

"Enhancing lives, creating opportunities"

A yellow pencil and a blue pencil are positioned diagonally across the cover. The yellow pencil is on top, and the blue pencil is below it. Both pencils are sharpened and have some eraser visible. The background is split diagonally from the top left to the bottom right, with a light yellow background on the top right and a light blue background on the bottom left.

# VCE, VCE'VM & VPC

Handbook 2025

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# Message to Families

This handbook is designed to take Victorian Curriculum and Assessment Authority (VCAA) information and present it in a user-friendly format. It contains a wealth of useful information, and all students, parents, and teachers are encouraged to read it carefully.

The handbook provides guidance on attendance and ongoing academic commitments, giving families a strong foundation to support students through the VCE.

Throughout the year, both students and families are encouraged to check their emails and notifications regularly, and to stay updated with important information on Compass. Students and parents can monitor attendance, access lesson plans, and review course requirements for each subject via Compass—please stay informed.

**Be Responsible, Be Respectful, and Be a Learner** remain at the heart of our College as we work together to create excellent academic outcomes and inspire young people of great character.

We hold high expectations for our students and strongly believe in their potential. It truly takes a village to educate a child, and we deeply appreciate the ongoing support of parents and families in the work we do here at Corryong College.

**Suzanne Trease**  
**Corryong College Principal**

“We acknowledge the traditional owners of this land, and pay our respects to elders both past, present and future.”

## Key Dates 2025

<b>30 January</b>	<b>Units 1 &amp; 3 First Day</b>
<b>TBC</b>	<b>VCE Information Night</b>
<b>17 June</b>	<b>GAT</b>
<b>6 October to 2 November</b>	<b>VCE Languages Oral Exams</b>
<b>28 October to 19 November</b>	<b>VCE Written Exams</b>

<b>Units 3 &amp; 4 SAC Dates 2025</b>		
<b>English</b>	<b>Analytical Essay: 17 March Creative Writing: 2 June Analytical Essay: 28 June</b>	<b>Point of View Speech: 18 August Analytical Response: 6 Oct</b>
<b>Biology</b>	<b>Gene technology bioethical analysis: 21 March Enzymes Part 1: 23 April Photosynthesis Part 2: 21 May Respiration Part 3: 15 May Biochemical experimental report: 22 May</b>	<b>Scientific investigation poster: 28 May– 6 June Disease and immunity SAC Structured questions: 14 August Analysis and evaluation of a selected biological case study: 11 September</b>
<b>Chemistry</b>	<b>U3 AOS 1: 4 April U3 AOS 2: 16 May U4 AOS 1: 16 May</b>	<b>U4 AOS 2: 10 Oct U4 AOS 3: 19 August to 19 Sept</b>
<b>General Maths</b>	<b>Data: 24, 25 &amp; 28 March Finance &amp; Recursion: 26–27 May</b>	<b>Matrices: 21 &amp; 22 July Networks: 1, 2 September</b>
<b>HHD</b>	<b>1: 7 March 2: 16 May</b>	<b>3: 15 Aug 4: 16 Sept</b>
<b>History</b>	<b>U3 AOS 1: 31 March U3 AOS 2: 16 June</b>	<b>U4 AOS 1: 27 August U4 AOS 2: 8 October</b>
<b>Indonesian</b>	<b>Oral: 3 March Reading &amp; Listening: 28 April Written: 9 June</b>	<b>Reading &amp; Listening: 25 August Writing: 6 October Oral: 9 October</b>
<b>Psychology</b>	<b>1: 14 March 2: 14 April</b>	<b>3: 6 June 4: 19 September</b>
<b>VET Hospo</b>	<b>Restaurant 1 – 4th April Restaurant 2 – 11th April (Hols) Restaurant 3 – 19th May</b>	<b>Restaurant 4 – 2nd July Restaurant 5 – 16th August Restaurant 6 – 18th Sept</b>

# Leadership/VCE Team

College Principal	Suzanne Trease
Assistant Principal	Sean Mundy
Year 10 to 12 Year Level Leaders	Peter Hughes & Bronwyn Lang
Jobs, Skills, Pathways & VET Coordinator	Emma Paton
Learning Specialist – Curriculum, Data, Assessment and Reporting	Xan Knott

## From your Year Level Leaders

The Senior Years Team warmly welcomes you to the 2025 VCE, VCE VM, and VET programs. Reaching this stage in your learning journey is a significant milestone. This letter provides an overview of the student programs available in 2025, along with the policies and expectations that all students are required to follow.

In 2025, Year 12 students will have the opportunity to participate in the following school-organised programs:

- Year 12 Information Night – TBC  
An essential session for students and parents, providing key information about the final year of VCE and the transition to further study or employment.
- Careers Excursions  
Including TIS Day (Tertiary Information Session) and Army Day. We also strongly encourage Year 12 students to attend University and TAFE open days.
- Corryong College Sports Days – Swimming and Athletics  
As senior students, it is important to attend these events, even if you are not competing, to support the school community.
- Study Skills Sessions  
Students can seek support from the Senior Years Team in dedicated study skills sessions. This year, we will also continue Elevate Study Sessions to further enhance study strategies. Additionally, students will receive guidance on their tertiary application process.

Your participation in our College programs, events and activities enables the Senior Years Team to provide a strong and positive reference at the end of Year 12.

The Senior Years Team holds high expectations for all Year 12 students. It is important to follow all school policies.

Bronwyn Lang and Peter Hughes



# The Language of the VCE

Australian Tertiary Admissions Rank	ATAR	The overall ranking on a scale of 0.00 to 99.95 which represents a student's rank in comparison with other students completing VCE in that same year. The ATAR is calculated by the VTAC and used by universities and TAFE institutes to select students for courses.
Authentication		Authentication is the term used to cover the procedures for ensuring that the work submitted by students is their own. All work submitted by students must be their own. It is the student's responsibility to produce evidence to help authenticate their work.
Breach of rules		Students are expected to abide by both College VCE policies and VCAA rules. If the policies and rules are not adhered to, a variety of penalties are applied, depending on the situation.
Derived Exam Score	DES	Provision available to students who missed an external Units 3 & 4 examination or whose external Units 3 & 4 examination performance is significantly affected by adverse circumstances. See further VCAA information <a href="https://www.vcaa.vic.edu.au/administration/spe-cial-provision/Pages/DerivedExaminationScore.aspx">https://www.vcaa.vic.edu.au/administration/spe-cial-provision/Pages/DerivedExaminationScore.aspx</a>
External Examinations		External assessments are set by the VCAA. Most written examinations are held in October and November. Oral and performance examinations commence in early October.
General Achievement Test	GAT	The General Achievement Test is a test that must be attempted by all students completing at least one Unit 3 and 4 sequence and all Vocational Major Students who complete Section A (only) of the exam.
Prerequisites		Subjects which must be completed for admission into tertiary courses.
Redemption		Students will have the opportunity to complete further assessment in an area where their performance was previously unsatisfactory. See pages 15 and 26 for further information.
Satisfactory Completion		The decision made by the College that a student has demonstrated achievement of outcomes for a unit. If this is the case, the student will receive an 'S'. If a unit is not satisfactorily completed, an 'N' will be awarded.
Scaling		The statistical process used to determine the degree of competition in each study by comparing the performance of the entire group of students in a study with their performance in all other studies in which they have achieved a study score.

School Assessed Coursework	SAC	The tasks or activities that teachers use to assess whether a student has met the outcomes they need in order to satisfactorily complete the unit of study. All SACs are assessed by the subject teachers within VCAA guidelines. These scores contribute to the subject (or study) score and eventually contribute to the student's ATAR score.
School Assessed Task	SAT	A school-assessed task (SAT), which is set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement based on a rating against criteria specified by the VCAA.
Special Entry Access Scheme	SEAS	SEAS is the umbrella program run by most institutions for applicants who have experienced educational disadvantage. The 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. Consideration of SEAS may relax some aspects of the specific requirements but not exempt them.
Special Provision		Special Provision is available to students completing the VCE for classroom learning, School-based Assessment and VCE external assessments. VCAA approves Special Exam Arrangements. See pages 18 and 19 for further information.
Statement of Results		The document issued by the VCAA showing whether a student has successfully completed the VCE or VCE VM.
Statistical Moderation		The process used to ensure that schools' assessments are comparable throughout the State in Units 3 & 4 studies. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study for the VCE. This does not apply to the VCE VM.
Study Design		The prescribed document published by the VCAA that contains the curriculum information for the subject (Units 1 – 4). Available online at <a href="http://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx">www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx</a> . Schools must adhere to the requirements in the Study Designs.
Study Score		The rank from zero to 50 that provides an indication of how well the student performed in a Units 3 & 4 study, relative to all students enrolled in the same subject. It is based on a student's results in school-based assessments and external examinations. This does not apply to the VCE VM.
Unit (s)		The part(s) of a study. There are usually four units in a study, Units 1, 2, 3 and 4.

Victorian Curriculum and Assessment Authority	VCAA	The Victorian Curriculum Assessment Authority (VCAA) is the state-wide body which supervises the schooling in Victoria, and is responsible for the VCE/VCE VM program and VET. Students are required to follow the regulations set out by the VCAA.
Vocational Education and Training	VET	VET certificate courses that are nationally recognised and integrated into the VCE and VCE VM.
Victorian Certificate of Education	VCE	The qualification achieved by students in Victorian schools who satisfactorily complete at least 16 units of study including at least three of English, and three sequences of Units 3 & 4 other than English. The VCE provides diverse pathways of further study or training at university or TAFE and to employment.
Victorian Certificate of Education Vocational Major	VCE VM	The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.
Victorian Pathways Certificate	VPC	The VPC is an accredited foundation secondary qualification under the Education and Training Reform Act 2006. It aligns to Level 1 in the Australian Qualifications Framework. While the VPC is not a senior secondary qualification, it can be a pathway to the VCE.
Victorian Tertiary Admissions Centre	VTAC	VTAC is the organisation that is responsible for the allocation of the majority of course placements in Victorian Universities and TAFE Colleges. This organisation is separate from the VCAA and students need to make a separate application to VTAC. VTAC provides extensive information on its website: <a href="https://vtac.edu.au/">https://vtac.edu.au/</a>



# General VCE Advice

To achieve VCE success, students need to set clear goals for the year ahead, stay on task, and maintain a balance between school, family, and other activities.

Effective use of class time, active engagement with school support structures (teachers, Year Level Leaders, and programs), and consistent study at home are key to a successful VCE.

Study at home includes reading and summarising, preparing new work, revising and practising exercises, learning key facts, drafting, completing projects and assignments, conducting background research, and preparing for tests and exams.

The recommended minimum study time per week is:

- Year 11 - 10 hours
- Year 12 - 12 hours
- VCE VM (11 and 12) - 6 hours per week + work placement/community service

Parents can assist by:

- Providing a quiet space with a chair, table, and good lighting.
- Planning a study timetable.
- Taking an interest in homework.
- Checking COMPASS regularly for their child's attendance, set tasks, diary, timetable, and News Feed items.

## Policies and procedures

The Victorian Curriculum and Assessment Authority (VCAA) is the statutory body that sets the rules and requirements for the VCE and VCE VM. Corryong College enforces these rules and establishes processes and procedures to ensure the effective running of the VCE program. Schools, parents, and students are expected to abide by the guidelines set by VCAA.

Key areas that parents and students should be aware of include, but are not limited to:

- Required timelines, deadlines, and important dates.
- The requirement for students to demonstrate the necessary skills and knowledge to successfully pass the VCE and receive an 'S' for an outcome or unit.
- The minimum requirements that must be met to achieve the VCE, VCE VM, or VPC.
- The requirement that all work submitted is the student's own and not produced by others, including AI, tutors, or other sources (plagiarism).
- Adherence to the College's attendance guidelines.

## Enrolment in the VCE

VCAA sets deadlines after which students cannot enrol in or withdraw from units. A late fee is imposed for enrolments or withdrawals made after these dates. Corryong College also sets its own deadlines, and changes outside these dates will only be considered in exceptional circumstances. Students must complete the relevant forms, available from their Year Level Leader.

**Note:** It is essential that students adhere to these deadlines. A student who stops attending a class without officially withdrawing (by signing a withdrawal form and receiving written confirmation) will have an 'N' recorded on their final Statement of Results, which will be reported to VCAA.

## Requesting a change of enrollment to a VCE Unit

Prior to the selection of subjects, Corryong College ensures that each student receives extensive individual and group counselling to assist students in making accurate choices. It is expected that students regard this process of counselling and selection as their finalised courses for the following year. However, following the commencement of a unit of study or the completion of the subject selection process, students may wish to change their enrolment.

All changes are subject to the constraints of class size and timetabling. It cannot be assumed that there are unlimited places in each subject.

Students wishing to change a unit of study must:

- Discuss the possibility of a subject change with the Year Level Leader and Pathways Coordinator.
- Provide relevant documentation which supports the request, including written approval from the relevant Domain/Subject Leader.
- Make an appointment with the Pathways Coordinator.
- Attend a meeting with the Year Level Leader and Pathways Coordinator (parents will be required at the meeting).

Students may also be required to meet certain academic benchmarks in previous years' study.

To ensure that students are able to succeed in their chosen subjects, amendments must be completed by the dates set by the Senior School. These will be communicated via Compass.

**Please note:** Subject changes are not permitted between Units 3 & 4. The VCAA requires both Units 3 & 4 to be completed in the same year for a Study Score to be calculated.

# VCE, VCE VM & VPC Code of Conduct

Our core values are **Be Responsible, Be Respectful** and **Be a Learner**. Teachers and staff lead by example, and, in turn, students are expected to respect others, act with integrity and demonstrate creativity and excellence within and beyond the school community.

By successfully enrolling to complete their VCE studies at Corryong College, students and parents/carers have accepted the following Code of Conduct.

Corryong College students will:

- strive to achieve excellence, be inclusive of others and their right to learn
- arrive to school on time, be organised and actively listen in a learning environment
- bring appropriate equipment to school for learning, including books, stationery and a charged device
- represent the school with pride, be a role-model and get involved in community groups
- take care of the school's equipment and resources, leaving spaces clean and tidy and minimising waste
- use devices responsibly for educational purposes only, leaving mobile phones in lockers
- interact positively on social media while protecting digital reputation and privacy of others and the College
- model safe and respectful behaviours, considering others' personal space
- work towards building positive and productive relationships with peers and teachers within the school community
- look after personal property by keeping lockers clean, organised and locked
- be considerate of others in school and in the community, always helping others when needed

- follow the dates set by class teachers for the submission of course work and assessment tasks
- take responsibility for their assessments and examinations and arrive at least 20 minutes prior to the scheduled start time
- commit to being a full-time student; attending every class on time and in complete school uniform
- use private study periods productively and quietly (in the Year 12 room, study space in main office building, or the Library)
- adhere to the policies regarding bullying, cyber-bullying, and wellbeing.


## School Wide Positive Behaviours

School Wide Positive Behaviour Support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

At Corryong College, we believe implementing SWPBS into our school community encourages students and teachers to demonstrate:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices
- a predictable learning environment with improved perceptions of safety and increased attendance

\*Please see SWPBS Handbook

<b>CORRYONG COLLEGE 5-12</b> SCHOOL WIDE POSITIVE BEHAVIOUR EXPECTATIONS					
	Always	Classroom	Yard	Digital Technology	Community
Be Respectful	We listen and follow instructions of adults.  We use polite and respectful language.	We enter class calmly and on time.  We are active listeners who use SLANT Sit-up, Look Forward, Attention, Nod and Track the Teacher.	We share our equipment and spaces.  We place rubbish in the correct bin.	We are respectful and positive online.	We are kind, include everyone, and respect the feelings and viewpoints of others.  We respect other people's stuff and space.
Be Responsible	We look after our belongings.  We are safe.  We stand up for others and speak out against bullying or harmful behaviour.	We bring all our equipment to class.  We use our class time effectively.  We let others learn.	We play safely and within the correct zones.  We pack up when finished.  We are sun smart.	We use devices wisely and stay on task.  We follow the no mobile phone policy.	We represent our school with pride.  We act as positive role models.  We wear our school uniform.
Be a Learner	We are ready to learn.  We try our best.	We actively contribute to class.  We ask for help.  We sit in our optimal learning seats.	We establish agreed rules for games.  We encourage others.	We use devices as instructed.	We celebrate and share our achievements.  We share what we learn with others.

### Order of Action

<b>POSITIVE ACKNOWLEDGEMENT</b>	<b>NON EXPLICIT</b> Proximity Control Signal or non verbal cue (Ignore, attend, praise (proximity praise))	<b>DE-ESCALATION CYCLE</b> Remain Calm Change the setting Respect personal space Listen Empathise
<b>VERBAL</b> Informally acknowledge desired behaviour Be frequent with positive praise Be specific and align to school values	<b>EXPLICIT</b> Prompt student to correct behaviour Redirect student towards appropriate behaviour Reteach the appropriate behaviour Conversation	<b>REMOVE</b> Staff contact front office Leadership contacted and student remove from classroom / area
<b>COMPASS</b> Acknowledgement recorded on Compass Home contacted	<b>RELOCATE</b> Provide Choice Student moved within class Environmental change Logged onto Compass	<b>CONSEQUENCE</b> A suitable consequence is applied Home is contacted Compass entry
<b>ASSEMBLY</b> Students who consistently display our values are acknowledged at assembly Bronze, silver and gold certificates	<b>REFER</b> Repeated minor behaviour Follow major behaviour flowchart Student removed from classroom / area to a senior classroom by leadership or available staff	<b>RESTORE</b> Restorative meeting held between student, Y11, Principal and classroom teacher Behaviour goals and expectations set prior to re-entry
	<b>FOLLOW UP</b> Conversation - effective statements After 2 strategies - log on Compass	<b>REENTER</b> Student rejoins classroom Classroom teacher monitors behaviour

# Attendance Policy

The Department of Education and Training requires that children of school age (six to seventeen years) are in full-time attendance at a government or registered non-government school unless formally exempt. Our College requires that post-compulsory aged students also attend school unless a valid reason exists.

At Corryong College, a VCE, VCE VM and VPC student is required to have an attendance rate of at least 80%. Students engaged in VET programs\* as part of their study are also required to meet the attendance requirements of the program they are enrolled in.

Ongoing unexplained absences, or lack of co-operation regarding student attendance, will result in a formal attendance conference being organised. Unresolved attendance issues for post-compulsory students may affect the student's ability to satisfactorily complete course requirements and may result in the student being exited from the College. Unresolved attendance issues for students will result in a review of progression and may be reported by the Principal to the Department of Human Services.

Success in VCE starts with attending each day. This Policy aligns with the VCAA mandate that students must complete 50 hours of class time for each unit that they undertake. In order to meet the College and VCAA attendance requirements, students should attend all scheduled classes. Whilst Corryong College is focused on supporting every student to complete their VCE, we are required to implement and enforce attendance expectations as set down by VCAA and the Department of Education and Training.

**\*Note that for VET attendance, students who miss more than 2 classes in a Semester/Unit may receive an unsatisfactory (N) result.**

## What constitutes an approved absence?

- Immediate family bereavement - evidence required
- Medical illness with approved certificate
- Medical appointment with approved certificate (not accepted for students missing a SAC)
- An approved school activity
- A serious problem/issue of which the Year Level Leader or Deputy Principal has been notified, and which can be shown to have resulted in the student suffering significant hardship.

## What is not considered an approved absence?

- Family holidays
- Parent approved activities
- Medical absences without a certificate

## Procedures for addressing declining attendance

### Level 1 Response

If a student's attendance drops below 90% in a Unit 1, 2, 3 or 4 Unit, the Year Level Leader or Attendance Officer will contact the student's parents/carers, issue a Compass Chronicle detailing attendance requirements, offer support and caution regarding the potential for an unsatisfactory result (N).

### Level 2 Response

When the attendance of a student falls below 85% in a Unit 1, 2, 3 or 4 subject the Year Level Leader will initiate a parent/carers and student meeting and implement an Attendance Plan. The plan will be pinned to the student's Compass Profile and will be monitored closely.

### Level 3 Response

If attendance continues to decline and reaches below 80% threshold in a Unit, this will signal the failure to meet VCAA and College requirements and an Unsatisfactory (N) will be assigned for the Unit.

## Medical Certificates/ Statutory Declarations

If a student is absent from school, they must submit a valid medical certificate from a doctor or a Statutory Declaration to the College Office. Online digital medical certificates and certificates from pharmacists are not acceptable under College and VCAA rules.

If a student is absent from school on the day of a SAC, they must provide a valid medical certificate from a registered doctor or a Statutory Declaration for the absence to be approved. The provision of a medical certificate or Statutory Declaration does not exempt a student from completing a SAC.

The medical certificate or Statutory Declaration must be dated for the day of the absence and cannot be backdated.

If more than two SACs are missed due to illness, a parent meeting may be required to discuss ongoing concerns regarding absence from scheduled assessments.

Students who are absent from school due to illness, even with a medical certificate or Statutory Declaration, may encounter challenges in maintaining a level of attendance conducive to success in a particular subject. Long-term certified medical illnesses will be addressed on an individual basis.

It is important to note that the recommended attendance levels established by VCAA will continue to be upheld.

BE RESPECTFUL

BE RESPONSIBLE

BE A LEARNER

# The VCE Program

## VCE

At Corryong College students are expected to enrol in six subjects for Year 11 and five for Year 12. These subjects must include at least one from the English group and can include any number of VET subjects, though the College recommends a maximum of two. Any VCE subjects completed during Year 10 contribute to the units required to gain the certificate.

In order to be eligible for the VCE, at least 16 units must be satisfactorily completed including: and numeracy before leaving school.

- Three units from the English group, with at least one unit at Units 3 or 4 level (or two if you require an ATAR).
- At least three sequences of Units 3 and 4 studies other than English which may include any number of English sequences once the English requirement has been met.
- Note: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of the student's Australian Tertiary Admission Rank (ATAR).
- Satisfactory completion of both Units 3 and 4 of an English sequence is required.

## VCE VM

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

- three VCE VM Literacy or VCE English units (including a Unit 3-4 sequence)
- two VCE VM Numeracy or VCE Mathematics units
- two VCE VM Work Related Skills units
- two VCE VM Personal Development Skills units

- a minimum of three additional Unit 3-4 sequences, which can include other VM, VCE or VCE VET studies
- a minimum of 180 nominal hours of VET at Certificate II level or above.

Upon satisfactory completion of the VCE VM program, the student will receive the appellation of 'Vocational Major' on their VCE certificate.

If a VCE VM student meets the requirements for satisfactory VCE completion, but not the requirements for the satisfactory completion of the VM appellation, the student will be awarded the VCE without an appellation.

## VPC at Corryong College

- The minimum requirement for the VPC is satisfactory completion of 12 units, which must include:
- At least 2 units of VPC Literacy (or units from the VCE English group, including VCE Vocational Major Literacy)
- At least 2 units of VPC Numeracy (or units from the VCE Mathematics group, including VCE Vocational Major Numeracy)
- At least 2 VPC Personal Development Skills units
- At least 2 VPC Work Related Skills units.

The remaining 4 units may include other curriculum, such as VCE units, VCE Vocational Major units and units of competency from nationally recognised VET.

# Key Information

## Assessment VCE

Students will be assessed in a combination of the following ways dependent on the make up of their course:

- The completion of required set work (learning activities) undertaken within class and for homework and given graded as satisfactory or unsatisfactory S/N.
- The completion of a written school based assessment (SAC) under test conditions and graded numerically
- The completion of a practical school based assessment task (SAC) in the performing arts that is graded numerically. This assignment may be made up of multiple components and all are required to be completed in order to receive both a numerical grade and a Satisfactory result for the Outcome/s.
- The completion of an extended practical school based assessment as required in the visual arts. This assignment is made up of multiple components and all are required to be completed in order to receive both a numerical grade and a Satisfactory result for the Outcome/s.ed by VCAA will continue to be upheld.

## Assessment VCE VM and VPC

There are no external assessments of VCE VM Unit 3-4 sequences and students enrolled in VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

VCE VM studies do not contribute to the ATAR. Students are required to sit PART A of the general Achievement Test (GAT) which assesses Literacy and Numeracy levels.

VCE Vocational Major students are also required to complete 180 nominal hours of VET.

## Coursework – Learning tasks

Activities undertaken in class or at home to assist a student to develop the skills and knowledge required to successfully pass an Outcome.

## Coursework – School-based assessment

School-based assessment refers to any work student complete that is graded and contributes to the students study score and/or satisfactory completion of the Outcome.

## Notification of assessment

At the beginning of a unit the teacher will indicate when course work is due and the week in which school based assessments (SACs) will take place. Students will be given at least one week's notice prior to a SAC and the SAC Notification outlining the task requirements will be posted on Compass with the relevant assessment criteria.

## Extension of SAC/assessment dates

Students who require an extension to complete a SAC need to see their Year Level Leader to request an extension two days prior to the actual due date. The student will be given a form to complete which will be given back to their Year Level Leader. This request will be considered by the Year Level leader. The student and parent will be informed of the final decision in writing via Compass.

Where a student receives 'N' or 'J' for one or both Units 3 & 4 sequence, the student will not receive a study score for the study. VTAC policy is that the study will not contribute to the student's ATAR.



## Satisfactory completion of Outcomes and Coursework

For a satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for the unit as specified in the Study Design including completing all required set work – learning tasks (SATs) and any assessment tasks (SACs). If all outcomes are achieved, the student will receive an 'S' (Satisfactory) for the unit. If any outcome tasks are not completed satisfactorily, the student will receive an 'N' for the task.

Where a student has completed a SAC but not the set work – learning tasks, they may receive an 'N'

The minimum standard for a pass on an assessment task (SAC) is 40%.

Where a student has completed work but the minimum requirement of 90% attendance has not been met, the student may be awarded an 'N'.

A 'J' result is used when the student is no longer attending classes and has not submitted work for assessment. Where a student receives 'N' or 'J' for one or both Units 3 & 4 sequence, the student will not receive a study score for the study. VTAC policy is that the study will not contribute to the student's ATAR.

## Assessment requirements for students who are not receiving a score for a VCE Unit 3&4 study

Students must still undertake all requirements of the outcomes specified for the unit, including any school-based assessments. A teacher's judgement on whether the student has satisfactorily achieved the outcomes for a study as determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) must be consistent for all students who are being assessed for levels of achievement in the study and those who are not.

## Redemption Process (see p. 26)

If a student has not demonstrated an understanding of the Outcome to a satisfactory level, the student will receive an 'N' for the task, whether the task is course work or a SAC/SAT. Where an 'N' has been obtained, the student will be given two opportunities only to demonstrate an understanding of that key knowledge.

The teacher monitors this process to ensure student is given an opportunity to demonstrate sufficient understanding of the skills and knowledge.

The Redemption process for students will vary depending on the subject but could include:

- Student re-sitting, re-submitting part of the tasks where successful understanding has not been demonstrated in the initial task.
- Teacher provides additional support and clarification and then asks the student to re-write one or more sections.
- Teacher provides additional support and asks the student a new question to prove their understanding.
- Teacher provides additional support and then allows the student to complete same or new questions using their textbook.
- Student demonstrating understanding in other ways: student self-correcting task, mind-map; graphic organiser or completing the task orally.

The teacher draws on other work done throughout the learning sequence of teaching (class notes, work sheets and exercises) and uses these in conjunction with assessment task to support the student to demonstrate satisfactory skills and knowledge

When a student redeems an Assessment Task, the reported result will be changed to a Satisfactory but the original mark will not change as VCAA guidelines clearly stipulate that students are not permitted to resubmit to improve a school-based assessment score.

Students who have made no effort to attempt a task, with no valid reason, will be given an 'N'.

## Authentication

Authentication is the term used to cover the procedures for ensuring that the work submitted by students is their own. All work submitted by students must be their own. It is the student's responsibility to produce evidence to help authenticate their work.

Procedures which help teachers to authenticate student work are:

- the submission of drafts
- checking work in progress through consultation with the student
- students keeping appropriate documentation of the development of their work
- work completed in class under a teacher's supervision
- setting a test or requiring an oral explanation of work
- checking of student materials permitted in tests/exams or completed in class for coursework.

Work that cannot be authenticated will not be assessed. A panel of staff may be formed to decide on authentication. A student will be given 24 hours' notice of any required interview and may bring an adult for support.

## VCE panel

The VCE Panel is appointed by the College Principal and has the task of implementing VCE Administrative policies and procedures.

The VCE Administrator will chair the panel. The panel usually consists of at least 3 members and may include the College Principal, Campus Principal, Assistant Campus Principal, Assistant Principal - Teaching and Learning and/or the relevant subject Domain Leader.

The panel will:

- investigate alleged student breaches of VCE/VCE VM/VPC policies
- advise the College Principal of any significant breaches of VCE/VCE VM/VPC policies

- advise the Principal as to whether consequences should be imposed on students who breach VCE/VM and VPC policies and where appropriate
- inform the student of consequences imposed in writing, to assist a student to develop the skills and knowledge required to successfully pass an Outcome.

Examples of areas where the panel will be called upon to make decisions include but are not limited to:

- deal with the assessment of students' outcomes which are submitted late or are incomplete
- deal with students who fail to meet the attendance requirements and are therefore unable to satisfactorily complete a unit
- deal with incidents of plagiarism
- deal with incidents of cheating including breaches of use of electronic devices in assessments.

## Appeals process

All students have the right of appeal an imposed consequence. A statement of intention to appeal must be made in writing to the Assistant Principal no less than 14 days after the student is notified of his consequence by the VCE Panel. Once a decision has been made by the appeals panel, no further discussion will be entered into.

## VET Programs

Vocational Education and Training (VET) in the Victorian Certificate of Education (VCE) or Victorian Certificate of Education Vocational Major (VM) allows students to include vocational studies within their senior secondary certificate.

VCE Vocational Major students are required to complete 180 nominal hours of VET.

Students undertake nationally recognised training that contributes to their VCE or VM. VET subjects may be taught at Corryong College, another school provider or an external training organisation (it is important to note that VET courses do incur an additional charge).

VET offers students the opportunity to:

- combine general and vocational studies
- explore career options and pathways
- gain a nationally recognised qualification or credit towards a qualification that contributes to the VCE or VM
- develop skills that equip students for the workforce and further study.

Key points to note regarding VET:

- students are only permitted two absences per semester, with an additional two for camps or excursions. Students should notify the Corryong VET Coordinator and their VET trainer in advance, if possible.
- students must complete all tasks set. Failure to complete tasks by the end of term will lead to withdrawal from the VET subject. Catch up classes may be scheduled after school, during school holidays or on the weekend.
- students/parents will be required to cover the extra costs related to these classes, if they are applied.
- most VET studies contribute to students' ATAR scores on completion of Year 12.
- if an absence is anticipated, students must notify the College VET Coordinator on the day (or before) the assessment task is due/ to take place

- A doctor's certificate for medical absence, should be given to the VET Coordinator on return to school. Where the absence merits an extension of time, this will be negotiated between the student, Corryong College VET Coordinator and the VET provider.

## Special Provision for VCE Exams

A student may be eligible for Special Examination Arrangements if it can be demonstrated that their capacity to access assessment tasks and examinations is impaired due to:

- significant health impairment
- physical disability
- hearing or vision impairment
- mental health diagnosis
- learning disability
- language disorder
- Motor Coordination disorder.

Possible special arrangements and the type of evidence required for an application are prescribed by the VCAA and vary, depending on the impairment or disability. These special arrangements may take the form of: extra reading or writing time, appropriate rest periods, alternative seating arrangements, use of a clarifier, reader or scribe, use of a computer or other assistive technology.

What the student/parent must do:

- contact the Assistant Principal as soon as possible to discuss whether the student may be eligible for Special Arrangements.
- identify the requirements for the application and provide appropriate documentation and evidence.
- where required, students may have to complete some tasks at school as evidence.

For further information please refer to: <https://www.vcaa.vic.edu.au/administration/special-provision/Pages/Index.aspx>

## Special Provision for classroom-based assessments

The College will endeavour to align VCAA approved classroom special provision settings to any classroom based assessments in for VCE and VCE VM Unit 3&4 Studies.

For further information please refer to <https://www.vcaa.vic.edu.au/administration/special-provision/Pages/Index.aspx>

## Derived Examination Score – Units 3 & 4 only

During the exam period, if a student becomes ill or experiences an accident or personal trauma that has affected their performance in the examination/s or prevented them from attending the examination/s they may apply for a Derived Examination Score. The student must apply for the derived exam score as soon as possible and applications must be supported by a detailed statement from an independent professional (e.g. doctor, social worker, etc.). VCAA must receive the Application for a Derived Examination Score no later than seven days after the student's last examination. Please see the Assistant Principal to discuss your requirements.

For further information please refer to: <https://www.vcaa.vic.edu.au/administration/special-provision/Pages/DerivedExamination-Score.aspx>

## Use of Dictionaries

Students are strongly encouraged to purchase and use English or Bilingual book dictionaries for use in class and exams. For English exams (Units 1, 2, 3 & 4), students are only permitted to use book dictionaries. Electronic dictionaries are not allowed in exams. Students must not use their phones to access online dictionaries in class; only electronic or paper dictionaries are acceptable.

## Australian Tertiary Admission Rank (ATAR)

VTAC calculates an ATAR for all VCE students who have successfully completed the VCE and satisfied minimum tertiary entrance requirements. Only applicants who have at least four VCE study scores in an acceptable combination will have an ATAR calculated. VTAC uses VCE results issued by the VCAA (Victorian Curriculum and Assessment Authority) to calculate the ATAR. An ATAR is developed from an aggregate produced by adding:

- VTAC scaled study score in one of English, English Language, Literature or English as an Additional Language (EAL)
- the next best three VTAC scaled study scores permissible
- 10% of the fifth and sixth permissible scores that are available.
- The ATAR is not a score out of 100 – it is a rank. It shows a student's achievement in relation to other students.

## Study Score

In calculating study scores, the VCAA does not determine any measure of overall performance in the VCE, but rather the performance of each student in each individual study. In order to facilitate selection, institutions require an overall measure of the performance of students undertaking the VCE in all studies. Before the scores of different VCE studies can be added together for the ATAR, they need to be scaled to take account of the different levels of competition in different studies.

The study score is not a score out of 50. It is a ranking or relative position which shows a student's performance compared with all other students who took that study in that year. A student with a study score of 30 is in the middle of the cohort, or has performed better than about half of all students. A student with a study score of 40 has performed better than about 91% of all students who did that study.

All students who are successful in completing their scored VCE will be automatically assigned an ATAR from VTAC at the same time as VCE results are released. The ATAR score is a numerical value between 0.05 and 99.95 which gives a relative ranking for every Year 12 student in Victoria. The majority of courses in tertiary institutions require a minimum ATAR score to be achieved.

### VTAC 'Seas' Application / Alternate Entry / Special Entry Access Scheme (SEAS)

All institutions offer a range of alternate entry schemes that take into account short and long-term disadvantage. Alternate entry and Special Entry Access Scheme (SEAS) are for applicants who have experienced educational disadvantage. Students who submit a SEAS application need to meet the criteria as set out in a handbook for each institution they are applying to. SEAS applications apply to both Universities and TAFEs. All documentation supplied for SEAS must be submitted to VTAC. Students are also able to apply for certain scholarships through the SEAS application.

### Reporting on Student Progress in VCE and VCE VM

In Term 1, an Interim Report will be posted on Compass for each student and followed up at Parent-Teacher Interviews. Full reports will be issued via the student and parent portal at the end of Term 2. In Term 3, a further Interim Report will be posted on Compass for each student and followed up at the final Parent-Teacher Interviews. In Term 4, a Semester Report will be posted on Compass for each Year 11 student. Year 12s do not receive a final report. Feedback on Learning Tasks and SACs are provided to students via Compass.

BE RESPECTFUL

BE RESPONSIBLE

BE A LEARNER

# SAC Procedures

SAC conditions need to be consistent for all students (except in cases of special provision – detailed on the following page). This comprises:

- time allowed
- exposure to paper
- avoiding returning papers to students until all students have completed the task
- altering SAC questions for late completion where appropriate.

All SACs will be completed in B1/B2 (SAC Centre) under examination conditions.

Students enter the room quietly, find their seat and must:

- only bring in clear water bottles without labels
- sit separately or at ends of tables
- clear tables of everything, except for pen/pencil/ruler or other permitted items such as calculators. All books and pencil cases should be on floor or away from table.
- remove hats or hoodies that are covering head.

Students in possession of any of the following items will be considered in breach of SAC processes:

- mobile phone
- smart watch
- earphones (noise canceling, school approved earphones may be exempted under approved special provision)
- non approved notes/documents

Teachers read the following statements before the SAC begins: 'Mobile phones and electronic communication devices are not permitted in the SAC room under any circumstances. If you have one of these devices with you now, please raise your hand and place it in the supplied envelope.'

'Please check your pockets and surrounding area to ensure you do not have any notes or other prohibited materials. If you have any of these with you now, please raise your hand.'

'If at any time you need to leave the room for an approved rest break or a toilet break, please raise your hand and I will attend to you as soon as possible.'

Breach of VCAA Rules and Regulations:

- any breach of the VCAA rules and regulations will risk assessment not being graded (see Breach of Assessment and SAC Conditions on Compass)
- if you suspect a student has cheated during your SAC, please gather as much evidence as possible
- please keep the evidence and write an email outlining the incident and send it to the VCE Coordinator
- notify student that a report has been submitted and the VCE Coordinator will contact them to discuss
- the incident will be followed up in relation to VCAA rules and regulations.

When finished:

- Teacher collects SAC
- Students remain in classroom until the bell goes

Procedure if leaving the room:

- write with pencil on SAC to indicate time of toilet break and time of return
- only one student should leave the room at a time.

BE A LEARNER

BE RESPONSIBLE

BE RESPECTFUL

## Special Provisions

- all teachers should be aware of which students have VCAA approved Special Provisions for SACs and exams
- special provision laptops are stored in the IT Office. There is a book to sign the laptop out and back in. The teacher will need to supply the SAC/ALT on a USB. This is where the student will save their work
- the teacher is responsible for booking and ensuring that the laptop is available and ready for student use at the start of the SAC
- students with special provision in the form of approved computer use should use a school laptop with power supply and sit with their screen facing the teacher. They should save their work regularly during the session and ensure that there is a hard copy printed and a back-up copy saved on a USB before they leave
- students with rest breaks or extended time must be granted these.

## Students who do not complete a SAC in class (see p. 25)

A student will not receive a numerical grade unless they have an approved absence. **A medical certificate or Statutory Declaration is required for the missed class date in order to receive a grade.** Approved students will complete the SAC within the agreed time. Students with a non-approved absence will be given one opportunity to sit the SAC for an S, but no numerical grade will be awarded.

Note: Delays in completing a SAC disadvantage other students, as feedback cannot be provided until all SACs are completed. Students will be given no more than two opportunities to complete a missed SAC in the SAC Centre. If the student does not complete the SAC, they will receive no grade but may be awarded an S (Satisfactory) upon completion.

# Mobile Phone Policy

This policy applies to:

1. All students at Corryong College and,
2. Students' personal mobile phones and other personal mobile devices such as iPads and smart watches brought onto school premises during school hours, including recess and lunchtime.

A mobile phone is a telephone with access to a cellular (telecommunication) system, with or without a physical connection to a network. This policy also extends to any device that may connect or have a similar functionality to a mobile phone such as smart watches and iPads.

Corryong College understands that students may bring a personal mobile phone to school, particularly if they are travelling independently to and from school or to extra-curricular activities.

At Corryong College:

- Students who choose to bring mobile phones to school must have them switched off and securely stored in their bag, locker or secure phone locker provided by the school during-school hours
- Exceptions to this policy may be applied if certain conditions are met (see below for further information)
- When emergencies occur, parents or carers should reach their child by calling the school's office

## Personal mobile phone use

In accordance with the Department's Mobile Phones – Student Use Policy issued by the Minister for

Education, personal mobile phones must not be used at Corryong College during school hours, including lunchtime and recess, unless an exception has been granted.

Where a student has been granted an exception, the student must use their mobile phone for the purpose for which the exception was granted, and in a safe, ethical, and responsible manner.

## Secure storage

Mobile phones owned by students at Corryong College are considered valuable items and are brought to school at the owner's (student's or parent/carer's) risk. Students are encouraged not to bring a mobile phone to school unless there is a compelling reason to do so. Please note that Corryong College does not have accident insurance for accidental property damage or theft. Students and their parents/carers are encouraged to obtain appropriate insurance for valuable items. Refer to the Department's Claims for Property Damage and Medical Expenses policy. Where students bring a mobile phone to school, Corryong College will provide secure phone storage. Secure storage is storage that cannot be readily accessed by those without permission to do so. At Corryong College, students are required to switch them off and hand them into the School Office to be placed in lockable storage or secure them in their bag or locker.



## Enforcement

Students who use their personal mobile phones, iPads, or smart watches inappropriately at Corryong College will be instructed to relinquish the phone immediately and may be issued with consequences consistent with our school's existing Student Wellbeing and Engagement and Bullying Prevention policies.

On the first and second occasion that the student does not comply with our Mobile Phone – Student Use policy their phone will be handed into the office and students may collect their phone at the end of the school day from the office. On the third occasion, and any occasions thereafter, parents/carer will be contacted to come and collect their child's phone from the office. The phone will remain at the office until the parent/carer is available to collect it.

At Corryong College inappropriate use of mobile phones is any use during school hours, unless an exception has been granted, and particularly use of a mobile phone:

- in any way that disrupts the learning of others
- to send inappropriate, harassing, or threatening messages or phone calls
- to engage in inappropriate social media use including cyber bullying
- to capture video or images of people, including students, teachers, and members of the school community without their permission
- to capture video or images in the school toilets, changing rooms, swimming pools and gyms
- during exams and assessments
- gaming, social media or other non-learning activities

## Exceptions

Exceptions to the policy:

- may be applied during school hours if certain conditions are met, specifically,
  - o Health and wellbeing-related exceptions; and
  - o Exceptions related to managing risk when students are offsite.
- can be granted by the Principal or Vice Principal, in accordance with the Department's Mobile Phones – Student Use Policy.

The three categories of exceptions allowed under the Department's Mobile Phones – Student Use Policy are:

1. Learning-related exceptions (For specific learning activities, for students for whom a reasonable adjustment to a learning program is needed because of a disability or learning difficulty)
2. Health and wellbeing-related exceptions (Students with a health condition, students who are Young Carers)
3. Exceptions related to managing risk when students are offsite (Travelling to and from excursions, students on excursions and camps, When students are offsite (not on school grounds) and unsupervised with parental permission, students with a dual enrolment or who need to undertake intercampus travel)

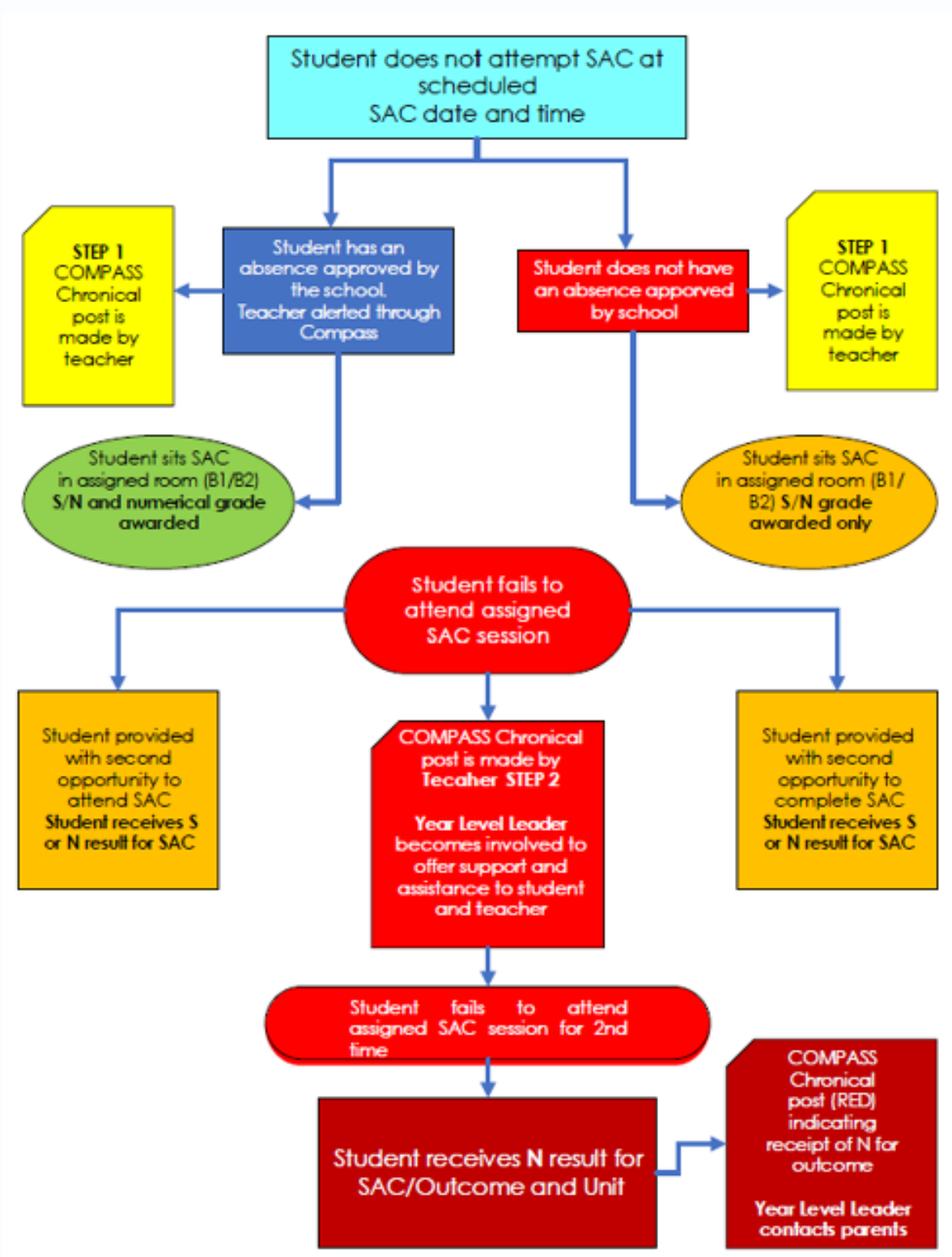
Where an exception is granted, the student can only use the mobile phone for the purpose for which it was granted.

# Appendices

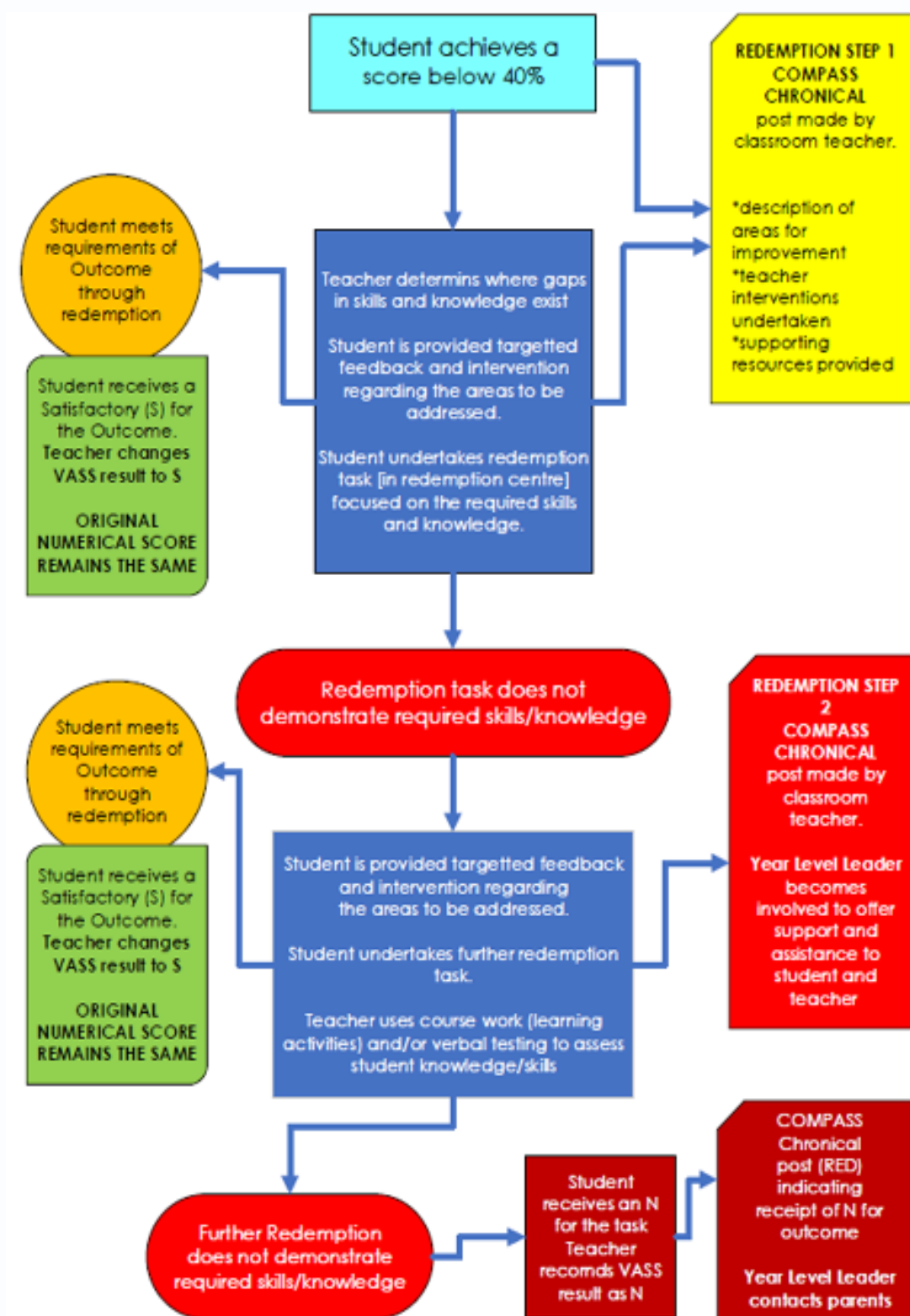
## Appendix A – Corryong College Coursework Requirements



Appendix B – Missed SAC Process



Appendix C – Corryong College Redemption Process Units 1 to 4



## Appendix D – Corryong College SAC Cover Page



## Corryong College SAC Cover Sheet

SUBJECT

Unit

## OUTCOME:

Student Name		
Teacher		
Date of SAC		
Time Allowed	Reading time:	Writing time:
Approved materials and equipment:	<ul style="list-style-type: none"> <li>• Normal stationery requirements (pens, pencils, highlighters, erasers, sharpeners, and rulers)</li> <li>•</li> </ul>	
SAC Instructions:	<p>Answer all questions in the space provided. Extra space at the end of the paper.</p> <p>Paper has a total of    marks representing /100 marks for Unit</p>	
Contribution to Unit SAC Result	%	
Contribution to Overall Result	%	

**Note:** The grade you receive for this SAC is provisional and may be adjusted due to VCAA statistical moderation or review.



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