VCE Handbook
2016

Includes all policies, procedures and definitions related to VCE
Absences
For year 12 students, a parent or relative, should telephone the college – 8872-6338– by 8.45 am on the first morning of an absence. All students must, when returning to school after an absence, provide a note explaining the reason for absence. 

All absences during assessment tasks must, unless associated with a college-approved activity, be explained in writing and, in case of illness, justified by a medical certificate.

Students who know that they will miss classes, due to a college approved activity, should, as a matter of courtesy, alert their teachers in advance. Students who miss assessment tasks due to illness or absence on college approved activities must obtain and complete the appropriate ‘extension of time / rescheduling of task’ proforma from their Student Manager.

Absence notes
When returning to the college after an absence students are required to provide a note, signed by a parent/guardian, explaining the reasons for the absence. These notes are to be placed in the relevant box outside the General Office.

Anomalous grades
Before Unit 3 and 4 results are issued, students’ performances on examinations are compared to their expected performance according to factors such as indicative grades and the GAT. Should a student’s examination performance be significant lower than these comparisons, then that examination performance is reviewed by the Chief Assessor’s Panel. An anomalous grades check can only result in the examination score increasing or remaining the same.

Appeals
Students have the right of appeal to the college on decisions about
- Non-satisfactory completion of a unit
- Special Provision
- Breach of Rules
- Provisional School-assessed scores

Appeals must be lodged in writing to the principal within 14 days of receiving the decision. An appeals committee, convened by the Director of Senior Provision, will consider all records relating to the case and may interview the student. Where an interview is to be held 24 hours notice will be given.

Students have the right of appeal to the Victorian Curriculum and Assessment Authority against penalties imposed for breaches of rules. There is no provision for appeals against final grades awarded by the Victorian Curriculum and Assessment Authority for Graded Assessment tasks.

Assemblies
There are three types of assemblies that VCE students must attend.

1. **Senior School Assemblies** – Principal Assemblies.
   
   There is one of these assemblies each term. The assembly in first term recognises the achievements of the previous Year 12 students. The assembly in term four farewells the current Year 12 students.

2. **Administrative assemblies** – called by the Senior Program Managers and Director of Senior Provision or Heads of House. These assemblies deal with issues to do with the operation of the VCE, college based assessment and examinations, course selection and level based programs and activities.

3. **House assemblies** – called by the Head of House, Students Managers or Student House Leaders
   
   These assemblies relate to house based activities, such as sports carnivals, leadership opportunities or issues relating to student management and well-being.

   **Attendance at all assemblies is compulsory.**
Assessment
In Units 3 and 4 a student’s levels of achievement are determined by performance on Graded Assessment, which involves a combination of School-Assessed Coursework and externally set and marked examinations or a combination of School Assessed Coursework, School Assessed Tasks and externally set and marked examinations.
In Units 1 and 2 all assessment tasks are set and marked by the teachers of the studies.
See college VCE Assessment Procedures.

ATAR - Australian Tertiary Admissions Rank
All students who have satisfactorily completed their VCE including Units 3 and 4 of English, and have applied for tertiary entrance are given an ATAR. Each student’s ATAR is based on her or his scaled Unit 3 and 4 study scores.
The scaled study score in English is added to the three next best scaled study scores plus 10 per cent of the fifth and sixth study scores. The highest ATAR is 99.95, then 99.90, 99.85, 99.80 and so on.
There are 2000 points on the ATAR scale and all the students who qualify for an ATAR are distributed across these 2000 points. In a cohort of 40 000, twenty students would be assigned 99.95, twenty students would be assigned 99.90 etc. The ATAR is calculated by VTAC and is used by universities and TAFE institutes to assist in the selection of students.

Assessment tasks
Tasks set by the teacher(s) of a unit to assess each student’s achievements of designated outcomes.

Attendance
VCE students are granted particular privileges with regard to attendance.
1. Year 12 students who are timetabled for private study in period 1 (or periods 1 and 2) are not required at the college during those periods. These students must sign in at the general office on arrival at the college and be on time for their first class of the day.
2. Year 11 and 12 students whose teacher is absent during period 1, and Year 11 students who are timetabled for private study during period 1, must sign in at the general office by 9.00 AM
3. Year 12 students timetabled for private study in period 4 (or for the remainder of the day) may leave the college at the end of their last timetabled class for the day.
4. Year 11 and Year 12 students whose class teacher(s) will be absent period 4 (or periods 3 and 4) may, upon signing out at the General Office, leave the college at the end of their last class for that day.

These privileges are conditional on parental approval indicated by signing and returning the appropriate proforma.

5. Year 11 and 12 students are expected to attend the college during Periods 1 and 2 on Wednesdays as timetabled.
6. Year 11 and 12 students wishing to leave the college during school hours must, unless covered by 2 or 3 above, obtain an early leaver’s pass from their student manager or, in cases of illness, from the college nurse or assistant principals.

Attendance Policy
All VCE classes are compulsory.
Students are expected to be ‘on time’ for all classes. A late pass or, if detained by a teacher, a note must be presented if you are late for class.

VCE students are expected to attend a minimum of 90% of the scheduled school program. When a student is absent for a class due to alternative school activities such as organised sport, music activities or excursions, a student will not be counted as absent if the teacher has been notified personally and the relevant work has been collected and subsequently completed.
Where there has been a substantive breach of this attendance requirement, even though a student has completed the required work, the school may assign an ‘N’ for one or more of the outcomes and an overall ‘N’ for the unit.

When a student is at risk of falling below the required level of attendance, a note will be sent home indicating this situation.
Take note of VCAA guideline 7.3.2 of the VCE Administrative Handbook 2016.

‘Where a student has completed work but there has been a substantive breach of attendance rules, the school may assign N for one or more outcomes and thus the unit.’

**Authentication.**
The Victorian Curriculum and Assessment Authority 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. They are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely her or his own.
2. 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.
3. 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.
4. A student must not submit the same piece of work for assessment in more than one study.
5. A student who knowingly assists other students in a breach of rules may be penalised.
6. A student must sign a declaration of authenticity 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.
7. A student must sign a general declaration that he or she will obey the rules and instructions for the VCE, and accept its disciplinary provisions.

Refer to Vermont Secondary College policy on **Authentication of Student Work**

**Bags**
School bags may be stored in or on top of lockers. Bags should **not** be taken to class.

**Valuable items must not be left in bags or lockers.**

**Balance**
Good success in VCE requires a balanced approach to all the competing demands on your time – school, homework, part-time employment, sport/exercise, socialising etc. Doing your VCE does not mean that life stops in other areas. It does however require effective planning to get the ‘balance’ right.

It is a good idea to keep track of the time spent on various activities right from the start of the year. Then, when pressure spots arise, it will be easier to assess where you can find the necessary extra time.

A useful aid to tracking your time is the VSC **time allocation check sheet, which** enables you to jot down what you do in each hour of the day for a 7-day period. You can then assess at the end of a week not only the times you have spent in part-time work, sport, socialising, but also the time devoted to each of your VCE studies. It is useful to know how much time you are spending on each study, and just when you are tackling the work in each study. Copies of the ‘time allocation check sheet’ are available from .

Keeping a clear picture of future demands is also very important in maintaining the balance in your VCE years.

**Behaviour**
All VCE students are required to be familiar with, and adhere to, the **Student Code of Conduct.** This is reproduced on pages (viii) to (x) at the front of the Senior Diary. VCE students are also required to adhere to the particular conditions laid down in the **Conditions of Enrolment, which** must be signed by all students entering Years 11 and 12 and endorsed by a parent/guardian.
All VCE students, and Year 12 students in particular, are expected to be **positive role models** for the college community. VCE students taking VET programs with other providers do so as representatives of Vermont Secondary College and are expected to present a **positive image at all times**.

**Bibliographies.**
A bibliography is an alphabetical list of sources at the end of an essay or report. It is used to acknowledge other people’s work paraphrased or quoted in your essay. It also indicates the extent of your research. Details on how to construct and present a bibliography, footnotes etc are given in your Senior School diary.

**Books**
Textbooks are expensive. Ensure that you have entered your name in all of yours. Library books are the property of the college and must be paid for if lost or damaged.

**Bulletin**
The college extras bulletin is pinned up on the notice board in the window of the Senior School Office and in the Year 12 locker area. Year 11 and 12 students should consult the extras bulletin to see if a teacher is absent and classes may or may not be running.

Notices on VEWS should also be consulted daily and will also appear on the sign in computers.

**Careers Centre**
Also referred to as Pathways Education centre. The Director of Student Pathways and Transitions will provide students with information on; tertiary entrance requirements, tertiary courses, applications to tertiary institutions. Advice on course planning, employment opportunities and job application skills is also available. Students should regularly check the Pathways noticeboards.

**Cars**
Students with licences may drive to the college, on the proviso that they complete a copy of the **Student-Driver Contract** available from the Senior School Office.

Student-drivers must:
- Record the registration number and description of their car at the general office
- Not drive or park in the college grounds
- Not drive in a manner that causes complaint from pedestrians or residents of surrounding properties
- Obey all parking restrictions and not park in locations that will inconvenience residents of surrounding properties or people trying to access these properties
- Not transport other students to or from the college or college activities.

*The prohibition on this use of student cars is clearly spelt out in the DEECD operations manual which states: ‘Students are not permitted under any circumstances to transport other students in private cars in connection with any school program whether held during school hours or at other times’.

- Provide written evidence of parent approval if intending to transport siblings to and from the college.

**Change of course**
Students wishing to change one or more of their selected studies must consult their student manager. A ‘change of course’ form must be obtained, signed by the designated personnel and returned to the student manager. Requests for changes are not always possible because of timetable clashes or if requested classes have reached their maximum size.

**Chronic Circumstances**
One of the VTAC ‘Special Entry Access Schemes’ designed to address issues of access and equity relating to entry into tertiary undergraduate courses.

This scheme assists those students who have experienced circumstances, during the year in which their accredited Year 12 program is completed, that have an adverse impact on their performance in that year. This is a different scheme to the Special Provision / Special Examination Arrangements allowances which may be arranged during Year 12.
Circumstances impacting on performance, which arise during, or in the lead up to, the examination period, may be addressed by application for a derived examination score (DES), although in some circumstances this may also be accompanied by a ‘late’ chronic circumstances application.

Details of the categories under which each participating institution accepts Chronic Circumstances applications may be found in the SEAS booklet published – published by VTAC. This booklet may viewed and/or downloaded on [http://www.vtac.edu.au/pdf/publications/seas.pdf](http://www.vtac.edu.au/pdf/publications/seas.pdf)

Chronic circumstances is intended only for situations that occur in the final year of the student’s VCE and have a deleterious effect on the student’s external examination performance.

The aim of the Chronic Circumstances Application process is to allow a student to convey:
- why her / his overall final Year 12 performance in external examinations did not genuinely reflect her / his ability (because of the Chronic Circumstances)
- that there is an expectation that her / his performance at tertiary level will not be adversely affected by the same circumstances.
- why he or she believes that there will no ongoing impact at tertiary level

All Chronic Circumstances Application forms must be signed and supported by a professional, eg doctor, counsellor, principal etc

See ‘Special Entry Access Schemes’ - for other application categories.

**Co curricular activities**

VCE students are encouraged to continue their involvement in the wide range of co-curricular activities offered by the college.

Music, the annual Production and Sports teams all benefit from the involvement of VCE students, not just as participants but also as mentors and role models for younger students.

Active participation in the college athletics and swimming sports is particularly encouraged.

Senior student involvement in the SRC and peer support programs is invaluable. Opportunities to participate in activities such as the Lion’s Club Youth of the Year Quest are also available.

Annual events, which are of particular significance to VCE students include
- the VCE Social
- the Year 12 concert
- the Valedictory Dinner.

**Co curricular activities – athletics sports and swimming sports**

*Participation by Year 11 and Year 12 students in events at the college sports carnivals is strongly encouraged.*

**College Approved Activities – Rescheduling School Assessed Tasks**

Students who miss an assessment task, or part thereof, due to absence on a college-approved activity, eg representative sport, class excursion etc must, prior to the absence/activity:
1. Obtain a ‘Rescheduled Assessed Task’ proforma from the Student manager.
2. Ensure that the proforma is completed by the relevant teacher(s) and lodged with the student managers prior to the day of the absence / activity.

**Senior Study Centre**

The Senior Study Centre is available to all Year 10, 11 and 12 students before school, at recess, at lunchtime and after school. During class time, it may be used only by students who are timetabled for private study or whose teacher is absent and no replacement teacher has been appointed.

Students must remember that access to this area is a privilege. It is your area and every senior school student is responsible for its tidiness.

Tidiness of this area means:
- No food or eating in the Senior Study Centre.
- Papers are placed in rubbish bins.
- Chairs are pushed into tables when you get up and leave.
- The kitchen is available for Year 12 students only. The sink area is kept clean and dirty mugs, plates etc are washed. Any student who makes a mess around the sink area is expected to clean it up.
Tidiness in the Year 12 locker area:
- No hot food is to be eaten in this area.
- All wrappings and empty drink containers are placed in the rubbish bins provided.
- Use of this study area by students timetabled for private study, during class time, is dependent on classes in adjoining rooms not being disturbed.

Computer Work
VCE students have the same access rights to the college computer network as all other students. Senior school students may use the computers in the Senior Study Centre. Students timetabled for private study may also access the computers in the Senior Study Centre or in the library.
The Victorian Curriculum and Assessment Authority is very clear about ‘student responsibilities’ for computer work.
A student who uses a computer to produce work for assessment is responsible for ensuring that:
- there is an alternative system available in case of computer or printer malfunction or unavailability
- hard copies of the work in progress are produced regularly
- each time changes are made the work is saved onto a back-up file. The back-up file should not be stored with the computer.

Communication
Our VCE cohort is very large, with both Years 11 and Year 12 around 200 students. Effective communication is essential at all levels.
1. daily, via the VEWS and the extras bulletin
2. with your student leaders who will be an important information conduit
3. with parents and students, via this handbook and the weekly newsletter
4. with your study teachers, about their expectations, clarification of points of uncertainty, and study specific difficulties.
5. with your student manager, about issues relating to VCE, the present, the past, the future, study techniques, communication difficulties with others, pressures being felt, illness, dealing with stress etc
6. with the college well-being coordinators, about major issues and environmental difficulties
7. with the Director of Senior Provision or Senior Program Managers about VCAA related issues, examinations, external studies, special programs and activities
8. with the pathways coordinators, about future studies, tertiary and employment opportunities, part time jobs etc.
9. with each other, supporting each other when the going gets tough, and celebrating success.

Coursework Audit
At the end of both Unit 3 and Unit 4, the Victorian Curriculum and Assessment Authority collects samples of students’ coursework assessment tasks from each school. This work is not assessed by the Authority, but is used to monitor how each school carries out its School-assessed Coursework.

Derived Examination Score (DES)
A Derived Examination Score (DES) is intended for the student who is ill or affected by other personal circumstance at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning in the study.
A DES is calculated by the VCAA and may be used as the student’s examination result where the student has met the eligibility requirements for this provision.
A student is eligible for a Derived Examination Score if he/she can demonstrate that at the time of the examination, or in the period just prior to the examination, the student he/she has experienced circumstances that:
- prevented the student performing on the examination at a level that accurately reflects his/her real achievement in the study, or
- prevented the student from sitting the examination.
The circumstances, which will be deemed acceptable, are:

- illness (both physical and psychiatric), physical injury or a disability which affects the student's performance on the examination (e.g. influenza, asthma attack, broken arm)
- factors relating to their personal circumstances, i.e. any event which affects the student's performance on the examination (e.g. death/serious illness/accident of a family member or close friend, family break-up, faulty examination paper)
- the claim can be substantiated in writing by an attending professional (e.g. doctor, social worker, police officer) who is not related to the student and must have been professionally associated with the student’s situation.
- the student has at least one Graded Assessment for the school-based assessment of the study for which they have applied.

Students who believe they may have a substantial claim are responsible for ensuring that the application form is completed, all supporting evidence is supplied, and the application form is forwarded to VCAA.

Derived Examination Scores will be calculated statistically, by VCAA, from the student’s other assessments, including

- moderated coursework scores
- School-assessed Task scores
- GAT scores
- other examination scores if applicable
- indicative results provided by the school.

In reporting VCE results and determining study scores, the student receives the higher of the derived examination score and the achieved examination score.

Diary
All VCE students are issued with the college Senior Diary, 2016. Used effectively the diary is an invaluable study tool. Particularly pertinent to VCE students, and their parents, are the pages which cover a wide variety of issues ranging including ‘study planners’, goal setting, essay writing, coping with stress and examination preparation. The key to effective use of this information is to spend some time each week dealing with two or three of the issues covered.

Early Dismissal
Covered under Attendance, but worth reiterating

1. Year 12 students timetabled for private study in period 4 (or periods 3 and 4) may leave the college at the end of their last timetabled class for the day. This privilege is conditional on parental approval indicated by signing and returning the appropriate proforma.

2. Year 11 students whose class teacher will be absent period 4 (or periods 3 and 4) may leave the college at the end of their last class for that day and not return until the next day. Year 12 students whose class teacher will be absent may leave the college at the end of their scheduled classes for that day. This privilege is conditional on parental approval indicated by signing and returning the appropriate proforma.

3. Year 11 and 12 students wishing to leave the college during school hours must, unless covered by 1. or 2. above, obtain an early leaver’s pass from their student manager, or in cases of illness, from the college nurse. NB: Students who may leave early according to 1. or 2. above must first check that no meetings have been organised for that lunchtime.

EAL – English as an Additional Language

A student is eligible for EAL status if:

1. He or she has been a resident in Australia for no more than seven calendar years immediately prior to 1 January of the year in which the study is undertaken at Units 3 and 4 (for students in 2016, that means 1 January 2009), and
2. English has been the student’s major language of instruction for a total period of not more than seven years prior to the year in which the study is being undertaken at Units 3 and 4.

Note: Students who have resided in Singapore and India need to apply to the VCAA with supporting school documentation and passport stamp or International Movement records. (refer to page 21 of VCAA handbook)

If both these conditions are met, the student will be granted EAL status. This provision is also available for Aboriginal students whose first language is not English and who meet Criterion 2 above. Approved students will have the statement ‘This student was granted EAL status in 2016’ printed on their official results.

Students with EAL status may enrol in English EAL Units 3 and 4. Students granted EAL status may apply for an extension of time for the completion of tasks to assess learning outcomes. This is not automatic, students must apply through their student manager and each case will be assessed individually.

Examinations.

Unit 3 and 4 examinations are held in November and are externally set and marked. The timetable for Unit 3 and 4 examinations is mandated by the Victorian Curriculum and Assessment Authority.

Unit 1 and 2 examinations occur at the end of each semester and are set and marked by your teachers. Timetables for Unit 1 and 2 will be published in May and October respectively. School uniform will be required for all Unit 1 and 2 examinations.

There are no classes scheduled during VCE examination periods and students are required to attend only at the designated examination times.

For Year 11 students taking a Unit 3 and 4 study, an examination in this study takes precedence over Unit 2 examinations. These students should consult the Year 11 coordinators to reschedule Year 11 examinations that clash with a Unit 3 or 4 examinations or impact on preparation for a Unit 3 or 4 examinations. Students who feel that their timetable for Year 11 (Unit 1 or Unit 2) examinations imposes extreme hardship may consult with their student manager or Director of Senior Provision or Senior Program Manager in order to better balance their timetables.

Examination preparation
Success in examinations depends on:
1. thorough preparation
2. effective question interpretation and answer preparation.

There are a number of logical steps in thorough preparation, including
- being aware of the content that will be examined, this is usually spelt out in the study design.
- familiarising yourself with the examination format; multiple choice, short answer, etc
- preparing concise lists of key facts, formulae, quotes, examples, etc
- consulting your teacher about the best preparation techniques for a particular study.
- test your knowledge and understanding by discussing concepts and explaining them to other students.

To establish effective question interpretation and answer presentation techniques
- do lots of past and trial papers, as many as possible in the same time as allowed for the exam.
- compare your answers with those supplied;
- identify areas of weakness and address them before attempting the next paper.
- discuss, with your teacher, questions which you have trouble interpreting, or which you misinterpret.

You may find it difficult to complete early trial papers in the allotted time, but experience shows that as you become more familiar with the types of questions asked and as real understanding locks in your speed will improve.
Think of the examiner.
When you are doing trial papers, try to present answers clearly. This is important practice because the person who will correct your examination will never have seen your work. Whilst your teachers have become aware of the idiosyncrasies of your writing and style and may make allowances in correction, this is not an option for Unit 3 and 4 examination assessors. Therefore ensure that your exam presentation is clear and very readable.

Examination technique
Thorough examination preparation will only bear fruit if you exercise effective techniques during the examination.

Understanding the instructions.
On the front cover of your examination or GAT booklet will be a set of instructions. They will probably be similar to the instructions on the front cover of past exams but they may not, so read them carefully and follow them. Instructions as to marks allotted to each section and the recommended time to be spent on each section should be well noted.
In some exams these instructions may refer to multiple choice answer sheets, supplied data sheets or other information included with the examination. Check that they accompany your exam. If anything appears to be missing from your exam, tell the supervisor immediately.

Reading time.
You will be allowed 15 minutes reading for each of your exams and the GAT. Whilst you cannot write anything during these 15 minutes, it is an extremely important period.
It enables you to get an overview of the exam and plan your approach, deciding on the order in which you will attempt the questions. Whilst many students work through the exam from question 1, others gain confidence by completing questions they are most comfortable with at the start of the exam.
If your examination has a multiple-choice section, it is wise to do this section first. Quite often one or more multiple choice questions might provide some impetus for later short answer questions.
If you have read the paper completely and there is reading time remaining, think about the questions you intend to do first and start constructing answers.

The examination time
Read each question at least twice before answering it. It is important to answer the question which is asked not the question which you would like to be asked. Don’t dwell on questions that you are uncertain about.
Complete the other questions and return to ones you are uncertain about.
On multiple choice items if the answer is not obvious or difficult to arrive at, then eliminate the alternatives that seem to be incorrect or inappropriate.
After answering a question quickly check that you did, in fact, answer the question that was asked.
Use clear diagrams where appropriate. Present your answers clearly, in legible writing. This is important because the person who will correct your Unit 3 or Unit 4 examination will never have seen your work, so ensure that your exam answers are clear and very readable.

Be consistent and persistent.
Success in examinations depends on working steadily through the questions. Most exams give an indication of how much time you should spend on each of the questions, so try to avoid spending longer. You shouldn't work too fast or too slow but steadily.

Expectations of students.
Whilst these are clearly spelt out in the ‘Code of Conduct’, a few VCE specific points are worth reiterating. VCE students are expected to
• attend all classes and form assembly (unless excused)
• provide a written explanation for all absences
• complete all tasks required to demonstrate achievement of designated outcomes
• inform teachers in advance when you will be absent on college approved activities
• read all VCAA VCE enrolment documentation and check the accuracy details before signing and returning to the VASS coordinator
• arrange new completion deadlines for tasks missed due to illness or absence on college approved activity.
• maintain the integrity and tidiness of the VCE common area
• behave in a responsible adult way that acknowledges the rights of others as well as their own
• adhere to college uniform requirements (refer to the Senior Student Diary). Any Year 11 or 12 students, who are in breach of the college uniform code, and without an explanatory note from a parent, will be sent home.
• remain within the college grounds during school hours, including recess and lunchtime, unless permission to leave has been obtained from their student manager.
• adhere to the college rules relating to smoking and the use of illicit substances
• ensure that mobile phones are turned off during class time, including private study.
• ensure electronic devices are only used in class when permission has been granted by the teacher.

Extensions of time.
An extension of time for all students in a particular class to complete an assessment task may be granted under certain circumstances such as teacher illness. Such an extension is given on condition that all students are given adequate notice and no one in the class or another class is advantaged or disadvantaged by the change.

Extensions of time for individual students can only be granted in special circumstances.
Please refer to Vermont Secondary College policy on Deadlines / Extensions of time. Students wishing to apply for an extension of time must provide appropriate supporting documentation to the Student manager and complete the appropriate proforma.

Extensions of time proformas are not used to deal with situations where students miss assessment tasks due to absence on a college approved activity. Students in this category should use the ‘Rescheduled Assessment Task’ proforma.

GAT – General Achievement Test
This is a three hour test taken by all students taking at least one Unit 3 and 4 study. It is used by the Victorian Curriculum and Assessment Authority to ensure that schools are marking school-assessed tasks to the same standard and also as part of the statistical moderation of School-assessed Coursework.
In 2016 the GAT is on Tuesday June 7th – 10.00 am to 1.15 pm
The GAT will be 3 hours in length and will include questions relating to the areas of:-
• written communication
• mathematics, science and technology
• humanities, arts, social sciences
Students will be required to:-
• give written answers
• read and interpret stimulus material
• respond to multiple choice questions
Each student’s results in the three components of the GAT will be used to monitor the scores awarded in School-assessed Coursework and SATs and in the derivation of Derived Examination Scores. However the three components of the GAT will be used differently for particular tasks and particular studies.

In December, each student will receive a statement of her / his performance on each of the three components of the GAT. This will be in the form of a numerical score out of 50 for each component. However GAT performance does not count towards satisfactory completion of the VCE.

As the GAT may contribute to a DES all students taking at least one Unit 3 and 4 study must attempt this examination. The ‘only’ grounds on which a student will be exempted from taking the GAT if he/she is:
• vision impaired, or has an impairment for special arrangements cannot reasonably be made
• prevented by accident, illness or serious cause related to personal environment from sitting the GAT.
Graded Assessment.
Each Unit 3 and 4 study had three graded assessment components, which are used to determine a study score. Each study includes at least one examination, most have School-assessed Coursework, and some studies have School Assessed Tasks. In their final VCE Unit 3 and 4 results each student receives three letter grades (one for each graded assessment component) for each study. Levels of performance on Graded assessments are reported on a 10 point scale A+, A, B+, …… E.

When the work on a graded assessment fails to meet a minimum level of performance, UG (ungraded) is given. NA (not assessed) indicates that the Coursework or School Assessed Task was not submitted or the examination not undertaken.

Each Unit 1 and 2 study will have Assessment Tasks which are set and assessed by the teacher and the graded assessment will be included in the Semester report.

Home school.
For all of you, your home school is Vermont Secondary College, which is where most of your internal assessment is completed and forwarded to VASS. However a number of students are doing one study or a VET program at another school, eg Aquinas College, Box Hill TAFE or various language schools. For that study those schools are your assessing school but Vermont, where you do the majority of your studies, remains your home school. Please check those details when asked to sign VASS Student Full Details forms.

Homework / Home study
Homework is the general description to work completed out of class, although some components may be described as home study.

Homework takes many forms:
• completing activities, exercises or questions set in class and to be completed by the next lesson
• reviewing the material covered in the last lesson
• working on a task to be submitted in a few days
• organising your notes
• preparing for an upcoming assessment task
• prereading material for the next lesson
• preparing summaries of notes, text chapters etc in preparation for tests and examinations
• reviewing your performance on assessment tasks and going over mistakes and areas of weakness
• identifying the ideas, topics or questions you need to talk with your teachers about
• doing practice examination papers
• reflecting on the advice, strategies etc given in your diary

The point is that you always have homework in VCE studies, even when no specific tasks are set from a particular lesson. VCE students are expected to average 3-4 hours ‘homework / home study’ each night on top of work done in private study and on Wednesday study days. In Unit 3 and 4 studies, with examinations a key focus, ongoing examination preparation is essential. The techniques most suitable for each particular VCE studies are best discussed with the specific study teachers.

Indicative Grades.
Indicative grades are estimates of each students expected performance on the examination(s) in each study. The grades are determined, by study teachers, from performances on work completed during the unit. Indicative Grades are forwarded to the Victorian Curriculum and Assessment Authority; they are not disclosed to students. Indicative grades, along with Coursework scores and GAT performances are used to identify students whose examination performance is well below what might be expected. Such performances are classified as anomalous and the assessment of each student’s examination paper is checked.
Illness
Should you feel ill during the day, please report to the nurse / sick bay attendant. Should the sickbay be unattended, please report to the relevant student manager, Head of House or Assistant Principal. In all cases of illness your parents will be contacted before you are allowed to leave the college. Remember that if you are too ill to attend the college it is expected that someone rings the general office before 8.45am. At VCE level, all absences from Assessment Tasks must be supported by a medical certificate if due to illness.

Interim reports.
Interim reports are no longer available as the college will now have 4 reporting cycles per year, at the end of each term. CE students are expected to attend these conferences with their parents. From 2016

J result
Given when a student is no longer taking a study, but has not officially withdrawn by signing a withdrawal form and has not completed any form of assessment in the study. A J result is treated as an N by VTAC.

Key Dates (some):
End of Units 1 / 3 – Friday June 3rd
GAT – Tuesday June 7th
Start of Units 2 / 4 – Tuesday June 15th
Senior Social – Friday June 11th
End of Unit 4 – Thursday October 13th
Year 12 Concert – Friday October 14th
Valedictory Dinner – Monday October 17th
Unit 4 Examinations – Wednesday October 28th to Friday November 20th
End of Unit 2 – Friday October 30th (to be confirmed)
Unit 2 Examinations – Wednesday November 2nd (to be confirmed)
Year 11 to 12 Transition Program – Monday November 14th to Friday November 28th (to be confirmed)
Unit 3 and 4 results released – Monday December 12th

Any variations to these dates, and dates of other activities, will be published in the college newsletter.

Leadership.
All VCE students are expected to show leadership in their adherence to the student code of conduct and act as positive role models for students further down the college. There are numerous specific leadership opportunities available to VCE students. These include active involvement in
- House Leaders
- the college sporting program as a competitor
- coaching sporting teams
- umpiring / refereeing interschool sport
- peer support for younger students
- mediation programs
- mentoring junior students
- organising speakers for and running house assemblies
- the Lion’s club ‘Youth of the Year’ quest
- college or Year 12 yearbooks
- the organisation of the VCE social
- the organisation and running of the Year 12 Concert
- Year 12 well-being committee (breakfast in July)
- Year 12 Valedictory Dinner Speaker
- promoting ideas for improving the facilities available to VCE students
- Other opportunities that arise will be publicised in the daily bulletin.
Late Pass.
If you are late for school, you must sign in at the general office and receive a late pass. You must then collect your books and promptly report to class. Student managers will monitor the late pass records and take appropriate action on students who are regularly late.

There will be no tolerance of students who rack up unexplained absences simply by not getting a late pass. Classes missed through lateness will contribute toward a breach of the Attendance Policy and will be dealt with by the relevant classroom teacher.

Levels of performance.
In all Unit 1 and 2 studies, levels of performance on assessment tasks will be reported on the same 10 point scale as used for graded assessments in Units 3 and 4. The scale is A+, A, B+, …………, E. Work that does not meet the standard required for the award of a grade will be given a UG. Work that is submitted late or completed solely for the purpose of achieving an outcome will not be given a level of performance and will be reported as NA. Work not submitted even though the student was present during the period of the assessment task will be reported as NS. Work not submitted because the student had an approved absence during the period of the assessment task (generally due to chronic illness) will be reported as NP.

Library & Library Pass
VCE students have the same access rights to the library as all other students. Should you wish to access the library during class time you must obtain a library pass from your class teacher. Students timetabled for private study are expected to use the VCE Study Centre. If you wish to access the library, students must sign in at the library and ensure that the library facilities are used quietly and respectfully.

Library – borrowing.
If you are unsure of the procedures for borrowing materials from the library and / or class sets please seek the assistance of the library staff – early in the year. Students should present a current library card in order to borrow books. Newspapers ordered and collected through the library must be disposed of appropriately and not left lying around the study centre.

Lockers.
Your locker is college property and must be looked after. You are expected to supply your own padlock. Graffiti or stickers on lockers are not acceptable. Please do not leave valuables in your locker and please do not leave food to rot in your locker. Do not allow other students access to your padlock combination or key. You must not relocate from the assigned locker without permission of the relevant student managers.

Minimum requirements for satisfactory completion of VCE
The minimum requirement for the award of the VCE is the satisfactory completion of 16 units, which must include: See section 5.1, pages 31-35 of VCAA Administrative Handbook 2016
- three units from the English group with at least one unit at Unit 3 or 4 level
- three sequences of Units 3 and 4 studies, other than English, including VCE VET sequences
For the calculation of a student’s ENTER by VTAC, satisfactory completion of both Units 3 and 4 of an English study is required. NB The vast majority of students completing their VCE at VSC will have taken 22 or 24 units.

Minimum requirements for studying VCE at Vermont Secondary College
Year 11 students are expected to complete a minimum of 12 units (6 per semester).
Year 12 students are expected to complete a minimum of 10 units (5 per semester).
Variations from this expectation will be considered where a student is eligible for special provision or has made an alternative agreement with the Director of Senior Provision or Director of Student Pathways. Many students spread their VCE requirements over the three years 10, 11 and 12.
Mobile phones and other electronic devices
VCE students are permitted to bring mobile phones and i-pods to the college, but must adhere to the following guidelines.

- The devices must be switched off and not used, in any way (including the sending and receiving of text messages) during class time. NB during private study periods i-pods and mobile phones may be used in a way that does not disturb other students.
- Student’s using mobile phones during class time will have them confiscated.
- Student’s using i-pods during class time without the teacher’s permission will have them (or the head-phones) confiscated.
- Confiscated phones or i-pods will be retained by the relevant Head of House and may be collected, by the owner, at the end of the school day. Mobile phones that are repeatedly confiscated will be retained for collection by a parent.
- You are totally responsible for the storage and security of such devices.
- Students must not have a mobile phone or other electronic device with them during any Assessment Tasks or examinations (except an approved calculator, where permitted).

Do not take a mobile phone or electronic device into an exam room during the examinations.

Module
A distinct component of the curriculum in VCE VET studies.

N
You may receive an N (not satisfactory) for a unit when one of more of the designated outcomes is not achieved because
- the work was not of the required standard
- you failed to meet a deadline for an assessment task
- the work cannot be authenticated
- there has been a substantial breach of attendance rules.

NA
Level of performance recorded for assessment task, which is satisfactory but was submitted late or
if the student was not present for the task by approval and unable to complete it.
or
if the assessment task was not submitted by a student who was present for the task.

Outcomes (Learning Outcomes)
What you must know (key knowledge), or be able to do (key skills) in order to satisfactorily complete a unit, i.e. be awarded an S.
To satisfactorily complete a unit you must demonstrate achievement of all the outcomes designated, for that unit, in the study design.

Parent / student / teacher interviews (student conferences).
These will be conducted twice each year with the dates to be confirmed later.
It is expected that students will accompany their parents / guardians to all interviews with teachers. It is also expected that all Year 12 students will organise appointment times for interviews with all their teachers.
Parents of Years 10 and 11 students are encouraged to talk to as many of their child’s teachers as possible on these days.
**Personal best**
The fundamental expectation for all VCE students at Vermont Secondary College is that they achieve to the best of their abilities. This can be achieved by making **full and effective use of the resources** made available to you as students of the college. If at the end of your VCE you have achieved to the ‘best of your ability’ then it will have been a successful VCE.

With consistent application, your VCE years may reveal to you that your personal best is better than you thought it was!

**Photocopiers**
All VCE students may use the photocopier in the college library. Photocopying procedures for students will be outlined by the library staff.

**Potential non-achievement of an outcome**
When a VCE student is in danger of not achieving an outcome in a particular study, parents will be informed via the ‘Potential non-achievement of an outcome’ **proforma**. This proforma will include advice on the action that must be taken by the student to redress the situation.

**Private Study**
Year 12 students generally have **at least** 6 periods of private study per fortnight.
All students taking a VET study (Year 11 and 12) will also have 6 periods of private study a fortnight.
A small number of Year 11 and 12 students taking a study outside the college (eg at language schools) will also have 6 periods of private study per fortnight.

**With the exception of students timetabled for private study at the beginning or end of their timetabled day, Year 12 students should spend their private study periods in the VCE Study Centre.**
Year 11 students timetabled for private study should also spend these periods in the VCE Study Centre.
**In cases of teacher absence** students should also use the **VCE Study Centre**. Students wishing to access the library must sign in at the library and may be denied access if they are not using the library facilities. See further details under **Teacher absence**.

**Reporting – Units 1 and 2**
A full college report will be compiled for each Unit 1 and 2 study taken. Unit 1 reports will be finalised in June. Unit 2 reports will be finalised in December. Each report will indicate whether or not each outcome has been satisfactorily demonstrated and will show a level of performance for each assessment task. A partial report will be prepared at the end of Terms 1 and 3.

**Reporting – Units 3 and 4**
A full college report will be issued for each Unit 3 study taken. This report will be issued in June. The report will indicate whether or not each outcome has been satisfactorily demonstrated. No graded assessments will be given on the report because all assessments are subject to statistical moderation and may change as a result of this process. No college report is issued for Unit 4 but a partial report will be prepared at the end of Terms 1 and 3.

Also see college policy on **VCE Reporting**

**Reporting – Victorian Curriculum and Assessment Authority**
The Victorian Curriculum and Assessment Authority (VCAA) issues a Statement of Results at the end of the calendar year to all students enrolled in VCE units. The Statement of Results contains:
- A cumulative record of achievement for all VCE and VCE VET units undertaken, and the year in which the result was obtained.
• Graded assessments and a Study Score for each sequence of Unit 3 and 4 studies undertaken either in the current year or earlier.
• Credit obtained for studies undertaken overseas, interstate or in the International Baccalaureate.
• A declaration that the student has or has not been awarded the VCE.

Research techniques.
Refer to the college Senior School diary. Study specific research strategies should be discussed with your study teachers. The college library staff are available to assist you with improving your research techniques, especially accessing information via the Internet.

S – Satisfactory Completion
Decisions on satisfactory completion of a unit (through Units 1 to 4) are based entirely on work assessed by the teacher of each study.
A student is awarded an S for a unit if he/she has demonstrated achievement of the designated outcomes for that unit. If a unit is not satisfactorily completed then an N is received.

Scaling
Scaling is a process that adjusts study scores to allow for any variation in strength between the cohorts taking particular studies.

VTAC, on behalf of tertiary institutions, establishes ‘scaled’ study scores for each student then combines these scaled scores to from a total which is then converted into a rank called the ATAR.
When receiving their ATARs, students also receive their scaled study scores.
Scaling is the adjusting of individual study scores to reflect the different combinations of VCE studies taken by students and allow for variations in the ‘strength of competition’ in different studies.
Whilst scaling may raise the study scores in some studies, such an increase only occurs when the relative ‘strength of competition’ is considered to be high. Scaling may lower the study scores of studies where the relative ‘strength of competition’ is considered to be lower.

The scaling process never lowers a top study score of 50. In VCE Unit 3 and 4 Mathematics, there are three increasingly more difficult levels of mathematics. Consequently Mathematical Methods is scaled up relative to Further Mathematics and Specialist Mathematics is scaled up relative to Mathematical Methods.
In LOTEs (Languages Other Than English) the average scaled study is automatically adjusted up by as much as 7. This does not directly increase the ATAR for LOTE students by 7 points.
For further details on scaling try the VTAC website: www.vtac.edu.au

School-assessed Coursework
Coursework assessment consists of a set of assessment tasks that measure students’ levels of achievements on Unit 3 and 4 outcomes. A student’s performance on each coursework assessment task is reflected in a score determined by the teacher. The student’s set of scores for School-assessed Coursework is forwarded to the Victorian Curriculum and Assessment Authority. The Victorian Curriculum and Assessment Authority aggregates each set of scores into a single score for each student.

Then all the single scores for all the students in the school are statistically moderated against the performance of those students on the related exam(s) and the GAT.

Statistically moderated Coursework scores contribute to the overall study score for each study.
Each student receives a letter grade for the Coursework assessment component(s) of each study in their Victorian Curriculum and Assessment Authority results.

NB. Any scores on coursework assessment tasks given to students, by teachers, during a unit are not final. Each student’s total coursework score may be altered by the process of statistical moderation.
School-assessed Task
An extended task associated with studies that have a product component, eg Design and Technology, Food and Technology, Studio Arts, Visual Communication and Design. Such tasks are set by the Victorian Curriculum and Assessment Authority and assessed by study teachers according to published criteria. The assessment of these tasks is moderated against the examination result. School-assessed Task performance contributes to the study score for the unit.

Sequence.
Often used to describe a study taken at Unit 3 and 4 level. Unit 3 must be taken before Unit 4 and both Units 3 and 4 must be satisfactorily completed to get a study score.

Special Entry Access Schemes - SEAS
VTAC (Victorian Tertiary Admissions Committee) and the various tertiary institutions have developed an umbrella program for all special entry schemes conducted by participating tertiary institutions in Victoria. These schemes are designed to address issues of access and equity relating to entry into undergraduate courses.

There are two distinct and separate SEAS schemes:

1. SEAS Access and Equity schemes.
These are targeted at tertiary applicants who have been unable to reach their full educational potential or may have access to the courses of their choice restricted because of life circumstances. Tertiary applicants may place before tertiary selection officer’s relevant information / evidence in one or more of the categories:
   - mature age entry
   - non-English speaking background
   - recognition as an indigenous Australian
   - difficult family circumstances
   - disadvantaged socio-economic background
   - rural or isolated applicant
   - under-represented school
   - RMIT schools network access program (SNAP)
   - women in non-traditional courses
   - disability or long-term medical conditions.

2. SEAS Year 12 Chronic Circumstances scheme
This scheme assists those students who have experienced circumstances, which have arisen during Year 12 and had an adverse impact on the final year of their secondary school performance.

See ‘Chronic Circumstances’
Details of the categories under which each participating institution accepts SEAS applications may be found in the SEAS booklet published – published by VTAC – which may viewed and/or downloaded on http://www.vtac.edu.au/pdf/publications/seas.pdf

The closing date for SEAS applications for 2016 tertiary entry will be published by VTAC in the 2016 VTAC Guide.

Special Examination Arrangements
Students are eligible for Special Examination Arrangements if it can be demonstrated that achievement on the examination is likely to be adversely affected by:
- Accident or sudden onset of illness
- Personal Circumstances
- Long-term Impairment.
NB Where **long-term impairment** is used as the grounds for eligibility, **details of ongoing arrangements / special provision made for the student at the school level** must be provided; otherwise Special Examination Arrangements will not be granted. Special Examination Arrangements may, depending on reasons for the application, take the form of one or more of:

- **extra reading time** in addition to the official reading time
- **extra writing time**
- **rest breaks**
- **use of technological aids** such as a computer
- **use of a scribe, clarifier or reader**
- **use of a Braille, enlarged or recorded examination paper**
- **an alternative examination venue**.

**Special Provision.**

Special Provision is designed to allow students who are experiencing significant hardship during their VCE years the **maximum opportunity to demonstrate** both what they know and what they can do. The objective is, as far as possible, to **remove the barriers to** a student **demonstrating** his or her **capabilities** in a particular study.

Students are eligible for this provision if, at any time while studying for the VCE, he or she is:

- significantly adversely affected by **illness** (physical or psychological), by any factors relating to **personal environment** or by other serious cause
- disadvantaged by an ongoing **disability** or **impairment** including learning disabilities.

There are two forms of Special Provision:

**Assistance**

Strategies, which are employed to optimise the conditions under which a student may undertake her/his VCE studies. Students may be granted forms of special provision, which will allow them to fully demonstrate what they know and can do.

Strategies may include:

- the flexibility of the VCE
- provision of facilities and technology
- assistance from aides
- re-scheduling of an assessment task
- extra time to complete required work for unit completion or School-assessed Coursework
- special examination arrangements (including the GAT).

**Administrative and Reporting**

Strategies that are essentially administrative in nature. These may include

- compassionate late withdrawal
- interrupted study status
- exemption from the GAT.

*Further details on Special Provision may be found in Section 12 of the VCE Administrative Handbook 2016 at the Victorian Curriculum and Assessment Authority website:*


*Also see college policy on Special Provision*

**Statistical moderation.**

Statistical moderation is a process undertaken by the Victorian Curriculum and Assessment Authority to ensure comparability of School-assessed Coursework assessment between different schools.

In Unit 3 and 4 VCE studies teachers have some **flexibility in choosing coursework assessment tasks** they use to assess the learning outcomes specified for each study. Consequently, in some cases the tasks set in one school may be harder or easier than those set in another school. Also the marking of tasks in one school may be stricter or more generous than in another school. Because of the possible variations between schools, **statistical moderation** is used to ensure schools’ assessments are comparable across all schools across the state.
Statistical moderation is a process for adjusting the level and spread of each school’s assessments of its students in a particular study, to match the level and spread of the same students’ scores on a common external examination and relevant parts of the GAT. In each study, the same examination(s) – externally set and externally marked – is attempted by all students across the state.

Examination scores are used as the basis of statistical moderation of each school’s coursework assessments. In studies with two examinations, scores from both examinations will be used. In some studies GAT (General Achievement Test) scores will also be used. These scores are used to form an external score for each student in a moderation group (in our case students from VSC) in a particular study. The external scores of the moderation group are then used to adjust the School-assessed Coursework scores of that group. This adjustment leads to moderated coursework scores.

In the moderation process for a particular moderation group:
- the highest (top) moderated score is made equal to the highest external score
- the median (middle) of the moderated scores is made equal to the median of the external scores
- the quartiles (25% and 75% points) of the moderated scores are made equal to the quartiles of the external scores.

During statistical moderation some or all of the Coursework scores awarded by the teachers of the study may change. The order or ranking of students according to Coursework scores does not change. The student with the top Coursework score before moderation still has the top Coursework score after moderation.

Stress.
It is perfectly natural to experience periods of stress during your VCE years. How you handle these periods is the key to maximising your progress.
When you realise that you are stressed take immediate action
- talk about it with your support team, i.e. parents, teachers, coordinators and friends
- be positive, try to picture your goals and think about the satisfaction of achieving them.
- describe your feelings and write down strategies for reducing the worry.
- use relaxation techniques to relax your whole body
- exercise to distract from stress and release tension
- try not to lose sight of your goals
- remember that causes of stress come and go
- be definite in your approach to dealing with problems.
Consistent application to set tasks and efficient use of the resources can minimise stress.

Study
A set of units available to be taken by students in VCE. Most studies have four units, some have two.

Study – the basics of the process
Study has four main parts
- Organising study (subject) matter efficiently.
- Getting ongoing day to day work and assignments done.
- Researching.
- Revising for assessment tasks, tests and examinations.

Some useful approaches might include:
1. Break large tasks down into smaller and more manageable ones.
2. Each day spend a few minutes reviewing the work covered in class.
3. Practice understanding / skills learned by doing problems and essays.
4. Reflect at the end of each study session on how much was achieved.
5. Attack each study session full on.

Study efficiency can be improved by
- writing down and asking teachers about questions or concepts that are unclear. The importance of writing down issues or questions for discussion cannot be overemphasised. Use your diary for this purpose.
- pre-reading of material to be covered in future lessons. This does improve uptake in class.
- taking a few minutes each night to review the material covered in class.
- checking out the study advice provided in your diary
- persistence and perseverance, backed by effective communication with study teachers
- assessing the appropriateness of your study environment.

**Study Afternoon**

Year 11 and 12 students have Wednesday afternoon on which no classes are timetabled. This afternoon is intended to be used for homework / home study and research. However there will be occasions where assessment tasks, excursions, seminars and other activities are organised for these Wednesdays so as minimise disruption to class time. Such excursions, seminars and activities are compulsory for the designated students.

**VCE students are not to arrange employment during school hours on Wednesday afternoons.**

Where students are granted an ‘extension of time’ to complete an assessment task, this will often require them (especially for Unit 3 and 4 studies) to remain at the college on Wednesday afternoons.

**VCE students attending the college during school hours on their designated study days are required to wear full uniform.**

Students are encouraged to make full and effective use of the afternoon of the Wednesdays.

**Study Scores – Unit 3 AND 4 Studies.**

The student's Study Score in a study is calculated using the student’s moderated Coursework scores, scores for School-assessed Tasks and examination scores.

The study score has a maximum of 50 and reflects the performance of a student relative to the other students taking that study. The highest ranked students in each study are given a study score of 50.

The study score indicates how the student performed in relation to others who took the study. Study Scores of 23–37 indicate the student is in the middle range.

A Study Score above 37 indicates that the student is in the top 15 per cent of students in this study.

For studies with large enrolments (1000 or more) the following table shows the approximate proportion of students who will achieve a Study Score higher than the stated values.

For studies with fewer enrolments, the proportion may vary slightly.

<table>
<thead>
<tr>
<th>Study Score (Relative Position)</th>
<th>Percentage of students above this position (approximate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>35</td>
<td>24</td>
</tr>
<tr>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>25</td>
<td>76</td>
</tr>
<tr>
<td>20</td>
<td>92</td>
</tr>
</tbody>
</table>

To receive a Study Score, students must achieve two or more graded assessments in the study and receive S for both Units 3 and 4 in the same year, unless they have Interrupted Studies status and have met the requirements over two years.

The symbol UN indicates that the Study Score is unavailable, because more than one graded assessment is NA or because the student has not satisfactorily completed both Units 3 and 4 of the study.

**Teacher absences**

At the beginning of every day a list of teacher absences and the classes affected is pasted in the Senior School Office window and on the Year 12 notice board in the locker area. Each VCE student is expected to personally check this list.

If your teacher will be absent period 4 or periods 3 and 4, and if no replacement teacher has been organised, you may leave the college prior to the end of the school day. However early dismissal is conditional on parental approval as indicated by signing the appropriate proforma issued at the start of the year.
Where teachers are absent during periods 1 to 3, with no replacement teacher has been assigned to the class and you have a class period 4. Then you should use the Senior Study Centre for private study. **Year 12 students only may leave the college when they have no more scheduled classes for that day.**

**VCE students should not be roaming around the college during class time and are not permitted to leave the college during the day.**

**Time management**
As VCE students, very little of your time is actually managed for you:
- about **19 hours a week for 30 weeks for Year 12 students.**
- about **21.5 hours a week for 34 weeks for Year 11 students.**

This the total time you spend in class, and at formal assemblies.

How you manage the rest of your time is crucial to your ultimate success in VCE.

How you spend your time can considered in three categories:
1. the things you are committed to – schoolwork, part-time work, sport
2. the things you are expected to be involved with – family, friends
3. the things you want to do – watching TV, socialising

The priorities you place on the activities within these categories really depend on your goals.

Certainly as VCE students it is expected that your commitment to schoolwork is greater than it may have been in Year 10. It may be that your commitment to sport is not as great. However part-time work creates an extra commitment that really shouldn’t impact on your schoolwork. So something has to give in categories 2 and 3. However family and especially friends are very important in your VCE years. Part-time work provides money that could be used for socialising.

Yes, time management is difficult.

Start the year by filling in the **VCE Time allocation check sheet (copies available from your student manager and on the back of this booklet)** for a few weeks. Once you have a clear picture of how you are using you time, managing it and establishing workable timetables will be a lot easier.

**Training Package**
Documents, associated with VCE VET, which set out the training framework as determined by industry for an industry sector. Components of the package include national competency standards, assessment guidelines and national qualifications.

**Uniform**
All VCE students are required to adhere to the college uniform requirements. Full details of the college uniform requirements are given in the Senior School Diary.

VCE students who arrive at the college out of uniform in any way and without an explanatory note signed by a parent will be sent home.

**On all occasions, including study days, when VCE students are at the college during school hours they must be in full uniform.** The only exceptions to this requirement are designated free dress days and for involvement in sporting teams or performances of the college production.

**Units 1 and 2**
Generally taken by Year 11 students.
Identified capable Year 10 students are encouraged to take one Unit 1 and 2 study.

**Units 3 and 4**
Generally taken by Year 12 students.
Capable Year 11 student are encouraged to take one Unit 3 and 4 sequence.

**Unit of competence**
A distinct work performance, in VCE VET studies, which is specified in terms of what should be done and the standard to which it must be performed, as required in industry.
Valedictory dinner.
A celebration of the completion of the VCE by Year 12 students.
The dinner is held on the Monday following the last school day for Year 12 students.
In 2016 the dinner will be on Monday October 17th at The Grand on Cathies Lane.
It is attended by students, their parents (and other relatives) and Year 12 teachers. Academic excellence, consistent application and contributions to music, sport, the performing arts, student leadership etc are all recognised at the dinner.

VASS21
Victorian Assessment Software System used to administer VCE enrolments and results and transfer data between schools and the VCAA central database.

VCAA - Victorian Curriculum and Assessment Authority
The body responsible for the administration of the Victorian Certificate of Education (VCE).

VCE Certificate
The certificate presented, by the Victorian Curriculum and Assessment Authority, to students who satisfy the minimum requirements for the completion of the VCE. VCE certificates are sent to the college the day after the publication of final results for Units 3 and 4 and may be collected from the Work Education / Pathways coordinator.

VET – Vocational Education and Training.
Students who successfully complete a VCE VET program gain, in addition to credit towards their VCE, national qualifications within the National Training Framework.
Students undertake a Training Package-based program and are enrolled in Units of Competence. Students receive an S for a Unit of Competence when they have demonstrated competence as assessed by the RTO (registered training organisation)
The majority of VSC students taking VCE VET units at VSC do their training off campus each Wednesday during term.
Vermont Secondary College is an RTO for VET – Multimedia, so students taking these units do their training at VSC.
A student may include one or two VCE VET Unit 3 and 4 sequences in their ‘best four’ studies for tertiary entrance.

VET students – private study
All VET students will miss some if not all classes every second Wednesday. It is your responsibility to ensure that you find out what will be (was) covered in each lesson you miss.
The compensation for these missed lessons is the 9 periods per fortnight of private study allocated to you.
Please note that all VET students are expected to spend these private study periods in Senior Study Centre.

VTAC – Victorian Tertiary Admissions Centre
The Victorian Tertiary Admissions Centre acts on behalf of universities, TAFEs and other post-secondary course providers in facilitating and coordinating information for tertiary selection.
VTAC receives applications and documentation from tertiary applicants, processes them and forwards them onto the chosen institutions.
VTAC also
• publishes guides to tertiary study
• provides a link between applicants and tertiary institutions
• provides enquiry services, email, telephone etc
• provides information services for parents and students
• calculates and distributes ENTERs
VTAC Guide
A book made available to all Year 12 students in July each year. It outlines all the tertiary institutions and courses in Victoria and details entrance requirements and application procedures.

Websites
Three particularly useful websites for Year 12 students and their parents are
1. the college website www.vermontsc.vic.edu.au
2. the Victorian Curriculum and Assessment Authority www.vcaa.vic.edu.au
4. the Victorian Tertiary Admissions Centre www.vtac.edu.au
All of the tertiary institutions in Victoria also have their own websites.

Wellbeing coordinators
The college welfare coordinators are located in the Work Education / Pathways centre. They will provide advice and support on a wide range of issues and problems - academic, environmental or social.

Year 12 breakfast
On the last day of Year 12, the college staff provides breakfast for all Year 12 students. This has become an integral part of the last day activities and also involves the presentation of ‘student awards’ – very non-academic.
Immediately following the breakfast is a rehearsal of the Year 12 concert.

Year 12 concert
The last on campus activity for Year 12 students, held on the Friday of the last week of year 12 classes (Friday October 14th in 2016).
This concert has the biggest audience of any college activity.
The concert will proceed through three phases:-
9.00 AM - 10.30 AM – Final rehearsal
11.00 AM – 12.30 PM – First Concert for Years 7,8 and 9.
1.30 PM – 3.00 PM – Second Concert for Years 10 and 11 and outsiders.
Past students and other outsiders (other than parents) must purchase tickets for $5 each from the General office
The concert is fully organised and run by Year 12 students.

NB – Alterations and additions will be made during the year. Feedback appreciated.

Changes will be posted on the VEWS calendar and Moodle.
VCE – ASSESSMENT

VISION STATEMENT

1. To provide a set of fair procedures for assessment of VCE Students.

2. To provide a mechanism for assessment of students who are absent during a particular assessment task.

GENERAL PRINCIPLES

- In each VCE study all students will be assessed according to the requirements specified in the study design.

- Students will be informed of the intended dates (timelines) for assessment tasks at the start of each unit but the details of each particular task will only be provided just prior to the assessment period.

- Assessment tasks in a particular study will not impinge on the class time of any other study.

- Students absent from designated assessment tasks due to illness or participation in a college approved activity must formally apply for extensions of time and / or rescheduling of tasks, through the relevant student managers, on the designated proformas.

  Students absent due to illness must provide a medical certificate or equivalent which must be attached to the application for extension of time / rescheduling of assessment task

  Time and location for completing missed tasks will be included on the completed proformas.

- Where an extension of time / rescheduling is granted for the completion of an assessment task, the student will be required to complete this tasks, under direct supervision either

  (1) on a Wednesday, periods 3 or 4 at the college under supervision or

  (2) At a specified time as determined by study teachers in consultation with student managers.

- Students granted Special Provision may be granted extensions of time and / or have assessment tasks rescheduled. Each case will be considered on an individual basis

- Assessment results will be provided to VASS21 coordinator according to current VCAA requirements.
VISION STATEMENT
To provide a set of procedures for reporting on VCE Studies.

GENERAL PRINCIPLES
• VCE Units will be assessed according to VCAA guidelines and reports available online from the college at the end of Terms 1, 2, 3 and 4 for Year 11 and Terms 1, 2 and 3 for Year 12.
• A statement of results will be issued, by the Victorian Curriculum and Assessment Authority, in December each year to all students enrolled in VCE units.
• Satisfactory completion of a unit requires the student to demonstrate achievement of all the specified outcomes. The judgement of satisfactory completion is a college responsibility and will be indicated on the end of unit report.
• Descriptive statements commenting on Future Improvement will be included in reports for Units 1, 2 and 3.
• Grades A+ to UG will be used to indicate to the student and parents the level of performance on identified assessment tasks for Units 1 and 2.
  A+ to E indicates acceptable levels of performance.
  UG (ungraded) indicates not meeting the criteria for the award of a grade.
  NA with an appropriate comment to indicate which of the following the reason according to the following possibilities:
    ▪ the task was not completed / submitted by the due date.
    ▪ the student was absent for a significant period and this task was not assessed.
    ▪ the student was present during the period of the assessment task but did not complete/submit the task
• Apart from S or N for learning outcomes no letter grades or scores will be given in Unit 3 school based reports.
VCE - AUTHENTICATION OF STUDENT WORK

VISION STATEMENT

1. To ensure that VCE students are aware that all work submitted for assessment must be their own.
2. To identify procedures should there be a breach of rules.

GENERAL PRINCIPLES

- All students taking VCE studies will sign the General Declaration on the Victorian Curriculum and Assessment Authority VCE Student Personal Details form.

- Students must follow the authentication rules and procedures laid down by the Victorian Curriculum and Assessment Authority. A copy of these will be supplied to each VCE student.

- In order to meet the requirements for satisfactory completion of a unit, students must submit work that is clearly their own. All assistance received in producing the work must be acknowledged.

- In studies with School-assessed Tasks teachers will monitor each student’s work in progress by maintaining individual authentication records. Students will sign a declaration of authenticity at the final submission of the task.

- For any Coursework Assessment completed outside the classroom students must sign a declaration of authenticity.

- Teachers will ensure that Victorian Curriculum and Assessment Authority authentication requirements are met and may consider it appropriate to ask a student to demonstrate her or his understanding of a task at or about the time of submission of the work.

- If a suspected or possible breach of authentication should arise the onus will be on the student to provide evidence that the work submitted is her or his own and was completed in accordance with Victorian Curriculum and Assessment Authority requirements. Students may be requested to attend an interview or complete a supplementary assessment task or test to demonstrate their understanding of the work.

- Should a student be required to attend an interview he or she must be given at least 24 hours notice in writing and informed of the purpose and procedures of the interview. The interview panel will be formed according to Victorian Curriculum and Assessment Authority guidelines.

- Should the college be satisfied on the basis of evidence that a student has submitted work that is not her or his own, the school has the power to impose penalties according to guidelines provided by the Victorian Curriculum and Assessment Authority. The student will notified in writing of any penalty within 14 days of the decision being made and a Breach of Rules report will forwarded to the Victorian Curriculum and Assessment Authority.

- Students have a right of appeal to the Victorian Curriculum and Assessment Authority against a decision to impose a penalty for a breach of Victorian Curriculum and Assessment Authority authentication rules.

NB. Victorian Curriculum and Assessment Authority guidelines may be found in the ‘VCE Administrative Handbook’ available on line at http://www.vcaa.vic.edu.au/schooladmin/handbook/index.html
VISION STATEMENT

1. To provide fair procedures which enable students to demonstrate achievement of learning outcomes within designated timelines.

2. To provide fair procedures for establishing eligibility for extension of time to demonstrate learning outcomes or complete assessment tasks.

GENERAL PRINCIPLES

- Students will be provided with a list of proposed completion dates for all assessment tasks in each unit of each VCE study.

- Students are expected to attend all timetabled classes unless excused for college-approved activities. All absences must be supported by appropriate and full documentation. A substantive breach of this requirement may lead to an N result for the unit.

- An extension of time to demonstrate satisfactory achievement of an outcome will be granted only in very special circumstances after consultation – prior to the task completion date – with the study teacher and the relevant student managers.

- All applications for extensions of time must be made through the appropriate student managers on the designated proforma and must be accompanied by appropriate and full supporting documentation.

- A student may not be granted satisfactory completion of a unit if a college deadline for an assessment task, including where an extension of time has been granted for any reason, including Special Provision, has not been met.

- A student awarded an N (non-satisfactory) for a unit because of failure to meet deadlines has the right of appeal to the college. Such appeals must be lodged with the principal within fourteen days of receiving unit results and will be considered by an appeals committee constituted according to Victorian Curriculum and Assessment Authority guidelines.

NB. Victorian Curriculum and Assessment Authority guidelines for ‘extensions of time’ may be found in the ‘VCE Administrative Handbook’

VISION STATEMENT

1. To provide a set of strategies for assisting students eligible for Special Provision in accordance with current VCAA practices, to successfully completing their VCE studies.

2. To provide a set of practices for implementing Special Provision where eligibility has been established.

GENERAL PRINCIPLES

- A student is eligible for special provision if, at anytime while studying for the VCE, he or she is:
  - significantly adversely affected by illness (physical or psychological), by any factors relating to personal environment or by other serious cause;

- Evidence to support a claim for Special Provision for a ‘learning disability’ should take the form of:
  - an educational history compiled from the results of diagnostic tests, and
  - advice from other professionals who have had contact with the student in an educational setting.

- With regard to intellectually disabled students, in circumstances where the student is considered to be unable to achieve success within the specified framework of the VCE, the appropriate course of action may be that the student is not enrolled in VCE studies, but undertakes a parallel, individualised teaching and learning program. In this case the college will issue its own certification.

- There are two forms of Special Provision, which come under the general classifications of Assistance and Administrative and Reporting.

  - Assistance may involve strategies approved by the school as part of Special Provision for Unit Completion, School-assessed Coursework and School-assessed Tasks. This may include one or more of:
    - Options within the flexibility of the VCE
    - Provision of appropriate facilities and technology
    - Assistance from aides
    - Rescheduling of an assessment task
    - Extra time to complete work for unit completion or School-assessed Coursework
    - Setting a substitute task
    - Principal’s Decision

  Documentation relating to applications for Special Provision and assistance options approved must be retained by the college.

  - Assistance may also involve strategies approved by the VCAA. This generally involves special examination arrangements (including the GAT). These special arrangements may take the form of one or more of:
    - extra reading time / extra writing / rest breaks
    - special versions of examination papers, eg in Braille for visually impaired students
    - use of technological aides such as computers
    - use of a scribe / reader / clarifier

  Applications for special examination arrangements must be made directly to VCAA via the college Principal. Applications for special examination arrangements for a student on the basis of ‘learning disability’ must be accompanied by evidence of the ‘provision’ already in place at the college for that student throughout her/his VCE.

  - Administrative and reporting provisions include:
    - Compassionate late withdrawal, which may be approved for a student who encounters severe hardship, eg serious illness, during Units 3 and 4.
    - Interrupted study status, which may approved for students enrolled in Units 3 and 4 who go on a recognised overseas exchange program or who experience serious illness or other disadvantage during the course of the year.

  Applications for compassionate late withdrawal / interrupted study status must be made directly to VCAA via the college Principal.
• A VCE support group will operate for each student eligible for ongoing Special Provision on the basis of a permanent disability or impairment. A support group will be established for any student who becomes chronically unwell during the course of her / his VCE. The input of such groups will assist the Principal who is ultimately responsible for deciding the level of assistance offered to the student, for reviewing students’ programs of study, and for decisions regarding satisfactory completion of units where one or more learning outcomes have not been completed.

• Exemption from the GAT
A student is eligible for exemption from the GAT if he / she is
- visually impaired, or has a hearing or physical impairment
- prevented by illness or other serious cause from sitting the GAT

Applications for exemption from the GAT are made directly to VCAA, using the ‘GAT Exemption Application form’ in the VCE Administrative Handbook 2016, via the college Principal. Evidence in support of an exemption must be supplied.

• Comparative unfamiliarity with the English Language.
Special Provision on the basis of comparative familiarity with the English language may apply to students who are from a Non-English-speaking background or who are hearing impaired.
- A student is eligible for EAL (English as an Additional Language) status if
  1. He / she has been a resident in Australia for a total of nor more than 7 years.
  2. English has been the student’s major language of instruction for a total period of not more than seven years over the period of his / her education.

Other special circumstances in which students might be eligible on EAL grounds may be found in the VCE Administrative Handbook 2016.
- A student is eligible for EAL (hearing impaired) if he / she has been ascertained by the Visiting Teacher Service as eligible for assistance on the basis of hearing impairment.
- At Unit 3 and 4 level students granted EAL status may enrol in English (EAL) or any other study from the recognised English group.
- Where a student has been granted EAL status, he/she may apply for an extension of time for the completion of tasks to assess learning outcomes. However this should not be regarded as usual or automatic.

Applications for EAL status must include supporting documentation.

• Chronic Circumstances
Students who experience specific ongoing personal circumstances, which affects their performance in external examinations, during the year in which their accredited Year 12 program is completed, and who are ineligible to receive a Derived Examination Score on the basis of those circumstances, may request that tertiary selection officers be informed of these ‘chronic’ circumstances by completing a Special Access and Equity Scheme Application Form which should be available on the VTAC website www.vtac.edu.au

Details of the categories under which each participating institution accepts Chronic Circumstances applications under the Special Access and Equity Schemes may be found in the SEAS booklet published – published by VTAC. This booklet may viewed and/or downloaded on http://www.vtac.edu.au/pdf/publications/seas.pdf

The Chronic Circumstances form should be completed by students, intending to apply for tertiary study, who experience specific personal circumstances which:
- occur during the year in which Year 12 is completed
- are likely to affect their performance in the external examinations
- are not appropriate for application for a Derived Examination Score

Chronic circumstances is intended only for situations that occur in the final year of the student’s VCE and have a deleterious effect on the student’s external examination performance.

All SEAS Chronic Circumstances Application forms must be signed and supported by a professional, eg doctor, counsellor, principal etc

VERMONT SECONDARY COLLEGE
VCE

SUBJECT SELECTION POLICY
The following policy applies in conjunction with the guidelines specified in the Year 10, Year 11 and Year 12 study selection guidelines which are available on the college web-site.

VISION STATEMENT
1. To provide a set of guidelines in accordance with current VCAA practices, to maximise student’s opportunities while successfully completing their VCE studies.
2. To provide a set of guidelines which are flexible and take into consideration student’s individual abilities and potential.

GENERAL PRINCIPLES
Student courses and opportunities to accelerate will be treated on a case by case basis at Years 10, 11 and 12 overseen by the Senior Transition Team and eligibility will be determined by the following criteria:

- external testing such as edutest, naplan etc.
- college reports
- subject teachers recommendations, particularly Mathematics and English
- student managers recommendations
- approval of the Senior Transition Team

GUIDELINES
- Students in Year 11 are expected to undertake 6 Unit 1/2 studies.
- Students in Year 12 are expected to undertake 5 Unit 3/4 studies.
- The average student is expected to study 22 units over the two years of VCE allowing plenty of units for accommodations as 16 are required for completion of VCE.
- Students in Year 12 who have completed Unit 3/4 studies prior to Year 12 are expected to have completed at least 6 Unit 3/4 studies overall.
- Students in Year 11 are encouraged to undertake at least one Unit 3/4 study if they have demonstrated sound study habits, above average academic skills and a healthy attitude.
- Strong academic students should consider and apply to undertake two Unit 3/4 studies in Year 11 where it fits in with their chosen program.
- Students who have health or learning issues may reduce the number of studies at year 11 and Year 12 on approval of the Senior Transition Team.
- Students in Year 10 have the opportunity to undertake at least one Unit 1/2 study if they have demonstrated sound study habits, above average academic skills and a healthy attitude.
- Where a student is accelerating, space must be available in the class after all the current Year level have been allocated places.
- Students who wish to accelerate after initial subject placements have been allocated must still gain approval of the Senior Transition Team.
- Students who are completing an external study beyond their current year level may not be granted an additional accelerated study within the college.
- Specific advice is given in the Subject Selection guidelines for the relevant year level.
VCE VET

VISION STATEMENT

1. To provide students with opportunities to access VCE VET programs
2. To provide VET programs in order to enhance educational and career pathways

GENERAL PRINCIPLES

- VCE VET programs should be offered to students in the Senior School.
- Students who successfully complete a VCE VET program gain national qualifications recognised within the National Training Framework.
- VCE VET programs made available to students must be approved by the Education Committee on the recommendation of the VCE VET group in consultation with relevant Key Learning Areas.
- The VCE VET group should comprise the Senior School Coordinator, the Curriculum Coordinator, the Work Education Coordinator overseeing VCE VET, and a member of the Principal class (ex-officio).
- Vermont Secondary College will be part of a VCE VET cluster and will be represented in this cluster by the Work Education Coordinator overseeing VCE VET.
- Application to the Office of Training and Tertiary Education (OTTE) to become an RTO (Registered Training Organisation) for delivery if a specific VCE VET programs is dependent on the ability of the college to allocate suitable physical and human resources.
- Teachers of VCE VET programs at the college are required to maintain appropriate records to demonstrate that the requirements of the course are being satisfied.
- The requirements of students taking VCE VET programs with other providers will be recognised in the timetabling of VCE classes.
- The Work Education / Pathways Coordinator overseeing VCE VET will
  - provide awareness programs and information sessions to students and parents.
  - ensure that VSC students are enrolled in the correct certificate type for the VCE VET qualification they are completing
  - liaise with RTO’s / cluster organisers to ensure that units of competence / modules that have been satisfactorily completed by VSC students are accurately reported on.
  - obtain progress reports for VSC students taking VCE VET programs with other providers at or around Interim Reporting time
- Students will receive an S for a unit of competence when they have demonstrated competence as assessed by the RTO. Students will receive an S for a module when they have demonstrated achievement of all learning outcomes as assessed by the RTO.
- VCE VET qualifications may contribute up to 8 units and two Unit 3 and 4 sequences to the satisfactory completion of the VCE.
- Student taking a VCE VET study will have up to 9 periods of private study per fortnight. Private study options will be reviewed annually to accommodate these students.

VCE VET specific information may be on the VCAA website.
http://www.vcaa.vic.edu.au
Potential non-achievement of an outcome

Date: ______________________

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

Currently ________________________________ is in danger of not achieving an outcome (or not satisfying the attendance policy) in _____________________________ because of:

☐ difficulties with key skills / key knowledge
☐ low level performance on an assessment task / school assessed coursework task
  Task and related outcome: _______________________________________
☐ inconsistent attendance (not attended __ out of ___ lessons to __/__/____)
☐ inconsistent application to, or non-completion of, set tasks
  Task and related outcome: _______________________________________
☐ ineffective use of class time

In order to improve his / her chances of satisfactorily completing the outcome ________________________________ must

☐ ask for teacher assistance
☐ attend classes more regularly
☐ use class time more effectively
☐ complete the following work by _________________________
☐ other

Should you require further information re ______________________ situation please contact ___________________________________.

NB. If serious illness/environmental factors have influenced the student's performance/application, the relevant House Student Managers must be notified promptly to discuss a possible extension of time, or other appropriate arrangements.

All applications for extensions of time etc. must be substantiated by medical certificates and/or other supporting documentation.

The STUDENT MANAGER will receive a copy of this form.

________________________  _________________  __________________________
Principal  Study Teacher  Heads of House

Please acknowledge receipt of this communication by signing the attached proforma and please ensure that it is returned to the study teacher.
ACKNOWLEDGEMENT OF NOTIFICATION OF POTENTIAL NON-ACHIEVEMENT OF AN OUTCOME.

Student’s Name _________________________ Form ________

Study _____________________________

Teacher ___________________________

I / We received the notification, dated ______________ regarding the potential non-achievement of an outcome / potential failure to meet the attendance requirements by __________________________ in _____________________________________________________________________.

I / We understand that if the actions specified on that notification are not followed through then non-satisfactory completion of the unit may result.

I / We also understand that non-satisfactory completion of Unit 3 or Unit 4 of a VCE study means that a study score is not supplied for that study and it is not included in the calculation of the student’s ATAR (Australian Tertiary Admission Rank).

Signed: ____________________________ Date: __________________
Impending \textbf{N} Notification

Date: ______________________

Study: __________________________

Unit: 1/2/3/4

Current Status: \textbf{N}

Student: __________________________

Dear Parent / Guardian

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

Currently ___________________________ has not satisfied the requirements to achieve an S in this study because of:

\begin{itemize}
  \item [\square] difficulties with key skills / key knowledge
  \item [\square] low level performance on an assessment task / school assessed coursework task
    
    Task and related outcome: __________________________________________________________
  \item [\square] inconsistent attendance (not attended __ out of __ lessons to__/__/2015)
  \item [\square] inconsistent application to, or non-completion of, set tasks
    
    Task and related outcome: __________________________________________________________
  \item [\square] unsuccessful redemption
\end{itemize}

\begin{itemize}
  \item [\square] ___________________________ will receive an \textbf{N} for this unit unless action is taken immediately.
    
    Please contact the following student manager to confirm the required course of action.
    
    Phone: ___________________________

  \item [\square] This notification confirms that ___________________________ will receive an \textbf{N} for this unit and this status will be reflected in the Semester report.
\end{itemize}

A copy of this form must be given to the STUDENT MANAGER.

\begin{tabular}{l}
  Principal \\
  Study Teacher \\
  Heads of House
\end{tabular}
APPLICATION FOR ‘EXTENSION OF TIME’

Name _________________________ Form:________

has consulted KHU/SBI/ADU/KLA/KSH/BAN regarding an extension of time for

<table>
<thead>
<tr>
<th>STUDY &amp; UNIT</th>
<th>TASK(S)</th>
<th>TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to documentation/information received, an extension of time is warranted because of

<table>
<thead>
<tr>
<th>ENVIRONMENT/ SPECIAL CONSIDERATION</th>
<th>DISABILITY</th>
<th>ILLNESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(circle type and attach)</td>
<td>Well-being certificate/photocopies of bookings etc</td>
<td>Senior transition approval</td>
</tr>
<tr>
<td>slight impact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>moderate impact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>serious impact</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SM signature:_________________________ Date:____________

2. Teacher’s response / arrangements

If further information about the student’s situation is required contact an appropriate SM or the SWC. Otherwise discuss / negotiate a proposed extension of time with the student, taking into account
- your special knowledge of the work involved
- the student’s work / attendance record. (Bear in mind that either or both of these might have been adversely affected by the student’s circumstances).

Complete the details of the proposed extension below, and ensure form is returned to SMs immediately.

Note: Unit 3/4 studies only can use the Testing Room. Teachers of Units1/2 will need to make their own arrangements.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Original completion date</th>
<th>TEACHER ORGANISED ARRANGEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>DATE</td>
</tr>
</tbody>
</table>

3. Student manager’s confirmation

The proposed new completion dates for the specific tasks listed above have been confirmed.

SM signature:_________________________ Date:____________
APPLICATION TO RESCHEDULE A SCHOOL ASSESSED TASK DUE TO ABSENCE ON A COLLEGE APPROVED ACTIVITY

1. Name ______________________________________ Form: _______

will be absent from the following scored (graded) assessment task(s)

<table>
<thead>
<tr>
<th>STUDY &amp; UNIT</th>
<th>TASK(S)</th>
<th>TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

on _____________________________________________

due to ___________________________________________________________________________

Name of teacher in charge of activity __________________________________________

2. The new schedule for the completion of the task is

<table>
<thead>
<tr>
<th>Original date of Task</th>
<th>Rescheduled Date</th>
<th>Location and Supervision</th>
<th>Study Teacher’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Student manager’s confirmation

The rescheduled dates for the task(s) listed above have been confirmed.

SM signature: ________________________________

Date: ________________________________
**Time allocation check sheet**

**Name:**

**Week Ending:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Time (hours) allocated to each subject / study:**

<table>
<thead>
<tr>
<th>Study</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>___</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>(___)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>(___)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>(___)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>(___)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>(___)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>(___)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>(___)</td>
</tr>
</tbody>
</table>

**You will be able to develop effective time management skills** if you keep better track of the time spent on all activities - academic, part-time employment, sporting, social etc.

**Efficient reorganisation of time** when things seem to be getting out of control requires clear understanding of where your time is being allocated.

**Keeping these sheets accurate will enable you to determine just where the 'extra' time you may need at critical times of the year can be found!**

**Completing these sheets over a few weeks can provide useful information if you wish to seek advice on how to improve your 'study habits' or the balance of your various activities.**