s work and submit it for academic assessment, or allow your work to be copied and submitted for assessment by somebody else, this is also cheating.

**Plagiarism in any assessment task in Senior School will generally result in a score of zero being awarded to the person submitting the assessment task in question.**

This will be accompanied by some form of disciplinary action, for both the student submitting the work and any student who provided unfair assistance.
In the Senior School, disciplinary processes are aligned and integrated with Restorative Practices (RP).

RP describes a range of informal and formal practices that assists teachers, students and parents to establish mutually respectful relationships, repair harm and to restore/strengthen relationships as a way of building community.

Restorative Practices interviews should focus on the principle that when misconduct occurs, it harms and damages relationships. Restorative Practices are inclusive, valuing each person as part of the school community. However, when a person displays particular behaviour, actions or choices that are not acceptable and when there has been a break down in relationships, an RP approach seeks to find ways to include the person who caused harm back into the school community.

The victim and the perpetrator of harmful misconduct should be interviewed by the teacher, separately or together as appropriate, in order for both:

- to understand the effects of this misconduct on others, and
- to find and agree on ways to put matters right for the future.

If need be, these interviews could be conducted in the presence of parents, or facilitated by the YLC or Head of Senior School with guidance from the Head of School Welfare.

Each person involved in the interview has a role to play in repairing the damage through mediation.

If a student breaks the school’s core values, policies or agreements, parents will be informed of student behaviour through emails, phone calls, formal letters and/or parent/teacher meetings. A conference may be conducted to determine an appropriate resolution and course of action which may result in some form of consequence for the student.

All students and parents at the College receive a copy of the FCCC Carrum Downs Campus Senior School Handbook. This handbook summarises the key guidelines and policies for students and their families. The Handbook is updated at the commencement of each academic year and is issued as follows:

- To Year 9 students and parents at the Year 10 Information Evening
- To new VCE & VCAL students and parents at the time of enrolment

The current edition of the Senior School Handbook can also be accessed online via the Carrum Downs Senior Home Page of the College intranet (Moodle):


Queries regarding this Handbook should be directed to the relevant YLC.
Social Networking

It is a condition of enrolment at Flinders Christian Community College that students adhere to the following standards of behaviour and use of technology:

**Students must demonstrate respect to others and the College.**

Students must not engage in social media and interactive services, including email, that:

1. Targets any Flinders Christian Community College student or Flinders Christian Community College staff with actual or perceived negative intent; or
2. Undermines the reputation and/or good work of the College, its staff and/or students;
3. Uses language that is deemed inappropriate by the College or the wider community.

Students who create or maintain social networking sites must ensure that no content, as outlined above, is placed on the social media platform or interactive service by themselves or others.

Families should expect that any violation of the above may result in a suspension for at least one day. More serious penalties may also apply, as determined by the College.

**Students must respect the privacy of individuals associated with Flinders Christian Community College**

Students, who create, maintain or engage with social networking sites must ensure that no comment or content placed on that site by themselves or others:

1. Identifies other students or staff as being from Flinders Christian Community College without their consent; or
2. Reveals or publishes conversations that have occurred with Flinders Christian Community College staff or students without their consent.

Significant penalties may apply for serious breaches of this guideline, including suspension and expulsion. The police may be contacted should any material be of a criminal nature.

Uniform

The school website contains details of uniform regulations.

Students are expected to be in full school uniform for all school-based activities, and should arrive at and depart from school in full school uniform unless alternative permission has been granted by the Head of Senior School.
Year 10 Policies

Academic Accountability Policy

Purpose
In Senior School, we are committed to promoting a culture of academic achievement and “personal best” among all students. The academic achievement of required learning outcomes is measured by the satisfactory completion of reportable assessments tasks. Levels of achievement based on these tasks are reported as grades to students and parents through the Moodle reporting system.

We expect Year 10 students to achieve an overall grade of C in all their reportable assessments. We use this as a benchmark measure of satisfactory academic progress. We also use an overall grade of C to judge whether a Year 10 student has satisfactorily completed a course of study. We then go on to use the satisfactory completion of courses to determine the eligibility of that student to go on to further studies in Year 11.

However, we know that students vary considerably in their aptitude and ability. They may not always demonstrate mastery of learning outcomes at the first attempt. We therefore actively seek to identify and support students who are having difficulty with particular assessment tasks. We then seek to assist them in completing these tasks to a satisfactory standard.

Students with special learning needs follow modified programs and receive modified grades for reportable assessment tasks, e.g. C*. Within their modified programs, we wish to support the progress of these students, too, by expecting them to achieve the same standards of progress relative to their curriculum as mainstream students.

Reportable Assessment Tasks
It is our aim to work in partnership with students and parents to ensure that each student is given sufficient opportunity to demonstrate satisfactory achievement of each learning outcome.

To achieve this, students are required to repeat a reportable assessment task if they do not meet the minimum requirements. The following outcomes do NOT meet minimum requirements:

- Scoring less than 50% (D) on a reportable assessment task (excluding exams)
- Failing to submit a reportable assessment task
- Unauthorised absence for a reportable assessment task

For a test, timed essay or any other reportable assessment task done in class under close supervision and time constraints, “repeating” the task means re-sitting the task under supervised conditions after school. For a research task, essay or report undertaken in class and/or at home over an extended period, “repeating” the task means re-submitting the task after the grant of a time extension.
Academic Accountability Policy continued

Scoring less than 50% (D) on a reportable assessment task (excluding exams)

If a student scores less than 50%, an email or letter will be sent to parents by the Subject Teacher and Year 10 Coordinator. The letter will indicate the result and grade of the original assessment. This result and grade will be recorded by the Subject Teacher on the student’s report on Moodle.

The email/letter will permit the student ONE opportunity to repeat the task, or the relevant unsatisfactory sections. The email/letter will specify the date by which the task must be re-submitted or, if the task was a test, the date of the re-sit.

If, after the re-submission or re-sit of the task, the subject teacher is satisfied that the work is authentic and is now of at least C grade standard, the subject teacher will:

- amend the student’s report on Moodle to show 60% (C) for the task.

If the work is not repeated satisfactorily, the original result and grade will stand, and the subject teacher will notify the student and parent by email to this effect.

Please note: Resits take place under supervision after school. Examinations are specifically excluded from these arrangements. (See “Internal Examinations in the Senior School”)

The recommended staff action is summarised as follows:

Unsatisfactory Grade (<50%)

- Record score, grade and comment in Gradebook.
- Letter/email home by subject teacher to offer one opportunity to re-sit/re-submit the task.
- Advise parent and student of re-sit/re-submission date. This is a once only opportunity to improve the original grade.
- Enter re-sit/re-submission date, together with student and work details, on S Drive spreadsheet.
- Student re-sits/re submits task satisfactorily.
- Amend original grade up to C (60%). Add comment in Gradebook about satisfactory completion of task.
- If still unsatisfactory, add result and comment in Gradebook that the task has still not been completed satisfactorily.
Academic Accountability Policy continued

Scoring less than 60% (C) on a reportable assessment task (excluding exams)

If a student scores less than 60% on a reportable assessment task, they may apply to re-sit or re-submit the task to improve their grade. This is a **once only** opportunity to improve the grade to a maximum of 60% (C). An application form can be obtained from the Senior School reception.

Failing to submit a reportable assessment task

Students who do not submit a reportable assessment by the due date will incur a late penalty equivalent to 10% per day (calendar) of the marks originally available for the task. Students who fail to submit a reportable assessment within five days (calendar) of the due date will be awarded a score of zero.

In both cases, the Subject Teacher will send an email via Moodle to parents, indicating that the assessment task has not been submitted.

The recommended staff action is summarised as follows:

### Late Work

- **Subject teacher to notify parent and student.**
- **Advise parent/student of late penalty of 10% per day.**
- **Upon receipt of work, grade as normal and deduct late penalty.**
  - Comment on lateness in Gradebook.
- **If work is >5 days late, record a score of zero (UG).**
- **Subject teacher to notify parent and student.**
- **Require student to submit satisfactory work to qualify for satisfactory course completion.**
Absence from a reportable assessment task

If a student is absent for a reportable assessment task, he/she must complete an application form (available on Moodle) to re-schedule the task and submit it to the Yr. 10 Coordinator or the Head of Students (Senior School). The form must include a valid reason for missing the assessment. If the assessment was missed because of illness, a valid medical certificate must be submitted with the form.

If a student will miss a reportable assessment task due to an excursion, sporting event or any other authorised school activity, then they are required to fill out the re-schedule form in advance. In both cases, the student will be required to complete the assessment under supervised conditions after school.

Missed assessments must be completed satisfactorily. Those completed late, without a valid reason, will be marked “satisfactory” but will be graded UG and will not contribute to the student’s report grade.

Please note:

A family holiday (including even a part of a day) is not considered by the College to be an acceptable reason for a student to miss school or the graded assessment of school work. If an assessment is missed due to a family holiday, a score of zero and a UG grade will be awarded. However, the student will still be required to complete the missed assessment satisfactorily upon their return in order to complete the course of study satisfactorily (see above).
The recommended staff action is summarised as follows:

### Absent for Assessment

- **Student is absent for a reportable assessment task, or when such a task is due.**
- **Student completes an application form to re-schedule the task.**
- **Evidence of a valid reason (e.g. medical certificate, medical appointment, school excursion, school sporting event, family crisis).**
- **Student sits task after school, or submits it to a new deadline.**
- **Assess and grade the task as normal, without penalty.**
- **If reason for absence was not acceptable (e.g. family holiday, personal interest activity, social event).**
- **Record a score of zero (UG grade) in Gradebook. Put reason in comments section.**
- **If assessment is not practicable and reasons are valid, record NA for task in Gradebook and comment on reason.**
- **Require student to submit satisfactory work to qualify for satisfactory course completion.**

### Satisfactory Completion of Year 10 Courses

We aim to ensure that our expectation of students in relation to the satisfactory completion of courses is consistent with policies and practices associated with Senior School courses such as VCE, VET and VCAL.

Students who achieve an **overall C grade** for a course of study by the date of publication of their Semester report will be deemed to have satisfactorily completed that course. A student with an overall grade below this benchmark will be deemed NOT to have completed the course satisfactorily.
The Careers Education course includes an exploration of job opportunities, the world of work and an introduction to tertiary education options. It culminates in the transition of students into Years 11 and 12 with a selection of relevant subjects that align with student’s ambitions, skills, talents, abilities and passions.

Students will gain an understanding of the VCE and the VCAL, the subject selection process, VTAC applications and pathways to careers using the following resources:

- Subject selection counselling by experienced Senior School teachers
- Job Guide
- VTAC website
- My Future website

A one (1) week program of Work Experience is compulsory in Year 10. In previous years, this has taken place in the last week of Term 2. Students may undertake Work Experience at a different time of the year, but will need to arrange an additional work placement to occur in the compulsory week.

Our Year 10 curriculum is attentive to the needs of individual students. It encourages all students to work to the best of their ability and provides authentic and relevant learning opportunities. Progression of a student into Year 11 (VCE or VCAL pathway) is based on the satisfactory achievement tasks satisfactorily.

However, on occasion, a student may not achieve the standard required for their promotion to the next year level. There may be many reasons for this and the student’s individual circumstances must be considered carefully. The concern of the College is the individual student’s capacity for academic success and whether they have the commitment to study necessary for future achievement at the next educational level. There is little point in a student commencing a course of study in which success is unlikely. This is the context and these are the considerations guiding this Policy.

Guidelines

1. Automatic Promotion

A student who receives an overall C grade for every Year 10 course they have undertaken will be eligible for automatic promotion into Year 11.

When the Year Level Coordinator (reporting to Head of Teaching and Learning, Senior School) becomes aware during the course of the academic year that a student is at risk of not fulfilling this requirement, the following processes should occur:

   a. Parents will be notified in writing.
      A meeting may be arranged between the Year Level Coordinator, student and parents to discuss concerns.

   b. The continued progress of the student will be monitored against targets for an agreed period of time.

   c. Feedback will be provided to parents and, if required, a further meeting held to review progress and refine the support required by the student.
2. **Conditional Progression and Recommending a Repeat of Year 10**

A student who does not receive an **overall C grade** for a particular course of study in Year 10 will not be automatically eligible for promotion into that particular subject in Year 11. (This also applies to Year 10 students undertaking a VCE subject by acceleration). Grades of less than C for several subjects (and English in particular) place in serious doubt the capacity of the student to thrive on a VCE pathway in Year 11.

In these cases, an individual review will be conducted to determine the advisability (or otherwise) of the student’s promotion to Year 11. This review may include the following considerations:

- Grades scored in the subjects that the student wishes to pursue in VCE
- The student’s future pathway in education and training.
- Any special circumstances related to the student’s Year 10 performance.
- Concerns of parents.

The review will have one of the following outcomes for each student:

- Progression to Year 11 is not recommended and an opportunity to repeat Year 10 may be suggested.
- Progression to Year 11 is granted under probation. The school will specify special requirements regarding the student’s conduct and performance. This is followed by a review towards the end of Term One of Year 11.

In both cases, every effort will be made to design, provide or identify an appropriate educational program for the following year that seeks to address and remedy the student’s main areas of academic difficulty, or which provides an achievable alternative pathway.
At Flinders Christian Community College it is possible for some Year 10 students to ‘accelerate’. VCE acceleration is where a student chooses to undertake a VCE or VCE/VET subject in Year 10 which is usually taken in Year 11. The consequence of this is usually (but not necessarily) the early completion of that VCE or VCE/VET subject in Year 11, as opposed to Year 12. When choosing to apply to accelerate, it is important that students and parents are clear about the reasons for the acceleration, which are:

1. **Curriculum enrichment**
   This is to satisfy the student’s desire to study in greater depth and breadth a subject at which they excel.

2. **To maximise the student’s ATAR**
   Acceleration can help to maximise the student’s Australian Tertiary Admissions Ranking (ATAR) by the eventual completion of six VCE subjects at Unit 3/4 standard by the end of Year 12.

**Please note**

- Acceleration is not an option for all students. It is only granted following a successful application and then only if places are available after Year 11 students have had their classes allocated.
- Not all VCE subjects are available for acceleration.
- Acceleration does not affect our general expectation that a student in Year 11 will undertake a standard load of six subjects and a student in Year 12 will undertake a standard load of five subjects.
- Acceleration in more than one subject is generally inadvisable and is only granted under exceptional circumstances and by application.

Students are encouraged to engage in detailed course counseling prior to applying for or accepting the offer of a place in a VCE Unit 1 and 2 class in Year 10.

The following pre-requisites are required for a Year 9 student to be considered for acceleration.

- A student must be achieving an average of 70% (B) or higher in English.
- A student must be achieving an average of 70% (B) or higher in Advanced Maths
- A student must also be achieving any pre-requisite grade in any elective or other subject relevant to their acceleration pathway.
- The College will consider Year 9 NAPLAN results as a second reference in the areas of numeracy and literacy.
- A student must demonstrate the personal and academic maturity required for the successful early completion of a VCE subject.
Students who have demonstrated these key pre-requisites may apply for acceleration. All students who feel they would like to submit an application for acceleration are advised to seek counselling beforehand from the Careers Co-ordinator, the Year Level Coordinator, and/or the Head of Senior School.

Meeting pre-requisites and submitting the appropriate forms does not guarantee that a student will be offered a place in a VCE Unit 1/2 class. Acceleration depends on the availability of places.

Students who apply successfully should also understand that due to timetable blocking, they will undertake the VCE subject at the expense of one of their elective Year 10 subjects. Selection for acceleration will take place after the Year 9 examinations.

Any offer of an acceleration place is conditional on the student continuing to meet the acceleration criteria throughout Semester 2 of Year 9, and may be withdrawn at any point if these minimum grades are not maintained.
Course Structures and Requirements

An introduction to Senior School

**Acronyms**

**ATAR:** Australian Tertiary Admissions Rank

**DES:** Derived Examination Score

**GAT:** General Achievement Test

**LOTE:** Languages Other Than English

**RTO:** Registered Training Organisation

**SAC:** School-assessed Coursework

**SAT:** School-assessed Task

**VCAA:** The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the curriculum, assessment and reporting of the VCE.

**VCAL:** Victorian Certificate of Applied Learning

**VCE:** Victorian Certificate of Education

**VET:** Vocational Education and Training courses offered by TAFE Institutes and accredited Secondary Colleges to provide school students with specific work-related training. Successful completion of a VET course results in the award of a nationally recognised certificate.

**VTAC:** Victorian Tertiary Admissions Centre acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. It calculates and distributes the Australian Tertiary Admissions Rank (ATAR).
Flinders Carrum Downs offers Senior School certificates regulated by the Victorian Curriculum and Assessment Authority.

The two alternative certification pathways are the **Victorian Certificate of Education (VCE)** and the **Victorian Certificate of Applied Learning (VCAL)**.

Students doing a VCE course may undertake Vocational Education and Training (VET) as part of their personal VCE program.

- Students who chose the VCAL pathway **must** undertake a VET subject as part of their VCAL program.

The two different learning pathways cater for students’ different gifts and aspirations. From the outset, it is vitally important that you understand the distinctive differences between VCE and VCAL.

**Victorian Certificate of Education (VCE)**

This is the most popular Year 11-12 educational pathway for Victorian students.

- Students at Flinders take **six** subjects in Year 11 and **five** subjects in Year 12.
- Students can commence their studies by taking a VCE subject by acceleration in Year 10 (conditions apply).
- Students who take VCE examinations in Year 12 can obtain an Australian Tertiary Admissions Ranking (ATAR); an ATAR is normally required for University applications.
- VCE is the main route by which Victorian school leavers gain access to University and Higher Education courses.
- Students can study for a VCE (Baccalaureate), which provides an additional academic recognition for those VCE students who undertake the demands of studying both higher level Mathematics and a LOTE. A score of 30 or above in English is a prerequisite.
- VCE can include a Vocational Education and Training (VET) course, connecting a student’s studies to industry or the workplace.
Requirements for completion of the VCE

The VCE is awarded on the basis of satisfactory completion of a sufficient number of units. The minimum requirement is the satisfactory completion of 16 units which must include:

- three units from the English group (English or Literature), with at least one unit at Units 3 and 4 level
- at least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

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.

Typically, students at Flinders complete 6 subjects (12 units) in Year 11 and 5 subjects (10 units) in Year 12, which means that most students complete 22 units. The reasons for this number are:

- to maximise and maintain a student’s choice of alternative tertiary pathways and career options
- to allow students the opportunity to maximise their ATAR and have access to the widest possible selection of the best possible tertiary courses.

Satisfactory completion of units is determined by the school, in accordance with VCAA requirements. Students’ levels of achievement for Units 1 and 2 are determined by the school and not reported to the VCAA.

Students’ levels of achievement for Units 3 and 4 sequences are assessed using school-based assessment and external examinations. There are three forms of school-based assessment for Units 3 and 4:

- School-assessed coursework (SACs) – School-based assessments, set by the subject teacher, that is marked by the teacher and reported to the VCAA as a grade.
- School-assessed Task (SAT) – a school-based assessment for certain VCE Unit 3 and 4 subjects (mainly in Arts and Technologies), set by the VCAA and assessed by teachers in accordance with published criteria. Schools’ assessments of tasks are subject to moderation by a panel appointed by the VCAA.
- The Externally-Assessed Task (EAT) is currently specific to VCE Music Style and Composition and VCE Extended Investigation. A panel appointed by the VCAA assesses a student’s level of achievement in this task in accordance with the study design and published assessment criteria.

On completion of the VCE, the successful student will receive a VCE certificate and a Statement of Results. These certificates will be issued and the certification process will be managed by the Victorian Curriculum and Assessment Authority (VCAA).
The VCAL is an accredited alternative senior secondary qualification undertaken in Years 11 and 12, for students who do not intend or expect to go to University upon leaving school.

- The VCAL does not involve exams in Year 12, and does not provide students with an ATAR.
- Students who do the VCAL are likely to be interested in starting an apprenticeship, getting a job after completing school, or going on to further work-related training at a Technical and Further Education (TAFE) institute.
- The VCAL is based on hands on learning, also known as applied learning, and places strong emphasis on workplace learning and community service.
- Accredited modules and units must be selected from the following four compulsory strands
  - Literacy and Numeracy Skills
  - Work Related Skills
  - Industry Specific Skills
  - Personal Development Skills

- To complete the Industry Specific Skills Strand, VCAL students must satisfactorily complete a VET course in both Years 11 and 12.

Eligibility to be awarded the VCAL

The College coordinates through VASS the assessment and collection of results for all curriculum components (school-based and VET) within the VCAL learning program. To be awarded the VCAL, a student must satisfactorily complete a learning program that contains a minimum of 10 credits and includes:

- a minimum of two VCAL units
- at least one literacy unit*
- at least one numeracy unit
- at least one unit from the Industry Specific Skills strand. At the Intermediate and Senior levels this must include a unit of study from a VET qualification
- at least one unit from the Work Related Skills strand
- at least one unit from the Personal Development Skills strand
- at least six credits at the level or above, of which one must be literacy and one VCAL Personal Development Skills unit.

*If a student is enrolled in a VCAL Literacy unit to fulfil the Literacy Skills strand requirement, the student must complete the VCAL Literacy – Reading and Writing unit at the certificate award level.
Eligibility to be awarded the VCAL continued

Each credit must be justified against the purpose statement for one of the four VCAL curriculum strands. A “credit” means the satisfactory completion of:

- 1 VCAL unit; OR
- 1 VCE unit; OR
- 90 hours for VET modules/units of competence and/or Further Education (FE) modules.

The VCAL will be awarded at the appropriate level to students who have successfully completed the course requirements. The student will receive a:

- a VCAL certificate
- a Statement of Results

These certificates will be issued and the certification process will be managed by the Victorian Curriculum and Assessment Authority (VCAA).

Vocational Education and Training (VET)

TAFE Colleges and accredited Secondary Colleges offer Vocational Education and Training (VET) courses that provide students with specific work-related training.

- Successful completion of a VET course results in the award of a nationally recognised certificate.
- VET certificates are essential for the completion of the VCAL.
- Successful completion of some VET courses can contribute to satisfactory completion of the VCE, and some may contribute points to a student’s ATAR (Australian Tertiary Admission Ranking).
- Our students have access to over 20 VET courses, delivered at the Chisholm Institute (Frankston TAFE) and at various local public Secondary Colleges. (See below).

It is important to note that:

- VET courses take place off-site and participants need to make their own travel arrangements
- VET courses carry additional fees (and subsidies)
- Although careful attention is paid to avoid this, some VET courses may take place in school time which may result in a VCE student missing timetabled classes and having to catch up.
VCAL Policies

VCAL – The “Hands On” Alternative

The VCAL is an accredited alternative senior secondary qualification undertaken in Years 11 and 12, for students who do not intend or expect to go to University upon leaving school. Students who do the VCAL are likely to be interested in starting an apprenticeship, getting a job after completing school, or going on to further work-related training at a Technical and Further Education (TAFE) institute.

Accredited modules and units must be selected for the following four compulsory strands:

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills

Successful students achieve a VCAL certificate, as well as a Certificate II or III qualification (through their enrolment in a VET course to meet the requirements of the Industry Specific Skills Strand). They are also encouraged to incorporate work placements or even a part time apprenticeship into their course.

VCAL students are given support in every aspect of their course, while also growing in independence and developing workplace skills. The VCAL is offered at the Intermediate Level in Year 11 and the Senior Level in Year 12. VCAL students have the possibility of undertaking VCE units as part of a general credit to their VCAL course.

However, VCE units are not compulsory. A student will only be enrolled in a VCE unit if the subject fits the timetable blocking and the student has demonstrated the ability to cope with the study demands of a VCE subject.

Please note:

A VET enrolment is a compulsory part of the VCAL qualification. Students must enrol on a VET course and satisfactorily complete the certificate. Parents are liable for the full cost of the VET course. However, Flinders Christian Community College will subsidise a maximum of 50% of the VET course tuition expenses (excluding materials). This will appear as a fee rebate on the family’s College account. If students are removed or withdraw from the VET course, or do not complete it for any reason, the award of both the VET certificate and the VCAL qualification are jeopardised.
Strands and Units

Literacy & Numeracy Skills Strand (LNS)

Literacy Skills units are designed for use within the Literacy and Numeracy Skills strand of VCAL. The broad purpose of the Literacy Skills units is to enable the development of skills, knowledge and attitudes in literacy that allows progression in the main social contexts of:

- family and social life;
- workplace and institutional settings;
- education and training contexts;
- community and civic life.

These social contexts often overlap.

Four domains of Literacy have been identified as corresponding with these social contexts.

1. **Literacy for self-expression**: focuses on aspects of personal and family life, and the cultures which shape these.
2. **Literacy for practical purposes**: focuses on forms of communication mainly used in workplace and institutional settings and in communication with such organisations.
3. **Literacy for knowledge**: focuses on sociological, scientific, technological, historical and mechanical theories and concepts which are relevant to education and training.
4. **Literacy for public debate**: focuses on matters of public concern, and the forms of argument, reason and criticism used in the public arena.

The overall purpose is to provide an applied ‘real life’ approach to literacy development.

Literacy includes reading, writing and oral communication skills.

The Numeracy Skills units are designed for use within the Literacy and Numeracy Skills strand of VCAL. Rather than the more traditional and mainstream focus of mathematics (e.g. Number/Space and Shape/Data/Measurement/Algebra), the outcomes for VCAL Numeracy are organized around mathematical skills and knowledge embedded in the learning outcomes themselves and specified within the elements of those outcomes.

The four domains of Numeracy are:

1. **Numeracy for Practical Purposes**: addresses aspects of the physical world to do with designing, making and measuring.
2. **Numeracy for Interpreting Society**: related to interpreting and reflecting on numerical and graphical information of relevance to self, work or community.
3. **Numeracy for Personal Organisation**: focuses on the numeracy requirements for personal organisational matters involving money, time and travel.
4. **Numeracy for Knowledge**: deals with mathematical skills needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions.

Literacy and Numeracy Skills requirements may be partly or completely fulfilled by the satisfactory completion of certain VCE units. Please refer to the Senior School Pathways Guide for more information on VCE Mathematics and English units, however this would be at the discretion of the College.
**Work Related Skills Strand (WRS)**

The Work Related Skills units have been developed to recognise learning that is valued within community and work environments as preparation for employment. Locally developed programs that use different social and work contexts to develop the interests and employability skills of young people can be selected for inclusion in the Work Related Skills units.

**Please note:**

Although assistance may be available, students are primarily responsible for arranging their own work placements.

**Aims:**

The Work Related Skills units are designed to:

- Integrate learning about work skills with prior knowledge and experiences
- Enhance the development of employability skills through work-related contexts
- Develop critical thinking skills that apply to problem solving in work contexts
- Develop planning and work-related organisational skills
- Develop OHS awareness
- Develop and apply transferable skills for work-related contexts

Curriculum selected for this strand can include:

- VCAL units
- VCE units aligned to the Work Related Skills strand
- VCE/VET units
- Selected accredited FE modules or certificates
- Nationally accredited VET modules/units of competency

The Core Skills for Work Development Framework and the Employability Skills Framework are the two frameworks that have informed the development of these VCAL units.
Employability Skills Framework

Government and Employer Interest Groups have mapped a set of personal attributes and skills that are highly valued in the workplace. These skills are enshrined in the National Employability Skills Framework.

VCAL students who gain experience in the workplace through a Structured Workplace Learning (SWL) placement, are required to maintain a log book of their tasks, hours, and a reflection of their learning whilst on that work placement, along with supervisor comments. These tasks and duties are then mapped to the National Employability Skills Framework. The Employability Skills that are the basis of the Work Related Skills units are as follows:

- Communication that contributes to productive and harmonious relations between employees and customers
- Teamwork that contributes to productive working relationships and outcomes
- Problem solving that contributes to productive outcomes
- Initiative and enterprise that contribute to innovative outcomes
- Initiating innovative solutions
- Planning and organising that contribute to long-term and short-term strategic planning
- Understanding basic business systems and their relationships
- Self-management that contributes to employee satisfaction and growth
- Taking responsibility
- Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes
- Acknowledging the need to learn in order to accommodate change
- Technology that contributes to effective execution of tasks

Industry Specific Skills Strand (ISS)

To fulfill the requirements of this strand, students must successfully complete their enrolment in a Vocational Education & Training (VET) certificate. Please see the VET section of this Handbook and refer to the Senior School Pathways Guide for more information on the range of VET courses on offer.
Personal Development Skills Strand (PDS)
The development of knowledge, skills and attributes in this strand underpins the development of skills in the three other VCAL curriculum strands.

Personal development includes self-esteem and personal qualities developed through valuing personal achievement and contributions for the benefit of the community or personal growth. This may involve demonstration of leadership, teamwork skills, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving.

Two PDS units exist in each of Intermediate and Senior level VCAL studies.

Unit 1
Focuses on the development of appropriate knowledge, skills and attributes in relation to:

- Self-awareness and self-management;
- Personal organisation and planning skills;
- Problem solving and interpersonal skills.

This can be achieved through participation in activities related to person, health and well-being, educational, social or family experiences of a practical nature.

Unit 2
Focuses on the development of appropriate knowledge, skills and attributes in relation to:

- Community engagement
- Social awareness
- Interpersonal skills
- Planning and organisational skills.

This can be achieved through participation in experiences of a practical nature within the community.

Both units allow and enable students to develop personal development skills through participation in locally developed curriculum and locally developed projects, leadership activities linked to voluntary community roles, or local community service projects.
Important Note

If a VCAL student is undertaking any VCE unit as part of their VCAL program, then this section does not apply to that unit. For VCE Units of study, the relevant Policies and Procedures are those described for the VCE in the section following.

Absence

If you know in advance that you are going to be absent from class, please notify your subject teacher. Attendance is important as it allows for the best learning opportunities. It is essential that the student should attend school regularly to provide continuity, consistency and to ensure the best possibility for success. It also allows the teacher to discuss the content of your work with you and for you to answer questions and so demonstrate your knowledge and understanding of the work. It also allows you to meet the minimum attendance requirement.

Attendance - School

Students who enrol at Flinders automatically make a commitment to keep the school regulations. Punctual and consistent attendance is one. Parents or guardians are expected to support the school in this matter. A record of attendance will be maintained for each student. Students are expected to attend all school-based and VET classes to enable:

- proper continuity of programs
- development of understanding
- completion of work in the time allocated in class
- completion of practical activities where applicable
- reliable contribution to group work
- authentication of individual and group work.

Students must be in school throughout the scheduled hours of a normal school day.

Students are to attend all timetabled periods. In addition to VCAL classes, this includes all Homeroom sessions, Assemblies and scheduled subject activities.

Students are expected to attend their VET course and their work placement. Students are to be punctual to school, to class, to their VET venue and their work placement.

Appointments are expected to take place out of school hours. If this is not possible, advance notice is required. Appointments for driving lessons and tests and other such activities are not permitted during school hours.

No student may leave the school grounds without the prior approval of the Head of Senior School. If such permission has been granted, the student must sign out at Senior School reception and sign in again when he/she returns. In cases of illness, students must attend Sick Bay and the School Nurse will give permission to be removed from the school if appropriate.

Any student arriving at school late or leaving school early MUST sign in/out at Senior School reception.
Policies continued

**Attendance - VET Course**

As there are a required number of hours to be spent on each module, it is vital that each student makes the VET course a high priority. Failure to attend a VET session may result in students missing valuable instruction, not to mention the hours lost. Attendance will be monitored by liaison with the RTO delivering the VET course.

**Applying for Extension of Time**

If, for a valid reason, you are at risk of not submitting a VCAL task by the due date, you may apply for an extension of time. You must apply before the due date. Valid reasons include serious illness, bereavement and significant emotional upheaval. The absence of your Subject teacher is not classed as a valid reason.

An extension of time will usually be in the form of an alternative date for the assessment. It is the students’ responsibility to make these arrangements and, if approved, to submit the work by the revised due date.

If students are aware that they will be absent for an extended period of time, or at the time a task is due to be submitted, they must obtain the ‘Application for Extension of Time’ form from the VCAL coordinator. This form should be filled in, in conjunction with the subject teacher, to negotiate the time for the alternative completion of the task.

Appropriate documentation should be provided with the form. Documentation should take on the form of medical certificates, statutory declarations or obituary notices.

Students who have missed a task submission date due to an unforeseeable circumstance are required to make contact with the VCAL Coordinator and the subject teacher by phone or email on the day. Students will be required to obtain documentation to support their claim of absence. Upon returning to school students will be required to fill in the ‘Application for Extension of Time’ form, obtained from the VCAL coordinator.
Assessment within the VCAL

Principles

Assessment within the VCAL should be based on the following principles:

• Assessment tasks/activities should be grounded in a relevant context and not be culturally biased.

• Students should have the opportunity to demonstrate achievement at their own pace.

• Students should be assessed across as wide a range of tasks/activities as possible, in order to increase reliability and validity of assessment.

• One-off assessment tasks/activities do not provide a reliable and valid measure of competence.

• Instructions for assessment tasks/activities should be clear and explicit. Students must know what is expected and the criteria by which satisfactory completion will be established.

• Time allowed to complete a task should be reasonable and specified and should allow for preparation and reflection as appropriate to the activity.

• Where the assessment task is linked to a project or activity, the assessment tasks/activities may take place over a number of weeks.

• Assessment tasks/activities should be open-ended and flexible to meet the specific needs of students.

• Assessment should include access to ICT where appropriate to the context of the activity or task.

• Assessment must be valid in terms of context and methods.

• Assessment must be reliable in showing consistent results over a number of occasions.

• Assessment must not unduly disadvantage any student and must provide flexibility in the range of methodologies that cater to the needs of individual students.
Methods of Assessment

The VCAL curriculum is assessed using a competency-based method which is underpinned by the philosophy of “hands-on”, applied learning. The curriculum is a negotiated curriculum which is student-centred. The course is designed to support students to become self-directed learners. The aim is to promote the encouragement and development of independent learning styles. The VCAL course does not require students to sit formal exams.

Assessment is provided in a variety of methods including:

- Classroom observation
- Class work
- Multimedia presentations
- Oral presentations
- Written responses
- Performance and practical activities
- Role play
- Reflection and self-evaluation
- Folio of evidence

The conditions related to the assessment of the learning outcomes may differ according to the particular learning environment, mode of delivery and subject content. It is not necessary for all students taking a unit to be assessed at the same time or in the same way.

Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate achievement of the learning outcomes.

Student Folio of Evidence for Assessment

Students are required to purchase a Folio for each VCAL subject they undertake (details of which can be found in the Flinders Christian Community College, Carrum Downs Booklist, distributed in Semester 2). Students are required to maintain a record of evidence of the work they have undertaken to fulfil the competency requirements of each learning outcome. It is the students’ responsibility to maintain this folio, ensure it is up-to-date and contains all items as listed in the unit checklist.

Assessment Grading

Students do not receive letter grades for units of competency. Students are required to demonstrate evidence of competency against learning outcomes which means that students will in a result of S (Satisfactory) or N (Not Yet Satisfactory) on each unit of competency for which they have been assessed.
Meeting Deadlines

If a student fails to meet a deadline for submission of a task or has not met the competencies required to successfully complete the task, the student (in the first instance) will be required to discuss the matter with their subject teacher.

The subject teacher will then advise the student as to the areas in which they have failed to meet the competency requirements. Students may also be required to attend a Resit/Reschedule session held on a Wednesday (afternoon) or Friday (after school) to complete the task or re-do the assessment in order to meet the competency requirements. If the student then continues to fail the task requirements, the subject teacher will refer the matter to the VCAL Co-ordinator.

Students who have some concerns about meeting a deadline should discuss their concerns with their subject teacher and Year Level Coordinator before the deadline.

The following excuses for work not being handed in on time will not be accepted:

- The teacher was away.
- I was away/sick/on an excursion/on camp the day it was due
- I left the work in Mum/Dad’s car
- The computer malfunctioned and I couldn’t print the work
- I saved my work onto a disk and it was corrupted
- I need more time to do my best work
- We were away on holiday

Procedures for VCAL Students At Risk

“At risk” means a student who:

- has missed a significant amount of class time;
- has not been attending or participating satisfactorily in the VET course or Work Placement required by their program;
- has failed to meet a series of task deadlines;
- is in danger of failing to meet the units of competencies required for successful completion of a VCAL unit;
- has produced for assessment work that cannot be authenticated

Step 1

Subject teacher emails the VCAL Coordinator with written concerns.

Step 2

When the student returns to school, or at the earliest possible time, they must make an appointment to see the VCAL Coordinator immediately to discuss these concerns and explain their failure to achieve certain set outcomes.
Step 3
Regardless for the reason for their absence or non-submission, the student must complete the Learning Outcome or an alternative assessment task (if applicable), as soon as possible after their return to school. Thursday resit/reschedule times should be used for rescheduled assessment tasks.

Step 4
If student has still not submitted the task and is in serious danger of not satisfying a Learning Outcome, then a Review Panel is scheduled.

Step 5 - Review Panel:
- Letter is sent home to student;
- Panel is held with student, subject teacher, VCAL Coordinator, Head of Academic Programs;
- A support person for the student is permitted;
- Held after school.

Step 6
The Panel’s role is to decide on a consequence or course of action – this takes the onus off the subject teacher and also gives the student a forum in which to explain him or herself.

Rescheduled Assessments
Students should be provided with equality of opportunity in the completion of Learning Outcomes. Students should neither be advantaged nor disadvantaged by completing Learning Outcomes at different times. For this reason, students who have missed a scheduled assessment will be required to attend a resit/reschedule session as early as possible. This session will occur during Periods 5 and 6 (on a non-CAFÉ week) or afterschool on Thursday, whichever comes first. The session will be supervised by the YLC or VCAL Coordinator under strict conditions.

Review Panel
If a student is in serious difficulties in relation to his/her VCAL program, a Review Panel will be convened. The purpose of the Review panel is to obtain the student’s explanation of the circumstances resulting in the panel being convened, and to decide on remedies, support structures and consequences for any misconduct. The student’s attendance is compulsory.

A Review Panel is convened if a student:
- has missed a significant amount of class time
- has not been attending or participating satisfactorily in the VET course or Work Placement required by their program
- has failed to meet a series of task deadlines
- is in danger of failing to meet the units of competencies required for successful completion of a VCAL unit
- has produced for assessment work that cannot be authenticated

The student and his/her parents will be notified in writing at least 24 hours before the Panel meeting.
The Review Panel will be chaired by the VCAL Coordinator and should comprise:

- Year Level Coordinator
- Subject teacher
- Head of Academic Programs
- The student may bring a parent or other person, such as a Homeroom teacher, in a support role. This support person is not present, however, as the student’s representative.

The Review Panel reports ultimately to the Head of Senior School.

Important Note

In authentication cases, the onus is on the student to provide evidence that the work submitted is the student’s own and was completed in accordance with the requirements of both VCAA and the College. Likewise, it is for the student to prove any justification or excuse made for any other aspect of non-compliance with the VCAL rules contained on this Handbook.

Once the Panel’s decision has been made, the student will be notified in writing. A student wishing to appeal this decision must do so in writing to the Head of Senior School within 14 days of the Panel meeting. However, an appeal can only be submitted if all overdue work has been submitted to a satisfactory standard. The Head of Senior School will also require an attendance record for the period of time following the Panel meeting.

Satisfactory Completion of VCAL Credits

Assessment in the VCAL must be designed by providers to provide evidence that the student has met the learning outcomes to the required standard for each unit or module in the student’s learning program.

Assessment guidelines for the VCAL units are outlined in the Victorian Certificate of Applied Learning Curriculum Planning Guides. Assessment of VET, Further Education and VCE components will be assessed in the manner prescribed for these programs.

VCAL Units

VCAL units in the Literacy and Numeracy Skills, Personal Development Skills and Work Related Skills strands have learning outcomes and elements designed to demonstrate application and integration of knowledge and skills, using approaches such as portfolios of evidence, projects and assignments. A student will receive an S (satisfactory achievement) for a unit in the Work Related Skills, Personal Development Skills, Skills for Further Study – Senior, and some Literacy Skills units when they have demonstrated achievement in all learning outcomes for the unit.
The exceptions to this rule are:

- **VCAL Numeracy Skills units** – students need to achieve five out of six learning outcomes for the Intermediate level and six out of the seven learning outcomes for the Senior level in order to receive an S.

- **VCAL Senior Literacy Skills, Reading and Writing unit** – students need to achieve seven out of the eight learning outcomes to receive an S.

**VCE Units**

S (Satisfactory) or N (Not Yet Complete) results for VCE units must be consistent with the requirements of the relevant VCE Study Designs. Please refer to Section 4 of this Handbook for further information on VCE assessment processes and policies.

**VET Certificates**

Validation of assessments for VET and FE units of competency/modules will be the responsibility of the relevant Registered Training Organisation (RTO) and will be in accordance with their requirements. These requirements will be set out in the accredited course document issued to the student upon enrolment.
VCE Policies

Absences

A student must have no more than 20% unexplained absences in order to pass a unit.

Absence from a SAC

During Units 3 and 4 in each study offered by the school, staff will give assessment tasks for students to carry out, generally during a timetabled class. Students are required to attend all classes and it is essential that they complete assessment tasks at the scheduled time. If students are absent for a valid reason (illness, family crisis, excursion) they will be required to complete an application form to have their assessment task rescheduled.

Students who know that they will miss an assessment due to an excursion, or other approved reason, are expected to complete the paperwork to reschedule at least two weeks prior to the scheduled assessment date.

They will then carry out another similar coursework assessment task of comparable difficulty at a time specified by the College. Non-attendance without a valid reason could result in a score of zero for that task.

A SAC can be rescheduled to a different date and still be awarded a mark if the absence was due to: illness, school commitment or family crisis. A medical certificate, statutory declaration or detailed letter needs to be attached to an application form, available on Moodle.

1. All re-scheduled assessments will take place under supervision in the Senior School. Year 11 and 12 students may reschedule tasks to the non-CAFÉ Thursday afternoon session during Periods 5 and 6. Alternatively, a session is run from 3.30pm to 5.10pm on Thursday afternoons for all students in Years 10 to 12.

2. A rescheduled SAC will not be awarded a mark if the absence from the original task was due to a family holiday, work commitments, driving tests or the like. Students who reschedule a SAC for any of these reasons will still be required to complete the task for S/N assessment but will be awarded a score of zero.
Australian Tertiary Admissions Rank (ATAR)

The Victorian Tertiary Admissions Centre (VTAC) uses study scores as a basis for determining a student’s ATAR (Australian Tertiary Admissions Rank). The ATAR is an overall ranking on a scale of 0 – 99.95, based on VCE performance, but one which is only designed for use in tertiary selection.

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. The ATAR is developed from an aggregate produced by adding:

- ATAR subject score (based on study score) in English, English Language, Literature or ESL
- The next best three ATAR subject scores (based on study scores) permissible; and
- 10% of the fifth and sixth permissible ATAR subject scores (based on study scores) if these are available.

Interested students may estimate the ATAR associated with a certain selection of study scores by using online ATAR calculators such as http://vce.atarcalc.com/

The Victorian Tertiary Admissions Centre (VTAC) administers a joint selection system on behalf of Universities and TAFE colleges. VTAC use the ATAR in conjunction with the tertiary institutions to determine student placement into tertiary courses.

The ATAR score is an important component in the selection process for University and TAFE courses. It is, however, not the only factor used to decide which students ‘get in’. Other factors used to select students include prerequisite studies and special requirements. Students are required to check carefully any course that they may consider applying for, to check prerequisites.

This may be achieved by looking at the VTAC Guide or the VICTER Booklet, available on http://www.vtac.edu.au/courses-inst.html and http://www.vtac.edu.au/publications.html respectively.

Attendance

Students need to attend sufficient class time to undertake the coursework and complete class work and associated assessment tasks. Work done in class time is necessary to allow work to be authenticated. If a student has not attended at least 80% of their scheduled classes for a unit, they cannot receive an S for satisfactory completion of that unit.
Most School Assessed Coursework (SAC) is completed in class time. However, there are occasions where School Assessed Coursework is completed over an extended period of time. It is imperative that students only submit for assessment work that is their own.

Flinders Christian Community College follows the guidelines set down by the VCAA in its policies and practices for authentication. Our Authentication Policy requires that:

- Student and teacher maintain an Authentication Record for School-assessed Tasks based on regular sightings of work in progress, and signed at each developmental stage.

- For School Assessed Coursework done outside class time, the student’s progress is monitored and observations recorded through to completion. An Authentication Record for School-assessed Coursework form is to be completed by the class teacher and signed by student.

Students may receive appropriate help from teachers and parents, but all assistance needs to be recorded and acknowledged. (Unacceptable assistance includes cheating, plagiarism, copying of another’s work, or having a tutor, friend or parent complete or partially complete the task without acknowledgement).

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

Each teacher needs to authenticate each piece of work submitted for assessment. This means that the student must ensure that their teacher can, without difficulty, say that the work submitted is their work, and not the work of someone else. The teacher is not permitted by the VCAA to authenticate work about which they have reasonable doubt.

Your teacher may doubt the authenticity of your work if it is not typical of the work you normally produce; if it has not been seen and monitored during its development; if it contains unacknowledged material; or if it is inconsistent with your teacher’s knowledge of your ability.

If your teacher doubts the authenticity of your work, the onus is on you, the student, to provide evidence that the work is your own. Your teacher does not have to prove that the work is not your own. You will be asked to provide evidence that the work is your work. This evidence might be notes/ drafts/ class work that the teacher has not seen, or discussion of concepts to establish your understanding, or some informal means of establishing that the work is yours.

If, after that, your teacher is still unsure, you will be asked to attend a formal interview with the VCE Progress Panel to establish the authenticity of your work. You will be given at least 24 hours’ notice of the interview. You may have a parent or friend attend the interview to support you, but not to answer the panel’s questions.

If it is concluded that the evidence suggests that you have broken the VCAA authentication rules, the Head of Senior School will inform you at the conclusion of the VCE Progress Panel interview. You will be advised of the penalty to be imposed and of your right to appeal to the VCAA. If you lodge an appeal to the VCAA, this must be done in writing within 14 days of the Progress Panel interview.
Advice to teachers for avoiding authentication problems:

- Ensure that a significant amount of classroom time is spent on the task so that the teacher is familiar with each student’s work in progress and can regularly monitor and discuss aspects of the work with the student.
- Ensure that students document the specific stages of the development of work, starting with an early part of the task such as topic choice, list of resources and/or preliminary research.
- File copies of students’ work at given stages in its development.

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- There is an alternative system available 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 back-up file. The back-up file should not be stored with the computer.

The deadline dates specified for the completion of class work, coursework and other assessment tasks must be followed. It is the student’s responsibility to make sure that work is submitted by the due date. The following points should be noted:

1. If you think that you will not meet a due date for submission of class work, coursework or assessment tasks it is important not to “bury your head in the sand and hope that it will go away”. Experience shows that the longer you avoid the issue the worse it will become.
   - Apply for an Extension at least one day prior to the due date (if you know that you will not meet the deadline). To be granted an extension, evidence of work in progress must be submitted.
   - Apply for Special Provision for school-based assessments – in the case of illness or other exceptional circumstances.

2. A student who fails to submit work by the due date will be required to attend ‘Catch up Sessions’ after school until the work is completed. The supervised after-school session is on Friday, from 3.30pm to 5.10pm. Year 11 and 12 students may also catch up on Thursday Periods 5 and 6 in their non-CAFÉ weeks.

3. Parents of students who submit work which does not meet the requirements of the course study design, will be informed via an email or letter sent home by the subject teacher. The student may be required to attend a study session after school to complete an alternative task or do extra study for the particular subject.
Dealing with difficulties

If for any reason you experience difficulty or have concerns with your VCE program, you should consult one or more of the following people:

- Your Subject Teacher
- Your Year Level Coordinator
- The Head of Academic Programs

Derived Examination Score

Although GAT scores do not count directly towards a student’s VCE results, they play an important role in checking that school assessments and VCAA examinations have been accurately assessed, and in determining Derived Examination Score.

If a student’s final examination score is significantly different from the score predicted by the GAT, school indicative grades, and other examination scores or School Assessed Tasks for the study, their examination will be assessed again by the Chief Assessor’s Panel.

A student’s score may go up or stay the same, but it will not go down as a result of the final check. It is important for students to prepare for the GAT and to perform as well as possible in all parts of it. The College provides a practice session to familiarize students with the GAT examination format.

Distance Education

Where there are insufficient numbers for a subject to be taught at the College, or if there is a clash of subjects in the VCE blocks, it may be possible to undertake a subject through Distance Education Centre Victoria, providing Education Department Regional Approval can be obtained. Selection of a subject by Distance Education incurs an additional cost of approximately $810 per year.

Students who wish to undertake a Distance Education subject must first discuss the matter with the Head of Academic Programs.

Equivalent Qualifications

Students who have completed equivalent studies interstate and overseas may apply for recognition for credit towards their VCE.

Extended Investigation

The VCE Extended Investigation is an approved course of VCE study at Unit 3&4 level. However, this study is recommended only for students who are very able academically.

Students are introduced to a broad range of research methods and explore their comparative suitability for the investigation of particular questions. Students then conduct a review of relevant literature, develop research skills, interpret and evaluate evidence, and present and communicate research findings in order to answer a research question.
General Achievement Test (GAT)

Students undertaking any Units 3 and 4 studies will complete a General Achievement Test (GAT). As the name suggests, this is a general test - it is not a test of knowledge about a particular subject area or topic. The GAT is designed to measure the level of general achievement a student has accomplished across three broad areas:

- Written communication
- Mathematics, science, technology
- Humanities, arts, social sciences

The results from the GAT will be used to monitor school assessment and to gauge whether schools are marking student work on a fair and uniform basis.

Grievance Policy

VCE and VCE VET students, who believe that they have a grievance in respect to any aspect of the delivery of a VCE or VCE VET subject, have the right of appeal to the VCE Appeals Committee.

To implement the hearing of a grievance, a student must first complete a VCE Grievance Form, obtainable from the Head of Senior School, who will then convene a meeting of the committee to allow the student to present the issue.

Higher Education Studies

Higher Education studies are available exclusively for students who are very able academically.

They are first-year university studies recognised by the VCAA for contribution to the ATAR. Please see the Head of Academic Programs for more information.

Modifying a VCE Program

Students may modify their VCE Program in one of two ways:

- Transferring between Units
- Withdrawing from a Unit

The following procedures are to be followed:

**Transferring between VCE Units**

Consult with the Head of Academic Programs to discuss the possibilities and then complete a Subject Variation Form.

If the proposed change is agreed to by the Careers Teacher and the Year Level Coordinator, and is acceptable in terms of timetabling, then the student will have his/her VCE Program updated.

Where a student transfers from one unit to another, ALL of the class work / coursework for the Unit into which they are changing MUST be completed.
Modifying a VCE Program continued

Please note

- Transfers between Unit 3 subjects must be made before the end of Week 2 of Term One. No transfers are permitted thereafter.

- Transfers between Unit 1 subjects must be made before the commencement of Term One (and ideally by the end of the Kick Start Program in the preceding Term Four), provided there are places available in the preferred subject. No transfers are permitted thereafter.

- A student may change a Unit 1 subject for a different Unit 2 subject at mid-year, provided there are places available in the Unit 2 class.

- The College does not permit transfers from one Unit 2 or Unit 4 subject to another. The final dates for enrolment variations will be issued to students and parents at the commencement of the applicable school year.

- Successful completion of Unit 3 in any subject is pre-requisite for taking Unit 4.

Withdrawing from a VCE Unit

Consult with the Head of Academic Programs to discuss the possibilities and then complete a VCE Withdrawal Form. If the proposed change is agreed to by the Careers Teacher and the Year Level Co-ordinator, then the student will have his/her VCE Program updated.

Please note

- Unless there are exceptional circumstances, the College does not permit withdrawals from Unit 1 and Unit 2 courses.

- Unit 3 and 4 subjects have an official deadline date for withdrawal that is set by the VCAA. After the deadline students will be unable to withdraw from the Unit. Instead, a student who gives up a Unit will be awarded a VCE result of “J” (did not complete).

Prior Learning

In a number of VET courses offered by the College, students may apply for Recognition of Prior Learning (RPL) for course credits, advance standing or exemption if they are able to demonstrate that they have attained competency.

Competency may have been attained through formal and informal training, work experience and life experience appropriate to the particular course.

Private Study

Students are required to be in attendance at school at all times during the day unless special arrangements have been organised and approved.

Year 11 and 12 students are expected to work quietly in the Senior School or on the deck outside. Under no circumstances should students leave the Senior School for private study, unless it is specifically permitted by either the Year Level Coordinator, the Head of Senior School or the Head of Academic Programs for a particular task.
Promotion Policies

End of Semester 1, Year 11

At the end of the first semester of Year 11, students who have not satisfactorily completed a unit will be interviewed by the Year Level Coordinator and Head of Academic Programs.

The aim of this meeting is to investigate causes of such poor performance and set up goals, supports or interventions to allow for improved student performance in Semester 2.

Promotion to Year 12

At the end of Year 11, students who do not satisfactorily complete at least eight (8) units (VCE) or 10 units (VCAL) may not move directly into Year 12. These students, along with their parents/guardians, will be required to attend an interview with the Head of Academic Programs, Year 11 Coordinator and Careers Coordinator to decide on options for the following year.

These options may include:

- Repeating Year 11
- Selecting an alternative program
- Completing the VCE over three years
- Moving to Year 12 on conditions and probation

Rescheduling of Coursework Assessment / Assessment Tasks

It is important that parents and students are aware that unauthorised absence from a VCE assessment will normally result in a student receiving a score of zero for the work. Nevertheless, in an extremely limited set of circumstances the College will authorise the rescheduling of a VCE Assessment and allow a mark to be awarded.

To ensure fair and equitable assessment for all students in the class, a student’s application to reschedule an assessment to receive a mark will only be granted on the following grounds:

1. Genuine medical absence, which must be supported by a medical certificate signed by a doctor
2. Bereavement or other serious family crisis, explained in a detailed letter from a parent/guardian and supported by an obituary or other appropriate documentation
3. A school-approved excursion, supported by a copy of the excursion letter and the signed parental permission form
4. Representation of the College as part of a school team, supported by a signed note from the organising teacher

The application to reschedule for a mark/score/grade is granted at the discretion of the Head of Academic Programs, not the subject teacher or any member of the Administrative Staff.

A student must apply to reschedule an assessment using the Application to Reschedule a Coursework Assessment form (available from Senior School Moodle Home Page). In all cases, the responsibility for applying to reschedule an assessment rests with the student.
Rescheduling of Coursework Assessment / Assessment Tasks continued

Rescheduled assessments take place each week in the Senior Learning Centre, under teacher supervision, between 3.30-5.00pm on Wednesdays and Fridays, and from 1.35 – 3.15 on alternate, non-CAFE Wednesdays for Year 11s and 12s.

Please note that student absences for family get-togethers, family holidays in term time, part-time work, getting ready for a night out, and driving lessons and driving tests, etc are Unauthorised Absences for the purposes of VCE assessment. An assessment missed for any of these reasons cannot be awarded a mark.

However, in order to pass a VCE Unit, a student must get a “satisfactory” result for every assessment task for that Unit. Therefore, a student who misses a VCE assessment for any reason at all must apply to re-schedule it. If a student does not do so, he/she will receive an N for the task and will therefore fail the Unit.

Reporting to Parents

Students will receive school based reports for Units 1 and 2, outlining satisfactory completion of outcomes and detailing levels of performance in the school assessment tasks, including the Overall Grade.

At Unit 3 and 4 level, the report will provide information about satisfactory completion of outcomes. The SAC results given by the College are not finalised until SAC scores are processed by VCAA. This information will be reported by VCAA to parents at the end of the year.
To receive an ‘S’ (satisfactory) for a VCE unit of study, students must demonstrate achievement of all the learning outcomes for the unit as specified in the Student Course Outline they receive from their teacher at the start of the course. Each subject teacher will inform their students about specific work they need to complete in order to pass the subject and receive a study score. If there is an uncertainty about the requirements, students are advised to speak to their subject teacher as early as possible.

To achieve ‘S’ for an outcome a student must:

- attend at least 80% of classes (apart from where there is special consideration)
- produce work that demonstrates achievement of the outcome/s
- submit work on time
- submit work that is clearly his/her own
- observe the VCAA and school rules.

A student will receive ‘N’ for the unit when one or more of the outcomes are not achieved because:

- The work does not demonstrate achievement of the outcome/s
- The student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
- the work cannot be authenticated
- There has been a substantial breach of rules including school attendance rules.

The award of an S or an N is at the discretion of the Subject Teacher and is based upon their professional judgment.

If work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may take into consideration work previously submitted by the student or allow the student to submit further work to meet the requirements of the unit.

However, students may not submit further tasks for the reconsideration of graded assessment (School-assessed Coursework and/or School-assessed Tasks scores).

In the event that a student receives an N for a VCE assessment, the recommended staff action will be as follows:
In the event that a student receives an N for a VCE assessment, the recommended staff action will be as follows:

**Unsatisfactory Assessment Outcome (N)**

- Subject Teacher records score, grade and comment in Gradebook.
- Subject Teacher may call parent (if possible), and will send the pre-prepared letter/email. Student is given the opportunity to re-sit/re-submit the work.
- Students must meet with Subject Teacher for formative feedback prior to re-sit/re-submission date.
- Re-sit/resubmission must take place within 3 weeks of the initial grade.
- Student re-sits task satisfactorily. Subject Teacher records an S as a comment in Gradebook.
- If the outcome is not satisfied, a VCE panel meeting may be organised with parents and the student.

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The VCAA encourages schools to report the “raw score” results of School Assessed Coursework tasks to students as soon as possible after the completion of individual tasks, to allow students to obtain an indication of their progress. Reporting results (Unit 3 and 4) of School Assessed Coursework to students is therefore an ongoing process throughout the semester.

If a student has concerns regarding individual results, he/she should first discuss them with his/her subject teacher. If these concerns persist, an approach can be made to the Head of Academic Programs, who will investigate these concerns.

Students are reminded that all school assessed coursework marks reported to the VCAA are subject to statistical moderation. It is possible for results to change before the final publication of Study Scores by the VCAA.
Special Provision

Purpose of Special Provision

The purpose of Special Provision is to help students in clearly defined circumstances to complete the requirements and learning outcomes of their VCE studies.

Underlying Special Provision are the presumptions that students who have enrolled in VCE studies are reasonably equipped from the outset:

- to be able to achieve the outcomes of the study designs they have elected to follow, and
- to demonstrate their achievement fairly in both the school assessment program and the external examinations.

Special Provision in no way reduces the number, complexity or level of academic demand of the tasks and examinations used for student assessment in the VCE. Students granted Special Provision must still complete all work necessary for satisfactory completion of the outcomes of each Unit. Students must do all the required assessment tasks and still comply with the school’s authentication procedures to demonstrate that they have completed the work and that the work is their own.

Forms of Special Provision

There are three forms of Special Provision for the VCE

- School-based Assessment
- Special Examination Arrangements
- Derived Examination Score

Eligibility and Approval

Specific eligibility requirements apply for each type of Special Provision.

For school-based assessment, the school is responsible for determining eligibility and the nature of the provisions granted. The VCAA may be consulted for advice.

Students are eligible to apply for Special Provision for school-based assessments if they can show to the school’s satisfaction that they have been adversely affected in a significant way by one or more of the following circumstances:

- illness (physical or psychological);
- any factors relating to personal domestic environment;
- other serious cause;
- an impairment or disability, including learning disabilities.

“Affected in a significant way”, like “special provision”, implies that the circumstances underlying the student’s application must be unusual in nature and seriousness.
Special Provision continued

However, the circumstances conferring eligibility do not include matters or situations of the student’s own choosing, for example involvement in social or sporting activities or school events, or those arising from the student’s personal irresponsibility or disorganisation. Also, prolonged absence from school or study is not in itself grounds for Special Provision, although the hardship that resulted in a prolonged absence may confer eligibility.

The College’s decision to provide Special Provision will be made by the Head of Academic Programs. In making the decision, the Head of Academic Programs will have regard to the guiding principles laid down by the VCAA, which are that:

1. The student’s application should be supported by written evidence from a suitably qualified, objective third party (e.g., a doctor, an educational or child psychologist, a court or tribunal, etc.)

2. The special provision should provide, for an eligible student equivalent, alternative assessment arrangements.

3. The special provision should not confer an advantage to an eligible student over the other students taking the same study.

For Special Examination Arrangements and DES applications, the VCAA is responsible for determining eligibility and for granting approval. The process by which a student would apply for these provisions is complex and requires the completion of detailed application forms. These can only be submitted to VCAA by the school on the student’s behalf.

Students who wish to apply for any form of Special Provision must first discuss their intentions with the Head of Academic Programs.

Statement of Results

The Victorian Curriculum Assessment Authority (VCAA) will provide each student with:

- A statement of results indicating satisfactory completion (S) or unsatisfactory completion (N) for each unit attempted

- A statement of results of School Assessed Coursework, the School Assessed Tasks, and Examination Results. Results are indicated using various methods – a graded 10 point scale A+ - E, UG (ungraded), NA (not assessed) or a numerical study score

- A statement of results for the General Achievement Test (GAT).
Students complete School Assessed Coursework (SACs) and School Assessed Tasks (SATs) throughout the year, which goes toward their study score for that subject.

Throughout Units 3 and 4 in the subjects offered by the school, staff will provide feedback to students of their scores in the coursework assessment tasks in each study. However, the College wishes to draw attention to the fact that the total scores for coursework assessment tasks may change as a result of Statistical Moderation carried out by the Victorian Curriculum & Assessment Authority.

Statistical moderation ensures that schools’ assessments are comparable throughout the State. It involves adjusting each school’s School Assessed Coursework scores for each study to match the level and spread of the external reference scores for the students in that school doing that study.

It is expected that students will retain work completed for class and coursework assessment until the end of the year in which the unit was undertaken. Such work may be requested by the VCAA as part of the review process, at any time during the year.

Unit 1 and 2 subjects are reported to the Victorian Curriculum and Assessment Authority (VCAA) as Satisfactory or Not Satisfactory. Students who complete a Unit 3 and 4 subject receive a study score.

These study scores give students a ranking in the group (or cohort) of students taking that subject across the State in that year. The ranking of students in the cohort is determined by detailed evaluation of the students’ performances in graded assessments.

A study score of 50 indicates that the student has finished at the top of the cohort.

A study score of 0 indicates that the student has finished at the bottom of the cohort.

A study score of 30 indicates that the student has finished in the middle of the cohort.

Study scores are awarded so that they cluster around 30. For any subject, about 70% of students get a study score between 23 and 37.

The table below shows the approximate percentages of students who will get study scores in a particular range.

<table>
<thead>
<tr>
<th>Scaled Scores</th>
<th>% of students in the Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 45</td>
<td>2.1%</td>
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<tr>
<td>Above 35</td>
<td>24.0%</td>
</tr>
<tr>
<td>Above 30</td>
<td>50.0%</td>
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<tr>
<td>Above 25</td>
<td>76.0%</td>
</tr>
<tr>
<td>Above 20</td>
<td>92.0%</td>
</tr>
</tbody>
</table>
VCE Progress Panel

To support students who are experiencing academic difficulties or issues, and to ensure their parents/guardians are kept informed about their progress, a small group known as the VCE Progress Panel may be appointed.

The Panel will normally consist of the Head of Academic Programs, Year Level Coordinator and, where appropriate, the relevant Subject Teacher(s). Progress issues could be associated with course outcomes, attendance and discipline.

The Panel operates in a similar way to the VCAL Review Panel (see pages 35 to 37).

VCE (Baccalaureate)

The VCE (Baccalaureate) provides additional academic recognition for those VCE students who undertake the demands of studying both higher level mathematics and a language.

To be eligible, the student must satisfactorily complete the following VCE program of study.

- a Units 3 and 4 sequence in English or Literature with a study score of 30 or above;
- a Units 3 and 4 sequence in either Mathematics Methods (CAS) or Specialist Mathematics;
- a Units 3 and 4 sequence in a VCE Language;
- at least two other Units 3 and 4 sequences.

Vocational Education and Training (VET)

VCE VET programs are vocational certificates approved by the Victorian Curriculum and Assessment Authority (VCAA) as appropriate for senior secondary students and endorsed for recognition in the VCE by the Victorian Qualifications Authority (VQA).

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally portable vocational education and training certificate.
Love  Integrity  Grace  Perseverance

Faith  Humility  Excellence