



Melba
COLLEGE

VCE & VET
Student Handbook

2025

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INTRODUCTION

The **Victorian Certificate of Education (VCE)** provides two-year pathways for secondary school students who successfully complete year 11 and 12 in the Australian state of Victoria. There is VCE & VCE: Vocational Major. The VCE is the predominant choice for students wishing to pursue tertiary education and are wanting an ATAR.

The VCAA (Victorian Curriculum and Assessment Authority) offers a diverse range of subjects that may contribute to a VCE course. Most students' VCE programs consist of 20-22 units over two years. Some students may study more or less units, but only after consultation with the Careers Practitioner, Sub School Leader and VCE Leader.

VCE QUALIFICATION REQUIREMENTS

A VCE Certificate and Statement of Results will be issued to students who successfully complete their VCE.

Duration

The VCE is traditionally completed over two years, but there is no limit to the number of years you may take to accumulate results towards achieving a Certificate. If you require an ATAR score, you must complete the program within 3 years.

Satisfactory Completion of the VCE

To meet the requirements of the VCE, each student must satisfactorily complete all learning outcomes in a minimum of **16 Units** (achieve an "S"), which must include:

- A minimum of 3 units of English or English equivalent (EAL, Literature or Language).
- Both Units 3 and 4 of English or English equivalent (EAL, Literature or Language)
- A minimum of three additional Unit 3 and 4 (year 12) sequences

Students who receive an "N" for any outcome in Unit 3 or 4 English, EAL or Literature will not be eligible to receive the VCE.

Satisfactory Completion of a Unit

To gain a satisfactory completion ("S") for a Unit, students must demonstrate sufficient knowledge and skill for each of the Learning Outcomes as stipulated in the subjects Study Design. Students will be required to complete SACs/ SATs and work requirement tasks to assess their ability to demonstrate understanding of these outcomes. It is important to note that if students receive a non-satisfactory result "N" in one Learning Outcome it will result in an "N" for the Unit, irrespective of performance in other outcomes.

Course theory and practice is provided as part of the regular classroom instruction, however students must commit to substantial homework requirements in order to successfully negotiate all set key skills and knowledge for their subjects. The class teacher is the sole proponent who determines whether a student has demonstrated a Learning Outcome. Students must satisfy set standards in order to pass a unit.

Unscored VCE

An unscored VCE is an amended VCE program whereby students complete all internal assessment tasks (including SACs, SATs and Work Requirements), however they do NOT complete VCAA exams at the end of Units

3&4 and therefore do NOT receive an ATAR score.

To enhance pathway and employment opportunities it is recommend that students either complete a scored VCE or Vocational Major pathway, rather than an Unscored VCE.

Students who wish to apply to complete an Unscored VCE must meet with the Senior Subs School or VCE Leader to obtain a copy of the application form and organise a time to schedule an eligibility meeting. This will be held with the student, a parent/carer, the VCE Leader, Senior Sub School Leader and College Principal.

VCE PROGRAM STRUCTURE

Year 11 Program

Typically, a student will complete 5 or 6 subjects in Year 11. Each subject is usually undertaken for the entire year (e.g. for both Units 1&2), however this is subject to individual student circumstances and pathways.

Students are required to study at least one English or English Equivalent subject such as English as an Additional Language (EAL). We recommend that students also undertake a mathematics subject to help enhance their pathway opportunities. Students who elect not to undertake a mathematics subject are required to have a meeting with the Careers Advisor and complete a declaration form.

Some students can apply to study a Year 12 enhancement subject as one of their 6 subjects. This is agreed to in consultation with the Senior Sub School during the course counselling process. Students who do this, and achieve a score of at least 35, may elect to study 4 subjects in year 12.

Year 12 Program

Year 12 students will usually undertake 5 subjects in Year 12. Students must complete both units (3&4) of these subjects as a sequence, in the same calendar year.

Students are required to study at least one English or English Equivalent subject such as English as an Additional Language (EAL). We recommend that students also undertake a mathematics subject to help enhance their pathway opportunities. Students who elect not to undertake a mathematics subject are required to have a meeting with the Careers Advisor and discuss pathways beyond Secondary school that may be impacted.

High achieving students may apply to complete a university enhancement subject—which gains credit towards a university degree. This is completed with the Careers & Pathways Leader.

VSV (Virtual School Victoria)

VSV provides students an opportunity to complete subjects that are either not offered at Melba College or not available due to timetabling clashes or other issues. The Principal must approve an application to study at VSV. The online learning requires high personal motivation and independence. All students enrolling at VSV must have regular and reliable access to a computer/laptop and the internet. Students will need to login into VSV Online (the school's learning management system) to communicate and submit work online regularly. They are expected to participate in multiple areas of the online courses, including online lessons, forums, and interactive activities. SAC's are completed in the Wednesday afterschool SAC/Redemption sessions. Any student considering completing a VSV subject, must meet with the VCE and Sub School Leader to discuss the program. If a student begins to struggle with their studies during the year, the first subject that will be removed from their

program will be the VSV subject. Where possible, Melba College provides a mentor teacher at school for students undertaking a VSV subject. The teacher and students will meet fortnightly for check-ins, but does not replace the role of the VSV teacher.

VCE ASSESSMENT

Melba College provides students in VCE with multiple forms of assessment through the completion of Verification Tests, Work Requirements, SACs and SATs to demonstrate knowledge and skill pertaining to subject outcomes. These tasks reflect the format and rigour of the end of year examination, and are developed and assessed collaboratively to ensure quality and consistency in student learning. The following information outlines the procedures for assessment at Melba College in adherence with the requirements stipulated by the VCAA.

To ensure students are performing at a **satisfactory** standard they are required to achieve a minimum of 50% on all of their assessment tasks in order to achieve a satisfactory result “S”

Assessment Key Terms

School Assessed Tasks/Coursework and Work Requirements use a number of codes to indicate the level of achievement to students on work submitted.

- Work or tests are marked according to a criteria sheet and a mark will be allocated according to how many marks are available for the task. Satisfactory completion will result in an “S”
- If not submitted by the due date, the item receives an “NA”, or Not Assessed.
- Work designated “UG” requires further work for a student to meet an outcome.

To Summarise:

S = Outcomes Exhibited

N = Outcome not exhibited, & Unit Failure

NA = Work not submitted on time

UG = work on time but of an unsatisfactory standard.

UG will result in an N, unless redeemed by the student.

Conditions of Assessment

When enrolling in VCE at Melba College, students sign a general declaration on their enrolment form and the VCE Handbook, which stipulates that they will obey the rules and instructions for all assessment tasks, in line with the rules as prescribed by the VCAA.

The rules and conditions of assessment tasks vary depending on the nature of the assessment task and the subject requirements. All rules and conditions pertaining to individual SAC or SATs will be clearly communicated to students by their classroom teacher and published on the task cover sheet, which can be found on Compass under the relevant Learning Task at least two weeks prior to assessment.

Verification Tests

At the beginning of each year, VCE students are required to complete a test for each of their subjects to verify they have completed and understood the holiday homework set by their classroom teacher. All results will be passed onto the Senior Sub School Leader and VCE Leader by the end of week 3.

Student’s results will provide the classroom teacher and VCE Leader with evidence as to whether any extra support, intervention or course counselling is required.

The Senior Sub School Leader, VCE Leader and Principal will hold meetings in week 3 and 4 of Term 1 with students who achieve below 50% in either:

- an English or Maths test
- 2 or more tests

Work Requirements

Work Requirements are a form of assessment used at Melba College to prepare students for SACs and assist the teacher in assessing student’s knowledge and skill for a unit of work (outcome) and in some cases, authenticating work completed outside of class.

In the event of a student achieving a non-satisfactory result on both a SAC and SAC Redemption Task, missing, lost or stolen work, an authenticated Work Requirement Task will be used as part of the process in assessing students’ ability to demonstrate subject outcomes.

Administration of Work Requirements:

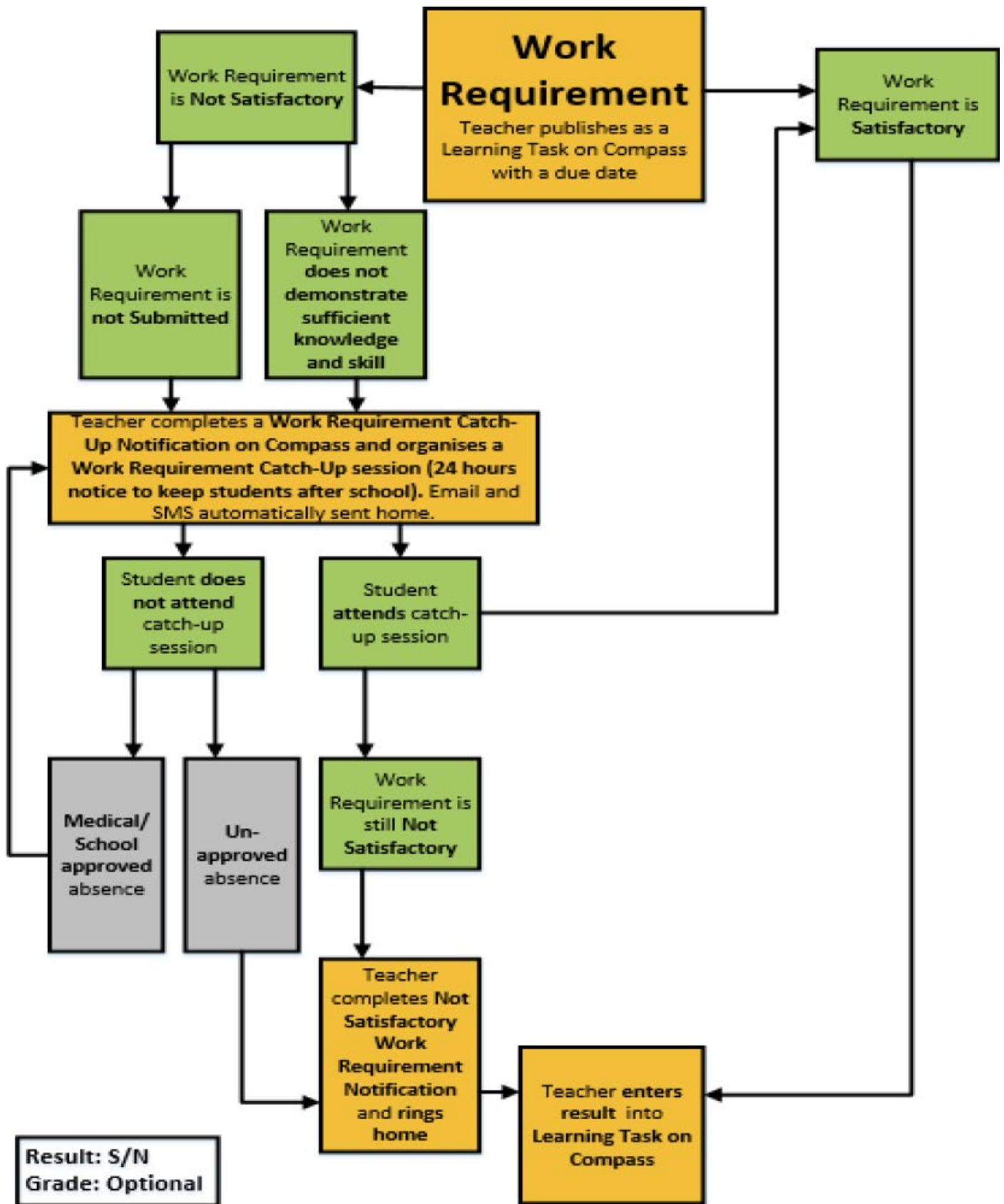
- Work requirements will be clearly published and communicated on Compass Learning Tasks with set completion deadlines
- Work Requirements must be authenticated. This means teachers must be certain that the work is that of the students and that they have not had assistance to the point where the work is not reflective of their ability. Examples of authentication methods may include:
 - observation of class work being completed
 - book checks
 - interview with student
 - completion of drafts and practice tasks
- Tasks may take the form of:
 - past exam questions
 - a full practice SAC with a similar style of questions
 - full drafts of creative pieces or essay completed under similar conditions

Non-Satisfactory Work Requirement Task- Redemption Process

When students do not submit or complete a Work Requirement to a satisfactory standard, the teacher will record this on Compass and schedule a Work Requirement Catch-Up session. The classroom teacher will book a catch-up session in a Wednesday afternoon SAC Redemption session.

If the student does not attend the catch-up session due to an unapproved absence or if they are unable to complete the Work Requirement Task to a satisfactory standard following the catch-up session, the teacher will be required to contact home and complete a Not Satisfactory Work Requirement entry on Compass Chronicle. The teacher will record the students result as Not Satisfactory on the Learning Task on Compass.

The diagram on the next page outlines the Work Requirement process. **Please note that the process may vary depending on the subject area or the elements of the Work Requirement Task.**



SACs and SAT's

At Melba College students in VCE are required to sit formal assessment tasks for all of their subjects to demonstrate their level of achievement towards the outcomes specified in the subject study designs.

School-Assessed Coursework (SAC) – A set of school-based assessment tasks that assesses each student's level of achievement in the subject's outcomes. All SACs for Unit 3 and 4 VCE subjects contribute to study scores and are statistically moderated against the examination scores.

School-assessed Task (SAT) – Tasks typically undertaken in technology and performance-based subjects, which assess specific sets of practical skills and knowledge. Teachers assess students' level of achievement based on a rating against specific criteria. For Unit 3&4 VCE subjects, SATs are aggregated into a total score and are statistically moderated against the examination scores

Administration of SACs/ SATs

- SACs and SATs will be clearly published and communicated as Reportable Learning Tasks on Compass Learning Tasks with set completion deadlines
- All SACs and SATs must be completed and submitted in the conditions and time frame as communicated by the teacher
- Like Work Requirements, SACs and SATs must be authenticated. This means teachers must be certain that the work is that of the students and that they have not had assistance to the point where the work is not reflective of their ability. Methods of authentication will vary depending on the nature of the task and subject.

School-Assessed Tasks (SATs):

Steady and consistent progress with SAT work is an expectation of all students enrolled in these studies. Teachers will ensure that there is a sufficient range of topics within their class to enable them to distinguish an individual student's work and therefore assist in the authentication process.

Teachers will closely monitor the development of each student's work, from planning and drafting through to completion.

It is the responsibility of the student to ensure SATs are stored in a safe location.

Presentation of SATs

Teachers will provide students with a clear outline with the requirements for each SAT, together with a timeline of dates and regular checkpoints they are required to work toward. Students must adhere to the timeline required and present their work to their teacher on the date of each checkpoint. Students will present their work a minimum of three times to their teacher during the development of the SAT.

Presentation of SATs (Student Instructions)

- Put your official VCAA candidate number on the top of the right-hand corner of every page of the SAT
- Clearly number each page
- Write the word length at the end if applicable
- Attach the ID sheet provided by your teacher on the front of the SAT (VASS authentication record form)
- Provide an entire photocopy of the SAT with the original, and keep another copy for yourself
- Place the completed SAT in a folio for protection
- Place the copy and your draft in a separate plastic envelope or folio
- Ensure that the SAT is **entirely legible**, if handwritten
- Only write on one side of each page, to ensure ease of reading.

Computer Use

When students use a computer to produce work for assessment (an outcome, SAC or SAT), it is the student's responsibility to ensure that:

- there is an alternative system available for use in case of computer or printer malfunction
- hard copies of the work in progress are produced regularly
- each time changes are made, the work is saved onto a back-up area. The back-up document should not be stored with the computer.

Non-Satisfactory SACs/ SATs- Redemption Process

A student who does not, on the first attempt, demonstrate satisfactory knowledge and skill to meet the criteria of the SAC or SAT will be given further attempts to attain a satisfactory standard. The process for SACs and SATs is detailed below. **As per VCAA guidelines, the initial SAC/SAT score for VCE Unit 3&4 subjects must be recorded as the outcome score in VASS.**

SAC Redemption

If a student is unable to complete a SAC to a satisfactory standard (50%) on their initial attempt, they will be required to complete a redemption SAC task of equal standard. SAC Redemption tasks will be conducted after school hours on a Wednesday afternoon in room DG.04F. If a student is unable to achieve the minimum standard (50%) on the SAC Redemption task, a formal interview will occur between the student, a parent/guardian, VCE Leader and College Principal. Work Requirement(s) will be used along with classroom-based evidence to determine whether or not the student has satisfied the minimum requirements of the outcome to be eligible for a Satisfactory result (S).

It is important to note that for SACs in some subjects e.g. Practical Based Investigation SACs in Science and Physical Education students may not be able to resit an equivalent task due to the complexity and nature of these assessments. An alternative task negotiated by the teacher and VCE Leader will be used in these circumstances.

SAT Redemption

As previously mentioned, SATs will be checked off at regular points by the classroom teacher. If work completion is of unsatisfactory standard at each checkpoint, students will be required to attend a SAT catch-up after school on a Wednesday afternoon in room DG.04 on one or more occasions until the work is of a satisfactory standard.

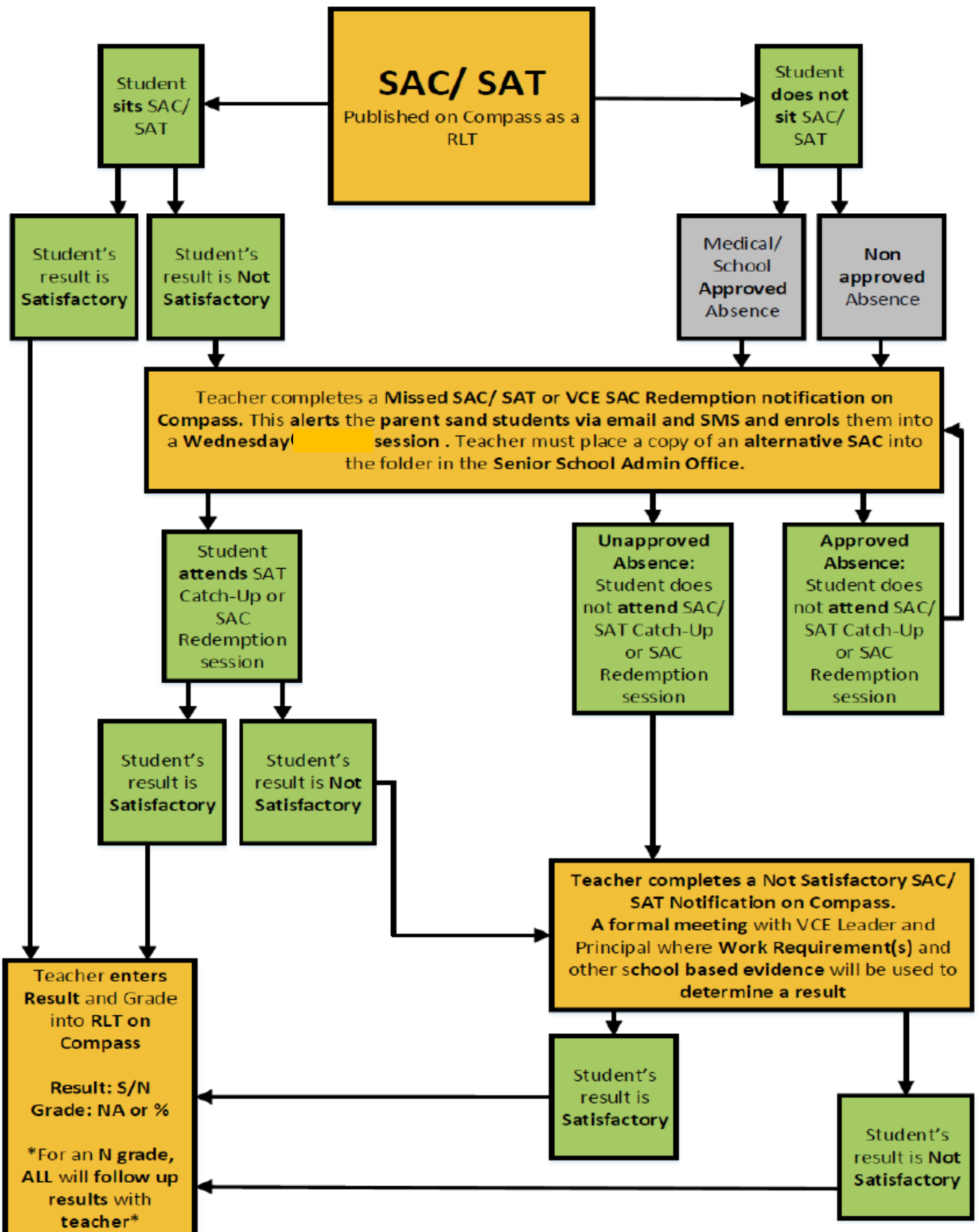
Absences from SACs/ SATs

A student who is **absent** on the day of assessment for a SAC or SAT has the following options:

- a. Approved Absence - On presentation of a medical certificate, notification of other school approved absence (sport, excursion) or if significant special circumstances exist e.g. bereavement then the student may sit an alternative SAC or SAT task of equal standard under the same conditions as other students for a full result
- b. Unapproved Absence – The student will be given one further attempt to demonstrate knowledge and skill to attain a satisfactory standard ONLY. The outcome score will be recorded as '**NA**' and the student can receive an S for the task.

This opportunity is NOT automatic and is at the discretion of the Senior Sub School Leader, VCE Leader and College Principal

The flowchart on the next page provides a basic guide to the Senior School SAC/ SAT policy. **Please note that this process may vary depending on the subject area and nature of the SAC/ SAT.**



Process for Rescheduling a SAC/ SAT

If a student is **absent** on the day of assessment, they are expected to meet with or contact their teacher at the next available opportunity to re-schedule the SAC/SAT for the students' next available study session. If this time is not suitable, a session after school in the Wednesday SAC Redemption session will be scheduled.

Additional sessions can be booked in with the Senior Sub School Leader if a student misses the SAC/ SAT due to a school-approved absence such as attending a VET subject or if a student is already booked into a Catch-Up session during a study session.

Exams

The College places a high commitment on improving student outcomes and strongly encourages students to extend themselves to achieve excellent results. Examinations are an important measure of assessment, and are important for preparing your child for successful VCE studies.

Unit 1 and 2 Exams

At Melba College, the policy is to have assessment tasks that reflect what is required at Unit 3&4, to provide the best possible learning preparation for the following year. The assessment tasks during the semester are used to allow students to exhibit Learning Outcomes, while formal exams in June and November complete the preparation.

Redemption Exams

For Units 1 and 2, students are required to achieve 50% on the end of Unit exam to gain entry into the next Unit of the subject. Students who do not achieve 50% on the end of Unit exam must achieve 50% for the redemption exam if they plan to continue with the subject.

During the exam period no formal classes will operate. Attendance at exams is compulsory for all students. These exams are important, and are a student's best guide to their likely performance in Year 12.

Unit 3 and 4 Exams

Unit 3/ 4 Trial Exams:

To help prepare students for their Year 12 VCAA exams, Trial Exam periods are held in week 9 of Term 2 for Unit 3 content, and the final week of Term 3 for Unit 3 & 4 content. The feedback students receive from their trial exams is regarded as highly valuable to their preparation for their VCAA exams.

Exam Dates:

Term 2 Monday 16th June – Friday 20th June

Term 3 Monday 15th September – Friday 19th September

VCAA Exam periods:

GAT Tuesday 17th June

Performance/Language exams: 6th October – 2nd November

End of Year: 28th October – 19th November

Students studying a Unit 3/4 VCE subject must attend a GAT information session in May and a VCAA Exam information session in September, where important exam rules and protocols will be explained and students will be issued with a GAT brochure and Exam Navigator at the respective sessions. Students must sign a declaration, stating they have attended these sessions and have received the relevant information.

VCE CATCH-UP

If the teacher feels a student is behind in their schoolwork, they may issue the student with a VCE Catch-up session at lunchtime or after school. It is imperative that the student attends.

Reasons a teacher may issue a VCE Catch-up include:

- Extra support for the student
- Failure to submit work by the due date
- The need to resubmit work to meet the required standard

ASSESSMENT FEEDBACK

After assessment tasks (Work Requirements, SACs/ SATs and Exams) are submitted and marked, teachers will provide feedback to students in a timely manner. Appropriate feedback can include:

- Result Outcome S or N
- Advice on problem areas
- Advice on where and how improvements can be made for further learning
- Percentage grade.

It is important to note that percentage grades on Unit 3&4 SACs and SATs may change following the completion of the VCAA exam period due to statistical moderation, which occurs based on exam performance.

THE GAT

The GAT (General Achievement Test)

The GAT is a test undertaken by all VCE students, both VCE & VCE: Vocational Major. It is used as a checking tool in the statistical moderation of SACs, and in the generation of ATAR scores with indicative grades and class result profiles under Special Provision if students suffer illness or accident and can't complete exams effectively. It also provides students with an opportunity to demonstrate they meet the Victorian Literacy and Numeracy Standards expected at a senior secondary level. Additionally, it is used to select classes of SAT results that are outside the expected performance levels for review. Hence, it is in all students' best interests to complete this test to best of their abilities, as it may well affect themselves and all students in their class if they don't. **The GAT result may be used in the middle band selection process to some universities**

ASSESSMENT POLICIES AND PROCESSES

Authentication of Assessment:

For all school-based coursework, including Work Requirements, School Assessed Coursework (SACs) and School Assessed Tasks (SATs) teachers must be able to confidently attest that the work of their students is authentic and their own. Student must ensure that:

1. All unacknowledged work submitted is genuinely their own work
2. All resources, including print texts, electronic texts, human resources providing assistance, should be acknowledged in accordance with acceptable referencing procedures
3. They periodically produce evidence of the development of their learning outcome assessment tasks, including draft developments generated on computer in which case evidence may be hard copy or separate computer files
4. Teachers monitor the process and development of their work whereby they can attest that the

work is the student's own

5. They do not submit the same piece of work for completion of more than one Learning Outcome or School Assessed Task
6. They do not accept undue assistance from any other person in the preparation and submission of work. Undue assistance could include providing actual adjustments or improvements to the student's work or dictating, directing a student to insert particular text. Students **may**, however, be given advice about the general nature of adjustments or improvements to their work

SACs and SATs are subject to VCAA authentication requirements – students must submit only their own work, and acknowledge other influences in their work appropriately. Please note that the onus of proof here is on the student – they are required to supply drafts and evidence of background work in the event of an appeal.

Where a teacher is not satisfied that work submitted is the student's own, they will complete a written report: *Notification of Potential Breach of Authentication*, and submit it with their evidence to the VCE Leader or Senior Sub School Leader. This should occur within 2 days of the assessment being completed. The VCE Leader will ensure that the process for breaches of authentication strictly adhere to guidelines outlined in the VCAA Administrative Handbook, and will keep the teacher and student informed at each stage of the said process.

The stages are as follows:

- Notification made to the VCE Leader, Senior Sub School Leader and Principal
- Potential breach investigated
- If necessary a notification of a formal interview with a Principal elected panel will be convened if there is sufficient reason to believe that a breach may have occurred
- Where it is determined that a breach has occurred, the Principal (or nominee) will inform the student in writing of the penalty imposed and the provisions for appeal. Notification should be made within 14 days of the initial interview. The Principal (or nominee) will inform the VCAA of the breach according to their requirements. Students may then appeal, and will need to approach the VCE Leader or Senior Sub School Leader if this is their desire.

Sanctions that can come from Breaching Authentication range from repeating a set task, to dismissal from all VCE programs. This depends entirely on the nature of the offence, and the issue is treated extremely seriously by the VCAA.

Plagiarism and Copying:

In line with breaching authentication, Melba College has developed a policy for plagiarism offences on work in units of study other than official SACs and SATs e.g. Work Requirements. Teachers who suspect either of the above of a student in their class will bring evidence to the notice of the Sub School Leader. A Panel will be convened, and students will be allowed to present information to assist them in their case.

Students who are found guilty of submitting work that is plagiarised or copied on a first occasion will be required to complete an alternative task to meet the outcome, however they will receive **a zero for the assessment task**. This has implications for passing the subject. Any students found guilty a second time in a year will receive an N for whatever unit in which the plagiarism was committed.

SPECIAL PROVISION

Students who have experienced hardship have opportunities to apply for Special Provision, which provides them opportunity to demonstrate the knowledge they have gained through their courses of study in each unit of work they have undertaken.

There are four forms of provision:

- Curriculum Delivery and Student Programs
- School based Assessment
- Special Examination Arrangements
- Derived Exam Scores

In each case there are special eligibility requirements that apply. For the first two, the school determines what is suitable, while the school applies to the VCAA for the second two.

Grounds for claiming Special Provision include:

- Acute or chronic illness (physical or psychological).
- Factors relating to personal circumstance.
- An impairment or disability, including a learning disorder.

For school-based assessment, special provision strategies used to enable students to address their issues can include:

- Allowing the student to complete tasks at a later date
- Allowing the student extra time
- Setting a substitute task of the same type
- Using another planned task to assess more outcomes or aspects of outcomes than originally intended.
- Using technology, aides or other special arrangements to undertake assessment tasks
- Deriving a score from other assessments or tasks completed by the student (when none of the above options are feasible.)

For VCAA exams, the time and task cannot be altered. Extra time, the provision of appropriate technology or a scribe are possible in specific cases. It is not easily granted, and requires you to provide documentation from an appropriate medical professional detailing why you should be granted special provision.

Derived exam scores only apply if a condition has suddenly occurred which interferes with your exam result. It will not be granted for long-term conditions. It also requires professional documentation.

If you feel you deserve the considerations of Special Provision, a Special Provision application form needs to be completed. Only the Senior Sub School or Principal can complete and submit this form. Students will need to speak to the VCE Team about their eligibility.

This is particularly important for students completing Unit 3&4 studies, as Special Examination Arrangements can be requested for these students. It is important to note that applications need to be submitted quickly in term 1, as due dates are strictly administered by the VCAA.

School based applications for all coursework and Unit 1&2 exams will be dealt with by the Senior Sub School Leader. If granted, a student's teachers will be notified of the strategies they may wish to take to provide consideration. External applications for Special Examination Conditions and Derived Scores will be completed by the student with the assistance of the Senior Sub School Leader, and then relayed to the VCAA.

VET STUDIES

Scored Vocational Education and Training (VET) studies are now an expanding, integral part of a broad stream VCE. VET training courses are module based, and students work through the modules of competence.

Once the student can exhibit competence with the skills involved in the module, the assessor must sign off the module. Students will get a statement each semester indicating the modules achieved. When the amounts of modules are completed sufficiently, the VCAA will credit the student with a VCE Unit. Whatever modules are completed will be awarded to the student and are nationally recognised. These may in the future provide credit to further studies at TAFE level.

Normal school policies apply to VET students as far as attendance; expectations of adherence to school rules, authentication and enrolment are concerned.

Please note that not all VET studies are scored. Should you wish to undertake a Scored VET as part of your VCE program, this must be discussed with the Careers Practitioner to determine eligibility.

STUDENT EXPECTATIONS

Students are also required to abide by the Melba College rules and protocols as well as any additional expectations at their VET Institute.

Student Agreement

At the beginning of each year, students in VCE at Melba College are required to sign an agreement acknowledging that they have read and understood the information in the VCE & VET handbook and agree to abide by the college's policies and expectations as well as the VCAA regulations. The agreement can be found in the appendices section of this handbook and must be returned to the VCE Leader by Friday 16th February (end of week 3).

Uniform

Students are required to follow school policy regarding the appropriate wearing of the College uniform.

Failure to not wear the correct uniform without a parent note will result in an afterschool detention. Subsequent incidents may result in removal from the program. Students will be required to remove the out of uniform item of clothing and will be given a replacement uniform item to wear if needed. This must be returned at the end of the school day.

Students are required to wear their school uniform to their VET course, unless the VET provider requires the student to change into work wear or a uniform.

Attendance

It is expected that all VCE students:

- Attend all timetabled classes, excursions, assemblies etc.
- Be punctual to all classes
- Have 95% attendance for each semester.

Less than 95% attendance for a subject may lead to a student being awarded a non-satisfactory grade ("N").

The College must approve all absences. There is a VCAA requirement of attendance for teachers to validate student work.

The following are classified as 'explained absences' and will be approved and not be considered as part of the 95% attendance requirement.

- Illness - a **medical certificate MUST BE HANDED TO THE OFFICE**
- Bereavement – a **parental note** will be accepted
- Other Educational Activity (e.g. if you are on an excursion for a distance education unit/ VET class/ sitting an exam etc.) – you must notify the VCE Leader

Family holidays, part time work, license tests and other similar reasons for absence are not acceptable.

If a student has **more than 2** unexplained absences in a subject, teachers will notify the VCE Leader. The student will then be required to appear before the Senior Sub-school Advisory Panel to explain their absences and to receive a formal warning of the consequences of further unapproved absences.

Experience shows that one of the first indicators of a student being at risk is when he/she starts missing class. Address it early – do not start a bad attendance habit, which may easily spiral out of control.

Attendance at Study Periods

Students are required to attend all of their study periods, including any cancelled classes without a replacement teacher, regardless of whether or not these periods occur during period 1 or 5.

Attendance at Sporting Events and Camps

The College encourages all VCE students to participate in the wide range of extracurricular activities on offer, including Sporting events and Camps. However, it is essential that **students are up to date with all of their work if they wish to attend these events.**

It is the student's responsibility to speak to the VCE Leader or Senior Sub School Leader for each Sporting or Camp event they wish to attend. This must have permission from the VCE Leader or Senior Sub School Leader at least one week prior to their participation.

Students are required to catch-up with any work missed when attending these events.

Driving to School

Students are to follow the College and DEECD guidelines regarding driving to school. Any student that wishes to drive to school must speak to the VCE Leader or Senior Sub School Leader and complete the appropriate application process. Guidelines are as follows:

To protect the safety and welfare of all students:

- You adhere to road rules and drive in a safe and responsible manner
- You are not permitted to transport other students to and from any College program or function
- You are not permitted to drive other students to and from College
- You must not accept an offer of a ride to or from College from another student

If you are driving to and from College:

- You must complete the parent/guardian and student permission agreement form

- You must comply with the College policy
- Cars are parked at the owner's own risk

Failure to follow this policy may result in your enrolment at the College being revoked.

Application paperwork to drive to school must be returned to the Senior School Administration Office.

PROCESS FOR ABSENCE

- Parents/guardians are required to notify the Senior School Administration of any absences before 9:00 am. ☎ 9870 4551
- Upon return to the College, students are expected to provide a medical certificate or note (for a bereavement) to the administration office
- Students are required to contact their teachers (including VET teacher) via email to ensure they remain up to date
- Melba College activities are scheduled with an awareness of student's commitment to their VET courses. Inevitably, there will be occasional clashes, when this occurs, the VCE Leader will notify the VET provider. Students are also required to inform the appropriate staff at their VET course in a timely manner.

Pre-approved Lateness and Early Departures

In addition to reporting upon arrival or departure to the Senior Administration Office, students are required to contact the VCE Leader or Senior Sub School Leader to report that they will be late or to seek permission for an early departure. A signed note from the student's parent/guardian is required to verify the need for lateness or early departure.

Extended Holidays and Attendance

Extended family holidays are not approved absences for the purposes of meeting the VCE attendance requirements. Parents are asked to consider this in relation to planning holidays outside the regular school vacation periods. The school will not provide make-up opportunities for missed assessments (unless the absence is approved) and absent days will contribute to the total unapproved absence count for Units being studied. Any missed assessments may lead to an inability to meet the outcomes within a Unit and therefore make the student ineligible for their VCE.

STUDYING

The Keys to Successful Study

Successful students have successful study habits. They may not all score an ATAR of 99, but they do not spend the rest of their life saying "I wish I worked harder"...Similarly, successful students often have a balanced social life to temper their study habits – studying effectively is as much about the balance as about the hours involved. The "Keys" include...

- Organising yourself – USE a DIARY or PLANNER. It has been scientifically proven that people who maintain a written record of tasks, sleep better and stress less.
- A consistent work pattern and planning
- A determination to succeed
- A commitment to do your best
- Establishing clear personal goals for yourself
- Attendance at every opportunity

- Managing your time
- Understanding how you learn

Homework vs Study

Homework is completing work set by the teacher.

Study is where you consolidate your understanding. This may involve rereading & consolidating notes, quizzing with a friend, completing extra questions, summarising and writing class work out in a format you find easier to understand.

To be successful in:

VCE SACs: study + practice questions/ prompts + feedback, study + practice questions/ prompts + feedback, study – practice questions/ prompts – feedback = dominate in SAC

VCE EXAMS: study + practice exam + feedback, study + practice exam + feedback, study + practice exam + feedback, study + practice exam + feedback = dominate in Exam

You should spend approximately 2hrs/week for each Unit 1/2 study, and around 3hrs /week for each Unit 3/4 Unit in homework and home study combined.

For most students, this means 12 hours/week in Year 11 and 15 hours/week in Year 12.

Process of Studying

Understanding how you learn gives you a better insight into more effective learning. Try to consciously include the following steps into your study program.

- Know the study design
- Know the key skills and knowledge required for each Outcome
- Study the relevant information
- Apply the relevant information – discussion, text book, quiz, test, exam questions
- Feedback – teacher, check text, quiz, test or exam answers
- Reflecting on feedback
- Repeat the steps

Additionally, people learn in different ways. Some like to use concept maps, others tables, a few colour codes, some like to associate things with other ideas or words they understand – try to figure out which is the preferred method for you to learn most effectively, and then use it.

Use of Study Periods

VCE students are required to attend school for the whole day, from 8.50 am to 3.00pm. Study periods are part of the daily timetable for VCE students. These periods are held in the library and attendance is taken by the designated staff. Absence from study periods impact may the student's attendance requirements for VCE. It is an expectation that students use their study periods to maintain their homework program and ensure that they keep up to date with their schoolwork. If students are meeting with their teachers during their study periods, they must be marked present on the roll by the librarian staff and then meet with the teacher. There will be compulsory catch up sessions held for students who are falling behind in their schoolwork. Contact will be made with your parents if this is the case.

Year 12 classes will not be covered by a replacement teacher in case of teacher absence. All students will attend the Senior Study Area in the library- quiet and effective study is expected in these sessions.

Leaving school grounds

Students are not allowed to go to the shops at recess or lunchtime. Students who leave school without permission will be given a consequence for failing to follow the school rules

IPADS, COMPUTERS AND DEVICES

VCE students are able to organise for a device to be connected to the school network (BYOD). Students are reminded they must adhere to the Acceptable Use Agreement and follow the teacher's instructions in relation to use of devices. Failure to comply with a teachers instructions, inappropriate researching or breach of the school internet and computer usage policy, could place their position within VCE in jeopardy.

When students use a device to produce work for assessment, it is the student's responsibility to ensure that:

- There is an alternative system available for use in case of computer or printer malfunction
- Those hard copies of the work in progress are produced regularly
- Each time changes are made, the work is backed-up. The back-up document should not be stored with the computer

While encouraging the use of devices, the college is not able to make computer facilities available to all students at all times. Computer/printer breakdown or mishap is not an acceptable excuse for late submission or non-submission of evidence.

MOBILE PHONES

Mobile phones are not to be seen at school between the hours of 8:50am and 3:00pm.

The Department of Education policy states that Students who choose to bring mobile phones to school must have them switched off and securely stored during school hours.

Research has found that it doesn't matter whether a person's smartphone is turned on or off, or whether it is lying face up or face down on a desk – having a smartphone within sight or within easy reach reduces a person's ability to focus and perform tasks because part of their brain is actively working to *not* pick up or use the phone.

At Melba College, mobile phones are not approved devices for use during classes. If a student is seen with a mobile phone the teacher must ask them to hand it over and the student must comply. Confiscated mobile phones will be stored at the Senior Administration Office in the locked safe.

If students to not comply with staff to hand over their phones when see using them, they will be sent home. Parents will be notified, and students will go home and continue their work from home. If a student refuses to go home, they are failing to comply with clear and reasonable teacher instruction, which may result in a suspension.

VCE STUDENT AGREEMENT

VCE Students at Melba College and their parent or guardian are required to complete the form below and return it to the VCE Leader by Friday 16th February (end of week 3).

The Melba College VCE program provides students with an opportunity to develop the skills and knowledge necessary for undertaking a tertiary pathway.

Terms of Agreement

- I understand to be awarded a VCE, I must successfully complete a learning program that consists of:
 - a minimum of 16 Units of Study
 - a minimum of 3 units of English or English equivalent (EAL, Literature or Language).
 - both Units 3 and 4 of English or English equivalent (EAL, Literature or Language)
 - a minimum of three additional Unit 3 and 4 (year 12) sequences
- I agree to adhere to the rules and expectations relating to:
 - attendance for classes, study periods and events
 - my responsibilities if I am absent from school
 - wearing school uniform
 - being punctual to classes
 - following teacher instructions
 - the use of mobile phones and other electronic devices
- I agree to abide by and observe all rules and instructions relating to the conduct of VCE and VET assessment programs, including:
 - VCAA examination rules for VCE Examinations and the General Achievement Test (GAT)
 - Rules for school-based assessment (Verification Tests, Work Requirements, SACs & SATs)
- I acknowledge that: agree to abide by and observe all rules and instructions relating to the conduct of VCE and VET assessment programs, including:
 - My school will provide my results to the VCAA for the purpose of VCE assessment
 - The VCAA will provide my final VCE and GAT results to my home school, and to my educational provider if different from my home school
 - The VCAA will provide my name, enrolment details and results to the Victorian Tertiary Admissions Centre (VTAC) for:
 - i) Inclusion in its password-protected Courselink database so that I can access my individual career and course option
 - ii) The calculation by VTAC of the Australian Tertiary Admissions Rank (ATAR)
 - iii) If applicable, submission of my application for tertiary course selection.

Student Name		
I understand that if I do not adhere to these conditions, I may be exited from the VCE program.		
Student Signature:		Date: / /
Parent/Guardian Signature		Date: / /