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</table>
Introduction:

Welcome to VCE at St Mary MacKillop College 2016. This Handbook has been developed with the aim of assisting parents and students to obtain a greater understanding of the senior study requirements of our College.

Proformas and procedures have been included which arm parents with the knowledge of how to deal with certain situations such as absentees, lost work, or applications to attend extra curricular activities.

We hope the information in this handbook will provide an improved link between parents and the School.

Any further feedback relating to how this handbook could be improved in the future will be gratefully received.

The staff of St Mary MacKillop College are looking forward to assisting the senior students of 2016, to achieve their very best.

Good Luck. Work hard but keep your life in balance. The rewards will be worth it.

Yours sincerely,

Suzy Haley
Senior School Coordinator

Staff to see in regard to concerns

For concerns in regard to stress, illness, family bereavement etc please contact your Homeroom teacher or House Leader:

Tenison – Miss Yvette Agars
Solomon – Mr Chris Joyce
Woods – Mr Joel Murphy
Xavier – Mrs Alison Wright

For serious welfare concerns please contact Mr Luke Crow, Director of Wellbeing.

For Curriculum concerns please speak with Sally Looney, Director of Curriculum.

What are my options in Year 11 and 12?

Students have 2 options when considering their senior years of schooling.

**Option 1:** Completion of the VCE.
This is the traditional program for students as they progress through their senior schooling. Students complete all requirements of the VCE; aim to obtain maximum results for their SAC and SAT scores and external exams. **Students who wish to apply for an ATAR** do so in August. The ATAR is required for entry into University and some TAFE courses.

**Option 2:** Completion of VCAL
These students are aiming to enter the trade, retail, or hospitality sectors within the community. Further information regarding VCAL must be sort from our VCAL coordinator, Mr Tony Haley. It is possible to combine the VCAL certificate with some VCE subjects.
Understanding the VCE

Studies and Units
There are over 70 accredited studies or subjects in the VCE. Each school decides which studies it is able to offer and the timetable for delivering them.

Most VCE studies have four units but you do not have to take all four units. Each unit lasts for one semester. Units 1 and 2 are usually attempted in year 11. Units 3 and 4, which are more advanced, are usually attempted in Year 12. While you can take Unit 1 and 2 as single units, you must take Units 3 and 4 as a sequence in the same year.

The St Mary MacKillop College Timetable
St Mary MacKillop College has a timetable based on a 4 lesson day with each lesson running for 73 minutes. Each VCE study is allocated three lessons per week. The exception being Religious Education, which is 2 lessons per week at Year 11 and 3 lessons per fortnight at Year 12.

How do I achieve the VCE?
To complete the Victorian Certificate of Education (VCE) each student must complete at least 16 units of study. These 16 units must include:

English –
- Three units of English. These units may be selected from VCE English Units 1 to 4, VCE Foundation English units 1 and 2, or Literature Units 1 to 4. Although any three units can be complete, only a Unit 3 and 4 sequence will add towards the ATAR.
- Three sequences of Units 3 and 4 in studies other than English.

Any number of Vocational Education and Training (VET) units may be included in the 16 units.

At St Mary MacKillop College, a traditional course would see a student complete thirteen 1 and 2 units and ten 3 and 4 units. Giving a total of 23 units, 7 more than the minimum requirement.

Note: Only six 3 and 4 units can contribute towards the ATAR.

Satisfactory Completion of VCE Units
Each VCE unit includes a set of outcomes. These outcomes must be achieved for satisfactory completion of the unit. Achievement of the outcomes is based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

Satisfactory completion of units is determined by the school, in accordance with the Victorian Curriculum and Assessment Authority (VCAA) requirements.

Schools advise the VCAA of every unit you satisfactorily complete. At the end of each year the VCAA will issue a Statement of Results to all students enrolled in VCE units.

- Units 1 and 2 – The statement will show an ‘S’ (if the unit was completed satisfactorily), or ‘N’ (for units that you do not satisfactorily complete). The school report will provide your level of achievement through graded assessment.

- All Unit 3 and 4 studies have both school assessment and externally assessed exams. Results provided on reports for Unit 3 and 4 studies are only indications of how you are progressing. Moderation of results by the VCAA can alter the actual result.
School assessment
There are two types of school based assessment in VCE Units 3 and 4 studies:

1. School assessed coursework (SAC)
2. School assessed tasks (SAT).

School assessed coursework
School assessed coursework (SAC) is made up of a number of assessment tasks that are specified in the study design. These assessment tasks are used to assess the unit’s learning outcomes.

Typically, school assessed coursework are:
- Assessment tasks that are a part of the regular teaching and learning program.
- Completed mainly in class time.
- Completed in a limited time frame.

To ensure that school’s assessments of coursework in each study are comparable throughout the State, school’s coursework assessments are statistically moderated by the VCAA, using the examination results in that study. The VCAA issues final grades for all coursework assessments in December each year.

School assessed tasks
A small number of studies have School assessed Tasks (SAT). These are used in studies where products and models are assessed. For example, Studio Art and Food Technology have school assessed tasks.

To ensure that school’s assessments are comparable throughout the State, school’s scores for school assessed tasks are monitored using the General Achievement Test (GAT), and if necessary their assessments will be reviewed by the VCAA.

The VCAA issues final grades for Semester 1 School based tasks in August each year. Final grades for semester 2 tasks are issued in December.

Examinations
Written examinations are held in October and November. Performance and Oral examinations are held in October. The contribution of examinations to study score varies across the VCE studies.

Study Score
Students’ overall achievements for each study are calculated and reported as a study score on a scale of 0 to 50. In order to qualify for a study score, a student must have satisfactorily completed all learning outcomes for both units 3 and 4 in that study.

Within every study, 70% of the students completing that study will receive a score between 25 and 40. Nine (9) % of students will receive a score of 40 or above. For every study, a score of 30 is the State average.

The General Achievement Test (GAT)
The General Achievement Test (GAT) is a test of general knowledge and skills in the following:
- Written communication
- Mathematics, science and technology
- Humanities, the arts and social sciences.

The GAT is compulsory for all VCE students studying at least one Unit 3 and 4 sequence. The GAT is an essential part of the VCE assessment procedures. Although the GAT result does not
It does play an important role in checking that school assessed
tasks, coursework and exams have been accurately assessed.

The VCAA will use GAT scores as a basis for:
- Reviewing school assessments in school assessed tasks;
- Requesting authentication checks by schools for particular student’s work;
- Checking the accuracy of student scores in school assessed tasks and exams;
- Enhancing the statistical moderation of school assessed coursework.

**The Scaling of Scores**

Studies (subjects) are not academically equal in demand. This is quite obvious. For example, Specialist Maths, Chemistry, Literature, and Japanese Second Language tend to be very challenging academically. Other studies perhaps could be seen as academically less challenging.

Therefore Study scores are adjusted, or scaled. This is displayed in the table below.

<table>
<thead>
<tr>
<th>Study Scores</th>
<th>20</th>
<th>25</th>
<th>30</th>
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<td>26</td>
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<td>38</td>
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<td>Food and Technology</td>
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<td>33</td>
<td>39</td>
<td>45</td>
<td>50</td>
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<td>Religion and Society</td>
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<td>30</td>
<td>35</td>
<td>40</td>
<td>45</td>
<td>50</td>
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<td>Studio Arts</td>
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<td>25</td>
<td>31</td>
<td>37</td>
<td>43</td>
<td>50</td>
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<td>28</td>
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<td>40</td>
<td>50</td>
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</table>
Calculating the ATAR

What is the ATAR?
The Australian Tertiary Admissions Ranking (ATAR) is the ranking on a scale from zero to 99.95 that a student receives based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.

Scores are adjusted is to allow for the calculation of the ATAR. This allows students across the State to be allocated a ranking. This ranking allows Tertiary Institutions to set a rank for entrance into their course. These do, of course, fluctuate depending on supply and demand.

The ATAR indicates the popularity of the course, not usually the difficulty of the course. A course at La Trobe Bundoora or Bendigo may have quite different ATAR entrance ranks; however the courses themselves will be delivered the same.

To calculate the ATAR:
- The student’s best 4 scaled scores are added together. One of these must be from the English Group. At St Mary MacKillop, this can be English. English (EAL) or Literature.
- 10% of any 5th and/or 6th study scores are also added to this total.
- This effectively will give the student a score out of 220.

As a general rule, a score aggregate to ATAR will be as follows:

<table>
<thead>
<tr>
<th>Scaled aggregate</th>
<th>ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>208.2</td>
<td>99.9</td>
</tr>
<tr>
<td>181.0</td>
<td>97.0</td>
</tr>
<tr>
<td>159.8</td>
<td>90.0</td>
</tr>
<tr>
<td>141.2</td>
<td>80.0</td>
</tr>
<tr>
<td>117.0</td>
<td>62.0</td>
</tr>
<tr>
<td>102.6</td>
<td>50.0</td>
</tr>
<tr>
<td>91.3</td>
<td>40.0</td>
</tr>
</tbody>
</table>

Again as a general rule, if a student completes studies that are affected minimally by scaling, and work to the State average of 30 for all of their studies, they can expect an ATAR in the 60’s.

Examples of a students study scores and the calculated ATAR.
Following are some examples of the scores students have received and their conversions to an ATAR.

<table>
<thead>
<tr>
<th>STUDY</th>
<th>SCORE 1</th>
<th>SCORE 2</th>
<th>SCORE 3</th>
<th>STUDY SCORE</th>
<th>ADJUSTED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>B+</td>
<td>B+</td>
<td>C</td>
<td>31</td>
<td>29</td>
</tr>
<tr>
<td>ITALIAN</td>
<td>B+</td>
<td>A</td>
<td>B</td>
<td>33</td>
<td>40</td>
</tr>
<tr>
<td>FURTHER MATHS</td>
<td>A</td>
<td>B+</td>
<td>B+</td>
<td>36</td>
<td>33</td>
</tr>
<tr>
<td>PSYCHOLOGY</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>32</td>
<td>30</td>
</tr>
<tr>
<td>MATH METHODS</td>
<td>B</td>
<td>D</td>
<td>D</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>RELIGION AND SOCIETY</td>
<td>A</td>
<td>A</td>
<td>B+</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>143</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ATAR</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>83</strong></td>
<td></td>
</tr>
<tr>
<td>STUDY</td>
<td>SCORE 1</td>
<td>SCORE 2</td>
<td>SCORE 3</td>
<td>STUDY SCORE</td>
<td>ADJUSTED SCORE</td>
</tr>
<tr>
<td>-----------------------</td>
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<td>---------</td>
<td>---------</td>
<td>-------------</td>
<td>----------------</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>C+</td>
<td>C+</td>
<td>E+</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>SPECIALIST MATHS</td>
<td>D+</td>
<td>E+</td>
<td>E</td>
<td>18</td>
<td>27</td>
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<tr>
<td>CHEMISTRY</td>
<td>E+</td>
<td>D+</td>
<td>E</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>PHYSICS</td>
<td>D</td>
<td>C+</td>
<td>D+</td>
<td>23</td>
<td>24</td>
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<tr>
<td>MATH METHODS</td>
<td>B</td>
<td>C</td>
<td>C</td>
<td>27</td>
<td>33</td>
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<tr>
<td>RELIGION AND SOCIETY</td>
<td>C</td>
<td>D+</td>
<td>D</td>
<td>20</td>
<td>19</td>
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<td><strong>TOTAL</strong></td>
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<td></td>
<td></td>
<td><strong>106.2</strong></td>
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<tr>
<td><strong>ATAR</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>53</strong></td>
<td></td>
</tr>
</tbody>
</table>

Score 1: Is usually a grade derived from the students internal assessment results for Unit 3
Score 2: Is usually a grade derived from the students internal assessment results for Unit 4
Score 3: Is a grade derived from the student’s end of year exam result.

For some studies, such as Mathematics, the students complete two end of year exams, and that is recorded as score 2 and score 3. Score 1 is a grade derived from the students internal assessment over the entire year.

**Attendance**

Students enrolled in the VCE are expected to attend *sufficient* class time to undertake the course work and complete all assessed work. Sufficient class time is defined as a *maximum of 10% unexplained absentees* from classes which would give a *minimum of 90% attendance* in each semester/unit, with an *absolute minimum of 60% attendance even with written permission provided*, unless special provision has been applied for and granted by the College (see application for SAT, SAC or Unit Completion form).

An unexplained absence is defined as students who are absent from classes *without written permission*, either prior to or post the absence. If this occurs for more than 10% of lessons of scheduled classes for a unit may be officially recorded as N (Not Satisfactory) for the unit. If a student misses an assessment task (SAC) due to the absence, then a written note MUST be provided prior to the task being completed.

If a student is unable to attend classes on any given day, the school should be notified before 10am on that day.

**(A)** For days when no specific assessment tasks are scheduled, this notification should be in the form of:

* A detailed parental note provided immediately on return to school, and
* A doctor’s certificate if 2 or more days absent.

**(B)** For days when assessment tasks are scheduled, this notification should be in the form of:

* A phone call to the relevant subject teacher or a message left for her/him by 8.30am,
* A detailed parental note provided immediately on return to school and/or relevant documentation eg. A (Doctor’s Certificate).

All notes and documentation should be given to the Homeroom teacher, who will pass the note onto the Pastoral Care Centre. The note will then be recorded and any documentation filed.
Students who are absent on the day that assessment tasks are scheduled (category B) will need to apply in writing to reschedule the missed work. **Students must see the Senior School Coordinator, with the relevant documentation on the day they return to school.** The ‘Application to Reschedule’ will require students to go through a process whereby their application is sighted and signed by their subject teacher and parent(s), and returned to the Senior School Coordinator the next day. **Rescheduling may or may not be granted.** For Units 3/4, if permission is *not* granted to reschedule then that student will receive NA (Not Assessed) for the assessment task. He/she may, however, still complete the work to gain an S for the unit.

See attached proforma: “After-School SAC Application Form”.

(C) **For days when SAT’s are due in:**

SAT’s MUST be submitted to the subject teacher in the lesson or time on the day specified. Work cannot be handed in via other staff member or left at the office.

Attendance is also compulsory at all extra-curricular events, including sporting carnivals, assemblies, College Feast Day etc.

**Flowchart – Student Absent**

- **STUDENT ABSENT**
  - **Ring School**
    - **No Assessment Due**
      - **Return to School.**
        - **BRING:** Doctor’s Certificate if >2 days absent & Parental Note.
        - Class Teacher & Subject Teachers to sign notes. Absence and explanation Recorded in Teacher’s chronicle.
    - **Assessment Task Due** (if set as homework)
      - **Ring School.**
        - **BRING:** Doctor’s Certificate & Parental Note and/or relevant documentation.
        - See Senior School Coordinator on return to school.
      - **Assessment Task Accepted.** Notes signed by Senior School Coordinator.
    - **Missing an Assessment Task at School**
      - **Ring School.**
        - **BRING:** Subject Teachers or if necessary leave message for Subject Teachers and the Senior School Coordinator.
        - See Senior School Coordinator on return to school.
      - **Assessment Task not Accepted.**
    - **SAT due**
      - **The work must be handed in to the Subject Teacher during the scheduled lesson on the due date.**
      - **BRING:** Doctor’s Certificate & Parental Note.
        - Permission granted to reschedule.
        - Application completed.
**Lost, Stolen or Damaged work**

A student who has lost work, has had work stolen, or has had work damaged, must complete a written statement describing the circumstances. The Principal, acting on the advice of the teacher and in the basis of records kept, will determine the work requirement/unit result for the student.

Students are advised to have **evidence** to support the fact that work has been done and to indicate the quality of the work. Drafts, discussions with teachers and photocopies are useful in these circumstances.

**Applying to change or withdraw from a unit**

Students in Units 1 and 2 studies may change to another Unit on the same line of the blocking sheet if a space is available. Students must fill in the “Application to Change Subject Form”.

Closing dates to change a Unit 1 study is Friday 19th February.
Closing date to change a Unit 2 study is Friday 24th June.

Unit 3/4 students can withdraw or change from a Unit sequence, only after consultation with the Director of Curriculum. Students must fill in the “Application to Change Subject Form”.

Closing date to change a Unit 3/4 subject sequence is Friday 19th February.
Closing date to withdraw from a Unit 3/4 sequence is Monday 21st March.

**Policy and Procedures on the breach of Rules**

1. **Investigation of a Breach of Rules or of School Requirements**
   Teachers who believe that a breach of rules has occurred or that a student has behaved inappropriately will report the incident in accordance with the school’s procedures and an investigation into the breach will take place.
   A breach of rules relates to any situation where a teacher suspects that a student has used **inappropriate** means to gain an unfair advantage over other students in the class for a SAC or SAT task.

1.1 **Identification**
   Teachers should identify, where possible, the breach or inappropriate behaviour and inform the student before the end of the allocated time period for the assessment involved.

1.2 **Student Interviews**
   Prior to a decision being made by the school, which results in a penalty being imposed, the student should be requested to attend an interview/meeting.

2. **Appropriate Penalties to be Imposed by the School**
   **First offence:** If a student has been proven to use an inappropriate method to gain an unfair advantage over other students, the student will be given a 0 for that assessment task, and asked to resubmit the task to obtain an S for the Unit.

   **Repeat offences:** The student will receive a 0 for the task and an N for the Unit.
Missed Assessment Tasks

Year 11s and 12s who are absent on the day of an assessment task will have SACs rescheduled if there is acceptable evidence explaining the absence. The Senior School Coordinator shall determine whether the evidence provided by the students is deemed acceptable. The rescheduled times will be timetabled on Monday, Tuesday or Wednesday afternoons from 3.30pm to 4.30pm within 2 weeks of the original SAC date, or as organised by the teacher.

Student Procedure for Applying to Reschedule a SAC.

1. The Student must fill in the attached “After School SAC Application Form”, and attach any relevant documentation. These forms are available in the Student Wellbeing Centre.
2. The student takes the completed form and evidence for absence to the Senior School Coordinator for approval. The signed form is then handed to the subject teacher by the student.
3. After school SAC completion will be accessible to Units 1 - 4 studies.
4. The SAC’s are to be scheduled and completed no later than 2 weeks after the remainder of the class has finished the SAC.

Unsatisfactory Assessment Tasks at Unit 1 and 2

Students may be asked to resubmit unsatisfactory assessment tasks to achieve an S for the unit. The process will require students to redeem their N result by resubmitting their work within one week of receiving it back from the teacher. The marks awarded when the work was first submitted cannot be altered under any circumstances.

Score – Grade Converter at Unit 1 and 2

At Unit 1 and 2 level, students can expect to receive a grade for assessment items. The raw score to grade converter for test based SAC’s is as follows:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 – 100</td>
<td>Very High</td>
</tr>
<tr>
<td>85 – 94</td>
<td>High</td>
</tr>
<tr>
<td>80 – 84</td>
<td>Medium</td>
</tr>
<tr>
<td>70 – 79</td>
<td>Low</td>
</tr>
<tr>
<td>60 – 69</td>
<td></td>
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<td>50 – 59</td>
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<tr>
<td>38 – 49</td>
<td></td>
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<tr>
<td>30 – 37</td>
<td></td>
</tr>
<tr>
<td>22 – 29</td>
<td>Very Low</td>
</tr>
<tr>
<td>14 – 21</td>
<td>Not Eligible</td>
</tr>
<tr>
<td>LESS THAN 14</td>
<td></td>
</tr>
</tbody>
</table>

11
Feedback to Students on School Assessed Coursework at Unit 3 and 4.

(A) VCE students will receive feedback on their assessment tasks once all students have completed the task and the work has been corrected. **Students are reminded that their results may change as a result of moderation by the VCAA. Moderation of results occurs after students have completed end of year exams.**

The decisions made are that:

- Unit 3/4 students will **NOT** receive grades, but will receive **numerical scores for each task**.
- Unit 1/2 students will receive numerical scores and grades based on our criteria.

(B) Students completing SATs at Unit 3/4 level can be told their grade. This information is given to them in the form of a **single grade (A+ -E, UG)** as determined by the VCAA subject SAT criteria sheet. Students need to **clearly** understand that their results **MAY** change as a result of the review process.

Special Provision in the VCE

Special provision for students can take place in the following forms:

1. **Alternative arrangements or variations to SAC tasks.** Under these circumstances, students must provide evidence as to why the College should consider allowing special provision for a student. Under such circumstances, the College would consider an application for special consideration from a student and may reschedule the task for the student to a later date.

   Students are eligible for School-based Special Provision if they can demonstrate their achievement would be adversely affected by:
   
   a. Illness – acute or chronic.
   
   b. Impairment – acute or chronic, such as a broken bone, permanent disability, or learning disability.
   
   c. Personal circumstances, such as a trauma or bereavement.

   If an application is approved, the College may reschedule a task, set an alternative task, allow more time to complete a task, allow the use of different arrangement to complete a task.

   To apply for alternative arrangement to a SAC task, students must complete the attachment entitled “Application for Special Provision for School Assessed Coursework, School Assessed Tasks and Unit Completion”. This form must be submitted to the Senior School Coordinator.

2. **Special Exam Arrangement for External Exams.** An application for special exam arrangement must be formally made to the VCAA, and all final decisions are made by the VCAA. Student with a disability or illness may apply for Special Exam Arrangements with applications closing in March each year. These applications require substantial evidence or reports from doctors or psychologists. Emergency Special Exam Arrangements can also be applied for if students experience an illness or exceptional personal circumstances that will affect their ability to perform in an external exam.

   **In all circumstances, the Senior School Coordinator must be contacted urgently if any form of exam arrangements are to be applied for.**
If an application for Special Exam Arrangement are approved, the VCAA may grant extra writing or reading time; rest breaks, or adjust the circumstances of how the exam is completed, such as the use of a scribe.

3. **Derived Exam Score.** If a student has experienced an illness or difficult personal circumstances within a 2 week period prior to completing an external exam, they may apply for a derived exam score. To apply for a derived exam score the student must be sure that the circumstances affected their ability to perform in the external exam, and must be able to demonstrate evidence to the VCAA.

   **In all circumstances, the Senior School Coordinator must be contacted urgently if a derived exam score is going to be applied for.**

## Students Driving Cars to School

It is acceptable for students to drive cars to School after they have obtained their drivers licence. Students must however complete the attached “Application to drive a car to school”. Students who drive to school may be asked to leave their car keys at the Student Wellbeing Centre upon arrival at School, and then they are able to collect their keys at the end of the School day. This sanction will be put in place if students abuse the privilege of driving to school.

Under NO circumstances are students to drive their cars during the school day. Other students and siblings are allowed to travel with the designated student driver, however approval must be given in writing by their parents, and this is outlined in the attached application form.

## Homework and Study

**Study**

We are committed to assisting our VCE students develop effective study routines, strategies and skills as they undertake their final years of academic study. Below are a range of approaches that students and parents will find useful in determining how best to organise their study.

It is important that students realise there is a lot of support available to them at the college. For example:

- Teachers – Specialist subject knowledge.
- Homeroom Teachers – these teachers have regular contact with the VCE Students and are available to counsel and advise.
- Teacher-Librarians – Specialist knowledge of library resources. Specialist knowledge of research techniques, programs and equipment.
- Group work with Peers – Group discussion leads to effective exploration of ideas and a variety of perspectives. Students can share notes and resources. Students can check facts, concepts and understanding.
- Year 12 Study Centre and Library Tutorial rooms – These are designated silent study spaces in the college that Year 12 students have access to.
- Director of Curriculum – Available for advice and support on all academic matters.
- House Leaders – Available for advice and support on all pastoral care matters.
For more ideas about how to study and get organised, try the following web sites.

www.mindtools.com/memory.html
The Mindtools site shows students how to improve their memory, manage stress and explore a range of cognitive processes that assist with study.

www.refdesk.com/
A comprehensive online reference site. Excellent for language work.

www.how-to-study.com
Excellent material covering a range of ideas for devising good study habits.

www.uite vt.edu/stdysk/checklis.html
A helpful study skills questionnaire to identify areas that you may need to improve: e.g. time management, study skills, concentration, reading and so on.

www.studyqs.net/murder.htm
Helpful strategies for developing a study system.

http://hsc.csu.edu.au
Developed by Charles Sturt University with brief but useful advice on study strategies, exam techniques and links to additional information.

www.d.umn.edu/student/loon/acad/strat/time_use_chart.html
Excellent study timetable chart that you can print ad use to determine how you should manage your time more efficiently.

www.vcaa.vic.edu.au
Victorian Curriculum Assessment Authority:
  - develops curriculum for all Victorian schools
  - assesses student learning and monitors student achievement
  - conducts research leading to innovative educational programs.
This website contains information on VCE, VET and VCAL. Past exam papers can also be downloaded on this site.

Homework
Homework is a compulsory and very important part of the learning process at Years 11 and 12.
As a rule, Year 11 students should be completing between 2 and 3 hours of homework per subject per week.
Year 12 students should be completing at least 3 hours of homework per subject per week. Minimum!

Homework tasks may include:
1. Specifically set tasks by the teacher.
2. Revision of completed work.
3. The development of summary notes.
4. Further research via the internet or books to develop a wider knowledge base.
5. Reading text books or educational sections of the newspapers.
6. Watching relevant current affairs or documentary programs.
**Study Lessons and use of the School Library after school**

When Year 11 and 12 students have study lessons, they are expected to report to the library and sign an attendance roll. If students require the use of the library they may do so with consideration to others in the Library and the rules set up by the Librarians. If students need leave the library to work in a specialty area of the school they must record this on the study lesson roll. The library is also available for student use from Monday to Thursday from 3.30pm until 4.30pm.

**Past Exam Papers**

Electronic copies of past exams can be obtained by accessing the VCAA website at: www.vcaa.vic.edu.au Follow the links to VCE, VCE Studies, Exams and Assessment, and then the individual study.

**Other forms that may be sent home by teachers**

Staff also have the option of sending home to parents a Progress Concern Letter, Absence Concern Letter, or Notification of Failure to Submit Work.

Staff are however encouraged to contact parents by phone if they have concerns regarding the progress of your child, as also are parents encouraged to contact the College with any concerns.
Applying for a University Course

The major outcome of completing the VCE is to apply for an ATAR for entry into University.

In August, all Year 12 students will receive their own copy of the VTAC University Entrance Guide. At this time Information Nights and lunchtime help sessions will be available to the students. Prior to this time parents may be useful in seeking out information in regard to Scholarships and Accommodation. University web sites are a good place to start researching.

Important Application dates will be available on the VTAC web site after all 2012 tertiary offers have been made.

To apply through VTAC for university courses or scholarships students will need their VCAA student ID number. This number can be obtained from either Mrs Brenda Brady (College Registrar) or Mrs Suzy Haley (Senior School Coordinator).

Students must ensure that they carefully read the entrance requirements and pre-requisite information. This will detail subjects that the student must have studied in Year 12 (and possibly a study score minimum), as well as any other requirements such as attendance at an information session, interview, performance etc. Students are expected to organise attendance at interviews etc on their own, however please contact the Director of Curriculum or the Careers Office if there are any difficulties.

Special Consideration (SEAS)

Most Year 12 students will be able to complete a SEAS application. SEAS allows selection officers at listed Universities, to grant extra consideration for course entry to applicants.

Categories that our Year 12’s will be eligible for are:

Category 2: Non-English Speaking Background
Category 3: Recognition as an Indigenous Australian
Category 4: Difficult Family Circumstances
Category 5: Disadvantaged socio-economic background
Category 6: Applicants from rural or isolated areas
Category 7: Under-represented schools
Category 8: Women or men in under-represented disciplines
Category 9: Personal disability or medical conditions

Note: Not all Universities recognise all categories.

Scholarships

The following universities accept scholarship applications through VTAC:

Charles Sturt University
Deakin University
La Trobe University
Monash University
RMIT University
Swinburne University of Technology
University of Ballarat
Victoria University

Note other universities will provide scholarships directly from the university. The above universities may also have other scholarships available directly.
Early Entry Applications
The following Universities have Early Entry Application Programs:

Australian Catholic University
The Early Achievers Program (EAP) recognises the achievements and community contributions made by prospective students. This application is completed online. Please see Mrs Haeusler before you submit, so that all information is attached correctly. An online reference from a leading teacher is required. Must provide Year 12 results.

Charles Sturt University
The Principal’s Report Entry Program (PREP) is designed to attract academically talented students from non-metropolitan areas of NSW, ACT and Victoria. The Year 12 student must show that they are a consistent achieveer with the potential to succeed in University studies. Selection is competitive and is based on the Principal’s assessment of the student’s performance and potential. To be eligible you must apply through UAC as well as VTAC. Not all courses at CSU are available for PREP. Must provide school reports. No minimum ATAR required.

La Trobe University
School’s Access La Trobe (ACCESS) applications can be accessed through SEAS. ACCESS is only available to selected schools, of which MacKillop is one. Not all courses at La Trobe are available for ACCESS. Written application form to complete. Minimum ATAR required (different minimums for different courses).

Federation University Ballarat
Regional Education Entry Program (REEP). Fed Uni recognises that VCE results do not always predict success at tertiary level and REEP is designed to enable secondary students, upon nomination of their school principal, to apply for REEP. When students apply for REEP they are assessed on their overall academic potential and demonstrated motivation to succeed rather than just their ATAR. Academic results required. Minimum ATAR of 50.

More information and reminders are given to students in Term 3.

VCE EXAM DATES FOR 2015

<table>
<thead>
<tr>
<th>GAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The GAT will be held in the Jubilee Centre.</td>
</tr>
<tr>
<td><strong>Tuesday 7th June</strong> 10:00am – 1:15pm</td>
</tr>
<tr>
<td>General Achievement Test (GAT)</td>
</tr>
</tbody>
</table>

Year 11
All Year 11 exams are conducted in the Jubilee Centre (unless otherwise indicated). Students are not required to be at school during the exam period unless they have an exam (Students in Unit 3 classes should continue to attend these classes). If students need to remain on the college grounds they must be in the Library or Year 12 Study Centre. Block VET classes will continue as scheduled.

The Year 11 Semester 1 Exams will be held from Friday 3rd June to Friday 10th June and exam schedules will be published at the beginning of term 2 when the timetable has been completed.

Semester 2
Unit 4 Exams
Dance and LOTE: Italian and Japanese – Oral and Performance Component exams during the period Monday 5th October to Sunday 1st November. Actual dates will be confirmed.

Unit 4 Written Exams
Wednesday 26th October – Friday 18th November
An exam timetable will be published by VCAA in May

Unit 2
The Year 11 Semester 2 exam schedules will be published at the beginning of semester 2 when the timetable has been completed.
**What can I do as a parent/guardian to help my son/daughter?**

Despite the fact that you might be up against:
- Face book
- TV
- Video Games
- Mobile Phones

Try to foster an environment conducive to working efficiently. Help establish a comfortable ‘Work Zone’:
- With good lighting
- Comfortable seating
- Minimal distractions

Help establish a NIGHTLY HOMEWORK PLAN that includes:
- Time for rest/relaxation
- Time for food/snacks
- Time for entertainment
- Time for household chores
- Time for Work!!

Remember that students should be spending a minimum of 2 hours at Year 11 and 3 hours at year 12 per subject per week. This will help students achieve an average result. For best results students should be studying as much as they can, while keeping some balance in their life.

Teenagers need approximately 9 hours of sleep per night. Encourage your son/daughter to go to bed no later than 10:00 pm.

Meditation is a great way to help control stress, lower blood pressure and focus the mind.

Help your son/daughter to avoid television, arguments, reading textbooks or other brain stimulating materials in the hour before bed time. Similarly avoid coffee, nicotine, alcohol, exercising and large meals before bed time.

Offer nutritious meals to assist in keeping the mind and body functioning well.

Encourage exercise, even if it is only 10 minutes a day.
AFTER SCHOOL/RESCHEDULED SAC COMPLETION
APPLICATION FORM

STUDENT NAME: ____________________________________________

SUBJECT: ________________________________________________

HOMEROOM: ____________________________________________

TEACHERS NAME: _________________________________________

Reason SAC was originally missed:

☐ Illness, injury, family or personal reason (note from home /specialist attached).

☐ Extra curricular commitments (teacher approval form attached).

☐ College excursion.

Senior School Coordinator SIGNATURE: _______________________

APPLICATION: APPROVED / NOT APPROVED

___________________________________________________________________________

THIS SECTION TO BE FILLED IN BY THE SUBJECT TEACHER

DATE OF AFTER SCHOOL SAC COMPLETION: ______________________

TIME ALLOWED: (max 60 min.) ______________________________

THIS STUDENT NEEDS A COMPUTER ☐ YES ☐ NO

THIS STUDENT IS ALLOWED NOTES ☐ YES ☐ NO

THIS STUDENT IS ALLOWED A TEXT ☐ YES ☐ NO

ANY OTHER REQUESTS: ____________________________________________

___________________________________________________________________________

TEACHERS SIGNATURE: _________________________________________
APPLICATION FOR PERMISSION TO DRIVE
A MOTOR VEHICLE TO SCHOOL

The following expectations apply to students wishes to drive a vehicle to/from school. They have been developed in accordance with updated VicRoads P1 drivers’ rules and restrictions to ensure the responsibility of the College, with regard to duty of care, is understood, as well as to support the needs of the young adults who have their drivers licence.

- Students are allowed to transport siblings to and from school.
- Students are only permitted to carry one passenger aged between 16 and 21.
- Students are allowed to transport the other students listed on this form to and from school, provided they have the parental consent given and this form appropriately signed.
- Students are not permitted to use their vehicles at any time during the course of the school day.
- Students are not to allow any other students to drive their vehicles for any purpose during the school day.
- Students with cars are not to be seen as or used as a taxi service.
- Students must park their motor vehicles in Rutherford Street.
- Students are not permitted to congregate around stationary vehicles during the school day.

The College also reserves the right to state times during the year when vehicles are not to be driven to or from school by students. This will only be implemented in times when risks are increased.

These rules are required for the overall safety of the students at the College as well as students of local primary schools and members of the local community. As well, they provide a safeguard against a variety of legal possibilities. As such, failure to adhere to these rules can lead to the privilege of driving to school being removed. If, for any reason, a student needs special consideration they are to contact their House leader or myself, prior to any action occurring.

House Leaders:
Solomon House: Mr Chris Joyce
Tenison House: Miss Yvette Agars
Woods House: Mr Joel Murphy
Xavier House: Mrs Alison Wright

I ask that you give this due consideration and return the form completed with all signatures to Mrs Haley as soon as possible.

Thank you for your support in this matter and please do not hesitate to contact me for any further discussion.

Yours faithfully

Catherine Howison
Deputy Principal
PLEASE RETURN TO SENIOR SCHOOL COORDINATOR

<table>
<thead>
<tr>
<th>Name:</th>
<th>Student’s Signature</th>
<th>Parent’s Signature</th>
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</thead>
<tbody>
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</tbody>
</table>

Driver’s Name: ____________________________  Homeroom: __________________

Licence No.: ______________  Driver’s Signature: ______________

Vehicle Type/Model: ______________________  Registration No.: ______________

Parent’s/Guardian Name: ________________________________

Parent’s/Guardian’s Signature: ________________________________