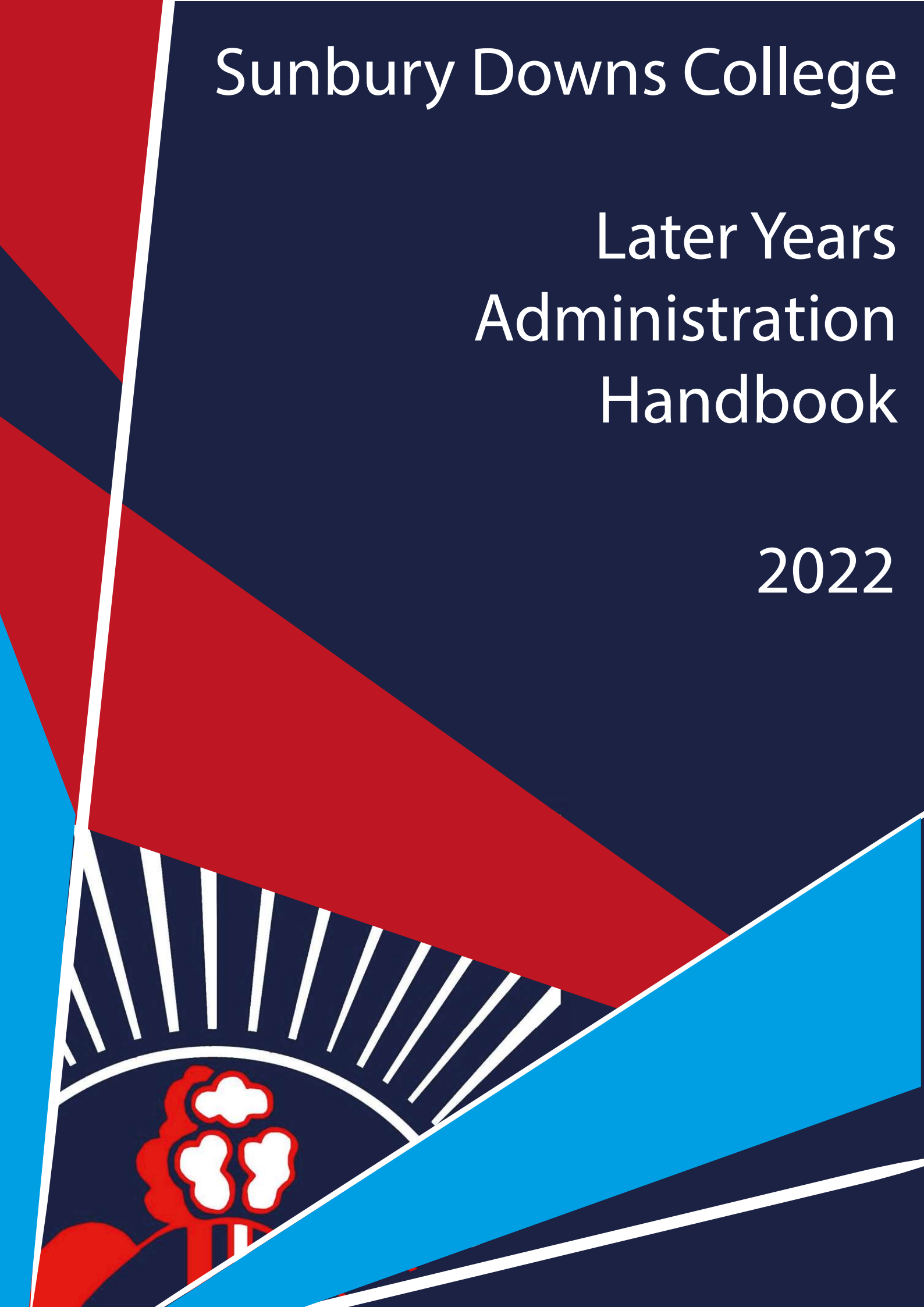


Sunbury Downs College

Later Years  
Administration  
Handbook

2022



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## Contact Information

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<b>Later Years Mini School Leader</b>	Ms Nadine Gleeson
<b>2021 Year 12 Year Level Coordinator</b>	Mr Mitchell Bongiovanni
<b>2021 Year 11 Year Level Coordinators</b>	Ms Nadine Gleeson Mr Mitchell Bongiovanni Ms Rita Barichievich
<b>2021 Year 10 Year Level Coordinator</b>	Ms Rita Barichievich
<b>VET/VCAL Program Leader</b>	Mr Nicholas Harding
<b>Student Services Coordinator</b>	Mr Nicholas Livingston
<b>Careers Coordinator</b>	Ms Diane Bouras
<b>Later Years Student Management Administration Assistant and VASS Administrator</b>	Ms Mardi Anderson
<b>Scholars Coordinator</b>	Matthew Gray
<b>Head Start Coordinator</b>	Mr Sonny Ismail

## Further Information

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Victorian Curriculum and Assessment Authority – [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)  
 Victorian Tertiary Admissions Centre – [www.vtac.edu.au](http://www.vtac.edu.au)  
 Job Outlook – <https://joboutlook.gov.au/>  
 Head Start- <https://www.education.vic.gov.au/about/programs/Pages/headstart.aspx>

## Introduction

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Please read this booklet carefully as it contains important information from VCAA (the **Victorian Curriculum Assessment Authority**) and the College regarding Policies and Procedures.

While undertaking the VCE (Victorian Certificate of Education) students need to focus on:

- Being organised and ensuring they are prepared for all their subjects
- Meeting the requirements of each subject and continually revising their coursework
- Maintaining 90% attendance

Every VCE Unit has a number of **Outcomes** that students must complete in order to satisfy the requirement of the VCE. In addition, Units 3 & 4 have up to three different types of **Graded Assessments**. The types of graded assessments found in Units 3 & 4 are:

- **School Assessed Coursework (SACs)**
- **School Assessed Tasks (SATs)**
- **VCAA Examinations**

The results from the Graded Assessments are combined and moderated by VCAA to determine a final subject Study Score. The weighting of each assessment differs for each subject. Subject teachers will provide this information for students early in the school year.

While undertaking **VCAL** (Victorian Certificate of Applied Learning), students need to focus on:

- Being organised and ensuring they are prepared for all their subjects
- Meeting the requirements of each Unit of Competency
- Maintaining 90% attendance

While undertaking **Year 10**, students need to focus on:

- Being organised and ensuring they are prepared for all their subjects
- Meeting subject requirements
- Completing Year 10

## Satisfactory (S) Completion of VCE Units

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For satisfactory completion of a VCE unit, students must demonstrate achievement of a set of Outcomes for the Unit of Study, as specified in the subject 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. The decision to award an S for the unit is different from the assessment of levels of achievement.

The student receives an S for a unit when the school determines that all Outcomes are achieved satisfactorily. For this to occur the student must:

- **Complete all compulsory coursework that demonstrates achievement of the Outcomes**
- **Submit work on time**
- **Submit work that is clearly their own**
- **Observe the VCAA rules**
- **Observe the VCAA rule with regards to 90% attendance for each subject**

## Not Satisfactory (N) VCE Unit result

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A student can receive an N for a unit or a series of units when one or more of the Outcomes are not achieved because:

- **The coursework does not demonstrate achievement of the Outcomes**
- **The student has failed to meet a school deadline**
- **The work cannot be authenticated**
- **There has been a breach of the rules of the VCAA or the school (including the 90% attendance rule)**

## Work Experience

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Sunbury Downs College has a very successful Work Experience Program that has seen many students go into workplaces to learn job skills in a field of interest. Work Experience is valuable in raising student awareness of how the workforce operates and the training and personal qualities required for particular jobs. Students are to seek a placement that is in accordance with their Career Action Plans (CAPs).

As a requirement for the Work Experience Program, students must have completed the compulsory Occupational Health and Safety Program called Safe@Work, which will be conducted during the 'Step Up' program at the end of Year 9. Successful students will receive a certificate for completing a General Module and an Industry Specific Module. Any student who does not successfully complete both modules must complete these during Term 1 2022 to participate in the Work Experience Program.

Over the course of the students' Work Experience Placement, students are contacted or visited by a teacher at the workplace and will be required to complete a Work Experience Logbook. A Work Experience Certificate is issued at the end of the placement, only if the employer evaluation is satisfactory and the logbook is satisfactorily completed.

Year 10 students must have their Work Experience organised before the end of February 2022. It is a student's responsibility to organise this, however, assistance with finding Work Experience Placements can be sought from the Careers Coordinator.

## Progression Policies

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### YEAR 9 INTO YEAR 10 PROGRESSION POLICY

#### Rationale:

This policy aims to:

- Support and motivate all students to achieve their potential
- Provide clear expectations to students, their parent(s)/guardian(s) and the teaching staff regarding satisfactory completion of the academic year

#### Guiding Principles:

- To improve Middle Years student engagement, work ethic and learning outcomes
- To better prepare students for the demands of the Later Years curriculum and, in particular, in terms of meeting deadlines, submitting work, study skills, attendance and satisfactory completion of work

#### Requirements for Progression:

In considering whether a student is to progress to Year 10, four areas will be taken into account:

1. The number of subjects satisfactorily completed
2. The student's level of achievement in the assessment tasks in each subject, including GPA results
3. The student's attendance rate in each subject
4. The student's current achievement levels based on student On- Demand Data and Victorian Curriculum reporting

#### Unit Requirements:

Middle Year students (Years 7 – 9) are required to satisfactorily complete:

- 10 out of 16 units over the year
  - at least 5 out of 8 units in Semester 2
  - at least one unit in each of English, Maths, Science and Humanities (core subjects)

#### Levels of Achievement – Assessment Tasks:

The student's level of achievement in assessment tasks for each unit will be considered in determining satisfactory completion for each unit. An unsatisfactory achievement level (UG) or N in more than half of the assessment tasks, including the examination, for any unit will result in an overall unsatisfactory result for that unit. This will be considered by the Year Level Coordinator in determining the student's progression and pathway. If a student does not satisfactorily pass Semester 1 English, Maths, Science and Humanities, communication will be initiated with parent(s)/guardian(s) outlining the Progression Policy and the importance of satisfactorily completing Semester 2 English, Maths, Science and Humanities in order to meet progression.

#### Attendance:

Students are required to attend school and all of their classes, except where legitimate and serious reasons prevent such attendance. To be considered eligible for progression into the next academic year level, students are required to meet the College's minimum attendance requirement of 90% (refer to Sunbury Downs College Attendance Policy).

#### Summary of Requirements for Progression

1. <b>Unit requirements</b>	<b>Satisfactorily complete:</b> <ul style="list-style-type: none"> <li>- 10 out of 16 units over the year                             <ul style="list-style-type: none"> <li>- at least 5 out of 8 units in Semester 2</li> <li>- at least one unit in each of English, Maths, Science and Humanities (Core subjects)</li> </ul> </li> <li>- A satisfactory level of achievement in at least half of the assessment tasks per unit, including the examination, to achieve a satisfactory unit result</li> </ul>
2. <b>Attendance</b>	Minimum 90% in each unit

**Implementation:**

**a) Semester 1**

Students who do not satisfactorily complete 2 or more units in Semester 1 may be required to attend a Student Support Group meeting with their parent(s)/guardian(s) and a member of the Middle Years Student Management team.

The purpose of the meeting is to:

- Gain support in assisting improved student learning outcomes
- Implement strategies for improving student learning in Semester 2
- Establish an agreed process for monitoring student learning.

This meeting will determine the support required for the student and if appropriate a contract may be drawn up for the following semester. This could include an academic or behavioural tracker.

If a student does not satisfactorily pass Semester 1 English, Maths, Science and Humanities, communication will be initiated with parent(s)/guardian(s) outlining the Progression Policy and the importance of satisfactorily completing Semester 2 English, Maths, Science and Humanities in order to meet progression.

**b) Semester 2**

Students who do not satisfactorily achieve the progression requirements at the end of Semester 2 will not be recommended to progress into the following year.

In this case, the Year Level Coordinator with the Middle Years Leader will conduct an interview with the student and their parent(s)/guardian(s).

The purpose of the interview is to:

- Gain parental support in assisting improved student learning outcomes
- Establish an agreed process for monitoring student learning

This interview will determine the support required for the student and a contract will be drawn up for the following year. This could include the following trackers: Academic, Attendance, Homework etc.

Each student will be reviewed on an individual basis.

**c) Special Provision**

Extenuating circumstances may be considered in determining a student's suitability for academic progression. Such circumstances could include:

- Prolonged illness
- Achievement levels
- Other personal circumstances

## YEAR 10 INTO YEAR 11 PROGRESSION POLICY

### Requirements for Progression:

When considering whether a student is to progress into Year 11, the following criteria will be assessed:

#### Unit Requirements:

- The number of units satisfactorily completed

#### Assessment Task Levels:

- The student's level of achievement in the Assessment Tasks in each unit

#### Attendance:

- The student's attendance rate in each unit

#### Subject Selection:

- The student's current and proposed subject selection

### 1. Unit Requirements

Year 10 students are required to satisfactorily complete:

- 8 out of 12 units over the year
- at least 4 out of 6 units in Semester 2
- at least one unit of English

### 2. Assessment Task Levels of Achievement

The student's level of achievement in Assessment Tasks for each unit will be considered in determining satisfactory completion for each unit. An unsatisfactory achievement level (UG) or N in more than half of the Assessment Tasks, including the examination, for any unit will result in an overall unsatisfactory result for that unit.

### 3. Attendance

Students are required to attend school and all of their classes, except when legitimate and serious reasons prevent such attendance.

To be considered for progression, students are required to meet the College's minimum attendance requirement of 90% (refer to Sunbury Downs College Attendance Policy).

### 4. Current and Proposed Subject Selections

A student's current and proposed subject selections will be taken into account by a VCE Panel in determining whether they are to progress into Year 11.

### Summary of Requirements for Progression

1. <b>Unit requirements</b>	Students must satisfactorily complete: <ul style="list-style-type: none"> <li>• 8 out of 12 units for the year</li> <li>• at least 4 out of 6 units Semester 2</li> <li>• at least 1 unit of English</li> </ul>
2. <b>Assessment Task Levels of Achievement</b>	A satisfactory result in at least half of the assessment tasks, including the examination.
3. <b>Attendance</b>	Minimum 90% in each unit
4. <b>Current &amp; Proposed Subject Selections</b>	Considered by Year Level Coordinator



**Implementation:**

**(i) Semester 1**

Students who do not satisfactorily complete 2 or more units in Semester 1 will be required to attend an interview with their parent(s)/guardian(s) and Year Level Coordinator.

The purpose of the interview is to:

- gain parental support in assisting improved student learning outcomes
- implement strategies for improving student learning in Semester 2
- establish an agreed process for monitoring student learning

**(ii) Semester 2**

Students who do not satisfactorily achieve the progression requirements at the end of Semester 2 will not progress into a full Year 11 course, whether this is VCE/VET or VCAL. In this case, the Year Level Coordinator will conduct an interview with the student and their parent(s)/guardian(s). This interview will determine the best pathway for the student. Alternatives could include: continuing their education at another institution, repeating Year 10, School Based Apprenticeship or Traineeship, or doing a bridging year with a mix of Year 10 and 11 subjects.

Note: Each student will be reviewed on an individual basis.

**(iii) Special Provision**

Extenuating circumstances may be considered in determining a student's suitability for VCE/VET or VCAL. Such circumstances would include:

- prolonged illness
- time of arrival at the College
- other personal circumstances

**Support:**

The College provides a range of programs to maximise the success of each individual student. These programs are aimed at enhancing a student's chances at both academic and personal success e.g.: Maths Club, Literacy Club and Peer Tutoring.

**Evaluation:**

This policy will be reviewed annually in relation to its impact on improving student learning.

## YEAR 11 INTO YEAR 12 PROGRESSION POLICY

### Requirements for Progression

When considering whether a student is to progress into Year 12, the following criteria will be assessed:

#### Unit Requirements:

- The number of units satisfactorily completed

#### Assessment Task Levels:

- the student's level of achievement in the Assessment Tasks in each unit

#### Attendance:

- The student's attendance rate in each unit

#### Subject Selection:

- The student's current and proposed subject selection

### 1. Unit Requirements

Year 11 students are required to satisfactorily complete:

- 8 out of 12 units over the year
- at least 4 out of 6 units in Semester 2
- at least one unit of English

### 2. Examination Assessment Task Level of Achievement

Students will be enrolled into Year 12 if they achieve at least a pass for their Examination Assessment Tasks in 4 out of 6 units (including English) in Semester 2.

### 3. Attendance

Students are required to attend school and all of their classes, except where legitimate and serious reasons prevent such attendance.

To be considered for progression, students are required to meet the College's minimum attendance requirement of 90% (refer to Sunbury Downs College Attendance Policy for further information).

### Summary of Requirements for Progression

<b>1. Unit requirements</b>	Students must satisfactorily complete: <ul style="list-style-type: none"> <li>8 out of 12 units for the year</li> <li>at least 4 out of 6 units Semester 2</li> <li>at least 1 unit of English</li> </ul>
<b>2. Assessment Task Levels of Achievement</b>	A pass in at least 4 out of 6 Examination Assessment Tasks for Semester 2
<b>3. Attendance</b>	Minimum 90% in each unit

### Implementation:

#### (i) Semester 1

Students who do not satisfactorily complete two or more units in Semester 1 will be required to attend an interview with their parent(s)/guardian(s) and a VCE Panel.

The purpose of the interview is to:

- gain parental support in assisting improved student learning outcomes
- implement strategies for improving student learning in Semester 2
- establish an agreed process for monitoring student learning

**(ii) Semester 2**

Students who do not satisfactorily achieve the progression requirements at the end of Semester 2 will not enter into a full Year 12 course, whether this is VCE or VCAL. In this case, a VCE Panel will conduct a Student Support Group meeting with the student and their parent(s)/guardian(s). This interview will determine the best pathway for the student. Alternatives could include: repeating Year 11, doing a bridging year with a mix of Year 11 and 12 subjects i.e. a 3 year VCE program, Head start program (see page 14 for further information) or Traineeship or continuing their education at another institution.

Note: Each student will be reviewed on an individual basis.

**(iii) Special Provision**

Extenuating circumstances may be considered in determining a student's suitability for VCE or VCAL. Such circumstances could include:

- prolonged illness
- time of arrival at the College
- other personal circumstances

**Support:**

The College provides a range of programs to maximise the success of each individual student. These programs are aimed at enhancing a student's chances at both academic and personal success e.g.: Maths Club, Literacy Club and Peer Tutoring.

## Vocational Education Training in Schools (VETiS)

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### *COURSE REQUIREMENTS*

Sunbury Downs College will be offering a range of Vocational Education Training in Schools (VETiS) courses during 2022.

### *Overview*

VETiS in the VCE or VCAL Program allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training from either accredited state curriculum or national training packages which may contribute to their VCE and/or VCAL.

At Sunbury Downs College, students have the opportunity to take part in a range of VETiS Courses at various Certificate levels:

- VETiS Business
- VETiS Automotive
- VETiS Community Services
- VETiS Sport & Recreation
- VETiS Outdoor Recreation
- VETiS Music

For more information please see the website below:

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

### *VETiS Fees*

All VETiS subjects attract two types of fees, which must be paid in full for students to be eligible to complete the respective courses.

- VETiS Administration Fee – Paid at the commencement of each year of VETiS study for all courses, which is refunded in full upon the student's successful completion of the specific VETiS course
- VETiS Course Fee – This is an annual fee that varies from course to course, which must be paid to allow students to complete a VETiS Course

### *VETiS Prerequisites*

The prerequisites for entry into each VETiS course will vary from course to course, with some requiring successful completion of specific subjects/courses to allow entry.

### *Completion of VETiS Courses*

- For a student to be awarded any VETiS Certificate they must successfully complete all units of competency contained within the course
- Students who do not successfully complete all units of competency in some cases may still be eligible for credit to their required VETiS hours as part of a VCAL Program or to receive a Study Score used in the calculation of an ATAR
- Students are expected to maintain at least 90% attendance

## Victorian Certificate of Applied Learning (VCAL)

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### *COURSE REQUIREMENTS*

Sunbury Downs College will continue to offer the Victorian Certificate of Applied Learning (VCAL) as an alternative to the Victorian Certificate of Education (VCE) in 2022.

### *Overview*

The Victorian Certificate of Applied Learning (VCAL) is a 'hands-on' option for students in Years 10, 11 and 12. Like the VCE, the VCAL is a recognised senior secondary qualification, but unlike the VCE (which is widely used by students as a pathway to university) the VCAL focuses on applied learning. Students who undertake VCAL are more likely to be interested in going on to training at TAFE, completing an apprenticeship, or looking for employment after completing their secondary schooling. The flexibility within the VCAL course enables students to tailor a study program that suits their individual interests and learning needs.

There are **four compulsory strands** in VCAL:

- **STRAND 1** – Literacy and Numeracy Skills
- **STRAND 2** – Industry Specific Skills
- **STRAND 3** – Work Related Skills
- **STRAND 4** – Personal Development Skills

Along with these compulsory strands, Students are required to take part in work placement (one day a week) in an industry of their choice (some limitations apply) and complete units of competency contained within a VETiS Course.

A Certificate and Statement of Results will be issued to students who successfully achieve VCAL requirements.

For more information please see the website below:

<http://www.vcaa.vic.edu.au/vcal/index.html>

### *The VCAL Program*

- Students will enrol in a set curriculum based around vocational preparation
- Work placement is an integral part of the VCAL program. Students are expected to spend one day a week at their respective work placement for the duration of the School Year. This work placement day will be set and advised by the College
- The VCAL course is designed for students who want an alternative to the VCE Pathway. VCAL students will generally apply for the Head Start program (see page 14 for further information, apprenticeship, traineeship, a TAFE course or employment after Year 12
- Students are expected to maintain at least 90% attendance
- All students undertaking VCAL at Sunbury Downs College are required to sign a contract, which outlines expected student behaviour. Repeated failure to adhere to these expectations may result in the student being withdrawn from the VCAL program

## Head Start

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### *COURSE REQUIREMENTS*

Sunbury Downs College will continue to offer the Head Start program in conjunction with Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) students in 2022.

### *Overview*

Head Start is a new model for apprenticeships and traineeships for school students. Head Start students spend more time doing important, paid, on-the-job training while completing their VCE or VCAL at school. The program helps students to develop skills and experience that employers value. Head Start helps students to get the best start in their career. Students can choose to take an extra year to complete their VCE or VCAL. This means more time spent training on-the-job. In the first year, students will spend one or two days per week in paid employment. This will increase to three or four days per week in paid employment in the final year.

Depending on the requirement of the employer, it is expected that at a minimum average student will undertake:

- One day per week paid employment in year 10
- Two days per week paid employment in year 11
- Three days per week paid employment in year 12 (which may be undertaken over two years if required).

This new and flexible approach provides:

- Strong supports for both students and employers throughout the apprenticeship or traineeship
- Quality assured training through TAFEs and Skills First contracted providers
- A tailored pathway for students into careers in priority industries
- An opportunity for employers to train and mentor students who are ready for work and have literacy, numeracy and employability skills
- Payment of a fair training wage
- VCE or VCAL completion
- Significant progress towards, or completion of, a trade qualification.

### *Head Start Staff and Support*

From 2019, each cluster area will have a team of Head Start staff working across their local schools. Cluster directors are responsible for implementing Head Start across their area.

Head Start coordinators will:

- Support students and employers through the apprenticeship or traineeship
- Develop tailored Head Start pathway agreements for each apprentice or trainee
- Work with employers and Head Start schools to identify suitable opportunities
- Match the right student with the right employer
- Provide a point of coordination for students, employers, schools and training providers
- Ensure workplaces offer quality learning experiences for students.

### *Contact details and further information*

Website: <https://www.education.vic.gov.au/about/programs/Pages/headstart.aspx>

Email: [Head.Start.Hume.Moreland@education.vic.gov.au](mailto:Head.Start.Hume.Moreland@education.vic.gov.au)

## Later Years Student Responsibilities

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- ✓ Students must ensure that all unacknowledged (uncited) work submitted by them is genuinely their own work
- ✓ Students must acknowledge (cite) all resources used. This includes text and source material and name or names and status of the person or persons who provided assistance and the type of assistance received in completing their work
- ✓ Students must not accept undue assistance from any person. Undue assistance would include providing actual adjustment or improvement to a student's work, or dictating or directing a student to insert a particular text
- ✓ When practicable, students will complete coursework under teacher supervision. Students must periodically produce appropriate documentation of the development of work completed away from the teacher. This will enable the teacher to monitor the development of the work, to keep a record of the process and to be able to attest that the work is the student's own
- ✓ Students must not submit the same piece of work for completion of more than one Outcome
- ✓ Students who knowingly assist other students is a breach of rules may be penalised
- ✓ Students and their parents or guardians must sign the subject selection form acknowledging that they are aware of the VCE and VCAL guideline and procedures and have accessed and read these.
- ✓ Students must complete 'Holiday Learning Tasks' – set by their teachers during each Study Break
- ✓ Students are expected to attend VCE or VCAL after-school and before-school classes and other after-school study sessions as a means of improving their understanding
- ✓ Students are required to attend Year 12 Holiday classes

## Course Outcomes

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To complete any Unit, a student must satisfactorily achieve the course Outcomes for the Unit set out in the VCAA Study Design for every subject.

Satisfactory achievement of course Outcomes means:

- The work is clearly the student's own
- It achieves the course Outcome to the required standard
- The work was submitted on time
- There has been no substantive breach of rules

If satisfactory achievement of course Outcomes is granted, the student receives an 'S' for the Unit.

A student may not be granted satisfactory completion if:

- There is doubt whether the work is the student's own
- The work is not of the required standard
- The student has failed to meet the school deadline for the work requirement, including an extension of time where it has been granted, for any reason including special provision
- There has been a substantive breach of rules including school attendance rules

If satisfactory achievement of Outcomes is not granted, the student receives an 'N' for the Unit.



## VCE School Assessed Coursework (SACs)

---

School Assessed Coursework (SACs), based on the VCAA Study Designs, and are set and run by the College. SACs are conducted at various times throughout the school year and utilise a variety of methods of Assessment, including:

- Case study analysis
- Data analysis
- Writing tasks
- Investigations
- Experiments
- Multi-media presentations
- Oral presentations
- Tests

SACs are mostly conducted during class time, although this is not always the case. Like all SACs, attendance to scheduled 'out of normal school hours' SACs is compulsory. A medical certificate is required if an absence occurs. SAC results count for 25% - 50% of a student's overall study score. This will vary between studies.

SACs are marked at school with numerical scores that are then provided to and moderated by the VCAA.

### **Moderation:**

The scores sent to the VCAA are results that may be moderated. Moderation is the process where SAC scores are adjusted to be consistent with examination scores. Further information concerning moderation is provided by the VCAA during the school year.

When students receive their SAC result they should remember that grades are subject to change and are moderated on the basis of the students own external examination results.

## Absence from a SAC

---

A student who is absent for a SAC must provide a medical certificate and complete a SAC Rescheduling Form within 2 school days of returning in order to sit the SAC. These forms can be located at the Later Years Office.

## VCE School Assessed Tasks (SATs)

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School Assessed Tasks (SATs) are set by the VCAA and are only conducted in the following subjects:

- Applied Computing
- Product, Design & Technology (Wood/Textiles)
- Food and Technology
- Media
- Studio Arts
- Systems Engineering
- Visual Communication Design

SATs usually consist of folios of work.

The SATs are marked at school against strict SAT Assessment Criteria prescribed by VCAA.

Teachers of these subjects will provide students with information of the Assessment Criteria for each SAT.

- Unit 3&4 SAT results are released as part of the student's statement of VCE results.
- Unit 3&4 SAT folios and any related piece of work will not be able to be given back to students until December.

This is a VCAA requirement.



## Authentication

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Students must be responsible for ensuring that the teacher has no difficulty in authenticating their work. They should understand that teachers cannot authenticate work about which they have doubts, until further evidence is provided.

### **Victorian Curriculum Assessment Authority Rules:**

- Students must submit for assessment only work that is their own. All assistance received by the student in producing the work must be acknowledged and be obvious to the reader
- 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
- 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 student/person's work or study notes. Students must ensure that all unacknowledged work submitted is genuinely their own
- Actual corrections or improvements made or dictated by another person
- Students must not submit the same piece of work for assessment more than once
- Students who knowingly assist other students is a Breach of Rules may be penalised

Teachers may require students to submit class work, complete tests, or undergo an interview to prove authentication. Serious breaches of authentication rules will require the VCE/VCAL panel to convene.

### **VCE/VCAL PANEL MEMBERSHIP**

- Principal Class Member
- Mini-School Leader
- Subject teacher

Students will be informed of the panel's decision and any requirements that need to be met.

## Examinations

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### **Units 1 & 2**

All students undertaking a Unit 1 & 2 sequence are required to undertake internal examinations. An examination for all Unit 1 subjects will take place at the conclusion of Semester 1 and examinations for all Unit 2 subjects will take place at the conclusion of Semester 2. The examinations range from 1 hour 30 minutes to 3 hours 15 minutes.

### **Units 3 & 4**

- Students undertaking a scored VCE will undertake VCAA examinations
- These examinations are set by the VCAA and are conducted at the end of the year (October/November)
- The exams range from 1 hour 30 minutes to 3 hours 25 minutes in duration
- Subject teachers will give students specific advice on the material to be covered, along with the style and format of each examination
- Students studying a Unit 3&4 sequence are provided with a VCAA Examination Timetable
- Further information regarding examinations can be obtained from the VCAA website
- Students undertaking a Unit 3&4 sequence are required to undertake compulsory Practice Examinations during Term 2 and the September school holidays in preparation for the final VCAA Examinations

## Special Provision

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Over the course of the VCE academic year, a student may be eligible for 'Special Provision' for School Assessed Coursework & Examinations. Special Provision is ultimately decided by the VCAA and may be granted if, during the completion of these tasks, a student is:

- Affected significantly by illness, by any factors relating to personal environment, or by other serious cause

Or

- Prevented by illness, by any factors relating to personal environment, or by other serious cause from completing a task for graded assessment or disadvantaged by any physical disability or impairment.

Students who are eligible should discuss the matter with their Year Level Coordinator before the conclusion of Term 3 2021 in readiness for 2022.

### **Students do not have grounds for 'Special Provision' if they:**

- Are absent from school or study for prolonged periods without evidence of significant hardship
- Are comparatively unfamiliar with the English language as their only disadvantage
- Are affected by teacher absence and other teacher-related difficulties
- Misread an examination timetable or an examination paper

### **How to apply:**

- The student must notify the College of the circumstance which might entitle him/her to Special Provision. The student should notify their Coordinator and complete a Special Provision application.
- All applications should be accompanied by appropriate and current documentation, which might include medical certificates, medical reports or reports from social workers, youth workers or other professionals.
- Applications for the 2022 academic year must be completed in **Term 4, 2021**.

## Later Years Attendance Requirements

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Parents and students are required to sign the subject selection form for the 2022 academic year to indicate they have read and agree to the Sunbury Downs policies and attendance requirements for VCE/VCAL.

For the purposes of fulfilling VCAA attendance requirements and the College Attendance Policy, it is the student's responsibility to attend, and be on time, to all classes. Students who arrive late must sign in; all absences must be covered by a note or medical certificate.

The attendance requirement set by this school is a minimum of 90%. Absences due to illness or other acceptable reasons covered by preferably medical certificates or statutory declaration will be deemed approved absences and will not be deducted from the 90%. Absences due to illness, of more than 2 consecutive days must be covered by a medical certificate. Absences on the day of a SAC must be covered by a medical certificate, otherwise the work, which will be undertaken at a later date, will not be graded. At Year 12 this will mean an NA (Not Assessed) will be awarded for the task. Absences due to family holidays are deemed unapproved absences. Failure to meet the minimum attendance requirement will result in 'N' for the Unit Outcome.

Students must attend all classes unless a member of the Later Years Team has approved an absence for a legitimate reason. The attendance requirement of 90% applies to each subject.

## How does the GAT affect VCE results?

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The General Achievement Test (GAT) is an important part of the VCE assessment procedures. Although GAT results do not count directly towards a student's VCE results, they play an important role in assuring that school assessments and examinations have been accurately assessed.

A student who is seriously ill or affected by other personal circumstances at the time of a VCE external assessment and whose result is unlikely to be a fair or accurate indication of their learning or achievement in the study, may apply for a Derived Examination Score, the GAT is used in determining a derived score. Therefore students should attempt to score as high as possible on all parts of the GAT.

Achievement on the GAT is a good predictor of achievement on other assessments. If students have done well on the GAT, then their achievements are likely to be high in their school assessments and examinations.

Any student undertaking a Unit 3 & 4 sequence is required by the College to undertake a compulsory practice GAT.

## Uniform

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It is a requirement of enrolment at Sunbury Downs College that all VCE/VCAL students must be in full uniform at all times. Please refer to the uniform requirements as outlined in the College's Student Planner.

## Study Sessions – Year 12 Students Only

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All Year 12 students are expected to use their private study time effectively. The Study Centre is available for Year 12 students during their designated private study sessions.

Students are not permitted to leave school grounds during study sessions.

## Teacher Absences

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When a Year 12 subject teacher is absent, the class will not be covered by a replacement teacher. The exception to this is when a teacher absence exceeds two consecutive days. In this circumstance the class will be covered.

Please note-when a class is not covered, students are expected to use this time as a study session and therefore use the Study Centre to complete work independently.

Year 11 students enrolled in a Unit 3 or 4 study class must attend school even when classes are not operating. Students will be required to study in the Education Resource Centre during these sessions.

Students should check Compass for any work left or see the Later Years Administration Officer for further information.

## Unit 3 and 4 Scored Students

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### Study Scores

The maximum study score for each subject is 50. The score is calculated from SAC/SAT results and the examination. Study scores are released in December as part of a student's statement of VCE results.

### General Achievement Test (GAT)

This is a compulsory test for students completing a Unit 3 & 4 subject. It is a General Achievement Test – not a test of knowledge about a particular subject or topic. It will measure student skill and capacity across three broad areas:

- Written communication
- Mathematics, Science and Technology
- Humanities, Arts and Social Science

The results from the GAT will be used by VCAA to monitor and, when necessary, moderate school assessment.

### Australian Tertiary Admission Rank (ATAR) Score

The ATAR score is used for university entrance and selection into other tertiary courses. To receive an ATAR students must pass their VCE. This means students must have passed the required number of Units. In addition, students must pass a sequence of Units 3 & 4 English in a single calendar year.

The ATAR score is out of 99.95 and is calculated from Unit 3 & 4 English, English as an Additional Language (EAL) or Literature results and the three next best Unit 3 & 4 Study Scores.

If students have completed a fifth and/or sixth 3 & 4 Unit, 10% of the score is added to the overall ATAR. There are some restrictions to the combinations of subjects used to calculate the ATAR. Students are advised to seek advice about these rules when making subject selections.

### Scaling:

- Scaling is used in the calculation of ATAR scores
- Scaling is implemented in order to compensate for the variety of subjects offered
- Scaling was introduced so students are able to select any VCE subject without being disadvantaged

Please Note: It is very important that students select subjects that suit their area of expertise, interests, skills and career path, not because of scaling.

ATAR CALCULATION		
	English/EAL/Literature	ATAR Score between 1 and 99.95
Top 3 Subjects	Subject 2	
	Subject 3	
	Subject 4	
10%	Subject 5	
10%	Subject 6	

## ATAR Examples

### KIM

Here is an excellent example of a student who knew what she liked, what she was interested in and good at. Kim chose studies based on all of these factors and as a result was in the top 10% of the state.

Kim completed Psychology in Year 11 so her study score was scaled in that year. Her result for Psychology was included as an increment in the calculation of her ATAR.

Study	Unit 3/4 Results	Grade 1 (Unit 3)	Grade 2 (Unit 4)	Grade 3 (Exam)	Study Score	Scaled Score	Aggregate Contribution
English Language	SS	A+	A	A	38	39.86	39.86
Mathematical Methods (CAS)	SS	A	B+	B+	33	38.43	38.43
Literature	SS	B+	A	A	36	37.40	37.40
Biology	SS	A	A	B+	36	36.77	36.77
Chemistry	SS	B	B	B	31	35.52	3.55
Psychology	SS	B+	A	B+	35	33.46	3.34
Aggregate Truncated at 1 decimal place							159.3
ATAR							90.05

### JADE

Jade chose five studies that were scaled up. Jade did not excel in any of her studies and, even though five of her six studies were scaled up, the ATAR was still not as high as it might have been if she had chosen studies based on what she was good at, interested in and enjoyed.

Study	Unit 3/4 Results	Grade 1 (Unit 3)	Grade 2 (Unit 4)	Grade 3 (Exam)	Study Score	Scaled Score	Aggregate Contribution
English Language	SS	C+	B	C+	29	30.02	30.02
Biology	SS	D+	B	D+	26	25.74	25.74
Mathematical Methods (CAS)	SS	D+	D+	E+	21	25.05	25.05
Specialist Mathematics	SS	D+	E	E	15	21.68	21.68
Physics	SS	D	D+	D	20	20.63	2.06
Chemistry	SS	E+	D+	E	17	18.63	1.86
Aggregate Truncated at 1 decimal place							106.4
ATAR							54.35

## 2022

### Term Dates

Term 1	28 Jan (teachers start back) 31 Jan (students start back)	8 April
Term 2	26 April	24 June
Term 3	11 July	16 September
Term 4	3 October	20 December

### Bell Times

Music to move to Lockers	8:55am	9:00am
Home Group	9:00am	9:10am
Session 1	9:10am	10:00am
Session 2	10:00am	10:50am
Recess	10:50am	11:05am
Music to move to Lockers	11:05am	11:10am
Session 3	11:10am	12:00pm
Session 4	12:00pm	12:50pm
Lunch	12:50pm	1:30pm
Music to move to Lockers	1:30pm	1:35pm
Session 5	1:35pm	2:25pm
Session 6 Dismissal	2:25pm 3:15pm	3:15pm

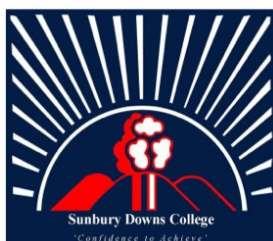
## Glossary of Terms

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<b>APPLIED LEARNING</b>	Often referred to 'hands on' or 'practical' learning applied learning focuses on contextualising learning in a 'real world' setting.
<b>ASSESSMENT TASKS</b>	For each Unit there are a number of Outcomes which must be met. These are assessed either S (Satisfactory) or N (Not Satisfactory) as prescribed by VCAA. In addition to this, Unit 1 and 2 subjects at our College have assessment tasks which are assessed via a grade A+ to E (Satisfactory), UG (Ungraded), NA (Not Assessed). These assessment tasks arise out of the Outcomes. The letter grade is internally awarded and not required by VCAA to be recorded on the students final VCE results.
<b>AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)</b>	Rank position between 1-99.95 based on results of coursework, assessment tasks and examination for Units 3-4 used for selection to further study (TAFE and University). The English score plus the next best three results are tallied and 10% of the fifth and sixth subject are added to attain a score. Please note comparative scores for subjects are adjusted by VCAA. This is now a nationally recognised rating scheme.  NOTE: STUDENTS MAY WISH TO ATTEMPT SIX (6) UNIT 3-4 SEQUENCES AT VCE TO IMPROVE THEIR ATAR SCORE.
<b>COMPETENCY BASED LEARNING</b>	A systems of instruction, assessment and academic reporting that is based on students demonstrating that they have learned the knowledge and skills they are expected to within a specific program.
<b>GENERAL ACHIEVEMENT TEST (GAT)</b>	A test set by the VCAA which must be completed by ALL students (at Year 11 or 12) undertaking a VCE Unit 3-4 sequence. The result is used as a comparison with internal School Assessed Coursework. In addition, the GAT and external examinations will be used to statistically moderate School Assessed Coursework.
<b>HEAD START</b>	Model for apprenticeships and traineeships for school students.
<b>OUTCOMES</b>	Outcomes define what students will know and be able to do as a result of undertaking a study. Satisfactory completion of a VCE Unit will be based on meeting all the prescribed Outcomes. Students are required to complete coursework and assessment to demonstrate their knowledge and skills dictated in the outcomes.
<b>RTO</b>	Registered Training Organisation
<b>SATISFACTORY COMPLETION OF UNITS</b>	Satisfactory completion of all Units of Study will be based on satisfactorily meeting the Outcomes prescribed for each Unit.
<b>SBAT</b>	School Based Apprenticeship or Traineeship
<b>SCHOOL ASSESSED COURSEWORK AND SCHOOL ASSESSED TASKS</b>	The internal assessment component of Unit 3 and 4 will be assessed by either prescribed coursework or assessment tasks. Coursework are ongoing tasks completed throughout the duration of the unit.
<b>SEMESTER</b>	Equivalent to half a school year or two terms, however Units 2 & 4 commence usually 2-3 weeks before the end of Term 2.
<b>SEQUENCE OF UNITS</b>	Most subjects are designed as a sequence of four Units, to be taken in each semester over two years. However, it is possible to change subjects at the end of Unit 1 and end of Unit 2. Units 3 and 4 must be both satisfactorily completed to count toward the VCE.



<b>STRAND</b>	The VCAL contains four curriculum strands: Literacy and Numeracy Skills, Industry Specific Skills, Work Related Skills and Personal Development Skills.
<b>STUDY (OR SUBJECT)</b>	A sequence of half year Units in a particular curriculum area e.g. English, Mathematics, etc.
<b>SWL</b>	Structured Work Placement
<b>TRAINING PACKAGE</b>	Is a set of nationally endorsed standards and qualifications for recognising and assessing people's skills in a specific industry, industry sector or enterprise. They are developed by national Industry Skills Councils (ISCs). Service Skills Australia is an industry skills council.
<b>UOC</b>	Unit of Competency
<b>VCAA</b>	Victorian Curriculum and Assessment Authority
<b>VCE</b>	Victorian Certificate of Education
<b>VCAL</b>	Victorian Certificate of Applied Learning
<b>VETiS</b>	Vocational Education Training in Schools



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