

DONCASTER SECONDARY COLLEGE



SENIOR SCHOOL HANDBOOK/GUIDE FOR STUDENTS, PARENTS AND STAFF

2017

DONCASTER SECONDARY COLLEGE VALUES

At Doncaster Secondary College Respect is:

Treating people how you want to be treated
Actively listening when someone is speaking
Having a high regard for oneself, others and the learning environment
Understanding and responding appropriately to the differences in others

At Doncaster Secondary College Responsibility is:

Attending on time, with correct uniform and equipment; ready to learn
Understanding the learning intentions of the lesson, and what needs to be done to achieve success
Ensuring work is submitted on time, and catching up on any work missed
Accepting the consequences of your actions

At Doncaster Secondary College Resilience is:

Taking realistic steps when facing challenges
Using feedback to grow and improve
Exploring different ways to learn and achieve goals
Using initiative and asking for regular help and feedback

At Doncaster Secondary College Teamwork is:

Participating and working within different groups
Contributing and valuing each members' input
Utilising your strengths to encourage and help those around you
Giving, receiving and responding to feedback from within your group

INTRODUCTION

This handbook has been prepared to assist teachers, parents and students at Doncaster Secondary College in matters relating to Victorian Certificate of Education (VCE/VET) and Year 10 studies in 2016/17. It also contains information on Doncaster Secondary College rules.

The Victorian Curriculum Assessment Authority (VCAA) is responsible for the development, maintenance and implementation of the VCE. The information in this booklet is based largely on the VCE Administration Handbook, an official publication of the VCAA.

Doncaster Secondary College is fully accredited for the conduct of the VCE. From time to time, it will be necessary to make specific decisions in the administration of VCE, e.g. determination of eligibility for Special Provision, redemption of Outcome Tasks. A VCE Committee is convened to handle these matters.

Students enrolled at Doncaster Secondary College must abide by the administrative guidelines and regulations of the VCE/VET/College. It is the responsibility of teachers, students and parents to be fully aware of the VCAA and DSC rules. Please contact the Head of Senior School with any questions.

Ty Dennis

Head of Senior School

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SENIOR SCHOOL ADMINISTRATION

Principal	Mrs Eva McMaster
Assistant Principal	Ms Belinda McGee
Head of Senior School	Mr Ty Dennis
Senior School Coordinators	Mrs Sally Miller & Mr Philip Reynolds
Year 12 Coordinator	Mr Morgan Gardiner
Year 11 Coordinators	Miss Bianca Foti & Mrs Cathy Bedson
Year 10 Coordinator	Ms Toni Honicke

CAREERS & WELLBEING

Careers Coordinator	Mrs Vanessa Ramsay
Careers Counsellor, VET and VASS Coordinator	Mrs Anne Wakeham
Student Wellbeing Coordinator	Mrs Pam Campbell
Chaplain	Ms Katherine Lazarus

SENIOR SCHOOL POLICIES, PROCEDURES AND GENERAL INFORMATION

ATTENDANCE

As stipulated by the VCAA students must meet the attendance requirement of the College. All students in years 10 – 12 must attend **a minimum of 90% of each of their classes** in order to satisfactorily complete their studies. A failure to meet this minimum attendance requirement will result in unsatisfactory completion of a student's studies.

***VCAA has directed schools to set the minimum class time and attendance rules. Where a student has completed all tasks satisfactorily but there has been a substantive breach of attendance rules, the school **must** assign 'N' for one or more outcomes and thus the unit.*

Whilst involvement in sports/peer support and other College sponsored activities is encouraged, this needs to be balanced with class attendance. Absences are categorised as approved or unapproved and are discussed in the sections below. Whilst there are specific guidelines regarding the amount of unapproved absences that will lead to a Not Satisfactory (N) being assigned within a unit, students who exceed a total of ten combined approved/unapproved absences in a unit of study may have (N) assigned for the unit.

If students arrive late to school they must bring a note from home and sign in at the nurse. If students are continually late they will be required to make up the time through after-school study or environmental duty sessions.

Teachers will keep accurate records of student attendance. They will notify the relevant Coordinator if a student is absent for more than two consecutive lessons or if they are concerned about the attendance of a particular student. Teachers will notify the relevant year level coordinator and assign a 'significant breach of attendance rules' through Compass as a warning when a student is at risk of not meeting the 90% attendance requirements

Please note: If you are a Centrelink recipient, the College is obliged to notify Centrelink of absences. Students are no longer entitled to their Youth Allowance payments if they are absent for more than five days per term without College approval.

ABSENCES

It is acknowledged that there will be times when classes may be missed due to illness, serious factors related to personal environment, school sporting activities, excursions, or other serious causes or commitments. In such cases, the College may approve these absences, provided adequate documentation has been provided.

Students must supply a medical certificate or statutory declaration when absent for illness and personal matters. It is the student's responsibility to return these to the College Nurse immediately upon return to school.

When a student is absent from school for a prolonged period, or has been unable to complete all assessment tasks due to serious illness or other special circumstances, the school may **on application** grant Special Provision for school based assessments. In this case the student should not be penalised for lack of attendance. Students who are absent for an extended amount of time must complete an Absence Learning Plan (prior to absence if possible) and a Return to School Plan upon return. Teaching staff will provide work to students in order to complete the Absence Learning Plan.

In some limited circumstances special provision may allow a student to work from home for a period of time. The student and school should complete the application for Special Provision for School-Assessed Coursework and School-Assessed Tasks and Unit Completion form and retain this at the school together with the supporting evidence.

It is the College expectation that students will attend all classes unless they have a genuine verifiable reason as outlined previously. Absences that fall outside these reasons will, in most cases, be considered unapproved and will place students at serious risk of failing the unit. For this reason, more than six (6) absences in a study will result in an (N) notification being issued. Subsequent absences following this initial (N) notification may result in a final (N) result for the unit. Absences that are approved include medical certificates and statutory declarations. These will be taken into account when making a decision on final (N) results for the unit, however if a student is absent for a significant amount of time beyond the 90% requirement, they will not be able to meet the requirements for successful completion in a study.

If students are late to class on three (3) occasions, this will be considered an unapproved absence. Unapproved absences also include those absences for which the student provides an explanatory note from a parent / guardian but which may not constitute grounds for the granting of an approved absence. Senior School Leaders will use their discretion in determining whether or not to grant an approved absence.

In addition to receiving a (N) for the unit, a student's enrolment/promotion at the College may be reviewed and disciplinary action may be taken for absence without a legitimate reason. Letters written by parents/guardians for lateness and absence must be submitted to the Nurse upon return to the College. This will ensure that parents/guardians and the College are able to accurately monitor student attendance. Issues relating to attendance and punctuality are often the first indicator that a student may be at risk on an academic and personal level.

Please note that the College cannot approve absences in the following circumstances:

- Family holidays during school term
- Part time or casual work commitments
- Events that are not organised or approved by the College such as formal preparations
- Appointments such as Learners permit testing, hair and beauty etc.
- Most non-medical or non-health related reasons

ATTENDANCE SUPPORT

Students who are at risk in terms of attendance requirements or on contract for other reasons may be required to have an attendance card signed for all classes. Students will report to their Year Level Coordinator weekly and parents are required to sign the card weekly to ensure that they are kept informed of their child's attendance pattern.

Teachers can request that a student be placed on an attendance card for their subject if they have concerns with a particular student. If teachers have concerns with a student they will discuss this with the appropriate Senior School Leader.

Following a notification for significant breaches of attendance, a Student Support Group (SSG) meeting will be called to discuss strategies (student absence learning plan, Student well-being coordinator (SWC) referral) to support improved attendance. Students will have opportunities to make up time after school, on Parent/Teacher interview days, Curriculum days etc. to redeem attendance and provide staff with an opportunity to authenticate work. Parents should regularly check Compass on the parent portal and communicate with the relevant year level coordinator if they have concerns regarding their child's attendance/progress.

ABSENCE ON A DAY OF A SCHOOL ASSESSED COURSEWORK (SAC) TASK

If a student cannot attend on the day of a SAC they **must** contact the College prior to the SAC to advise of their situation. Only in extenuating circumstances will approval be granted for a student who does not advise the College prior to their SAC. Upon return, the student must report to the relevant Year Level Coordinator/Senior Years Leader with a Medical Certificate.

An alternative time to complete the SAC or Outcome Task must be organised immediately upon return to the College. Students must be prepared to complete the SAC on the first day of return to school. An (N) or Ungraded (UG) may be assigned for students who do not follow this procedure.

The Senior Years Leader reserves the right to make decisions on a case-by-case basis where there are extenuating circumstances.

LEAVING SCHOOL GROUNDS

Students are not permitted to leave the school grounds during school time. If a student has an appointment during school time, they should bring a note signed by parent/guardian and obtain a signature from the relevant Senior School Coordinator. Students must also do this even if they have recorded this via Compass approvals. This pass **must be shown** to the relevant class teacher and taken to the College Nurse to sign out. Students who are out of the school grounds without signing out will be issued with a detention for an afternoon as determined by a member of the Senior School Management Team.

Senior school students have certain periods during the course of each week where they do not have timetabled classes or scheduled commitments.

In the event that a student has private study period scheduled after lunchtime (eg. Wednesday for all senior school students), the student is allowed to leave school in order to undertake study at home. Students leaving school early for such purposes must be able to produce a copy of their timetable that clearly shows that they do not have scheduled classes on that particular day, if requested by a member of staff. Students who fail to produce their timetable should be instructed to report to the Senior School Study Centre to undertake private study under supervision.

STUDENT BEHAVIOUR

There is an expectation that senior students demonstrate the maturity required to be a member of the senior school community. Senior school students should role model positive behaviours and attitudes in and out of class at all times.

In the event that a student does not abide by the student declaration and the college rules, that student will be exited from class. Students will be exited from class for disrupting the learning of others, refusing to follow the instructions of a teacher or threatening the welfare of others. Staff will support students by using a range of strategies to modify their behaviour and engage them in learning. If these strategies are unsuccessful students will be exited. Re-entry will be negotiated outside class time with the classroom teacher.

Students who are exited from class at any stage of a lesson will be deemed to have not attended that class. All subsequent absences resulting from the exit will be considered unapproved. It is in the student's best interest to negotiate re-entry to class as soon as possible in order to satisfactorily complete the study.

Students deemed to be "at risk" due to poor attitude and/or behaviour may be placed on an Individual Learning Plan (ILP) or contract. These students will have weekly contact with their Coordinator, with a review of their progress taking place on a regular basis.

UNIFORM

All Senior School students are to be correctly attired in full uniform as per the Student Dress Code. Details of the Dress Code are included on the next page and can also be found in the Student Planner. Student uniform will be monitored as they arrive at the College and those students not in correct uniform will be required to participate in environmental duties at recess, lunchtime or afterschool. If a student is unable to wear an item of uniform for a short period of time they should bring a letter of explanation from home and Ms Wakeham in the Senior School office will issue a short-term uniform exemption pass. Students requiring a uniform exemption pass must obtain this from the Senior School Office **between 8.35 and 8:50am**.

Classroom teachers will enforce the College's Student Dress Code. Students who are incorrectly attired will be asked to produce their uniform exemption pass. If they are unable to do so, the student will be asked to report to their Year Level Coordinator or Ms Wakeham, where a uniform exemption pass will be provided. Repeated breaches of the uniform policy will result in students attending detentions, yard duty and/or withdrawal from class. Uniform issues must be resolved within a reasonable period of time. It would be normally expected that this would be a maximum of 5 school days. A uniform exemption pass cannot be used as an ongoing solution for a student not being in the correct uniform.

Students who choose not to conform to the College Dress Code will face a series of consequences. For senior school students this can involve being sent home to acquire the correct items of uniform and, in cases where non-compliance becomes an on-going problem, the requirement to attend, along with their parents, an interview with the Senior School Manager and relevant Assistant principal before the student is permitted to return to school.

Additional items of clothing that are worn without permission will be confiscated by a member of staff and will be available for collection at the end of the school week.

DONCASTER SECONDARY COLLEGE

DRESS CODE AND UNIFORM LIST



Purpose of the Dress Code

At Doncaster Secondary College it is expected that the correct College uniform will be worn by all students in Years 7 – 12. The uniform must be neat, clean and in a good state of repair. **No non-uniform items are to be worn at any time.**

Rationale

The Victorian Government has granted all School Councils the authority to develop, implement and enforce a student dress code. A College uniform is important as a means of promoting a sense of individual and collective pride in students and identification with the school. A College uniform has the potential to promote individual and group security, as well as equality amongst students. A uniform worn well by its students has a direct impact on community perceptions about a school.

COLLEGE UNIFORM SUPPLIER:

PSW Retail Store

12 Strathalbyn Street
Kew East VIC 3102.
Phone: 03 9819 7809
Fax: 03 9819 7836

Store Hours

Summer Trading Hours
5 Oct - 29 April
Monday to Friday: 8:30am - 5:00pm
Saturday: 9:00am - 5:00pm

Store Hours

Winter Trading Hours
4 May - 3 Oct
Tuesday to Friday: 9:00am - 5:00pm
Saturday: 9:00am - 1:00pm

SUMMER – Terms 1 & 4			
GIRLS		BOYS	
Dress	College design, must be knee length	Shorts/Trousers	College design only, with College logo
Shirt	College design, short sleeve (with shorts/trousers)	Shirt	College design, short sleeve
Shorts/Trousers	College design only (Black) optional		
Jumper	College design	Jumper	College design
Socks	White with dress – Black with short/trousers	Socks	Grey Marle
Shoes	Black, polishable leather, lace-up, round toe, traditional school shoes <i>No runners, T bars, suede or fashion style shoes</i>	Shoes	Black, polishable leather, lace-up, round toe, traditional school shoes <i>No runners, suede or fashion style shoes</i>
WINTER – Terms 2 & 3			
GIRLS		BOYS	
Skirt	College design, must be knee length	Trousers	College design only, with College logo
Trousers	College design only (Black) optional		
Shirt	College design, short or long sleeve	Shirt	College design short or long sleeve
Jumper	College design	Jumper	College design
Tights/Socks	Black opaque (<i>Tights with winter skirt</i>) Black socks with trousers	Socks	Dark grey or black
Scarf	College design		
Tie	College design Tie is compulsory	Tie	College design. Tie is compulsory
Shoes	Black, polishable leather, lace-up, round toe, traditional school shoes <i>No runners, T bars, suede or fashion style shoes</i>	Shoes	Black, polishable leather, lace-up, round toe, traditional school shoes <i>No runners, suede or fashion style shoes</i>
Outer garment	College Design Jacket (new in 2018) College Blazer (optional)	Outer garment	College Design Jacket (new in 2018) College Blazer (optional)
SPORT / PE		Optional additional items for PE only	
Girls & Boys - Compulsory		Optional Students in Years 10, 11 and 12 have the option of a VCE Jumper (regulation red with a College logo).	
College Shorts, with College logo			
College Polo Top			
College Cap		College Design Track Pants only , with College logo	
JEWELLERY:			
In order to maintain the high standards associated with our College, we would like to reaffirm the College Uniform Policy in regards to jewellery. College Council is clear in its rules regarding facial piercing. No facial piercing is allowed. Angst often occurs when children are allowed to have piercing performed during the latter part of the school holidays and expect to be able to wear the piercing on their return to school. If a student has pierced ears, the only earrings permitted are small silver or gold studs or sleepers. Any other jewellery must be worn unobtrusively.			
NOT PERMITTED:			
Make-up	Facial Hair	Visible T Shirts	
Facial Piercing	Extreme hair styles or hair colour outside the normal range of colouring for human hair		
OPTIONAL ADDITIONAL ITEMS 2018:			
<ul style="list-style-type: none"> ▪ Shorts/Trousers for girls (Black). ▪ College Design Jacket (new design) 			

Uniform Pass

Any student wearing non-regulation items of clothing must present a note from home to the Level Coordinator's office at the start of the day. A Uniform Pass will be issued, which may be shown to teachers during the day.

Any enquiries regarding the student Dress Code should be made in writing and addressed to the College Council President.

PROMOTION

Promotion from Year 10 to a full VCE load is not automatic. In order to progress through senior school, students must demonstrate they have acquired the necessary skills and behaviours to merit promotion to the next year level. Current teacher and co-ordinator recommendations will be taken into account to determine whether a student is ready to undertake the next year of study. Students' interim and mid-year reports will give a preliminary indication of a student's recommendation for the study in the following year. Aptitude, attendance and level of achievement (grades achieved) will be considered.

Term one interim reports will identify 'At-risk' students, (wellbeing and educational outcomes), and this information will be made to facilitate SSG meetings and support improved student outcomes. Teachers will be making recommendations regarding promotion at the mid-year with students being advised of these recommendations in Discovery. It is required that students will discuss and develop a plan for improved learning with their classroom teacher with the aim of gaining a recommendation on their term 3 interim report. Parents of students at-risk of not receiving recommendations will also receive a letter following the term 1 interim report that will indicate areas of concern.

YEAR 10 TO VCE

All year 10 students will study Mathematics, Science and English. They will be offered a range of other units from the LOTE, Health and Physical Education, Art and Technology and Humanities KLAs to form their course at year 10. To pass a unit, students must achieve the criteria specified by each subject. The first criterion is that a student must demonstrate that they are at the Year 10 standard as specified by the Victorian Curriculum standards. Other criteria relating to recommendations will be based on completion of set tasks, attendance, attitude and classroom behaviour. Where a student is at risk in relation to their promotion, a meeting will be held with parents/guardians.

In order to enrol in VCE Biology, Chemistry or Physics, students must achieve an average score in topic tests and the semester exam above 65%. The section relating to each of the Science methods will be marked separately to allow teachers to make recommendations regarding VCE subject selection.

In order to enrol in VCE mathematics, students **must** have a sound understanding of the key concepts and skills relevant to a particular stream. Judgements are made using the following as a guide and it would be expected that in:

- General Maths Further – students achieve an average in topic tests and the exam above 50%
- Math Methods - students achieve an average in topic tests and the exam above 70% with good algebraic knowledge
- General Maths Methods (Specialist) – students achieve an average above 80% with very strong algebraic, logic and reasoning skills

Year 10 Maths is organised into General Math, Math Methods and Extension Maths. It is required that students studying VCE Math Methods or Specialist Math will have successfully completed Year 10 Math Methods and achieved the minimum required grade. In addition to these aptitude requirements, students must also have met the 90% attendance requirement and achieve levels greater than satisfactory in relation to work practices.

In fairness to all students, we must ensure that the balance is met between a student's desired program and their academic capabilities. In circumstances where student selections exceed the number of places the College is able to offer within a study, those students who have not been recommended based on receiving a (N), or results below a C grade may be asked to select another study. For example if a student selects Geography in Year 11, they must have achieved a C grade or higher during Year 10 in order to take on that study at VCE. Other criteria used to determine student courses will be completion of set tasks, attendance and attitude.

VCE UNITS 1 & 2 TO UNITS 3 & 4

Entry into Year 12 will depend upon satisfactory completion (S) of ten units. Completing fewer than ten units indicates that a student has not demonstrated the skills and knowledge required to successfully complete VCE. In order to support these students the College will provide students with the opportunity to repeat some of their studies and complete their VCE over three years.

Continuation in a subject requires assessment grades that indicate competence in that subject. A C grade or better generally indicates this. Results achieved under exam conditions are particularly important. Where a student is at risk in relation to their promotion, a meeting will be held with parents/guardians. In circumstances where a study is over capacity, preference will be given to students who have demonstrated a high level of achievement as well as the attitudes and behaviours required to be successful in that study. Students who have not been recommended based on their results and attitude may be asked to select another study.

In instances where there are more applicants than there are positions in a study and all students have met the minimum requirements, a rank order based on assessment tasks and work practices and attendance will be used to determine places within a class. Attendance during the Headstart program will also be taken into consideration (see below).

SENIOR SCHOOL STUDY CENTRE

The Senior School Study Centre is available from 8 am – 5 pm on most days for students to use. At times the centre will be used for General staff meetings and Professional Learning activities and will therefore be unavailable. Students with designated study periods (that is no scheduled classes) during Periods 1-3 are required to attend the Senior School Study Centre where computers and printers are available for student use. No food or drink is to be consumed in the Senior School Study Centre at any time. Students are not to move furniture unless directed by a member of staff.

The Senior School Study Centre can be booked by teachers for use by groups of students (for example combined classes sitting an Assessment task). However, first priority is for students to use the centre for private study.

Staff will need to confirm with the Head of Senior School that the Study Centre is available, with all bookings to be added to the calendar in Senior School office. It is the responsibility of the booking teacher to notify the Daily Organiser so they can organise another venue for students who wish to study. Staff are responsible for setting up the furniture as they require it during the times they have booked the Study Centre. At the conclusion of the activity the Study Centre is to be returned to its normal furniture configuration.

HEADSTART

All students who have selected a VCE course must attend Headstart during the last weeks of Term 4. Students will participate in classes where the focus will be to improve their skills and knowledge for each VCE study. Outcome Tasks will be given to students and preparatory work will commence for the next year. Students will be able to request changes and confirm their courses during this time. Students who do not attend Headstart will be subject to the normal attendance procedures.

Students who do not confirm their courses during the Headstart program may relinquish their place within a study to other students who have attended the program or new enrolments.

ENROLMENTS

All enrolments for external studies eg, VET providers, such as TAFE **must be** authorised by the College. Students **must not under any circumstances** enrol themselves in a study by an external provider without the explicit written authority of the College, for example VCE LOTE studies or VET type studies. The College will not under these circumstances have any responsibility for loss of deposit or other costs associated with these unauthorised enrolments. There are a range of VET studies available directly through the College.

Students enrolled in a VET study may be required to travel independently to another Secondary College or TAFE provider on a Wednesday afternoon.

VET subjects incur a material fee for each year of the two year certificate and some certificates can be substantive in cost to both the family and the school.

YEAR 12 STUDENTS DRIVING TO SCHOOL

The College is responsible for student safety not only while they are at school, but also on their way to and from school. Students who wish to drive to school must complete a Vehicle Registration form in the senior school office. Students are not permitted to park in staff car parks but may park their cars in Dianella Street.

As per VicRoads regulations, students must not drive with more than one passenger. Students who wish to travel to and from school as a passenger in another student's vehicle must have written parental permission and these forms have been included on the parent portal.

SENIOR SCHOOL PROGRAMS

YEAR 10

All Students must complete **English, Science, Mathematics and Discovery**. In addition students must select further studies from Humanities, Art/Technology, Languages and Health/PE. However, if students wish to specialise in a particular subject they may select a Year 10 and a Year 11 study from the same subject grouping. The following studies are available at Year 10. Students must select studies from three of the four curriculum areas below.

HUMANITIES	ART/TECHNOLOGY	LANGUAGES	Health & PE
Economics and Business Studies	Art	French	Physical Education & Health (General Stream)
Geography	Ceramics	Italian	Physical Education & Health (Basketball Stream)
History	Drama	Mandarin	Physical Education & Health (Soccer Stream)
Students select two different electives from this subject grouping as they are semester based units	Electronics		Sports Science
	Metal Tech		
	Music		
	Photography		
	Textiles		
	Vis Com		
	Food Tech		
	Wood Tech		
	Digital Coding		
		Students select two different electives from this subject grouping as they are semester based units	

Students are required to satisfactorily complete Year 10 Science if they intend to study **any** of the following studies at VCE:

- Biology
- Chemistry
- Food Technology
- Computing: Software Development
- Physics
- Psychology
- Physical Education

It is also expected that a student studying a VCE science subject in Year 10 will complete Year 10 Science concurrently.

VCE ADVANCEMENT

Teachers will be recommending a **limited number of Year 10** students to enrol in a VCE study. These recommendations will be based on level of achievement (average of a B grade or higher), work practices that are rated “very good” or higher, and attendance greater than 90%.

There are a number of likely benefits:

- Practice at completion of VCE assessments
- Exposure to more demanding work
- A chance to complete a unit 3/4 study in Year 11
- Opportunity to take on a University enhancement study

Disadvantages that need to be considered are:

- If the subject is a key study for a tertiary course or for employment purposes, a poor result could be detrimental.
- The increased workload

Students within the LEEP program who meet the criteria may be offered the opportunity to take on a second VCE study in Year 10. It is expected that LEEP students who have completed VCE Advancement in a second VCE study will enrol in a University enrichment study in Year 12. The offer of a second VCE study in Year 10 will be based on a recommendation process focussing on aptitude and student ability to cope with the extra demands associated with such a program.

Upon completion of Year 10, selected students may be offered the opportunity to submit an application to pick up a Unit 3/4 study if they have met the criteria used to select students for VCE advancement.

When University enrichment is not seen as the best option for students who have completed VCE Advancement, they will then take on a full program at the College. Students who have achieved study scores of 40 in two advanced studies may be given the opportunity to complete four Unit 3/4 studies in Year 12. In these instances it is expected that these students will take on a significant leadership role within the College.

CAREERS EXPERIENCE

At the end of Term 2 students will spend a week outside the school completing a Careers Experience placement. This is an opportunity for students to observe the workplace in an area that they may be interested in pursuing a career. Students can complete Careers Experience in a wide variety of workplaces (Occupational Health & Safety permitting). Some students contact local businesses, while others may work at larger corporations or government organisations. Information is provided to students early in the year on how to approach a workplace regarding a career experience placement. Occasionally students will need to be referred to an organisation through the Careers Centre rather than make a direct application. Students are expected to organise their placement in Term 4 of the previous year.

VICTORIAN CERTIFICATE OF EDUCATION

The VCE is governed by the Victorian Curriculum and Assessment Authority (VCAA) which is responsible for the curriculum, assessment and reporting of the Victorian Certificate of Education (VCE). For further information, refer to the VCAA website: www.vcaa.vic.edu.au. VCE studies are made up of semester length units, representing approximately 100 hours of work of which 50 to 60 hours are class time. Studies offer a sequence of four units, with one unit to be studied in each semester over the two years.

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

- Three (3) units from the English group, with at least one unit at Unit 3 or 4 level**
- At least three (3) sequences (pairs) of Unit 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

Students at Doncaster Secondary College usually study twelve Units 1 and 2 in Year 11 and ten Units 3 and 4 in Year 12. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin VCE, VCAL and VET*. The *VCAA Bulletin VCE, VCAL and VET* is available as an e-newsletter via free subscription on the Victorian Curriculum and Assessment Authority's website at www.vcaa.vic.edu.au. The *VCAA Bulletin VCE, VCAL and VET* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin VCE, VCAL and VET*, including supplements, also regularly includes advice on VCE studies.

**The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admission Rank (ATAR) satisfactory completion of both Units 3 and 4 of an English sequence is required.

STUDENT DECLARATION

All students must sign an agreement to abide by the VCAA regulations as part of their VCE. This document outlines that students will follow the regulations associated with attendance, completion of coursework and exams. This declaration must be completed during Headstart and submitted at course confirmation. In addition, all students will be expected to give an undertaking that they will abide by the rules and regulations of Doncaster Secondary College.

Students enrolled at Doncaster Secondary College must abide by the administrative guidelines and regulations of the VCE. Any alleged breach of these rules and any alleged cheating, dishonesty or obtaining assessments by fraudulent, illegal or unfair means in relation to VCE assessments will be reported to the Principal. If the breach of rules occurs during an examination for a Unit 3 or 4 study the college must report this immediately to the Manager, Corporate Governance, VCAA. Serious cases are referred to the VCAA Review Committee, who conducts a hearing at which it will consider the circumstances of the alleged breach and determine any appropriate penalty.

A parent is able to support students in these meetings, however the representative is not able to advocate or enter into discussions regarding the matter. The student will provide any evidence to support their case and they will need to answer any questions from the committee. The role of the committee is to listen to all the available evidence and make a decision in line with VCAA and school guidelines.

STUDIES AVAILABLE AT DONCASTER SECONDARY COLLEGE

Students must select an English Study from the English Group. This is the primary study that students must undertake in order to gain their VCE. English is also the first study counted towards the ATAR score. Students must consider which study is most appropriate to their needs. It is expected that students selecting English Literature or English Language also select English at Year 11. Students can then make an informed decision regarding their desired English study at Year 12.

- English
- English Literature
- English as an Additional Language (must consult with their current Year 10 English teacher)
- English Language

Other studies:

Art/Design/Performing Arts	Maths/Science/Health/Technology	Commerce/Humanities/LOTE
Art	Foundation Maths	Economics
Studio Art Photography	General Maths	Accounting
Visual Communication & Design	Math Methods	Business Management
Music	Specialist Maths	Legal Studies
Drama	Biology	History
Media Studies	Chemistry	LOTE (Italian, French, Mandarin)
Computing: Software Development	Physics	
	Psychology	
	Physical Education	
	Health & Human Development	
	Food Technology	
	Environmental Science	

Students may choose any combination of studies, however must be aware that focussing too heavily on one area can be detrimental to their results and/or limit the pre-requisite subjects for University entry. Students are not recommended to undertake more than two art and design units as the folio submissions are very extensive.

LIMITATIONS TO VCE PROGRAMS

1. The following five combinations of VCE studies cannot be included in calculations of the ATAR; that is, only one study from each of these combinations could be used to calculate the ATAR. Students who are enrolled to study the same language in both a VCE Languages study and a Certificate II or III VET language qualification (either simultaneously or sequentially) will receive credit for only the VCE Languages study.
 - An English and English as an Additional Language (EAL)
 - Chinese and Chinese as a Second Language (CSL).
 - Indonesian and Indonesian as a Second Language (ISL)
 - Japanese and Japanese as a Second Language
 - Korean and Korean as a Second Language
2. No more than two studies of Maths, English, Music, History and LOTE can be included in the primary four; the other may be used as an increment for the Australian Tertiary Admissions Rank. i.e. treated as a fifth or sixth study.

STUDY OF LOTE (LANGUAGES OTHER THAN ENGLISH)

It is important that we let you know well in advance of the course selection process that, if numbers of students choosing to study French, Italian or Mandarin in Years 11 and 12 in 2014 are low, we may be forced to consider a range of methods of providing students with access to these subjects. Some of these options might be:

- Combining year levels for LOTE studies (as already happens);
- Enrolment of students in the Victorian School of Languages or other community language schools for after-school or Saturday classes; or
- Combining classes with a nearby school.

Following DET guidelines, students enrolling in a Language with an external provider will forgo the subsidy to the private language provider if that study is available at the College.

VICTORIAN SCHOOL OF LANGUAGES

Students intending to study a language outside school must notify the Senior School Leader and submit enrolment forms to the VASS coordinator. The following languages are available through the Victorian School of languages.

Albanian	Dinka	Indonesian	Maltese	Somali
Amharic	Dutch	Italian	Mandarin	Spanish
Arabic	Filipino(Tagalog)	Japanese	Persian	Swahili
Bengali	French	Karen	Polish	Syriac
Bosnian	German	Khmer	Portuguese	Tamil
Bulgarian	Greek	Korean	Romanian	Tigrinya
Cantonese	Hebrew:	Latin	Russian	
Croatian	Hindi	Lithuanian	Serbian	
Dari	Hungarian	Macedonian	Sinhala	

Contact the Victorian School of Languages centre for further details.

Contact Number: 94740500

Email: vsl@vsl.vic.edu.au

Address: 315 Clarendon St, THORNBURY VIC 3071

VOCATIONAL EDUCATION & TRAINING (VET)

In some instances students may be offered a VET subject within their VCE program if a traditional VCE program does not meet their needs.

Enrolment in a VET subject usually requires completion of a work placement. This allows a student to demonstrate and/or acquire skills and knowledge in an industry setting. During the work placement, a student will have specific tasks to undertake in order to demonstrate competence. Scored VET units contribute to the satisfactory completion of the VCE in the same way as any other VCE subject and you will gain a study score for that unit. All VET studies incur a materials and tuition fee each year of the two year program that is separate to school fees. These fees must be paid by term 4 of the previous year.

Our timetable will attempt to accommodate students who will need to travel to another school. However, there will be instances where this may not be possible.

NOTE: At Doncaster Secondary College, timetable constraints permit the undertaking of only one (1) VCE VET study Unit 1 → 4

Students must also check with the VASS coordinator as to the status of their VET study and the contribution it makes towards their VCE and ATAR calculation.

SATISFACTORY COMPLETION OF VET UNITS

Students receive a (S) for a unit of competence when they have demonstrated competence (achievement of all learning outcomes) as assessed by the Registered Training Organisation (RTO). Most VCE VET programs consist of four VCE VET units containing one Unit 3–4 sequence.

Students will receive a (N) for a Unit of Competence if they have not yet demonstrated competence. Students receive a (N) for a module when they have not yet demonstrated achievement of all learning outcomes.

UNIVERSITY ENHANCEMENT STUDIES

Students who have demonstrated outstanding achievement and have a VCE Study Score of at least 40 in a preparatory study have the opportunity to undertake University Enhancement. Where no preparatory study is offered or where the study score is below 40, students may be selected on the basis of the Principal's evaluation of the student's Year 11 performance. Normally students enrolling in university studies will be in the top 5% based on results in Year 11. Students who were in the LEEP program in Middle School and undertook two Year 12 studies in Year 11 would be expected to consider enrolment into a University Enhancement study.

These studies:

- contribute to the satisfactory completion of VCE
- can contribute between 3.0 and 5.5 as an increment to a student's aggregate and therefore contribute to their ATAR
- provide students with the experience of studying at first year university level
- students may get credit towards university completion

Students wishing to participate in enhancement programs will have:

- the maturity and sound work practices to cope with the level of work and pressure
- sound organisational skills
- the recommendation of their teachers
- achieved A-A+ in their chosen area
- B+ average in all other subjects

** An approved Tertiary Study can be counted in the creation of an ATAR, but only as a sixth study. The university study **MUST** be your sixth Unit 3/4 study or you will not be able to use it as part of your ATAR.

More information regarding this program will be available in September of each year. Students interested in such a program should see the Head of Senior School.

DISTANCE EDUCATION CENTRE VICTORIA (DECV)

The DECV provide students with an opportunity to complete subjects that are either not offered at their school, or not available due to timetabling clashes or other issues. All DECV subjects have been developed and are taught in accordance with the VCAA requirements.

The Principal must approve any application to study at the DECV. A student will **only** be considered for enrolment into a DECV subject if the subject is a pre-requisite for tertiary entry and if the following criteria are met:

- student has a high level of achievement (average of a B grade or higher)
- work practices are rated “very good” or higher and attendance greater than 90%.
- student has demonstrated the maturity and independence to manage the adjusted program

ASSESSMENT AND REPORTING

Doncaster Secondary College and its teachers will provide learning experiences and assessment opportunities for students that are in accordance with the currently accredited VCE study designs. As part of this students will be given a course outline and tentative timelines, including SAC dates for each study.

Teachers will base their assessment of a student’s ability to achieve the unit outcomes on their performance in Outcome Tasks. Outcome statements are available on the VCAA website. **Every Outcome Task in a study** must be satisfactorily completed in order to pass the unit. Teachers must specify all work required by students in order to achieve a Satisfactory (S) for the unit.

OUTCOME TASKS

Assessment of Outcome Tasks will be (S) or (N) as required by VCAA. By reporting (S), the teacher is certifying that the student has achieved the set outcomes for the unit according to the rules set out by the VCAA and the school. Work assessed as (N), or which may be, for other reasons, the subject of dispute at a later date should be retained at the school. Such work may be retained in original or photocopied form. Teachers may also assign a “J” in cases where a student does not complete the unit but has not officially withdrawn from the study. Each Faculty will set a minimum standard that students must achieve in order to demonstrate that they have met the outcome. Classroom observations can also be used to determine a student’s ability to meet the outcomes.

NOTIFICATION OF AN “N” FOR A VCE OUTCOME TASK

Teachers issue this form to the student when:

- An Outcome Task is not submitted by the due date
- An Outcome Task is not satisfactorily completed
- An Outcome Task is unable to be authenticated
- Student has breached College attendance rules

Information regarding the N notification is entered onto the Compass database by making a chronicle entry and staff will verbally communicate with the student regarding this matter. Students are initially permitted 1 redemption opportunity per unit in VCE and 2 in Year 10 studies. The student then automatically fails the Unit for any subsequent (N).

After receiving this notification the student has a maximum of 7 school days to complete the work to a satisfactory standard and submit it directly to their teacher. This may convert the (N) to an (S).

Students have **one opportunity** to redeem the (N). If the work is not submitted by the second due date; still not satisfactorily completed or still not able to be authenticated then the original (N) will stand.

In some instances when we have concerns about a student's ability to meet the requirements of VCE, we may recommend that they undertake a modified program in the form of an 'Unscored VCE'. The option of an 'Unscored VCE' allows teachers to use alternative methods of assessing a student's ability to meet the outcomes in a study. Through doing this we feel that the student would have a greater chance of successfully completing their VCE.

If this is seen to be the best option for a student they would still be required to:

- Meet the 90% attendance requirements
- Complete all classwork set by the teacher
- Demonstrate his understanding of the unit outcomes

Students completing an unscored VCE may be given some alternative assessments and given a greater number of opportunities to redeem their outcome tasks.

Students that take up the option of an 'Unscored VCE' will not be eligible to receive an ATAR score and enrol in University courses immediately following Year 12. Some TAFE studies may also require a study score in a specific study and this cannot be provided through completing an 'Unscored VCE'. However, through the completion of alternative tertiary education pathways, the student may be able to enrol in University in the future. Advice should also be sought from the Careers coordinator in conjunction with the Head of the Senior Sub-School.

SCHOOL ASSESSED COURSEWORK (SACS)

SACs are the graded assessment items in the VCE. These tasks assess a student's level of achievement in accordance with published criteria. These are used to determine the level of performance of student work in each unit. These school-based tasks will be reported on separately from Outcome Tasks and will have letter grade assessments (A+ - UG). These tasks are subject to review by a panel appointed by the VCAA. To assist teachers in assessing SACs in Unit 3 and 4, the VCAA publishes online assessment handbooks, including advice on assessment tasks and performance descriptors for assessment.

CROSS-MARKING

Where there is more than one class of a particular study in the school, the VCAA expects the school to apply internal moderation/cross-marking procedures to ensure consistency of assessments between teachers. Teachers are advised to apply the same approach to authentication and record keeping, as cross-marking sometimes reveals possible breaches of authentication. Early liaison on topics, and sharing of draft student work between teachers, enables earlier identification of possible authentication problems and the implementation of appropriate action.

The following suggestions will assist schools to review their arrangements or establish new practices.

Approach 1

1. Teachers meet to discuss assessment criteria, topics and the approaches used for the task.
2. Teachers grade the work from their own classes.
3. Teachers swap samples and carry out blind marking.
4. If necessary, teachers mark further work or reassess their own class work.
5. Difficult cases are further discussed before results are entered.

Approach 2

1. Teachers combine and distribute the student work among themselves for assessment.

2. The results are returned to the class teacher, who reassesses all the work or the work of students who have unexpected results.
3. Unusual cases are considered by all teachers concerned.

Approach 3

1. Samples from all classes are distributed.
2. All teachers assess the same pieces of work.
3. Differences in results are discussed to gain a clearer and more consistent understanding of the application of the criteria.
4. When all teachers are confident they have a consistent understanding of the application of the criteria, each teacher assesses his/her own class.

In Unit 1 and 2 studies, grades awarded for SACs are not forwarded to the VCAA. Only the (S) or (N) for each outcome and each unit of study is reported. **In Unit 3 and 4 studies** schools will forward an assessment of each student's level of achievement on the set tasks to the VCAA. However SACs are subject to statistical moderation, therefore, grades that are initially distributed by your teachers to VCAA are not final. Assessments for tasks will be reported by VCAA on a 10-point scale using the symbols A+, A, B+, B, C+, C, D+, D, E+, E. UG and NA may also be given. These grades may remain, increase or decrease depending on statistical moderation against examination and GAT results by VCAA. For this reason, a letter grade assessment is not given to students. Where a student does not meet the criteria associated with the award of a grade (A+ to E), this will be reported by the symbol UG (Ungraded). Where a student does not undertake a task or breaches one of the rules, this will be reported by the symbol NA (not assessed).

After work is submitted and marked, teachers should provide feedback to students. Feedback should include areas of strength (keep doing) and advice on where and how improvements can be made.

TASK SELECTION FOR OUTCOME TASKS AND SACs

Teachers select from a range of tasks designated for assessment of unit outcomes. Where options are available, the assessment tasks are of comparable scope and demand. Outcome tasks and SACs must be consistent across a study within the College.

Conditions for an Outcome Task or SAC

1. Most tasks will allow time for completion during class time.
2. Work not submitted/completed by the specified date may not be accepted and may be awarded a (N).
3. Teachers will set rules for the Outcome Task/SAC. Failure to adhere to these rules, including VCAA requirements, may lead to a penalty, eg: the work may not be accepted for assessment.

If a student receives a (N) for an Outcome Task which is also a SAC, they will be required to re-sit the Outcome Task in order to achieve an 'S' for the unit. The initial grade will remain.

If a student receives a (N) for a unit, they will be required to continue in that study and attend all classes. Students who fail to do so may find their enrolment/promotion reviewed and/or recommendations in their other studies discounted.

Points to note:

1. Students will receive written feedback, which records their performance on a scale from Very High to Very Low or Not Shown for each of the criteria for Unit 3 and 4 SACs.
2. Students will NOT be informed of the grade or marks awarded by the teacher for each SAC because these scores may be altered as a result of the external exam. Scores are subject to statistical moderation and rank ordering. See the VCAA website for further information on statistical moderation.

VCE Assessment Handbooks can be found online by following the link below.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

They contain:

- Descriptions of assessment tasks
- Mark allocation
- Tips for designing assessment tasks
- Performance descriptors
- Exam information

SATISFACTORY COMPLETION OF VET UNITS

Students receive a (S) for a unit of competence when they have demonstrated competence (achievement of all learning outcomes) as assessed by the Registered Training Organisation (RTO). Most VCE VET programs consist of four VCE VET units containing one Unit 3–4 sequence.

Students will receive a (N) for a Unit of Competence if they have not yet demonstrated competence. Students receive a (N) for a module when they have not yet demonstrated achievement of all learning outcomes.

AUDITING

As part of the VCAA ongoing monitoring and quality assurance program for the VCE, samples of assessment tasks for School-assessed Coursework tasks in each VCE study and scored VCE VET program can be requested for audit from schools.

The audit material portfolio should contain details of each task set by the teacher.

Supporting documentation from teachers should include:

- Course outline
- Details of the marking scheme used by the teacher for each task
- The conditions under which the task/s were undertaken.

APPLYING FOR AN EXTENSION

Due to personal circumstances some students may not be able to meet the due date for an outcome task. In this instance students must apply for an extension. Extension forms for Outcome Tasks can be collected from the Senior Centre. In all cases, students must seek an extension at least three days before the due date.

If a student fails to submit their work without applying for an extension they will receive a (N) for the Outcome. This means that the student will fail the unit unless they have an opportunity to redeem the Outcome Task. Students studying a VCE unit will be given one opportunity per semester to redeem a (N). However, if it is the student's 2nd notification (VCE units) or 3rd notification (Year 10 units) the (N) will stand.

GUIDELINES AND RULES REGARDING PLAGIARISM/ AUTHENTICATION

Authentication refers to the process of satisfying the teacher that the work is that of the student. Students must attend class and work under a teacher's supervision. Students must confer with their teacher and acknowledge all sources and help they receive.

Plagiarism is "to take and use another's work as one's own, the act of copying another's work and pretending it is one's own".

This often happens in the following ways:

1. Copying word for word
2. Changing the words around
3. Getting somebody to help without acknowledging it. e.g. Another student or a tutor (A tutor cannot, reword or actually rewrite sections, provide interpretation of data or concepts not already considered by the student, dictate words, sentences or paragraphs).
4. Students must not submit the same piece of work for assessment in more than one Outcome Task

The onus of proof in relation to authenticity rests with the student. Students must provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements. In order to obtain the necessary evidence, students may be required to:

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

A breach of these rules will mean a student will receive a (N) for the unit and a (NA) for School-Assessed Coursework.

To reduce the possibility of authentication problems arising, or being difficult to resolve, the following strategies for teachers are useful:

- Ensure that a significant amount of classroom time is spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with the student/s.
- Regular rotation of topics from year to year to ensure that students are unable to use other student work from the previous year.

LOST, STOLEN OR DAMAGED WORK

The teacher or student who has lost work, or has had work stolen or damaged, must make a written statement of the circumstances. The statement must be signed and dated. Schools must keep a record of the loss or damage, but should not report them to the VCAA (except in the case of a School-Assessed Task). The Principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

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

STATISTICAL MODERATION

Statistical Moderation is a process undertaken by the Victorian Curriculum and Assessment Authority, to adjust the level and spread of each school's assessments in a particular study and match the level and spread of the same students' scores on a common external examination. Because all students do the examination across the State, it is the common standard against which all school assessments can be compared.

Each VCE study includes at least one external examination. VCAA will use the examination scores in each study as the basis for statistical moderation of schools' assessments. In studies with two examinations, scores from both examinations will be used. The VCE assessment program also includes the General Achievement Test (GAT). Rather than using examination scores alone, statistical moderation will use students GAT and examination scores in studies, where in doing so, a better match with schools assessments throughout the State is achieved. In all such cases, the examination scores will always be the major influence.

EXAMINATIONS

Students undertaking a Unit 3 and 4 study will have VCAA external exams during October and November (all subjects). Subjects with a performance or oral component will be assessed at other times during the year. Unit 3 and 4 students will receive an individual examination timetable that will include important information such as examination/GAT dates, venues and rules. November exam results and the ATAR score will be issued to students in December.

Students must abide by the VCAA rules for the conduct of examinations. These rules are contained in their examination 'Navigator' which will be available from the Senior School Office and distributed in Discovery. Students in Year 10 to 12 must remain in the examination centre for the duration of the exam. Students studying at Unit 3 and 4 study are not able to leave prior to the end of the exam. Research shows that students perform better when they stay in the exam centre for the entire duration.

There will be a formal examination period at the end of Semester One and in November for all Unit 1 and 2 studies and some Year 10 studies. These exams are reported on as part of the School Assessed Coursework. Whilst they do not constitute an Outcome Task, all students are expected to attend their exams, particularly if they wish to be promoted to the next year level.

GENERAL ACHIEVEMENT TEST (GAT)

All students undertaking any Unit 3 and 4 studies are required to sit for the GAT. The GAT is set by the VCAA and undertaken during June. The test covers Arts, Science, Maths and Technology. The subject matter is of a general nature and preparation is not required.

The score achieved by the students on their GAT is compared to the scores they achieve for their coursework. If the VCAA finds that there is a significant difference between the students' achievements on the two types of assessment, the work of the student will be reviewed for authenticity. It is also used in the Statistical Moderation process. If students apply for a Derived Exam Score (DES) or an Exam Irregularity, their performance in the GAT will be used in the calculation of their study score. It is therefore compulsory for all students to attend the GAT.

SPECIAL PROVISION

Special Provision provides all students with the maximum opportunity to participate in and complete their secondary studies. 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. Students will need to provide substantiated evidence to support their case, e.g. medical practitioner's report on an on-going and serious illness. Special Provision does not allow students to miss an exam. Special arrangements include, being given more time to complete the examination, a rest break or the use of a scribe. In the event a student applies for special consideration for SACs teachers can estimate the grade. This estimated grade is confidential and will be passed on only to tertiary institutions to which you have applied. It is the student's responsibility to make the application directly to the Head of Senior School.

A student is eligible for Special Provision if he or she is considered to have been affected/prevented to a significant degree, by illness, disability or impairment, or by any factors relating to personal environment or other serious cause during the period in which SACs or Outcome Tasks have been undertaken. It is imperative that applications for special provision are made as early in the year as possible.

For VCAA to allow special provision for ongoing conditions, the College must demonstrate that the student has been previously supported at school. It would be expected that students with serious ongoing conditions or circumstances bring the matter to the attention of the Head of Sub-School, preferably early in Year 11. Requests for special provision for ongoing chronic conditions will be looked on more favourably by VCAA if the school has demonstrated ongoing support.

Forms of Special Provision

- **Student Programs:** the school and/or individual teachers will make provision in some circumstances in order to enable a student to complete a VCE course.
- **School-Based Assessment:** schools may apply special arrangements for school-based assessments and vary the school assessment program to accommodate student circumstances.
- **Special Examination Arrangements:** schools may apply to the VCAA for Special Examination Arrangements for individual students.
- **Derived Examination Score:** the DES is calculated by the VCAA to ensure that a student's final examination result reflects as accurately as possible the level of achievement that would be expected for that student to achieve if they had not been affected by an accident or sudden illness.

SPECIAL ENTRY ACCESS SCHEMES (SEAS)

The Special Entry Access Scheme (SEAS) is a program run by VTAC for applicants who have experienced educational disadvantage. The SEAS program allows selection officers to grant extra consideration for course entry to applicants, but it is not used as a replacement for course entry requirements. Students apply for SEAS as part of their VTAC Application. It does not affect any processes or policies during VCE.

There are a range of categories that may be considered for SEAS.

Personal information and location*	Non-English speaking background	Difficult circumstances	Disadvantaged financial background	Disability or medical condition
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You may be required to submit evidence to support your application. The type(s) of evidence will depend on what you are applying for. Typical examples of documentary evidence are:

- statement of support (which may include medical reports/assessments)
- proof of financial disadvantage, for example, Centrelink Benefits
- visas and passport details

VCE RESULTS

STUDY SCORES

Students who have successfully completed VCE gain a score out of 50 for each subject they have studied in Unit 3 and 4. Gaining a study score is not as simple as getting 40 out of 50 on a test. The scores are adjusted to form ranks within the subject. As the score increases, it becomes more difficult to achieve. Most students (about 70%) achieve between 25 and 35 out of 50 in a subject.

A score of 40 or above is considered exceptional and determines the student to have performed in the top 10% of students from that subject in the state. The study scores are then adjusted again to ensure that all subjects are weighted equally. This is known as scaling.

SCALING

The purpose of scaling is to ensure that students are compared equally when they have studied different subjects. Subsequently there is no advantage in choosing certain subjects over others. As mentioned earlier, marks between 25 and 35 are considered average in that most students score around these figures. However often in subjects the scores lean in a particular direction. For example, the average maths methods scores across the state may be lower than the 25-35 ranges. In other subjects, such as Art, students may perform better than average. In order to effectively rank students, the averages of all subjects must be the same. Therefore the scores are adjusted to match each other. This is why maths methods may be scaled up, and art may be scaled down. This is to ensure that all students are judged equally.

ATAR CALCULATION

Scaled scores are then added together in the following way to form an aggregate. English Score + next best 3 scores + 10% of the 5th and 6th scores (if any) = Aggregate

For example,

English	35	→	35.0
VET Hospitality	42	→	+42.0
Art	38	→	+38.0
History	34	→	+34.0
Further Maths	30	→	+ 3.0
Aggregate			=152.00

This aggregate is then compared to all the other aggregates in the state. Aggregates are ranked and the rank becomes the Australian Tertiary Admissions Rank (ATAR).

In this case, the ATAR would be 85.40

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

Doncaster Secondary College is working as part of the atEast consortium to facilitate Australian School Based Apprenticeship/Traineeships (SBAT). The program allows schools to work together to provide students with the opportunity to complete the Victorian Certificate of Applied Learning (VCAL) and begin their apprenticeship/traineeship. Students attend school on Mondays and Tuesdays, completing units on numeracy, literacy and personal development. Students attend TAFE on Wednesdays and participate in full time work on Thursday and Friday.

Only students attending the College in the pre-enrolment year will be eligible to be offered the program. Students are identified as potential candidates for the program based on their demonstration of the following capabilities:

- Maturity
- Independence
- Work readiness
- Strong work ethic
- High level of self management
- Keen interest in Apprenticeships/Traineeships

WITHDRAWAL FROM A STUDY

Students who wish to withdraw from a study must do so by the dates set by the VCAA. Unless a student withdraws by the appropriate date, the final result will be recorded as a 'Not Satisfactory' result and 'NA' for SACs.

GLOSSARY

Australian School-based Apprenticeships (ASBA) - 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.

Australian Tertiary Admissions Rank (ATAR) - The overall ranking on a scale of zero to 99.95 that a student receives, based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.

Authentication - The process of ensuring that the work submitted by students for assessment is their own.

Block Credit Recognition - Training in a nationally recognised qualification outside the suite of approved VCE VET and SBA programs.

Derived Examination Score (DES) - Provision available for students who have missed an examination or whose examination performance has been impaired due to illness or other serious cause.

Examinations - External assessments set and marked by the VCAA. All VCE Unit 3 and 4 studies have at least one examination. Most written examinations are held in October and November, with the GAT held in June. Performance examinations and oral components of LOTE examinations are held in October.

Extension studies - First-year university studies recognised by the VCAA for contribution to the ENTER for students who are very able academically.

General Achievement Test (GAT) - A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts.

LOTE - This is an acronym for Languages Other Than English.

On Track - A Department of Education & Training yearly survey, which asks exit students whether they are in employment, higher education, training or looking for work and providing access to support for those ex-students.

Outcomes - What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design or VCAL unit.

Prerequisite Studies - These studies are nominated by individual course authorities as studies, which must be satisfactorily completed by all applicants seeking admission to that course.

School-assessed Coursework - A school-based assessment that is reported as a grade for either a VCE Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess the student's level of achievement of VCE Units 3 and 4 outcomes.

School-assessed Task - A school-based assessment for a VCE Unit 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria. Schools' assessments of tasks are subject to review by a panel appointed by the VCAA.

Semester - One half of the academic year. VCE and VCAL units are designed to be completed in one semester.

Senior Secondary Qualification - The VCE and the VCAL are senior secondary qualifications designed to be completed in Years 11 and 12.

Sequence - A sequence is a Unit 3 followed by Unit 4.

Special Provision - Arrangements that are made to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievement.

Statement of Attainment - A record of recognised learning that may contribute towards a qualification outcome, either as attainment of competencies within a training package, partial completion of a course leading to a qualification, or completion of a nationally accredited short course that may contribute towards a qualification through recognition processes.

Student number - The unique number assigned to each student enrolled in VCE, VCE VET and VCAL.

Student Study Program - This is the total "package" of studies or the course you are undertaking.

Study - a VCE subject

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 requirements in the study designs.

Study score - A score from zero to 50 that shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.

Unit - Each of the VCE studies is divided into four units. One unit lasts one semester or half a year.

VASS Administrator - School-based personnel who enter all school information into VASS.

Victorian Assessment Software System (VASS) - The Internet-based system used by schools to register students and enter VCE and VCAL enrolments and results directly into the VCAA central database.

Victorian Certificate of Education (VCE) - An accredited senior secondary school qualification.

Vocational Education and Training (VET) - Nationally recognised vocational certificate. These certificates may be integrated within a VCE or VCAL program.

VTAC Victorian Tertiary Admissions Centre - The organisation that acts on behalf of universities, TAFE's and other providers to facilitate and coordinate the joint selection system.