

# Edinburgh College

2021 VCE Handbook



# Contents



<b>Contents</b>	<b>2</b>
<b>Message from the Principal</b>	<b>4</b>
<b>Message from the Head of Secondary</b>	<b>5</b>
<b>Message from the VCE Coordinator &amp; Careers Advisor</b>	<b>6</b>
<b>VCE at Edinburgh College</b>	<b>7</b>
Attendance Requirements	8
Homeroom	8
Assembly & Chapel	9
Study & Sport Periods	9
Absence from a SAC	9
Poor SAC Performance	10
VCE Subjects at EC	10
Subjects in 2019	10
Application Required Subjects	11
External Enrolments: EC Partnerships	12
VCE by Distance	12
Off Campus VCE/VET (VETDSS)	13
VCE Extension	13
Changing and Withdrawing from Subjects	14
The ATAR	15
Non-ATAR VCE	15
Major Assessments	16
Mid-Year Exams	16
GAT	16
VCE Trial Exams	16
VCAA External Exams	17
<b>VCE Privileges &amp; Responsibilities</b>	<b>18</b>
Uniform	18
Year 12 Room	19
Year 12 Participation in External Sport	19
VCE Study: Times and Spaces	20
Study Periods: Library	20
Library Group Work Room	20
Wednesday Afternoon Study Block	20
Student Transport and Movements	20
Parking	20
Students Leaving Campus	21
Use of Computers	21
Year 12 Celebrations	22
Year 12 Chapel	22
Year 12 Formal	22
Post Formal Year 12 Breakfast	23
Awards Night and Graduation	23

Completing VCE/Deregistering from EC	24
<b>Reporting</b>	<b>25</b>
<b>Planning Assistance for Students &amp; Parents</b>	<b>25</b>
<b>VCAA Policies &amp; Procedures</b>	<b>26</b>
VCE Assessment and Grading	26
VCAA Rules for Assessments	27
VCE Results: Study Scores and ATARS	29
Study Scores	29
ATARS	29
General Assessment Task (GAT)	29
Exemption from the GAT	30
VCE Exams	30
Support for VCE Students Experiencing Hardship	31
Student Programs	31
School-Based Assessment	32
Special Examination Arrangements	32
<b>Complaints &amp; Concerns</b>	<b>34</b>
VCAA Appeals	34
<b>Appendices</b>	<b>36</b>
Appendix #1: Edinburgh College VCE Personnel	36
Appendix #2: Glossary of Key VCE Terms	37
Appendix #3: VCE Frequently Asked Questions	41
Appendix #4: VCE Academic Intentions & References	42
Appendix #5: External Enrolment Policy (VETDSS & Distance Ed)	44
Appendix #6: Application to Undertake Off-Campus Studies	48
Appendix #7: Application To Enrol in VCE Extension	49
Appendix 8: Request for VCE Subject Change	50
Appendix #9: Intention not to sit VCAA Examinations	51
Appendix #10: Year 12 Driving/Parking Policy	52
Appendix #11: Student Driver Agreement	53
<b>Notes:</b>	<b>54</b>



# Message from the Principal

Mr Tim Borgas



At Edinburgh College, our team of caring, talented and dedicated staff and volunteers endeavour to be the best educators and support possible for your child. We strive to understand each student's learning journey; their learning preferences, what inspires them, and how they can turn failure or disappointment into a growing opportunity.

From Early Years right through to Secondary, Edinburgh College provides Christian education with a focus on nurture, service, and the development of character for each student. We instill the core values of our college, demonstrating what it means to be Respectful, Responsible, Resilient and to have a Willingness to Learn.

Our Year 7-12 Curriculum offers a balanced education from the core subjects of English, Maths and Science to the Arts and Health, providing your child with the opportunity to further refine their interests and capabilities through elective subjects in Years 9 and 10.

Our Secondary Campus is a safe and wholesome environment where each student has the opportunity to flourish. Upon completion of their journey at Secondary our students graduate with confidence and are ready to meet the needs of a challenging world.

Welcome to Edinburgh College.



# Message from the Head of Secondary

Mrs Anastazya Ferry



Secondary students at Edinburgh College benefit from a deep and broad education. Deep, in the sense of deeper learning of the existing disciplines, but also broad knowledge in areas such as entrepreneurship and technology. Students will be able to use this knowledge in terms of creativity, critical thinking, communication, and collaboration. Success is anchored in positive engagement with the world outside school, and beyond, via character, values, resilience, ethics and the ability to have a positive influence. A growth mindset and the ability to reflect, adapt, learn, unlearn, relearn and continue to learn is pivotal to ongoing success in the workplace and further studies.

In addition to the core subject offering, we offer a range of extra-curricular programs available for secondary, including an elite Basketball and expanding sports program, a Science service program, VET options beginning in Year 9, Music and Creative Arts program and Food Sustainability and Horticulture as part of Geography.

Working in partnership with our parent community, Edinburgh College is proud to produce changemakers, innovators, and disruptors, who are balanced and prepared, ready to take on any new challenge with confidence.



# Message from the VCE Coordinator & Careers Advisor



Miss Kristen Judd

Welcome to VCE at Edinburgh College! We are pleased that you have chosen to complete your senior secondary school years with us and look forward to working with you to create your future.

This document has been designed to assist you as a reference for the frequently asked questions and important aspects of the VCE that you will likely need to know over your time completing this internationally recognised qualification.

To further support you as you make decisions about VCE and the world beyond secondary school we invite you to make a one-on-one careers appointment. Students may do this by clicking: <http://bit.ly/CareersBooking> and selecting a convenient appointment slot with me. Parents please feel free to email me at [Kristen.judd@ec.vic.edu.au](mailto:Kristen.judd@ec.vic.edu.au) or call 03 9728 2211 to book a time.

Please don't be a stranger – the Edinburgh College team including our teachers and admin look forward to working with you as you plan for the coming years.



# VCE at Edinburgh College



VCE, or the Victorian Certificate of Education, is a Year 12 certification recognised around the world. The VCE is the main high school qualification earned by students in Victoria. Generally speaking, the VCE is conducted over two years (usually Year 11 and 12); however, it can be completed across more years (i.e. begun in Year 10 or with the completion of Year 12 over two years).

The VCE is made up of a minimum of 16 satisfactorily completed units. Information on what constitutes a satisfactory completion can be found further down in this document. A unit represents one semester's worth of work. A subject is broken up into four units of work. Unit 1 and 2 are generally completed in Year 11 with Unit 3 and 4 completed in Year 12. For each unit completed VCAA requires a minimum of 50 hours of in-class instruction.

Whilst it is generally advisable for students to complete Unit 1 and 2 prior to completing Unit 3 and 4, this is not a requirement of VCAA. Units 1 and 2 are stand alone subjects which can be completed in isolation or out of sequence. Unit 3 and 4 on the other hand must be completed in order in the same academic year. The end of year external VCAA examination covers the content contained in a Unit 3 and 4 sequence. For more detail see the Assessment section of this document.

In many ways the day to day VCE program varies little from the school program students have become accustomed to throughout secondary school. Students will still attend classes, have recess and lunch breaks and receive homework to be completed out of class. The ways in which the VCE differs is in the seriousness of the content, the speed of delivery and the importance of students performing at their best. Students are expected to be increasingly self-directed and mature in their approach to their studies. They are expected to actively use SEQTA, email, Google Calendar and information provided by teachers to plan and prepare.

Edinburgh College is committed to assisting students to develop their individual futures. We firmly believe that success is not a one size fits all process and are invested in working with students individually to assist them in finding the path that works best for them.

Students are strongly encouraged to make use of Miss Kristen Judd, VCE Coordinator/Careers Advisor, other staff and parents when planning their VCE. Subject choices should be based on student interest, student skills and required prerequisites for relevant tertiary studies.





## Attendance Requirements

Attendance in class is a key component to success in the VCE. As such student attendance should, wherever possible, be 100%. In order to achieve a VCE at Edinburgh College no student enrolled in a VCE or VCE/VET subject's enrolment should fall below **90%**. The only exceptions to this rule are in the case of medically documented illness or other extreme circumstances at the discretion of the Principal. Persistent lateness to classes will contribute to non-attendance calculations.

Please note, the required level of attendance is calculated based on overall attendance. This includes Chapel, homeroom, study periods and EC events.

Should school attendance drop below the aforementioned level a meeting will be arranged to further discuss the issue. This will involve student, parent(s), the VCE Coordinator and the Head of Secondary. Students on a scholarship or academic contract may find themselves in breach of their agreement in such a situation.

### Homeroom

Homeroom continues to be an important feature of EC community life. This is a time for students to bond, for important announcements to be shared and student led decisions to be discussed. Attendance at Homeroom is compulsory. Homeroom begins at 9:55am each morning. At this time, the expectation is that students will come to the assigned room ready, not only for Homeroom, but also for Period 1 and 2.

Non-attendance or persistent late arrival to Homeroom will not be accepted. Should issues persist in the timely arrival, students will be invited to meet with the Head of Secondary to discuss strategies for rectifying this issue.

### Assembly & Chapel

Attendance at Assembly and Chapel are important facets of Edinburgh College. Attendance at both of these weekly events is compulsory with absences counted against overall attendance data.

### Study & Sport Periods

Study periods also directly count to overall school attendance. Non-medical or similarly explained absences will count against a student's overall attendance.

### Absence from a SAC

Students are responsible for knowing upcoming assessment dates. It is their duty to check their year level Google calendar and SEQTA in order to be aware of the key assessment dates for each of their studies. With school-based assessments playing such a key role in the generation of the ATAR, VCE attendance is imperative and awareness of adequate preparation for such assessments is critical.

If a student is absent on the scheduled day of a SAC he/she is required to attain a Doctor's Certificate or a professional counsellor's statement. This certificate should clearly mention the specific dates the student was absent as well as include the words 'unfit for their usual duties'.





Students who are unable to produce a medical certificate for the date in question may sit the SAC on a different date; however, the student will only be eligible for a Satisfactory or Non-satisfactory grade(N). No numerical score will be issued. As such, the student will receive no mark for the associated outcome. This has critical consequences for students completing a Unit 3 and 4 study as no numerical score being entered will result in no study score being generated for the subject in question. Depending on the number of subjects a student undertakes this could result in a student being ineligible for an ATAR.

All absences should be reported to Edinburgh College secondary's campus office – 9728 2211 or by emailing our secondary office team on [secondary@ec.vic.edu.au](mailto:secondary@ec.vic.edu.au) in line with the college's policy.

## VCE Subjects at EC

Edinburgh College firmly believes that students perform at their best if they choose subjects that they are interested in and enjoy studying. Careers and subject selection advice follows the principle of choosing subjects based on interest, past performance and future study intentions. The VCE Coordinator and Head of Secondary present this message to both students and parents alike.

The College fervently discourages students from making subject selection based on past VCAA scaling or moderation of marks. Similarly students are actively encouraged to be proactive in researching the subjects required as prerequisites for university entry into courses of interest. Information on pre-requisite subjects can be sourced via the VTAC website's Course Search feature along with the various tertiary institution websites.

VCE allows for greater individual choice of subjects. There are only two compulsory subjects which all EC students must be enrolled in each year: English and Religion and Society/Encounter Bible. Whilst Maths is not compulsory, it is strongly encouraged, especially at the Unit 1 and 2 level where it frequently forms a prerequisite for tertiary admission.

Edinburgh College offers a core range of VCE units for students to choose from. Depending on enrolment numbers and staffing requirements, however, some units may not run each year. Units will be timetabled based on:

- Student choice
- Staffing availability
- Student numbers

Timetable groupings will be compiled based upon student subject choices. Therefore, it is most important that students indicate their preferred choice of units for the following year. If there are insufficient students interested in taking a unit, it may not be considered for timetabling. Year 10s will undertake VCE subject planning and selection in early Term 3. Year 9s considering undertaking a VCE subject in Year 10 will undertake subject planning in mid Term 3.



## Application Required Subjects

Edinburgh College is committed to providing students opportunities to extend themselves academically including advanced placement into VCE, conceptually challenging studies such as Maths Methods and Physics, as well as courses offered off-campus through our partner institutions Virtual School Victoria (formally Distance Education Victoria) and Victorian School of Languages. Whilst we believe in supporting students to extend themselves, we also place emphasis on students being made well aware of the commitment that they are undertaking in engaging in challenging studies.

As such it is our practice to draw upon a student's past performance and teacher recommendations in the process of assisting students in designing their study plans.

This includes:

- Students wishing to undertake VCE Math Methods
- Students wishing to undertake VCE Physics
- Students wishing to undertake a subject early (ie: Year 10s enrolled in a Unit 1&2 subject or Year 11s enrolled in a Unit 3&4 sequence).

Criteria for undertaking any of the aforementioned subjects:

- Proven track record of academic success in the subject
- Endorsement of likely success by current subject teacher

[See Appendix 4](#)

## External Enrolments: EC Partnerships

Students at Edinburgh College may enrol in a subject through an external provider. By engaging with one of these external providers students are able to access a wide variety of subjects not available on campus. These enrolments are available for VCE subjects and VCE / VET, also known as VETDSS.

[See Appendix 5 & 6](#)

Please note: extra costs are associated with these undertakings.
--

## VCE by Distance

Whilst Edinburgh College offers many of the most popular VCE subjects, we are not able to offer all the available studies. As such we provide students the opportunity to study VCE subjects through external providers: Virtual School Victoria and Victorian School of Languages. These institutions offer a number of off campus study options for students.

For most students a VCE by distance subject is undertaken in place of an on-campus subject. As such, students will be allocated with study periods. These periods may be used to work on either distance education work or that of on-campus subjects. During these periods, students should work productively in the Library.

It is important for any student considering studying a VCE subject via distance, to understand that it is their responsibility to complete all tasks by the required dates by

mail or email. Further to this it is the student's responsibility to seek out assistance where required whether it be from the VCE Coordinator or their off-campus teacher.



## Off Campus VCE/VET (VETDSS)

Vocational Education and Training (VET) enables students to undertake a nationally recognised qualification whilst also contributing to the VCE. VCE/VET or VETDSS is a program which enables high school students to begin, and in some cases complete, a vocational education qualification whilst still in high school.

VET programs can contribute to the ATAR in a number of ways, depending on the classification of the course. The most encouraged courses are VET courses commonly known as VCE/VET courses, which serve to provide recognition in both programs. VCE/VET courses meet all the criteria for VCE programs including school assessed coursework (SACs) and an end of year exam. This means that the subject has a direct contribution to the student's ATAR.

Other VET programs are not directly incorporated in the VCE. These courses can provide block credits (or a satisfactory (S) towards the overall completion of the VCE). There is no examination for these courses and therefore no direct contribution to the VCE. Many of these courses offer 10% of the student's primary four subject's study scores in place of a fifth or sixth VCE subject.

Students interested in pursuing a VETDSS subject should ensure they understand how their particular subject may contribute to their VCE attainment and ATAR. Appointments with Miss Judd are encouraged.

## VCE Extension

VCE Extension is offered by a number of universities. These programs offer current Year 12 students with the opportunity to undertake a university level course as a part of their VCE program. These can contribute to the ATAR calculation.

Whilst an excellent opportunity for students who have a proven record of achieving academic success to push themselves, these courses do require significant commitment and will involve students missing notable class time due to the requirement to attend extension classes often on the relevant university's campus. With this in mind, caution is encouraged in students considering such undertakings.

Students interested in pursuing VCE Extension must make an application in writing to the VCE Coordinator. The Secondary Administration team will meet to discuss the student's application and make a decision on endorsement. As a minimum, students must have a proven academic track record across Year 11 subjects with a minimum average of 90% on assessments.

[See Appendix 7](#)

## Changing and Withdrawing from Subjects

Whilst most subjects are designed with four components (Unit 1, 2, 3 and 4) the completion of earlier units are not always required for the successful completion of subsequent units of study. For example, a student may enter a subject at the start of

Unit 2 or 3 without completing the previous units. The exceptions to this are some Science studies where Unit 1 and 2 are required for the completion of Unit 3 and 4. Also notable is the fact that Unit 3 and 4 must be completed together as the end of year exam covers both units.



Any student who wishes to change from one subject to another at any time must obtain a permission form from the VCE Coordinator ([See Appendix 8](#)). The completed form, with all required signatures, must be returned to the VCE Coordinator so that the VCAA can be notified of the change. Failure to follow these procedures may result in the student not receiving credit for work in the subject by the VCAA.

### Final date for withdrawal or change from a subject

	Withdrawal from Subject	Subject Change
<b>Semester 1</b>	Unit 1: Last day of Term 1 (mid April)	Unit 1: Friday of the fourth week of Term 1 (late February)
	Unit 3: Last day of Term 1 (mid April)	Unit 3: Friday of the second week of Term 1 (mid February)
<b>Semester 2</b>	Unit 2: Last day of Term 3 (mid September)	Unit 2: Friday of second week of Term 3 (late July)
	Unit 4: First day Term 3 (mid July)	Unit 4: Not Available



## The ATAR

The ATAR or Australian Tertiary Admissions Rank is the system used by most universities and tertiary institutions to sort and rank students for admission into post-secondary tertiary studies. The ATAR is based on a student's scores in between four and six Unit 3 and 4 VCE subjects and includes the scores earned in SACs (school assessed coursework)/SATs (school assessed tasks) and the end of year VCAA examination.

Achieving an ATAR is not a compulsory requirement for completing the VCE. The VCE is achieved through the satisfactory completion of 16 units of VCE studies as outlined earlier in this document.

$$\text{English} + 3 \text{ top scoring subjects} + 10\% \text{ of any 5th or 6th subject} = \text{ATAR}$$

## Non-ATAR VCE

Students who are not wishing to pursue tertiary studies may not wish to undertake the requirements beyond VCE curriculum related to attaining an ATAR. Not achieving an ATAR occurs when students do not undertake VCAA examinations.

It is important for students considering this path to understand that the requirements of 16 satisfactorily completed units of VCE still remain. All coursework should be completed and submitted in order to ensure a satisfactory level is achieved. Students in this category must complete the Intention Not to Sit VCAA Examination form, available from the VCE Coordinator. This document requires discussions with various staff members and parents ([see Appendix 9](#)). Intention Not to Sit Exam forms are due by the second Friday in Term 4. Students in Art or Product Design and Technologies need to make a decision in early June.

## Major Assessments (Internal & External)



VCE plays host to a number of key assessments including the internally marked SAC/SATs, unit exams (Unit 1&2) and trial exams (Unit 3&4) as well externally marked assessments such as GAT and end-of-year VCAA exams. Each of these tasks is of key importance and should be undertaken with maturity.

### School Assessed Coursework and School Assessed Tasks

SACs and SATs play a key role in the assessment of students in VCE. These assessments are generally the culmination of an area of study or part thereof. In Unit 3&4 studies, these scores are reported to VCAA and used in the generation of a student's Study Score and ATAR. Much of the pages that follow address the importance of and rules associated with SACs and SATs.

### Semester Exams (Units 1&2)

Students in Units 1&2 are experienced at undertaking exams at the end of each semester). These assessments which cover content from the given semester are an important feature for all Unit 1 and 2 studies. These exams provide a solid building block for building up to VCAA examinations at the end of a Unit 3 and 4 sequence which cover an entire year's content. Students should be well aware of semester exam dates and ensure that no holidays or appointments are booked during this time.

### GAT

The General Achievement Test is a standardised test administered to all students in Victoria enrolled in a Units 3 and 4 subject. Whilst the result of this assessment does not directly affect a student's ATAR it is used to calculate a Derived Examination Score if a student is unable to undertake an exam. This is a compulsory assessment. Students are only permitted to miss this assessment under exceptional circumstances. The GAT is conducted on either the Wednesday before or after the Queen's Birthday public holiday. There are no make-up times for this assessment.

### VCE Trial Exams

Trial Examinations provide students in Units 3 and 4 studies the opportunity to practise and revise for the upcoming official VCAA examination. Edinburgh College holds these assessments in the exam venue and where possible has one of the official VCAA supervisors supervising trials. This approach serves to alleviate student stress and is a valuable in preparing students for the upcoming external assessments.

Not only do these assessments provide students an opportunity to practise and thus work towards improving their results, they also generate indicative grades which staff use in predicting future student performance in the exam. Indicative scores are used in conjunction with the GAT to moderate and generate derived exam scores when required.

Each year EC Trial Exams are held in the second week of the Term 3 break. Students and parents are advised that attendance for these assessments is essential. As such, travel should be avoided during this period.



## VCAA External Exams

Exams are discussed in greater detail in the VCAA section, however, suffice to say they are very important to students wishing to proceed directly to tertiary study following Year 12. As such, it is imperative that students undertaking a Unit 3 and 4 study ensure that they do not book any appointments or holidays during the examination period – from late October through November. Whilst there are patterns regarding when certain exams have been scheduled in the past these patterns are no proof of future scheduling. Exams missed **CANNOT** be sat at a later date.

## Assessment Procedures

### Communication of an Upcoming Assessment

Students will be informed about an upcoming assessment in a number of ways at least one week prior to an assessment including:

- Being issued a Notification of Assessment form
- Addition of assessment to the relevant Google Calendar
- Upcoming Assessments in SEQTA

### Permitted Materials

The teacher will outline in the Notice of Assessment what materials may be brought into the assessment room. The following items are permitted in all exams:

- Pens
- Pencils,
- Highlighters
- Erasers
- Sharpeners and rulers.

Pencil cases can only be brought into the examination room if they are transparent, that is, the contents are visible to the supervisor. Basic stationery items do not include aids for curve sketching, Mathomat, MathAids or geometrical drawing instruments, such as compasses, set squares and protractors. Correction fluid/tape and loose sheets of paper are not allowed in any examination. It is recommended that you do not use erasable pens. For some examinations, you are permitted to bring additional specific materials into the examination, as outlined in the following table.

Food is not permitted in a SAC or other assessment, unless as part of a Special Provision plan.

### Water Bottles

VCAA approves students bringing bottled water into an assessment room only when compliant with the following conditions:

- The water is in a clear plastic bottle (no label)
- The bottle has a secure lid
- The capacity of the bottle is no more than 1500 ml
- The water bottle must not be placed on the desk at any time
- Water bottles must be not re-filled during the assessment



- Water bottles must not be shared between students



## Authentication:

Students are required to sign an “Authentication Sheet” when sitting a SAC or sign and submit a “Plagiarism Authentication” document alongside assessment tasks/projects that are completed outside of class time. By signing this document, you are agreeing that all associated assessment tasks for that SAC/Outcome Area are your own work and is not in any way plagiarised.

## Feedback and Release of Marks

Edinburgh College operates, wherever practicable within a two week turn around for marks and feedback on assessments. It is at the teacher’s discretion whether they release results as a percentage, letter grade or other range indicator.

Students in Unit 3&4 studies are reminded that any result/score issued by a teacher on a piece of School-Assessed-Coursework may change following statistical moderation by VCAA.

## Poor SAC Performance & Redemption

Students receiving less than 50% on any SAC or major coursework task will be required to resit the associated piece of assessment or part thereof as directed by their teacher. Scores for the first sitting of an assessment cannot be changed in accordance with VCCA policy. However, by re-submitting a piece of assessment a student is able to work towards showing a satisfactory level of understanding and thus receive an ‘S’ for the outcome/area of study.

Due dates for resubmission or assessment retakes are at the discretion of the subject teachers and should generally be completed within a maximum of two weeks following the results being handed back. Should work not be redeemed to a satisfactory level within a timely manner students and families will receive a ‘Student at Risk of ‘N’ Result letter’ (see Appendix 9). All redemptive tasks must be finalised at least two weeks prior to result due dates for staff.

## Lost/Damaged/Stolen Work

The security of SACs is taken seriously by staff and students alike. Should an issue occur when an assessment task becomes lost, stolen or damaged prior to the marking/recording of an assessment task the VCAA policy will apply.

VCAA requires the teacher or student complete a written statement outlining the circumstances of the loss/damage/incident. Following this the principle, on the advice of the subject teacher, any relevant supervising teacher and the VCE Coordinator will make a decision regarding the score to be applied, given the specific circumstances.

## Non/Late Submission of Assessments

SACs/SATS not submitted by the due date and without the submission of a medical certificate to explain delay will be treated in the same manner as an absence without a medical certificate. For Unit 3&4 subjects this will result in the student only being eligible for a Satisfactory or Non-satisfactory grade. No numerical score will be issued.



As such, the student will receive no mark for the associated outcome. This has critical consequences for students completing a Unit 3 and 4 study as no numerical score being entered will result in no study score being generated for the subject in question. Depending on the number of subjects a student undertakes this could result in a student being ineligible for an ATAR. Therefore, if a Non-satisfactory grade is received during a Unit 1 and/or 2 study, this will critically influence the student's study score and ability to receive an ATAR.

Students on a scholarship or academic contract may find themselves in breach of their agreement in such a situation.

## VCE Privileges & Responsibilities

Edinburgh College upholds its VCE students as leaders in the school. Leadership opportunities include both those officially recognised, such as Captain, Vice Captain, House Captain and SRC representative, as well as non-official roles as leaders in vertical homerooms, in sporting competitions and on-campus interactions.

As such, VCE students have a number of privileges and responsibilities not available to younger year levels. It is the hope of Edinburgh College that students will approach these opportunities with maturity, understanding that privileges can be withdrawn if responsibilities are not met. Involvement in school sponsored events are an example of this.

It is the expectation of the College that all students participate in school events such as sporting carnivals, Combined Schools Day of Worship and EC Secondary Awards Night and Graduation. Non-attendance at such events will result in privileges being lost.

## Uniform

The expectation is that VCE students act as leaders amongst their underclassmen. This extends to the manner in which the school uniform is worn. This extends to the wearing of the Edinburgh College blazer to and from school from the 2021 academic year onwards. Edinburgh College's uniform expectations continue throughout the senior school with two variations

**EC VCE Maroon Jumper:** When students enter VCE (Year 11) they are permitted to wear the maroon coloured EC VCE jumpers. These are available for purchase from the Edinburgh College uniform shop. This is an official item within the EC Uniform Policy and can be worn any day by any student in Year 11 or 12.

**Year 12 Jumper:** Year 11 students (in term 4) are given the opportunity to design (with final approval resting with the VCE Coordinator and the Head of Secondary) a Year 12 jumper. From 2018, the administration team has ruled that jumpers must be:

- consistent with school colours/ethos
- not be hoodies
- able to be worn with the academic uniform
- wearable under the EC blazer

The Year 12 jumper is not a uniform item, as such it may only be worn on Tuesday and Friday. Please note that the Year 12 jumper may not be worn with the Sport Uniform. Jumpers may not be worn even with a parent note on any other day, unless permission

has been given by the Principal for on-campus days. For excursions, jumper approval is at the discretion of the supervising teacher.

For greater clarity on uniform expectations please review the [Edinburgh College Student Handbook \(Secondary\)](#).



## Year 12 Room

One of the most loved features of Year 12s at Edinburgh College is the use of the Year 12 room. This is a space designed to support academic study and provide an opportunity for students to relax and unwind. The Year 12 room may only be used during the following times:

- Before school
- Recess
- Lunch
- After school

This room represents a privilege available to students so long as they meet the required expectations. This privilege may be withdrawn for individual students or the cohort as a whole if the expectations are not met.

- The room must be kept clean and tidy at all times (following the cleaning roster)
- Sports activities are not permitted in the room
- Furniture may not be removed
- All students are required to sign a 'lease' for the space and to pay \$10 before the new group may 'move in'.

## Year 12 Participation in External Sport

Year 12s are important participants of ASV and CSEN sporting events; however, due to the importance of their study commitments no sporting activities are scheduled from mid Term 3 onwards.

## VCE Study: Times and Spaces

### Study Periods: Library

Edinburgh College is committed to assisting students as they prepare for assessments, exams and life beyond EC. As such, some students may elect to take a 'Study Period'. By taking one less subject overall, or one less class on-campus, students have the opportunity to spend time focused on their other subjects. These periods should be spent in the Library.

Whilst we believe that study in the Library is a useful tool for many students it is essential that students understand that this requires maturity on their part and is a privilege which may be revoked. In this case, students will be required to spend their study periods under closer supervision at the rear of a teacher's classroom.

## Library Group Work Room

The Library Group Work Room is a resource available to Edinburgh College students. This room is designed to provide students (especially those in the senior years) with a place in which to undertake group work and study. A note from a teacher is required to make use of this facility. The use of this room is a privilege, which if not used with maturity may be revoked.



## Wednesday Afternoon Study Block

VCE students have the opportunity to utilise the EC sport double on a Wednesday afternoon for further study. This provides a welcome opportunity for students to request extra assistance from staff (pending staff availability) and assists in managing study load. To select this option students should choose the study option when sport options are released. The EC VCE team strongly encourage students enrolled in one or more Unit 3&4 subjects to take advantage of this extra opportunity for study time.

## Student Transport and Movements Parking

Year 12s have the opportunity to make use of their driver's licence by driving to and from school and by parking on campus. This privilege, however, comes with responsibility. It is the expectation of the College that students drive according to the law. It is also an expectation that students do not leave campus or visit their vehicles during the school day.

In order to be permitted this privilege, students must submit a copy of the completed Year 12 Driving/Parking Policy document. Year 12s are permitted (with the aforementioned approval) to park in the main EC Secondary car park near the Sports Centre.

Any issues of inappropriate use of vehicles or car park, will result in this privilege being lost. See [Appendix 11](#) and [Appendix 12](#).

## Students Leaving Campus

Any student (including Year 12 students) wishing to leave campus during the day must have a note of authorisation from their parent or guardian and must sign the Sign Out iPad in the office. Students who wish to sign out, must complete all tasks prior to signing out via the iPad. This is important from a supervision and OHS point of view. Once signed out, students are considered to be no longer on campus and therefore outside of procedures and checks in the case of an emergency.

## Use of Computers

Regardless of the year level, all Edinburgh College students are required to follow the technology policy as outlined in Edinburgh College Cybersafety Policy. Further to this, a student who uses a computer to produce work for assessment is responsible for ensuring that:

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



All Students are required to ensure they are familiar with the [Edinburgh College Cyber Safety Policy](#).

## Year 12 Celebrations

### Year 12 Chapel

Yet another much loved EC tradition, the Year 12 Chapel provides our most senior students with the opportunity to pass along their wisdom to lower year levels. This Chapel takes place on the Thursday immediately following the Year 12s before the final day of classes (2nd Friday of Term 4). Chapel on this day will be held in Period 4 and, following the event's pack up, Year 12s will be taken to lunch by the VCE Coordinator and the Head of Secondary.

Year 12s are the drivers of this event. The VCE Coordinator acts to support students and to vet the program in order to assure appropriateness. Year 12s are encouraged to impart wisdom as well as to reflect on their journey at EC through this Chapel program.

### Year 12 Formal

The Year 12 Formal is a highlight for the graduating class and EC staff alike. Each year this takes place on Wednesday in the week following the Religion and Society VCAA examination (generally the final VCAA exam for Edinburgh College students). This event sees Year 12s, their parents and EC teachers celebrating student achievement. Tradition dictates that no girlfriends, boyfriends or non-EC students attend this event.

Whilst the event is designed to celebrate the individual personalities of each Year 12 class there are several requirements which should be noted in the planning process:

- A vegetarian option should be available
- Meat choices in line with Biblical teaching of clean and un-clean meats
- No alcohol should be available during the event nor consumed by students before it
- No significant others/girlfriends/boyfriends

Students have the opportunity to elect to host pre-Formal canapés on the EC front lawn. This event may be attended by family, friends and significant others in addition to formal guests.

The Formal is a student driven event; decisions such as location, cost, theme and program rest with the graduating class. The VCE Coordinator will provide support throughout the planning process and on the night. The Edinburgh College Bursar will assist with the payment of deposits and final costs as well as the collection of payments made by students.

## Post Formal Year 12 Breakfast

Just because the Formal comes to an end does not mean that the fun has to. The morning following the Year 12 Formal the College hosts a post Formal breakfast for the Year 12s on the school's front lawn. This provides younger students with the opportunity to admire our seniors as well as the Year 12 class an opportunity to savour the Formal experience. This is held between 8-9 am.



## Awards Night and Graduation

The culmination of over a decade of hard work, the EC (Secondary) Awards Night and Graduation is a time of celebration. All EC students are expected to attend in full school uniform. Year 7-11 students should wear summer uniform. Year 12 students should wear full winter uniform including, where possible, a blazer.

The program begins at 7:30 pm with students (Year 7-11) asked to arrive and move directly to their year level assigned seats by 7:15pm. Year 12 students are requested to meet in the Principal's office at 6:45pm for prayer prior to marching in at the program's commencement. Year 12s and their parents are invited to post-event drinks and nibbles in the EC cafeteria to allow the evening's celebrations to continue.

## Completing VCE/Deregistering from EC

All good things must come to an end, following a student's final VCAA exam the following must occur:

- Complete and return de-registration form (Error! Reference source not found.)
  - Return borrowed items from Library
  - Return laptop to IT department to have it decommissioned (returned to factory settings)- be sure to backup all data prior to doing this
  - Clean out locker
  - Pay all accounts owing
- Complete a VTAC Consent form (where appropriate)( Error! Reference source not found.)
- Complete an intentions Not to Sit VCAA Exams form (where appropriate) (Error! Reference source not found.)

# Reporting

Reporting and feedback on student performance happens in the following ways through VCE:

- SEQTA – marks are released, generally within two weeks of an assessment being completed
- Semester Reports – released in Term 2 and Term 4 (Year 12 reports only relevant at Term 2 due to the fact that they finish in early Term 4 for exams).
- Parent/Teacher/Student Conferences. We actively encourage parents and their VCE students to attend these meetings. Traditionally EC holds two parent/teacher interview evenings. One such evening is held in Semester 1 and another in Semester 2.

The Edinburgh College team strongly encourages students and parents to make frequent use of SEQTA and to be active in seeking feedback for improvement from teaching staff.



## Planning Assistance for Students & Parents

Students and parents are actively encouraged to seek assistance with subject selection by booking a one-on-one appointment with Miss Kristen Judd, VCE Coordinator and Careers Advisor. These appointments can be made online by visiting <http://bit.ly/CareersBooking>.

In an effort to assist students in making the best choices for achieving their personal success, students and parents are invited to a number of annual events including:

- VCE Information Night (10-12) held in early Term 1
- VCE Introductory Evening (Year 10 into Year 11) held in early to mid Term 3
- Year 10 Planning Evening for Year 9 students held in mid Term 3

## VCAA Policies & Procedures

### VCE Assessment and Grading

The VCE is assessed in three ways: receiving a Satisfactory or Not Satisfactory mark for each unit (internally scored), SAC (Student Assessed Coursework), SAT (School Assessed Task) and externally scored VCAA examinations.

Assessment for Unit 1 and 2 subjects is internal to the school. Upon the culmination of a unit (semester's worth of work for a subject) students are judged on whether or not they have satisfactorily completed that unit of work. Work can be deemed as falling into three categories: Satisfactorily Completed (S), Not Satisfactorily Completed (N) or Not Attempted (J). In order for a unit to count towards a student's VCE they must receive a S. To be deemed to have satisfactorily completed a unit a student must:

- Produce work that demonstrates achievement of the outcomes.
- Submit work on time.
- Submit work that is clearly their own.
- Observe Victorian Curriculum and Assessment Authority (VCAA) and school rules.

Receiving an N (Not Satisfactory mark) can occur when one or more of the outcomes are not achieved in the following situations:

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





It is essential that students understand that a score of N (Not Satisfactory) or a J (not submitted) can result in a student not achieving the required 16 Ss to achieve their VCE. In the case of an 'N' on either a Unit 3 or 4 the negative consequences are compounded with a student potentially unable to qualify for a VCE on the basis of not meeting the required number of Unit 3 and 4 sequences.

SACs and SATs are internal, school based assessments designed on the VCAA subject design to address an outcome. For Unit 1 and 2 subjects these marks remain with the school. For Unit 3 and 4 subjects, however, these marks are provided to VCAA and are used in the creation of the Study Score and ATAR.

The third type of assessment, which applies only to Unit 3 and 4 studies, is the VCAA administered examination. This is a wholly external assessment tool used to rank students between schools. These examination results are crucial in the calculation of a study score and ATAR.

VCE examinations take place during October and November each year. The rules are extremely tight for these exams – changes are not allowed due to personal preference or pre-arranged holidays. The timetabled date and time for a VCAA examination and the GAT cannot be changed. This timetable becomes available mid year; students should mark the time and date for each of their exams.

## VCAA Rules for Assessments

VCAA, Victorian Curriculum and Assessment Authority is the statutory authority of the Government of Victoria responsible for the provision of curriculum and assessment programs for students in Victoria. They create all study designs (blueprints for each subject), create and mark the VCE examinations, establish and enforce rules associated with the running and examination of the VCE and audit institutions on their implementation and assessment of the VCE.

The VCAA sets down seven rules that students must observe when preparing work for assessment. These rules apply to School Assessed Coursework and School Assessed Tasks, and assist teachers in authentication of students' work. Teachers cannot authenticate work about which they have doubts until further evidence is produced. Students studying Units 1 and 2 subjects are expected to comply with the same rules; however, their work is set and assessed internally. The rules are:

- Students must ensure that all unacknowledged work submitted by them is genuinely their own work.
- Students must acknowledge all resources used. This will include:
  - text, websites and source material; and
  - the name(s) and status of the person(s) who provided assistance, and the type of assistance provided.
- Students must not accept undue assistance from any other person in the preparation and submission of work.
  - Acceptable levels of assistance include:
    - the incorporation of ideas and material derived from other sources (eg reading, viewing or note-taking) but which has been transformed by the student and used in a new concept;
    - 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's work or sources without acknowledgement; and
  - corrections or improvements made or dictated by another person.
- A student must not submit the same piece of work for assessment of more than one study.
- A student who knowingly assists other students in a breach of rules may be penalised.
- A student must sign an authentication record for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
- A student must sign a general declaration that he/she will obey the rules and instructions for the VCE, and accept its disciplinary provisions.

To breach these VCAA rules is a serious offence and will result in a meeting with the VCE Coordinator and the Head of Secondary.

## VCE Results: Study Scores and ATARS

Whilst the ATAR is the score most often associated with VCE it can only be produced after a study score for each successfully completed Unit 3 and 4 sequence has been calculated.

### Study Scores

Study scores are calculated by VCAA and indicate a student's performance in that subject relative to others. For most subjects this score takes into account a student's performance in all Unit 3 and 4 SACs/SATs. This number is calculated to be between 0-50. Students should bear in mind that SAC marks are statistically moderated for fairness across the state and so may be changed by VCAA. A student's study score may vary from the score given by the school.

### ATARS

ATAR, or Australian Tertiary Admissions Ranking, is a number generated from a student's study scores to be used to rank all students in Australia for the purpose of tertiary admission. The ATAR score denotes a student's ranking relative to his or her peers upon completion of their secondary education. For example an ATAR score of 99.0 means that the student performed better than 99% of his or her peers.

An ATAR score is calculated from a student's English study score, their next top 3 scoring subjects and 10% of the fifth and sixth highest scoring subjects. This number will range from 0-210. It will then be adjusted to sit on the scale of 0-99.95 in intervals of 0.05. The highest rank is 99.95, the next highest 99.90, and so on. The lowest automatically reported rank is 30.00, with ranks below 30.00 being reported as 'less than 30'.

## General Assessment Task (GAT)



The GAT, or General Achievement Test, is a test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. All students enrolled in a VCE or VCE VET Unit 3 and 4 sequence must sit the GAT. It is used by the VCAA to check that schools are marking school-assessed tasks to the same standard, as part of the statistical moderation of school-assessed coursework and as a quality assurance check on the VCAA's marking of examinations and school-assessed tasks.

Whilst it does not count towards VCE results or ATAR, the GAT helps to check that school assessments and examinations are accurately assessed. The results may be used to moderate internal and external assessment. A student whose performance on an examination is affected by the onset of illness, accident or personal trauma may apply for a Derived Examination Score. If an application is approved, a student's GAT scores will be used in the calculation of the Derived Examination Score.

## Exemption from the GAT

As the GAT may contribute to the Derived Examination Score, it is important that all students completing a Unit 2 and 4 sequence in a given year attempt this examination. However, a student may apply for exemption from the GAT if he/she is:

- vision-impaired or has an impairment for which arrangements cannot reasonably be made given the format of the GAT.
- prevented by accident, illness or other serious cause related to personal environment from sitting the GAT. If absent because of illness or injury, students must provide an appropriate medical certificate.
- representing his/her state or country overseas in an official event.

## VCE Exams

VCAA schedules all VCE exams. These are held during the months of October and November with exam dates for each announced in June/July. The VCAA publish the timetable for the VCE examinations and make it available on the VCAA website ([www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)). Whilst Edinburgh College provides students with numerous pieces of information regarding exam dates, ultimately it is the responsibility of the student to be present and prepared for each exam.

Students who have three examinations in one day must complete these examinations as timetabled. These students will have an additional ten minutes per hour extra time for the final examination on that day. This time may be taken as working time or supervised rest breaks. Students are not obliged to utilise the extra time. Students who complete three examinations in one day are entitled to a Derived Examination Score (DES) for the third examination completed on that day. These students are not required to apply for a DES, which should be seen as a safety net, not a substitute examination score.

Whilst not a frequent occurrence at Edinburgh College, students may at times experience an exam timetable clash (two examinations scheduled for one session). In this situation one of the examinations will be moved to another session on the same day. There are exceptions to this allowance – language and music exams.



- It is essential that students and their families understand that VCE exams CANNOT be undertaken on another date or for any personal reason. No holidays or appointments should be made during this period.
- Detailed information on VCE exams including the timetable and permitted materials are available in the VCE Navigator magazine.

To assist EC students prepare for these exams, students are offered a range of support programs including briefings, trial exams and the opportunity to apply for the EC Winter School Scholarship.

## Support for VCE Students Experiencing Hardship

The VCE program has been designed, with a mixture of internal and external evaluation to ensure a 'fair go' for all students. One such way of attempting to ensure all students have an even chance of success is through VCAA's Special Provision program. There are four forms of this special provision available to students:

- Student programs
- School-based assessment
- Special Examination Arrangements
- Derived Examination Scores

### Student Programs

The purpose of Special Provision here is to help students in defined circumstances to complete the VCE in a reasonable time frame. A student is eligible for this Special Provision if, at any time while studying for the VCE, he/she is:

- Significantly adversely affected by illness (physical or psychological) by any factors relating to personal environment or by another serious cause.
- Disadvantaged by a disability or impairment including learning disabilities.

### School-Based Assessment

A student is eligible for Special Provision (school-based assessment) if his/her ability to demonstrate achievement is adversely affected by:

- Illness – acute and chronic
- Impairment – long term
- Personal circumstances.

There are several ways for schools to make alternative arrangements for students:

- Re-scheduling of an assessment task
- Allowing extra time for unit completion or school-assessed coursework
- Setting a substitute task of the same type
- Setting a different kind of task
- Provision of facilities and technology
- Assistance from aides
- Deriving scores from other assessments or work completed.

## Special Examination Arrangements

Schools may apply to the VCAA for Special Examination Arrangements for individual students. Students are eligible for Special Examination Arrangements if it can be demonstrated that achievement on the examination is adversely affected by:

- Accident or sudden onset of illness
- Personal circumstances
- Long term impairment.



Special Examination Arrangements may take the form of:

- Extra reading time in addition to the official reading time; and/or
- Extra writing time in addition to the official writing time; and/or
- Rest breaks
- Separate room

Any application for Special Examination Arrangements must be accompanied by an assessment by an independent and accredited professional eg a clinical psychologist as well as samples of student work completed under test conditions. The closing date for applications varies slightly each year - we recommend all forms be submitted by mid March. See the VCE Coordinator for further information about this matter.

It is important to understand that Special Provision does not affect a student's study score or ATAR; it exists to level the playing field to ensure every student has the opportunity to perform at their best.

## Complaints & Concerns

Whilst the EC staff works exceeding hard to provide a quality education for all students we are well aware that we, as do all, make mistakes. Should you have a concern, complaint or wish to provide some constructive feedback from which we can grow to serve others better, here is a list of contacts with whom you may wish to speak to.

Area of Concern	Contact
Question on a mark or assessment	Subject teacher directly
Question on VCE requirements of staff, student, curriculum	VCE Coordinator
Question or continued and unresolved issue with staff member	Head of Secondary

Specific procedures exist in terms of a complaint once VCE results have been entered into the VASS system. The following is directly from the VCAA site.



## VCAA Appeals

Students have the right of appeal to the school on decisions about:

- non-satisfactory completion of a unit.
- Special Provision situations under the control of the school.
- a breach of rules.

Students have the right of appeal on the VCAA's decision about Special Examination Arrangements and Derived Examination Score (DES) applications. However, it is the responsibility of the student to make an appeal; the school cannot do this on the student's behalf.

### **Appeal procedures on the awarding of an N for a Unit**

1. Students must lodge a written application of appeal with the Principal within 14 days of receiving notification from the school of their subject result.
2. The Appeals Committee of the school will meet within seven days of the lodgement of the appeal.
3. The Committee will consider the available information and documentation relating to the student's case.
4. The student will be given no less than 24 hours' notice of the time when the Committee will meet.
5. If the student wishes, a parent or friend may attend the interview in a support role, but not as an advocate (i.e. the support person does not speak for the student).
6. If required by the Committee, the subject teacher involved may be called to clarify any issues.
7. The student will be notified of the final decision in writing within seven days of the Committee's meeting.
8. If a change has to be made to the student's results, the school will contact the VCAA.
9. The principal will keep a written record of the appeals process.

More detail on this matter can be found in the VCE and VCAL Administrative Handbook 2019..

N.B. There is no appeal to the VCAA on VCE School Assessed Coursework (SACs) or School Assessed Tasks (SATs).

# Appendices

## Appendix #1: Edinburgh College VCE Personnel

### VCE Administrative Staff



Principal	Mr T Borgas	principal@ec.vic.edu.au
Head of Secondary	Mrs A Ferry	anna.ferry@ec.vic.edu.au
VCE Coordinator & Careers	Miss K Judd	kristen.judd@ec.vic.edu.au

### Teaching Staff (Units1-4)

Accounting Business Management	Miss L Zhong	lily.zhong@ec.vic.edu.au
Biology	Mr B Shaw	ben.shaw@ec.vic.edu.au
Business Management Legal Studies	Ms K Judd	kristen.judd@ec.vic.edu.au
Chemistry	Mr M Croft	michael.croft@ec.vic.edu.au
English	Mrs B Martin Mr D Brooks	<a href="mailto:bianca.martin@ec.vic.edu.au">bianca.martin@ec.vic.edu.au</a> danny.brooks@ec.vic.edu.au
Food Studies	Mrs E Wood	emma.wood@ec.vic.edu.au
Health & Human Development Psychology	Mrs C Christian	camilla.christian@e.vic.edu.au
Mathematics (General/Further) Physics	Mr M Hassen	michael.hassen@ec.vic.edu.au
Mathematics (Methods)	Mr E De Witt	eben.dewitt@ec.vic.edu.au
Product Design & Technology	Mr D Ridley	damien.ridley@ec.vic.edu.au
Psychology	Mr S Ladson	samual.ladson@ec.vic.edu.au
Religion and Society	Mrs H Sawicki	heli.sawicki@ec.vic.edu.au



## Appendix #2: Glossary of Key VCE Terms



ATAR	Australian Tertiary Admission Rank – The overall ranking on a scale of zero to 99.95 that a student receives, based on their study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.
Block Credit	Achieved through completion of a VET course. Block credit can be used to meet the requirements of the VCE.
Derived Examination Score	Provision available for students who are ill or affected by other personal circumstances at the time of an examination and whose result is unlikely to be a fair or accurate indication of their learning or achievement.
GA	Graded Assessment – All VCE studies have three Graded Assessments for each Unit 3 and 4 sequence, except for scored VCE VET programs, which have two. Each study includes at least one examination, most have School-assessed Coursework, and some have School-assessed Tasks.
GAT	General Achievement Test – A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. All students enrolled in a VCE Unit 3 and 4 sequence must sit the GAT. It is used by the VCAA to check that schools are marking School-assessed Tasks to the same standard, as part of the statistical moderation of School-assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School-assessed Tasks.
ITC	Independent Tertiary Colleges – Often smaller and newer education providers. These organisations generally focus on a fairly specific areas
J	A student is enrolled in a course of study but submits no work/attend no classes. Classification used only in extreme circumstances.
N	Not Satisfactory grade given for a unit indicates that the requirements of the outcome have not been met
NA	Not Assessed



RTO	Registered Training Organisation – An organisation that is approved and registered by VRQA to deliver VET within a defined Scope of Registration
S	Satisfactory completion of a unit – indicates that the requirements of the outcome have been met.
SAC	School Assessed Coursework – may take many forms such as tests, case studies, oral presentations. These assessments are aligned to the key knowledge and skills or one area of study or outcome of a subject
SAT	School Assessed Task (applies to practical subjects) – These assessments are mandated by the state and are designed to assess understanding of an area of study/outcome
SEAS Application	Special Entry Access Scheme – This scheme provides special consideration for students who fall into one (or more) of five categories. This provides 'bonus points' on top of the student's ATAR. The success of this application is not reported back to student/school. SEAS recognition differs between tertiary institutions.
Special Examination Arrangements	Arrangements that are approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access the examinations.
Statement of Results	The document/s issued by the VCAA showing the results a student achieved in the VCE and whether he/she has graduated.
Statistical Moderation	The process used to ensure that schools' assessments are comparable throughout the state. It involves realigning the scale of each school's School-assessed Coursework scores for each study to match the level and spread of the external reference scores for the students in that school enrolled in that study.
Studies	The subjects available in the VCE
Study Design	A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be



	assessed. Schools and other VCE providers must adhere to the requirements in the study designs.
Study Score	Ranking of students in a particular subject. A number between 0-50 is given by VCAA based on a student's performance on SACs/SATs and the exam. This may differ from the score given by the school due to the ranking process.
UMAT	Undergraduate Medical Admissions Test – a requirement of students wishing to undertake certain medical/dentistry courses at certain universities across Australia. Applications for the UMAT close: early June. The exam takes place: in late July.
Unit	The components of a VCE study that are a semester in duration. There are usually four units in a VCE study, Units 1, 2, 3 and 4.
VASS	Victorian Assessment Software System – software system which house student and school details and marks.
VCAA	Victorian Curriculum and Assessment Authority - Statutory authority of the Government of Victoria responsible for the provision of curriculum and assessment programs for students in Victoria.
VCAA Student Number	Unique number assigned to each student enrolled in VCE, VCAL and VCE VET
VCE	Victorian Certificate of Education- An accredited senior secondary school qualification.
VCE Certificate	The certificate awarded to students who meet the requirements for graduation of the VCE
VCE VET	Nationally recognised VET certificates developed into full programs of study within the VCE and contributing to satisfactory completion of the VCE under the same recognition arrangements as for VCE studies.
VET	Vocational Education & Training – VET provides a wide variety of educational qualifications in their own right as well as a pathway to further tertiary education.



VETDSS	Vocational Education and Training Delivered in Secondary Schools – Combines the qualifications offered in nationally recognized VET programs with completion of high school. This usually involves students being off campus one day a week to complete the VET component of their studies.
VRQA	Victorian Registration and Qualifications Authority – the statutory body in charge of registering and monitoring independent schools in Victoria
VTAC	Victorian Tertiary Admissions Centre – VTAC acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the Australian Tertiary Admission Rank (ATAR).
VTAC Student Number	Number provided by VTAC upon registration on the site. This number is used by students to log into the system and change/update tertiary preferences and make SEAS, scholarship applications.

## Appendix #3: VCE Frequently Asked Questions

*Q: What is the attendance requirement of VCE?*

A: The expectation on behalf of the College is that you will not miss any days to non-medical or emergency related causes. Should attendance at any time drop below 90% including Chapel or Homeroom the student and parent will be brought in for a meeting to discuss the prospect of the student not achieving a 'S' for any affected subjects, regardless of performance.

*Q: What happens if I miss a SAC?*

A medical certificate is required for an SAC/SAT or major assessment missed. If a medical certificate is not submitted the student will not be able to resit the missed assessment. Assessments never sat will result in the student receiving a 'N' and being deemed to have not satisfactorily completed the unit.

*Q: Is it possible to receive a VCE Certificate without receiving an ATAR/sitting exams?*

A: Yes, so long as you meet the requirements of the VCE you will achieve a VCE certificate. The examination process serves in the creation of study scores and an ATAR. These are not required elements of achieving a VCE.

*Q: Where do I go to book a Careers/VCE appointment?*

A: Careers appointments may be booked at any time by students and/or parents by visiting: <http://bit.ly/CareersBooking>. This link will direct you to appointments available in the Google Calendar of Miss Judd. To book an appointment time, simply click on the

desired slot and enter your details. Unless otherwise noted, meetings are conducted in Miss Judd's office – Room C. Booking via the Google calendar allows for notifications to come to both parties. Should an appropriate time not be found, please email Miss Judd on [Kristen.judd@ec.vic.edu.au](mailto:Kristen.judd@ec.vic.edu.au).



*Q: Help! Can I change subjects?*

Yes, in most cases subjects can be changed with relative ease. There are, however, some exceptions to this. There are also some restrictions in terms of timing of such transfers. Further information on these rules can be found earlier in this document.

*Q: Do I have to take 6 subjects in Year 12?*

No. The main reason why students undertake six Unit 3/4 subjects in Year 12 is in an effort of maximising their ATAR. In terms of how the ATAR is calculated, English and the top three subjects contribute in full. The fifth and sixth subjects contribute 10% of their worth to the ATAR.

With this in mind a single subject in the 5th or 6th position generally contributes around 1-4 marks (depending on performance). Students who contribute a Unit 3 and 4 sequence in Year 11 have the opportunity to 'bank' their score to be put towards their ATAR calculations in Year 12.

## Appendix #4: VCE Academic Intentions & References

Edinburgh College is committed to providing students opportunities to extend themselves academically including advanced placement into VCE, conceptually challenging studies such as Maths Methods and Physics as well as courses offered off-campus through our partner institutions Distance Education Victoria and Victorian School of Languages. Whilst we believe in supporting students to push themselves we also place emphasis on students being made well aware of the commitment that they are undertaking in engaging in challenging studies.

As such it is our practice to draw upon a student's past performance and teacher recommendations in the process of assisting students in designing their study plans.

This form should be completed in any of the following situations:

- Students wishing to undertake a VCE subject during Year 10
- Students wishing to undertake a VCE subject via Distance Ed/VSL\*
- Students wishing to undertake VCE Math Methods
- Students wishing to undertake VCE Physics

Criteria for undertaking any of the aforementioned subjects:

- Proven track record of academic success in the subject
- Endorsement of likely success by current subject teacher

\*Additional fees may apply. Please see External Enrolment policy for additional information and required form

## VCE Academic Intentions and Reference



Name of student:	Current Year Level:
Name of subject wishing to undertake:	
Why do you wish to undertake this subject?	
What do you believe are your strengths that would enable you to succeed in this particular subject?	

-----  
I understand the commitment I/my student is making by submitting this application.

Student signature:	Date:
--------------------	-------

Parent/Guardian signature:	Date:
----------------------------	-------

## VCE Academic Reference

To be completed by past/current teacher



Name of Teacher:	
Subject & year level reference is based on:	
Based on your experience teaching this student do you endorse them to study the above mentioned study? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Explain your reasons for this decision:	
If you have endorsed this student, what do you believe will be the area in which the student needs to invest the greatest time to ensure academic success in this endeavour?	
If you have not endorsed this student, what does the student need to do in order for you to reconsider your decision?	
Signature of teacher:	Date:

## Appendix #5: External Enrolment Policy (VETDSS & Distance Ed)

Edinburgh College supports students achieving personalised success, as such we recognise that for some students this may require them to undertake units of study off-campus. These external enrolments fall into two main categories:

- Extension & Languages Subject Enrolment
  - Victorian School of Language
  - Virtual School Victoria
- Vocational Subject Enrolment (VET/VETiS)
  - Box Hill Institute
  - Swinburne Institute of Technology
  - William Angliss Institute
  - Mullum Cluster
  - Yarra Valley VET Cluster

### Extension & Languages Subject Enrolment

Being bilingual is a notable advantage in our world of increasing globalisation. The Victorian School of Languages provides high school students with the opportunity to study a modern language, other than English. They offer over 40 languages with classes in many languages available from beginner level to VCE.

Virtual School Victoria provides students with the opportunity to extend their learning either by beginning a VCE subject early or undertaking a Year 10 elective not available on-campus. This correspondence style course is suited to students who are self-directed and are looking for academic extension. Students undertaking a course with VSV or VSL will generally drop an elective subject on-campus to enable them to have time to focus on their external subject. Students will spend this time in the Library.

### Vocation Subject Enrolment

Vocational Education and Training (VET) provides an education that directly relates to getting a job. These courses (usually in a two-year period) result in a student achieving a Certificate II, III or IV, or part thereof. These qualifications are nationally recognised and can assist students as they transition into further education or the workforce.



VETiS (Vocational Education and Training in Schools) or VETDSS (Vocational Education and Training During Secondary School) is designed to allow secondary school students (typically in years 10-12) to complete a full or partial VET qualification whilst still undertaking their high school studies. Typically, this will involve a student attending their VET course for part or all of the day on a Wednesday. This will result in the student missing Sport on the Wednesday afternoon and in some cases the entire Wednesday including their academic classes in the morning. Students undertaking VET in this blocking will generally drop an elective subject to enable them to have time to focus on making up for the work missed by being away from school one day a week.



Edinburgh College works with a variety of external VETiS/VETDSS providers as listed above. Information on the VETiS/VETDSS options that each provider offers is available via their websites.

### Roles and Responsibilities

Enrolment in off-campus subjects requires an ongoing partnership between Edinburgh College, the off-campus provider, parents and students. Outlined below is a brief snapshot of the roles and responsibilities of each party concerned. This table is not designed to be exhaustive.

Edinburgh College	Off-Campus Provider	Parents	Students
<ul style="list-style-type: none"> <li>Enrol students in appropriate courses</li> <li>Provides opportunity for careers &amp; academic guidance in making choices</li> <li>Manage the VASS system ensuring that results are updated</li> <li>Provide transport to BHI (Lilydale campus)*</li> </ul>	<ul style="list-style-type: none"> <li>Ensure instruction is fair &amp; adequately prepares students</li> <li>Provides a safe environment for learning</li> <li>Inform parents &amp; school of any concerns in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>Approval of enrolment in their student in an off-campus arrangement</li> <li>Provide transport to and from off-campus provider where required</li> <li>Contributes financially as required</li> <li>Hold students accountable for actions &amp; commitments</li> </ul>	<ul style="list-style-type: none"> <li>Manage studies in a self-directed manner</li> <li>Proactively seek assistance where required</li> <li>Keep up-to-date with any on-campus lessons missed due to external enrolments</li> </ul>

\* Edinburgh College offers a single bus service to Box Hill Institute (Lilydale) campus. This service departs EC at the start of lunch. Any transport outside of these requirements must be organised by student/parents.

### Additional Fees

Edinburgh College values the experiences that students are able to gain through enrolment in external opportunities. However, additional fees are applicable.

External enrolment costs vary with type of course and provider. Listed below are the expected costs by category. For greater clarity on VETiS/VETDSS course costs please visit the associated institution's website.

### Expected Costs

Course Type	Estimated Cost	Estimated Refund by the College
VSL	\$560	\$185
VSV	\$810	\$267
VETiS/VETDSS	\$1,500-\$3,000	\$495 - \$1,000

All external enrolments attract additional costs. Total course costs will be charged to families at the start of the academic year (added to their normal fees invoice).



Upon confirmation of enrolment families will be charged an initial \$200 deposit that should be paid before the end of the school year preceding commencement of the course.

The College will reimburse families upon the successful completion of the year long course upon the conclusions of the academic year to the value of 33% of the course fee. This reimbursement will be credited towards future or outstanding school fees. Students in year 12 will receive their re-imbursement by means of EFT into a nominated bank account once any outstanding fees are met. The value of reimbursement (pending successful completion) can be found on the application form.

**Please note:** students who exit the College or their external enrolment course prior to completion of the year will not be eligible for any reimbursements. Any student who does not successfully complete their chosen external enrolment will be liable for the full tuition cost of their course.

### Application Process

Choosing to undertake an off-campus subject should be undertaken with care. Students and parents must be fully aware that these opportunities do require maturity, self-direction and drive. Students will not be supervised during 'Study Periods' in the Library and will be expected to keep up to date with all subjects regardless of any time out of class due to external subjects.

Students who wish to pursue one of these opportunities are required to complete and submit an External Enrolment application. A \$200 deposit is required upon successful enrolment in the course. Payment of this deposit must be finalised before the end of the academic year preceding commencement of the external enrolment. Families will be charged for the remaining course fees at the start of the academic year in which they are enrolled in the externally provided course.

For further information about external enrolments or an application please see the VCE Coordinator.

## Appendix #6: Application to Undertake External Enrolments

This form applies in the following situations:			
<ul style="list-style-type: none"><li>• You wish to study a VETiS/VETDSS subject (Yrs 10-12)</li><li>• You wish to study a language through VSL (Yrs 7-12)</li><li>• You wish to undertake a VSV subject not available on campus (incl VCE subjects) (Yrs 7-12)</li></ul>			
<b>Student Name</b>		<b>Year Level (in 2021)</b>	
<b>Course/Subject Name:</b>			
<b>Provider/ Institution Name</b>			
<b>To be completed by student:</b>			
Why do you wish to undertake this subject?			
What do you believe are your strengths that would enable you to succeed in this particular subject?			



### Student Declaration:

I, \_\_\_\_\_ (print student name) understand that it is both a privilege and a challenge to undertake an off-campus subject. I am aware and willing to undertake this study being aware of the following:

- I will be expected to use any Study Periods in a mature manner, using my time wisely
- Scheduling, completing and submitting work will be entirely my own responsibility
- I will be responsible for making contact with my Distance Ed/VSL/VETiS teacher when required
- I will not have access to a teacher on campus to assist me
- My efforts may have a direct correlation to entry into post-secondary study
- Associate costs of undertaking off-campus study may not be covered by the school
- Should I not complete the course successfully, I and my family will be responsible for the total expense incurred by the school

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Parent Declaration:

I, \_\_\_\_\_ (print parent name) understand that my child undertaking an off-campus subject does result in extra education costs which I am aware and willing to undertake. I am aware of the following:

- A deposit of \$200 will be invoiced upon my child's successful enrolment in their chosen off-campus course. This is due to be paid in full to the College by the end of the academic year preceding my child's commencement in a external enrolment course
- The remainder of the course cost will be charged at the beginning of the academic year in which the student is engaged with the external organisation. These payments are required in accordance with Edinburgh College fee structure arrangements
- Should my child successfully complete the year long course 33% of the off-campus fees paid will be reimbursed to my account (as directly below) at the end of the year
- Should my child not complete the course successfully, my family will be responsible for the total expense incurred through enrolment in the external enrolment course. No reimbursement will be available.

### Costs:

<b>Course Name</b>			
<b>Course Provider</b>			
<b>Tuition Cost</b>		<b>Materials Cost</b>	
<b>Total Cost (tuition + materials)</b>			
<b>Net Cost (total cost - 33% reimbursement from EC) <i>Applicable should student successfully complete course</i></b>			

Parent Printed Name: \_\_\_\_\_



Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**For office use only**

<b>Application Process (tick as applicable)</b>		<b>Required signatures (and dates)</b>
<input type="checkbox"/>	EC Application completed by student & parent	VCE Coordinator:
<input type="checkbox"/>	Application for enrolment made with institution	
<input type="checkbox"/>	Enrolment with institution successful	Bursar:
<input type="checkbox"/>	Deposit paid	
<input type="checkbox"/>	Enrolment entered into VASS	

## Appendix #7: Application To Enrol in VCE Extension

Name of student:	
Name of extension subject:	Provider:
Why do you wish to undertake this subject?	
How do you believe this subject will assist you either academically or in developing your career?	

Subject & year level reference is based on:
Based on your experience teaching this student do you endorse them to study the above mentioned study? Yes <input type="checkbox"/> No <input type="checkbox"/>
Explain your reasons for this decision:
If you have endorsed this student; what do you believe will be the area in which the student needs to invest the greatest time to ensure academic success in this endeavour?
If you have not endorsed this student; what does the student need to do in order for you to reconsider your decision?
Signature of teacher:

## Appendix 8: Request for VCE Subject Change



VCE Subject Change	
Student Information	
Student Name	
Date	
Year Level	
Subject from which you wish to withdraw	
Subject into which you wish to enroll	
Reason for change	
Required Signatures	
Student	
Parent/Guardian	
Teacher of Deregistered Subject	
Teacher of Enrolled Subject	
VCE Coordinator (Miss Judd)	

## Appendix #9: Student at risk of 'N' letter

Dear {parent names},			
This letter is to advise you that {student's name} is currently ineligible to receive a Satisfactory 'S' for Unit {#} of {Subject Name}. If action is not taken (as outlined below) and before {date} {student name} will receive a Not Satisfactory 'N'. This will be recorded and may make them ineligible to achieve their VCE.			
<b>Area of Study /Outcome Breakdown:</b>			
Area of Study /Outcome	SAC (pass/fail)	Coursework (S/N)	Overall (S/N)
<b>Redemption Opportunities:</b>			
Students are all provided with the opportunity to redeem poor performance. Outlined below is a list of opportunities that {student name} has been provided with:			
Area of Study /Outcome	Redemption Opportunity	Result	



{Student name} has one final opportunity to achieve a Satisfactory for the unit and that is to complete the following tasks/resits by {date}.

Area of Study /Outcome	Task to be completed	Due Date

Should you wish to discuss your child's current situation in greater depth please contact Ms Kristen Judd, VCE Coordinator (9728 2211 / [Kristen.judd@ec.vic.edu.au](mailto:Kristen.judd@ec.vic.edu.au)) for a meeting with {Student's name}'s teachers and administration.

We look forward to continuing to work with you to support your student.

Kind regards

Kristen Judd Subject Teacher Name

VCE Coordinator & Careers Advisor Position

## Appendix #10: Intention not to sit VCAA Examinations

### Intention not to sit VCAA Examinations

I, \_\_\_\_\_ (print student name) intend not to sit any VCAA examinations fully aware of the following:

- I will only receive a VCE certificate if all requirements are met
- I am ineligible to gain a ATAR
- I am ineligible to gain subject study scores
- I may not be able to directly enter post-secondary study

In making this decision I have consulted with each of the following (please have each of the following individuals sign)

- Parent/Guardian (if under 18)
  - o Printed name: \_\_\_\_\_
  - o Signature: \_\_\_\_\_
  - o Date: \_\_\_\_\_
- VCE Coordinator/Careers Advisor
  - o Printed name: \_\_\_\_\_
  - o Signature: \_\_\_\_\_
  - o Date: \_\_\_\_\_
- Principal
  - o Printed name: \_\_\_\_\_
  - o Signature: \_\_\_\_\_
  - o Date: \_\_\_\_\_

I, \_\_\_\_\_ (print student name) understand that this decision cannot be reversed and is final on the second Friday of Term 4..

Student signature \_\_\_\_\_ Date: \_\_\_\_\_



## Appendix #11: Year 12 Driving/Parking Policy

Students are expected to comply with the following regulations to ensure the safety of the driver, passenger(s) and pedestrians:

- Students who wish to drive MUST have an official consent form signed by parents before permission from the school is given to drive (obtained from the VCE Coordinator).
- Students are not permitted to leave the campus during the day unless authorisation is given by a parent/guardian in writing or telephone contact by the parent to the school.
- Students who have permission to leave the campus and are expected to return before the end of the day (e.g. for a medical appointment) MUST sign in and out at the office so that the school is aware of where the student is while in the care of the school.
- Students are not permitted to take passengers in their vehicles unless the school has received written authorisation from a parent of the driver AND a parent of the passenger. This is necessary as communication is important in case of an emergency.

Due to supervision concern, students are not permitted to access their vehicle during the day.

## Appendix #12: Student Driver Agreement

I give \_\_\_\_\_ (student's name) permission to drive his/her vehicle to and from school. I understand the Edinburgh College Student Driver policy as stipulated above and realise the consequences if there is failure to comply with these regulations.

Parent name	Signature	Date
-------------	-----------	------

I acknowledge and agree to comply with the regulations stated above. I understand that the privilege to drive may be withdrawn if I behave irresponsibly or in a manner contrary to this policy.

Student name	Signature	Date
--------------	-----------	------

I give permission for the following sibling(s) to be a passenger of the driver listed above:

\_\_\_\_\_ (list names as appropriate).

Parent name	Signature	Date
-------------	-----------	------

VCE Coordinator	Signature	Date
-----------------	-----------	------

## Notes:

[illegible]



