

# Parents & Students

## 2026 VCE Administrative Handbook



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## GLOSSARY OF TERMS

**ATAR** – Australian Tertiary Admissions Rank

**Assessment Tasks** - Tasks used to measure each student’s level of achievement. Assessment tasks designated for Coursework must be part of the regular teaching and learning program and are completed mainly in class time.

**Derived Exam Score** – VCAA may approve the use of a calculated or anticipated exam score if a student is adversely affected during an examination period.

**General Achievement Test (GAT)** - All students undertaking VCE Units 3 & 4 will sit a General Achievement Test, which will be used to monitor school assessment and used in the moderation of external examinations.

**Outcomes** - Achievement requirements for a Unit of Study. Students are required to demonstrate achievement of all outcomes in the unit.

**Pathways** - A Career Pathway is a series of structured and connected education programs and support services that enable students to advance over time to better jobs and higher levels of education and training. Our Pathways Coordinator assists students in developing their plan for post-secondary education and work.

**Quality Assurance** - The process to assure the quality of delivery and consistency in interpretation of learning outcomes and relevant levels.

**Satisfactory Completion** - Satisfactory completion of all Units will be based on completion of all the outcomes prescribed for the Unit.

**School Assessed Coursework (SAC)** – Assessment tasks used to measure each student’s level of achievement. Assessment tasks designated for Coursework must be part of the regular teaching and learning program and must be completed in class.

**School Assessed Task (SAT)** – Extended assessment tasks to be completed by students undertaking a Units 3 & 4 sequence in *Art, Product Design & Technology (Fibre & Wood), Food Technology, Media, Systems Engineering and Visual Communication & Design* only. Performance on each task will be summarised by a letter grade from A+ to UG and reported to the VCAA. These tasks can be completed in both class and at home. If students are permitted to complete part of the task at home, the “Authentication Record for School Assessed Tasks” needs to be completed on a regular basis.

**Semester** - Equivalent to half a school year.

**Sequence of Units** - Most studies are designed as a sequence of four units to be taken in each semester over two years. VCE Units 3 & 4 must be taken as a sequence.

**Special Provision** - Where illness or other factors affect performance, students may seek special provision.

**Study** - A sequence of half-year Units in a particular curriculum area, for example: English, Mathematics, Japanese and VCE VM Work Related Skills.

**Study Design** - The study design describes the units available within the Study and prescribes the objectives, areas of study, work requirements and assessment tasks.

**Unit** - A semester-length component of a Study.

**Units 1 & 2** - Units within a VCE study designed to approximate the Year 11 level of difficulty.

**Units 3 & 4** - Units within a VCE study designed to approximate the Year 12 level of difficulty.

**VCAA** - The Victorian Curriculum and Assessment Authority - responsible for curriculum, assessment, certification and administration of the VCE at Years 10, 11 and 12 levels in Victoria.

**VCE VM** - The Victorian Certificate of Education – Vocational Major.

**VCE** - Victorian Certificate of Education.

**VET** – Vocational Education and Training.

**VQA** - Victorian Qualifications Authority – responsible for the accreditation, registration and certification of all qualifications in Victoria.

## THE VCE AT HCC

The rules and regulations for the delivery of the VCE, VCE VM and VET are set out in detail in the *VCE and VCE Administrative Handbook 2026 (VCAA Handbook)*. This and other VCAA publications relevant to the delivery of the VCE, VM and VET are found on the VCAA website.

This Handbook is designed to:

- Provide a summary for parents and students of the relevant sections of the *VCAA Handbook*.

- Familiarise parents and students with the procedures that are to be followed by all VCE students at HCC. It is a reference tool for the Years 11 and 12.

#### **THE PEOPLE TO CONTACT IN THE VCE AND VM YEARS**

**VCE & VCE VM Coordinator** - VCE & VCE VM administration matters, including subject changes, official results, exam matters.

Russell Parker [rparker@heathdale.vic.edu.au](mailto:rparker@heathdale.vic.edu.au)

**Pathways Coordinator** – matters relating to University and/or Career options

Vicky Bawden [vbawden@heathdale.vic.edu.au](mailto:vbawden@heathdale.vic.edu.au)

**VET Coordinator** - Vocational Education and Training (VET) subjects

Bronwyn Graham [bgraham@heathdale.vic.edu.au](mailto:bgraham@heathdale.vic.edu.au)

## **GENERAL INFORMATION: THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)**

### **SUCCESSFUL COMPLETION OF THE VCE**

Successful graduation with the VCE means that students will be able to carry with them a certificate recognised throughout Australia and internationally.

All VCE units require 50 hours of class time. HCC sets minimum class time and attendance requirements that satisfy the rules of the VCAA for the delivery of the VCE program. HCC VCE and VCE VM students must not miss more than five lessons within a Semester without an approved reason. Medical Certificates are required whenever a student is absent from a SAC due to illness. A student's ability to achieve an 'S' in a unit is dependent upon satisfactorily meeting the unit outcomes and the Attendance Requirement. Students who have a pattern of unexplained absences may be reviewed by the Academic Progress Committee.

HCC provides guidance to students in choosing a study program that will allow them to meet the VCAA graduation requirements. Once the subjects are chosen

and commenced, students are required to produce work that is of a suitable standard to allow them to graduate.

The achievement of the VCE or VCE VM Certificates depends on the satisfactory completion of the units that make up each of a student's studies. Satisfactory completion is indicated by the award of an 'S'. Not meeting the requirements for satisfactory completion is indicated by an 'N' (not satisfactory).

Decisions about satisfactory completion are based on students demonstrating that each set of outcomes specified in the study design for each study have been completed. An outcome describes what students are expected to know and to be able to do (the key knowledge and skills) by the time they have completed a unit. Each unit of a VCE study has between two and four outcomes.

All decisions about satisfactory completion of a unit, whether completing Units 1 and 2, or Units 3 and 4, are made by HCC. In order to make this decision, HCC will set classwork tasks to assess progress being made towards the achievement of outcomes.

These classwork tasks (not SACs) are set by teachers from a list in the study design and are used to assess each students' knowledge of the outcomes. Teachers will give students instructions regarding the task requirements and the deadlines for completing the tasks. Students need a very good reason for a deadline to be extended and they must contact their teacher with at least one week prior to the assessment due date, so that any modification that is required can be implemented and managed effectively. Failing to meet HCC's deadlines may mean that a student may not achieve a satisfactory completion of the unit. With some VCE VET units, the outcomes cannot be completed at a later date due to the nature of the assessment type, so students need be organised and proactive in contacting teachers.

VCAA regulations require a student to satisfactorily complete at least 16 units in order to graduate with a VCE.

The 16 units must include:

- At least three units from the English group (English, English Language, Literature or English as an Additional Language). At least two of these units must be at Unit 3 & 4 level.

- VTAC also advises that for the calculation of the Australian Tertiary Admission Rank (ATAR), students must satisfactorily complete **both** Unit 3 and Unit 4 of an English sequence.

VCAA allows schools to set their own minimum number of studies required to be undertaken by students.

HCC requires students to complete twelve units in Year 11 (6 subjects per semester) and ten in Year 12 (five subjects per semester). **All students undertaking Year 12 VCE studies (unit 3/4 sequence) are required to undertake 5 subjects at the Year 12 level, regardless of whether they have previously completed Unit 3 /4 studies in Year 11.** Any variation to the number of subjects taken each semester must be approved by the Secondary Principal.

Most studies (e.g. Art, English, Physical Education, and Psychology) are made up of a sequence of four units, one for each of the four semesters studied over the two years of the VCE. A number of students may attempt a Unit 3/4 sequence in Year 11 as enhancement subjects. Students must meet the criteria for these subjects set out for enhancement subjects detailed in this handbook.

### **ENHANCEMENT PROGRAM**

Students in Year 11 may choose to take one Unit 3/4 sequence (a Year 12 subject) as well as five Units 1 and 2 (Year 11 subjects) per semester. This Year 12 subject's score can be used in the calculation of the student's final ATAR the following year. Taking a Year 12 subject in Year 11 can allow for some additional flexibility of subject choice in Year 12 but also allows for challenge and extension. Particularly able students may consider including a Tertiary enhancement subject as part of the VCE. Information for this can be pursued through the Pathways Coordinator.

However, the study of a 3/4 sequence in Year 11 will not replace studies in Year 12 but, rather, be in addition to studies expected in Year 12. Students must still undertake a full quota of subjects in their Year 12 year.

Students wishing to take a Unit 3-4 subject in Year 11 must have demonstrated an outstanding record of achievement in the prior year level e.g. very good and above in all assessment tasks the previous year, placing them at the upper end of the year level appropriate to their current studies. This needs to be consistent not just in the one subject they wish to undertake but across all of their subjects for the

previous two semesters. Students must also demonstrate well developed abilities in organisation, planning, self-management, attendance, etc. as indicated in their semester report to parents.

Students who undertake a Unit 3-4 subject in Year 11 Level must agree to the following conditions:

1. I understand that my placement in the Program will be dependent on my continuing to achieve excellent results in all subject areas.
2. I understand that if I am offered a placement in the Enhancement Program for 2024 that I am still required to undertake six (6) subjects during my Year 11 year and five (5) subjects during my Year 12 Year.
3. I understand that being offered a place in my chosen subject in the Enhancement Program for 2025 will be dependent on my Year 10 progress, the timetabling of the subjects, and the availability of student places in the subject.

### **VCE UNITS OUTSIDE THE SCHOOL**

A number of students study VCE subjects approved by the VCAA outside of school (e.g. additional language subjects not taught at HCC). Students must inform the College if they are pursuing studies outside of school and whether it is Units 1/2 or Units 3/4. In Year 11 the enrolment in a subject outside of school is counted as a seventh subject. This is to establish whether or not that student is able to achieve a standard in the external subject that is sufficient for them to continue with that subject to Year 12. If this is established, and the student is willing to commit to the Unit 3-4 subject externally, then a discussion may be had in Semester 2 of Year 11 about the student dropping one of their internal HCC subjects to bring them down to a six subject load in Year 11 and five subject load in Year 12, inclusive of the external subject. This decision is considered by the Principal of Secondary, in consultation with the student's parents, and the Principal of Secondary will make the final decision about the load reduction. Students who speak a language other than English at home can speak to the VCE Coordinator regarding the possibility of studying that language through one of the Language schools approved by VCAA.

## GENERAL INFORMATION: VICTORIAN CERTIFICATE OF EDUCATION – VOCATIONAL MAJOR (VCE VM)

The following information is adapted from the *VCE Administrative Handbook*.

The minimum VCE VM requirement is satisfactory completion of 16 units, which must include:

- three VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- two VCE VM Numeracy or VCE Mathematics units
- two VCE VM Work Related Skills units
- two VCE VM Personal Development Skills units
- a minimum of three additional Unit 3–4 sequences, which can include other VCE or VCE VET studies
- a minimum of 180 nominal hours of VET at Certificate II level or above.

Upon satisfactory completion of the VCE VM program, the student will receive the appellation of ‘Vocational Major’ on their VCE certificate.

At HCC, entry into the VCE VM program is an option for students in Year 11 and 12. Students enrol in a VCE VM learning program at the level that matches their skills and abilities. There are no formal entry requirements for students wanting to undertake VCE VM studies. Students can enter at the appropriate level of VCE VM to suit their learning needs, abilities and interests.

To be awarded a VCE VM, students must successfully complete a learning program designed to comply with the course requirements. The VCE VM must also include accredited VET curriculum components to a minimum of 180 nominal hours of VET at Certificate II level or above.

At HCC all VCE VM students must take VM Numeracy, VM Literacy and the combined subject of Work-related Skills & Personal Development Skills at both Year 11 and Year 12. They may choose 3 other subjects at Year 11 and 2 other subjects at Year 12 level. One subject at least at each year level must be a VET subject.

VCE Units may be counted towards the award of the VCE VM Certificate. Year 11 students may opt to move from VCE into VCE VM at the end of the year or vice versa so long as the number of units required to obtain a VCE/VCE VM certificate is achievable.

## **AUSTRALIAN SCHOOL BASED APPRENTICESHIPS (SBAT)**

Some students include in their VCE VM programme an SBAT. An SBAT involves working and learning outside of the College for 1 - 2 days per week. Students are involved in Structured Workplace learning 1 day a week which includes paid work for their hours of work and are trained on the job. An SBAT may include travel to a Registered Training Organisation or a TAFE to complete Certificate II or III qualification depending on their field. Their Apprenticeship is overseen by an Australian Apprenticeship Network Provider or a Group Training Company and the Pathways Coordinator.

Also, in connection with casual employment, a number of students complete work related traineeships to obtain Certificates that have been approved by VCAA.

Students must inform the Pathways Coordinator and the VCE Coordinator if they are pursuing traineeships outside of school to ensure that they receive the appropriate credits, up to 4 units, towards their VCE for these work-based Certificates.

SBATs are available in Agriculture, Automotive, Business, Community Services (Aged Care and Child Care), Engineering, Food processing, Horticulture, Hospitality, Information Technology, Retail Operations, Sport and Recreation. Positions are dependent on availability of suitable employment and training opportunities.

## **VOCATIONAL EDUCATION AND TRAINING (VET) STUDIES**

Students can combine VET studies with VCE studies and VCE VM studies. VET studies provide vocational training and experience in the workplace. Students are able to complete any number of VET subjects according to their interests and future aspirations as part of their VCE.

Students need to be aware that VET subjects are accredited TAFE subjects at a Certificate II or III level and are not a 'soft' option. The benefit of VET subjects is

that they are a tertiary level qualification and will assist students in deciding on a future career path.

They can use the Certificates as a qualification to help them find work or as a pathway to further study. Students need to check the details of each subject carefully as some VET subjects provide for a Unit 3 and 4 Study score without completing units 1 and 2, however, some VET subjects require units 1 and 2 to be completed prior to completing units 3 and 4.

Most VET subjects at a Unit 3 and 4 level provide for a study score and can contribute to the ATAR as either in the top 4 subjects or at a 10% bonus of a 5<sup>th</sup> or 6<sup>th</sup> Subject.

VET Applied language subjects will be calculated differently as there is no set exam. If a student was completing a VET applied language subject such as VET Chinese, the end score that will contribute to the ATAR will always be 10% of the 4<sup>th</sup> highest study score the student has received regardless of the subject.

VET Subjects can be combined with an SBAT.

## **ACCESS TO SENIOR SECONDARY FOR STUDENT WITH ADDITIONAL NEEDS**

Students with additional learning needs can access both VCE and VCE VM, depending on the nature of their learning needs and the suitability of each option for their goals for post-secondary pathways.

The process of deciding between VCE and VCE VM for any students with additional needs is begun in Terms 1 and 2 of Year 10 where our Learning Enhancement team will meet with parents to discuss a student's current level of achievement and current learning modifications. The options of VCE, VCE VM, and, if a student is on a Curriculum Adjustment Plan (CAP), the Victorian Pathways Certificate, are discussed and explained to parents.

Around August of Year 10, all students select their subjects for the following year, which includes an indication of whether they will take the VCE or VCE VM pathways. To help them in this process, they have individual interviews with our Pathways staff who are qualified to counsel them in career pathways and post-school options.

After the subject selection process, any students who have been receiving modified curriculum supports during Year 10 who choose VCE, will meet with either the Head of 10-12 or the Principal of Secondary, where possible with the support of a Learning Enhancement team member, to discuss the suitability of their chosen VCE subjects and the options that are available to them if they need to move into VCE VM in the future. If the student's current level of achievement in Year 10 suggests they will not manage the VCE pathway, they are counselled to reconsider the VCE VM program and may be placed into VCE on a probationary basis, subject to review towards the end of VCE Unit 1.

Students in this situation will be required to select at least one VET subject within their VCE Year 11 load to enable them to transition more readily to VCE VM if they should need to do so.

If a student with additional needs is not able to successfully maintain their progress through the regular VCE course, they will be asked to transition to VCE VM by the end of Year 11. This evaluation and discussion with the student and family would take place through the Academic Progress Committee procedures.

Students who are CAP students during the course of their lower secondary studies will be encouraged to consider the Victorian Pathways Certificate (VPC) or the VCE VM. This VPC runs alongside the VCE VM course, with the student enrolled in the same Literacy, Numeracy and Work-related Skills and Personal Development skills subjects. However, VPC students are assessed at a simpler level of competency. Parents and students who undertake VPC will be supported by the Learning Enhancement staff and Pathways staff to ensure they are progressing adequately to receive their certificate and make a successful transition into their post-school pathway.

All students who have additional learning needs, undertaking VCE, that require special conditions for assessments and external exams will be identified by Learning Enhancement staff upon beginning VCE and an application lodged with VCAA for approval of special conditions, if this has not already been completed in Years 9 or 10.

All teachers of VCE, VCE VM or VPC students have access to students Learning Profiles, detailing any learning needs or specific disability diagnosis, and are regularly encouraged to review and apply the information contained in those profiles to assist their students to access the course of study.

## **INFORMATION EVENINGS**

Information evenings are organised at various times during the year to provide opportunities to explain to parents and students various aspects of the VCE and VCE VM as well as post Year 12 choices.

## **ASSESSMENT OF VCE AND VET SUBJECTS AT HCC**

VCAA regulations require a student to satisfactorily complete at least 16 units in order to graduate with a VCE. The “Assessment: Satisfactory completion of units” of the VCAA *VCE Administrative Handbook* sets out the regulations governing the granting of satisfactory completion of the VCE. These are reprinted for parents and students.

## **1. SATISFACTORY COMPLETION OF VCE UNITS**

For satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher’s judgment of the student’s overall performance on a combination of set work and assessment tools related to the outcomes. Students should be provided with multiple opportunities to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit. The assessment of levels of achievement is separate from the decision to award an S for satisfactory completion of a unit. VCE unit results (S or N) contribute to satisfactory completion of the certificate and not to study score calculation. Final School-based Assessment scores contribute to the calculation of a study score.

Where the assessment item developed combines the demonstration of outcomes (S or N) and levels of achievement (scored assessment), best practice would support students who did not meet the outcome through the completion of the assessment item being afforded additional opportunities to demonstrate the outcome. For example, a teacher may consider work previously submitted, provided it meets the requirements. Students may not resubmit work to improve a School-based Assessment score.

### **1.1 Satisfactory VCE unit result**

The student will receive an S (satisfactory) for a unit if the teacher determines that the student has:

- Produced work that demonstrates achievement of the outcomes
- Submitted work that is clearly their own
- Observed the rules of the Victorian Curriculum and Assessment Authority (VCAA) and the school (for example, attendance or submission of work policies).

### **1.2 Not Satisfactory VCE unit result**

The student will receive an N (not satisfactory) for the unit when one or more of the following occurs:

- The work does not demonstrate achievement of the outcomes
- The student has failed to meet a school deadline for the assessment task, including if 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.

### **1.3 Redeeming outcomes – submitting further evidence for satisfactory completion**

If, in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes undertaken and submitted by the student for the unit. This work may include class work, homework, additional tasks or discussions with the student that demonstrate their understanding of the outcome. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

A student may only submit further evidence, or resubmit a School-based Assessment for reconsideration, to redeem an S for the outcome. Students may not resubmit to improve a School-based Assessment score.

#### **1.4 VCE unit result of J**

For a student who is no longer attending but has not officially withdrawn by signing a **Student Exit** form, the symbol **J** is included on Victorian Assessment Software System (VASS).

The **J** result is to be used where the student:

- Is no longer attending class, and
- Has not submitted work for assessment.

The **J** result is recorded on the VCAA database but is not reported on the student's Statement of Results. Units with a **J** result are made available to Victorian Tertiary Admissions Centre (VTAC) and are treated by VTAC as equivalent to **N**.

#### **1.5 Lost, stolen or damaged work**

If a teacher or student has lost work or had work stolen or damaged, they must make a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. Schools must keep a record of the loss or damage, but should not report it to the VCAA. The principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

#### **1.6 Care in the use of technology**

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

- There is an alternative system available for producing assessable work in case of malfunction or unavailability
- Hard copies of the work in progress and back-up versions are produced regularly.

## **2. ASSESSMENT OF VCE VM STUDIES AT HCC**

A student will receive an S (satisfactory achievement) for all VCE VM units when they have demonstrated achievement in all learning outcomes for the Victorian Certificate of Applied Learning (VCE VM) unit.

All VCE VM assessment activities should be assessed by the teacher to verify their successful completion. The elements in the VCE VM curriculum planning guides further describe the learning outcomes, and are intended as a guide for teachers in the design of assessment tasks to ensure consistency in how learning outcomes are interpreted and assessed.

To be credited with satisfactory unit results, students must demonstrate achievement in all learning outcomes in that unit.

The curriculum components in a VCE VM learning program must be assessed in accordance with the requirements and guidelines outlined in the curriculum documents for the units of competency delivered in the learning program. Students will receive an S or N (not yet completed) result for each VCE VM unit.

Teachers assessing students who have particular needs must maintain the validity and reliability of assessment. Flexible assessment methods should be used to allow students to demonstrate the successful completion of learning outcomes without disadvantage.

Students should be observed demonstrating competence on more than one occasion and, wherever possible, in a range of contexts to make sure the assessment is consistent, reliable, fair and equitable.

For VCE units included in the VCE VM learning program, assessment must be in accordance with the VCE study designs.

### **3. SATISFACTORY COMPLETION OF THE VCE AT HCC.**

The procedures followed by HCC for the granting of a 'satisfactory' assessment fulfil the requirements of the above VCAA regulations. They apply to all Units 1 to 4 VCE studies and all VET programmes undertaken at HCC.

#### **3.1 School-assessed Coursework and School Assessed Tasks**

Where a subject has School-assessed Coursework (SAC) and School-assessed Tasks (SAT) they will be graded according to VCAA grading system:

A+	91-100%
A	81-90%

B+	71-80%
B	61-70%
C+	51-60%
C	41-50%
D+	31-40%
D	21-30%
E+	11-20%
E	1-10%

Any SAC student work that is assessed as E; E+ or D must receive a second marking by a second teacher. The VCE Coordinator and the teacher will arrange for the second marking to be completed within a limited time frame. A SAT receiving a mark below 30% is eligible for second marking upon student request, recognising that if the SAT involves a presentation, folio or performance item, the student will need to provide an additional presentation or repeat performance.

Following this additional marking, the original mark may either be confirmed or a new result provided. If there is significant discrepancy between the marks given for the work, the VCE Coordinator will provide additional guidance and may choose to include the Learning Team Leader for that faculty and/or members of the Academic Progress Committee in a final decision. Decisions on the grading of a SAC or SAT are separate from the decision of whether or not to a student has achieved a Satisfactory result for that unit.

Students are given clear instructions as to what needs to be done to obtain a satisfactory assessment for the unit, and the time frame for completing the work. The teacher will inform the VCE Coordinator and the appropriate year level coordinator if there is a student who is failing to meet the requirements for a Satisfactory in any unit. Additional work may be set to allow the student further opportunity to demonstrate the required outcomes for the unit and these may be completed at home, or during either private study or lunchtime 'catch up' class, or during a supervised session if required. The VCE Coordinator as well as the subject teacher will be responsible for ensuring that the work is completed to the required standard.

If a student fails to complete a Unit of Competency in a VET program by the deadline set by the teacher, the VET Coordinator and the VCE Coordinator must

be informed. The VET and VCE Coordinators will be responsible for ensuring the student completes the Unit of Competency. The work will be completed during private study periods or lunchtime 'catch up' class or a mutually convenient time arranged by the VET teacher and student.

### 3.1.1 What constitutes an 'S' for a VCE Unit?

Students must reach a satisfactory standard in all outcomes for the Unit of Study. *"For a satisfactory completion of a VCE unit, a student must demonstrate achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designed for the unit. This decision is distinct from the assessment of levels of performance."* and

*"In those studies where the set of assessment tasks for School Assessed Coursework scores covers all outcomes designated for the unit, satisfactory performance on these tasks is sufficient evidence to award S for the unit."* (VCE Administrative Handbook)

At the beginning of the Unit of Study, each student will receive details about the work they must do to satisfy the unit and the conditions under which the work is to be done.

*To achieve an outcome the student must:*

- *Produce work that meets the required standard*
- *Submit work on time*
- *Submit work that is clearly his/her own*
- *Observe the VCAA and school rules.*

If a teacher judges that **all** outcomes are achieved, the student satisfactorily completes the unit." (VCE Administrative Handbook)

#### **Please Note:**

If a student does not meet the requirements for an outcome, this will result in an **N** for that outcome and an overall **N** for the unit.

### **3.1.2 What constitutes an 'S' for a VCE VM Unit?**

A student will receive an **S** for a unit in the Work-Related Skills, Personal Development Skills, Numeracy Skills and Literacy Skills units when they have demonstrated competency in all learning outcomes for the unit. Outcomes will be assessed as either **S** (Satisfactory) or **N** (Not Satisfactory). Individual Graded Assessments may be graded as either Competent or Not Competent.

An overall assessment of **S** (Satisfactory) or **N** (Not Satisfactory) will be given for the unit.

A student must demonstrate that they are competent in all elements in each learning task to pass the overall Unit in any given subject. All teachers will maintain record sheets of a student's progress. Students will also maintain records of their achievements; these should be carefully monitored by parents.

### **3.1.3 What constitutes an 'S' for a VET Unit?**

A VET study course is a year long subject. A student will receive an **S** for a Unit of Competency (UOC) within their VET subject if they are able to demonstrate the minimum level of competency required by the unit within the certificate.

## **3.2 Class work**

All VCE and VET subjects require students to complete work in class. Teachers cannot grant a satisfactory assessment to any student who has not completed all required class work. Class work may include such things as homework, note taking, workbooks, journals, experiment logbooks, and any other work that the teacher specifies. At the end of each term, teachers will be asked to communicate to the VCE Coordinator the names of any student who is not up to date with class work. Students who are in danger of failing a subject, will be required to attend 'catch up classes' and submit work via CANVAS, by a pre-arranged date that both the student and teacher have agreed on.

## **3.3 Attendance**

VCAA requires that a course of instruction should cover 50 hour of class time. Work done in class time is necessary to allow work to be authenticated and to

ensure sufficient academic work is done in preparation for assessment tasks. That is why all absences from class must be accounted for and accurate class rolls be kept. Failure to account for absences can lead to the granting of an unsatisfactory assessment for the unit.

Where a teacher is concerned about an absent student or when an absence is not explained, the teacher will contact the homeroom teacher to establish if the student was present at school, but absent from class. It is essential that the school receives a written explanation for every absence from school. This should be done by parents emailing [absent@heathdale.vic.edu.au](mailto:absent@heathdale.vic.edu.au) and giving the reason for the absence and attaching any documentary evidence available (i.e. medical certificate).

Where there has been an approved absence the teacher is required to sight the completed work that was missed during the student's absence. If the student fails to show this work to the teacher within a reasonable time frame, the student will attend the lunchtime catch up classes.

Students are also required to attend homeroom at the start of each day; all assemblies; all sporting carnivals; choral competition; Christian Life Studies classes; Units 3 and 4 trial exams; VCE Admin sessions, mid-year Intensives; private study sessions and any other compulsory school activities.

At Heathdale Christian College, students are required to complete Christian Life Studies (CLS) during each year of their schooling. Students are also required to attend homeroom and assemblies.

**Please note:** Any student who does not submit work at the required time (misses a deadline) or has committed a substantial breach of attendance rules may be given a provisional 'N' result for the study and may be required to meet with the Academic Progress Committee. This 'N' result may be converted to an 'S' if satisfactory work is submitted by a date set by the VCE or VET Coordinator in consultation with the subject teacher.

### **Parent/guardian notification**

Where a student does not comply with the 'catch up' requirements, an interview will be arranged with the Academic Progress Committee. Parents/guardians will be invited to this meeting.

### **Absence from assessment**

Students who are absent from class during a SAC will be required to complete the SAC on the next Wednesday morning in a supervised SAC-catch-up session. Students will not be allowed to complete SACs in Study Hall.

Students who are aware that they will be absent for an assessment task are required to inform the teacher days before the task and not minutes prior to the task. Teachers will then inform students of the date on which they are to sit their catch-up SAC (Wednesday morning) and enter the details into the catch-up SAC register.

**Please note: If a student is absent for a SAC because of illness, a medical certificate is required. This is a VCAA requirement.**

## **ACADEMIC PROGRESS COMMITTEE**

The Academic Progress Committee may be asked to review the progress of any student for whom concerns have been raised regarding attendance, academic achievement, effort or breaches of VCAA assessment rules. The Academic Progress Committee consists of the VCE-VCE VM Coordinator, the Head of 10-12, the Principal of Secondary, the Director of Learning and Teaching, the Secondary Coordinator of Learning and Teaching and the Year 12 Year Level Coordinator. Only three members of the committee are needed to make a decision on any particular matter, and will meet only as and when required.

Students may be interviewed by the committee if they are failing to make adequate progress, lacking in attendance or at risk of not passing a Unit/s. Parents will be informed if a student is required to meet with the Academic Progress Committee and may also attend the meeting. The concerns regarding the student will be discuss with the student to allow them an opportunity to present any circumstances that may be impacting their progress.

The committee may make a range of decisions including:

- No change to the current course of study for the student
- Continuance in the current subject or course of study on probation with a review of progress date

- Additional student support to be engaged, including the possibility of external professional help
- Withdrawal from a subject either with or without an enrolment in an alternative subject
- Moving to an unscored VCE
- Changing from a VCE to VCE VM or VCE Vocational Pathway
- Completing VCE over three years
- Discussion in finding an alternative educational pathway

## **VCAA RULES THAT ALL STUDENTS MUST OBSERVE**

The VCAA sets down seven rules which a student must observe when preparing work for assessment. These rules apply to School Assessed Coursework and School Assessed Tasks. The rules are:

A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own. The VCE Coordinator must be contacted immediately if a teacher is unsure as to whether this is the case.

**A student must acknowledge all resources used**, including;

- Text, websites and source material,
- The name/s and status of any person/s who provided assistance, and
- The type of assistance provided.

Students follow the HCC style handbook for presentation of bibliographies and in text references.

A student must not receive undue assistance from any other person in the preparation and submission of work.

**Acceptable** levels of assistance include:

- The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking), but which has been transformed by the student and used in a new context.
- Prompting and general advice from another person or source which leads to refinements and/or self-correction.

**Unacceptable** forms of assistance include:

- Use of, or copying of, another person's work or other resources without acknowledgment.

- Corrections or improvements made or dictated by another person.

A student must not submit the same piece of work for assessment in more than one study. A student who knowingly assists other students in a breach of rules may be penalised. In those subjects where a student may complete assessment work outside of class, the student must sign an authentication record for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own. Teachers will provide students with a copy of the form.

All students must sign a general declaration that he/she will obey the rules and instructions for the VCE and VCE VM, and accept its disciplinary provisions. The VCE Coordinator ensures that this is done at the start of each year.

### **Breaching of authentication rules in School Assessed Coursework (SACs or SATs)**

If a student is suspected of having breached rules particularly related to authentication during a SAC/SAT assessment, the school will conduct an investigation into the issue according to VCAA's policies for dealing with authentication issues. This will include the matter being referred to either the Head of 10-12 or the Secondary Principal. Consequences related to the assessment of the SAC or SAT may be applied in addition to any possible disciplinary consequences that could occur as a result of breaching the school's Student Code of Conduct.

Possible penalties VCAA allows for could include:

– a verbal or written warning

– detention or suspension

– refusal to consider the student's work but giving the student the opportunity to resubmit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule

– refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and determination of the appropriate result for the relevant outcome forming part of the VCE unit

– refusal to accept any part of the work, awarding an N for the outcome

Section 2.5.21 of the Education and Training Reform Act 2006 (Vic) provides that a student may appeal to the VCAA against a decision by the school, and any penalty imposed by the school, in respect of a contravention of the assessment rules of the VCAA relating to School-based Assessments. This right of appeal does not apply to decisions about the satisfactory completion of a course arising from a student’s attendance, or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules. An appeal against a school decision must be made in writing to the Chief Executive Officer (CEO), VCAA, no later than 14 days after the student receives written notice of the decision from the school. On receipt of a notice of appeal from a student, the CEO of the VCAA must nominate an employee of the Secretary of the Victorian Department of Education and Training to interview the parties to the appeal and attempt to resolve the matter.

### **SPECIAL PROVISION**

VCAA has the following regulations for Special Provision.

A student is eligible for Special Provision in student programs if, at any time while studying for the VCE, he/she is 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.

Students must demonstrate a satisfactory completion of all the outcomes of the unit. Students who are absent from school for prolonged periods will be required to comply with the school’s authentication procedures to demonstrate that they have completed the work and that the work is their own.

Prolonged absence from school or study is not in itself grounds for Special Provision. However, arrangements described in this section are applicable to students experiencing severe hardship which may result in prolonged absence.

VCAA regulations do not allow involvement in social or sporting activities or school events which may affect a student’s ability to complete work as a reason for Special Provision.

There are times when circumstances mean that a student will be given permission by the VCE Coordinator to work at home. Where approval has been given for such an arrangement, teachers will be informed of what is required of both teachers and student.

Other forms of Special Provision that maybe granted by the VCE Coordinator are: if a student is taken ill during a SAC, permission may be given to sit an alternate SAC.

A student undertaking Units 1 and 2 studies can apply for Special Provision for the end of semester exams. The granting of special exam arrangements will be based on the criteria that VCAA uses for granting special examination arrangements for Unit 3 and 4 exams.

VCAA regulations allow a student to apply for a DES for the Unit 3 and 4 exams. A DES is only granted if it is considered that circumstances prior to the examinations have impacted on a student's expected performance. The expected performance is based on the results of the School-assessed coursework, indicative grade set by the teacher and the GAT result.

Applications for Special Provision and/or Derived Examination Scores for the Unit 3 and 4 exams can only be made in consultation with the VCE Coordinator.

The Victorian Tertiary Admissions Centre (VTAC) also allows students to apply for the granting of special consideration when submitting their tertiary course preferences. This process will be explained to all Year 11&12 students during admin classes.

Any parent seeking information on VTAC Special Consideration should contact either the Pathways Coordinator or the VCE Coordinator. Contact the VCE Coordinator if the inquiry is in relation to Special Provision or DES.

Where there is unavoidable absence from the whole of a SAC the student will be required to sit a substitute task under the same conditions as the original task. Before a task can be rescheduled the VCE Coordinator requires a written explanation for the absence and supporting documentation. (This would usually be in the form of a medical certificate. A note from home is **not** sufficient).

The VCE Coordinator needs to be alerted immediately an absence occurs or is likely to occur; this should be by 9 am on the scheduled day. The date, time and location for the substitution task to be undertaken will be decided in consultation with the VCE Coordinator.

## **USE OF COMPUTERS FOR SAC AND SAT WORK**

Teachers may allow students to use a computer to produce work for assessment. The student 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 backup file should not be stored with the computer.

A student may not claim computer, USB, printer or any other electronic malfunction as an excuse for lost or damaged work. Failure to follow the above guidelines may result in a student being required to complete another task of an equal standard.

## **VCE ASSESSMENT FOR UNITS 3 & 4**

While the VCE is granted on the basis of satisfactory completion of outcomes, in Year 12 students are also given marks for the various assessment tasks that they complete and for the examinations held in November. The VCAA uses these marks along with SAC scores to generate a study score. A study score shows how well a student has performed in a study at Unit 3 and 4 level compared to everybody else in Victoria who undertook the same study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR.

For every VCE study and scored VET program, the maximum study score is 50. Each year, and for every study, the mean study score is set at 30. A score of between 23 and 37 shows that you are in the middle range of students; a score of more than 38 indicates that you are in the top 15%. A score of 30 represents an average score.

For studies with large enrolments (1,000 or more):

2% of students will get a score on or above 45

9% of students will get a score on or above 40

26% of students will get a score on or above 35

53% of students will get a score on or above 30

78% of students will get a score on or above 25

93% of students will get a score on or above 20.

## **THE ATAR**

The Australian Tertiary Admissions Rank is based on scaled Study scores. The ATAR ranks students against each other and indicates where they stand in relation to all other students in the Nation who have requested an ATAR ranking. An ATAR rank of 65 means that a student is in the top 35% of students. The ATAR ranking that is listed as being required for entry into tertiary institution places is determined by student demand and Government funding of places. Reduced funding reduces the number of places and if demand for places remains the same students may require a higher ranking than previously to gain access to a desired course.

How important the ATAR is in selecting students for a course depends on the selection criteria of the course concerned. An increasing number of courses (e.g. design courses) make selections based on a folio presentation and interviews, as well as the ATAR.

Most courses also require students to gain a specified minimum study score of 25 in English (30 for students sitting the EAL study). Many courses also set a minimum score in subjects that are a prerequisite for the course of study such as mathematics.

## **THE GENERAL ACHIEVEMENT TEST (GAT)**

All students enrolled in a Unit 3 and 4 subject are also required to sit the General Achievement Test (GAT) held in June of each year. The GAT tests the general knowledge and skills of the student. Although the GAT does not form part of the graduation requirements for the VCE and does not count towards VCE results or the ATAR, the GAT is an essential part of VCE assessment procedures.

The GAT is used by the VCAA to check that all schools are marking to the same standard in their school assessments. It is used for this purpose because GAT results have proved to be a good indicator of likely SAC results. The GAT is also used by the VCAA to check the marking of school-assessed work and of examinations.

## **HELP WITH TERTIARY COURSE SELECTION AND/ OR TRANSITION TO EMPLOYMENT**

The Careers Coordinator provides on-going advice for all VCE/VCE VM students to enable them to make informed choices regarding post school years. This is done through during Admin classes as well as individual interviews.

## **WHAT IS SCHOOL-ASSESSED COURSEWORK?**

For each VCE study students are required to undertake a range of assessment tasks. These tasks allow the student to demonstrate their understanding of the key knowledge and skills associated with the study. The demonstration of these skills and knowledge allow that student to satisfy the unit Outcomes.

School-assessed Coursework tasks are part of the regular teaching and learning program and must be completed mainly in class time. They are to be completed within a limited timeframe and the scope of each task is restricted.

Graded assessments in Units 1 and 2 are for HCC purposes only and are based on the VCAA marking scale. Marks for unit 1 and 2 are not sent to the VCAA.

The marks given in Units 3 and 4 are sent to the VCAA as they are a component of the final grade given in each study. School Assessed Coursework (SAC) in Units 3 and 4 is subject to statistical moderation against examination and GAT results. This is to ensure that the standard of grading across schools is the same.

All satisfactory or unsatisfactory assessments for Unit 1 to 4 are communicated to VCAA.

## **WORD RANGE FOR SAC/SAT WORK**

All SAC and SAT instructions that involve a written response will suggest an upper and lower word limit for the task. One of the skills required is to be able to keep within the word range. Students should also keep within the allocated lines given in SACs as well as VCAA end of year exams.

**Please Note:** Word limits are strictly enforced by VCAA for *Visual Communication and Design* and this will be stressed to students and re-emphasised prior to final submission of work.

## **BIBLIOGRAPHY AND IN TEXT REFERENCES**

It is the student's responsibility to provide evidence that work submitted is their own and completed in accordance with the VCAA's requirements. Unless

otherwise stated all written SAC and SAT tasks require the use of in text references and a bibliography. This is part of the requirements for authentication of student work.

Students should note that all works *consulted, quoted, and used in the preparation of SAC and SAT tasks* as well as *details of interviews and other primary research* must be acknowledged in the bibliography.

VCE and VCE VM students are to follow the rules of presentation of 'in text referencing' and construction of a bibliography according to the relevant style guide (APA 6<sup>th</sup>).

### **LOST, STOLEN OR DAMAGED WORK**

The student who has lost work, or has had work stolen or damaged, must contact the VCE Coordinator. A written statement of the circumstances, must be signed and dated will be kept by the VCE Coordinator. The Head of 10-12, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

Any loss or damage to a School-assessed Task is reported to VCAA.

**Note:** This provision does not apply to work lost or damaged due to computer misuse or malfunction.

### **FEEDBACK TO STUDENTS AND PARENTS**

Teachers will provide feedback to students when they have complete marking SACs. This may include feedback given to all students during regular classes but also written feedback available to students and parents via Canvas.

Appropriate feedback includes: advice on particular problem areas. Advice on where and how improvements can be made for further learning. Reporting **S** or **N** decisions and/or written comments on students' performance against each outcome.

The end of semester reports are the means of providing feedback to parents and guardians on student progress. It is strongly urged that parents and guardians make use of the opportunity provided by the Parent/Teacher Interview evenings for obtaining further feedback on student progress.

At HCC it is expected that all VCE students will make a sustained effort in their studies. Failure to attain at least a '**C**' (satisfactory) for effort on their end of

semester report requires teachers to request an appointment to speak to parents at the Parent/Teacher evenings.

**Please note:** If a parent or guardian is concerned at any time about the how their child is working, they are encouraged to contact the appropriate year level coordinator to discuss whether the concern is subject specific or a broader problem.

### **EXTENSION OF TIME**

VCAA allows for the granting of an extension of time for the completing of an assessment task. A teacher may, in his or her professional judgement grant an extension of time to account for circumstances in which an individual student or group of students has not been given appropriate time to undertake or complete School-assessed Coursework or a School-assessed Task.

An extension of time for all students in a class should only be given on condition that all students are given adequate notice and that no one in the class or another class (for subjects that have multiple classes) is advantaged or disadvantaged by the change. Extension for an individual student should only be granted in special circumstances.

Where there are multiple classes in a subject an extension of time for a class can only be granted if all other classes are given the same extension of time.

### **STUDENT APPLICATION FOR A TIME EXTENSION**

The *maximum* extension that can be granted to Year 11 and 12 VCE students is 2 weeks. Major time extensions may only be granted after an official application has been made by the student to the VCE Coordinator. Applications on medical grounds must be accompanied by a doctor's certificate. The final decision will be communicated in writing to the student. Minor extensions of up to 2 days may be granted by Year 11 and 12 subject teachers.

### **WORK COMPLETED OUTSIDE CLASS**

Most assessment of unit outcomes will be completed in class. It is expected that work set outside of class time will require students to complete research and learning activities that contribute to the student gaining the key knowledge and skills.

Years 11 and 12 studies continue to require additional work and study outside class as part of the regular learning program. Teachers are encouraged to set and

mark work that provides a student with the opportunity to develop his/her knowledge and skills. This also allows teachers to provide feedback on progress. This work can contribute to the assessment for determining whether the student has achieved a satisfactory grade.

Where a SAC/SAT requires preliminary preparation and activities associated with the task to be completed as homework students are required to sign a declaration that the work completed is their own work. A copy of the VCAA authentication form that is to be used is available from the VCE Coordinator.

The amount of SAC/SAT work to be completed as homework is decided by the study teacher taking into account the nature, scope and purpose of the task. Students should be advised just prior to beginning the task that some information or data may be collected outside the classroom.

In subjects which include SATs, students are required to produce work that is completed over an extended period of time. These SATs are assessed by the teacher in accordance with published criteria. These criteria include assessing the work in progress, as well as the completed work. Students must complete all parts of the assessment by the due date set for each part of the SAT.

### **Topic Selection**

The Study Designs set out the details of the SATs to be completed for assessment purposes. Topics are selected by teachers in accordance with these details.

### **Advice on development stages**

Students are required to make and keep consultation appointments on the progress of the SAT with their teachers and record these in their diaries. Discussion at these consultations provides sound evidence to your teacher of the authenticity of your SAT work. These times are to be negotiated with the teacher concerned and may **not** be whilst the teacher has another class or duty or the student has a timetabled class.

Teachers are required to provide feedback to students on SAT work in progress. At least one set of comments will be in written form on the VCAA authentication form that is to be used. *Students must not lose this form.*

All changes made in the various stages of development of a SAT must represent the student's own work.

It is appropriate in the development stages of the work for the teacher to ask questions and to offer general advice; for example, about alternative strategies

that might be tried. However, the teacher must not dictate or make changes in such a way as to put into question the student's authority or ownership of the work.

For *Visual Communication and Design*, the teacher's formal written comments should be made on only one draft of the written component of the SAT. Where written comments are made, the draft containing the teacher's comments must be initialled and dated by the teacher and made available to the VCAA as required. There is no drafting requirement for the other SATs.

The following forms of teacher assistance are not appropriate:

- Providing detailed advice on, correction to, or actual reworking of, student's drafts or production or folios,
- Providing structured outlines with detailed suggestions or instructions for completing work.
- Providing or interpreting data and providing content or concepts not already mentioned by the student in draft work or in their design briefs.

For SATs the teacher will ensure that there is a sufficient range of topics within their class to enable them to distinguish between individual students' work and therefore to assist in the authentication process.

In addition, teachers will also observe the following procedures for authenticating students' work:

- For SATs teachers will monitor and record in the Authentication Record each student's development of work, from planning and drafting through to completion. This requires regular sightings of the work by the teacher. Therefore students must ensure that they are always up to date with SAT production.
- For Coursework assessment done outside class time teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and a record kept. The Declaration of Authenticity Pro-forma needs to be signed by the student and teacher when work is submitted.

Teachers are required to record their monitoring of each student's development of work. Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation e.g. Teachers should

check resource material brought into class for use in assessment tasks; collect all materials (plans); notes; and assessment task at the end of the lesson. They will redistribute this for the next assessment lesson.

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

If any part or all of the work cannot be authenticated, then the matter must be dealt with as 'a breach' as set out in *Investigation of a breach of rules or of school requirements*.

### **Storage of SATs**

VCAA requires secure storage of Assessment Tasks until results are published. After the results are published students can collect their work from the school.

## **WEBSITE INFORMATION - SUBJECTS AND ASSESSMENT DATES**

The school website will post an electronic copy of the Subject Selection Booklet. Dates for all SAC and SAT assessment for each Unit 1 to 4 Study, and each VET program of study will also be posted on individual subject CANVAS tiles.

### **CHANGING OR WITHDRAWING FROM A VCE OR VET UNIT**

The subjects chosen by students for their VCE/VET program of study were selected in conjunction with the subject teachers, pathways advisors, parents and senior staff. Subjects were selected with careers pathways clearly in mind.

Once the year begins some students request a change in selected subjects. Students wishing to consider such a change should seek advice from staff and need to fill out the appropriate form available from the VCE Coordinator if a change of subjects is to occur. This form requires the approval of parents for the change to go ahead.

Students may not change subjects for Units 3 to 4 sequences except in the first two weeks of Term One. Students may not change subjects for Unit 1 except in the first three weeks of Term One. Students may not change subjects for Unit 2 except in the first two weeks of Semester Two.

Year 11 students wanting to change a subject after these cut off dates, must see the VCE Coordinator. A change will only be considered in exceptional circumstances.

Sometimes personal circumstances arise where it may be appropriate for a student to reduce the number of subjects being undertaken in the VCE. The

Principal of Secondary is the only staff member who can grant permission to reduce the number of subjects. This will be done after an interview has happened with the student, parents and the Head of 10-12 and this will only be done on the basis that a student had specific extenuating pastoral or learning needs (e.g. physical health, mental health, personal life etc.) during the first or second year of the VCE.

It is essential that this option is substantiated with documentation from an accredited practitioner as specified in the VCAA guidelines. This option usually involves taking a reduced number of Unit 1/2 studies in the first year, a combination of Units 1/2 and Units 3/4 subjects in the second year, then the remaining Unit 3/4 subjects in their third year. It will not be done on the basis that the student has already completed one or more Unit 3-4 sequences in Year 10 or 11.

The VCAA also makes provision for students to withdraw from a subject(s). Some circumstances mean that it can be in the best interests of a student to defer completing the VCE until the following year. Again VCAA makes provision for this.

## **STUDENT PRIVILEGES**

In recognition that the final years of schooling are the time when students are becoming young adults, certain privileges are extended to Year 12s. The privileges and the conditions that apply to those privileges, will be communicated to students and parents by the appropriate year level coordinator. Some examples of privileges are:

- Plaza leave
- Use of a common room
- Year 12 Jackets

On occasion, a student may have their privileges removed for a set period of time. The removal of privileges will be communicated to parents by the appropriate year level coordinator or Head of 10-12. Each of the above are privileges and not rights and each year, the student cohort needs to earn the right to be given them.

## **STUDY HALL**

Successful VCE students make good use of private study time at school and at home. In Years 11 and 12 the number of private study periods changes as students

drop a subject. Students need to make good use of these private study periods for catching on work they may have missed and/or studying for upcoming assessments. Each student will have their private study periods allocated on their timetable and these are taken in the Study Hall. Year Level Coordinators will also develop a class list for each private study session and students need to attend each period and be marked as present by the supervising teacher. Private study sessions must be undertaken in Study Hall, unless written permission is given by either the year level coordinator and/or Head of 10-12 with an approval for another alternative areas for study (for example work can be completed in the creative arts block, still with staff supervision).

## **PASTORAL CARE**

During the course of the year, there may be times when students need to seek advice or help in dealing with various concerns. HCC has both a male and female pastoral care worker. Students are encouraged to meet with them to discuss their concerns. The Pastoral Carers are not involved in the day to day running of the school and have no disciplinary function in the school. In the VCE/VCE VM years they can, with the student's permission, inform the VCE, VCE VM and VET Coordinators of any student who may need Special Provision for internal and external assessment. They can also help students fill out the VTAC special consideration applications. A priority for all HCC staff is the pastoral care of students in the VCE years.

## **VCAA VET INFORMATION**

### **VCE VET School-assessed Coursework**

In order to be eligible for a study score, students must demonstrate competence in the Units of Competence or achieve the modules that make up the Unit 3 and 4 sequence. Students must also satisfy all the requirements of scored assessment. Each scored VCE VET program requires the satisfactory completion of three School Assessed Coursework tasks that are integrated into the delivery of the VET training program.

### **VET Satisfactorily Unit of Competence result**

Students receive a 'C' for a unit of competence when they have demonstrated competence required by the Registered Training Organisation (RTO) and administered by the subject teacher. Students receive a 'C' for a module when they have demonstrated achievement of all the learning outcomes as assessed by the RTO and administered by the subject teacher.

When a satisfactory completion of a VET unit is recorded on the VCAA database, credit for the VCE is calculated automatically.

### **VET Not Satisfactory Unit of Competence result**

Students will receive an N for a Unit of Competence if they have not yet demonstrated competence. Students will be allowed to submit further work for satisfactory completion of a Unit of Competency; students may not submit further tasks for the reconsideration of School-assessed Coursework scores awarded by the school.

## **HCC VET GENERAL INFORMATION**

VET in the VCE or VCE VM program allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training programs from either accredited state curriculum or national training packages, which may contribute to their VCE and/or VCE VM.

### **What is a VET subject?**

VET stands for Vocational Education and Training. Most of the time this kind of training is available through TAFEs or other RTOs. A VET or VCE-VET subject done at school enables a student to complete part of their schoolwork or VCE certificate while at the same time achieving a recognised industry certification. A Year 12 VCE-VET subject also contributes towards your ATAR.

### **What is the Commitment?**

VET subjects require the same commitment as any other subject to class work and homework. VET subjects are a commitment for at least one year and often two years to complete the Certificate qualification.

Some Certificates are also taught off campus by other tertiary institutions, so travel time and costs and out of hours training need to be considered. Speak with the VET coordinator or VET teachers for detailed information.

### **What happens if I don't complete the two years?**

If you are undertaking a VCE-VET subject, then you will still receive the VCE credit for the units you have completed. You will also receive a Statement of Attainment for the units you have completed during this time. However you will not receive any training certification that requires you to have completed the full two years.

### **What VET subjects are on offer?**

The Certificates offered (dependant on numbers interested) have some particular timetable considerations -

**VET Hospitality – Units 1 and 2:** all classes taught at Heathdale. This class will include students from other surrounding schools.

**VET Hospitality – Units 3 and 4:** all classes taught at Heathdale. This class will include students from other surrounding schools.

**VET Creative and Digital Media** - all classes taught at Heathdale, with some afterschool class times.

**VET Sport and Recreation** –all classes taught at Heathdale

**VET Music Industry** - all classes taught at Heathdale.

**VET Laboratory Skills** - all classes taught at Heathdale.

**VET Applied Language (Chinese)** – all classes taught at Heathdale.

### **What is the VET Fee School Delivery?**

An indicative VET Fee will be charged for the full year to your account in March. This indicative figure is calculated by offsetting the cost of the course provided from the RTO, against the estimated Government subsidy amount received. The subsidised amount can vary depending of the funding received from the Government. As we are not a State Government School our funding may be less than other local Government Schools. The amount of the subsidy is not known to the College until September. Once this is received, the College will then calculate a balancing adjustment, which will either be charged or credited back to your

account, depending on how accurate the estimate was at the beginning of the year.

**Please note that these charges will be debited to parent’s accounts early in Term 1 as there are costs associated with running each of these programs. This charge is only an estimate. Once we receive our government funding later in the year, we’ll then compare this to our estimate and then charge or credit families the difference.** Please budget for this charge if your child is thinking about completing a VET subject. Refund of costs such as the purchasing of text books associated with the VET course will not be applied.

### **What is the Fee for SBT (School Based Traineeship)? (VCE VM Students only)**

SBT fees will vary depending on the RTO and the course chosen. A contract will be entered into by yourself and the RTO conducting the SBT. Fees will be charged directly to the parents. If your child is completing a SBT you would have already had a meeting with the relevant RTO and fees for your child’s VET Certificate would have been discussed and agreed upon.

For students undertaking an approved course of training or study that requires them to be off campus for a full day or two full days – please email the VET coordinator, notifying the number of days that the student will be offsite and the reasons why. The College will evaluate whether an additional tuition fee reduction may be applied. This may help to offset the costs of the external training course.

### **VET FEE Structure**

<b>Certificate Type</b>	<b>Indicative Fee</b>	<b>Other Possible Costs</b>
Certificate II in Hospitality Kitchen Operation Unit 1 and 2	Approx \$1500	Equipment and Uniform
Certificate II in Hospitality Kitchen Operation Unit 3 and 4	Approx \$1500	Equipment and Uniform
Certificate III in Sport and Recreation Year 10	Approx \$225 including First Aid certificate costs	
Certificate III in Sport and Recreation Year 11	Approx \$185	

Certificate III in Screen and Media	Approx \$300	
Certificate II in Applied Languages (Chinese)	Approx \$90	
Certificate III in Applied Languages (Chinese)	Approx \$90	
Certificate III in Music Industry (Performance)	Approx \$130	
Certificate III Creative Digital Media	Approx \$450	
Certificate III Laboratory Skills	Approx \$200	