VCE & VCAL
Handbook

SANDRINGHAM
COLLEGE

Message to Students and Parents

For many, the VCE, VCAA, VCAL, ATAR, SEAS, SACS, and ALTs are as clear as the Yarra River on a winter's day.

This Handbook is designed to take the VCAA guided information and bring it into a more user-friendly format. There is a great deal of useful information within the handbook and I strongly suggest reading through the relevant sections so as to gain a better understanding of what is facing your child throughout the VCE years.

The handbook will provide advice on attendance and on-going academic commitments; giving parents a foundation to work from when supporting those in their care through the program.

Throughout the year, both students and parents are also encouraged to read their emails and notifications regularly and to check important information on Compass. Both students and parents can monitor student attendance and access Learning Intentions / Success Criteria and ALT/SAC notifications for each subject on Compass.

We hold high expectations of our students and strongly believe in their potential. It does indeed take a village to educate a child and we are very appreciative of the work done by parents and carers to support the work that we do here at Sandringham College.

With anxiety and stress being ever emerging issues, it is important to find time to be off screens, physically active, and mentally calm. The College provides a comprehensive range of student wellbeing services to complement the work done on a day-to-day level by our student managers for times when the pressures of the journey ahead become overwhelming. Every student, if they are taking the process seriously, will have moments throughout the year when it all seems too much. Students should know that we; parents and teachers alike, are walking beside them and are ready to add our support.

Respect, Integrity, Community, Excellence and Creativity remain at the heart of our College as we, as a community, work to create excellent academic outcomes and further inspire young people of great character.

Take a look through this handbook. It is a small step in a long journey.

Yours sincerely,
David Hall

Contents

School Principal Team

Principal	Amy Porter
Assistant Principal	David Hall
Assistant Principal	Vivienne McElwee
Assistant Principal	Mel Gall
Assistant Principal	Suzanne Trease

Senior Campus Student Management Team 2021

Head of Sub-School	Ben Ditterich	Ben.Ditterich@education.vic.gov.au
Student Manager Program (A)	Amy Hooper	Amy.Hooper2@education.vic.gov.au
Student Manager Program (F)	Frank McNamara	Frank.McNamara@education.vic.gov.au
Student Manager Program (J)	Jason Keyt	Jason.Keyt@education.vic.gov.au
Student Manager Program (L)	Laura Suckling	Laura.Suckling@education.vic.gov.au
Student Manager Program (S)	Sean Mundy	Sean.Mundy@education.vic.gov.au
International Program Director	Doanvy Roberts	Doanvy.Roberts@education.vic.gov.au

Domain Leaders

Art/Design/Technology	Kylie Maltarollo
English/EAL	Peta Prokopas
Mathematics	Laura Suckling
Science	Kate Sleath
Health/PE	Adam Paterson
Humanities	Julia Vogel
Languages	Laura Ritchie
Performing Arts	Laura Washington

Pathways/VET Coordinator	Debra Hanlen	Debra.Hanlen@education.vic.gov.au
Special Provision/ VCE Exam Coordinator	Sheryl Burgess	Sheryl.Burgess@education.vic.gov.au
VCE Coordinator	Kim Russell	Kim.Russell@education.vic.gov.au

Glossary of Terms

DET   Department of Education and Training

ATAR   Australia Tertiary Admission Rank

DES   Derived Examination Score

EAL   English as an Additional Language

GAT   General Achievement Test

MIPS   Managed Individual Pathways

RPL   Recognition of Prior Learning

RTO   Registered Training Organisation

SAC   School Assessed Coursework

SAT   School Assessed Task

TAFE   Technical and Further Education

VCAA   Victorian Curriculum and Assessment Authority

VCAL   Victorian Certificate of Applied Learning

VCE   Victorian Certificate of Education

VCE/VET Approved VET program providing credit for VCE or VCAL

VET   Vocational Education and Training

VTAC   Victorian Tertiary Admissions Centre

VCAA – The Victorian Curriculum Assessment Authority

The Victorian Curriculum Assessment Authority (VCAA) is the state-wide body which supervises the schooling in Victoria, and is responsible for the VCE program, including VET and VCAL. Students will be required to follow the regulations set out by the VCAA.

SAC – School Assessed Coursework

School Assessed Coursework is an assessment of each student's level of achievement based on a selection of the assessment items designated in each study design. Assessment items chosen for coursework are part of the regular teaching and learning program and must be completed. On Compass, you will see these SACs are called ALTs for VCE students.

SAT - School Assessed Tasks

School Assessed Tasks only to Year 12 Media, Studio Arts, Visual Communication & Design, and Design & Technology which are based on a folio assessment. On Compass, you will see these SATs are called ALTs for VCE students.

GAT – General Achievement Test

General Achievement Test is a test that must be attempted by all students completing at least one Year 12 subject.

VTAC – Victorian Tertiary Admissions Centre

VTAC is the organisation that is responsible for the allocation of the majority of course placements in Victorian Universities and TAFE Colleges. This organisation is separate from the VCAA and students need to make a separate application to VTAC.

VTAC provides extensive information on its website: www.vtac.edu.au

VCE & VCAL Code of Conduct

Our core values are 'Integrity, Excellence, Community, Creativity and Respect'. Teachers and staff lead by example, and, in turn, students are expected to respect others, act with integrity and demonstrate creativity and excellence within and beyond the school community.

By successfully enrolling to complete their VCE studies at Sandringham College, students and parents have accepted the following Code of Conduct.

Sandringham College students will:
- strive to achieve excellence, be inclusive of others and their right to learn
- arrive to school on time, be organised and actively listen in a learning environment
- bring appropriate equipment to school for learning, including books, stationery and a charged device
- represent the school with pride, be a role-model and get involved in community groups
- take care of the school's equipment and resources, leaving spaces clean and tidy and minimising waste
- use devices responsibly for educational purposes only, leaving mobile phones in lockers
- interact positively on social media while protecting digital reputation and privacy of others and the College
- model safe and respectful behaviours, considering others' personal space
- work towards building positive and productive relationships with peers and teachers within the school community
- look after personal property by keeping lockers clean, organised and locked
- be considerate of others in school and in the community, always helping others when needed
- follow the dates set by class teachers for the submission of course work and assessment tasks
- take responsibility for their assessments and examinations and arrive at least 20 minutes prior to the scheduled start time
- commit to being a full-time student; attending every class on time and in complete school uniform
- use private study periods in the tutorial room or resource centre productively and quietly
- adhere to the policies regarding bullying, cyber-bullying, and wellbeing.

School Wide Positive Behaviours

School wide positive behaviour support (SWPB) is a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPB assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

At Sandringham College, we believe implementing SWPB into our school community encourages students and teachers to demonstrate:
- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices
- a predictable learning environment with improved perceptions of safety and increased attendance.

Positive Behaviour Expectations

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	Learning	Digital	Moving	On Campus	Community	Always
Respect for self	Actively listen and ask for help whenever required	Check Compass and email	Arrive on time	Demonstrate integrity, patience and kindness	Represent the school with pride	Express and manage emotions appropriately
	Be ready to learn & strive for excellence	Use internet for learning	Model safe and respectful behaviours	Look after personal property by keeping locker clean, organised, and locked	Be a role model and active member of the community	Take care of physical and mental wellbeing
Respect for others	Be polite, kind and inclusive of others	Protect digital reputation and privacy of others and the College	Be aware of others personal space and property	Keep your body to yourself	Be considerate of others on public transport and in the community	Interact safely and politely
	Support and encourage others' right to learn	Interact positively on social media	Consider others' when moving to and from class	Resolve issues calmly and compassionately	Help others when needed	Accept individual differences and treat everyone fairly
Respect for environment	Take care of school equipment and resources	Be cyber safe and report unsafe behaviour	Use designated pathways, entries and exits	Use bins and minimise waste	Follow transport safety laws and regulations	Reduce, reuse and recycle
	Leave spaces clean and tidy	Maintain your own device by keeping it charged	Act safely in corridors and around lockers	Use physical distancing while sharing spaces and resources	Respect privacy and property	Be mindful of language and

SWPB Classroom Matrix

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	Respect Self	Respect For Others	Respect the Environment	Teacher Responsibility
Starting Class	Arrive on time ———— Check Compass	Enter in a calm and orderly manner ———— Give others space	Be organised ———— Be ready to learn	On time and ready to teach ———— Set goal of the lesson ———— Open the lesson positively
Receiving Instruction	Take shared responsibility for learning ———— Ask and answer questions	Active Listening ———— Speak one at a time	Engage with the lesson ———— Use devices appropriately	Engage and be responsive to students needs ———— Acknowledge students contributions ———— Give clear and accessible instructions
Learning Independently	Stay focussed and on task ———— Solve problems using growth mindset ———— Practice skills and develop understanding	Work quietly ———— Be considerate	Utilise the available resources around you	Encourage and support productive learning ———— Check student understanding ———— Provide feedback to students to support learning
Learning Collaboratively	Be cooperative ———— Engage and contribute responsibly ———— Give and receive feedback	Be polite, kind and caring ———— Listen and engage with others' opinions ———— Be helpful and supportive	Maintain appropriate noise levels ———— Consider the learning community	Support and promote student voice ———— Encourage positive contribution by all ———— Check group understanding

Mobile Phone Use at School Policy

The Department of Education and Sandringham College have created policy requirements and expectations relating to students using mobile phones and other personal mobile devices including Ipads and smart watches during school hours.

This policy applies to:
- all students at Sandringham College
- students' personal mobile phones and other personal mobile devices such as Ipads and smart watches brought onto school premises during school hours, including recess and lunchtime.

Sandringham College understands that students may bring a mobile phone to school, particularly if they are travelling independently to and from school or to extra-curricular activities.

At Sandringham College:
- students who choose to bring mobile phones to school must have them switched off and securely stored in their locker during school hours
- exceptions to this policy may be applied if certain conditions are met
- when emergencies occur, parents or carers should reach their child by calling the school's office.

Personal Mobile Phone Use

In accordance with the Department's Mobile Phones Policy issued by the Minister for Education, personal mobile phones must not be used at Sandringham College during school hours, including lunchtime and recess, unless an exception has been granted.

Where a student has been granted an exception, the student must use their mobile phone for the purpose for which the exception was granted, and in a safe, ethical and responsible manner.

ipad and Smart Watch use

Ipads may be used as learning devices during school time but must be used for learning activities only. Smart watches and Ipads must not be used for sending or receiving messages during the school day. Smart watches and Ipads must not be used:
- in any way that disrupts the learning of others
- to send inappropriate, harassing or threatening messages or phone calls
- to engage in inappropriate social media use including cyber bullying
- to capture video or images of people, including students, teachers and members of the school community without their permission
- to capture video or images in the school toilets, changing rooms, swimming pools and gyms
- during exams and assessments
- for gaming, social media or other non-learning activities.

Secure Storage

Mobile phones owned by students at Sandringham College are considered valuable items and are brought to school at the owner's (student's or parent/carer's) risk. Where students bring a mobile phone to school, Sandringham College will provide secure storage in the form of a school locker. Secure storage is storage that cannot be readily accessed by those without permission to do so. At Sandringham College students are required to store their phones in their locker during school hours. Students are required to ensure that they securely lock their locker using a school authorised or personally provided lock.

At Sandringham College inappropriate use of mobile phones is any use during school hours, unless an exception has been granted. Please see the Student Manager if this relates to you.

Attendance Policy 2021

The Department of Education and Training (DET) requires that children of school age (six to seventeen years) are in full-time attendance at a government or registered non-government school unless formally exempt. Our College requires that post-compulsory aged students also attend school unless a valid reason exists.

The College has a required attendance rate. All students in Years 7 to 12 are required to have an attendance rate of at least 90%. Students engaged in VET programs as part of their study are also required to meet the attendance requirements of the program they are enrolled in, including off campus classes and work placement where applicable.

Ongoing unexplained absences or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. Unresolved attendance issues of post-compulsory students may result in the student's inability to satisfactorily complete course requirements and may result in the student being exited from the College. Unresolved attendance issues for students required to attend will result in a review of progression and may be reported by the Principal to the Department of Human Services.

VCE (Year 11 and 12) Attendance

Success in VCE starts with attending each day. Attendance in class ensures that our students have access to instruction and set work in order to keep up to date with their studies. While the College understands that some absences are unavoidable due to health, medical, legal or family reasons, students in Years 11 and 12 are required to attend 90% of scheduled classes to satisfactorily complete a unit of study. Attendance is an important contributor to a student's academic achievement – all school days matter.

This means that:
- less than 90% attendance ('unapproved' absences) in a unit of study will result in school intervention. Please note that missing a double lesson will count as 2 absences
- less than 80% attendance (absences in total ie approved/unapproved) excluding legitimate College activities such as sport or excursions and excluding extended illness approved by the campus principal (eg time in hospital) may result in withdrawal from the unit
- documentation to support an approved absence must be submitted within five days of the return to school or the absence will be recorded as unapproved
- arriving late to class counts as a 0.5 unapproved absence.

An approved absence may be:
- an illness which requires medical treatment and for which there is a valid medical certificate
- an approved college excursion or sporting event
- a serious problem which the Head of Senior Sub-School has been notified, and which can be shown to have resulted in the student suffering significant hardship.

Medical Certificates

- If a student is absent from school, they must submit a valid medical certificate from a doctor to the VCE Centre.
- If a student is absent from school on the day of a SAC you must produce a valid medical certificate from a doctor for the absence to be approved.
- The Medical Certificate must be dated for the day of the absence and cannot be back dated.

The VCE Program 2021

At Sandringham, most students will study 22 or 24 units: a unit being a semester's work in a particular subject. Year 10 students may study a Unit 1/2 sequence to provide a sixth subject to be counted in their ATAR. To gain the VCE Certificate at the end of Year 12, students must achieve an "S" (Satisfactory) in at least sixteen units. These sixteen units must include Unit 3 and 4, and Unit 1 or 2, of English/ EAL, Literature or English Language, and a minimum of four Unit 3 and 4 sequences. To receive an ATAR, students must achieve both Units 3 and 4 in English, in addition to three other 3/4 sequences. In planning a course, students should consider their future needs for work and study, and also which subject they enjoy and which subjects they do well in.

Student Declaration

Before starting any VCE studies, all students must sign an agreement to obey the VCAA regulations. Students enrolling must sign the digital declaration via Compass.

Course Changes

Students enrolled in Units 1 and 3 will have an opportunity in the first two weeks of February to change their course in Semester 1 (although spaces are limited). Students enrolled in Unit 2 subjects will be able to change their course at the end of May, prior to the commencement of VCE Semester 2. Students enrolled in Unit 4 subjects cannot change their enrolment as Units 3 and 4 must be completed as a sequence.

Notifications of SACS & ALTS

At the beginning of a unit the teacher will indicate the week in which SACs will take place. Students will be given at least one week's notice prior to a SAC and the SAC Notification outlining the task requirements will be posted on Compass with the relevant assessment criteria.

Extension of SAC/ALT/SAT Dates

Students who require an extension to complete a SAC/ALT/SAT need to see their Student Manager to request an extension two days prior to the actual due date. The student will be given a form to complete (See Appendix A for Application for Extension for SAC/ALT/SAT) which will be given back to their Student Manager. This request will be considered by the Student Manager and VCE Coordinator. The student and parent will be informed of the final decision.

SAC Centre

If a student misses a SAC due to an absence, then the student has one week to resit the SAC. Sandringham College offers a SAC Centre each Monday night between 3:30-5.00 in Room 31. No bags or phones are allowed in the SAC Centre. Students are to bring a medical certificate to be sighted by the Supervisor to gain a grade for the SAC they are sitting. Students are to also bring photo ID to be shown to the Supervisor for authentication. Each student and parent will receive an email from the VCE Coordinator explaining that they will be completing a SAC in the SAC Centre.

Satisfactory Completion Of Outcomes

For a satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for the unit as specified in the Study Design. If all outcomes are achieved, the student will receive an 'S' (Satisfactory) for the unit. If any outcome tasks are not completed satisfactorily, the student will receive

an 'N' for the task. Where an 'N' has been obtained, the student (and guardian) will be sent a 'redemption notice' – an opportunity to resubmit the work in order to demonstrate satisfactory achievement of the outcomes. The original mark/grade given to the work will remain unchanged. If any outcomes are not achieved, the student receives 'N' (Not Satisfactory) for the unit.

Where a student has completed work but the minimum requirement of 90% attendance has not been met, the student may be awarded an 'N'.

Authentication

Authentication is the term used to cover the procedures for ensuring that the work submitted by students is their own. All work submitted by students must be their own. It is the student's responsibility to produce evidence to help authenticate their work.

Procedures which help teachers to authenticate student work are:
- the submission of drafts
- checking work in progress through consultation with the student
- students keeping appropriate documentation of the development of their work
- work completed in class under a teacher's supervision
- setting a test or requiring an oral explanation of work
- checking of student materials permitted in tests/ exams.

Work that cannot be authenticated will not be assessed. A panel of staff may be formed to decide on authentication. A student will be given 24 hours' notice of any required interview and may bring an adult for support.

More information can be found on the VCAA website: https://www.vcaa.vic.edu.au/Documents/handbook/2021/08assesssbaadhb20.pdf and at the back of this handbook:
Appendix C: SAC process
Appendix D: Breach of SAC process

Reporting On Student Progress in VCE & VCAL

Sandringham College has established a continuous reporting system, where students receive regular ALT results posted onto Compass. In Term 1, an Interim Report will be posted on Compass for each student and followed up at the Parent/Teacher Night. Full reports will be issued via the student and parent portal at the end of Term 2. In Term 3, a further Interim Report will be posted on Compass for each student and followed up at the final Parent/Teacher Night. In Term 4, a Semester Report will posted on Compass for each Year 11 student. Year 12s do not receive a final report.

(*COVID19 has impacted reporting process for 2021)

VET Programs (Vocational Education And Training)

Vocational Education and Training (VET) in the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training that contributes to their VCE or VCAL. VET subjects may be taught at Sandringham College, another school provider or an external training organisation (it is important to note that VET course do incur an additional charge).

VET offers students the opportunity to:
- combine general and vocational studies
- explore career options and pathways
- gain a nationally recognised qualification or credit towards a qualification that contributes to the VCE or VCAL
- develop skills that equip students for the workforce and further study.

Key points to note regarding VET:
- Students are only permitted two absences per semester, with an additional two for camps or excursions. Students should notify the Sandringham VET Coordinator and their VET trainer in advance, if possible.
- Students must complete all tasks set. Failure to complete tasks by the end of term will lead to withdrawal from the VET subject. Catch up classes may be scheduled after school, during school holidays or on the weekend.
- Students/parents will be required to cover the extra costs related to these classes, if they are applied.
- If an absence is anticipated, students must notify the Sandringham VET Coordinator on the day (or before) the assessment task is due/to take place. A detailed parent note, and doctor's certificate for medical absence, should be given to the Sandringham VET Coordinator on return to school. Where the absence merits an extension of time, this will be negotiated between the student, Sandringham College and the VET provider.
- Most VET studies contribute to students' ATAR scores on completion of Year 12.

Special Provision for 2021 VCE Examinations

A student may be eligible for Special Examination Arrangements if it can be demonstrated that their capacity to access assessment tasks and examinations is impaired due to:
• significant health impairment
• physical disability
• hearing or vision impairment
• mental health diagnosis
• learning disability
• language disorder
• Motor Coordination disorder.

Possible special arrangements and the type of evidence required for an application are prescribed by the VCAA and vary, depending on the impairment or disability. These special arrangements may take the form of: extra reading or writing time, appropriate rest periods, alternative seating arrangements, use of a clarifier, reader or scribe, use of a computer or other assistive technology.

What the student/parent must do:
• Contact the VCE Exam/Special Provision Coordinator as soon as possible to discuss whether the student may be eligible for Special Arrangements.
• Identify the requirements for the application and provide appropriate documentation and evidence.
• Where required, students may have to complete some tasks at school as evidence.
• Closing Date: Students wishing to apply for Special Arrangements for Examinations should submit supporting documentation to VCE Special Provision and Exam Coordinator, Sheryl Burgess by early to mid-March as the closing date for long term and known conditions is 27 March 2021. If a new diagnosis is reached after the closing date, the VCAA will accept new applications.

Derived Examination Score (For Units 3 And 4 Only)

During the exam period, if you become ill or experience an accident or personal trauma that has affected your performance in the examination/s or prevented you from attending the examination/s you may apply for a Derived Examination Score.

VCAA Application forms are available from Sheryl Burgess. Applications must be supported by a detailed statement from an independent professional (e.g. doctor, social worker, etc.). VCAA must receive the Application for a Derived Examination Score no later than seven days after the student's last examination.

Use of Dictionaries

Students are strongly encouraged to purchase and use English or Bilingual book dictionaries for use in class and exams. For English/EAL exams (Units 1, 2, 3 & 4), students are only permitted to use book dictionaries. Electronic dictionaries are not allowed in exams. Students must not use their phones to access online dictionaries in class; only electronic or paper dictionaries are acceptable.

Australian Tertiary Admission Rank (ATAR)

VTAC calculates an ATAR for all VCE students who have successfully completed the VCE and satisfied minimum tertiary entrance requirements. Only applicants who have at least four VCE study scores in an acceptable combination will have an ATAR calculated. VTAC uses VCE results issued by the VCAA (Victorian Curriculum and Assessment Authority) to calculate the ATAR. An ATAR is developed from an aggregate produced by adding:
• VTAC scaled study score in one of English, English Language, Literature or English as an Additional Language (EAL)
• the next best three VTAC scaled study scores permissible
• 10% of the fifth and sixth permissible scores that are available.

The ATAR is not a score out of 100 – it is a rank. It shows a student's achievement in relation to other students.

Study Score

In calculating study scores, the VCAA does not determine any measure of overall performance in the VCE, but rather the performance of each student in each individual study. In order to facilitate selection, institutions require an overall measure of the performance of students undertaking the VCE in all studies.

Before the scores of different VCE studies can be added together for the ATAR, they need to be scaled to take account of the different levels of competition in different studies.

The study score is not a score out of 50. It is a ranking or relative position which shows a student's performance compared with all other students who took that study in that year. A student with a study score of 30 is in the middle of the cohort, or has performed better than about half of all students. A student with a study score of 40 has performed better than about 91% of all students who did that study.

All students who are successful in completing their scored VCE will be automatically assigned an ATAR from VTAC at the same time as VCE results are released. The ATAR score is a numerical value between 0.05 and 99.95 which gives a relative ranking for every Year 12 student in Victoria. The majority of courses in tertiary institutions require a minimum ATAR score to be achieved.

VTAC 'Seas' Application / Alternate Entry / Special Entry Access Scheme (SEAS)

All institutions offer a range of alternate entry schemes that take into account short and long-term disadvantage. Alternate entry and Special Entry Access Scheme (SEAS) are for applicants who have experienced educational disadvantage. Students who submit a SEAS application need to meet the criteria as set out in a handbook for each institution they are applying to. SEAS applications apply to both Universities and TAFEs. All documentation supplied for SEAS must be submitted to VTAC. Students are also able to apply for certain scholarships through the SEAS application. Students wishing to apply should speak to either the Special Provisions Coordinator, Careers Coordinator or Welfare Coordinator.

The VCAL Program 2021

The VCAL is a hands-on option for students in Years 10, 11 and 12. It is an accredited secondary certificate and increases pathways from secondary school to work, training or further education.

Like SEAL and our Academies programs, VCAL is a select entry program and places are reserved for students who meet the criteria of the application and interview process. Being selected to participate in the schools VCAL program means that students are choosing an applied pathway that will provide them with many of the skills required to have success in future employment and training.

Students who do the VCAL program are likely to be interested in going onto training at a Technical and Further Education (TAFE) institute, starting an apprenticeship, or getting a job after completing school. However, if you start your VCAL and then decide the VCE is the right option for you after all, it won't be too late to change your mind. Some VCE units will transfer between Intermediate and Senior VCAL certificate courses. Please consult your VCAL coordinator for eligibility of units. Students who enrol in the VCAL program are also likely to be applied learners, and as such the program is practical and hands-on.

A strong focus of the VCAL program is involving students in, and preparing them for, work. One day each week is dedicated to work in one of the following capacities:
• School Based New Apprenticeships
• Part-time work
• Structured Workplace learning placements.

In most cases by the end of first semester, students are working every Friday. Students' work skills are assessed by workplace supervisors and reported back to the College.

Another aim of the program is to develop a student's Industry Specific Skills. To this end, all Intermediate and Senior VCAL students must do Vocational Education and Training (VET). VET training usually takes place on Wednesdays and some popular examples include: Automotive, Building & Construction, Furnishing (Cabinet Making), Hair, Beauty & Nails, Community Services, Retail Operations, Sport & Recreation, Hospitality, and Music.

The Victorian Certificate of Applied Learning can be accredited at three levels – Foundations, Intermediate and Senior – and students undertaking VCAL complete program of studies in the following four compulsory strands:
• Literacy and Numeracy
• Work-related skills
• Industry-specific skills
• Personal development skills.

Timeframe
Students are able to continue working at a level across more than one year. The 1000 hours provides a standard full year course but the outcomes are not restricted to that year. Learners may require an extended period of time to complete a VCAL level. Students may also complete the qualification in a shorter timeframe and have the ability to work on units from more than one level in the same year.

Accredited Curriculum Units.
A Victorian Certificate of Applied Learning can contain a combination of accredited curriculum components. Most students at Sandringham College select from:
• VCAL units
• VET units
• VCE units.

Year 10
We offer a pre-VCAL taster course aimed at providing students with an introduction to the program. Please see the Year 10 section of the handbook for further details.

VCAL Course Structure
Successful completion of VCAL requires:
• successful completion of a minimum on 10 credits
• six credits at the certificate level – Foundation, Intermediate or Senior
• achievement of one credit in each strand – literacy, numeracy, work related skills, industry specific skills, personal development.

Clothing list for practical subjects
Students are to wear appropriate clothing that meets the OH&S requirements of their chosen activity. For example :
• Car restoration & Sustainable Gardening – old clothes that cover your legs and arms and safety boots
• Health and Fitness – school physical education / sport uniform.
Students are to speak with their practical class teacher for recommendations.

Careers

Sandringham College offers a comprehensive careers/pathways program to all students. Each student has the opportunity to build up a managed individual pathway with the aim of developing a self-awareness that will assist them in making decisions around subject choices, further study and future career options.

In Years 7 and 8 students begin this process with a range of activities, careers sessions and guest speakers that aim to introduce them to the world of work. The careers program formalises with the delivery of the Morrisby Report in Year 9, giving students the skills to understand how they learn, set goals and link these to possible career choices. Students in Year 10 attend the Career Expo and participate in Work Experience. During VCE a number of group and individual sessions are run to assist students in understanding further study and employment options, as well as the VTAC application process.

Whilst the College has a structured careers program to support students, students and parents/carers can also make an appointment to meet with the careers counsellor to get advice around general or specific career pathways. The College careers team can assist with any of the following:

- University and TAFE options
- Specific course and career advice
- Resume information
- Interview skills resources
- Information on overseas exchange & GAP programs
- Apprenticeship, traineeship and cadetship information
- VTAC and VCAA support
- Work experience and work placement forms
- Interstate universities
- Part-time jobs
- Scholarship information
- University/TAFE open days
- Subject selections
- University Enhancement Studies

Extra-Curricular Programs

In addition to the school's published range of extra-curricular programs, the following programs aim to increase students' focus, motivation and enjoyment of their final year(s) of secondary school.

Year 12 Formal

Organised and led by the Yr 12 Student Leadership Team, the 2021 Formal will be held at Caulfield Racecourse. Students are encouraged to celebrate their achievements and friendships in a mature and elegant manner.

House Events

Year 12 students are invited to recognise the joy one can take from leading the junior students in acts of camaraderie – such as the School Athletics and School Swimming. As leaders of the school, they are expected to create a happy, healthy and inviting environment at such events; valuing these final opportunities to have fun with the whole school.

Year 12 Graduation Night

Year 12 students are invited to attend the graduation ceremony. Currently Graduation will be at Robert Blackwood Hall, Monash University (Clayton Campus). More details to follow.

Year 12 Celebration Day

Students regularly organise a themed dress-up day for their final day at school. They are cooked breakfast by the staff and have the attention of the whole school at an assembly.

SANDRINGHAM COLLEGE

Appendix A
Application for Extension for SAC/ALT/SAT

Applications for an extension should be submitted two days prior to original due date (where possible).

Name   _____

Year Level and Student Manager   _____

Subject   _____

Task/Assessment   _____

Teacher   _____

Reason for Extension

_____

_____

_____

Original Due Date   _____

Date to sit/submit   _____

Medical Certificate/Appropriate Documentation attached   Yes   /   No

Student Signature   _____   Date __/__/__

Parent/Guardian   _____   Date __/__/__

Teacher   _____   Date __/__/__

Student Manager/Principal _____   Date __/__/__

....

Office Use Only

Tick when completed

Student Manager to notify student and staff that extension was granted or not   ☐

Student Manager to enter extension granted onto Compass Chronicle   ☐

Total number of extensions granted for this student in this subject   ☐

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Appendix B
School Assessed Coursework - Cover Sheet

Study: _____ Unit 1 / 2 / 3 / 4 SAC Number: _____ Topic: _____

Student Name: _____

On completion of this Area of Study students should be able to: [Teacher outlines the Area of Study]

_____

_____

Description of Task
[Format: Teacher includes details eg: Test-structured questions/multiple choice. Written response: extended response/short answer responses]

Reading time: _____

Writing time: _____

Equipment & materials provided: _____

Equipment & materials allowed: _____

A rubric is attached. Use this as a guide to help you determine the accuracy of your responses and the nature of the response required.

This is a common SAC for all students in the study. The SAC will contribute to _____ marks out of the 100 marks allocated for the School Assessed Coursework for this unit. Your result will be statistically moderated by VCAA.

This SAC will be done in class on _____ . If you are absent due to illness and have appropriate documentation you may sit the SAC in the SAC Centre the following session for assessment, otherwise it will be Not Assessed.

To satisfactorily complete this SAC you will need to have the following:
Key Knowledge: [Teacher includes key knowledge for this assessment]

_____

_____

Key Skills: [Teacher includes key knowledge for this assessment]

_____

_____

Student Declaration
I declare that this assessment is my individual work after seeking and receiving feedback from my peers and teacher. I have not copied from another student's work or from any other source, except where due acknowledgement is made explicit, nor has any part being written or completed for me by another person.

Student Name: _____

Student Signature: _____ Date: _____

Appendix C: SAC Process

Sandringham College SAC/ALT Procedures

SAC conditions need to be consistent for all students (except in cases of special provision – detailed on the following page). This comprises:
- time allowed
- exposure to paper
- avoiding returning papers to students until all students have completed the task
- altering SAC questions for late completion where appropriate.

Students enter the room quietly, find their seat and must:
- only bring in clear water bottles without labels
- sit separately or at ends of tables
- clear tables of everything, except for pen/pencil/ ruler or other permitted items such as calculators. All books and pencil cases should be on floor or away from table.
- remove hats or hoodies that are covering head.

Teachers read the following statements before the SAC begins:

'Mobile phones and electronic communication devices are not permitted in the SAC room under any circumstances. If you have one of these devices with you now, please raise your hand and place it in the supplied envelope.'

'Please check your pockets and surrounding area to ensure you do not have any notes or other prohibited materials. If you have any of these with you now, please raise your hand.'

'If at any time you need to leave the room for an approved rest break or a toilet break, please raise your hand and I will attend to you as soon as possible.'

Breach of VCAA Rules and Regulations:
- Any breach of the VCAA rules and regulations will risk assessment not being graded (see Breach of Assessment and SAC Conditions on Compass).
- If you suspect a student has cheated during your SAC/ALT please gather as much evidence as possible.
- Please keep the evidence and write an email outlining the incident and send it to the VCE Coordinator.
- Notify student that a report has been submitted and the VCE Coordinator will contact them to discuss.
- The incident will be followed up in relation to VCAA rules and regulations.

When finished:
- Teacher collects SAC.
- Students remain in classroom until the bell goes.

Procedure if leaving the room:
- Write with pencil on SAC to indicate time of toilet break and time of return.
- Only one student should leave the room at a time.

Extensions for SAC due date:
- Students who need an extension for a SAC/ALT must contact their Student Manager to obtain a formal request for extension form.
- Extensions can be granted due to medical issues, mental health issues or workload. A Year 12 student is not expected to do more than four SACs in one week.
- If the extension has been granted, the Student Manager will create a Compass chronicle post that states for which subject, which SAC/ALT and the new due date. The paperwork will also be scanned and attached to the student's chronicle post.

Special Provision

- All teachers should be aware of which students have special provisions for SACs and EXAMs. Teachers can access this list on Compass/school resources/student management/special exam arrangements/1 1 2021 June student list special arrangement.
- Special provision laptops are stored in the Integration Room 30C. There is a book to sign the laptop out and back in. The teacher will need to supply the SAC/ALT on a USB. This is where the student will save their work.
- Students with special provision in the form of approved computer use should use a school laptop with power supply and sit with their screen facing the teacher. They should save their work regularly during the session and ensure that there is a hard copy printed and a back-up copy saved on a USB before they leave.
- Students with rest breaks or extended time must be granted these.

Students who do not attend a SAC/ALT in class
- The student will complete the SAC in the next SAC Centre session.
- A medical certificate/statutory declaration must be supplied for the date of the class missed for a grade to be given.

Students who miss the SAC Centre catch up session (must be exceptional circumstances or illness that has continued)
- A medical certificate or statutory declaration is required for the date of the SAC Centre that was missed.
- The student will complete the SAC in the next SAC Centre session.
- Students are given two chances to complete this SAC in the SAC Centre. If the student still does not attempt to complete the SAC then this must be discussed with the VCE Coordinator so we can determine how to continue.
- We must give all students a fair and equal chance of completing a SAC/ALT, however, if students are postponing SACs/ALTs for many weeks this may give them an advantage over other students in their class. Also, a delay in a student completing a SAC will then disadvantage the rest of their class members as SACs cannot be given back to other students for feedback until all SACs are completed.

Unscored students
- Students need to demonstrate their satisfactory achievement at a Unit 3 & 4 standard in the outcomes specified in the study design.
- How they demonstrate their skills and knowledge is at the teacher's discretion.
- You may wish to use coursework or alternative tasks to allow the student to gain a satisfactory achievement in your Unit 3 & 4 subject.
- They are reported as NOT ASSESSED for ALTs or SACs.
- These Unscored students are not required to complete any formal external examinations that contribute to the study score.

Appendix D: Breach of Assessment and Test Conditions

Sandringham College Breach of Assessment and Test Conditions Policy

The following is the process that we, at Sandringham College, intend to follow to investigate a breach of assessment and test conditions set by VCAA and Sandringham College assessment and reporting policies.

Report of a breach

- A report may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or an external party such as a tutor.
- Allegations should be handled sensitively and may need to be kept confidential.
- On receipt of an allegation, the student's work should not be formally assessed, pending the conduct of an investigation by the school. The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

Teacher

- If you suspect a student has breached VCAA rules during your SAC/ALT please gather as much evidence as possible.
- Please keep the evidence and write an email outlining the incident and send it to the VCE Coordinator.
- The incident will be followed up in relation to VCAA rules and regulations.
- Inform the student that the report has been submitted and the VCE Coordinator will contact them to discuss.

VCE Coordinator

Stage 1
- On receipt of a report, the VCE Coordinator should assess the breach and conduct a preliminary investigation to determine if there is any substance to the report requiring further, more rigorous investigation.
- Detailed records of the preliminary investigation should be kept and may be used in any later decision-making.
- The VCE Coordinator will speak to a parent of the student and explain the concern.
- The VCE Coordinator will ask the student to write a report of their perception of the incident.
- The VCE Coordinator should consider any report against the student, the evidence of anyone who might have something relevant to say about an allegation, and any documents or information that may shed light on whether an allegation has substance or not.
- The investigation may include discussions with the subject teacher supervising the assessment and any other witnesses, including other students.
- Relevant evidence includes:
  - any instructions given to students by the teacher about the conditions under which the School-based Assessment was to be undertaken (including the VCAA examination rules)
  - the student's work
  - if an allegation relates to the use of unauthorised notes or cheating or copying from other students, copies of those notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material
  - samples of other work by the student for comparison, if relevant
  - the teacher's record of authentication
  - the teacher's opinion about the student's work
  - accurate notes of conversations with witnesses, the teacher and the student.
- If this investigation suggests there is enough evidence the process will move to Stage 2. If not enough evidence is found to support a breach has occurred or the breach has not given the student an advantage then the investigation will end here. The work will be assessed and a mark will be allocated.

Stage 2
- The student should be invited to attend an interview to respond to the breach of protocols.
- Adequate notice of the interview should be given to the student, who should be given the opportunity to bring a support person to the interview. The support person is there to provide moral support, rather than to represent the student or to speak on their behalf.
- If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.
- The student may be asked to:
  - provide evidence of the development of the work
  - discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
  - provide samples of their other work
  - complete, under supervision, a supplementary assessment task related to the original task.
- A meeting with the teacher concerned, campus principal and VCE coordinator will determine the outcome of the Breach.

Options once a Breach has been confirmed:

- The student may be required to re-sit the SAC in Exam Conditions in the following SAC centre session to authenticate the work was their own and keep their original result.
- The student may be required to re-sit the SAC in Exam Conditions in the following SAC centre session to gain an S for the piece of work but will not be given a score for that piece of work.
- The student may be given an N for the SAC that may result in failure of that subject.

Sandringham College

7 - 9 Campus
356 Bluff Road, Sandringham 3191

10 - 12 Campus
11 Holloway Rd, Sandringham 3191

03 8599 0500
sandringham.co@edumail.vic.gov.au
www.sandringhamsc.vic.edu.au

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