



# SHEPPARTON ACE SECONDARY COLLEGE

## 2024 VCE, VCE-VM & VET

## Administration Handbook

### ***Vision Statement***

***Shepparton ACE Secondary College - Small School Big Heart!***

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## Senior School Team

**Principal**

Bronwyn Rose

**Assistant Principal**

Rosie Hocking

**Welfare Leader**

Joel Hoffman

**VCE/VCE-VM/VET Leaders**

Bronwyn Rose & Rosie Hocking

**VASS Co-ordinator:**

Kylie Richards

## Key Abbreviations

**VCE** – Victorian Certificate of Education

**VET** – Vocational Education and Training

**VCE-VM** – Victorian Certificate of Education-Vocational Major

**VCAA** – Victorian Curriculum and Assessment Authority

**SBAT** – School based apprenticeship/traineeship

**SAC** – School Assessed Coursework

**SAT** – School Assessed Tasks

## Principal's Message

### TO ALL LATER YEAR STUDENTS AND THEIR FAMILIES

Please read this booklet carefully as it contains important information from VCAA and information on the College's Policies and Procedures.

This College community accepts and promotes the idea that all students can learn and that improvement in learning requires that students and parents have as much information as possible about what students learn at school.

The responsibility for VCE, VCE-VM, and VPC delivery and assessment is located with teachers. The VCAA Administrative handbook, VCE Study Designs and VCE-VM Curriculum Planning Guidelines will be the key documents to inform design and delivery in each study.

Teachers will be appropriately supported by the school community, and through continuous professional development opportunities. A key focus for all teachers is the improvement in the quality of the teaching and learning program. Teachers utilise an array of data including that provided by VCAA on previous years' results. It is through ongoing reflection and collaboration that we continue to improve the quality of delivery and assessment and in turn student outcomes.

The Assistant Principal (Head of Senior School), Senior school panel members and Learning Area Leaders (Teachers) are available at any time to assist and advise regarding delivery, assessment and learning within VCE, VCE-VM and VPC.

Students (and parents) will be provided with a clear written Course Outline at the outset of classes for each unit. This outlines what is required to succeed in the study area and how all required outcomes can best be achieved. Throughout the semester, work and assessment requirements will be clearly defined through written outlines for students.

Assessment practices define what is valued in the school curriculum and influence a student's motivation to learn. Student learning is fostered by assessment that is more than simply a mark or grade. Explicit feedback for future improvement will accompany any grade given for any piece of work. Students will be supported in developing an understanding of their strengths and their weaknesses. The focus will be on what the student is achieving and how they can improve.

There will be coherence between assessment procedures and teaching and learning. In each study there will be an inter-relationship between the objectives of the study, its content, teaching strategies and the assessment.

Assessment procedures will define and communicate educational expectations and ensure that these standards are maintained. These procedures are supported by a wide range of learning and teaching approaches and outcomes.

Assessments devised by this school will be in accordance with VCAA guidelines so that they will be comparable on a state-wide basis as all school leavers compete for employment and entry into tertiary institutions and courses.

All teachers will maintain up to date and accurate records of their delivery in each unit and assessment of student work, including accurate records of the receipt of required work.

In the event of a query regarding any assessment a teacher will be required to present the relevant assessment records, including records indicating when or if required work has been received, and will need to justify the assessment.

VCE, VCE-VM will be a most demanding time for you as students.

The successful completion of the units you are undertaking requires a commitment in effort and time from you that is difficult to maintain.

Be assured that through good organisation and time management, you will succeed. Your teachers are here to help. The relationship that you will build with your teachers may be very different to what you were used to in the past.

Success is achievable and within your grasp. This is an exciting time for you, your family and the College.

Remember, we are here to help! We wish all the very best for the coming years.

**Bronwyn Rose**  
**Principal**  
**Shepparton ACE Secondary College**

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Laws relating to the privacy of personal information affect collection, access to, use, disclosure, security and storage of student and parent/guardian information.

The *Privacy and Data Protection Act 2014* (Vic) and the *Health Records Act 2001* (Vic) set legal standards for the way the Victorian public sector collects and handles the 'personal information' and 'health information' of individuals. The *Charter of Human Rights and Responsibilities Act 2006* (Vic) requires public authorities to act compatibly with human rights, including the right to privacy. Victorian government schools must comply with the *Privacy and Data Protection Act*, the *Health Records Act* and the *Charter of Human Rights and Responsibilities Act*. The *Privacy Act 1988* (Cwlth) may apply to the collection and handling of personal information about individuals by non-government schools, who should seek their own advice in this regard. Schools may be required by the Department of Education and Training (DET) or their sector authority to have a privacy policy.

## Attendance Policy

Punctuality and valuing education are two important lifelong skills that Shepparton ACE Secondary College encourages all students to develop over the course of their schooling life. We ask parents and guardians to assist the College in developing these skills in students and support their child in being punctual and valuing their attendance at school.

**If you are going to be absent from school**, your parent/guardian/carer must contact the College on the day that you will be absent. Parents will be notified by SMS, email or telephone if the College has not been notified of your absence. On your next day back, you must provide a signed note (to the General Office) from your parent/guardian/carer stating the date and reason for your absence. A note from a parent does not necessarily mean an approved absence.

**If you are late to school**, you must sign in at the General Office.

The Shepparton ACE Secondary College Attendance Policy provides full details of expectations in relation to students' attendance and is lodged on the web-site. A copy of the policy can also be provided by the College's administration team.

Students must attend 80% of school days or have a valid reason for non-attendance, such as illness. Absences with a doctor's certificate, part day absences approved by a Senior School team member, participation in sport, excursions and suspensions do **not** count as part of the absence days.

The College deems attendance less than 80% for years 11 and 12 to be a substantial breach of attendance rules and will be dealt with as a **Breach of Rules**.

When a student is absent from school for prolonged periods or has been unable to complete all School-based Assessment tasks because of illness or other special circumstances, the school may, upon application from the student, grant Special Provision for School-based Assessments.

## Excursions Policy

### POLICY STATEMENT

Our college is committed to providing a safe and caring environment and culture, which enables positive relationships to be formed amongst all students and staff, and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. A clear policy on additional events will inform the school and wider community that **Shepparton ACE Secondary College puts the education of its students first.**

Across the senior school, teachers of students who are attending an extra-curricular excursion/incursion will be required to complete an entry into the central diary. Students involved will be notify their timetabled teacher (s) regarding their absence 48 hours prior. Students will require permission from each teacher to attend the excursion/incursion. This is to reduce students missing SACs, SAC preparation, students with low attendance for specific subjects, and for students who may be very behind in non-negotiable coursework.

#### Aims:

- To reinforce within the school community that the education of students is a priority over sporting days.
- To seek parental and peer-group support and co-operation at all times.

## Implications for Student Absences

Event	Rule / Action	Effect
Student does not sit test or class assessment task.	Medical certificate is supplied or Special Provision is granted by the Senior School Team.	Student sits at some other suitable time as arranged by the class teacher. Work will be deemed as Satisfactory or Not Satisfactory as advised by the VCE Leader. Alternate work task may be set.
	No Medical Certificate and no Special Provision granted	Student sits the task at another time, as arranged by the class teacher.  Work will be judged to be (S) Satisfactory or (N) Not satisfactory  Alternate work may be set.

Event	Rule / Action	Effect
Student does not sit a section of the assessment task when the assessment is entirely in class time.	Medical certificate is to be supplied or Special provision is granted by the Senior School Panel.  No Medical Certificate and no Special Provision	Student sits this section at some other suitable time. An alternative section of work may be set.  Student sits at some other suitable time. This section of work must be completed and will be judged to be S or N.
Work is submitted but is not satisfactory.		Student does further work at teacher's direction in order to meet a satisfactory standard.

## VCE/VCE Vocational Major (VCE VM)

The VCE Vocational Major (VCE VM) is an accredited Senior Secondary Certificate and provides an opportunity for greater application to real-world learning, specialism and personalisation of learning for students in Years 11 and 12.

The VCE VM program pursues the development of knowledge, skills and attitudes that help prepare students for employment, post-secondary education or training and for participation in the broader community.

A VCE VM program includes the study of five main areas and must include successful completion of at least 16 units, over 2 years, including:

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

Through its structure, the VCE VM certificate enables greater flexibility to match the interests of individual learners. VCE VM allows students to pursue rigorous study towards their future goals.

Shepparton ACE Secondary College VCE VM engages students in practical work-related experience, community-based activities and on the job learning, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.



The VCE VM curriculum is based on key knowledge and key skills (like VCE), but is assessed by demonstrating competencies (rather than exams). These competencies are assessed through projects and practical applications at school and within industry training. Over the two years of study at Shepparton ACE Secondary College, a student must satisfactorily complete a VCE/VCE VM course of study. Levels of a VCE subject achievement for Units 1 and 2 and 3 and 4 are determined by schools and not reported to the VCAA. Levels of achievement for Unit 3–4 sequences are assessed using School-based Assessment and are unscored as part of the VCE/VCE VM program.

Students are expected to finish their VCE/VCE Vocational Major over 2 years.

## Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

Each VCE study is designed to provide a two-year program. Studies are nationally and internationally benchmarked at Unit 1 and Unit 2 level to a Year 11 standard, and studies at Unit 3 and Unit 4 level are benchmarked to a Year 12 standard. Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be undertaken as a sequence.

### VCE VM

Over the two years of study at Shepparton ACE Secondary College, a student must satisfactorily complete a VCE/VCE-VM course of study. Levels of a VCE subject achievement for Units 1 and 2 and 3 and 4 are determined by schools and not reported to the VCAA. Levels of achievement for Unit 3–4 sequences are assessed using School-based Assessment and are unscored.

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

Assessment should be acceptable to stakeholders – including students, schools, government and the community. The system for assessing the progress and achievement of students must be accessible, effective, equitable, reasonable and transparent.

Teachers are responsible for ensuring that all assessments are fair, valid and reliable.

In 2024, the College will be offering 2 or more subjects at the VCE Level including English units 1 and 2, Psychology units 1 and 2, Drama units 1 and 2 & Photograph units 1 & 2.

## Satisfactory Completion of a VCE Unit

The student will receive an S (satisfactory) for a unit if the teacher determines that the student has:

- attempted all SACS/SATS including resits
- produced work that demonstrates achievement of the outcomes
- submitted work that is clearly their own
- submitted work on time.
- followed the rules of the Victorian Curriculum and Assessment Authority (VCAA) and the school (for example, attendance or submission of work policies)

At the start of each unit, teachers will provide a clear and concise checklist of coursework students must complete to be successful in the unit. This provides guidance of what they need to complete in class/as homework to pass the coursework component of the subject (non-negotiable coursework).

## Not Satisfactory Completion of a VCE unit

The student will receive an N (not satisfactory) for the unit when one or more of the following occurs:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason
- the work cannot be authenticated
- there has been a substantial breach of rules (authentication, cheating and improper use of technology) including school attendance rules which raise issues of authentication.

The Senior School Team must be notified of students who are not meeting the outcomes in units before this occurs to ensure support is provided to the student and parent communication is made. A letter will be sent home to notify and alert parents/guardians of the overdue work and concerns. This will also be documented on an incident report.

If a student does not meet an outcome for a SAC, The Senior School Team will be notified, as well as the parent/guardian/carer.

## Not Satisfactory Completion of a VCE unit

If a student is no longer attending a unit but they have not officially withdrawn by signing a Student Exit form, the symbol J will be included on VASS.

The J result should be used if the student:

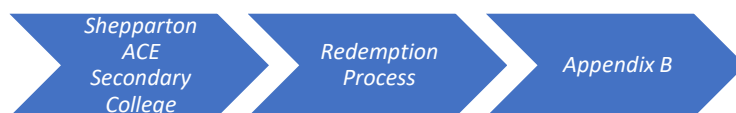
- is no longer attending class
- has not submitted work for assessment.

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.

## Redeeming Outcome – Submitting further evidence for satisfactory completion

If, in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes undertaken and submitted by the student for the unit.

- This work may include class work, homework, resitting an assessment, additional tasks or discussions with the student that demonstrate their understanding of the outcome.
- A student may only submit further evidence, or resubmit a School-based Assessment for reconsideration, **to redeem an S for the outcome.**
- If a student is unable to achieve a satisfactory level by the VASS results deadline, the students will receive a Not Satisfactory (N) for the assessment task and outcome.



## Senior School Assessment Policy – SACs and SATs

*All School Assessed Coursework and School Assessed Tasks must be completed in the following conditions:*

- At school in exam conditions, supervised by a teacher at all times.
- **NO** mobile phones or electronic devices are permitted. This include earphones and smart watches.
- Students are not permitted to communicate to each other during the SAC or SAT. If students are found to be communicating, they will be required to meet with the authentication panel.
- Students must attend SAC's on the given date, failure to do so will result in the student being given an automatic re-sit unless a Medical Certificate is provided.

*Key Requirements of the classroom teacher include:*

- If a student does not meet the Outcomes of a particular Unit, they will have until the VASS result deadline to redeem the result.
- Staff must retain all SAC's until the end of the year
- If a student does not meet the minimum outcomes in a SAC, the classroom teacher will notify parents/guardians with a new date and time of the resit. If the student fails to attend, they receive an N. If a student does not meet the outcomes, the Senior

School Team will be notified and a parent/guardian meeting will be held to discuss the matter.

- Parents/ guardians will be contacted by the subject teacher if a student does not meet an outcome/unit.

## VCAA Authentication Policy

The VCAA authentication rules state that:

- a student must ensure that all unacknowledged work submitted for assessment is their own.
- a student must acknowledge all resources used, including:
  - texts, websites and other source material
  - the name and status of any person who provided assistance and the type of assistance provided
- 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 (for example, by reading, viewing or note taking), but which have 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 acknowledgement
  - 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 academic year of enrolment.
- a student must not knowingly assist another student in a breach of rules.
- Students must sign an authentication record for work done outside class when they submit the completed task.

There are two forms of school-based assessments for Units 3 & 4:

- *School-assessed Coursework (SACs)* – assesses each student's level of achievement and is used in all VCE Units.
- *School-assessed Tasks (SATs)* – assesses specific sets of practical skills and knowledge (Art, Computing, Studio Arts, Product Design & Technology and Systems Engineering)

If a student misses a SAC, the office and a Senior School Team member must be notified when the attendance roll has been taken at the beginning of the session.

## Authentication Panel

Students must sit before the Authentication Panel if a classroom teacher has formed a reasonable belief that a student has undertaken misconduct within a SAC (unscored assessed coursework) or if the student is not meeting the outcomes within a Unit (*e.g.* attendance).

The Authentication Panel will consist of the following delegates:

- Subject teacher and Senior School Team member(s)



Students who you believe to have undertaken misconduct during a SAC or who are not meeting outcome requirements must be reported to the Senior School Team.

Misconduct involves:

- Using phone/ electronic device during a SAC (including wearing earphones and smart watches).
- Photocopying another students' approved SAC support sheet. All cheat sheets should be authenticated prior to the SAC being undertaken.
- Taking unapproved notes into a SAC.
- Submitting work that is not the student's original material or the original source has not been acknowledged.

## Feedback to Students

After assessment tasks are submitted and marked, teachers should provide feedback to students. Appropriate feedback includes:

- advising on particular problem areas
- advising on where and how improvements can be made for further learning
- reporting S or N decisions and/or written comments on students' performance against each outcome.

Using a feedback document which include the ranges, key knowledge/skills covered and a rubric, is a great way to document students' scores and provide feedback. Students can collect this document and use this information to inform their future revision and study habits.

## Rescheduling a SAC or SAT

When rescheduling a SAC or SAT due to medical and unforeseen circumstances (approved by the VCE Leader), the following procedure must be followed within three days following their return to school:

1. Notify the Senior School Team (hand in relevant notes/ medical certificates)
2. Meet with the classroom teacher to organise an official date to complete the SAC or SAT.
3. Notify the Senior School Team of the date the SAC or SAT will be completed.
4. Attend SAC or SAT.
5. If a student does not attend the rescheduled SAC or SAT for no specific reason this will result in an 'N' and a resit will be organised following the same procedure.

If a SAC/SAT has been rescheduled, please communicate this information with the Senior School Team. Before a SAC/SAT is rescheduled due to teacher discretion, please talk to the Senior School Team and complete the 'Application for Special Provisions'.

## Special Provisions

If students believe that their performance in an assessment task or SAC/SAT has been adversely affected by external factors outside their control, for example illness, death of a family member etc., then they should see the Senior School Team to request that Special Provision be sought for completion of SAC's/ SAT's, marking or SAC's/SAT's and any extra special arrangements that may be given.

Teachers will be notified in writing of this occurrence and be given direction on what sort of Special Provision may be required and how best to support the student.

Students will be required to complete the 'Application for Special Provisions'.



There are 2 forms of Special Provisions that will apply to Shepparton ACE Secondary College students and in each case, there are specific eligibility requirements that apply:

Special Provision Category	Eligibility Requirements
1. Curriculum delivery and student programs	<ul style="list-style-type: none"> <li>• Significantly adversely affected by illness (physical or psychological), by any factors relating to personal environment or by other serious cause.</li> <li>• Disadvantaged by a disability or impairment including learning disabilities.</li> </ul>
2. School based assessment	<ul style="list-style-type: none"> <li>• Illness – acute and chronic.</li> <li>• Impairment – long term.</li> <li>• Personal circumstances.</li> </ul>

## Vocational Major (VCE-VM)

The Vocational Major (VCE-VM) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). VCE-VM can include components of accredited Vocational Education and Training (VET) and Further Education (FE) qualifications from within the AQF, and VCE studies.

VET training is a compulsory requirement for completion of VCE-VM certificates at Intermediate and Senior level.

There are two levels in the VCE-VM: Intermediate and Senior.

- At Intermediate level, knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills.
- At Senior level, knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership.

<b>Intermediate</b>	<p>At Intermediate level, knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills, and may include:</p> <ul style="list-style-type: none"> <li>• VCE-VM Intermediate units</li> <li>• VCE Units 1 and/or 2</li> <li>• Vocational Education and Training Certificates I, II &amp; III</li> <li>• Further Education Certificates</li> </ul>
<b>Senior</b>	<p>At Senior level, knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership, and may include:</p> <ul style="list-style-type: none"> <li>• VCE-VM Senior units</li> <li>• VCE Units 3 and/or 4</li> <li>• Vocational Education and Training Certificates II and III</li> <li>• Further Education Certificates III</li> </ul>

At Shepparton ACE Secondary College we want all VCE-VM students to achieve a Senior Certificate as this provides a significantly broader range of pathways for students. To be able to achieve this, all VCE-VM Year 11 and 12 students need to:

- Attend all sessions on time and be prepared to learn.
- Actively participate in all classes, projects and activities.
- Complete satisfactory standards of work each year in the four school-based strands of learning: Literacy Skills, Numeracy Skills, Work Related Skills and Personal Development Skills (Project Based Learning).
- Satisfactorily complete their VET or SBAT program.



All VCE-VM coursework needs to be completed in class under supervision of the classroom teacher. As VCE-VM is a competency-based assessment, students need to demonstrate competency for each learning outcome whenever required. VCE-VM provides opportunities for ongoing assessment. This means that students can continue to submit coursework and assessment tasks until they demonstrate the competency.

Given that the focus of VCE-VM is Applied Learning, many of the Learning Outcomes are able to be achieved through participation in, and contribution to, projects and community activities. Attendance is therefore essential as it enables students with the opportunities to successfully achieve their Outcomes and be assessed.

## Satisfactory Completion of VCE-VM units

A student will receive an S (satisfactory achievement) for all VCE-VM units when they have demonstrated achievement in all learning outcomes for the VCE-VM unit.

- To be credited with satisfactory unit results, students must demonstrate achievement in all learning outcomes in that unit. The curriculum components in a VCE-VM learning program must be assessed in accordance with the requirements and guidelines outlined in the curriculum documents for the units of competency delivered in the learning program.
- The VCE-VM provider coordinates the assessment and collection of results for all curriculum components within the VCE-VM learning program. Students will receive an S or N result for each unit.
- Flexible assessment methods should be used to allow students to demonstrate the successful completion of learning outcomes without disadvantage. Students should be observed demonstrating competence on more than one occasion and, wherever possible, in a range of contexts to make sure the assessment is consistent, reliable, fair and equitable.

### VCE-VM Course Requirements

- Successful completion of a minimum of 16 units over two years.
- Curriculum must cover all four VCE-VM Curriculum strands.
- 180 hours of VET or equivalent

## Not Satisfactory Completion of VCE-VM units

Students who are not meeting the attendance and/or Shepparton ACE Secondary College VCE-VM program expectations and coursework standards will meet with their VCE-VM teacher and Senior School Team, to discuss VCE-VM expectations and strategies to support students in meeting the requirements and expectations needed to complete the VCE-VM studies to a satisfactory level.

## VCE and VCE-VM Statement of Results

The VCAA issues a Statement of Results at the end of the calendar year to all students enrolled in VCE or VCE-VM units.

## VCE/VCE-VM/VET Statement of Results

**For VCE/VCE-VM/VET students in 2024 *ff.* the Statement of Results contains:**

- A cumulative record of achievement for all VCE, VET and VCE-VM units undertaken and the year in which the result was obtained.

## Vocational Education and Training (VET)

Recognition of Vocational Education and Training (VET) and Further Education (FE) within the Victorian Certificate of Education (VCE) and Vocational Major (VCE-VM) ensures that students who complete all or part of a nationally recognised VET or FE qualification may receive credit towards satisfactory completion of the VCE or VCE-VM. Students would typically undertake training at Certificate II or III level.

- Students who are currently completing VCE-VM/VCE are required to complete a VET course at either Shepparton ACE Secondary College or GOTAFE. To gain the Year 12 certificate they will need to have completed 180 hours of VET.
- VET units make a contribution towards satisfactory completion of the VCE/VET/VCE-VM certification only if no significant duplication exists between a VCE/VCE-VM/VET program.

If any student is falling behind/ or not competent in an area, please speak to the Senior School Team to ensure support is put in place to assist the student.

### Satisfactory VET Unit Competency Result

- Students will 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.
- Students are responsible for making themselves aware of how their VET course contributes to a VCE program. VET providers can give you this information.

### Not Yet Satisfactory VET Unit Competency Result

- Students will receive an NYC (not yet competent) result for a unit of competency if they have not yet demonstrated competence.
- This may be as a consequence of not completing the unit or not being able to demonstrate competence as required by the unit of competency.
- If a student has not satisfied sufficient units of competency to the nominated hour value to be awarded satisfactory completion of a VCE/VCE-VM/VET unit, the result will be left blank.

## General Achievement Test (GAT)

**General Achievement Test will be on *TBA***

All students enrolled in one or more Victorian Certificate of Education (VCE) Unit 3–4 sequences or VCE VET Unit 3–4 sequences, including Vocational Major (VCE-VM) students, are expected to sit the General Achievement Test (GAT). Students who are enrolled in a VCE-VM program in 2024 that includes any VCE Unit 3-4 sequences or VCE VET scored Unit 3–4 sequences are required to sit the GAT.

The components of the GAT are:

- Written communication
- Mathematics, science and technology.
- Humanities, the arts and social sciences.

### ***Purpose:***

The GAT is an essential part of the VCE assessment procedure. Although GAT results do not count directly towards VCE results, they play an important role in checking that School-based Assessments have been accurately assessed. The Victorian Curriculum and Assessment Authority (VCAA) also uses GAT scores in:

- the statistical moderation of School-based Assessments

## Driving to School

During the year many students will gain their probationary licences. The Department of Education and Training (DET) have specific rules governing students' use of their vehicles whilst attending school. The rules specified by the DET vary from those of the state government.

The DET rules are as follows, “Students are not permitted under any circumstance (except in accordance with an approved pre-licence, driver education program, see 4.4.5.5 Traffic safety education) to transport other students in private cars in connection with any school program or function whether held in school hours or at other times.”

Parents may allow students to transport siblings to school, but it must be emphasised that other students must not be transported at any time. Nor should they use their cars to leave during the school day.

Students are not permitted to drive to school until completing the application:



# Appendices

## Shepparton ACE Secondary College

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## Appendix B – REDEMPTION PROCESS

### Redemption Contract

This Redemption Process will occur during the Authentication Panel. After a student has failed to meet the prescribed requirements as directed by the teacher based on the Specific VCAA Study Design, they will be required to meet with the Authentication Panel within 1 week of been notified of the fail. This will be stage 2 of the of the VCE Redemption Process regarding the completion of an Outcome.

The **Task Information** is to be completed by the Subject Teacher, including the specific details how/when the Outcome task will be redeemed in the Authentication Panel meeting.

The **Receipt of Submission** is to be completed by the Senior School Team when the task has been submitted.

*All elements of the contract must be completed before the Outcome Task can be submitted.*

#### Task Information:

<i>Student Name:</i>	
<i>Authentication Panel Members:</i>	
<i>Subject:</i>	
<i>Outcome:</i>	
<i>Task Details:</i>	
<i>Agreed Submission:</i>	
<i>Date:</i>	
<i>Student Signature:</i>	
<i>Senior School Team Signature:</i>	
<i>Date:</i>	

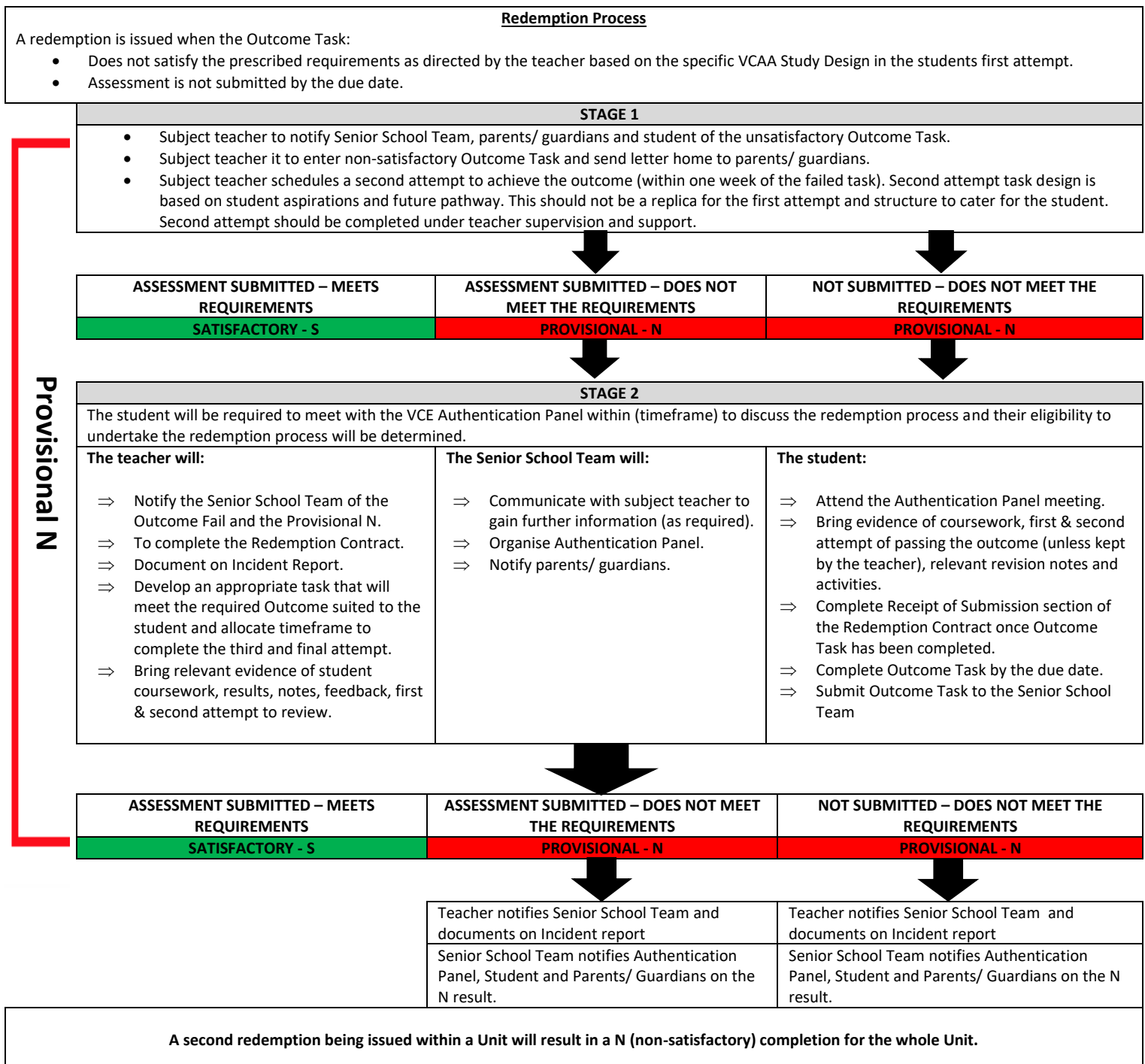
#### Receipt of Submission:

<i>Date Submitted:</i>	
<i>Signature Student:</i>	
<i>Signature Senior School Team</i>	
<i>Entered on Incident Report</i>	

## VCE Redemption Process

### VCAA Redeeming Outcomes:

If, in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes undertaken and submitted by the student for the unit. This work may include class work, homework, additional tasks or discussions with the student that demonstrate their understanding of the outcome. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.



**Provisional N**

## **Appendix C – NOTICE OF MISSED SAC/SAT**

Dear \_\_\_\_\_,

This is to notify you that \_\_\_\_\_ missed a School Based Assessment task (School Assessed Coursework or School Assessed Task) as outlined below.

**Subject:** \_\_\_\_\_

**Task:** \_\_\_\_\_

**Description:**

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The school policy below outlines that unless the student has a Medical Certificate or some serious personal circumstances, they will be awarded a score of N for the assessment. They may be able to apply for Special Provision using the appropriate form available from their Senior School Team.

### **Senior School Assessment Policy**

*All School Assessed Coursework and School Assessed Tasks must be completed in the following conditions:*

- At school in exam conditions, supervised by only the subject teacher.
- **NO** mobile phones or electronic devices are permitted. These are to be placed on teacher desk before SAC or SAT begins. This include earphones and smart watches.
- Students are not permitted to communicate to each other during the SAC or SAT. If students are found to be communicating, they will be required to meet with the authentication panel.
- Students must attend SAC's on the given date, failure to do so will result in the student being given an automatic re-sit unless a Medical Certificate is provided. If a student does NOT provide a medical certificate, they will receive an N for that assessment.

If such a circumstance has occurred, then please complete the Special Provision form and supply any supporting documentation such as a medical certificate or Statutory Declaration. The application will then be considered by a panel convened by a nominee of the Principal. This needs to be completed within 7 days from the missed task.

If you have any questions, then please contact either:

**Senior School Team Member:** \_\_\_\_\_

**Classroom Teacher:** \_\_\_\_\_



## **Appendix E - AUTHENTICATION PANEL: STUDENT AGREEMENT**

I understand that in VCE Unit 1, 2, 3 and 4 I will be required to sit before the Authentication Panel if my classroom teacher has formed a reasonable belief that I have undertaken misconduct within a SAC.

I understand that the Authentication Panel will consist of the Senior School Team and the classroom teacher.

I understand that if my classroom teacher and the Senior School Team form a reasonable belief that I have undertaken misconduct in a that my parents/guardians will be telephoned and informed that I am required to sit before the Authentication Panel to provide evidence for/against the belief that I have breached the SAC policy. I understand that my parents/guardians will be invited to attend this meeting (the meeting will still go ahead if the parents/guardians elect not to attend).

I understand that the Authentication Panel will listen to the evidence put forward by the student and the classroom teacher and will make a determination as to whether misconduct HAS or HAS NOT taken place.

I understand that if the Authentication Panel finds that misconduct has NOT taken place that my parents/guardians will be telephoned to inform them of the decision (if they were not present at the meeting). I understand that I will continue in my subject and receive the allocated score by my classroom teacher for the SAC.

I understand that if the Authentication Panel finds that misconduct HAS taken place that my parents/guardians will be telephoned to inform them of the decision (if they were not present at the meeting). I understand that I will not meet the outcomes of the subject and will not have the opportunity to redeem the outcome.

I understand that if my attendance is below 80% it would make it very unlikely that Unit Outcomes could be met, as student attendance at school is an important facet of authentication. I understand that I will have to sit before the Authentication Panel if my attendance is below 80% to demonstrate that I have completed enough Coursework to meet the Outcomes of the Unit. I understand that the Authentication Panel will make a determination whether I have successfully met the Outcomes for the subject or whether I have not met the Outcomes for the subject.

SIGNED:

Authentication Panel:

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Student: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix F – APPLICATION FOR SPECIAL PROVISIONS**

**Application for Special Provision for School-Assessed Coursework (SAC) and School Assessed Tasks (SATs) and Unit Completion.**

*This form will be retained by the school together with any supporting evidence.*

**School Name: Shepparton ACE Secondary College**

**VCAA School Code:**

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**Student Name:** \_\_\_\_\_

**Student Number:**

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**Date of Application** \_\_\_\_\_

**Details of application:**

Assessment Task *[please tick appropriate box(s)]*

SAC	<input type="checkbox"/>	SAT	<input type="checkbox"/>	VCE-VM	<input type="checkbox"/>	Other	<input type="checkbox"/>
Unit 1	<input type="checkbox"/>	Unit 2	<input type="checkbox"/>	Unit 3	<input type="checkbox"/>	Unit 4	<input type="checkbox"/>

**I am applying for:**

- Rescheduling of assessment task.
- Additional time to complete work/task.
- Use of technology to complete or present work.

**Reason for rescheduling the SAC or SAT:**

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**Checklist of supporting documents provided.**

- Students signed statement of reasons for application.
- Qualified medical practitioner report / letter
- Psychologist report / letter (if necessary)
- Other reports / letters (if necessary)

**Period covered by the application**, from \_\_\_ / \_\_\_ /20\_\_\_ to \_\_\_ / \_\_\_ /20\_\_\_

**List studies applying for:**

Study Name /Assessment Task	Applying for (see above)	Teachers signature to confirm

Without suitable documentation, a student will receive an N for the SAC or SAT and hence an N for the entire unit will occur.

**Student Signature:** \_\_\_\_\_

**Year Level:** \_\_\_\_\_

**Senior School Team Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Appendix G – DRIVING TO SCHOOL APPLICATION**

Dear Parent/Guardian,

During the year many students will gain their probationary licences. The Department of Education and Training (DET) have specific rules governing students' use of their vehicles whilst attending school. The rules specified by the DET vary from those of the state government.

The DET rules are as follows, "Students are not permitted under any circumstance (except in accordance with an approved pre-licence, driver education program, see 4.4.5.5 Traffic safety education) to transport other students in private cars in connection with any school program or function whether held in school hours or at other times."

Parents may allow students to transport siblings to school, but it must be emphasised that other students must not be transported at any time. Nor should they use their cars to leave during the school day. Car parking located for Year 12 students will be explain to the students once the form has been returned.

Please discuss this with your child so that the intention of this policy is clearly understood by all, as it is for the safety and well-being of both the driver of the car and any potential passenger. It is important that students realise that the school is responsible for each and every student marked present at school requiring the student's whereabouts to be known at all times. These regulations are simply for the safety and wellbeing of all those attending Greater Shepparton Secondary College.

If your child plans on driving a car to school, please ensure that the following points are clearly understood and followed and the form below is completed, signed and returned to your Neighbourhood Leader.

1. Students are permitted to drive to and from school, only at the beginning and end of their school day.
2. Students are to park in the designated car park only.
3. Students are not permitted to use a car during the school day.
4. Students are not permitted to transport students other than siblings.

Yours Sincerely,

Senior School Team

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I have read and understand the policy relating to the use of vehicles by students whilst at school. I will ensure that my child abides by these rules to enable him\her to drive to school.

My child's name is (Print first and last name) \_\_\_\_\_

The vehicle registration number is \_\_\_\_\_

Parent\Guardian Signature \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_