

Mount Eliza Secondary College



Mount Eliza
Secondary College

*Educated for Excellence,
Prepared for life.*

HAPPY
SMART
PREPARED

2019 Senior Pathways Sub-school Handbook

Victorian School Term Dates 2019:

Term 1: 31st January – 5th April

Term 2: 23rd April – 28th June

Term 3: 15th July – 20th September

Term 4: 7th October – 20th December

Other Important Dates:

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 guideline only and may be subject to change:

- **Final day of Unit 3 classes:** Friday 24th May
- **Unit 4 classes begin:** Monday 27th May
- **Year 10 to 12 Exam Week:** Monday 3rd to Friday 7th June
- **Practice GAT:** Wednesday 5th June
- **Final day of Unit 1 classes:** Friday 7th June
- **Unit 2 classes begin:** Monday 17th June
- **GAT:** Wednesday 12th June
- **Transition Interviews (Unit 1 & 3 Review):** Tuesday 11th – Friday 14th June
- **Unit 3 & 4 Practice Exams:** Monday 16th – Friday 20st September
- **Unit 3 & 4 Written Examinations:** Wednesday 30th October – Wednesday 20th November
- **Year 10 & 11 Exams:** Monday 11th – Friday 15th November
- **Final day of Unit 2 classes:** Friday 22nd November
- **Year 12 2020 Leadership Camp:** Wednesday 20th – Friday 22nd November
- **Jumpstart 2020:** Monday 25th November – Friday 13th December

SAC Dates

School Assessed Coursework dates will be submitted by Teachers to Senior School Leaders for approval. When approved Senior School Leaders will publish them on the Compass Calendar (SAC Register) for each Semester. 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 2019. 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 2019 is:

Assistant Principal	Gavan McCabe
Senior School Leading Teacher	Ashleigh Manning & Elena McLuskie
Student Wellbeing Leader	Sue Holderness & Katie Montinaro
Mentors	Penny Linardos, Marcia Claringbold, Dan Talha, Ling Cui, Amy Leonard, Aaron Prior, Cynne Yang, Irene Treadwell, Luke Churcher, Mark Baker, Nelomi Venthana, Yuriy Verkhatsky, Heidi Lockyer, Cath Scott
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.

VCE

The minimum requirements for a student's program for satisfactory completion of the VCE are 16 units which include:

- Three units from the English group (Foundation English Units 1, 2, English Units 1, 2, 3 and 4, English EAL Units 3 & 4, English Language Units 3 & 4 or Literature Units 1 & 2, 3 & 4). **At least three units from the English Group, two of which must be a Unit 3–4 sequence**
- And*
- Three sequences of Units 3 and 4 studies 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.

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 VCAL Team (Ms Linardos and Mr Prior), who will arrange an interview with a student and parents.
- Referrals to VCAL can be only made by Friday, 15 February at the start of Semester 1 and in the period from 3 to 15 June for Semester 2 intake.

VET

The schools Vocational Education & Training program works in conjunction with the FMPLLEN and associated schools. More information is available in our Course Selection Guide. Memorandum of Understandings which define the rules, regulations and procedures with our partner VET providers and are available on request.

Transition Interviews

Transition Interviews are conducted 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

It is the expectation students will take selected VCE Unit 1 and 2 subjects in Year 10 and Unit 3/4 sequences in Year 11. 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.

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 2018)

Students must not accrue more than 5 unexplained absences in a 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 will result in the student failing the Unit (not achieving a satisfactory result).

Student Responsibilities

It is the responsibility of each student to:

- arrive at classes on time and have their attendance recorded;
- If arriving late or departing early, sign in/out via the front administration attendance office;
- All Year 11 and 12 students are required to be present at school by 8:40am each day and must stay at school until 3:00pm each day except Wednesdays;
- On Wednesdays, a regular mentor session will be held during period 5. At times, students may be permitted to leave early.
- **At NO TIME are students allowed to leave the school grounds ie.** 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 not permitted to leave the school grounds** prior to catching the “VET” bus;
- During Study Periods, students must report to the Senior Learning Centre and work in the SLC/Library for the entire lesson;
- 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.
- 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.

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 (teachers may impose catch up time for unexplained lateness)
- regularly discuss with students any concerns over attendance and make notes on Compass
- regularly contact parents when there are concerns over attendance and make notes on Compass
- **regularly liaise with Mentor teachers regarding attendance concerns**
- **The teacher’s roll that is used to determine the number of unapproved absences in a study.**

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.

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

Use of Compass

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 for each class
- Learning tasks, including upcoming assessment task 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.

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 <u>all</u> 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

REDEMPTION POLICY

- At the end of the regular coursework time, should a student have **NOT** satisfactorily demonstrated the required standard for the Key Knowledge and Key Skills for the Outcome – **an N will be awarded.**
- The student will sit the SAC (assessment) at the same time as all other students and receive a score.
- Regardless of the score that the student achieves they will be required to complete an additional task(s) to satisfactorily demonstrate the sections of the Outcome that they have not already done so.
- The student will sit the SAC regardless of their coursework result and will receive the score upon satisfactorily redeeming the coursework.
- If a student receives a SAC score of 40% or less, they will need to redeem this SAC result. The teacher

will provide the student with either a new task or will ask a student to complete all or some of the task's sections.

- If 'N' has been awarded, it may be possible to redeem it to an 'S' after consultation with the class teacher and the Senior School leader. **Please note; a student can only be approved for a maximum of 50% of the total outcomes (CATs for Maths) offered in a VCE subject.**
- If the student does not meet the required standard in the coursework, then an N will be awarded.

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

1. Classroom teacher records the redemption details for the student and completes the Outcome Redemption Form via compass
2. A Senior School leader will approve or deny the redemption via compass
3. If approved, the classroom teacher administers the redemption task within 7 school days covering the required Learning Areas of the Outcome. This is NOT an assessment task. The original grade from the SAC will stand.

* Where the student has completed work but there has been a substantive breach of class attendance, the student will be awarded an N overall.

EXTENSION POLICY

Students are not automatically eligible for an extension of time. Grounds for which an extension may be considered 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 3 – 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 school will run practice examinations 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 study scores. 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 1st. To ensure this date is met, completed forms must be handed to **the Senior School office by Wed 27th 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.

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 2019:

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:

- the number plate of the vehicle is registered with the Senior School Coordinators
- a driving/parking pass is obtained from Senior School and is easily visible on the front dashboard of the registered vehicle.

Transporting other students

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 are not to be used.

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 Contract 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
S/N	Satisfactory / Not Satisfactory

ATAR Australian Tertiary Admissions Rank

Study Score VCE Subject Unit $\frac{3}{4}$ - Subject result out of 50