
FLINDERS CHRISTIAN COMMUNITY COLLEGE



VCE POLICY HANDBOOK

Traralgon Campus

2016

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ACRONYMS

A large number of acronyms are used in the VCE and a full listing of these along with a glossary of terms can be found in the introduction section of the VCE Administration Handbook. The more commonly used acronyms are as follows:

ATAR	Australian Tertiary Admission Rank
GAT	General Achievement Test
ICS	Inter Campus Studies
LOTE	Languages Other Than English
RTO	Registered Training Organisation
SAC	School Assessed Coursework
SAT	School Assessed Task
SLC	Senior Learning Centre
TAFE	Technical And Further Education
VCAA	Victorian Curriculum and Assessment Authority
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VICTER	Victorian Tertiary Entrance Requirements
VTAC	Victorian Tertiary Admissions Centre

ACCELERATION

At the end of Year 9, students are given the opportunity to apply to complete one VCE subject in Year 10. Some of the reasons that students may want to complete a VCE subject in Year 10 include:

- Completing an accelerated VCE subject introduces students to the VCE system earlier, so they can get an idea of expectations and workload and develop good study habits before taking on a full load of subjects.
- Practical subjects such as Food Technology, Art, Outdoor Education and VET subjects are ideal for acceleration, as they often take a lot of time out of class to produce folios, attend camps, etc. which can be disruptive in Year 12
- Students can get an extra 6th or 7th subject to add to their VCE which boosts their chances of having four high scoring subjects counting towards their ATAR

It is important to note that completing an accelerated subject does not change the minimum subject requirements (see **Subject Minimum Requirements** section) the college has set for Year 11 and 12. Students will still be expected to complete a minimum of 12 units in 1 and 2 and 10 units in 3 and 4. Students will also still be expected to have a full load of Year 10 subjects (excluding one elective subject), including electives, PE and Bible Study.



The subjects we offer for acceleration will vary from year to year and these will usually be communicated to Year 9s in Term 3.

In addition to a minimum grade requirement for each subject (usually 80% average or higher in Year 9 equivalent in the subject applying for) the students are required to go through an application process for acceleration subjects outlined below:

- Students must obtain a reference from one relevant subject teacher on their application
- Students must include their Semester 1 report marks
- Current teachers will be consulted before approval of applications
- Interviews may be requested for some students

Students will be selected based on the following criteria:

- Ability
- Maturity
- Work ethic
- Behaviour
- Academic performance
- Ability to work with peers

Expectations for students studying an accelerated VCE subject include:

- A minimum of 80% attendance is required to classes
- If students miss assessment tasks, they must provide a medical certificate
- If a student is away, they must contact their teacher to obtain missed work. Teachers will not chase you.
- Students will be in classes with Year 11 students – they must be able to work with and cooperate with students of all ages

If a student is unable to meet deadlines, attendance requirements or obtain satisfactory marks, their participation in that class may be reconsidered.

For an example of the application form given to students last year, please see the Appendices.

ATTENDANCE

VCAA have asserted that all VCE units require **50 hours of class time**. Students are at a disadvantage if they do not attend this amount of class time. Students are expected to treat all VCE classes as a priority, as work done in class time is imperative in achievement of a satisfactory mark for coursework and associated assessment tasks. Work done in class time is also necessary to allow work to be authenticated. Students are expected to attend a minimum of 80 per cent of all timetabled classes, devotions, excursions and assemblies. Students attending less than 80 per cent of lessons for a VCE subject, for any reason, are at serious risk of failing that unit. Students are also expected to be punctual at all times. A class roll will be marked by teachers each lesson.

Students who are absent for a legitimate reason **MUST** bring a note signed by their



parents, explaining their absence or phone the school office. This note is to be seen and signed by the VCE Administrator. Any absence that is not accompanied by a note of explanation will be considered as an unexplained absence.

Please note – the reasons for absences must be legitimate and clearly explained otherwise they will not be approved and consequently will be considered as unexplained absences. Events such as family holidays will not be classed as a legitimate excuse in VCE. In the case of an absence from a class where VCE assessment work was done, a student MUST supply a medical certificate or they may not be qualified to reschedule the assessment (see SAC Rescheduling section).

An accurate record of attendance is required to be kept so that, if a case arises where a student is in danger of failing a unit because of a breach of attendance rules, the appropriate documentation is readily available. It is also vital that both parents and students have been informed at each stage and as such the following procedures apply:

- If a student reaches ten lessons of unexplained absences an Attendance Unsatisfactory Progress Report is to be sent to the parents.
- If a student reaches fifteen lessons of unexplained absences, the Head of Teaching and Learning is contacted immediately and a meeting is called.

It is the responsibility of the student who is absent to find out what work was covered in the missed classes and what work may have been set in that time.

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The Victorian Tertiary Admissions Centre (VTAC) uses study scores as a basis for determining a student's Australian Tertiary Admission Rank (ATAR). The ATAR is an overall ranking on a scale of zero to 99.95 that a student receives based on his/her scores. The ATAR is used by universities and TAFE institutes to select students for courses. The ATAR was formerly known as Equivalent National Tertiary Entrance Rank (ENTER).

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. Likewise, even when a tertiary course does not appear to require a specific ATAR score, the institution offering the course may have an un-published minimum ATAR expectation for successful applicants. 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 online (see Handy Links section at back of Handbook).

AUTHENTICATION

Most School Assessed Coursework and School Assessed Tasks are 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:

1. Student and teacher maintain an Authentication Record for School Assessed Tasks based on regular sightings of work in progress. This Record is signed at each developmental stage.
2. 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 students.

Students may receive appropriate help from teachers and parents, but we need to ensure that this help does not become inappropriate. All assistance needs to be acknowledged. Unacceptable assistance includes cheating, plagiarism, copying of another's work, 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 the student's 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.

Teachers may doubt the authenticity of work if it is not typical of the work normally produced; if it has not been seen and monitored during its development; if it contains unacknowledged material; or if it is inconsistent with the teacher's knowledge of the student's ability.

If the teacher doubts the authenticity of the work, the onus is on the student to prove that the work is his or her own. The teacher does not have to prove that the work is not the student's. The student will be asked to provide evidence that the work is his or her own. This evidence might be notes/drafts/class work that the teacher has not seen, or a verbal explanation of concepts that confirms knowledge and understanding, or some other informal means of establishing that the work is the student's.

If, after that, the teacher is still unsure, the student will be asked to attend a formal interview with the Head of Teaching and Learning to establish the authenticity of the work. At least 24 hours' notice of the interview will be given. A parent or friend may attend the interview to support, but not to answer the panel's questions.

If it is concluded that the evidence suggests that the VCAA authentication rules have been broken, the Head of Campus/Head of Teaching and Learning will inform the student and advise of the remedial action to be taken and/or penalty to be imposed.



COMPUTER USE

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

1. There is an alternative system available in case of computer or printer malfunction or unavailability.
2. Hard copies of the work progress are produced.
3. 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.

It is vital that work deadlines and requirements are met by students. Equipment failure should be anticipated and cannot be used as an acceptable excuse for not producing satisfactory work by a due date.

As of 2016, the school is moving to a Bring Your Own Device Policy (BYOD), therefore the school will not provide notebooks and desktop computers for students to use in the Senior Learning Centre. Students bringing in their own computer devices for private study are responsible for looking after their equipment.

DEADLINES

The dates specified for the completion of 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 a student thinks that he or she will not meet a DUE DATE for submission of class work, coursework or assessment tasks, the following procedure should be followed:
 - a. Apply for an Extension at least one day prior to the due date (if it is clear the deadline will not be met). To be granted an Extension, evidence of work in progress **MUST** be submitted.
 - b. 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 on the due date or upon the expiry of an extension will be required to attend detentions until such work is completed. The completed work may not be awarded a mark.
3. The parent(s) of students who do not submit work, or who submit work which does not meet requirements, will be informed via an Unsatisfactory Progress Report. A copy of this report will be filed by the Head of Teaching and Learning.

Students should not assume they will necessarily be granted an extension of time to complete class work or coursework. Students requiring frequent extensions will be required to attend a meeting with the Head of Teaching and Learning.

If, in the judgement of the teacher, work submitted for the assessment of an outcome does not meet the required standard for satisfactory completion of a Unit, the teacher may permit a student to submit further work to meet satisfactory completion requirements.



DISTANCE EDUCATION

Distance Education subjects are run by an external organization called Distance Education Centre Victoria. Students have the choice to enrol in a Distance Education subject for an additional cost. Students will then have timetabled classes for their subject in which they will complete the set work in the study area. These timetabled classes are not free study periods.

Students must complete weekly work tasks which are then sent to DECV through the VCE Administrator. Students must photocopy work to be sent and keep original copies for themselves. The VCE Administrator will also keep a copy on file in case of work lost in transit.

Students can communicate with their tutors via email and must alert the Head of Senior Students immediately if there are any concerns with their subject. The Head of Senior Students may conversely be contacted by DECV if they have concerns with students. Any assessments for Distance Education which require supervision must be signed off by an authorized supervisor before being submitted for marking. These assessments will be overseen by the Head of Senior Students or Head of Teaching and Learning.

EARLY LEAVERS

There are times throughout the year where, for whatever reason, VCE students would prefer to go home to do private study rather than stay at school for their study periods. The following rules apply for Year 12 students wishing to leave early from school:

- Students are not permitted to leave the school early throughout the whole of Term One. The freedom to leave school to go home and study is considered a privilege, and students must prove throughout first term that they are capable of private study
- Year 11 students are not able to leave early
- At the beginning of Term Two, a student may apply for permission to leave early from school when they have study periods at the end of the day. This requires an application which is signed by a parent or guardian and a copy of the student's timetable, which will grant permission for the duration of the year
- A student may be granted permission to leave early only if they do not have scheduled classes or appointments for the rest of that day
- On leaving or arriving to the campus, students must sign in and out at the front office. They must also notify either the Senior Learning Mentor or the Head of Teaching and Learning
- Once a student leaves the school campus, they are not to return for the rest of that day
- Distance Education classes are not study periods, and permission to leave early will not be granted if these classes are scheduled in for that day
- If a student wishes to leave early and has classes scheduled in for that day, they may not leave unless verbal/signed permission is given by the parent/guardian.

It is expected that if a VCE student is leaving the school premises earlier than the scheduled school hours, they are using that time for private study.



EXAMINATIONS

Examinations are a major part of the assessment program for students in VCE. In all units (1-4) the examination for each subject contributes a large percentage to their overall mark.

In Unit 1 and 2 subjects, students will complete a mid-year exam at the end of Semester One, as well as an end of year exam. These are usually undertaken over the period of one week and are supervised by classroom teachers during school time. Students who are absent from these exams for any reason must communicate this to the Head of Teaching and Learning and rescheduling can be organized.

For Unit 3 and 4 subjects, students will complete end of year exams for all of their subjects. Exams occur over a period of about three weeks from the end of October to the middle of November. All students are required to be in attendance at these exams as there is no chance to reschedule these assessments. Students who fail to attend an official VCAA Exam must apply for Special Provision (see Special Provision section) in order to get a Derived Examination score. However, unless a legitimate explanation is provided, students are at risk of getting a 0 for the exam they missed.

Each examination commences with a 15-minute reading period, except some October Languages examinations where the reading time is 10 minutes. The reading period is included in the times shown in the timetable. Students should check the starting time of each examination and arrive at least 30 minutes before this time. Students must wear full school uniform to all exams.

To prepare students for the VCAA Exams, the school also runs Practice Exams which are designed to mirror the official October exams. Attendance at these Exams is compulsory.

Exam timetables and more specific details can be found on the VCAA website (see Handy Links section at the end of this handbook).

GENERAL ACHIEVEMENT TEST (GAT)

The General Achievement Test is a test of general knowledge and skills in:

- written communication
- mathematics, science and technology
- humanities, the arts and social sciences

These areas are very broad. Each represents a body of general knowledge and skills that students are likely to have built up through their school years.

Because it is a general test, no special study is required for the GAT. Students will already have done preparation for the GAT in past study of subjects like English, Mathematics, Science and History, where they have built up general knowledge and skills in writing, numeracy and reasoning. These are the knowledge and skills that will be tested. The GAT is an essential part of the VCE assessment procedures.



All students enrolled in one or more VCE Unit 3 and 4 sequences must sit the GAT. This includes students whose only enrolment at Unit 3 and 4 level is in a VCE VET study.

Although GAT results do not count directly towards a student's VCE results, they play an important role in checking that school assessments and examinations have been accurately assessed, and in determining Derived Examination Scores. So it is important to sit the GAT and do as well as possible on all parts of it.

The GAT is used in these ways because achievement on the GAT is a good predictor of achievement on other assessments. If students have done well on the GAT, then their achievements are likely to be high on their school assessments and examinations.

The VCAA will use students' GAT scores as a basis for:

- contributing to statistical moderation of School-assessed Coursework
- reviewing school assessments in School-assessed Tasks
- checking the accuracy of examination marking
- calculating the Derived Examination Scores.

This and more information can be found at the VCAA website (see Handy Links section at the end of this handbook).

INTER CAMPUS STUDIES (ICS)

ICS classes contain students from more than one campus. In the ICS program, students experience a range of communication techniques including some Video Conference lessons and some sessions using online materials to investigate learning materials.

At the centre of the ICS classroom is the Our.Flinders Learning Management System, which allows teachers to share resources with the class and provides communication tools to allow students to interact with their teacher and each other.

Formerly known as 'Blended Learning', this term aptly describes the program as containing a *blending* of teaching techniques, being video conferencing and web-based learning activities.

If a student is enrolled in an ICS class, their timetable will display two types of classes for ICS – Video Conferencing (VC) and Online Learning (OLL) classes.

On-Line Sessions

In Online Learning Sessions the idea is to ultimately work efficiently without a teacher in the room. Students will undertake these lessons in the VCE study area. Some guidelines for students undertaking OLL classes:

- Students *must* log onto Moodle as soon as they come into class and go to specific course page.
- Students *must* message the teacher to let them know they are in class. This needs to happen every time.
- Throughout the lesson, questions or concerns can be directed to the teacher, who will be available via Moodle messaging, the phone or even webcam.



- The Head of Teaching and Learning or Senior Learning Mentor will be available to help with technical difficulties or with any issues arising in the subject, such as determining work that should be done or arranging communication with the teacher.
- Conversations are welcome amongst students but it is not a chat time; stay focused and stay on task.

Video Conferencing

Some guidelines for Video Conferencing lessons:

- Teachers will be at either one of the campuses when a VC session is conducted. Respect fellow students at the other campuses and allow them to also be able to participate in class discussions or question time.
- Laptops are available for use in the VC sessions; they are to be used only when instructed and not as a tool to play games on, or to do other school work.

More specific information can be found in our *Intercampus Studies Handbook* found on the *Inter Campus Studies Student Homepage* on Moodle.

MOBILE PHONES AND OTHER PERSONAL DEVICES

Mobile phones have become a part of everyday life and they are useful for security and travel arrangements. Many families like their children to carry a phone to make communication easier between members of the family.

While the College understands that students in VCE may need to bring their phones to school for a variety of reasons, it is not appropriate for students to be either phoning or messaging in class or other timetabled activities during the school day.

As such, the following are guidelines for mobile phone management for VCE students:

- Students should only bring mobile phones to school if they are to be used for security or domestic arrangements that may occur outside normal school hours.
- Students are not to be using mobile phones during timetabled school classes or activities unless where allowed by the classroom teacher for educational purposes.
- Students wishing to make contact with people outside the College must do so through the office or their Year Level Coordinator, unless permission has been granted by a teacher.
- Parents wishing to contact their child must do so through the College Office.
- As with other valuables, the school will take no responsibility for the safety of mobile phones. They are brought to school at the owner's risk.
- Phones should be stored in a locked locker on arrival at school and should remain there throughout the school day.
- No calls or messages are to be sent or received during school hours.
- Mobile phones used inappropriately or without permission during school hours will be confiscated and given to the Year Level Coordinator until the end of the day.
- Repeat offences will require a parent interview before the phone is returned.



It is also noted that mobile phones have, in some cases, become a means of harassment or invasion of privacy. If students follow the guidelines outlined above, there should be no possibility of unwanted text messaging, calls or photos occurring on campus.

Students are also permitted to use personal music devices during study periods. They may not be used in class unless permitted by the specific classroom teacher. Students are not to be listening to music while teachers are giving instructions and anywhere outside of the Senior Learning Centre. Students may also be banned from listening to music if it is causing a distraction to other students.

MOODLE

Moodle (Modular Object-Oriented Dynamic Learning Environment) is the name for the online learning system which Flinders Christian Community College uses. Students should be regularly using the system to access work for their subjects, communicate with teachers from home and school, upload assignments and check for news bulletins. Parents can also access Moodle to check their child's progress and communicate with teachers.

In VCE we have a Senior School Homepage which is regularly updated with information on upcoming events and provides access this handbook (see Handy Links at end of handbook)

PLAGIARISM

"Plagiarism is literary burglary" (W. Lyon)

When researching for essays, projects and assignments, the sources of information are plentiful – encyclopaedia, reference books, journals, magazines, newspaper and of course, the internet. It is important to understand the correct way to use and to acknowledge the sources of information.

Basically, the rules, accepted by schools and universities world-wide, are these:

- If words and phrases directly taken from the work of someone else are to be included, they must be put in quotation marks and clearly acknowledged
- Students should also include a bibliography, giving full publication details (title, author, publisher and date) of any work used. If paraphrasing someone else's work (rewriting it in own words) students still acknowledge the source of the ideas, and include the work in their bibliography.
- Not to do this is plagiarism: the passing off as one's own the words or ideas of someone else. Plagiarism is a form of cheating.

Students should refer also to the section of this Handbook that deals with Authentication.

PROGRESSION

Students will not automatically advance from Year 10 into VCE, or from Year 11 to Year 12. According to VCAA, the Victorian Certificate of Education is "the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment."

As we are trying to prepare students for further study when they leave high school, there are certain expectations of students embarking on our VCE program at Flinders Christian Community College, Latrobe City. Students must be socially, academically and emotionally ready to work in a cooperative and unique environment like the Senior Learning Centre. By observing a student's Year 10 behaviour and academic work, we will deem whether they are ready to progress into VCE. Students must have the maturity and ability to take personal responsibility for their learning as well as the ability to work with their teachers and peers in a study environment.

At the end of Year 10, the VCE panel will decide whether students are able to progress into VCE based on the following factors:

- Attendance at school – expectation is a minimum of 80%
- Behaviour in class – whether the student is able to cooperate with their peers as well as independently study without distracting others
- Academic results – students must achieve at least a 50% pass mark on all subjects and end of year Examinations

Obviously in the case of illness or serious family issues, we would take these factors into account, but they must be documented throughout the year in consultation with parents so that we can apply for Special Provision (see **Special Provision**). Some students may want to consider doing VCE over three years rather than two to allow for a lighter load of subjects in this case, but this is in extenuating circumstances and must be discussed with the Head of Teaching and Learning early on.

If the VCE team has concerns about a student's ability to commence VCE at the end of Year 10, we will schedule an interview with the Head of Teaching and Learning, Year 10 Coordinator, Careers Counsellor, parents and student to discuss options.

SCALING

The Victorian Curriculum and Assessment Authority (VCAA) gives study scores to students who satisfactorily complete Units 3 and 4 of a VCE subject that has an examination. 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 assessment for that subject.

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. Thus, a study score of 25 does not mean a "pass" for that subject. "Passing" the VCE is achieved by the satisfactory completion of Units, and is independent of the study scores obtained.

SCHOOL ASSESSED COURSEWORK (SACS) & TASKS (SATS)

There are two forms of school assessment – coursework assessment and School-assessed Tasks. Most studies, including VCE VET studies, have coursework as the form of school assessment. The studies that have School-assessed Tasks are Art, Design and Technology, Food and Technology, Media, Studio Arts, Systems Engineering and Visual Communication and Design.

Details of the graded assessments in each study are provided in VCE Study Designs, Assessment Guides and other VCAA publications.

School assessed coursework, or SACs are the major assessments undertaken by students doing a Unit 3 and 4 subject. The marks for these assessments contribute a large percentage of a student's final study score for that subject. Generally these assessments are completed during class time under the supervision of the classroom teacher.

SACs are a very important part of the assessment process in Year 12, and as such students should not be absent on the day of a SAC unless there are extenuating circumstances. Students who miss a SAC will be required to produce a medical certificate or other official documentation which explains the absence. This may determine whether or not the student is able to resit the SAC. In order to avoid unnecessary absences, teachers must also give students a minimum of one week's notice before a SAC.

The VCAA encourages schools to report the 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 (Units 3 and 4) of school assessed coursework to students is an ongoing process throughout the semester.



Flinders Christian Community College teaching staff are required to submit raw score results for SAC to the Head of Teaching and Learning. These raw score results are also posted on the College Learning Management System (Moodle) for the information of students.

Should students have concerns regarding individual results, they are to approach the Head of Teaching and Learning, who will investigate their concerns. Students are not to approach subject teachers directly, as this would interrupt classroom teaching. Students are reminded that all reported school assessed coursework are raw scores, and that statistical tests (scaling) will be performed by VCAA on results across the State of Victoria on all school assessed coursework, before final results are awarded. It is possible for scores to change as a consequence of Scaling.

SAC RESCHEDULING

All VCE courses (Units 1-4) involve school-based assessments of student learning. Unauthorised absence from a VCE assessment will normally result in a student receiving a score of zero for the work. However, the assessment will need to be re-scheduled and undertaken by the student in any case to avoid obtaining an N for the Unit of study being assessed.

In some circumstances the College will authorise the re-scheduling of a VCE Assessment and allow a score to be awarded. However, because assessment results contribute to study scores and report grades, in the interest of fairness to all students, such re-scheduling is only permitted in an extremely limited set of circumstances.

A student must apply to the Head of Teaching and Learning to re-schedule an assessment using the Application to Reschedule a Coursework Assessment form. A student's application to re-schedule an assessment will only be considered on the following grounds:

1. Genuine medical absence, which must be supported by a medical certificate signed by a medical practitioner;
2. Bereavement or other serious family crisis, explained in a detailed letter from a parent/guardian;
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 competing at a school approved event (for example GIS, music concerts, cultural events, etc.) supported by a signed note from the organising teacher.

The application to re-schedule is granted at the discretion of the Head of Teaching and Learning. All re-scheduled assessments will take place under supervision between 3.30-5.00pm on Thursdays.

Please note also that student absences for a family get together or holiday, a shift of part-time work, a driving lesson or test, getting ready for a night out etc. are unauthorised absences for the purposes of re-scheduling a VCE assessment.



In all cases, the responsibility for applying to re-schedule an assessment rests with the student. Applications following an absence must be made within 3 school days after the student's return to school.

SPECIAL PROVISION

Special Provision provides all students with the reasonable opportunity to participate in and complete their senior secondary studies. Individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement.

Implicit in the provisions is that students who are enrolled in VCE studies do so with a reasonable expectation of being able to achieve the outcomes of the study design, and to demonstrate their achievement fairly in both the school assessment program and the external examinations.

There are four forms of Special Provision for the VCE:

1. Student Programs
2. School –based Assessment
3. Special Examination Arrangements
4. Derived Examination Score

For the first two forms of Special Provision the College is responsible for determining eligibility and the nature of the provisions granted. Decisions are based on satisfying the guiding principles laid down by the VCAA, which are:

- The provision should provide equivalent, alternative arrangements for students.
- The provision should not confer an advantage to any student over other students.

Students are eligible to apply for Special Provision for these two programs if they are adversely affected in a significant way by:

- Illness (physical or psychological);
- Any factors relating to personal environment;
- Other serious cause;
- An impairment or disability, including learning disabilities.

For the last two forms VCAA is responsible for determining eligibility and for granting approval. The process which a student would apply for these is complex and requires the completion of detailed application forms.

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

STUDY PERIODS

Students are required to be in attendance at school at all times during the day unless special arrangements have been organised and approved, such as the Year 12 Late Arrival/Early Leaving procedure (see section on Early Leavers).

VCE students are expected to work quietly in the Senior Learning Centre during private study lessons. These lessons are supervised by the Head of Senior Students or Head of Teaching and Learning. These lessons are still considered to be scheduled class time, so students are not to be eating lunch, disrupting others or wasting this time.

Students who repeatedly do not use their private study lessons appropriately may be suspended from using the Senior Learning Centre until they agree to use study periods efficiently.

SUBJECT MODIFICATION

If students wish to modify their VCE Program then the following procedure is to be followed:

Withdrawing from a Unit

Consult with the Head of Teaching and Learning to discuss the possibilities and then complete an Enrolment Variation Form. If the proposed change is agreed to by the Head of Teaching and Learning in conjunction with the subject teacher then the student will have his/her VCE Program updated. This form must be handed to the VCE Administrator. A student might receive a "J" or an "N" on their VCE certificate for the Unit from which he/she withdrew.

Transfer from one Unit to another

Consult with the Head of Teaching and Learning to discuss the possibilities and then complete an Enrolment Variation Form. If the proposed change is agreed to by the Head of Teaching and Learning in conjunction with the Careers Teacher, 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.

Withdrawing from the VCE

Complete an official School Withdrawal Form authorising the school to withdraw the student from the VCE. Students who do not sign an official Withdrawal Form will be given a "J" result (did not complete) for all of the Units in which they are enrolled.

The final dates for enrolment variations will be communicated to students and parents at appropriate times in the school year. Please note that until all the appropriate paperwork has been filled out and signed, students must continue to attend any classes they are enrolled in until the modification has been approved.

An example of a Subject Modification form can be found in the Appendices.



SUBJECT MINIMUM REQUIREMENTS

At Flinders Christian Community College, Latrobe City, we aim for academic excellence in VCE and creating an environment where students can reach their full potential. As such, we have a minimum requirement for the number of subjects a student must complete in Units 1 and 2 (Year 11 level) and Units 3 and 4 (Year 12 level).

Please note: One unit refers to one semester long subject. Units come in 4 different levels – 1, 2, 3 and 4. The VCAA guidelines state:

To get your VCE, you must satisfactorily complete at least 16 units. Regardless of how many units you do altogether, you must satisfactorily complete:

- at least three units from the following English Group*:
 - Foundation English Units 1 and 2
 - English Units 1–4
 - English as an Additional Language (EAL) Units 3 and 4
 - English Language Units 1–4
 - Literature Units 1–4
- three sequences of Units 3 and 4 studies in addition to meeting the English requirement. These sequences can be from VCE studies and/or VCE VET programs.

* Of these three units at least one must be from Units 3 and 4

Source: VCAA 'Where to now' Program 2014,
<http://www.vcaa.vic.edu.au/Documents/wtn/WTN2014.pdf>

In short, this means that in order to meet the *minimum* requirement for VCE, students must complete at least eight Unit 1 & 2 subjects and eight Unit 3 & 4 subjects, three of which must be in the English group.

At Flinders Christian Community College, Traralgon Campus, we have the following minimum requirements for students completing their VCE:

- At least 12 units (6 subjects) in Unit 1 and 2, including two units in the English group
- At least 10 units (5 subjects) in Unit 3 and 4, including two units in the English group

There are many reasons why we have a requirement that students complete 22 units of study as a minimum. Some of these are outlined below:

- If a student happens to get a non-satisfactory mark in any unit from 1-4, they will have other subjects to fall back on to meet the 16 unit minimum VCAA requirement



- When obtaining an ATAR at the end of Year 12, the four highest scoring subjects count directly towards their ATAR, and then 10% of the study scores of the 5th and 6th subjects are counted. If students have 5 or 6 Year 12 subjects, they are likely to obtain a higher ATAR score. Below is an example of how the ATAR is calculated. This student "Alex" completed seven Year 12 subjects (one in Year 11), and as you can see, has received 10% of his 5th and 6th subjects. This has added a bonus 6.35 points onto his ATAR aggregate, a handy boost for his final ranking.

ALEX

Alex didn't know what he wanted to do when he left school, so he chose a wide range of studies that he was good at. He performed well across all of his studies and met the prerequisites of the course he was interested in and was offered a place. Alex also completed seven studies. Only six studies can contribute to the ATAR. At least one study from the English group and the next three highest scaled scores make up the primary four. The two highest increments are then included. The seventh study, which is Politics: Global Politics was provided to institutions for their information.

Year	Study	Unit 3/4 Results	GA 1	GA 2	GA 3	Study Score	Scaled score	2012 Aggregate Contribution
2012	English Language	SS	A	A+	A+	39	41.05	41.05
2012	Mathematical Methods (CAS)	SS	B	B	B	30	35.73	35.73
2012	Chemistry	SS	B	B+	C+	31	35.51	35.51
2011	Legal Studies	SS	B+	A	B+	34	32.56	32.56
2012	Literature	SS	B+	B+	B	31	32.18	3.21
2012	Philosophy	SS	B+	B+	B	32	31.42	3.14
Aggregate Truncated at 1 decimal place								151.2
2012 ATAR								86.15

- Students in Year 11 will get a better idea of the demands of VCE with a full load of subjects, and will be better prepared with skills in time management, meeting deadlines and scheduling in study time for homework in preparation for Year 12. They also get the opportunity to try out many subjects before they get to Year 12.
- We have found that students who have many study periods do not get the full potential out of the time spent at school and tend to get distracted

UNSATISFACTORY PROGRESS

In the interests of keeping parents informed and holding students accountable for their behaviour and progress in VCE, we keep documentation of any student who is not performing well. An unsatisfactory progress letter, or a “Boost” letter may be sent home to a parent/guardian for the following reasons:

- A student has not completed an assessment task, or the assessment task is late
- A student has extensive unexplained absences (see section on Attendance)
- A student's behaviour is not acceptable
- A student has not completed a SAC to a satisfactory standard and must apply to reschedule (see section on SAC Rescheduling)
- A student has not performed well in an accelerated class or major assessment

This is not a finite list and there are many reasons that parents may receive a Boost letter. If a student receives multiple letters throughout the year, a meeting will be called with the parents to discuss a way forward. An example of a Boost letter can be found in the Appendices at the end of this handbook.

VOCATIONAL EDUCATION AND TRAINING (VET)

Recognition of VET within the VCE means that students who complete all or part of a nationally recognised qualification may receive credit towards satisfactory completion of their VCE. Recognition arrangements are as follows:

- through enrolment in a VCAA-approved VCE VET program, or a School-based Apprenticeship or Traineeship
- through enrolment in any other nationally recognised qualification – this arrangement is called Block Credit Recognition.

VCE VET programs are vocational training programs approved by the VCAA which offer students the opportunity to gain both the VCE and a nationally portable VET qualification.

Selected VCE VET programs offer scored assessment for Units 3 and 4. VCE VET programs have individual webpages which contain program specific information and publications. The study score can contribute directly to the ATAR as one of the students primary four scaled studies or as the fifth or sixth study.

It is important to note that the Unit 3 and 4 sequences of VCE VET programs are not designed as stand-alone studies. Students are strongly advised against undertaking the Unit 3 and 4 sequence without first completing Units 1 and 2.

The following VCE VET programs have a study score available to students undertaking the relevant Unit 3 and 4 sequence:



- Business
- Community Services
- Dance
- Engineering Studies
- Equine Industry
- Furnishing
- Hospitality
- Information Technology
- Integrated Technologies
- Interactive Digital Media
- Laboratory Skills
- Music
- Sport and Recreation

Delivery of a VET certificate is undertaken by a Registered Training Organisation (RTO). RTOs are providers and assessors of nationally recognised training. An RTO may be a TAFE, adult and community education provider, group training company, private provider or school.

Students at Flinders Christian Community College generally complete their VCE VET subjects at Federation Training, which will take them out of one day a week of classes. Students are expected to catch up on work they have missed on this day.

Costs, Payments and Rebate

Flinders Christian Community College have made a commitment to students wishing to study a VET course. On completion of the course you will be credited for the total cost of the course. Proof of completion will be necessary to qualify for this rebate.

HANDY LINKS

VCAA

Victorian Curriculum and Assessment Authority website

<http://www.vcaa.vic.edu.au/Pages/index.aspx>

VCE Administrative Handbook

<http://www.vcaa.vic.edu.au/Pages/schooladmin/handbook/2013/index.aspx>

VCE Subject Study Designs

<http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

VCE GAT and Examination Timetable and Information

<http://www.vcaa.vic.edu.au/pages/vce/exams/timetable.aspx>

"Where to now?" book to help Year 10s with subject selection

<http://www.vcaa.vic.edu.au/pages/vce/publications/WhereToNow/default.aspx>

VTAC

Victorian Tertiary Admissions Centre (VTAC)

<http://www.vtac.edu.au/index.html>

VTAC Publications: VTAC Guide, ABC of Applying and VICTER

<http://www.vtac.edu.au/publications/>

VET

Federation Training VET in Schools website

<http://www.federationtraining.edu.au/s>

Flinders

ourFlinders Moodle page

<http://our.flinders.vic.edu.au/>

Latrobe City Senior School Webpage

<http://our.flinders.vic.edu.au/course/view.php?id=77>

Inter Campus Studies Student Page

<http://our.flinders.vic.edu.au/course/view.php?id=1073>

Latrobe City Handbooks

<http://info.flinders.vic.edu.au/course/view.php?id=6>

Distance Education

Distance Education Centre Victoria

<http://www.distance.vic.edu.au/>

CONTACTS

Megan Dortmans, Head of Teaching and Learning

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Jolanda Harvey, VASS Administration Officer

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GLOSSARY

Assessment

In Units 3 & 4 the student's level of achievement is determined by a combination of School Assessed Coursework and/or School Assessed Tasks and examinations.

Authentication

The process of ensuring that the work submitted by students for assessment is their own. The student must follow the rules set by the Victorian Curriculum and Assessment Authority to ensure that the teacher can authenticate the work.

Derived Examination Score

Where illness and other personal circumstances severely affect a student during the examination period, the student may apply to the VCAA for a Derived Examination Score.

Examinations

Examinations for Units 1 and 2 are set by the College and marked internally. These examination results are not reported to the VCAA. Examinations for Units 3 and 4 are external assessments set and marked by the Victorian Curriculum and Assessment Authority. All studies have at least one examination. Most written examinations are held in November, with a small number in June. Performance and oral examinations are held in October and November.

Graded Assessment

All VCE studies have three graded assessments for each Unit 3 and 4 sequence. Each study includes at least one examination, most have School Assessed Coursework, and some have School Assessed Tasks.

Outcomes

What a student must know, or be able to do, in order to satisfactorily complete a unit as specified in the Study Design.

Satisfactory Completion

For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified in the Study Design.

School Assessed Coursework

School Assessed Coursework is made up of a number of assessment activities specified in the Study Design. These activities are used to assess the learning outcomes.



School Assessed Tasks

School Assessed Tasks. These are extended assessment tasks in studies such as Studio Arts, where products and/or models are assessed.

Semester

Approximately 2 terms. Each unit is studied for a semester.

Study Design

The curriculum and learning outcomes for a sequence of 4 units e.g. Legal Studies Units 1 – 4 prepared by VCAA to inform consistency of teaching across the VCE.

Unit

A self-contained study of a semester's length. VCE studies are made up of four units numbered 1, 2, 3 or 4.

Units 1 & 2

Level of difficulty usually associated with Year 11. Units 1 and 2 may be done separately or as a sequence.

Units 3 & 4

Level of difficulty usually associated with Year 12. Units 3 and 4 must be done as a sequence.



FLINDERS
Christian Community
COLLEGE

Monday, 14 December 2015

STUDENT: «studentfullname»

TEACHER: «subjectteacher»

SUBJECT: «subject»

YEAR LEVEL: «yearlevel»

TOPIC: «topic»

LEVELCO-ORDINATOR: «levelcoordinator»

Dear Parent/Guardian,

As part of ongoing communication between the College and College families, I would like to advise that «studentfirstname» has not completed a recent «homeworkclasswork» task.

As a result, I am recommending that «studentfirstname» attend the next Latrobe Campus Boost session in the Shared Learning Space, A Block, on Thursday «sessiondate» «sessionmonth» from 3.30-4.30pm. At this session «studentfirstname» will have an opportunity to complete the unfinished task which should then be handed directly to the subject teacher. The Boost facilitating teacher will be available to assist your child during this time.

In addition, the College will continue to provide a range of support strategies designed to help «studentfirstname» reach «hisher» full potential. Please consult the second page of this letter for further information about support opportunities, and do not hesitate to contact me or your child's subject teacher on (03) 5173 0500 to discuss this matter. The College values your participation as we partner together in your child's learning.

Yours faithfully

Mrs Jenny Beckwith
DEPUTY PRINCIPAL
TRARALGON CAMPUS

APPENDICES 2: SUBJECT MODIFICATION FORM



FLINDERS CHRISTIAN COMMUNITY COLLEGE TRARALGON CAMPUS

VCE ENROLMENT VARIATION

Student: _____ **Home Group:** _____ **Date:** _____

Please only complete the relevant sections.

Section A: Transfer between Units

I wish to transfer, **From:** _____ **Unit:** _____

To: _____ **Unit:** _____

For the following reasons:

Section B: Withdrawal from a Unit

I wish to withdraw, **From:** _____ **Unit:** _____

For the following reasons:

Section C: Adding a Unit

I wish to commence study, **In:** _____ **Unit:** _____

For the following reasons:

Section D: TO BE COMPLETED BY ALL STUDENTS

I _____ authorize

Flinders Christian Community College, Traralgon Campus to amend my enrolment details according to the information provided above.

Students' signature: _____

Parent / Guardian Signature: _____

Date: _____

Deputy Principal: _____ **Date:** _____

Head of Teaching and Learning: _____ **Date:** _____

Head of Senior Students: _____ **Date:** _____

Daily Organiser/Timetabler: _____ **Date:** _____

VASS Administrator: _____ **Date:** _____

Comments:



FLINDERS CHRISTIAN COMMUNITY COLLEGE

Acceleration Application Form VCE Unit 1 & 2

Student name: _____

Home Group: _____

I wish to apply to accelerate in the following VCE Unit 1 & 2 subject (choose **one** only from the list below) in Year 10.

- Chemistry
- Business Management
- Food Technology
- PE
- History
- Information Technology
- Art
- Music Performance
- Physics

SUBJECT: _____

My reasons for wanting to study this subject are as follows:

I understand that acceleration into a VCE Unit 1 & 2 subject is not automatic and depends upon my academic performance in Year 9. My overall report grades in Semester 1, 2013 are as follows:

Year 9 Subject	Teacher	Overall Report Grade (Semester 1)
English		
Mathematics		
Science		
*Elective 1:		
*Elective 2:		
*Elective 3:		

* Please indicate the subjects completed for Electives

