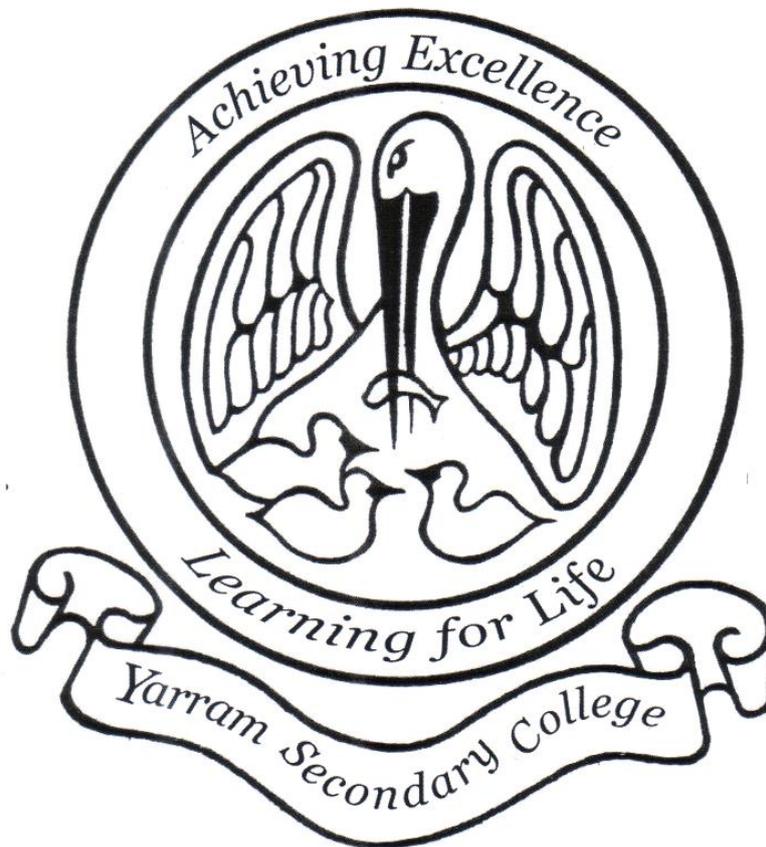


Yarram Secondary College
86 James Street Yarram 3971
PO Box 135 Yarram 3971
Telephone: 5182 5522
Facsimile: 5182 6114
Email: yarram.sc@edumail.vic.gov.au
Website: www.yarramsc.vic.edu.au



Yarram Secondary College

VCE Policy Document Units 1-4

Student Handbook

2019

Date ratified by Staff: August 2020
Date ratified by School Council: September 2020
Review date: March 2020

School Profile Statement

Yarram Secondary College is a small single campus co-educational secondary school situated approximately 220 kilometres from Melbourne. We are committed to achieving high level opportunities for our students to work alongside local mentors and organizations, as well as learning from practical experiences and partnerships from international communities, including China and Cambodia. Yarram Secondary College aims to provide a positive, safe and welcoming environment that encourages personal responsibility and respect for the rights of others.

Yarram Secondary College is committed to providing for the wide range of student interests, abilities and aspirations of our increasingly diverse student population. Along with the traditional range of educational pathways the staff and leadership of the college are focused on developing a more engaging and personalized curriculum that will cater for the changing needs of students and enhance student engagement and motivation for learning in the 21st century.

Yarram Secondary College strives to provide a safe and supportive community of life-long learning where respect, diversity and pride are valued by all. The College links with community to provide a depth of extra-curricular activities and leadership opportunities for students and encourages outstanding performances in the areas of leadership, academic achievement, sport, performing arts, cultural and artistic achievement. Our students are actively engaged in all levels of the decision making within the school community and the College places high value on the expertise of our teachers and the role of parents as partners in learning.

Rationale

This handbook has been prepared to assist students at Yarram Secondary College in matters relating to Victorian Certificate of Education (VCE) studies in 2020 and as a resource to reinforce our desire for students to be clear about what is required in terms of their to be practices, expectations and assessment. It also contains some information based on Yarram Secondary College rules and expectations.

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 2019 VCE Administrative Handbook, an official publication of VCAA.

Yarram Secondary College is fully accredited to deliver the VCE. The College Principal is responsible for ensuring that all the requirements of VCAA are carried out and that students are given a thorough understanding of the program and adequate support to effectively manage their studies. To this end, all VCE students are given a copy of the Policy Handbook to ensure that they have ready access to the correct information and processes regarding their senior school studies.

Students enrolled at Yarram Secondary College must abide by the administrative guidelines and regulations of the VCE and also the Student Code of Behaviour.

All issues regarding the VCE will be managed using the VCAA VCE and VCAL Administrative Handbook 2019.

Mr. Jae Taylor

Year 10, 11 & 12 Senior Sub School Leader

Contents

Section	Contents	Page number
	Preface	2
One – General Advice	1.1 Student Responsibilities and college expectations	4
Two – VCE	2.1 Requirements for satisfactory completion of the VCE	7
	2.2 Minimum requirements for the award of the VCE	7
	2.3 The English requirements for the award of the VCE	7
	2.4 Satisfactory completion of a unit	8
Three – School Assessment	3.1 Rules for Coursework and School Assessed Tasks	10
	3.2 Attendance at school and assessment activities	11
	3.3 Breach of 90% class attendance rules	12
	3.4 Procedures relating to absence from School Assessed tasks	12
	3.5 Consequences for unapproved absence from SACs	12
	3.6 Teacher absence	13
Four – Authentication	4.1 Students’ responsibilities	15
Five – general advice	5.1 Examinations	16
	5.2 ATARs and Study Scores	16
Appendix A	Absence from School Assessed Coursework	17
Appendix B	Course of Action – Approved Absence	18
Appendix C	Promotion to Year 11	19
Appendix D	Promotion to Year 12	21
Appendix E	Unit 3&4 Non-instructional Homework Policy	24
Appendix F	YSC Senior Sub-school Homework Policy	25
Appendix G	YSC Senior School VCE Policy	27



SECTION ONE- GENERAL ADVICE

1.1 Student Responsibilities and College Expectations

It is an expectation of YSC that all VCE students will take their studies seriously and achieve their best in everything they do. Students are responsible for their own learning and behaviour and must work in partnership with their subject teachers. All VCE students are expected to follow the school rules set out in the Student Code of Behaviour. It is also a requirement that no student will interfere or stop students from learning or the teacher from teaching. Students who do not follow the Student Code of Behaviour or who continually interfere with the learning of others may find that they are not able to stay at YSC. If a student is experiencing difficulties with either the teacher or other students they should talk to the teacher first (out of class time where possible) and if there is a serious issue they should contact their Senior Sub School Leader.

Students must complete and submit the relevant Student Personal Details form to their home school for each year in which they enrol. The accuracy of student details should be audited against information provided on a student's form and schools should check the following details. Before undertaking any studies all students must sign an agreement to abide by VCAA regulations.

The mechanisms of the VCE contain a curious blend of terminology, acronyms and procedural requirements. It is the responsibility of both teachers and students to get up to date with this information using the resources provided. If teachers or students have any questions in relation to these issues they should ask the relevant Senior Sub School Leader, Sub-School Leader or Assistant Principal.

CHANGE of SUBJECT & WITHDRAWAL from a SUBJECT

Change of Subject

Students will only be allowed to change subjects within **the first 8 days** of starting Units 1 to 4 so they are able to meet the attendance requirement for that subject. Changes will not take place mid-way through completing units to limit the disruption to the school program.

Students may choose to withdraw from their studies at any time. The records of their enrolment can only be withdrawn from a unit if the ENROLMENT date for that unit has not passed. Student enrolments cannot be withdrawn from the database if there are results recorded for the enrolment.

Compassionate Late Withdrawal

A student may, under exceptional circumstances, be given approval for Compassionate Late Withdrawal from VCE Units 3 and 4. The principal or principal's delegate must apply to the Manager, Student Records and Results Unit, on the student's behalf, for permission to withdraw from one or more VCE Units 3 and 4 studies. Documentation of the exceptional circumstances must be included.

Compassionate Late Withdrawal is not available to students who are simply not coping with the demands of VCE studies. This provision is designed to assist students who have made a genuine attempt to continue with their VCE studies while suffering major adverse circumstances, but find that they cannot complete their studies. If the exceptional circumstances claimed are for medical reasons, evidence from a qualified person, for example a general practitioner or psychologist, is required as part of the application. Compassionate Late Withdrawal from a Units 3 and 4 study will not be approved if a student has a final, reported grade for an examination or School-based Assessment.



Total withdrawal from the VCE or VCAL

Students wishing to withdraw from the VCE or VCAL must first complete a Student Exit form.

Any student wishing to change or withdraw from a subject must complete the Application for Subject Change / Subject Withdrawal and have the application supported by a parent or guardian. All decisions in regard to these matters will be communicated to the parent or guardian in all instances.



SECTION TWO - Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCE is designed to be completed over a minimum of two years.

The VCE includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

Each VCE study is designed to provide a two-year program. Units at 1&2 level are nationally and internationally benchmarked to a Year 11 standard. Similarly, Units at the 3&4 level are benchmarked to a Year 12 standard. In many studies there are multiple options for students to choose from, such as a choice of mathematics studies and different histories. Units 1&2 can be completed as single units and Units 3&4 in each study are designed to be taken as a sequence.

Satisfactory completion of a VCE unit is based on successful completion of outcomes. Each VCE unit includes a set of two to four outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements. The learning outcomes and associated assessment tasks are specified in the current accredited VCE study designs.

Students' levels of achievement for Units 1&2 are determined by the school and not reported to the VCAA. For official VCAA purposes student receive a 'Satisfactory' or a 'Not Satisfactory' for each unit.

Students' levels of achievement for Units 3 and 4 sequences are assessed using School-based Assessment and external examinations. Each VCE study has three graded assessment components: either one School-based Assessment and two examinations, or two School-based Assessments and one examination. Each of the three graded assessment components contributes to a study score. Scored VCE VET studies have only two graded assessment components, comprising one School-based Assessment and one examination. Graded assessments are reported on an eleven-point scale as grades A+ to E or UG (Ungraded).

There is one examination period each year. The performance and oral examinations occur in October and the written examinations are held in October and November. The General Achievement Test (GAT) is conducted in June.

There are three forms of School-based Assessment for Units 3 and 4 – School-assessed Coursework, School-assessed Tasks and an Externally-assessed Task.



2.1 Requirements for satisfactory completion of the VCE

The VCE is awarded on the basis of satisfactory completion of units according to VCE program requirements. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement.

School-assessed Coursework and School-assessed Tasks are generally used to determine both satisfactory completion of the unit and a study score. However, it is not a requirement that these be scored for the student to be eligible for the VCE. If no score is provided for the unit, the student will not receive a study score.

When making their enrolment selection, students should consider the requirements for satisfactory completion and the award of the VCE.

Study for the VCE is normally completed over at least two years, but students may accumulate units over any number of years. It is possible for students returning as adults, and students who have received credit equivalent to a full Year 11, to complete their VCE in a single year. Some YSC students may choose, for a variety of circumstances, to complete a VCE over three years rather than the traditional two in their senior years at the college.

Units 1&2 may be completed separately (although usually completed as a Unit 1&2 sequence) **whereas Units 3&4 must be completed as a sequence.** Most students will be advised to complete a total of 22 units. Generally students will do 12 units in Year 11 and 10 units in Year 12. Some students also complete two units in Year 10 therefore a total of 24 units may be completed in their VCE program.

2.2 Minimum requirements for the award of the VCE

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

- *three units from the English group, with at least one unit at Units 3&4 level*
- *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 a student's Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3&4 of an English sequence is required. While students who pass three units of VCE English (including at least one from the Unit 3&4 level) and meet the other requirements of the VCE are able to complete their VCE Certificate, they will not receive an ATAR.

Students undertaking atypical programs may have their previous studies or experience counted for the award of the VCE. These students are adult students with no Year 12 results, adult students with Year 12 results prior to the VCE, students with credit from interstate and overseas studies, and students with previously attained VET or VCAL qualifications.

2.3 The English requirement for the award of the VCE

The minimum English requirement is three units from the English group, with at least one at Units 3 and 4 level. English units may be selected from English Units 1 to 4 and Literature Units 1 to 4.

No more than two units at Units 1 and 2 level selected from the English group may count towards the English requirement.



The English group at this level comprises English Units 1 and 2, and Literature Units 1 and 2.

Units from the English group may also contribute to the sequences other than English requirement. In calculating whether students meet the minimum requirements for the award of the VCE, the VCAA first calculates the student's English units.

Once students have met the English requirement, or have satisfied an English sequence, any additional sequences from the English group will be credited towards the sequences other than English requirement.

Adult students, students with credit from interstate study, and students with credit from overseas study can use their previous studies and experience for the English requirement.

Students should refer to the table on page 5 of the VCE Administrative Handbook 2014 for possible combinations of this requirement.

2.4 Satisfactory completion of a unit.

For satisfactory completion of a VCE unit, students must demonstrate their achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Satisfactory performance on these tasks is sufficient evidence to award an 'S' for the unit. The decision to award an 'S' for the unit is distinct from the assessment of levels of achievement.

The student receives 'S' for a unit when the school determines that all outcomes are achieved satisfactorily.

A student must:

- *produce work that demonstrates achievement of the outcomes*
- *submit work on time*
- *submit work that is clearly their own*
- *observe the VCAA and school rules.*

If a teacher judges that all outcomes are achieved, the student satisfactorily completes the unit.

The student receives 'N' for the unit when one or more of the outcomes are not achieved because:

- *the work does not demonstrate achievement of the outcomes*
- *the student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Provision*
- *the work cannot be authenticated*
- *there has been a substantial breach of rules, including school attendance rules.*

Redeeming outcomes: submitting further work

If, in the judgment of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may consider work previously submitted, provided it meets the requirements. A teacher may permit a student to submit further work to meet satisfactory completion requirements of a unit. However, students may not submit further tasks for the reconsideration of School-assessed coursework. Normally, student's complete work for a unit during the semester in which the unit is undertaken. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

Decisions regarding redemption tasks or activities will be made by the Senior Sub School Leader in consultation with the classroom teacher. When deciding whether or not redemption should be permitted, the class teacher



and Senior Sub School Leader should consider factors such as student illness, absence from class, whether set classwork and homework was completed by the student and the general attitude of the student in class. Again, the Senior Sub School Leader and class teacher should discuss this and make a decision with advice from the Assistant Principal.

The teacher may do one or more of the following things: set a similar task, ask the student questions about the task or topic and/or check student notes and workbooks. The marks allocated for the original submission will not be altered. Individual KLAs will determine the most appropriate **redemption tasks** for the requirements of their subjects. In cases where the student must undertake redemption to obtain an S for that particular outcome, the class teacher should communicate this to parents.

If the student does not complete the redemption task at the agreed time and does not supply a medical certificate, they forfeit the right to the redemption process.

Computer work

- *A student who uses a computer to produce work for assessment is responsible for ensuring: there is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability.*
- *hard copies of the work in progress are produced regularly.*
- *each time changes are made, the work is saved as a backup file, which should not be stored on the computer.*



SECTION THREE – School Assessment (Units 1-4)

STUDENT OBSERVANCE OF VCAA RULES FOR SCHOOL-BASED ASSESSMENT

At the beginning of each year, student's sign a declaration that they agree to abide by and observe the rules and instructions relating to the VCE/VCAL assessment program and all matters of discipline therein).

A student must sign an authentication record for work done outside class at the time of submitting the completed task.

All School based assessment will be completed by students in silence with no assistance from any third party.

3.1 Yarram Secondary College sets down seven rules which students must observe when preparing work for School-Assessed Coursework/Tasks. They are:

1. Students must ensure that all unacknowledged work submitted is genuinely their own.
2. Students must acknowledge all resources used, including:
 - *text and source material.*
 - *the name(s) and status of any person(s) who provided assistance and the type of assistance provided.*
3. Students must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

- *The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking) but which has been transformed by the student and used in a new context.*
- *Prompting and general advice from another person or source which leads to refinements and/or self-correction.*

Unacceptable forms of assistance include:

- *Use of, or copying of, another person's work or other resources without acknowledgment.*
- *Actual corrections or improvements made or dictated by another person.*

4. Students must not submit the same piece of work for assessment in more than one study, or more than once within a study.
5. Students who knowingly assist other students in a breach of rules may be penalised.
6. Students must sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
7. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.



When completing School-Assessed Tasks students must also:

1. Produce appropriate evidence of the development of work, from planning and drafting, through to the final piece of work. This will enable the teacher to monitor and record the development of the work and to attest that the work is the student's own.
2. Submit evidence of the development of each School-Assessed Task, for example, a draft. Written comments must have been provided by the teacher on the evidence. The evidence is to be dated and signed by the teacher and the student.
3. Sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.

Students should observe:

All rules relating to word limits. The word limit should include all material provided by the student which is presented for assessment. Material which is not for assessment itself but is submitted to accompany the task will not be counted. **School set deadlines must be adhered to** for all School assessed tasks.

3.2 Attendance at School and at School Assessed Coursework Activities

Students are required to attend at least **90%** of all classes. Subject teachers will mark an attendance roll and notify the Senior Sub School Leader of a student's absence for three consecutive lessons. Overall attendance will be monitored by the Senior Sub School Leader and parents and students informed when students are at risk. (see Section One).

The 90% requirement does not include approved absences. However, a minimum attendance requirement is necessary to meet authentication rules. Students who are absent from school without a medical certificate or for prolonged periods of time are in danger of failing unit/s.

It is essential that students meet the Yarram Secondary College attendance policy requirements as outlined by VCAA. The VCE involves frequent deadlines for work. Outcome Tasks and some School Assessed Coursework (SACs) specify that particular tasks are to be done at the college so that the students work can be authenticated and students skills can be assessed by their study teacher. **Students absent from SACs must provide a medical certificate** and complete the required application (see appendix A) for their application to be considered. This must be done within three days of returning to school.

Student absence may be deemed approved by the Senior Sub School Leader when documentation substantiates that the absence is due to:

- *illness*
- *personal environment*
- *physical disability*
- *significant hardship*

Absences must be supported by relevant documentation such as



- a medical certificate
- other documentation including:
 - Psychologist report/letter.
 - A qualified medical practitioner's letter/report.

The **onus is on the student** to obtain and submit medical certificates and other documentation to support absences from school.

3.3 Breach of 90% class attendance rules:

The relevant Senior Sub School Leader will make a recommendation to the Principal regarding a student's breach of the 90% class attendance rule.

The principal will then decide whether or not to award the student an **N** for the unit.

Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded an **N** for the unit. (See Section Two for further detail).

3.4 Procedures relating to absence from School Assessed Tasks

1. The student, or a parent, must notify the school via the Senior Sub School Leader on the day of the absence.
2. Student must collect relevant form from the level coordinator **the first day of attendance following the absence.** ([refer to Appendix A](#)).
3. The student must contact the Senior Sub School Leader and return the form with any relevant documentation.
4. If the Senior Sub School Leader determines the absence is approved then the student and the classroom teacher will be notified of this.
5. If the absence is approved then one of the following options will occur; the classroom teacher will then arrange for the task/s to be completed at an alternative time (this time is not negotiable), the student will complete an alternative task of comparable scope and demand or extra time may be given if the task was an ongoing one.
6. It is important the both the student and the classroom teacher inform the Senior Sub School Leader of an absence from an assessment task.
7. If the absence is not deemed to be approved then the student is not entitled to complete the assessment task. This may result in an 'N' for the unit. The task will not be awarded any marks and this is likely to have an impact on Study Scores for a Unit 3&4 subject.

3.5 Consequence for unapproved absence from school assessed coursework.



Student will be awarded "0" (zero) towards their study score for that school assessed coursework task and a student may receive an N for the Outcome and therefore the unit.

Implications of Student Absences on Assessment.

Event	Circumstances	Action	Responsibility
Student does not present for the SAC or SAT.	Medical certificate supplied and/or Special Provision granted and/or school based activity verified.	Student will sit the task. The work will be graded. The original task or an alternate task will be set.	Approval given by Senior Sub School Leader. Time and date to be set by classroom teacher within 14 days of approval. The student must sit the alternate time set.
Student does not present for the SAC or SAT.	No medical certificate supplied and/or no Special Provision granted.	Student will receive a mark of zero for the task. The student can be given a new time to complete a new task so that the work can be judged S or N for satisfactory completion of the outcome.	The student will be given one opportunity to complete the task at a date and time suitable for both teacher and student. This must be completed within 14 days of approval being given by the Senior Sub School Leader.
Student does not sit a section of the SAC or SAT. For example, the student is absent for one or two periods of a task.	Medical certificate supplied and/or Special Provision granted and/or school based activity verified.	Student sits the section of the task at some other time, usually during class time if the task is still in progress. The task will be graded.	Approval given by Senior Sub School Leader. Time and date to be set by classroom teacher within 14 days of approval. The student must sit the alternate time set.
Student does not sit a section of the SAC or SAT. For example, the student is absent for one or two periods of a task.	No medical certificate supplied and/or no Special Provision granted.	The student loses the marks for this section only. The incomplete task is assessed. This may lead to an alternate task being set for the student can be judged S or N for satisfactory completion of the outcome.	Classroom teacher to mark according to the action listed.
Work is submitted for a SAC but it does not reach the word limit or is not satisfactory.	All assessment task procedures were followed.	The SAC is graded according to what has been completed. The student completes further work at the teachers discretion to obtain an S.	Class room teacher to inform Senior Sub School Leader and formulate the correct action for each instance.
A School Assessed Task (SAT) is not submitted on the due date.	Student contacts the Senior Sub School Leader and special provision is granted if the student has	The SAT will be accepted and marked without penalty (unless	Student must contact the Senior Sub School Leader. The Senior Sub School Leader will contact the



	supporting documentation and it is approved.	VCAA deadlines preclude this).	classroom teacher on the special provision provided.
A School Assessed Task (SAT) is not submitted on the due date.	Contact is not made and/or Special Provision is not granted.	The student will need to make an application to the Senior Sub School Leader for the work to be submitted for assessment. It is likely the work will receive a "0", although it may be accepted for Satisfactory completion.	Classroom teacher to inform the Senior Sub School Leader of student's incompleteness. Senior Sub School Leader to inform student of the consequences and provide the relevant information of the outcome to the classroom teacher.

3.6 Teacher Absence

In the case of a short-term absence published SAC dates and timelines will be adhered to. Teachers, where possible, will leave work and instructions for the teacher taking the class to follow. Where a teacher is absent for an extended period of time, the Principal, in consultation with the Senior Sub School Leader and PLT Leader, will make a decision on the procedures to be followed and if necessary changes to assessment tasks and dates will occur.



SECTION FOUR - Authentication

4.1 Students' Responsibilities

The student must provide evidence that the work submitted is their own and was completed in accordance with the VCAA's requirements.

In order to obtain the necessary evidence, students will be required to:

- *Provide evidence of the development of 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.*

And may

- *Complete, under supervision, a supplementary assessment task (or test) related to the original task.*
- *Attend an interview to demonstrate an understanding of the work.*

OUTLINE OF THE PROCESS OF AUTHENTICATION

Students must ensure all work submitted for assessment is their own.



Students and staff informed of the Authentication Policy in term one of each year.



Teachers keep a record of the development of all student work.



Students to keep evidence of the development of all their work and acknowledge all material used.



If there is a suspected or possible breach of authentication the teacher will inform the Senior Sub School Leader. The VCAA procedure for suspected or possible breach of authentication will be followed.



If there is a breach of authentication then the VCAA procedure for a breach of authentication will be followed & students will be interviewed.



SECTION FIVE – General Advice

5.1 Examinations

It is Yarram Secondary College policy that **all students** are encouraged to attend and attempt the examinations to the best of their ability and **stay until the last hour** of each exam attempted.

If the student is unable to attend an examination it is imperative that they notify the Senior Sub School Leader as soon as possible. Where a student is eligible, an application for a Derived Examination Score (DES) for Units 3&4 subjects can be made to VCAA through the relevant Senior Sub School Leader.

The examinations are conducted under VCAA Rules. There is one formal exam period for Unit 3&4 subjects in November. Students undertaking a Unit 3&4 subject will also undertake practice exams during October. There are two formal Unit 1&2 exam periods during June and November.

All students undertaking a Unit 3&4 study will complete the General Achievement Test (GAT) in June. It is important that all students attempt the GAT and aim to do their best. VCAA will use a student's GAT score to:

- *Contribute to statistical moderation of School Assessed Coursework.*
- *Review school assessments of School Assessed Tasks.*
- *Calculate a Derived Examination Score if required.*
- *Check the accuracy of examination marking.*

The November examination timetable is available from www.vcaa.vic.edu.au. VCAA examination rules are also published on the website, and will be given out to students prior to the examination period.

Students should be aware that no allowances are made by VCAA for students missing examinations due to misread timetables, late buses, broken down cars etc. The onus is on the student to get to all exams in a timely manner with the correct equipment, for example, calculators, pencils and pens.

5.2 ATARs and Study Scores

A study score indicates how a student performed in relation to all others who took the study. It is calculated using the student's final School-assessed Coursework scores, School-assessed Tasks, the Externally-assessed Task (Music Style and Composition only) and examinations for each study. To receive a study score students must achieve two or more Graded Assessments in the study and receive S for both Units 3 and 4 in the same year unless they have Interrupted Studies status and have met these requirements over two years.



APPENDIX A - ABSENCE FOR SCHOOL ASSESSED COURSEWORK Yarram Secondary College

STUDENT NAME			
FORM			
DATE(S) OF ABSENCE			
SUBJECT		TEACHER	
COURSEWORK MISSED			

Reason for Absence: *Please tick the relevant box.*

- Illness
- Personal environment.
- Physical disability
- Significant hardship

Documentation: *Please tick the relevant box and attach documentation.*

Doctor's certificate

Professional document **Students must provide a supporting statement*

Student's Signature:

Parent Signature:.....

Outcome

Approved **If approved a course of action sheet must be filled out by Level Coordinator.*

Disapproved

Senior Sub School Leader's Signature:

Date:



APPENDIX B - COURSE OF ACTION – APPROVED ABSENCE Yarram Secondary College

STUDENT NAME:		FORM:	
DATE(S) OF ABSENCE			
SUBJECT:		TEACHER:	
COURSEWORK MISSED			

Please tick the relevant boxes.

The assessment task's due date will be:

Extended.
(If some of an extended Assessment Task is missed).

New due date:

Rescheduled.
(If all of an extended Assessment Task is missed or the day of the assessment task is missed).

Classroom teacher to have task completed by the following date:

A new task of comparable scope and demand may need to be set in either of the above circumstances.

Original task to be completed.
(If student will have no advantage over other students by doing the same task later)

New task of comparable scope and demand to be completed.
(If some advantage may be gained by the student doing the same task later).

****On completion of this sheet a copy must be given to the student & classroom teacher.***

Senior Sub School Leader's Signature:

Date:



Appendix C – PROMOTION TO YEAR 11 Yarram Secondary College

PROCEDURE

Promotion to Year 11 requires the satisfactory completion of subjects studied at the current year level. This includes both the core subjects and the specialist subjects that have scored assessment. The requirement is that the student will obtain **satisfactory achievement in over 70% of all units studied** throughout Year 10.

Satisfactory achievement will be obtained for a unit when the student averages over 50% for **all** of the assessment tasks conducted in that unit.

Subject enrolment in Year 11 will be determined by meeting the achievement levels of individual subject units that a student wishes to study. This generally means that a student needs to have an average over 50% for all of the assessment tasks conducted in subjects similar or related to those that the student wishes to study in Year 11. (Other achievement levels are detailed the in Entry into Specific Subjects section below). Any student not obtaining the minimum requirement for VCE will be offered a Tertiary pathway such as enrolment in the VCAL certificate and/or TAFE options.

SPECIAL CONSIDERATION

A student may be promoted to Year 11 by the Assistant Principal on the grounds of Special Consideration if it can be shown that the student experienced hardship of a permanent or temporary nature which affected his/her school work. It is the responsibility of the student to notify the Assistant Principal and the Sub-School Leader of the details or circumstances relating to the student's application. Official forms are available from the relevant Senior Sub School Leader.

Any decision regarding the promotion of integration students must first be referred to the Integration Team. Any communication with the parents of an integration student must occur through the Integration Team.

No Special Consideration will be given to a student who has been absent from the school or study for prolonged periods (e.g. overseas trips, prolonged holidays) and has therefore been unable to satisfactorily complete the required work.

APPEAL FOR PROMOTION

In the event that a student has not met the above requirements, the student may apply for promotion to Year 11. This will involve an interview with a panel comprised of the following people: the Middle Sub-School Leader, Senior Sub-School Leader, Assistant Senior Sub-School Leader, VCAL/VET Coordinator, Career's Advisor, Integration Coordinator, Student Wellbeing Coordinator, the student's parent(s)/ guardian(s) and the student. The student and parents will be required to show just cause as to benefits of student promotion and what the student intends to do to ensure that an average of 50% on all of the assessment tasks is obtained in all subjects studied in Year 11. A decision on promotion may be made by the Senior School team that will allow promotion of a student to year 11 without a parent meeting. In this case a letter will be sent to the parents detailing this decision and the probationary status of their child for the following year.

If the appeal is successful the student will be promoted to the next year level for a probationary period.



ENTRY INTO SPECIFIC SUBJECTS

The stated percentages in the table below are an average of all of the assessment tasks in that particular subject throughout the semester or the year, depending on the length of that subject in Year 10. These levels must be reached in Year 10 for a student to be granted permission to undertake study in those subjects as part of their Year 11 program.

YEAR 11 STUDY	YEAR 10 Achievement Levels
Accounting	50% in any Mathematics (Recommended)
Art	Art – 50%
Biology	General Mathematics – 60% Methods Mathematics – 50% Any Science – 60%
Business Management	SOSE – 50%
Chemistry	General Mathematics – 60% Methods Mathematics – 50% Any Science – 60%
English	English – 50%
Food and Technology	Food and Technology – 50%
Foundation Maths	Methods Mathematics – 30% General Mathematics – 40% Foundation Mathematics – 50%
General Maths	Methods Mathematics – 40% General Mathematics – 50% Foundation Mathematics – 80% (Students must apply to change to General Maths in Semester Two)
Health	Health – 50%
History	SOSE – 50%
Legal Studies	SOSE – 50%
Literature	English – 60%
Mathematics Methods	Methods Mathematics – 60% General Mathematics – 70% (Students must apply to change to Extension Maths in Semester Two)
Media	Any Art – 50%
Music Performance	3rd Grade AMEB on instrument/voice (or equivalent) and some knowledge of theory
Physical Education	Any Science – 50% (recommended)
Physics	General Mathematics – 60% Methods Mathematics – 50% Any Science – 60%
Psychology	Any Science – 50%
Visual Communication and Design	Any Art – 50%
Unit 3 and 4 Subjects	70% Average for VCE Subject completed.



APPENDIX D – PROMOTION TO YEAR 12

Yarram Secondary College

PROCEDURE

Promotion to Year 12 requires the satisfactory completion of subjects studied according to the VCE Administrative Handbook 2016.

If a student is successful in 8 or less units throughout the course of the year, a meeting will take place to determine the promotion status. Students must have **at least 9 completed units** before entry into Year 12 with **at least one** unit of study in **English**.

Subject selection in Year 12 will be determined by meeting the recommended achievement levels of individual subject units that a student wishes to study. (Other achievement levels are listed below).

Any student who receives an N for both Units 1 and 2 of a subject in Year 11, will not be able to study Units 3 and 4 of that same subject.

SPECIAL CONSIDERATION

All applications for special provision will be handled according to the VCE Administrative Handbook 2014

APPEAL FOR PROMOTION

In the event that a student has not met the above requirements, the student may apply for promotion to Year 12. This will involve an interview with the Assistant Principal, Senior Sub-School Leader, Assistant Senior Sub-School Leader, VCAL/VET Coordinator, Career's Advisor, Integration Coordinator, Student Wellbeing Coordinator, the student's parent(s)/ guardian(s) and the student.

The student and parents will be required to show just cause as to the benefits of student promotion and what the student intends to do to ensure that the outcomes of each attempted subject will be met.



ENTRY INTO SPECIFIC SUBJECTS

The stated percentages in the table below are an average of all of the assessment tasks in that particular subject throughout the year. These levels must be reached in Year 11 for a student to be granted permission to undertake study in those subjects as part of their Year 12 program.

YEAR 12 STUDY	UNIT 1 AND 2 Achievement Levels
Accounting	Accounting – 50% 50% in any Mathematics (Recommended)
Art	Art – 50%
Biology	Biology – 60%
Business Management	Business Management – 50%
Chemistry	Maths Methods / Extension Maths -60% Chemistry - 70% Physics – 60%
English	English – 50%
Food and Technology	Food and Technology – 50%
Further Maths	Maths Methods – 50% Average General Mathematics – 60% Average.
Health	Health – 50%
History	History – 50%
Legal Studies	Legal Studies – 50%
Literature	English / Eng Lit – 60% English – 70% (If LIT is sole English)
Maths Methods	Maths Methods – 70% Average.
Media	Media – 50%
Music Performance	Music Performance – 50% Or 3rd Grade AMEB and if highly proficient on instrument/voice(or equivalent)
Physical Education	Physical Education – 50% Any Science – 50% (recommended)
Physics	Maths Methods / Extension Maths – 60% Physics – 70% Chemistry – 60%
Psychology	Psychology – 50%
Specialist Maths – Unit 3 and 4	Completion of Maths Methods – 80% Average. Must complete Maths Methods in conjunction with this subject.
Visual Communication and Design	Visual Communication and Design – 50%



APPENDIX E - UNIT 3 / 4 NON-INSTRUCTIONAL HOMEWORK POLICY

Focus :

The Unit 3 / 4 Holiday Homework Policy focuses on the following :

- *To establish commitment from all students completing a Unit 3 / 4 subject at Yarram Secondary College.*
- *Promote greater communication between teacher / school expectations and parents.*
- *Ensure students are adequately prepared to complete their VCE studies to the best of their ability.*

Procedure :

1. A letter will be sent out to all parents during the Yr 12 Orientation period at the conclusion of the regular school year outlining what is required from their child in relation to the homework set over the holiday period.
2. Students will receive a printed copy of the holiday homework during the scheduled class time of their allocated subjects.
3. All tasks will be measurable. Not exceeding 500 words per subject.
4. The due date for all work will be the first day of scheduled classes for each subject the student is enrolled in.
5. Faculties will provide the same work for all scheduled classes of the same subject.
6. Any student who doesn't complete the holiday homework will then be reported to the Senior Sub School Leader on the first day of the scheduled class.
7. All students who do not complete the work will have a letter sent home to their parents/guardian outlining what homework has not been completed.
8. If students do not complete homework for 2 or more subjects they will be asked to remain home to complete the work. Students will be able to return when they can show they have completed the work, a parent meeting may be arranged to discuss the student's commitment to their studies.
9. **If after three days the student has not completed the work, there will be a parent meeting organised before the student can return to school.** The student will also receive a Saturday detention. During the detention all outstanding work will be completed. The student will also be required to complete any work they have missed during regular classes held at the commencement of the school week.



APPENDIX F – YSC SENIOR SUB-SCHOOL HOMEWORK POLICY

PURPOSE

The purpose of this policy is to outline to students, parents/carers and school staff of Yarram Secondary College's expectations for homework and at-home learning.

SCOPE

This policy applies to students in all year levels and to staff responsible for setting homework.

POLICY

Yarram Secondary College expects students to further develop and consolidate their independent learning skills by completing homework tasks. Homework has a positive effect on learning and is an important part of reinforcing the concepts that are introduced in class. It also plays a significant role in building work ethic, self-discipline and responsibility.

Teachers at Yarram Secondary College are encouraged to exercise their discretion in assigning tasks that are appropriate for their students. Homework assigned across different learning areas will be coordinated by Junior and Senior School Leaders to avoid unreasonable workloads for students.

Years 10 to 12 Senior Sub School

Generally, students can expect homework tasks in these year levels to increase to take into account the expected level of independence and initiative of students.

At Years 10, 11 and Year 12, students are expected to spend an increased amount of time completing homework tasks in preparation for VCE and VCAL.

Students can expect to spend between 1 to 3 hours of homework per weeknight, and further study on weekends during assessment periods.

Shared expectations and responsibilities

Homework is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of homework tasks, it is important that everyone understands their obligations and responsibilities.

Example school will support students by:

- fostering lifelong learning and connecting families with the learning of their children, as part of a comprehensive and balanced curriculum within Victorian schools
- ensuring the school's homework policy is relevant to the needs of students
- advising parents/carers of homework expectations at the beginning of the school year and provide them with a copy of the homework policy
- Ensuring students use homework diaries or compass and email to provide a regular communication between parents and the school. Diaries may be electronic

It is expected that teachers will:

- equip students with the skills to solve problems
- encourage real-life problem solving, logical thinking, creativity and imagination
- set varied, challenging and meaningful tasks related to class work to suit the students' learning needs



- give students enough time to complete homework, considering home obligations and extracurricular activities
- assess homework/classwork and provide timely and practical feedback and support
- help students develop organisational and time-management skills
- ensure parents/carers are aware of the school's homework policy
- develop strategies within the school to support parents/carers becoming active partners in homework
- Offer a wide range of opportunities for families to engage in their children's learning.
- Homework or classwork due dates are list on compass so students can make reasonable planning.

It is expected that students will take responsibility for their own learning by:

- being aware of the school's homework policy
- discussing with their parents/carers homework expectations
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

It is expected that parents/carers will support their children by:

- developing a positive and productive approach to homework
- ensuring there is a balance between the time spent on homework and recreational activities
- reading to them, talking with them and involving them in learning opportunities during everyday household routines and physical activity
- talking to teachers about any concerns they have about the homework
- attending the school events, productions or displays their child is involved in
- ensuring students keep a homework diary
- discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences
- linking homework and other learning activities to the families' culture, history and language, linking with relevant services, clubs, associations and community
- Ensuring there is a quiet study area for students to complete their homework tasks.

support for students, parents and carers

Teachers at Yarram Secondary College understand that students have different learning styles and interests, and may approach learning activities and homework differently. If you are concerned that your child may not understand the homework tasks that have been set for him or her, or is spending a long period of time completing their homework, we encourage you to speak to their teachers via compass or contact Senior Sub School Leading Teacher. Phone the school on 51 825522

Students who may benefit from support completing their homework tasks are encouraged to attend Beat Maths in the school library on Monday, and Word works Tuesday afternoons between 3:30 and 4:30pm.

FURTHER INFORMATION AND RESOURCES

- School Policy and Advisory Guide:
 - [Homework Guidelines](#)
 - [Homework Expectations](#)

REVIEW CYCLE

This policy was last reviewed in Feb 2020 and is scheduled for review in Feb 2021



APPENDIX G – YSC SENIOR SCHOOL VCE POLICY

OVERVIEW

These guidelines have been prepared to assist parents, staff and students of Yarram Secondary College in matters relating to a three year study of the Victorian Certificate of Education (VCE), and as a resource to reinforce our desire for students to be clear about what is required in terms of their practices, expectations and assessment.

Students enrolled at Yarram Secondary College must abide by the administrative guidelines and regulations of the VCE and also the Student Code of Behaviour. All issues regarding the VCE will be managed using the VCAA VCE and VCAL Administrative Handbook.¹

Currently, we have adopted a three year model to expose all Year 10 students, interested in a tertiary pathway, to the rigours of a VCE program with the aim of developing and deepening core knowledge and skill in the broadest possible range of study options. This is a path of extension and challenge which we believe will improve our current VCE results. Our current results sit below state average² and over the past decade we have had a steady decline in the value we add to each student undertaking their VCE here at YSC. This trend has been identified and recognised by the Victorian Curriculum and Assessment Authority (VCAA) as occurring in many regional schools.

The current VCE model was conceived with vision and integrity, but this will only transfer into positive data change if students are encouraged to repeat units of study that are prerequisite subjects and/or repeat unit of studies where their study score falls under 32.

VCE students can include a maximum of six subjects in the calculation of their ATAR scores, but they can study more than six subjects. Study Scores are calculated out of 50. The ATAR score is calculated by ranking students according to the sum of their scaled Study Scores for English (English or English Literature), their next best three permissible scaled Study Scores and 10% of the scaled Study Score of up to two more subjects. VCE Units of Study run for one semester. In VCE, Units 1 & 2 may be completed separately (although they are usually completed as a Unit 1&2 sequence) whereas Units 3 & 4 **must be completed as a sequence**. Most students will be advised to complete a total of 22 - 24 units. Generally students will do 12 units, the equivalent of six subjects, in Years 10 & 11 and 10 units, the equivalent of 5 subjects, in Year 12.

At YSC all students undertaking a VCE stream will be expected to sit exams, including the GAT. The following guidelines are for a three year VCE study, which encourages success in obtaining study scores of 30+, and breadth of study.

Year 10

At Year 10 level all students will undertake Year 10 English and Year 10 Mathematics. These courses provide crucial building blocks for success. Students should only undertake the study of Unit 1 & 2 English in year 10 if they are planning on repeating a sequence of Unit 1 & 2 in Year 11 or Unit 3 & 4 in Year 12 if they did not achieve a minimum study score of 32 in year 11. In addition to these subjects students are required to select four Unit 1 & 2 sequences from the blocks provided on information night. The following conditions apply:

- A maximum of 2 x VET subjects can be selected.
- Year 10 Science is a prerequisite for studying Units 1 & 2 Chemistry and Physics in Year 11.
- Year 10 Science is also highly recommended for students in conjunction with other Unit 1 & 2 Science subjects undertaken in Year 10.
- If a student selects a TAFE or work placement option they only need to select three other subjects.

NB: If a student has successfully undertaken three Unit 1 & 2 sequences in Year 10, we recommend that only two of these should be studied as a scored Unit 3 & 4 sequence in Year 11. If the student plans to undertake Unit 3 & 4 English in Year 11, in addition to two other studies, it is expected that they will repeat the Unit 3 & 4 English sequence when they are in Year 12.

Also, some tertiary courses specify certain subjects which must be studied and included in the primary four scores used to calculate a student's ATAR. Make sure this is included in the students' three year plan, with

¹ <https://www.vcaa.vic.edu.au/Documents/handbook/2019/adhb19.pdf>

² 2018 average Study Score was 25. The state average is 30.



consideration of undertaking the Unit 3 and 4 sequence in Year 11 and then repeating it in Year 12. Reinforce to the student that this will consolidate core skills, knowledge and exam techniques.

Unit 1 & 2 Mathematics Methods, Chemistry, Physics and Literature are not available for study at Year 10 level.

Year 11

At Year 11 level all students will undertake an English and Mathematics option and then four other study sequences, which include a combination of Unit 1 & 2 and Unit 3 & 4 sequences. A maximum of two Unit 3 & 4 sequences should be undertaken. The following conditions apply:

- A maximum of 2 x VET subjects can be selected.
- Only 3 other subject sequences to be selected if a student is undertaking a TAFE unit or Work Placement.
- A maximum of 2 x Units 3 & 4 subjects can be studied unless it is English and the student is prepared to repeat this sequence when they are in Year 12.
- The “best”, or most important, subjects, which the student has undertaken in Year 10, should either:
 - Be repeated if the Units 1 & 2, are critical building blocks of content knowledge (seek subject teacher advice) or
 - Be studied as Unit 3 & 4 in Year 12 when the student has more academic maturity or
 - Be studied as Unit 3 & 4 in Year 11 with the intention to repeat the study in Year 12.

NB: A student undertaking too many Unit 3 and 4 subjects in Year 11 could be disadvantaged if they experience difficulty studying these accelerated units, or they concentrate on these subjects, thereby undermining their overall program and preparation for a successful Year 12. Students who undertake too many Unit 3 & 4 sequences in Year 11 need to understand that there will be an impact on their Year 11 program.

All students at YSC must complete six subjects in Year 11. If there is to be an exemption an *Application to Exempt Year 11 VCE Subject* form must be submitted, to the Teaching and Learning Team by

Year 12

At Year 12 level all students will undertake English and four Unit 3 & 4 sequences. The following conditions apply:

- Only 3 other subject sequences to be selected if student undertaking a TAFE unit or Work Placement.
- Consider repeating a Unit 3 & 4 sequence studied in Year 11 (this should be reviewed once VCAA releases results in December).
- If a student wants to terminate a particular subject studied in Year 11, and start a new Unit 3 & 4 sequence, a discussion will need to be had about the most suitable subject to “pick-up” as a standalone Unit 3 & 4 sequence.
- If a student has already successfully completed Unit 3 & 4 English and 2 other Unit 3 & 4 sequences in Year 11, with a study score over 32, then they will be eligible to qualify for University Extension Study. University Enhancement Study is an attractive option for some students because it is delivered online and may give students credit toward a university degree, and can contribute toward a student's aggregate when calculating the ATAR score.



NB: 12.1 All students at YSC must complete five subjects in Year 12. If there is to be an exemption an *Application to Exempt Year 12 VCE Subject* form must be submitted, to the *Teaching and Learning Team* by

12.2 All students at YSC must complete their Year 12 exams. If there is to be an exemption an *Application to Exempt Year 12 Exams* form must be submitted, to the *Teaching and Learning Team* by