Mount Eliza Secondary College

Educated for Excellence, Prepared for life.
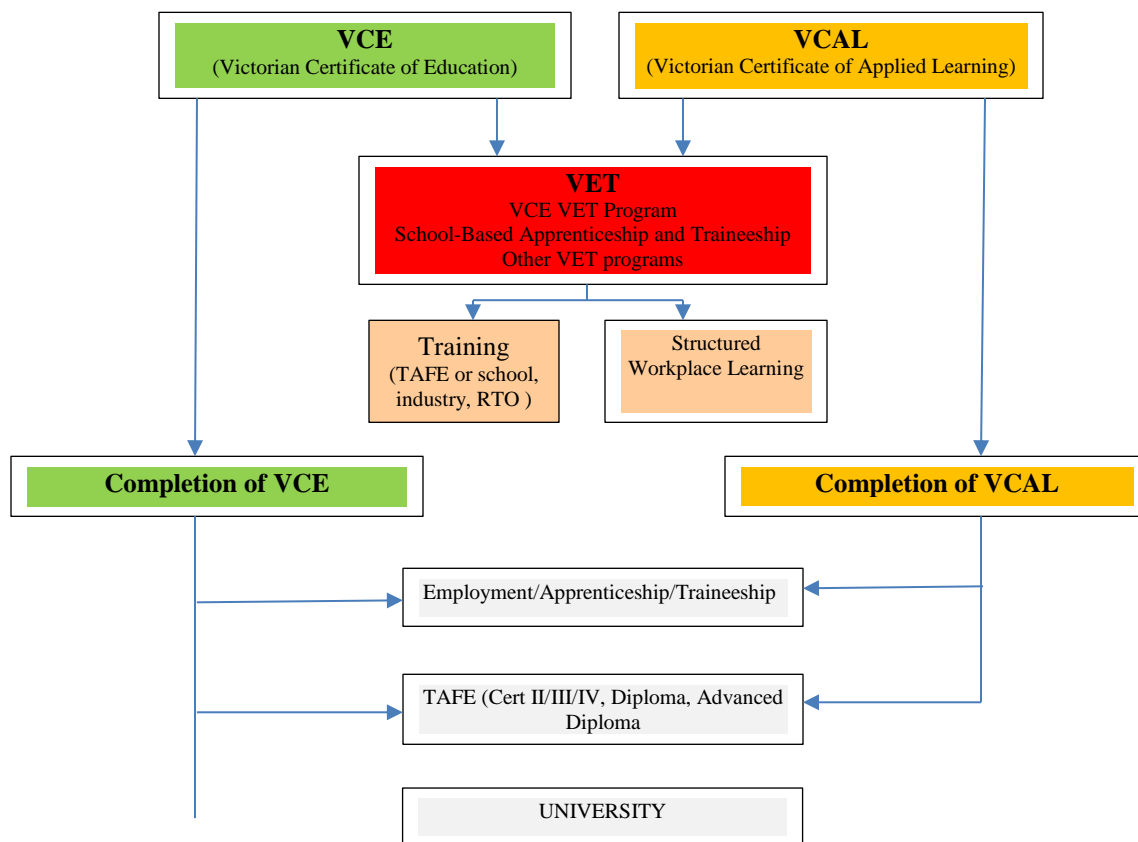
HAPPY
SMART
PREPARED

Mount Eliza
Secondary College

2020
Senior Pathways Sub-school Handbook

Senior Pathways Program – Our Curriculum

Mount Eliza Secondary is a learning community focused on ensuring that our students are happy and prepared to strive for excellence in learning.

Our curriculum is underpinned by the Victorian Curriculum and enables students to undertake a variety of subjects from different domains.

Our Senior Pathways Program offers a breadth of subjects and pathways to cater for all student interests in the senior years including the Victorian Certificate of Education (VCE) or the Victorian Certificate for Applied Learning (VCAL). Vocational Educational Training in schools (VETis) is available to all students in Years 10-12.

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┌─────────────────────────────┐   ┌─────────────────────────────────────┐
│ VCE                         │   │ VCAL                                │
│ (Victorian Certificate of   │   │ (Victorian Certificate of Applied   │
│ Education)                  │   │ Learning)                           │
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VCE (Victorian Certificate of Education)

VCAL (Victorian Certificate of Applied Learning)

VET
VCE VET Program
School-Based Apprenticeship and Traineeship
Other VET programs

Training (TAFE or school, industry, RTO)

Structured Workplace Learning

Completion of VCE

Completion of VCAL

Employment/Apprenticeship/Traineeship

TAFE (Cert II/III/IV, Diploma, Advanced Diploma

UNIVERSITY

<u>Victorian School Term Dates 2020:</u>

Term 1: 28th January – 27th of March

Term 2: 14th April – 26th June

Term 3: 13th July – 18th September

Term 4: 5th October – 18th December

<u>Other Important Dates:</u>

Schools must adhere to Victorian Curriculum Assessment Authority published dates for entry of enrolments and results. Some dates are important for both school administration and the VCAA. These dates are a <u>guideline only</u> and may be subject to change:

- **Final day of Unit 3 classes:** Friday 22nd May

- **Unit 4 classes begin**: Monday 25th May

- **Year 10 to 12 Exam Week:** Monday 1st to Friday 5th June

- **Practice GAT**: Wednesday 3rd June – for Year 11 students only

- **GAT**: Wednesday 10th June (includes VCAL students)

- **Final day of Unit 1 classes**: Friday 12th June

- **Unit 2 classes begin**: Monday 15th June

- **Unit 3 & 4 Practice Exams**: Monday 14th – Friday 18th September

- **Year 12 Final Assembly:** Friday, 16 October

- **Year 12 Celebration Day:** Monday, 19 October

- **Valedictory Dinner:** Tuesday, 20 October

- **Unit 3 & 4 Written Examinations**: Wednesday 28th October – Wednesday 18th November

- **Year 11 Exams**: Monday 16th – Friday 20th November

- **Year 10 Exams**: Wednesday 25th – Friday 27th November

- **Final day of Unit 2 classes**: Friday 20th November

- **Year 12 2020 Orientation Camp**: Wednesday 25th – Friday 27th November

- **Jumpstart 2020**: Monday 30th November – Friday 11th December

SAC Dates

School Assessed Coursework dates will be submitted by Teachers to Senior School Leaders for approval at the beginning of each term. When approved Senior School Leaders will publish them on the Compass Calendar (SAC Register). Teachers will then create a Learning Task for the SAC and this will appear on the student's calendar.

INTRODUCTION

This handbook contains policies, dates and advice for Senior School Studies in 2020. It is compiled from school policies and VCAA guidelines.

Please note that changes may occur during the year due to changes in school policy or changes in VCAA dates or policy. Information not yet available and changes will be communicated in writing to you as soon as they become available. More information is available on the VCAA website www.vcaa.vic.edu.au.

The VCE/VCAL Administrative Team

The VCE/VCAL Administrative Team for 2020 is:

Assistant Principal	Gavan McCabe
Senior Pathways Program Leaders (Leading Teachers)	Elena McLuskie & Ashleigh Bell
Student Wellbeing Leaders	Mark Quigley (Year 10) Sue Holderness (Year 11 & 12)
VCAL Program Leaders	Penny Linardos & Aaron Prior
Senior Team Teachers	Ling Cui, Amy Leonard, Cynne Yang, Luke Churcher, Mark Baker, Peter Hayes, Cath Scott, Marcia Claringbold, Petra Hawkins, Katie Montinaro, Sue Hardy, Marcus Roberts, Rob Wallace, Mel Evans, Rebecca Carrie, Micah Davis and Therase Hienze.
VASS Administrator	Lynn Swannell
Career Practitioner/VET Coordinator	Leanne Paterson

Student Program Selection

VCE/VCAL Students may undertake any number of units in any year subject to the approval of the school. When making their selection students will consider the requirements for satisfactory completion of the VCE and/or VCAL and the award of the certificate.

Typically:

- In year 11 students must undertake 12 units (unless approval is provided to undertake less)
- In year 12 students must undertake 10 units (unless approval is provided to undertake less)
- VCAL is set with 4 units per year (plus any units gained from VET)

VCE

The minimum requirements for a student successfully obtaining their VCE is satisfactory completion of 16 units including

- ✓ At least 3 consecutive units of English or English Literature or English as an Additional Language (EAL)
- ✓ At least 3 sequences of Units 3 and 4, other than English (which can include VCE VET sequences;)

Please note that VTAC advises that for the calculation of a student's ATAR, satisfactory completion of both Units 3 and 4 of an English study or English EAL is required.

EAL Eligibility

It is possible to apply for EAL status if both the following conditions are met:

a) The student has been a resident in Australia for not more than 7 calendar years in total.
b) English has been the student's major language of instruction for a total period of not more than 7 years over the period of their education.

VCAL

Mount Eliza Secondary College offers VCAL (Victorian Certificate of Applied Learning) at the Foundation Level, Intermediate Level and Senior Level. Students must study Literacy, Numeracy, and Personal Development Skills, Work Related Skills (either work placement or Australian School Based Apprenticeship (SBAT) and Industry Specific Skills (VET or SBAT) Students must complete a set amount of Units from each strand to achieve the VCAL.

Satisfactory completion of VCAL certificate requires a minimum of 10 credits

The VCAL curriculum strands are:

- Literacy Skills – two credits
- Numeracy Skills – one credit
- Personal Development Skills – two credits
- Work Related Skills – two credits
- Industry Specific Skills (VET certificate at level II or above) – at least 3 credits (One credit = 90 hours)

Referral to VCAL:

- Students who would like to enter VCAL need to approach Senior School Leaders.
- Senior School Leaders then refer the students to the VCAL Team (Ms Linardos and Mr Prior), who will arrange an interview with the student and parents.
- Referrals to VCAL can be only made by Friday, 15th of February for Semester 1 and 15th of June for Semester 2

VET

The colleges Vocational Education and Training (VET) program works in conjunction with the FMPLLEN (Frankston Mornington Peninsula Local Learning & Employment Network In) and associated schools. VET in the VCE or VCAL allows students to include vocational studies within their senior secondary certificate.

Each qualification provides an opportunity for students to develop an awareness of the world of work and develop employability skills that will contribute to their career development journeys.

Students undertake nationally recognised training from nationally accredited training packages which contribute to their VCE or VCAL.

VET is optional in year 10 and the VCE but essential in VCAL.

VET contributes units of credit to both the VCE and VCAL. Some VET programs can also provide students with an ATAR contribution. The number of VCE units and the ATAR contribution available varies from program to program. More information about programs offering a study score can be located at www.vcaa.vic.edu.au/Pages/vet/programs/scoredasses.aspx.

VET qualifications are delivered both as part of the student's regular timetable and in a block on a Wednesday. For more information on VET programs, please contact VET Coordinator, Leanne Patterson.

VET is not recommended during Year 12 VCE as it may disrupt the student's timetable.

Pathway Transition Interviews

Transition Interviews are conducted with students at key times during the year. The intention of these interviews is to allow clear pathways to be developed for students: at risk, in need of changes to their course of study, to check vocational goals. **Parents** can attend these interviews and in certain circumstances may be required at these interviews.

Acceleration & Extension Studies

Students may select a VCE Unit 1 and 2 subjects in Year 10 and may proceed to a Unit 3/4 sequences.

Extension studies available outside of the College may also be possible. For example, students in Year 11 and 12 may wish to consider VET Studies or University Enhancement Studies as part of their academic program.

If a student wishes to be taken on one of the above opportunities it must be discussed with a Senior School Leader prior to their course counselling interview.

Attendance Requirements

All VCE units involve at least 50 hours of scheduled classroom instruction. A student needs to attend sufficient class time to complete work. (VCE and VCAL Administration Handbook 2019)

Students **must not** accrue more than **5 unexplained absences (periods) per subject, per Semester**. A student (and parents) will be alerted via a letter at 3 unexplained absences as well as 5 unexplained absences. At which point, a student may be given one opportunity by the Senior Sub School to redeem one unapproved absence per Semester. Not meeting the attendance requirements may result in in the student failing the Unit (not achieving a satisfactory result).

Approved Absences

Approved absences will include:
- Participation in College activities such as Sport, College Productions, Excursions and Student Leadership;
- Absence due to illness with an accompanied medical certificate
- Absence due to personal circumstances of which is communicated prior to or on the day of by a parent or guardian to the Attendance Officer (*phone: 9787 6288*) these absences will be **considered** for approval by the Senior School Team.

VCE students and parents are highly advised not take personal family holiday time during the school term as this breaches the VCAA attendance policy placing students at risk of not obtaining a satisfactory result for their respective subjects

Please note; where a student experiences on going absence due to serious illness or other adverse personal circumstances, an interview will be conducted to consider the best way to assist an support the student.

Senior Pathways Student Responsibilities

It is the responsibility of each student to:

- If arriving late or departing early, sign in/out via the front administration attendance office;
- All Year 10, 11 and 12 students are required to be present at school by 8:40am each day and must stay at school until 3:00pm
- Make up the time they have missed by being late, after school.
- On Wednesdays a regular **Connect** session will be held during period 5. This is a scheduled class and compulsory for all Year 10 – 12 students. At times, students **may** be permitted to leave early, in this case, parents will be advised by Compass
- **At NO TIME are students allowed to leave the school grounds.** To travel to the shops and then return to school. Students **must stay at school at recess, lunch and during study periods.**
- **VET students are** <u>not permitted</u> **to leave the school grounds** prior to catching the "VET" bus 15 minutes prior to its departure.
- During Study Periods, students must report to the Senior Learning Centre and work in the SLC/Library for the entire lesson;
- If absent (due to illness or school events), it is the student's responsibility to check Compass lesson plans and complete any work that they have missed. This includes following up on current or overdue learning tasks. Students who do not complete a satisfactory weeks work in their subject may be required to attend the Learning Redemption Program (see more information below).
- Students are advised to check Compass to ensure correct data has been entered, and to see the Attendance Officer and follow up with teachers if there are any concerns or discrepancies.

In addition to 50 hours of scheduled classroom instruction, it is expected that students will undertake up to 50 hours of self-directed learning for each unit.

Learning Redemption Program

Incomplete work, late submission of work or work not deemed their personal best will result in the student being assigned to the afterschool Learning Redemption Program session. The actions for this process are as follows:

1. In case of legitimate student absences, teachers will make a judgment about a reasonable extension deadline
2. The classroom teacher will inform students and parents of the required attendance via an entry on Compass
3. Students who complete the work prior to the designated LRP session still need to attend the session as they have not met the deadline
4. The SPP Student Wellbeing Leaders will follow up students who do not attend the afterschool session
5. Failure to attend the afterschool session will result in multiple lunch time redemption sessions, and or a Friday after school session with the Principal Team

6. Failure to attend a Friday after school session will result in a parent meeting and the student provided with an alternate program until the meeting occurs
7. If a student consistently does not meet deadlines or complete work to their personal best, the Student
8. Wellbeing Leaders will meet with parents/carers to discuss the student's progress and this may result in non-participation in co-curricular activities e.g. Interschool sports etc.

Senior Pathways Teacher Responsibilities

It is the responsibility of each teacher to:

- Ensure the Compass roll is accurately and promptly marked for EACH lesson,
- Update any late arrivals on Compass by the end of the lesson and register the lateness on compass.
- Regularly discuss with students any concerns over attendance, contact home in a timely manner, make notes on Compass and liase with the students SWL Leader for further support.
- The teacher's roll that is used to determine the number of unapproved absences in a study.
- Provide students will a clear understanding of the standard of work required for satisfactory completion of a unit of work
- Ensuring students are made aware of Timelines and deadlines for all work. This includes ensuring students are given at the very minimum, two weeks notice for a CAT, SAC/SAT and a clear understanding of the assessment criteria and mode of submission. In the case a teacher needs to change the date of a CAT, SAC/SAT from the Calendar they must seek approval from Senior School Leaders.
- Create regular time for team moderation of student work to ensure consistency in assessment and reporting across subjects and year levels.
- All CATS, SACS/SATS are reported upon as a Learning Task on Compass.

Use of Compass – Attendance, Lesson Plans, Reporting and Assessment

Compass is an important tool for students, teachers and parents. Attendance is recorded on Compass each period; students and parents are encouraged to check attendance regularly. Parents can use Compass to approve student absences or to contact teachers if required.

The following information is available through Compass:
- Learning intentions (listed on daily lesson plans)
- Daily instructions and E5 lesson plans for each class
- Learning tasks, including upcoming assessment task, feedback and results
- Regular progress reports

Compass is a vital tool for communication between the school and home. It is important that students, teachers and parents access Compass regularly. Students are instructed to check Compass for work to continue on with, if their teacher has an unplanned absence. Compass is also utilised to regularly communicate with home about attendance, work requirements and extra-curricular activities.

Reporting

All senior pathways program students will receive progress reports every 5 weeks and a detailed end of Semester report at the end of term 2. Year 10 and 11 students also receive a Semester 2 report at the end of Term 4.

For Year 12 students, the Statements of Results for Units 3 and 4 from VCAA, which will include a summary of 'S" and 'N' results, student's school assessments and examination grades and their Study Score, will be available during early December. Student/Parent/Teacher interviews are held at the end of terms 1 and 3.

Satisfactory completion of VCE/VCAL Units

What the student must do:

To Receive 'S' for the Unit (must do ALL of the following):	To Receive 'N' for the Unit (does 1 or more of the following):
Ensure that work completed meets the required standard for the outcomes prior to SACs	Submits work which is not of the required standard or is only partly completed
Sees that all work is completed on time and is clearly their own	Fail to complete work for assessment by school deadlines (original or extended, where extension procedures have been followed)
For satisfactory completion of a unit, a student must demonstrate achievement of all outcomes for the unit as specified in the Study Design.	Cannot authenticate their work
Abides by all rules and procedures including those pertaining to attendance	Breaks VCAA or school regulations such as those pertaining to absence

EXTENSION POLICY

Students are not automatically eligible for an extension of time. Grounds for which an extension <u>may be considered</u> include:

- illness supported by a medical certificate
- Sudden personal circumstances of which the Senior School leaders have been adequately informed and is supported by the appropriate documentation.
- Applications for extensions which relate to extra-curricular activities should also be made by the student.
- The extension application is made **at least three days** prior to the date on which the work is due (where possible).

Students and teachers are expected to follow the Extension application process below;

1. Classroom teacher records the extension details for the student and completes the Outcome Extension Form via Compass
2. A Senior School leader will approve or deny the extension via compass
3. If approved, the classroom teacher communicates the period of extension. Normally the maximum period for an extension of time will be **7 school days.**

Assessment

There are two forms of school based assessment:

Common Assessment Task (CAT)
- will be used to assess student achievement in their subject studies

School Assessed Coursework (SAC):
- will be used to assess student achievement in their VCE Studies

School Assessed Task (SAT)
- will be used to assess student achievement in the following VCE Studies;
Art, Product Design and Technology, Food and Technology, Media, Studio Arts, Visual Communication and Design and Systems Engineering.

SACs (Units 1 – 4):
- Coursework assessment of the student's level of achievement is based on assessment tasks designated in the study design and as determined by VCAA (for more information see VCAA website and bulletins).
- Tasks set are based on the key knowledge and the key skills required to complete the Unit to a satisfactory standard.
- Designated tasks for coursework assessment are selected from the study design and must form part of the regular teaching and learning program.
- Designated tasks must be completed mainly in class within a designated time frame.
- Teachers may use drafts for authentication and a teaching and learning strategy however, teachers will not mark or provide comments on any draft work that is to be submitted for coursework assessment.

Assessment results are recorded on Compass. SAC results are conditional as they may change as a result of statistical moderation. Total SAC scores may change following statistical moderation.

Although schools may permit students to submit further work for satisfactory completion of a unit, students may not submit further tasks for the reconsideration of SAC scores awarded by the school.

Attendance at SACs is compulsory. SACs should be approached by students in a serious and studious manner as these tasks contribute to the student's study score.

A medical certificate **must** be provided if absent from a SAC due to illness. If a student knows they will be absent in advance (another school-based activity such as a camp or extra-curricular activity), the student must organise an alternative time with their teacher **prior** to going on the activity.

Failure to follow these guidelines may result in a student not being able to re-sit their SAC. In this case, a student will receive 'NA' for the assessment and may be required to complete an alternative task in order for them to receive an 'S' for the unit.

VCE Graded Results
Grades are allocated according to the Performance Descriptor Rubrics relating to each Study Design.

Very Low – Low – Medium – High – Very High (See example Appendix One)

Feedback to Students:
After work is submitted and marked, teachers should provide feedback to students.

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

School Procedures for monitoring and Marking School Assessed Coursework
Requirements for authentication also apply to SAC tasks, although coursework is mainly conducted within the classroom. The classroom teacher must be able to authenticate SACs, and this means that drafts, where permitted, are not commented on. Work should mainly be completed under direct teacher supervision, and in the main should not be completed outside the classroom unless the teacher is satisfied that authentication will be possible.

Specific details of SAC tasks should only be given just prior to the starting date of the task to avoid potential authentication problems.

Where there is more than one class of a study, teachers need to liaise to ensure the tasks are completed simultaneously as far as possible. Teachers are also encouraged to form partnerships with other colleges for planning and moderation.

Below is an example of a VCE Study Coursework Assessment:

VCE Physics: Performance descriptors

PHYSICS SCHOOL-ASSESSED COURSEWORK				
Performance descriptors				

	DESCRIPTOR: typical performance in each range				
	Very low	**Low**	**Medium**	**High**	**Very high**
Unit 4 Outcome 1 *Apply wave concepts to analyse, interpret and explain the behaviour of light.*	Very limited understanding of concepts related to waves and the behaviour of light as a wave.	Limited understanding of concepts related to waves and the behaviour of light as a wave.	Satisfactory understanding of concepts related to waves and the behaviour of light as a wave.	Well-developed understanding of concepts related to waves and the behaviour of light as a wave.	Comprehensive understanding of concepts related to waves and the behaviour of light as a wave.
	Very limited application of wave concepts to describe the behaviour of light.	Limited application of wave concepts to analyse, interpret and explain the behaviour of light.	Satisfactory application of wave concepts to analyse, interpret and explain the behaviour of light.	Effective application of wave concepts to analyse, interpret and explain the behaviour of light.	Integrated and insightful application of wave concepts to analyse, interpret and explain the behaviour of light.
	Very limited application of quantitative models to describe how light changes direction.	Limited application of quantitative models to explain how light changes direction.	Satisfactory application of quantitative models to explain how light changes direction.	Effective application of quantitative models to explain how light changes direction.	Highly proficient application of quantitative models to explain how light changes direction.
	Very limited collection of some data.	Limited collection of relevant data.	Appropriate collection of relevant data.	Purposeful collection of relevant data.	Highly proficient collection of relevant data.
	Very limited use of data from experiments, texts, tables, graphs and diagrams to answer questions, to draw conclusions and to recognise experimental errors and limitations.	Some use of data from experiments, texts, tables, graphs and diagrams to answer questions, to draw conclusions and to recognise experimental errors and limitations.	Sound use of data from experiments, texts, tables, graphs and diagrams to answer questions, to draw conclusions and to recognise experimental errors and limitations.	Accurate use of data from experiments, texts, tables, graphs and diagrams to answer questions, to draw conclusions and to recognise experimental errors and limitations.	Insightful use of data from experiments, texts, tables, graphs and diagrams to answer questions, to draw conclusions and to recognise experimental errors and limitations.
	Very limited use of physics terminology, units, representations and conventions.	Some appropriate use of physics terminology, units, representations and conventions.	Appropriate use of most physics terminology, units, representations and conventions.	Effective and appropriate use of physics terminology, units, representations and conventions.	Proficient and highly appropriate use of physics terminology, units, representations and conventions.

KEY to marking scale based on the outcome contributing 30 marks

Very Low 1–6	Low 7–12	Medium 13–18	High 19–24	Very High 25–30

Examinations

Units 3 & 4
All Unit 3&4 Studies have one or more written examinations contributing from 25% to 66% of the study score. It is essential that students are fully prepared for their examinations. The college will run midyear practice examinations in June, and end of year in September.

Unit 3&4 examination timetables and regulations can be located on www.vcaa.vic.edu.au. Each student undertaking a Unit 3&4 study will be provided with an individual timetable for examinations.

Units 1 & 2
Examinations in all Units 1&2 subjects will occur in November. These examinations **generally** may play a role in the determination of unit results (S/N) but will be recorded on student reports and will be included in the calculation of their level of achievement. These examinations may be used as part of a student's redemption process.

Special Provision

There are 3 types of Special Provision in VCE/VCAL:

School Based Assessment
- Schools approve school based assessment special provision but are encouraged to implement arrangements consistent with VCAA Special Exam Arrangements. Please seek advice from Senior School Leaders.

Special Exam Arrangements
- The relevant application form needs to be lodged for them. Please refer the student to the Senior School Leaders for advice. These forms are required to be submitted to the VCAA by March 27th. To ensure this date is met, completed forms must be handed to **the Senior School office by Wed 25th February**.

Derived Examination Scores
- Students who are ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study may apply for a DES. Where an application is approved, a DES will be calculated by the VCAA.
- **A DES can only be calculated if a student has completed the course of study leading up to the examination and has a result for at least one other Graded Assessment in the same study.**

Expected use of the Senior Learning Centre (SLC)

Students are expected, during study periods, to be in the SLC. During this time it is expected that students spend time revising or catching up on homework or work tasks. They should also be able to access some teachers during study periods, depending on individual timetables.

During class time, there is no eating or drinking (the only exception is water) in the SLC space. The area is a study space and, during class times, needs to be used for this purpose. AT ALL TIMES.

Strictly no Phones are to be present or used in class or during study periods in the SLC.

Edrolo – Learning Support Tool

Edrolo is a comprehensive, online, interactive video and exam simulation resource used to support and enhance the learning of VCE Unit 1 & 2 and Unit 3 & 4 students.

Edrolo is available for the following VCE subjects in 2020:

Subject	Units 1&2	Units 3&4
Accounting	Y	Y
Biology	Y	*Extended resource (digital) $44
Business Management	Y	Y
Chemistry	Y	Y
English	NA	Y
Food Studies	NA	Y
General/Further Mathematics (Textbook available)	Y	*Textbook ($85)
Health and Human Development	Y	Y
History Revolutions	NA	Y
Legal Studies (Textbook available)	Y	Y
Mathematical Methods	Y	Y
Media	NA	Y
Physical Education	Y	Y
Physics	Y	Y
Psychology	Y	Y
Specialist Mathematics	NA	Y
Studio Arts	NA	Y
Visual Communication Design	NA	Y

Whilst not compulsory, it is highly encouraged that students use Edrolo as a study tool, to assist in learning and revising the work within their respective subjects throughout the year, and in the lead up to their end of year exam.

For more information on how to use and access Edrolo please don't hesitate to contact your child's classroom teacher or the Senior School team.

Driving to and from school

Students may drive themselves to and from school provided that:

- A car contract (with the number plate of the vehicle) is completed with the Year 12 Student Wellbeing Leader (Ms Sue Holderness). Please note, this contract must be signed by a parent of the driver.
- Keys are handed in to the Senior School Office before school and collected at the end of the day.

<u>This is non-negotiable.</u>

Transporting other students

Department of Education and Training—Student Driver Policy Guidelines March 2016 state:

**"Under NO circumstances should students transport other students in private vehicles for
any school organised activity or function whether held during or outside school times.**

Exception: During an approved pre-licence driver education program."

Students ARE NOT PERMITTED to transport **more than one peer passenger.** A peer passenger is a person who is at least 16 but less than 22 years of age, but does not include a person who is the spouse or domestic partner, or the sibling or step-sibling. This is in-line with VIC Roads policy.

Attending Excursions, Camps, Sport

Students are required to use the transport provided. Private cars <u>are not</u> to be used.

BREACH OF POLICY:

The driver should be aware that their conduct on the road impacts on community perceptions of the College. Our College takes pride in maintaining a positive image within the local community and it is important that the same standard of courtesy and consideration be extended to other road users and pedestrians as would be expected from face to face contact with members of the public. Careless and unsafe driving reflects poorly not just on the driver personally but also on the school. Members of the school community are requested to inform the school if they are aware of any student who is driving in a reckless or dangerous manner or who is not adhering to road rules.

Any complaint relating to the manner in which a student vehicle has been driven will be taken seriously and investigated. If student drivers have been found to put themselves and other road users at risk appropriate consequences will be implemented such as the student being banned from driving to school for a period of time or suspension and if necessary, the police notified.

Student Contracts

Student Contracts are an agreement between the school, the student and the family to act in accordance with the stated intentions of the Contact and may result in the student leaving if he/she does not comply.

Victorian Curriculum and Assessment Authority Rules

The VCAA sets down seven (7) rules for students to follow when preparing work for assessment. These rules also apply to Coursework and School-assessed Tasks.

1. Students must ensure that all unacknowledged work submitted for coursework is genuinely their own.
2. Students must acknowledge all resources used, including text and source material and the name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. Students must not receive UNDUE assistance from any other person in the preparation and submission of work
   ACCEPTABLE levels of assistance include:

- Incorporation of ideas or material derived from other sources (eg. 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 levels of assistance include:

- Use of, or copying of, another person's work or other resources without acknowledgement
- Actual corrections or improvements made or dictated by another person.

4. Students must not submit the same piece of work for assessment in more than one study.
5. Students who knowingly assist other students in a breach of rules may be penalised
6. Students must sign the *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 students own.
7. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.

For further details refer to www.vcaa.vic.edu.au

Information on the following topics can also be found on this website: Authentication, Breach of Rules, Onus of Proof, Informing students of the need for an interview, Appropriate Penalties following determination of breach of Rules, Penalty Notification to the student, Penalties, Appeals.

What's that Acronym?

VCE	Victorian Certificate of Education
VCAA	Victorian Curriculum & Assessment Authority
VASS	Victorian Assessment Software System
VET	Vocational Education and Training
VTAC	Victorian Tertiary Admissions Centre
GAT	General Achievement Test
SAC	School Assessed Coursework
SAT	School Assessed Task
S/N	Satisfactory / Not Satisfactory
ATAR	Australian Tertiary Admissions Rank
Study Score	VCE Subject Unit ¾ - Subject result out of 50