ANTONINE COLLEGE

A CATHOLIC CO-EDUCATIONAL COLLEGE F-12

VCE INFORMATION BOOKLET

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WELCOME TO VCE

Dear Parents,

The theme for Year 11 - Leaders and Year 12 – Integrity, allows students to build on their personal development as they start their VCE journey. Students develop their faith by participating in year level liturgies, retreats and the celebration of the Mass growing stronger in the Maronite Faith. Students begin to develop a keen interest and understanding in how they can become leaders in their final years of school. In Year 11 & 12, students have the opportunity to apply for student leadership positions including Wellbeing Leaders, Faith & Social Justice Leaders, House Captains and College Captains.

Antonine College provides a place for students to develop their understanding of themselves as independent and collaborate learners who are discerning, yet open minded towards the world around them. At VCE, students have a variety of subjects to choose from and career pathways are tailored to their individual needs. Students are supported and develop strong respectful relationships with their teachers and peers. Students develop a focused work ethic in the their studies and build strong self-efficacy.

Students can speak to their subject teacher for any issues and concerns. Students may also visit the VCE Learning Coordinator who is always available for support. Parental contact is encouraged as it is imperative for students, teachers, and parents to form a partnership which works in the best interest of the child.

We look forward to continuing with you on your educational journey.

Yours in Education,

Ms Laura Adamson
VCE Learning Coordinator
ladamson@antonine.catholic.edu.au

ST JOSEPH CAMPUS LEADERSHIP STAFF

VISON AND MISSION STATEMENT

Antonine College will commit to building a faith-filled learning community where:

- every student and staff member takes ownership of and responsibility for continuous improvement and life-long learning
- students develop as autonomous, self managing, resilient and responsible learners
- Digital technologies are fostered through an agile, innovative and effective teaching and learning environment.

As a Maronite Catholic learning community inspired by the Antonine Sister's charism we strive to:

Enhance our Education in Faith
Provide a comprehensive education in a secure and caring environment in which every person can grow and develop spiritually, intellectually, socially, and physically. Gospel values are reflected in our daily practices. Differences are welcomed and the value of every individual as a child of God is affirmed.

Enhance Teaching and Learning
Provide a curriculum that caters for individual needs through a range of experiences suited to diverse learning styles.

Promote Student Wellbeing
Foster respectful relationships among students, staff and others associated with the College in a spirit of co-operation, trust and responsibility.

Strengthen School Community
Our College is committed to the continuous growth in learning outcomes for students and to develop the skills for lifelong learning. Partnership between home and College is promoted. Opportunities for engagement in a deeper awareness of our cultural heritage, especially through the study of languages are provided.

Build Leadership
All individuals are considered to be leaders demonstrating relationships and processes which are supportive, consultative and guided by a clear moral purpose.

DAILY PROCEDURES AND IMPORTANT INFORMATION

The school day begins at 8:30am. By this time students should have unpacked their bags and be ready for the first two periods of the day

Late Arrivals

Students who are late must report to Student Services to receive a late pass.

Early Departures

If a student needs to leave early, parents must contact Student Services. Students are only permitted to leave at the end of a period and not once class has started. Please check the bell times carefully when planning this.

Student Absences

If your child is absent from the College due to illness, appointment or any other circumstance, parents need to notify Student Services preferably by 8:20am and provide a medical certificate for their absence.

Ongoing Absences

To ensure your child's education and wellbeing are supported, we encourage parents to communicate openly with the College where a child has an ongoing health, medical or wellbeing condition which may result in ongoing absences or medical appointments during school hours.

Medical

If your child requires medication to be taken at school, please note the following:

Mobile Phones

Mobile phones and other personal electronic devices are a distraction to learning, they must be switched off and in lockers during the school day. Under no circumstances are phones to be brought to classes or in the yard during breaks.

- Medication for students with ongoing medical conditions such as Asthma, Anaphylaxis or Diabetes is kept in theCollege Sick Bay. A Medical Action Plan must be provided from a doctor.
- Other medication may be stored in the College sick bay and administered when/if required.
- Parents are required to update medical records in PAM regularly.

Treatment for Sick and Injured Students

It is recommended not to bring your child to school if they feel sick in the morning. Students must remain at home and a medical certificate for their absence must be provided to Student Services. If your child feels sick or gets injured at school, parents are contacted for the child to be picked up. It is therefore important for the College to have accurate details of where parents or a friend can be contacted to arrange for collection of your child.

Lockers

Every student has their own locker with a combination. Students are to put all belongings in the locker and keep it locked. Students should not tell anyone their combination. A record of student locker numbers will be kept by the Year Level Coordinator. Students are not permitted to carry their bags to class or at break time.

DAILY PROCEDURES AND IMPORTANT INFORMATION

Parents are asked to call the College Office if there are urgent messages to be passed on to their child.

SIMON - Learning Management System

Year 7-12 students are expected to use the SIMON Learning Management System (LMS) to check their timetable, subject requirements, important dates, and daily messages. The learning resources for subjects are made available through SIMON, with assessments and class tasks being assigned and assessed through SIMON. Students are encouraged to be autonomous in their learning with the use of SIMON.

PAM - Parent Access Module

It is necessary for all parents to use the Parent Access Module (PAM) of SIMON. Using the calendar to check important dates, reviewing assessment and class task results, permission for excursions, medical records and bookings for parent/teacher interviews are all completed by parents through PAM.

Excursions

Educational excursions provide a broader range of experiences than those given in the classroom. Parents will be notified in advance of any planned excursions with no additional charge. Parents must provide permission for any excursion via the PAM online parent portal. All students are expected to attend College excursions and incursions.

Assemblies

Assemblies are held regularly throughout the year and students are involved in the preparation and delivery.

Liturgies

During the year, there are opportunities for students to participate in mass, spiritual retreats, and other liturgical celebrations both as an individual class and as a college.

The College conducts regular liturgies and prayer services, with notice given in the Newsletter/Calendar where possible. Parents are welcome to attend the Opening Year Mass and the Antonine Day Mass.

Lost Property

It is essential that all possessions be named clearly so lost property can be returned. If any item is lost, please check with Student Services.

Canteen

The College canteen is open and operates daily with a range of food options.

Saint Joseph Campus Library

The library at Saint Joseph Campus is open to students daily from 8:15am. The library provides a comfortable space that accommodates students for silent reading, private study, classes and quiet leisure activities such as chess.

The library catalogue, Access-it, provides all day access from any location to online digital resources including eBooks and audio books.

The library at Saint Joseph Campus is a place for productive activity and is an essential resource which supports students and their learning requirements.

- During Break 1 Year 10 to 12 students have access to the library.
- During Break 2 Year 7 to 9 students have access to the library.

SunSmart Policy

College hats are recommended to be worn each day in Terms 1 and 4, during break time and other outdoor activities, such as physical education, sports, and excursions. Students are also encouraged to wear hats when travelling to and from the College. It is recommended students use SPF 30+ sunscreen each day.

WELLBEING AND ENGAGEMENT POLICY

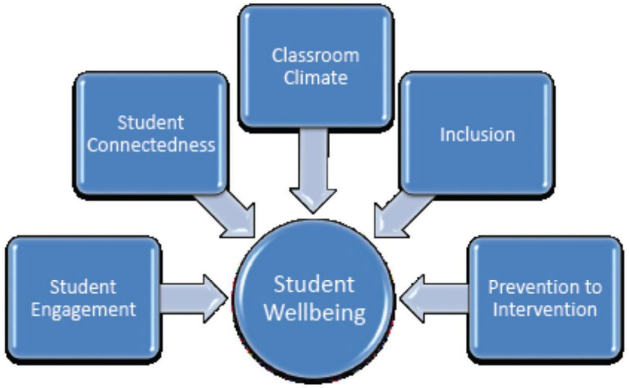
GUIDING PRINCIPLES

Antonine College seeks to ingrate faith, life and culture in a safe, affirming and supportive environment where Gospel values are reflected in our daily practices.

Catholic schools are rich places involved with young people during their most formative years and as such the College recognises its position in fostering the positive development of students that emphasises and builds on their capabilities.

The outcome and benefit of promoting positive behaviour in schools is to create safe, supportive learning environments which lead to increased student engagement and improved academic outcomes. Research concerned with student health and wellbeing emphasises the relationship between academic achievements of students and the promotion of wellbeing.

Antonine College is committed to enhancing the wellbeing of its students through a whole school and tiered approach in the following areas:



COUNSELLING

The College provides wellbeing support for students who may be experiencing ongoing or short-term issues that could affect their learning outcomes.

If you are concerned about your child and would like to make a referral, please contact:

- VCE Coordinator - Ms Laura Adamson
- Deputy Principal - Student Management and Wellbeing – Ms Helen Diab
- School Counsellor – Ms Lidia Tanski

Families are also able to get support from the College Chaplains and Antonine Sisters. The College is affiliated with Youth Workers and other Catholic and government services.

UNIFORM POLICY

Uniform Policy applies during school hours (including travelling to and from the College) and when students are engaged in school activities out of school hours. Parents should ensure their child's uniform is being worn correctly.

The Antonine College Uniform Policy aims to:

- Accurately reflect the values of the Antonine Sisters and College community
- Create a sense of collective and individual pride in students and their identification with Antonine College
- Promote a positive College image within the wider community

Uniform Requirements

All students are required to own and wear the prescribed Antonine College uniform daily and for all official and special occasions. Uniforms should be kept clean, pressed and mended, with shoes kept clean and polished.

School contact is required when circumstances arise causing students to wear the incorrect uniform. After 3 uniform infringements within each semester, students may be removed from classes.

Uniforms are purchased from Academy Uniforms - 238 Wolseley Place, Thomastown or online: https://academyuniforms.com.au/

Hair Grooming

The College expects all students' hair to be neat, clean and kept off face.

- Long hair must be tied back and not cover the eyes. No hair extensions permitted.
- Short hair styles must be neat.
- No extremes in hair colour and styles permitted
- All boys to be cleanly shaven.

PERMITTED ITEMS

- Small ear studs or sleepers (only one per ear)
- Wristwatch
- One religious bracelet and/or necklace

ITEMS NOT PERMITTED

- Make up, including artificial eye lashes
- Coloured nail polish
- Artificial nails/gel nails/long nails
- Visible body piercing/tattoos

Only uniform items authorised by the College are to be worn during school hours.

Items not listed on the College dress code are prohibited.

All items of clothing and equipment must be clearly marked with the child's full name. The College cannot accept any responsibility for the loss of jewellery or other personal belongings.

UNIFORM ITEMS

Academic Uniform

Sport Uniform

House Top

Bags

Academic Uniform
All students are required to wear full Academic uniform, including the school shirt and leather black school shoes daily.

Sport Uniform
Students enrolled in Physical Education and/or Sport, Aquatics and Recreation, are permitted to wear full Sport uniform only on days they have a double period. It is mandatory that the blue sports shirt is worn.

House Top
During specific times of the year (Athletics Carnival and House Days), students must wear their house top with school shorts/pants.

HOUSE SYSTEM

At Antonine College we have established four House groups. As each student joins the College, they are allocated to one of the College's four Houses.

The House system provides opportunities for students to:

- Develop their leadership capabilities and interact with students outside their class and year level
- Participate in a variety of activities (sporting and cultural)

Each year a House Shield is presented on 'Antonine Day' to the House that has accumulated the most points over the twelve-month period. Points are awarded for achievement and participation in all levels of College life.

MacKillop (Red)

MacKillop House is named after Saint Mary MacKillop, the first Australian Saint.

Maroun (Gold)

Maroun House is named after Saint Maroun, the patron of the Maronite Church.

Nassar (Blue)

Nassar House is named after Sister Marie Nassar, the first Principal of Antonine College.

Paterson (Green)

Paterson House is named after Andrew Barton 'Banjo' Paterson, famous Australian poet. Paterson's more notable poems include 'Waltzing Matilda'.

YEAR 11 RITES OF PASSAGE

Term	Rite of Passage	Why is it a Rite of Passage?
Term 1	Faith and Development	Students participate in the Retreat, liturgies, daily reflection and prayer with their year level. Students celebrate and reflect on their faith as members of the Antonine Community.
Term 2	General Law Incursions	Students participate in various workshops about managing their emotions and diffusing situations.
Term 3	Respectful Relationships Unit	Students explore creating and maintaining healthy relationships with a focus on habits, virtues and moral decision making.
Term 4	Activities Day	Students prepare for Year 12 by creating connections as a year level.
	Careers interviews	Students use the skills they have developed through their Careers class and reflect on their achievements and goals for their final year.
	Look Ahead	Students experience their Unit 3 & 4 subjects in preparation for their final year of schooling.

Year 11 Theme **Leaders**

Encourage one another and build one another up.
Thessalonians 5:11

Goal: Students discover that true leadership impacts, influences and inspires through attitudes and actions.

YEAR 12 RITES OF PASSAGE

Term	Rite of Passage	Why is it a Rite of Passage?
Term 1	Year 12 Jacket Presentation	Students develop a sense of identity as a year level and are recognised as senior leaders of the school.
	Faith and Development	Students participate in the Retreat, liturgies, daily reflection and prayer with their year level. Students celebrate and reflect on their faith as members of the Antonine Community.
Term 2	Biggest Morning Tea	Students organise a fundraising event for teachers and Year 12 students.
Term 3	Time Capsule Opening	Students reflect on their high school experience by looking back on their growth socially, emotionally and academically.
Term 4	Graduation	Students develop a sense of accomplishment and reflect on their years of schooling and the support and celebration of the Antonine Community and their families.

Year 12 Theme **Integrity**

Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.
Phillipians 4:8

Goal: Students are engaged and resilient learners who have a strong sense of self, purpose and integrity. They are able to effectively contribute and adapt to their world.

INTRODUCTION

This VCE handbook is designed to provide guidelines for Antonine students, their parents and teachers on a range of important matters to complete VCE. All students have a right to an education and our aim is for students to successfully complete their chosen VCE course and move into future career pathways. This handbook is intended to compliment and guide students and is supported by the rules and requirements of the Victorian Curriculum and Assessment Authority (VCAA).

The policies and procedures that are developed and published in this handbook are intended to apply to all VCE and VET units at Antonine College. They are developed with the following principles in mind:

- that we communicate the administrative and organisational policies of the VCE at Antonine College.
- that we communicate the assessment, reporting and promotion policy and procedures for VCE at Antonine College.
- that we draw on the relevant VCAA principles, policy and recommendations for assessment and reporting in the VCE, and align with our own college values.
- that our policies be school-wide, applying to all learning areas at the VCE level.

Student responsibilities to the VCE:

- All VCE students must sign a general declaration that they will obey the rules and instructions for the VCE and accept its disciplinary decisions.
- Correctly complete all details required on enrolment forms, change of address forms and any other paperwork related to the VCE enrolment.
- Ensure correct course and subject titles and course and subjects codes are listed on any enrolment form and to query their accuracy if in any doubt.
- Read and follow the policies and procedures outlined in this Handbook.
- Ensure the VCE pathway they have chosen is based on academic data and progress, careers counselling and research into further pathways.

VCE Contacts

Deputy Principal - Learning & Teaching – Ria Coffey rcoffey@antonine.catholic.edu.au
VCE Learning Coordinator – Laura Adamson ladamson@antonine.catholic.edu.au
VCE VET and Careers Coordinator – Josie Rovetto jrovetto@antonine.catholic.edu.au

VCE ATTENDANCE POLICY

Satisfactory Attendance

All VCE units require 50 hours of class time so that:

- sufficient class time to undertake the unit can occur, and
- that work can be authenticated.

Absence is calculated cumulatively throughout each semester. It is the responsibility of the student to find out if they have missed work due to being absent and to complete the work. Students can view their attendance via their SIMON dashboard.

What is a reasonable expectation of attendance of students studying at VCE?

100% attendance is expected of all students unless their absence is explained.

What is the required amount of time to complete a unit?

Students are required to attend 90% of their lessons to satisfactorily complete a unit regardless of whether the absence is explained or unexplained.

Types of Absence

Explained Absence:

- Illness and medical reasons
- Family reasons (bereavement)
- Official School Activities (interschool sport, excursions, retreats)

Unexplained Absences:

- Truancy
- Meeting part time work demands
- Family holidays

Students and Part Time Work

Antonine College views students taking on part time work as a positive activity which will assist them in developing their understanding of the world of work. As such, it is a valuable form of preparation in developing possible career paths in addition to enabling students to have access to earned income and to learn about managing their own finances.

However, the College believes that the amount of part time work hours undertaken by a student must be maintained at a moderate level so as not to interfere with studies. Research shows that working excessive hours in part time work has detrimental effects on student performance at school.

It should be remembered that the students' priority must be their school studies and consequently these require adequate time in out of school hours to complete the demanding homework requirements in VCE.

The College will not make any allowances for submission of overdue work or homework due to part time work commitments.

Extended Leave

During VCE it is not recommended for students to miss school due to travel. To achieve a satisfactory result in any subject, the 90% attendance requirement applies. Issues concerning attendance should be taken up with the VCE Learning Coordinator.

VCE ATTENDANCE POLICY

Consequences and Penalties of Insufficient Attendance

Explained Absence:

- Explained absence from school still impacts on a students' ability to complete a unit. Therefore, it will be considered when calculating the 90% attendance requirement of the student.

Unexplained Absence:

- Parents receive an SMS via the Office requesting an explanation for absence. Extended absence is followed up by the VCE Learning Coordinator.

Special Provision

- When a student is absent from school for prolonged periods or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may grant Special Provision for school-based assessments. The Special Provision may allow a student to work from home for a period of time or reduce the attendance requirement.

'N' Not Satisfactory Result

- Where a student has completed work but there is a substantive breach of attendance rules, the school may assign an N to the unit.
- The N result given for low attendance can be reversed if a redemption process involving students making up lost time is negotiated.
- Students need to monitor their own attendance percentages on SIMON. Subject teachers will inform students of low attendance throughout the unit.

VCE Learning Coordinator will:

- Provide a verbal warning.
- Issue an At Risk of N Result letter for low attendance every 2 weeks.
- Monitor attendance and inform students and parents if attendance has not improved and an N result will be given.
- Inform teachers to issue an N result in reports and on the VASS form, with a comment added to state attendance concern.

Attendance for VCE Study Periods

Year 11:

Students are required to attend all periods as they count towards students' overall attendance percentage.

Year 12:

Students who have study periods (no scheduled classes) that occur at the beginning or end of the day on Fridays will have the option of arriving later or leaving early.

Please see table below for sign in/out times.

Study Period	Arrive	Leave
Friday Week 1 Lesson 5		1:20pm
Friday Week 2 Lessons 1 & 2	10:38am	

Students are not permitted to stay at school during break if they are signing out early. If a student has the morning or afternoon off, they do not have to be at school. However, if they travel to school on bus before or after school, they must remain on College premises at all times. Students will not be permitted on the school bus if they have signed out. Students may only sign in and out of school once per day for a late or early arrival.

ACHIEVING A SATISFACTORY RESULT

Satisfactory Completion of VCE

The minimum requirement is satisfactory completion of **16 units** which must include:

- **three units** from the English group – English, English EAL or Literature - including a Unit 3 & 4 sequence. VCAA advises that for the calculation of a student's ATAR, satisfactory completion of both Unit 3 & 4 of an English sequence is required.
- **at least three sequences** of Unit 3 & 4 studies other than English.
- **All Year 12 students** must be enrolled in 5 subjects

The VCE Vocational Major (VCE 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. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

Satisfactory Completion of VCE-VM

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

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

VCE VET

VET subjects are optional for VCE students. VET is a two-year program that provides an opportunity for students to achieve a nationally recognized qualification. This means that VET subjects are an industry based, applied learning option and some VET subjects have a study score that contributes towards the ATAR.

Antonine College offers a wide choice of VET certificates through a network of Registered Training Organisations (RTO) that includes: Kangan Institute, Melbourne Polytechnic Centre, NCAT, Educational Living and IVET. While Antonine can host some certificates, in most cases students are required to attend one of the RTO sites. If the subject is taught at the RTO students usually attend one morning or afternoon per week.

VET Assessment:
Students receive an S for a unit of competency if they have demonstrated competence as assessed by their registered training organisation (RTO).

Satisfactory completion of VCE VET units is calculated automatically as students satisfactorily complete units of competency. Most VCE VET programs consist of 4 VCE VET units containing one Unit 3-4 sequence. More information and support is provided through the VET Coordinator.

'S' Satisfactory VCE Unit Result

A student receives an S for a unit if the teacher determines that the following requirements are achieved. A student must:

- produce coursework that demonstrates achievement of set outcomes specified in the study design
- submit coursework that is clearly their own and can be authenticated by subject teachers (i.e. activities, questions, practice SACs completed under supervised conditions)
- observe the rules of the VCAA and the school (school rules may include attendance and submission of work policies)

ACHIEVING A SATISFACTORY RESULT

Coursework is part of the regular teaching and learning program.

- Coursework refers to any task completed in class, besides note taking.
- Majority of the work completed at home cannot be authenticated, therefore this work cannot be used as evidence for satisfactory completion of coursework.

Process:

1. Coursework completed in class is added to SIMON under 'Class Work' and given an S / N result – teachers will aim for at least 1 per lesson.
2. Students with 3 or more incomplete class tasks, must be reported on SIMON - Social Behaviour Tracking under 'At Risk N Result – Incomplete VCE Coursework'. These entries show how teachers are monitoring students and providing opportunities to receive an S result.
3. A satisfactory completion is based by the teacher's holistic judgement of the student's overall performance in a combination of set work and assessment tasks related to the outcomes set by the study design.
4. Students choosing to undertake VCE without the calculation of the study score are required to complete all assessment tasks to a satisfactory level.

The assessment of levels of achievement for SACs and SATs is separate from the decision to award S for satisfactory completion of a unit.

Students should be provided with multiple opportunities to develop and demonstrate the key knowledge and key skills required for the outcomes for a unit.

N - Not Satisfactory VCE Unit Result

A student receives an N for the unit when one or more of the requirements listed below is not achieved:

- The coursework and assessments do not demonstrate achievement of the outcomes.
- The student has failed to meet a school deadline for an assessment task or coursework, including if an extension of time has been granted for any reason, including Special Provision. An extension of time may be granted for work submission due to medical concerns.
- Applying for an extension of time involves meeting with your teacher. If necessary the teacher will seek support from the VCE Learning Coordinator if the extension of time is deemed lengthy.
- The work cannot be authenticated.
- There has been a substantial breach of school rules.

Throughout the unit a letter is generated through SIMON to alert students and their families that there is an At Risk of N Result for the subject. This ensures clear communication with students and their families about progress. Students are withdrawn from Unit 4 when an N result is received in Unit 3 as Unit 3 & 4 is a required sequence to satisfactorily complete VCE.

If a student has determined that they will not continue with a subject but have not officially withdrawn from the subject via the appropriate procedure then they will be awarded a J result. J results are treated as an N result and may cause concerns for the satisfactorily completion of VCE. All students must follow the appropriate procedures to ensure they are withdrawn from a subject without consequence.

Reversing N Result – Redeeming Outcomes

- Make an appointment to see your teacher outside of class to find out what needs to be achieved to obtain an S result for the unit work required.
- Teacher will provide at least two opportunities to complete additional tasks that differ from the first task to demonstrate the skills and understanding of the outcomes – this work requires authentication (i.e. redemption activities, questions, practice SACs completed under supervised conditions).

PROMOTION POLICY

Year 11

At the end of Semester One, students who have failed a number of units will be interviewed to help them improve their performance in the second semester, or to consider an alternative VCE pathway or subjects.

At the end of Semester Two, students who do not receive an S result in at least 8 units across the year, will be required to attend an interview and may be given some of the following options:

- repeat Year 11.
- complete VCE over 3 years.
- transfer to a VCE Vocational Model or Pathway Certificate at another school.
- consider a Tertiary Course at an Institute (TAFE).
- consider an alternative in continuing their education elsewhere.
- seek employment.

Progressing in VCE

Students are advised to achieve a Satisfactory result in Unit 1 & 2 and an average score above 50% for assessments in each semester, to support successfully progression into Unit 3 & 4 of their chosen subjects. Students who do not meet these recommendations will attend an interview to discuss potentially changing subjects or other pathway options to support a successful completion of a VCE pathway.

Year 12

Students who receive a Not Satisfactory (N) result in a Unit 3 study will be notified by letter they will be withdrawn from Unit 4 of that subject, leaving them with one less Unit 3 & 4 sequence.

HOMEWORK POLICY

Students will receive homework in most of their subjects and will need to be organised and prepared for each lesson. The table below describes the homework policy for VCE students:

Year Level	Homework	Recommended Time
VCE	• Should include daily independent reading. • May extend class work, focus on developing study notes, drafting essays and extra research. • Should be coordinated across learning areas to avoid unreasonable workloads for students. • Could include online programs or Apps, e.g.: Edrolo.	3+ hours per night

Students who receive a Not Satisfactory (N) result in a Unit 4 study will be notified by letter they will be withdrawn from Unit 4 of that subject, leaving them with one less Unit 3 & 4 sequence.

Students who maintain 4 or more Unit 3 & 4 sequences (as well as English) may continue in the VCE program. Those who fall below 4 Unit 3 & 4 sequences will be counselled as to the options available to them.

Repeating Units

Students may repeat units but can only earn credit once per unit. Repeats require completing all assessments again, and a study score is only awarded if the full Unit 3–4 sequence is completed in the repeat year.

VCE ASSESSMENT PRINCIPLES

Assessment is an integral part of teaching and learning that at the senior secondary level:

- identifies opportunities for further learning
- describes student achievement
- articulates and maintains standards
- provides the basis for the award of a certificate.

As part of VCE studies, assessments enable:

- the demonstration of the achievement of an outcome or set of outcomes
- judgment and reporting of a level of achievement on a task or collection of tasks for SACs, SATs or examinations.

Monitoring the results of VCE assessment also provides feedback, which informs curriculum implementation, assessment design and curriculum review.

In each VCE study, teachers and schools determine the assessment tasks to be used at Units 1 & 2. In Units 3 & 4, specified assessment tasks are set. In Units 3 & 4, School Assessed Coursework (SACs), School Assessed Tasks (SATs), external examinations provide assessment results that are used in the calculation of a student's study score. The key principles underpinning all VCE assessment practice ensure that the system for assessing the progress and achievement of students must be fair, accessible, effective, equitable, reasonable and transparent.

VCE assessment should be valid and reasonable

The curriculum content to be assessed must be explicitly described to teachers in each study design and related VCAA documents. Assessments should not assess learning that is outside the scope of a study design.

Each assessment (for example, examination, assignment, project, practical, oral, performance, portfolio or presentation) should give students clear instructions. It should be administered under conditions (degree of supervision, access to resources, notice and duration) that are substantially the same for all students undertaking that assessment.

Authentication and school moderation of assessment and the processes of external review and statistical moderation are to ensure that assessment results are fair and comparable across the student cohort for that study.

Storage of SACs prior to delivery to students is important. Digital storage must be kept on staff OneDrive with access restricted to only the staff teaching the unit and the leadership team. SACs are to be printed the day prior to the SAC and locked in staff offices in a lockable filing cabinet. No students have access to staff offices at Antonine College.

VCE assessment should be equitable

Assessments should neither privilege nor disadvantage certain groups of students or exclude others on the basis of gender, culture, physical disability, socioeconomic status and geographical location.

Assessments should be designed so that, under the same or similar conditions, they provide consistent information about student performance. This may be the case when, for example, alternatives are offered at the same time for assessment of an outcome (which could be based on a choice of context) or at a different time due to a student's absence.

VCE assessment should be balanced

The set of assessments used in a VCE study should be designed to provide a range of opportunities for a student to demonstrate in different contexts and modes the knowledge, skills, understanding and capacities set out in the curriculum. This assessment should also provide the opportunity for students to demonstrate different levels of achievement specified by suitable criteria, descriptors, rubrics or marking schemes.

Judgment about student level of achievement should be based on the results from a variety of practical and theoretical situations and contexts relevant to a study.

VCE ASSESSMENT PRINCIPLES

Students may be required to respond in written, oral, performance, product, folio, multimedia or other suitable modes as applicable to the distinctive nature of a study or group of related studies.

VCE assessment should be efficient

The study design will set out the minimum number of assessments for teachers and assessors to make a robust judgment about each student's progress and learning. Each assessment must balance the demands of precision with those of efficiency. Assessments should not generate workload and/or stress that unduly diminishes the performance of students under fair and reasonable circumstances.

SCHOOL ASSESSED COURSEWORK (SAC)

School Assessed Coursework (SACs) are assessment tasks that assess each student's level of achievement in each outcome. In Unit 3 & 4, SAC types are specified in the study design and student's results count towards the Study Score for the subject.

Monitoring the results of VCE assessment also provides feedback, which informs curriculum implementation, assessment design and curriculum review. Students demonstrate their learning of each of the outcomes in the unit through their performance on *School Assessed Coursework (SACs).* These tasks are to be completed mainly in the classroom, during class time to ensure authenticity. At the beginning of each unit, students are given a schedule of SAC dates via the SAC calendar.

Schools provide a score for each SAC. The Victorian Curriculum and Assessment Authority (VCAA) aggregates these scores into a single total score for each student, which is then statistically moderated against the external examination scores in the study. The General Achievement Test (GAT) may also be used in statistical moderation.

Staff who have access to any publicly available resources used for assessment, such as previously used tasks, commercial tasks, subject association materials and past VCE examinations, must be sufficiently modified to ensure the assessment is unique. The decision to award an S for satisfactory completion of a unit is separate from the assessment of levels of achievement for study score calculation. VCE unit results (S or N) contribute to satisfactory completion of the certificate.

Reporting Levels of Performance

VCE Unit 1 and 2:

In Unit 1 & 2 students receive a score for each assessment (SAC/SAT) and exam on their school report. Students also receive a Satisfactory/Not Satisfactory result for each Outcome based on authenticated coursework. Only the **S** or **N** result for each Outcome is sent to the VCAA.

SCHOOL ASSESSED TASK (SAT)

VCE Unit 3 and 4:
In Unit 3 & 4 students receive a score for each assessment (SAC/SAT) and a Satisfactory/Not Satisfactory result for each Outcome based on authenticated coursework. Both the **S** or **N** result for each Outcome, and the assessment (SAC/SAT) scores are sent to the VCAA.

School Assessed Tasks are completed over an extended period of time. SATs are graded by the College according to criteria provided by the VCAA and are subject to a random external review by VCAA assessors. The results contribute to the study score.

No numerical feedback is given to students regarding SATS until scores are confirmed. No extensions can be granted for a SAT.

All SATs are to be submitted by the date published in the VCE SAC Calendar distributed to students and as notified by subject teachers. When SATs are submitted, they must include the drafts/development work and all proof of authenticity as requested by the teacher. All SATs are to be submitted directly to the subject teacher at the time designated by the subject teacher.

Process:

- Teachers are required to provide feedback to students on work in progress. At least one set of comments should be in written form.
- All changes made during the development of the SAT must represent the student's own work.
- During the development stages of the work, teachers may ask questions and offer general advice, for example, about alternative strategies. However, the teacher must not dictate or make changes that might lead to uncertainty about the student's authorship or ownership of the work.
- For Visual Communication Design, the teacher's formal written comments should be made on only one draft of the written component of the SAT. Where written comments are made, the draft containing the teacher's comments must be initialed and dated by the teacher and made available to the VCAA if required. There is no drafting requirement for the other School Assessed Tasks.

The following forms of teacher assistance are not appropriate:

- Providing detailed advice on, corrections to, or actual reworking of, students' drafts or productions or folios
- Providing structured outlines with detailed suggestions or instructions for completing work that may constitute undue assistance.
- Providing or interpreting data and providing content or concepts not already mentioned by the student in draft work or in their design briefs.

If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of rules.

Non submission, absence for SAT/Folio
All SATs are to be submitted directly to the subject teacher at the time designated by the subject teacher. VCAA rules stipulate that schools are unable to alter the due date under any circumstances for SATs. In extremely special circumstances schools may grant a "resubmission" only AFTER the initial assessment piece has been submitted by the due date, in order to assist a student who has experienced difficulty in accordance with VCAA regulations. A student is only eligible for consideration if sufficient work is submitted by the due date and a sub-committee convened by the VCE Learning Coordinator has approved the application.

SAC PROCEDURES

- Students should be given two weeks notice for SACs via the SAC notification sheet. Teachers must enter the date on the SAC calendar provided by the VCE Learning Coordinator and consider other activities or events on that day.
- If there is more than one class completing the SAC, teachers should endeavour to schedule the SAC at the same time or close to the same time and if necessary, modify the SAC to avoid students who sit the SAC first sharing information about the SAC with students who have not begun the SAC.
- Students should be aware of the nature of the task and the materials permitted via the SAC notification sheet. The materials permitted must be consistent for all classes and should not change without sufficient notice to the students. All materials must be checked prior to the commencement of the SAC.
- If teachers wish to reschedule a SAC because the students are not ready to be assessed or due to other circumstances (i.e. teacher absence), adequate notification should be provided to all students in the class. An extension of time should only be given if there is no advantaged or disadvantaged by the change for other students/classes.
- Students should not have any unauthorised materials at their desk during a SAC. Mobile phones, smart watches, and other electronic devices must be left in school lockers.
- Teachers must provide paper or an answer booklet. Students should not be asked to provide their own paper.

Practice SACs

- Students must attempt to satisfactorily complete a Practice SAC one week prior to the Scored SAC and teachers should provide feedback to students.
- The Practice SAC is completed under SAC conditions but should be an abridged version of the Scored SAC (i.e reduced questions).
- The Practice SAC can be used to support authenticated coursework for the outcome to attain a Satisfactory result.
- After Practice SACs are 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 and improved results on the Scored SAC.

Scored SACs

- If the SAC takes place over multiple periods, all materials must be collected at the end of each period and returned at the commencement of the next period. No new materials can be brought in by the students in subsequent periods.
- At the end of the SAC, students must remain seated and silent until all work has been collected by the teacher. Teachers must ensure the security of all work collected.
- Teachers must develop courses and provide learning activities to assist with the completion of SACs, but undue assistance should not be provided to students while undertaking the task.
- It is not appropriate to send students to the library to complete SACs or to have them seated in corridors outside a classroom. Students who are completing SAC catch ups must do so in the allocated time after school or during their designated study periods. These circumstances need to be communicated with the VCE Learning Coordinator through the appropriate channels on SIMON.
- Work must be returned to students after all students have completed the SAC in all classes where multiple classes exist. Teachers are required to scan and retain copies of Unit 3&4 SACs until April of the following school year.
- Students who do not make a reasonable initial attempt at the SAC (as judged by the teacher) will receive 0% for the task. Parents will be notified of a low result via a letter generated through PAM.

SAC PROCEDURES

- Any suspicion of a Breach of Rules during a SAC must be immediately reported, in writing through Social Behaviour on SIMON and students may receive a 0% for the SAC.

Moderation of SACs

- Once a Scored SAC has been assessed, internal moderation must take place between teachers of the same unit to ensure comparability of results across all classes. External moderation takes place where there are not teachers qualified to moderate a task within the school.

- For Unit 3 and 4 total scores for SACs will be statistically moderated by the VCAA and may change as a result of this process.

- Moderation is a process of ensuring that the same assessment standards are applied to students from every school doing a particular study. Statistical moderation is a process for adjusting schools' assessments to the same standard, while maintaining the students' rank order given by the school. The VCAA uses statistical moderation to ensure that the assessments given by different schools are comparable throughout the State.

- Statistical moderation does not change the rank order of students, as determined by the school's SAC scores.

- A student given the top score for SACs by the school will have the top score after statistical moderation, no matter how they perform on the examination(s).

- After moderation has taken place, teachers release students results on SIMON no later than 2 weeks after the scored SAC has been completed.

Absence from a SAC

- If a student is absent on the day the SAC, a letter will be generated for parents through PAM. Teachers create a Social Behaviour tracking entry for the absence.
- Students need to supply documentation (i.e. medical certificates) for the date of absence to the VCE Learning Coordinator immediately following the absence. Notes from home will not be sufficient documentation. If sufficient evidence is not provided, then the student will not receive a grade (NA) for their Scored SAC.
- If the absence is approved by the VCE Learning Coordinator, the student will be required to sit the SAC in either a catch up after school in Room 1 or during their Study Period. This will normally occur within one week of the original date. Two opportunities are available to complete the SAC catch up, if appropriate documentation is supplied.
- If the absence is approved by the VCE Learning Coordinator, but the student does not attend the opportunity provided to catch up they will receive a NA result.
- The VCE Learning Coordinator will monitor medical certificates and notify staff to verify absences.
- Teachers will be required to make modifications to SACs completed outside of class time to avoid students accessing questions from students who have already completed the assessment.
- If the assessment task is a folio or SAT, then students need to organise to submit the work before the due date or as soon as possible after the due date and supply a medical certificate for their absence.

SAC PROCEDURES

Low SAC Results

Students who receive a scored SAC result below 50% are required to complete a redemption task either after school or during Study periods as further evidence for a satisfactory result for the outcome. The redemption task gives students another opportunity to demonstrate a satisfactory understanding of the key knowledge and skills for the outcome. Students may complete the redemption task using their notebook. Students' original SAC score stays the same with a comment on their school report that the redemption task was satisfactory, not satisfactory or incomplete.

Lost/ Damaged/ Stolen SACs

If a teacher or student has lost an assessment task, or it has been stolen or damaged, they must complete a written statement explaining the circumstances. The statement must be signed, dated and filed at the school.

The Principal, acting on advice from the teacher and on the basis of records kept, will determine a score for the initial assessment. The initial assessment may be adjusted as a result of the review process. The school must complete the Lost/Stolen/Damaged School-assessed Tasks form and enter an estimated score on VASS.

This procedure does not apply to work lost or damaged due to computer misuse or malfunction.

VCAA Rules for Assessments

In addition to observing the rules of the VCAA, students must also observe the rules of the school. Students must sign a general declaration that they will obey the rules and instructions for the VCE, and accept its disciplinary provisions. Infringement of any of these rules will be treated as a Breach of Rules.

- A student must ensure that all work submitted for assessment is genuinely their own.
- A student must acknowledge all resources used, including:
  - text, websites and source material
- A student must not receive undue assistance from another person in the preparation and submission of work.
- Acceptable levels of assistance include:
  - the incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note-taking) but which has been transformed by the student and used in a new context
  - prompting and general advice from another person or source which leads to refinements and/or self- correction.
- Unacceptable forms of assistance include:
  - use of, or copying, another person's work or other resources without acknowledgment
  - corrections or improvements made or dictated by another person.
- A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
- A student must not circulate or publish written work that is being submitted for assessment in a study, in the year of enrolment.
- A student must not knowingly assist another student in a breach of rules.
- A student must sign a declaration at the beginning of each SAC agreeing to adhere to all assessment policies.

EXAMINATIONS

The General Achievement Test (GAT)

The GAT is an essential part of the VCE assessment procedure in Unit 3&4. Although the GAT results do not count directly towards VCE results, they play an important role in checking that School-based Assessments and examinations have been accurately assessed.

In Unit 3&4 the VCAA will use GAT scores in:

- the statistical moderation of School-based Assessments
- checking the accuracy of student scores in examinations
- the calculation of a Derived Examination Score.

All students enrolled in one or more VCE, VCE VM or scored VCE VET Unit 3 & 4 sequences must sit the GAT. The Date of the GAT examination is set by the VCAA.

Examinations

Unit 1 & 2 compulsory examinations will take place at the end of the year for all VCE studies as well as selected VET studies. This will provide students and parents with information about the student's knowledge, performance under time pressure and suitability to continue with the subject in further studies.

Unit 3 & 4 examinations will take place at the end of the year for all VCE studies as well as selected VET studies. All Unit 3 & 4 students will receive a copy of the VCAA examination timetable when it is published by the VCAA. Trial Examinations will take place at the beginning of Term 4. Attendance is compulsory. To achieve study scores and an ATAR, students must complete the examination in their studies. Antonine College policy is that all students are required to remain for the entire duration of each exam.

Non-Scored VCE - Completion of VCE Units without Calculation of a Study Score

Antonine College expects students to complete a scored VCE or to find an alternative pathway including the option of the VCE Vocational Major. Completion of the VCE Certificate without a Study Score is applied in response to individual student need, and not as an alternative VCE program. Non-Scored VCE means student does not sit Examinations and thus is not entitled to an ATAR, which may limit Tertiary selection options. This decision must be discussed with the parents, VCE Learning Coordinator and Careers Counsellor to fully understand the consequences.

VCAA RULES FOR EXAMS

The VCAA has published rules relating to the VCE examinations. Students will receive an individual copy of the Exam Navigator each year before the Examination period.

1. Students must not cheat or assist other students to cheat including any action that gives or attempts to give them or another student an unfair advantage in a VCE external assessment.
2. Students must not allow, induce or assist any other person to present for a VCE external assessment in their place.
3. Students must not present for a VCE external assessment in another student's place.
4. Students must not present for a VCE external assessment under the influence of alcohol or drugs.
5. Students must obey and observe all proper instructions or directions given by their supervisor.
6. Students must provide reasonable assistance to any investigation by the VCAA in relation to a suspected breach of VCAA rules.
7. Students attending a VCE external assessment may bring only materials and equipment approved for that VCE external assessment into the examination room.
8. Students must not possess mobile phones and electronic devices that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries and computerized watches, during a VCE external assessment.
9. Students detected with any device defined in rule 8 must, upon the direction of a supervisor, surrender that device for inspection. Any confiscated device will be retained, pending any investigation into an alleged breach of rules by the VCAA. Students must provide reasonable assistance to VCAA or its agents to enable the interrogation of the device.
10. Students must not bring into or possess in the examination room any drinks or food except under special circumstances as approved and directed by the VCAA. A clear plastic label free water is permitted in the examination room under approved conditions.
11. Students must not communicate with any other student while the VCE external assessment is being conducted.
12. Students must not cause any nuisance, annoyance or interference to any other student during a VCE external assessment.
13. Students must not remove or tear out any part of a bound reference, question/task book, question and answer book or answer book, except where permitted, for example formula sheets.
14. Students must not remove any response material, used or unused, from the examination room.
15. Students must not begin to write or mark their paper or response material in any way, or use a calculator, until advised by a supervisor that writing may commence.
16. Students must raise their hand if they wished to communicate with a supervisor.
17. Students must not leave their place until permitted by a supervisor.
18. Students must cease writing when instructed to do so by a supervisor.
19. Students must remain silent and seated in their place at the end of the VCE external assessment until response materials have been collected and checked, and an announcement is made permitting students to leave the examination room.
20. Students must not communicate with an assessor, before, during or after a VCE external assessment, except when communication is necessary for the conduct of the assessment.

DISCIPLINARY POLICY

Teachers who believe that a breach of rules has occurred or that a student has behaved inappropriately will report the incident through SIMON Behaviour Tracking. These breaches include plagiarism, cheating and the use of non-authorised equipment. On receipt of an allegation, the student's work should not be accepted for assessment, pending an investigation by the school. The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

On receipt of the allegation, the VCE Learning Coordinator will conduct a preliminary investigation to determine if there is any substance to the allegation that requires further investigation. Detailed records will be kept. The student and parents will be advised in writing that an investigation is to take place.

The investigation aims to determine whether a student has breached VCAA exam or authentication rules. It must be conducted fairly, impartially, and with an open mind, considering all relevant evidence—including information that may disprove the allegation.

Evidence can include teacher instructions, the student's work, possible proof of copying or cheating, comparison samples, teacher records and opinions, and notes from discussions with witnesses.

If there is substance to the allegation, the student will be informed in writing and given a chance to respond in an interview, with the option of a support person. If they decline, they may respond in writing. Parents or guardians will be notified as per school policy.

If authorship is questioned, the student may need to prove the work is their own by showing drafts, discussing the work, providing other samples, or completing a supervised task.

Should the school be satisfied, on the basis of evidence, that there has been substantive breach of rules, then the Principal, as the decision maker shall have the power to:

- reprimand the student
- give the student the opportunity to resubmit work for satisfactory completion if this can occur within the due dates designated by the VCAA
- 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.
- submit a score for the SAC based on an assessment of the remainder.
- refuse to accept any of the work if the infringement is judged to merit such a decision, and an 'N' may be awarded for the outcome
- submit a zero result for the School-assessed Coursework and/or the SAT.

Prior to a decision being made by the school, which results in a penalty being imposed and written notification, the student will be requested to attend an Interview via PAM communication.

Student interviews:

- The student will be given appropriate time in writing of the upcoming Interview. The email or letter will include the purpose of the meeting, date and time, location and any other relevant information.
- The Interview Panel will consist of the teacher, VCE Learning Coordinator and Principal. The student may bring a parent as a Support Person, but not as an advocate.
- The Interview will be completed within 15 minutes.
- Students will have the opportunity to respond to the evidence presented to discuss the situation and to ask any questions.
- The Principal will recommend what penalty, if any should be imposed on the student and written communication will be provided.
- The VCE Learning Coordinator will inform the student in writing of the decision within 14 days of the decision being made.

Where work was initially accepted for assessment and a breach of rules has been discovered after the initial assessment has been made then the Principal shall determine which of the above penalties should be imposed. This may result in a change of the original result from an 'S' to an 'N'. Similarly, the detected breach of rules may result in a score change.

Student Appeals

Students' have the right of appeal to the VCAA against penalties imposed by the school for breach of rules. This right of appeal does not apply to decisions about satisfactory completion of a course arising from a student's attendance, or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules. Students have 14 days to make an appeal in writing to the VCAA Chief Executive Officer (CEO). Further instructions are provided by VCAA for a student appeal to VCAA as to the process.

A student's intention to appeal must be received in writing at the VCAA within 14 days of the Principal's written notification to the student.

External Assessments

Students are required to observe all VCAA examination rules for the conduct of external assessments administered by or on behalf of the VCAA, as well as school rules for the external assessment.

Principals and chief supervisors are responsible to the VCAA for the conduct of VCE external assessments. Any alleged breach of the VCAA examination rules or any allegation that a student's assessment has been obtained by fraudulent, illegal or unfair means must be reported to the VCAA.

Following the completion of the VCE external assessment, if a breach of examination rules has been detected, it will be reported to the VCAA and VCAA procedures will be followed to determine the outcome.

SPECIAL PROVISIONS

Special Provisions provides eligible students with the opportunity to participate in and complete their senior secondary studies. Individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement.

Students who are eligible for Special Provision are not exempt from meeting the requirements for Satisfactory Completion of the VCE, or from being assessed against the outcomes for a study. The underlying principle of Special Provision is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by illness, impairment or personal circumstances.

Procedures for applying for Special Provision

Early engagement with students to discuss interventions and implementation of appropriate provisions for classroom learning and school-based assessment (this includes the years proceeding VCE).

The school is responsible to apply for special provisions and determine the eligibility and nature of the provisions on the student's behalf.

VCAA is responsible for provisions for VCE external assessments and will to approve provisions consistent with those already implemented by the school for classroom learning and/or School-based Assessments.

Students may also apply to their school for Special Provision for both classroom learning and school-based assessment. Students are responsible for applying for a Derived Examination Score (DES). If a student's application for Special Provision for classroom learning and school-based assessment is rejected, either in full or in part, the student should be advised in writing of the reasons for the decision within 14 days. The student has the right of appeal to the school within 14 days of receiving the decision.

Types of Special Provision

There are three types of Special Provision available to students completing VCE:

- School-based Assessment.
- Special Examination Arrangements.
- Derived Examination Score (DES).

Specific eligibility requirements apply for each type of Special Provision.

Students may be eligible for Special Provision if, at any time while studying the VCE, they are adversely affected in a significant way by:

- acute or chronic illness (physical or psychological)
- any factors relating to personal environment
- an impairment or disability, including learning disabilities.

These circumstances do not include matters or situations of the student's own choosing such as involvement in social or sporting activities or school events.

Students granted Special Provision must still complete all work related to satisfactory completion of the outcomes of a unit. Students absent from school for prolonged periods must still comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own.

School-based Assessment

Students are eligible if their ability to demonstrate achievement is adversely affected by:

- acute and chronic illness
- long- term impairment
- personal circumstances

Strategies Available:

- rescheduling an assessment task
- allowing extra time to complete the task
- as a general rule students entitled to extra time should receive 10 minutes per hour.
- setting a substitute task of the same type
- replacing a task with a task of a different kind

- using a planned task to assess more outcomes, or aspects of outcomes, than originally intended
- using technology, aides or other special arrangements to undertake the assessment tasks
- deriving a score from other assessments or work completed by the student. This is only available where the above provisions are not feasible or reasonable.

Special Provision

If a student's application for Special Provision for school-based assessment is rejected totally or in part, the student should be notified in writing of the reasons for the decision within 14 days. The student has the right of appeal to the Deputy Principal of Teaching and Learning within 14 days of receiving the decision.

Appeals Committee

If a student elects to proceed with an appeal against a Special Provision application for school-based assessment, they must put the matter in writing to the VCE Learning Coordinator within 14 days of notification of a decision. The Principal will convene the Appeals Committee which will consist of the Principal, Deputy Principal of Teaching and Learning and the VCE Learning Coordinator.
The student will be notified in writing of the Appeals Committee's decision.

Special Examination Arrangements

Special Examination Arrangements may be approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access the examination including:

- severe health impairment
- significant physical disability
- hearing impairment
- vision impairment
- specific learning disorder
- severe language disorder

Special examination arrangements may take the form of:

- extra reading (not exceeding 10 minutes per hour)
- extra writing time (not exceeding 10 minutes per hour)
- rest breaks
- alternative format examination papers
- permission to use special technological aids such as a computer
- a reader and/or scribe
- a clarifier
- alternative exam venue

Derived Examination Score (DES)

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. The purpose of a DES is to ensure that a student's final result for an examination reflects as accurately as possible the level of achievement that would be expected based on the learning and achievement the student has demonstrated in the study over the year.

The DES is not intended to be used to compensate for learning or achievement that has not been possible because of long- term illness or other ongoing conditions that have been present over the year.

Derived Examination Score

Where an application to the VCAA for a Derived Examination Score (DES) is not approved the VCAA will allow the student the opportunity to submit a second application if it:

a) provides additional evidence of the student's condition or circumstances on the day of the examination that materially add to the evidence submitted with the original application
b) is received at the VCAA no later than 7 days from the date of the VCAA decision letter.

English as an Additional Language (EAL)
A student is eligible for EAL status if:

1. They have been a resident in Australia or New Zealand or other predominately English- speaking country for no more than 7 years or they are a student of Aboriginal or Torres Strait descent whose first language is not English.
2. 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.

Students who are eligible must complete an application form with relevant supporting documentation.

GLOSSARY

Australian Tertiary Admissions Rank (ATAR)	The overall ranking on a scale of 0.05 to 99.95 that a student receives based on his or her Study Scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.
Competency	Vocational education and training is based on units of competence that are identified by industry as specific occupational skills or generic work competencies.
General Achievement Test (GAT)	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 sequences 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.
Registered Training Organisation (RTO)	An organisation, which is registered and approved to deliver Vocational Education and Training (VET) programs within a defined Scope of Registration.
Satisfactory completion – VCE	The school or other VCE provider decision that a student has demonstrated achievement of the outcomes for a unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N' for it. Students qualify for the VCE when they satisfy units, which met the program requirements.
School-Assessed Coursework	A school-based assessment that is reported as a grade for either a Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework assessment consists of a set of assessment tasks that assess students' achievement of Units 3 and 4 outcomes.
School-Assessed Task	A school-based assessment for a Unit 3 and 4 sequence and reported as a grade. This task is set by the VCAA and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA.
Structured Workplace Learning	On the job training during which a student is expected to master a set of skills or competencies, related to an accredited course. These courses are generally Vocational Education and Training programmes.

GLOSSARY

School Based Apprenticeships	Structured training arrangements, usually involving on and off the job training, for a person employed under an apprenticeship/traineeship training contract. These may include apprenticeships, part-time apprenticeships or traineeships.
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. Schools and other VCE providers must adhere to the study designs.
Study Score	A score from zero to fifty 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.
Units (VCE)	The components of a VCE study, usually four units in a VCE study: 1, 2, 3 and 4.
Victorian Certification of Education (VCE)	An accredited senior secondary school qualification.
Vocational Education and Training (VET)	Nationally recognised vocational certificates integrated within the VCE or VCAL.
VTAC	Victorian Tertiary Admissions Centre acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. It calculates and distributes the Australian Tertiary Admissions Rank (ATAR).

Important and Useful Websites:

- Victorian Curriculum and Assessment Authority: http://www.vcaa.vic.edu.au/
- Victorian Tertiary Admissions Centre: http://www.vtac.edu.au/

FAITH KNOWLEDGE VIRTUE

ANTONINE COLLEGE

A CATHOLIC CO-EDUCATIONAL COLLEGE F-12

Cedar Campus (Foundation - Year 6): 130 Harding Street, Coburg VIC 3058

Saint Joseph Campus (Year 7 - Year 12): 71 Grandview Ave, Pascoe Vale South VIC 3044

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