



Marian College Myrtleford

'Smaller Community - Big Opportunity'

Senior School Handbook

VCE | VET | VCE VM



This booklet has been prepared for VCE students and parents.

Copies of the VCAA Administration Handbook and the VCE Subject Handbook are available from the Senior School Leader. Alternatively, these are available online at www.vcaa.vic.edu.au

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VCE / VCE VM Teachers 2024

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VCE SUBJECTS AND TEACHERS

Art Creative Practice		Georgia Rose (Unit 3/4) MP-12
Biology	Kylie Quin (Unit 1/2)	Jody Vlahandreas (Unit 3/4) MP-12
Business Management	Mark Bennett (Unit 1/2) MP12	Davina Perkins (Unit 3/4)
Chemistry	Andrea Skahill (Unit 1/2)	Lia Mitchell (Unit 3/4) MP-12
English	Sonia McKenzie (Unit 1/2)	Bridget Goodyear (Unit 3/4)
General Mathematics	David Melville (Unit 1/2)	Maria Fin (Unit 3/4)
Health & Human Development	Kiera Schaefer (Unit 1/2) MP12	Brad Carroll (Unit 3/4)
History	Jo Milford (Unit 1/2) MP12	Megan Fullwood (Unit 3/4)
Legal Studies	Sarena Roso (Unit 1/2) MP12	Michael Guinane (Unit 3/4)
Languages (Italian)	Virtual School Victoria (VSV)	Antonella Sella (Unit 3/4) MP-12
Mathematical Methods	Maria Fin (Unit 1/2)	David Melville (Unit 3/4)
Outdoor & Environment Studies	Clinton Slotegraaf (Unit 1/2) MP-12	
Physical Education	Kate Sanderson (Unit 1/2) MP-12	Brad Carroll (Unit 3/4)
Physics	Kalian Barnes (Unit 1/2) MP-12	Virtual School Victoria (VSV)
Product Design & Technology	Russell Williams (Unit 1/2)	Russell Williams (Unit 3/4)
Psychology	Caitlin Nolan (Unit 1/2)	Caitlin Nolan (Unit 3/4)
Religious Education	Vicky McGowan (Year 11)	Maria Fin (Year 12)
VET Sport & Recreation		Clinton Slotegraaf (Unit 3/4) MP-12
Visual Communication & Design	Cate Sutterby (Unit 1/2)	Cate Sutterby (Unit 3/4)
VCE VM	Martine Valentine, Megan Fullwood, Maria Bleeser & Andrew Mckenzie-McHarg	

Marian College 2023 Learning Mentor Groups

LM Group	Staff Member	Email
N1	Ms Davina Perkins	davina.perkins@mcm.vic.edu.au
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VCE/VCE VM Requirements

The VCE will take a minimum of two years to complete.

Students will be able to attempt 24 units over the two year period from a range of different studies.

Student program must include

- Successful completion of an approved combination of at least three units from the English Group (English as Another Language Units 1 – 4, Foundation English Units 1 & 2, English Units 1 – 4, Literature Units 1 – 4).

There are no other restrictions on the choice of units.

However, there are other conditions that each student must fulfil to ensure satisfactory completion of their VCE:

- Satisfactory completion of a minimum of 16 units, and
- Satisfactory completion of an approved combination of three units from the English group. At least three other sequences of Unit 3 – 4 studies.
- The 16 units may include a number of units of Vocational Education and Training (VET).

Tertiary Selection

The VCE will take a minimum of two years to complete.

VTAC (Victorian Tertiary Admissions Centre) is responsible for organising and processing student applications to universities and TAFE colleges. This process involves the generation of an Australian Tertiary Admissions Rank (ATAR) for all students planning entry into the tertiary level of education. This system allows for all students across Australia to be treated in the same way, where possible, in their applications for tertiary places.

VCE students use the ATAR as a basis for entry to Victorian universities and TAFE institutions. The ATAR scores can also be used for entry into interstate universities and TAFE colleges.

The minimum entrance requirements for exiting Year 12 students for all universities and some TAFE courses are:

- Satisfactory completion of the VCE.
- Satisfactory completion of the work requirements in Units 3 and 4 of English.
- An ATAR (Australian Tertiary Admissions Rank). Students who do not apply to VTAC for entry into a course will not receive an ATAR – even if they have successfully completed their VCE.

Please Note

- All accredited VCE studies are considered to be equal.
- Successful completion of any VCE program does not guarantee entry into tertiary or TAFE courses.

Australian Tertiary Admission Rank (ATAR)

In mid-December of this year, all Year 12 students who applied for tertiary studies will receive their VCE results from the Victorian Curriculum and Assessment Authority (VCAA) and an ATAR from the Victorian Tertiary Admissions Centre (VTAC). The ATAR is a numerical score out of 99.95.

Calculation of the ATAR - The ATAR is based on a student's performance in English and his/her 3 best results, plus 10% of any 5th and 6th study. Each study is given a score out of 50 from VCAA.

Step 1 VTAC takes these study scores and compares the student's performance in that study with the rest of the candidates in the study. The study is then compared with performances of other studies. The student's study scores are **scaled** accordingly by VTAC in order to ensure that the strength of competition in each study is about the same.

Step 2 VTAC takes these scaled scores (ie. English + 3 next best + 10% of 5th and 6th study) and determines an ATAR aggregate (number between 0 - 210) for each student. VCE VET programs that don't include scored assessment (some VCE VET programs include scored assessment and therefore can be counted as one of the 3 best scores) and part-time Apprenticeships may count as the 5th and/or 6th study and a university (enhancement) study as a 6th study (if 5 VCE studies have been completed). If more than six studies are available then English and the best 5 are used. The highest possible aggregate, consistent with the rules, is always calculated.

Step 3 An aggregate is created for every current VCE student who has sufficient studies. There are about 40,000 current students each year. All eligible students are ranked in order of their aggregates. A student's percentage rank gives the percentage of eligible students ranked below that student.

Step 4 The top percentage rank is 99.95 and there are 2000 ranks used between 99.95 and 0.00, in steps of 0.05. About 20 students are allocated each rank, fairly evenly from top to bottom. The top 20 or so students with the highest aggregates (usually above 210), are allocated a percentage rank of 99.95, the next 20 with aggregates slightly lower, are allocated 99.90 as so on.

Step 5 In order to compare the ranks in various years or from various states, the percentage is converted to a ranking (ATAR) within the whole age group, whether or not the students stayed at school to complete the VCE.

There is no pass or fail ATAR. Every VCE student who applies for university selection and meets minimum tertiary entrance requirements under the VCE will receive an ATAR.

VTAC Guide - ATAR and Scaling 2024

Link: www.vtac.edu.au/atar-scaling-guide-2024.html#item-1

VCE VM Program

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals
- empowering them to make informed decisions about the next stages of their lives through real-life workplace experiences.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

Most students will undertake 16–20 units over the two years.

Other Options

The VCE has recently undergone a number of significant changes. These changes have placed greater emphasis on incorporating vocational training into VCE studies.

There are three types of alternative vocational programs that may be pursued by students while in Years 10 - 12. They are VET (Vocational Education and Training) in Schools programs, School Based Apprenticeships (SBA) programs and VCAL (Victorian Certificate of Applied Learning).

VET in Schools

These programs link general and vocational curriculum together. They provide more options for all VCE students without detracting from existing pathways. They provide TAFE vocational curriculum (national training packages) as an integrated part of the VCE and not as an add-on. Successful completion of a VET in Schools program continues to give the student a higher education option but also provides additional pathways to TAFE, training and work.

VET in Schools programs provide students with the opportunity to study their VCE as well as a TAFE Certificate and get their Australian Tertiary Admissions Rank (ATAR) all at the same time.

Some VET courses have an exam and can be counted in the top four subjects of the ATAR. Others do not have an exam but can be used as a 5th or 6th subject for the ATAR. See Michael Guinane (Pathways Leader) for more information.

A number of VCE VET programs are offered next year. Students will be asked to indicate interest in a list of possible VCE VET or School Based Apprenticeship programs and/or VCAL programs when completing their subject selections.

VET in Schools programs would be of particular interest to students wishing to:

- Complete their VCE
- Complete a recognised Certificate Course
- Obtain an Australian Tertiary Admissions Rank (ATAR) and keep tertiary options open
- Provide program flexibility - students may choose from the full range of studies offered
- Undertake studies with a more vocational focus that includes work placement and/or part time work.

By undertaking one of these programs the quality of student outcomes will not be compromised in any way. Students wishing to pursue University Studies will have their VCE considered along with all other VCE graduates. Students wishing to undertake Advanced Certificates at a TAFE College will have their certificate and/or VCE credited to them. Students wishing to enter the workforce at the completion of the program will have the benefit of both certificates (including the skills and competencies covered in the programs).

Students undertaking any of these programs will not be separated from students doing the more traditional VCE. They will not be 'streamed' into any VCE studies.

Programs this year include:

- Unit 3/4 Sport and Recreation

School Based Apprenticeship Programs

These allow VCE students to participate in part-time schooling and paid part-time employment. Participating students enter into a Training Agreement as part of their required employment arrangements. A student who undertakes a School Based Apprenticeship while still at school must be:

- Undertaking VCE /VCAL studies as part of a program managed and coordinated by a school, and
- A signatory to a Training Agreement registered with the State Training Board, and
- Employed under an award or registered agreement, and
- Undertaking a training program that leads to a nationally recognised vocational qualification.

MP-12 College and Marian College students have the opportunity to be involved in School-based Part-time Apprenticeships. Generally these students attend regular classes 4 days per week and attended their workplace one day per week.

They also complete additional paid work and training during some of their holiday period.

In some ways a school-based Apprenticeship program is similar to a VET in Schools program - with similar advantages. However, within an Apprenticeship program it is required that students spend the equivalent of at least one day per week in paid employment that is, four days at school, one day working. This is considerably more work placement than is involved in VET in Schools programs.

Similarly to the VET in Schools programs, these students will be issued with a nationally recognised certificate at the successful completion of the two years. They will also receive a VCE certificate providing they successfully complete the VCE requirements. So they will have had the benefit of completing their VCE, completing a Certificate I or II level training qualification, and also spending a significant amount of time in the work force being paid a training wage.

The main difference between VET in Schools programs and School Based Apprenticeships is that for a School Based Apprenticeship the student requires an employer for the duration of the program. This does not necessarily mean that the employer must guarantee the student a job at the end of the program/end of VCE. It just means that the employer is willing to employ the student (at training wage rates) during the program (typically two years) on a part-time basis. This effectively provides the student with a part-time job throughout their VCE in an area of interest to them.

Students involved in the part-time Apprenticeship program are paid training wage rates. This is usually less than students of a similar age may earn in other forms of casual part-time employment, but it needs to be remembered that students participating in the part-time Apprenticeship program are also undertaking training and will be awarded a nationally recognised certificate at the successful completion of the program.

School-based part-time Apprenticeships programs do not require students to undertake a set of prescribed VCE subjects.

It is essential that students must have an employer before embarking on a school-based part-time New Apprenticeship. Some assistance is available with securing an employer and the Colleges have established good working relationships with a number of local Group Training Companies who are available to speak with prospective employers to explain all the details of a school-based part-time Apprenticeship.

Please see Michael Guinane regarding School Based Apprenticeships.

Virtual School Victoria

A number of students will find that two subjects that they desperately wish to do are blocked on at the same time, or that a subject that appeals to them is not offered. For students who meet the criteria listed below, studying a subject through the VSV becomes an option. The VSV's courses combine quality print-based, audio and visual learning materials and electronic interaction through the internet/social media.

Subjects are divided into terms of nine weeks' work. The subject notes provide guidance and assignments for the student to complete and send/email to the VSV teacher **weekly**. At some levels, tests are sent to the home school for supervised completion.

Criteria for a successful VSV student

- As students are frequently doing this subject alone, good **independent work** habits are essential. This includes being resourceful about locating information.
- To be **well organised** is a key criteria as work is sent away weekly.
- To **seek assistance** early when unsure, either via the phone or electronic media.
- **Good literacy** skills, as work requires extensive reading and writing.

Students enrolling in a VSV subject are required to pay a fee unless this option is required due to a timetable clash. The fee may correspond to the fee charged by the VSV or as determined by the home school.

VSV offers a wide range of VCE subjects (but not all). Students wishing to undertake a subject through the VSV should speak with their Learning Mentor or for more information check out the VSV website **<https://www.vsv.vic.edu.au/>**

The VSV supervisor is Brad Carroll (Senior School Leader).

Satisfactory Completion of VCE

Satisfactory completion of VCE

Students must satisfactorily complete a minimum of 16 units, which will include:

- An approved combination of three units from the group of English studies and
- three sequences of Units 3 and 4 studies other than English

Schools are responsible for determining whether or not a student has satisfactorily completed the VCE. In all cases where a discrepancy may occur between a school policy and statements in the **Administration Handbook**, the VCAA document will be followed.

Satisfactory Completion of a Unit

In the VCE, School Assessed Coursework (SAC) assesses each student's overall level of achievement on specific assessment tasks. The study design specifies a range of tasks to assess each outcome within a unit. These tasks make up part of the teaching and learning program and are completed mainly in class time.

Achievement of an outcome means:

- The work meets the required standard as described in the outcomes
- The work was submitted on time (by being handed to the teacher or as otherwise directed by the teacher)
- The work is clearly the student's own
- There has been no substantive breach of rules

Results of School Assessed Coursework count towards a student's Study Score in each VCE study and ultimately towards the student's Australian Tertiary Admissions Rank (ATAR)

If any of the outcomes specified in the study design are not achieved, the student receives an N (Not satisfactory) for the unit.

Non Satisfactory Completion of a Unit

A student may not be granted satisfactory completion if:

- The work is not of the required standard as described in the outcomes
- The student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
- The work cannot be authenticated (This means it is not the student's work) or
- There has been a substantive breach of rules including school attendance rules

A student will be notified of this in writing and he/she must meet with Brad Carroll (Senior School Leader) and the subject teacher.

This panel will decide if a student will be awarded an N.

VCE Unit Result of J

If a student is no longer attending but they have not officially withdrawn by signing a Student Exit Form the symbol J is issued. The J result will be used if the student:

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

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

Unsatisfactory Performance Notices

A student can be issued with an 'Unsatisfactory Performance' notice (see sample form attached) for:

- Failure to submit required work
- Failure to complete homework on a number of occasions
- Lack of effort or concern in submission of poor quality work
- A number of unexplained absences

This is a warning to the student that there is a significant area of concern in a subject. Parents must sign this form to acknowledge receiving it. It is important that students discuss the reason for this notice and address the problem. Parents are encouraged to telephone and discuss the matter further with the teacher.

Assessment Tasks, SACs and SATs

There are two forms of school-based graded assessments for VCE Units 3 & 4 - coursework (SACs) and school-assessed tasks (SATs). The form or forms of school assessment and their weighting are specified for each study.

Teachers will report to students the raw (actual) score on the work as it is returned. The student report will not carry these numbers or the grade equivalent because of the VCAA statistical moderation process that occurs throughout the year. School assessments may change following review of school-assessed tasks or statistical moderation.

Results of these school assessments count towards a student's study score in each VCE study and ultimately towards the student's Australian Tertiary Admissions Rank (ATAR)

School assessed coursework has priority over excursions. Students who are absent from school assessed coursework will not receive a score unless their absence is an approved one.

In Units 1 & 2 assessment tasks are completed and graded. The results are communicated to parents in the mid-year and end of year reports. The grades do not contribute to the student's VCE study scores or ATAR score however, it is important that students satisfactorily complete these units in order to satisfy the unit requirements of VCE.

Extension of Time

The school is able to grant extension of time for the completion of coursework and outcomes, SACs & SATs and for the purposes of deciding satisfactory completion.

Students may apply for an extension of time **where circumstances beyond the control of the student have meant that she/he has not been able to spend sufficient time on preparation of work**, death in the family, acute illness that is supported by a medical certificate, an accident which affects the student or family. If a student requires an extension of time to complete work he/she must fill in the appropriate form and hand it to the unit teacher at least two days before the due date for the work. This form is to be signed by the parent/guardian before it is handed to the subject teacher.

The extension of time will be granted at the discretion of the teacher concerned. The teacher concerned will indicate the new date for submission. The maximum possible extension of time is two weeks. The completed form is to be handed to the subject teacher and a copy given to **Brad Carroll (Senior School Leader)**.

Students who do not complete the work by the new due date may receive an **N** for the unit if it does not satisfy the specified outcome it is assessing. Parents will be notified.

Authentication Rules (VCAA)

The VCAA sets down seven rules which students must observe when preparing work for assessment. They are:

- A student must ensure that all unacknowledged work submitted by them is genuinely their own work.
- Students must acknowledge all resources used. This will include text and source material and the name(s) and status of the person(s) who provided assistance, and the type of assistance provided.
- Students must not accept undue assistance from any person in the preparation and submission of work.
 - Acceptable** levels of assistance include:
 - The 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** forms of assistance include:
 - Use of, or copying of, another person's work or other resources without acknowledgment.
 - Actual corrections or improvements made or dictated by another person including the class teacher.
- Students must not submit the same piece of work for assessment in more than one study.
- A student who knowingly assists other students in a breach of rules may be penalised.
- A student must sign an authentication record for work done outside class at the time of submitting the completed task. The declaration states that all unacknowledged work is the student's own.
- A student must sign a general declaration that he/she will obey rules and instructions for the VCE, and accept its disciplinary provisions.

Breach Of Rules (VCAA)

Teachers who believe that a breach of rules has occurred or that a student has behaved inappropriately should report the incident in writing to the Senior School Leader for investigation.

Prior to a decision being made by the school which results in a penalty being imposed, the student will be requested to attend an interview, which will be conducted using the guidelines in our VCE policy.

Appropriate penalties to be imposed by the school

If any part, or all of the work cannot be authenticated, or if the panel is satisfied that there has been a substantial breach of rules the Principal may:

- Reprimand the student or
- Give the student the opportunity to resubmit work for satisfactory completion, if there is sufficient time before the due dates designated by the VCAA or
- refuse to accept that part of the work which infringes the rules **and** base a decision whether to award the outcome an **N** or **S** upon the remainder of the work or
- submit a score for the Coursework assessment based solely on an assessment of the remainder
- refuse to accept any part of the work if the infringement is judged by the Principal to merit such a decision, therefore
 - An **N** will be awarded for the outcome and the unit of work.
 - An **NA** will be submitted for the Coursework assessment and/or the School-assessed Task.
 - An **S** would be achievable for the unit of work, but the task would be graded as zero towards the ATAR score.

Attendances

Students must attend 80% of classes per unit per semester.

School-approved absences. These absences can be divided into three categories: **Medical and illness, School Activity and Extenuating Circumstances**

Some examples of each of the categories are outlined below:

Medical and Illness

- These absences must be supported by certification by a medical practitioner, stating that the student was unable to attend school.

School Activities

- These include: DECV Seminars

Extenuating Circumstances

- Other circumstances that might require a student to be absent, such as a death in the family, an accident that directly affects the student or their family members.

Students are encouraged to seek advice from Brad Carroll (Senior School Leader) to assist them in discerning whether they qualify for a school-approved absence.

An **unapproved absence** includes staying home to catch up on work, activities attending or preparing for a social event, attending a family holiday, driving lessons or driver's licence test or attending part time employment. For any absence, a parent/guardian must write a note to the teacher explaining the absence. Students must show their individual subject teachers and then give the note to their Learning Mentor.

If the student has been absent due to illness or serious environmental factors, he/she/they may be advised to seek help through Megan Fullwood (Wellbeing).

Withdrawing from a Unit

Students wishing to withdraw from a unit of study must first seek the advice of the subject teacher concerned and the Learning Mentor. ***If the decision is made to go ahead with dropping the unit, the student must obtain a withdrawal form from Brad Carroll (Senior School Leader) and return the completed form to Brad Carroll (Senior School Leader).*** Students must continue to attend classes until approval has been given. The final dates for withdrawal from VCE units are:

Last date for withdrawal from Unit 3 and 4 as a sequence – Tuesday 30th April 2024. Withdrawal after the final date means that the subject is listed as an N (not satisfactory completion).

Student Appeal

If a student has received an N for a unit, he/she can lodge an appeal. ***The student must lodge an appeal in writing to the Principal via Brad Carroll (Senior School Leader) within fourteen (14) days of receiving the result.***

An Appeals Committee, made up of the Principal via Brad Carroll (Senior School Leader) will consider all records relating to the case and may interview the student. The student will be given twenty-four (24) hours notice of the interview. The student may bring a parent or friend in a support role but not as an advocate.

The teacher who awarded the result may be required to provide additional evidence to the Appeals Committee.

The student will be notified in writing of the decision within fourteen (14) days of being interviewed. Students have the right of appeal to the VCAA against penalties imposed for breaches of authentication in relation to coursework.

Students may appeal against the decision of the Principal on one or both of two grounds:

- that a breach of the rules by the student had not occurred
- that the penalty imposed was too severe

A student's intention to appeal must be received in writing at the VCAA within fourteen (14) days of the Principal's written notification to the student. Correspondence must be addressed to the VCAA Secretary.

Exams

Unit 3 & 4 exams (except the Italian Oral exams) are held at the LG Ablett Pavilion.

All students undertaking a Unit 3/4 subject(s) are required to sit the GAT in June.

All students enrolled in a Unit 3/4 sequence (including VET scored sequences and VM sequences) **must** sit the General Achievement Test (GAT) in June. The GAT is now conducted in two separate sessions. The initial section (Section A) provides students with an opportunity to demonstrate they meet the Victorian Literacy and Numeracy Standards expected at the senior secondary level. All students complete the first section of the GAT. Section B (the second section) is comprised of an extended writing task, plus 25 mathematics, science and technology multiple choice questions and 25 arts and humanities multiple choice questions.

Special Provision

Special Provision are arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to achieve the learning outcomes.

The provision is available to VCE and VCAL students.

There are **three forms of Special Provision**

- School-based Assessment
- Special Examination Arrangements (SEA)
- Derived Examination Scores

The last day to submit SEA applications is Friday 8th March 2024.

School-based assessment

Schools can apply special provisions and arrangements for school-based assessments. The VCAA recognises that teachers, because of their knowledge of individual students and their circumstances, can sensitively vary the school assessment programs to accommodate student circumstances.

Students are eligible for Special Provision for school-based assessment if their ability to demonstrate achievement is adversely affected by:

- Illness - acute and chronic
- Impairment - long term
- Personal circumstances

There are a number of ways in which schools can make alternative arrangements to enable students to be assessed against the outcomes of the study design including:

- Allowing the student to undertake the task at a later date
- Allowing the student extra time to complete the task
- Setting a substitute task of the same type
- Replacing one task with a task of a different kind
- Using another planned task to assess more outcomes or aspects of outcomes than originally intended
- Using technology, aides or other special arrangements to undertake assessment tasks
- Deriving a score from other assessments or work completed by the student (in circumstances where the above provisions are not feasible or reasonable).

It is the responsibility of the student to draw to their teacher's attention any circumstances that might make them eligible for Special Provision at the time they are undertaking the school-based assessment. The Principal will decide if a student is eligible for Special Provision for school-based assessment.

Special Examination Arrangements

Schools may apply to the VCAA for modified examination arrangements for individual students. Principals must apply each year for students who are undertaking Units 3 and 4 in successive years.

Students are eligible for Special Examination Arrangements if it can be demonstrated that achievement on the examination is adversely affected by:

- **Accident or sudden onset of illness**
- **Personal circumstances**
- **Long-term Impairment** - Where this is used as the grounds for eligibility, the school needs to provide in their recommendation the details of arrangements made for the student at the school level. ***Special Examination Arrangements will not be granted to students who have long-term impairments where there has been no demonstrated requirement for them at the school level.***

Applications for Special Examination Arrangements must be accompanied by recent supporting medical or other specialist documentation.

Students who have been granted ESL status on the basis of unfamiliarity with the English Language and not hearing impairment are not eligible for Special Examination Arrangements on this ground alone.

Special Examination Arrangements may take the form of:

- Extra reading time in addition to the official reading time and/or
- Extra time designated for the examination and/or
- Normal time but with appropriate rest periods
- Permission to take food into examination

Students with specific illnesses or disabilities may be assisted by:

- Permission to use special technological aids such as a typewriter or computer
- Use of a scribe, clarifier or reader
- Use of enlarged, Braille and/or recorded examination papers
- An alternative examination venue
- Students who are unable to attend an examination centre due to illness or disability, but are well enough to attempt the examination in a hospital or in their own homes, may apply for special supervision

When deciding if a student is to attempt an examination it is important to seek the advice of the **medical practitioner**.

Students apply to the VCAA using a form which can be obtained from Brad Carroll (Senior School Leader). It is the VCAA, not the school, who will decide on the eligibility of an application.

Derived Examination Score

The Derived Examination Score (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 the provision.

The DES is intended for the student who is ill or affected by other personal circumstances **at or near 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.

Students are eligible for a DES if they can demonstrate that illness, personal trauma or other circumstances occurring **immediately before or during** the examination period has affected their performance on an examination or has prevented them from attending an examination.

'Immediately before' applies to the **two-week period prior** to a performance, oral or October LOTE written examination or the GAT General Achievement Test examination in the June or the November examination period.

The circumstances which will be deemed acceptable for a Derived Examination Score are:

- **illness** (both physical and psychiatric), **physical injury** or a **disability** which affects the student's performance on the examination (e.g. asthma attack, broken arm)
- factors relating to their **personal circumstances** or any event which affects the student's performance on the examination (e.g. death, serious illness, accident of a family member, family break up, faulty examination paper).

This must be substantiated with evidence from an independent professional (for example, doctor, social worker, police officer or solicitor).

The application form is the responsibility of the student. In exceptional circumstances where the student does not wish to divulge their specific circumstances to the school, he/she may apply directly to the VCAA.

Marian College General School Policies

Study Periods

- Students are expected to report to the library during study periods.
- Students are expected to take responsibility for their study periods and students who are not in the right place at the correct time may be asked to spend periods in the back of a teacher's class.
- Students must attend school at the start of the day regardless of whether they have study lessons or have their first class at MP-12 College.

MP-12 College students who study subjects at Marian College

Marian Students who study subjects at MP-12 College

- Students who study subjects at the other College are expected to abide by the rules of that College at all times. They are expected to follow instructions given by any staff members of that College.
- Students are expected to spend their lunch time at their home school. Students with classes at the other school either side of recess are permitted to remain at that College for the duration of recess.

Travel between Colleges

- Travel between Colleges is to be restricted to pedestrian transport (walking) along the pedestrian path, unless prior permission has been obtained from the Senior School Leader. Students must cross Prince Street at the student crossing outside of Marian College.
- Students travelling to the other College are permitted to leave class 5 minutes prior to the usual end of class time and are allowed to arrive 5 minutes after the commencement of the lesson. Students are expected to arrive within this ten minute time limit.

Submission of Work

- Students submitting work for teachers at the other school are required to hand the work personally to the teacher of the subject unless otherwise advised.
- Students submitting work for teachers at their own school are advised to hand work personally to the teacher of the subject, but in event of the teacher being absent, students may submit work at the staffroom with the request that the work be placed in the subject teacher's pigeonhole.

Student Cars

- Students are permitted to drive motor vehicles to and from school if they have written permission from their parents.
- Students are not permitted to drive between Marian College and Myrtleford P-12 College during school hours.
- Cars are not to be used for any other purpose during the school day and must not be parked in or brought onto the school grounds at any time. They can be parked in Williams Street, outside EMPAC or in the St Mary's Church car park (excluding days of a funeral).
- Students who drive cars must obtain the appropriate form from Brad Carroll (Senior School Leader). The completed forms are to be returned to Brad Carroll (Senior School Leader) to sign thus giving written permission.
- Students are permitted to transport a sibling as a passenger with the written permission of a parent/guardian.

Appointments

- Students should not make medical, dental or driving appointments during class time except in emergencies. Students may make appointments during study classes if necessary.
- Students who wish to take licence tests should make appointments well in advance so that these can be taken during holidays or out of school hours.

Absences

- Parents of students who are absent from school on any day are expected to notify the school before 9.00 am on that day and leave a message stating the reason for the absence.
- If a student is extremely ill and cannot attend school on the day of an Assessment Task or SAC, parents must notify the teacher of the subject involved as well as the Learning Mentor.
- Students who allow themselves to fall behind with work will have their study periods revoked until such time that the teacher is satisfied that the work is up to date.

Who Do You Go To?

If you are absent for a SAC	Parents must telephone the school and ask office staff to notify the subject teacher and the Learning Mentor. When the student returns to school a letter explaining the absence must be given to the subject teacher. If it is an acceptable absence, the student will be given a time to complete the SAC arranged with the subject teacher.
If you are ill for one day	Please notify the school on day of absence and bring a note to show your subject teachers and then give the note to your Learning Mentor.
If you are absent for more than one day	If you are aware of this beforehand please notify the office and your Learning Mentor teacher. If it is unexpected, please phone the school as expected for all absences. Missed work can be picked up or sent home with another student. If a teacher feels that you need to make up these classes, a student may be asked to attend after school.
If you are concerned about time management or stress	Discuss this with your Learning Mentor, and your subject teacher. You should consider making an appointment with the School Wellbeing Leader.
If you have fallen behind in a subject	Contact your subject teacher and Learning Mentor.
If you have a question regarding VCE VM	Michael Guinane (Pathways Leader)
If you have a question regarding VET	Michael Guinane (Pathways Leader)
If your coursework has suffered due to illness or personal circumstances	Contact your subject teacher, Learning Mentor and Brad Carroll (Senior School Leader)
If your examinations are going to be affected by illness or personal circumstances	Brad Carroll (Senior School Leader)
If you would like to change from one subject to another subject.	Discuss it with your subject teacher then see your Learning Mentor, and Brad Carroll (Senior School Leader). You must continue attending the subject until the change has been cleared through Brad Carroll (Senior School Leader).
If you would like to withdraw from a subject.	Firstly, you must seek the advice of your subject teacher. If the decision is made to go ahead, the student must meet with Brad Carroll (Senior School Leader). You will be given a form to pass on to parents to be signed.

Process to Complete a SAC on an Alternative Date

Checklist

- Students unable to attend a scheduled SAC due to illness will need to contact the school (preferably via their Learning Mentor Teacher) so that the subject teacher concerned is aware of the absence.
- If the student has a medical certificate, they should see their subject teacher immediately on their return. They must also have a letter from a parent/guardian explaining the illness.
- If a student does not have a medical certificate, they must bring a letter from home to explain their absence in detail. Show this to the subject teacher, Learning Mentor and Brad Carroll (Senior School Leader). If it is not an acceptable absence, students will not be able to complete the SAC task.

2024 Selected Important Dates

Date	
Friday 10th February	Final date (Marian) for VCE, VCE VM and VET subject changes
Friday 8th March	Last day to submit Special Examination Arrangements
Tuesday 30th April	VCAA Final date to withdraw from Unit 3/4 sequences
Tuesday 11th June - Thursday 13th June	Year 11 Mid-Year Examinations
Tuesday 18th June	GAT
September School Holidays Dates to be advised	Practice Examinations 1 for all Unit 3/4 subjects
Monday 7th October to Sunday 3rd November	LOTE Oral Examinations
Dates to be advised	Practice Examinations 2 for all Unit 3/4 subjects
Tuesday 29th October to Wednesday 20th November	Unit 3 & 4 Written Examinations
Thursday 12th December	VCE Results released

Glossary

Assessment Task	A task set by the teacher to assess students' achievements of unit outcomes
Authentication	The process of ensuring that the work submitted by students for assessment is their own.
Credit (VCAL)	In the VCAL, students are awarded one credit for completion of accredited curriculum in accordance with the course requirements for VCAL.
Derived Examination Score	Provision available for students who have missed an examination or whose examination performance has been impaired due to illness or other serious cause.
ATAR score	Australian Tertiary Assessment Rank. The overall ranking on a scale of zero to 99.95 that a student receives, based on her Study Scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.
GAT (General Achievement Test)	A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. It is done by all students doing a VCE Unit 3 and 4 sequence and used by the VCAA to check that schools are marking School-assessed Tasks to the same standard, as part of the statistical moderation of School-assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School-assessed Tasks.
Outcomes	What a student must know, or be able to do, in order to satisfactorily complete a unit as specified in the study design or VCAL unit.
SAC (School-assessed Coursework)	A school-based assessment that is reported as a grade for either a VCE Unit 3 or 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment asks that assess students' achievement of VCE Units 3 and 4 outcomes.
SAT (School- assessed Task)	A school-based assessment for a VCE Unit 3 and 4 sequence and reported as a grade. A school-assessed Task is set by the VCAA and assessed by teachers in accordance with published criteria. Schools' assessments of tasks are subject to review by a panel appointed by the VCAA.
Statistical Moderation	The process used to ensure that schools' assessments are comparable throughout the State. It involves adjusting each school's School-assessed Coursework scores for each study to match the level and spread of the external reference scores for the students in that school doing that study.
Study Design (VCE)	A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed.
Study Score	A score from zero which shows how a student performed in a VCE study, relative to all other students doing that same study. It is based on the student's results in school assessments and examinations.
VCAA	The Victorian Curriculum and Assessment Authority is responsible for the curriculum, assessment and reporting of both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).
VCE	The Victorian Certificate of Education is an accredited senior school qualification.
VET	The Vocational Education and Training is a nationally recognized vocational certificate. These certificates may be integrated within a VCE or VCAL program.
VTAC	Victorian Tertiary Admissions Centre acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system.

Appendix 1 – Unsatisfactory Performance



Student: _____

Class:

Subject: _____

Teacher: _____

Activity/Task _____

Your son/daughter has demonstrated an unsatisfactory performance due to

- Failure to submit work
- Failure to complete homework
- Poor quality of work
- A number of absences _____ (6 or more absences will be followed by an interview)
- Other _____

Explanation _____

If your son/daughter receives three of these forms, an N may be awarded. This form is the _____ one received for this semester in this subject. Should you wish to contact me at school, I would be pleased to discuss the matter further.

Teacher's signature _____ Date _____

(Teachers please pass on a copy to Brad Carroll – Senior School Leader)

☞**Reply Slip** -----

Unsatisfactory Performance

I/We have read the above notice and acknowledge receipt.

Student name: _____

Name of Parent: _____

Parent's signature: _____

Appendix 2 – Notification to Parents re missed SAC



Date

Dear

This is to notify you that **student name** has not attended class to complete the School Assessed Coursework (SAC) or Coursework Assessment Task for **unit name** on **date**.

All outcomes in a VCE unit must be satisfactorily completed if a pass in a unit is to be obtained and the above coursework/task is a compulsory part of the assessment.

It is the policy of the Myrtleford P-12 College and Marian College that special consideration may exempt a student from attendance at School Assessed Coursework/ Coursework Assessment Tasks provided that this is backed up by a medical certificate or other appropriate documentation. In that event, equivalent work must be completed at a later date.

If this special consideration is not granted/not available, **student name** will receive an 'NA' (not assessed and therefore no score) for the task. If special consideration is granted, **student name** will be eligible to receive scored assessment and an 'S' for the outcome if the task or an equivalent/alternative task is completed. It is the student's responsibility to negotiate completion of the task or an equivalent/ alternative task with the unit teacher.

Please contact either myself if you wish to discuss any aspect of this letter. Please acknowledge receipt of this letter by completing the tear-off slip below and returning it to the Senior Learning Leader.

Your Name
Class Teacher

Brad Carroll
Senior School Leader

✂-----

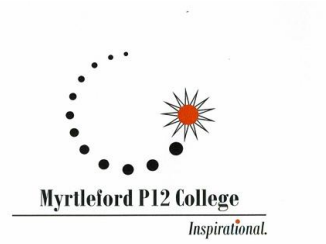
To Senior School Leader

I have received the letter dated _____ regarding absence from School Assessed Coursework/Outcome Assessment Task.

Signature _____

(parent/guardian)

Appendix 3 – Student SAC/SAT Feedback Sheet



Unit
SAC
Description of task

Student Declaration of Authenticity
 I declare that all unacknowledged work on the Coursework attached is my own.

Student Name _____

Student Signature _____

Criteria	H	M	L	NS
Criteria 1.				
Criteria 2.				
Criteria 3.				
Criteria 4.				

General Comments

Appendix 4 – Application for an Extension of Coursework Assessment



Student's Name _____

Unit _____ Date _____

Unit Teacher _____

Coursework Assessment Task _____

Due date for completion _____

The main reason I need this extension is because (tick one box only)

- Poor organisation of time
- Didn't see teacher about problems with understanding the work
- Illness (Medical Certificate required)
- Other (please specify) _____

Student's Signature _____

Parent's/Guardian's Signature _____

✂-----

(For Unit Teacher/Level Coordinator use only)

Application for extension is **APPROVED / NOT APPROVED**

New due date _____

Unit Teacher's Signature _____

Signed _____

**Brad Carroll
Senior School Leader**

Appendix 5 – Investigation of a Breach of School Requirements – Authentication



Student's Name _____

Unit _____ **Date** _____

Subject Teacher _____

Coursework Assessment Task _____

Teacher has informed the student that they feel a breach of school requirements as relates to authenticity by-

- Not being typical of other work produced by the student.
- Is inconsistent with the teacher's knowledge of the student's ability.
- Contains unacknowledged material.
- Has not been sighted and monitored by the teacher during development.

(For Senior School Leader Only)

Before imposing a penalty inform the student that they will need to provide evidence that the work submitted is their own and/or was completed in accordance with the VCAA's requirements by-

- Provide evidence of the development of the work.
- Discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work.
- Provide samples of other work.
- Complete, under supervision, a supplementary assessment task related to the original task.
- Attend an interview or complete a test to demonstrate understanding of the work.

Subject Teacher

Deputy Principal

Appendix 6 – Unit 1 & 2 Examination Conditions



- Year 11 exams will be held in the hall at Marian College and/or SLA Building at Myrtleford P-12 College. School uniform does not have to be worn.
- If you do not have an exam on, you may choose to stay at home to study. If at school, you are expected to study in the library. There are no Year 11 classes during the exam week.
- Students are not permitted to leave the examination prior to the end. If students finish early they are strongly encouraged to read over all answers and questions again.
- Students are not permitted to bring phones, electronic devices, food or drinks (other than water) into the examination. Students may bring a book to read in case they finish their exam early.
- During reading time a student may study the directions for the examination, the question book and use a dictionary if a dictionary is being permitted in the examination. A student must not begin to write or mark his or her paper in any way or use a calculator until the signal to write is given.
- Students must raise their hand to ask a question or seek clarification.
- No student may cheat or assist another student to cheat. No student may communicate (talk, gesture, etc) with another student in the examination room at any time.
- A student must stop writing when the signal to do so is given but must not leave his or her place until directed to by the supervisor.
- Any inappropriate behaviour will result in the student being given a warning. After this warning, if behaviour persists, the student will be asked to leave the room and his/her exam will not be assessed.
- If a student is to be absent due to illness or emergency, it is the student's responsibility to contact the teacher of the subject **prior** to the exam taking place.



Vehicle Register Student Driven Cars

Student's Name _____

Address _____

Phone Number _____

Car Registration Number _____

Description of Car _____

Agreement

I understand that I am not permitted to drive the car during the school day or transport other students and I agree to abide by the College policy regarding driving of cars.

Signed _____ (student)

_____ (parent/guardian)

Date _____

Completed/signed form should be returned to Brad Carroll (Senior School Leader)

Appendix 8 - Application for change of subject – VCE / VCE VM / VET



Marian College
PO Box 215 (Prince St.)
Myrtleford VIC 3737

Phone (03) 5752 1596
Fax (03) 5752 2796
Principal Cath Watter
Senior Learning Leader Brad Carroll



Myrtleford P12 College
PO Box 530 (Prince St)
Myrtleford VIC 3736

Phone (03) 5752 1174
Fax (03) 5751 1174
Principal Zlatko Pear
Assistant Principal 7-12 Jenni Gardner

Application for change of subject – VCE / VCE VM / VET

When considering changing a subject, it is important to carefully consider the **reasons** you want to change, and the **consequences** of changing – especially in relation to careers and entry into tertiary education.

Changes of subjects are not possible after **week 2** of any semester.

Before a change can occur, **this form must be completed by all persons listed below**, and submitted to Brad Carroll - Senior School Leader.

Name of Student: _____

Subject exiting: _____

Subject entering: _____

Student	Reasons for requesting change	Signature
Teacher of subject student is wishing to enter.	I am aware this student is wishing to enter this subject. Comment	
Teacher of subject student is wishing to leave.	I am aware this student is wishing to leave this subject. Comment	
Careers Coordinator	The student has researched and discussed consequences of changing these subjects.	
Parent.	I am aware my son/daughter is wishing to change subjects from _____ to _____	

Senior School Leader _____

Signature

Appendix 9 - Parent Letter (Risk of Non-Satisfactory Completion)



Marian College
PO Box 215 (Prince St.)
Myrtleford VIC 3737

Phone (03) 5752 1596
Fax (03) 5752 2796
Principal Cath Watter
Senior School Leader Brad Carroll

Myrtleford P12
PO Box 530 (Prince St)
Myrtleford VIC 3736

Phone (03) 5752 1174
Fax (03) 5751 1174
Principal Zlatko Pear
Assistant Principal 7-12 Jenni Gardner

Date _____

Subject _____

Dear Parent/Guardian

Please be advised that _____ has

- Not completed an Assessment Task
- Not been completing coursework and is in danger of not satisfactorily completing the unit
- Had too many unapproved absences

All outcomes in a VCE unit must be satisfactorily completed if a pass in a unit is to be obtained. Coursework and assessment tasks are a compulsory part of the assessment. A minimum of 80% attendance is also required.

It is the policy of the Myrtleford P-12 College and Marian College that special consideration may exempt a student from attendance at School Assessed Coursework or Coursework Assessment Tasks provided that this is supported by a medical certificate or other appropriate documentation. In that case, equivalent work must be completed at a later date.

If special consideration is not granted or not available, your child will receive an 'NA' (not assessed and therefore receive no score) for the task. If special consideration is granted, he/she will be eligible to receive scored assessment and an 'S' for the outcome if the task, an equivalent or alternative task is completed. It is the student's responsibility to negotiate completion of the task or an equivalent, alternative task with the unit teacher.

Please contact myself, or the Learning Leader of your home school, if you wish to discuss any aspect of this letter.

Please acknowledge receipt of this letter by completing the tear-off slip below and returning it to the class teacher.

Class Teacher _____

✂-----

Return slip

I understand that my child is at risk of not satisfactorily completing the unit for _____

Signature _____ **(Parent/Guardian)**



Marian College
In Deeds Not Words

Prince Street (PO Box 215) Myrtleford VIC 3737
(03) 5752 1596 | info@mcm.vic.edu.au