VCE, VM & VPC Handbook 2024

SANDRINGHAM COLLEGE

Contents

Message to parents/Key dates 2024	2
Leadership/VCE Team	3
The language of the VCE	4-6
General advice	7-8
VCE/VM/VPC Code of Conduct	9
School Wide Positive Behaviours	10-12
Attendance Policy	13
Procedures for addressing declining attendance	14
The VCE program	15
Key information	15-19
SAC procedures	20
Mobile phone policy	23
Earphone us policy	24
VCAA teacher checklist	25
Course work relationship	26
Missed SAC process	27
Redemption process	28

Message to Students and Parents/Carers

This Handbook is designed to take Victorian Curriculum and Assessment Authority (VCAA) information and to turn it into a user-friendly format. There is a great deal of useful information within the handbook and all students, parents and teachers are asked to read the information contained.

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

Throughout the year, both students and parents/carers 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 Lesson Plans and course requirement notifications for each subject via Compass; please stay informed.

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.

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.

David Hall
Holloway Road Campus Principal

Key Dates 2024

January 31 2024	Year 12 First Day @ Monash Uni
March 18 2024	SuperSAC Monday No. 1
May 20 2024	SuperSAC Monday No. 2
June 18 2024 (Tuesday)	General Achievment Test (GAT)
August 5 2024	SuperSAC Monday No. 3
September 16 2024	SuperSAC Monday No. 4
September 20 2024 (Friday)	Final day for submission of course work - classwork/ SACs/SATs for all units
September 20-26	VCE Trial Exams
October 7	VCE Performance and Language Exams commence
October 18 2024 (Friday)	Final day for any redemption of Course Work- learning activities/ SACs/SATs for all units. **No further extensions provided beyond this date.**
October 20 2024 (Sunday)	Year 12 Graduation
October 21 2024	English/s revision day
October 29 2024	VCE Written Exams Commence

School Principal Team 2024

College Principal	Amy Porter
Campus Principal 10-12	David Hall
Campus Principal 7-9	Vivienne McElwee
Assistant Campus Principal	Cody Gunn (Wellbeing and Inclusion 10-12)
Assistant Campus Principal	Michelle Lynch (Wellbeing and Inclusion 7-9)
Assistant Principal	Amanda Jacobs (acting)/Mansha Rajasekhar (Teaching/Learning)
Assistant Principal	Michael McGowan (Operations/Assessment)

Senior Campus Student Management Team 2024

Head of 10-12 Sub-School	Jason Keyt	jason.keyt@education.vic.gov.au
Year 12 Leader	Denholm Pickering	denholm.pickering@education.vic.gov.au
Year 11 Leader	Laura Hulley	laura.hulley@education.vic.gov.au
Year 10 Leaders	Amy Hooper	amy.hooper2@education.vic.gov.au
	Frank McNamara	frank.mcnamara@education.vic.gov.au
Year 11& 12 Pathways & VET Coordinator	Debra Hanlen	debra.hanlen@education.vic.gov.au
Year 10 Pathways	Lynne Laursen	lynne.laursen@education.vic.gov.au
VCE Coordinator & Special Provision Exam Coordinator	**Cody Gunn Michael McGowan**	**cody.gunn@education.vic.gov.au michael.mcgowan@education.vic.gov.au**

Domain Leaders

Art/Design/Technology	Leigh Kenshole
English/EAL	Katrina Renouf
Mathematics	Estelle Ashkar
Science	Roxanne Toivanen
Health/PE	Penny Nevill
Humanities	Mark Fernandez
Languages	Laura Ritchie
Performing Arts	Prue Slingsby
Vocational Major/VPC	Maria Curphey

Sandringham College Child Safe Standards Statement

Sandringham College is a 'Child Safe' environment in accordance with the Victorian Government Guidelines. Sandringham College actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. Sandringham College has a Child Safety Code of Conduct consistent with the Department of Education and Training's exemplar.

The Language of the VCE

Australian Tertiary Admissions Rank	**ATAR**	The overall ranking on a scale of 0.00 to 99.95 which represents a student's rank in comparison with other students completing VCE in that same year. The ATAR is calculated by the VTAC and used by universities and TAFE institutes to select students for courses.
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.
Breach of rules		Students are expected to abide by both College VCE policies and VCAA rules. If the policies and rules are not adhered to, a variety of penalties are applied, depending on the situation.
Derived Exam Score	**DES**	Provision available to students who missed an external Units 3 & 4 examination or whose external Units 3 & 4 examination performance is significantly affected by adverse circumstances. See further VCAA information https://www.vcaa.vic.edu.au/administration/special-provision/Pages/DerivedExaminationScore.aspx
External Examinations		External assessments are set by the VCAA. Most written examinations are held in October and November. Oral and performance examinations commence in early October.
General Achievement Test	**GAT**	The General Achievement Test is a test that must be attempted by all students completing at least one Unit 3 and 4 sequence and all Vocational Major Students who complete Section A (only) of the exam.
Prerequisites		Subjects which must be completed for admission into tertiary courses.
Redemption		Students will have the opportunity to complete further assessment in an area where their performance was previously unsatisfactory. See pages 20 and 28 for further information.
Satisfactory Completion		The decision made by the College that a student has demonstrated achievement of outcomes for a unit. If this is the case, the student will receive an 'S'. If a unit is not satisfactorily completed, an 'N' will be awarded.
Scaling		The statistical process used to determine the degree of competition in each study by comparing the performance of the entire group of students in a study with their performance in all other studies in which they have achieved a study score.
School Assessed Coursework	**SAC**	The tasks or activities that teachers use to assess whether a student has met the outcomes they need in order to satisfactorily complete the unit of study. All SACs are assessed by the subject teachers within VCAA guidelines. These scores contribute to the subject (or study) score and eventually contribute to the student's ATAR score.

School Assessed Task	**SAT**	A school-assessed task (SAT), which is set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement based on a rating against criteria specified by the VCAA.
Special Entry Access Scheme	**SEAS**	SEAS is the umbrella program run by most institutions for applicants who have experienced educational disadvantage. The program allows selection officers to grant extra consideration for course entry to applicants, but it is not used as a replacement for course entry requirements. Consideration of SEAS may relax some aspects of the specific requirements but not exempt them.
Special Provision		Special Provision is available to students completing the VCE for classroom learning, School-based Assessment and VCE external assessments. VCAA approves Special Exam Arrangements. See pages 21 and 22 for further information.
Statement of Results		The document issued by the VCAA showing whether a student has successfully completed the VCE or VCE VM.
Statistical Moderation		The process used to ensure that schools' assessments are comparable throughout the State in Units 3 & 4 studies. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study for the VCE. This does not apply to the VCE VM.
Study Design		The prescribed document published by the VCAA that contains the curriculum information for the subject (Units 1 – 4). Available online at www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx. Schools must adhere to the requirements in the Study Designs.
Study Score		The rank from zero to 50 that provides an indication of how well the student performed in a Units 3 & 4 study, relative to all students enrolled in the same subject. It is based on a student's results in school-based assessments and external examinations. This does not apply to the VCE VM.
Unit (s)		The part(s) of a study. There are usually four units in a study, Units 1, 2, 3 and 4.
Victorian Curriculum and Assessment Authority	**VCAA**	The Victorian Curriculum Assessment Authority (VCAA) is the state-wide body which supervises the schooling in Victoria, and is responsible for the VCE/VCE VM program and VET. Students are required to follow the regulations set out by the VCAA.
Vocational Education and Training	**VET**	VET certificate courses that are nationally recognised and integrated into the VCE and VCE VM.

Victorian Certificate of Education	**VCE**	The qualification achieved by students in Victorian schools who satisfactorily complete at least 16 units of study including at least three of English, and three sequences of Units 3 & 4 other than English. The VCE provides diverse pathways of further study or training at university or TAFE and to employment.
Victorian Certificate of Education Vocational Major	**VCE VM**	The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.
Victorian Pathways Certificate	**VPC**	The VPC is an accredited foundation secondary qualification under the Education and Training Reform Act 2006. It aligns to Level 1 in the Australian Qualifications Framework. While the VPC is not a senior secondary qualification, it can be a pathway to the VCE.
Victorian Tertiary Admissions Centre	**VTAC**	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: https://vtac.edu.au/

General VCE Advice

To achieve VCE success, students need to set themselves clear goals for the year ahead, keep on task and maintain a balance between school, family and other activities.

Effective use of class time, active engagement with school support structures (teachers, Year Level Leaders and programs) and study at home form a major part of a successful VCE.

Study at home is includes reading and summarising, preparation of new work, revision and practice exercises, learning of important facts, drafting, preparation of projects and assignments, background research, revising for tests and exams.

The amount of time spent per week on study should be a minimum of:

- Year 11 = a minimum of 10 hours per week
- Year 12 = a minimum of 12 hours per week
- VCE VM (11 and 12) = a minimum of 6 hours per week + work placement/community service

Parents can assist by:

- Providing a quiet space or room, chair, table and good light
- Planning a timetable
- Take an interest in homework
- Check COMPASS regularly for their child's attendance, set tasks, diary, timetables and News Feed items.

Policies and procedures

The Victorian Curriculum and Assessment Authority is the statutory body who et the rules and requirements of the VCE and VCE VM. Sandringham College enforces these rules and set processes and procedures to ensure the effective running of the VCE program. Schools, parents and students are expected to abide by the guidelines set by VCAA. **Areas that are particular important for parents and students to be aware of, and to understand, include, but are not limited to:**

- Required timelines, deadlines and important dates.
- Requirement of students to demonstrate the skills and knowledge in order to successfully pass the VCE - receive and S for a n outcome or unit.
- Requirement to meet the minimum requirements to achieve the VCE/VM or VPC.
- Requirement that the work presented by a student is their own and not that of others including AI, tutors and other sources (plagiarism)
- Requirement to meet the attendance guidelines as set down by the College

Enrolment in the VCE

VCAA sets dates after which students cannot enrol or withdraw from units. A late fee is imposed for enrolments/withdrawals by the VCAA after the scheduled dates. Sandringham College also sets dates after which students cannot enrol or withdraw from units. Changes outside these dates will only be considered in exceptional circumstances. Students are required to complete the relevant forms available from their Year Level Leader.

Note: It is very important students strictly adhere to these dates as a student who ceases attending a class but has not officially withdrawn (by signing a withdrawal form and receiving written confirmation), will have an N result registered on their final Statement of Results and those communicated to the VCAA.

Requesting a change of enrollment to a VCE Unit

Prior to the selection of subjects, Sandringham College ensures that each student receives extensive individual and group counselling to assist students in making accurate choices. It is expected that students regard this process of counselling and selection as their finalised courses for the following year. However, following the commencement of a unit of study or the completion of the subject selection process, students may wish to change their enrolment.

All changes are subject to the constraints of class size and timetabling. It cannot be assumed that there are unlimited places in each subject. Many subjects will be at the maximum class size level, and it will therefore not be possible to accept new students.

Students wishing to change a unit of study must:

- discuss the possibility of a reduced load with the Year Level Leader
- complete a Request to Reduce VCE Subject load form
- provide relevant documentation which supports the request including written approval from the relevant Domain/Subject leader
- make an appointment with the Pathways coordinator
- attend a meeting with the Year Level Leader and (parents will be required at the meeting)

Students may also be required to meet certain academic benchmarks in previous years' study.

To ensure that students are able to succeed in their chosen subjects, amendments must be completed by the dates set by the Senior School. These will be communicated via Compass and MS Teams.
Please note: Subject changes are not permitted between Units 3 & 4. The VCAA requires both Units 3 & 4 to be completed in the same year for a Study Score to be calculated.

VCE, VM & VPC 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/carers 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.

SANDRINGHAM COLLEGE

RESPECTFUL CLASSROOMS

SCHOOL WIDE POSITIVE BEHAVIOUR FRAMEWORK

Respect Integrity Creativity Excellence Community

SANDRINGHAM COLLEGE

SCHOOL WIDE POSITIVE BEHAVIOUR CLASSROOM MATRIX

POLITE PREPARED PRODUCTIVE					
STUDENT RESPONSIBILITY					**TEACHER RESPONSIBILITY**
RESPECT FOR SELF	Arrive on time ready to learn	Strive for excellence	Use class time effectively and actively listen	Ask for help when needed and use a growth mindset	Be on time, ready to teach Set the goal Communicate calmly and effectively Engage and be responsive to student needs Foster a safe and supportive learning environment Give timely and constructive feedback Recognise effort and success Demonstrate school and DET Values
RESPECT FOR OTHERS	Be kind	Support and encourage others' right to learn	Accept individual differences	Help others when needed	
RESPECT FOR THE ENVIRONMENT	Take care of school resources, equipment and use internet for learning	Be mindful of language and tone	Respect privacy and property	Leave the classroom clean and tidy	

Respect Integrity Creativity Excellence Community

SANDRINGHAM COLLEGE

SCHOOL WIDE POSITIVE BEHAVIOURS CLASSROOM MATRIX - ALL SPACES

POLITE PREPARED PRODUCTIVE

	ONLINE SPACES All devices, apps and websites	**SHARED SPACES** Including canteen, lockers, corridors, toilets, outdoor areas	**COMMUNITY SPACES** To and from school, events, excursions, camps	**ALWAYS** At all times, in all spaces, with everyone
RESPECT FOR SELF	Monitor Compass and emails	Act safely, responsibly, and sustainably	Play, Be Curious, Experiment, and Create	Strive for excellence Recognise and express emotions appropriately Take care of physical and mental wellbeing Build healthy relationships, resilience, and confidence Accept and appreciate diversity; treat everyone fairly Use bins and minimise waste Be mindful of language and tone Model the School Values Demonstrate patience and kindness
	Use internet for learning	Keep your body to yourself	Actively participate in extra-curricular activities	
RESPECT FOR OTHERS	Protect digital reputation and privacy	Consider personal space and property	Be considerate on public transport and in the community	
	Interact positively on social media	Display calmness, compassion, and empathy when resolving issues	Offer help	
RESPECT FOR THE ENVIRONMENT	Be cyber safe and report unsafe behaviour	Use designated pathways, entries and exits appropriately	Lead by example and display integrity by doing what is right	
	Maintain your device by keeping it charged	Keep areas clean, organised, and secure	Acknowledge and appreciate our connection to Traditional Owners and to nature	

Respect Integrity Creativity Excellence Community

Attendance Policy 2024

The Department of Education and Training 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.

At Sandringham College 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.

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 effect the student's ability to satisfactorily complete course requirements and may result in the student being exited from the College. Unresolved attendance issues for students will result in a review of progression and may be reported by the Principal to the Department of Human Services.

VCE & VCE-VM (Year 11 and 12) Attendance

Success in VCE starts with attending each day. This Policy aligns with the VCAA mandate that students must complete 50hours of class time for each unit that they undertake. In order to meet the College and VCAA attendance requirements, students should attend all scheduled classes.

Whilst Sandringham College is focused on supporting every student to complete their VCE, we are required to implement and enforce attendance expectations as set down by VCAA and the Department of Education and Training. Below is a table that clearly outlines not only attendance requirements and support structures to assist students who are failing to meet their obligations.

Attendance Levels

Less than 10 periods missed in a VCE Unit 90-100% attendance	VCAA requirements met
10 periods missed in a VCE Unit 85% -90% attendance	VCAA requirements at risk of breach and VCE 'at risk' triggered on COMPASS
15 periods missed in a VCE Unit 80%-85% attendance	VCAA requirements at significant risk of breach and parent meeting and attendance plan required.
20 periods missed in a VCE Unit	VCAA requirements at serious risk of breach and parent meeting and attendance plan reviewed, changed, and implemented.
25 periods missed in a VCE Unit	'Unsatisfactory' (N) given for Unit.

*** Note that for VET attendance, students who miss more that 2 classes in a Semester/Unit may receive an unsatisfactory (N) result.**

What constitutes an approved absence?

- Immediate family bereavement - evidence required
- Medical illness with approved certificate
- Medical appointment with approved certificate (not accepted for students missing a SAC)
- An approved school activity

What is not considered and approved absence?

- Family holidays
- Parent approved activities
- Medical absences without a certificate

Procedures for addressing declining attendance

The College takes a decline in student attendance very seriously as it can impact the capacity of students to achieve the VCE, VCE-VM. The College has a procedure for identifying and responding to declining rates of attendance.

Level 1 Response

If a student's attendance drops below 10 periods in a Unit 1, 2, 3 or 4 Unit, the College Attendance Officer is obliged to notify the relevant Year Level Leader via the 'Student At Risk' Chronicle notification. The Year Level Leader will contact the student's parents/carers, issue a Compass Chronicle detailing attendance requirements, offer support and caution regarding the potential for an unsatisfactory result (N)

Level 2 Response

When the attendance of a student falls below 15 periods in a Unit 1, 2, 3 or 4 subject the Year Level or Head of Sub-school will initiate a parent/carer and student meeting and implement an Attendance Plan. The plan will be pinned to the student's Compass Profile and will be monitored closely by the sub-school..

Level 3 Response

If attendance continues to decline and reaches the threshold 25 periods in a Unit, this will signal the failure to meet VCAA and College requirements and an Unsatisfactory (N) will be assigned for the Unit.

Approved absences

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
- 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
- a close family bereavement (e.g. grandparent)
- a serious problem/issue of which the Head of Senior Sub-School has been notified, and which can be shown to have resulted in the student suffering significant hardship.

What is not considered and approved absence?

- Family holidays
- Parent approved activities
- Medical absences without a certificate

Medical Certificates

If a student is absent from school, they must submit a valid medical certificate from a doctor to the VCE Centre. **Online digital medical certificates and certificates from pharmacists are not be acceptable under College and VCAA rules.**

If a student is absent from school on the day of a SAC you must produce a valid medical certificate from a registered doctor for the absence to be approved. The provision of a medical certificate does not exempt a student from completing a SAC.

The Medical Certificate must be dated for the day of the absence and cannot be back dated.

If more than two SACs are missed due to illness, a parent meeting may be required to discuss ongoing concerns regarding absence from scheduled assessments.

Students who are absent form school due to illness, even with a medical certificate, may encounter challenges in maintaining a level of attendance conducive to success in a particular subject. Long-term certified medical illnesses will be addressed on an individual basis. It is important to note that the recommended attendance levels established by VCAA will continue to be upheld.

The VCE Program

At Sandringham College students are required to study 22 VCE units as this ensures that they are able to achieve their VCE. The minimum VCE requirement is satisfactory completion of 16 units.

VCE

The minimum requirement to pass the VCE is as follows:

- **three units from the English group -** students must pass Unit 3-4 and Unit 1 and/or 2 of any English study. At Sandringham College students can choose from English, Literature, English Language or English as an Additional Language.
- **three additional Unit 3-4 sequences** which can include further sequences from the English group.

The Victorian Tertiary Admissions Centre (VTAC) advises that satisfactory completion of a scored Unit 3-4 sequence from the English group of studies is required for the calculation of a student's ATAR.

VCE Vocational Major (VM)

The minimum VCE VM requirement is satisfactory completion of 16 units, which must include:

- **three VCE VM Literacy or VCE English** units (including a Unit 3-4 sequence)
- **two VCE VM Numeracy or VCE Mathematics** units
- **two VCE VM Work Related Skills units**
- **two VCE VM Personal Development Skills units**
- **a minimum of three additional Unit 3-4 sequences,** which can include other VM, VCE or VCE VET studies
- a minimum of **180 nominal hours of VET** at Certificate II level or above.

Upon satisfactory completion of the VCE VM program, the student will receive the appellation of 'Vocational Major' on their VCE certificate.

If a VCE VM student meets the requirements for satisfactory VCE completion, but not the requirements for the satisfactory completion of the VM appellation, the student will be awarded the VCE without an appellation.

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.

Key information

Assessment - VCE

Students will be assessed in a combination of the following ways dependent on the make up of their course

- The completion of required set work (learning activities) undertaken within class and for homework and given graded as satisfactory or unsatisfactory S/N.
- The completion of a written school based assessment (SAC) under test conditions and graded numerically
- The completion of a practical school based assessment task (SAC) in the performing arts that is graded numerically. This assignment may be made up of multiple components and all are required to be completed in order to receive both a numerical grade and a Satisfactory result for the Outcome/s.
- The completion of an extended practical school based assessment (SAT) as required in the visual arts. This assignment is made up of multiple components and all are required to be completed in order to receive both a numerical grade and a Satisfactory result for the Outcome/s.

Assessment - VCE Vocational Major and Victorian Pathways Certificate.

There are no external assessments of VCE VM Unit 3-4 sequences and students enrolled in VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

VCE VM studies do not contribute to the ATAR. Students are required to sit PART A of the general Achievement Test (GAT) which assesses Literacy and Numeracy levels.

VCE Vocational Major students are also required to complete 180 nominal hours of VET.

Course work - learning tasks

Activities undertaken in class or at home to assist a student to develop the skills and knowledge required to successfully pass an Outcome.

Course work - school based assessment

School-based assessment refers to any work student complete that is graded and contributes to the students study score and/or satisfactory completion of the Outcome.

Notifications of assessment

At the beginning of a unit the teacher will indicate when course work is due and the week in which school based assessments (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/SAT dates

Students who require an extension to complete a SAC/SAT need to see their Year Level Leader to request an extension two days prior to the actual due date. The student will be given a form to complete which will be given back to their Year Level Leader. This request will be considered by the Year Level leader and VCE Coordinator. The student and parent will be informed of the final decision in writing via Compass. The VCE Coordinator will have the final decision on whether or not to grant the extension.

Extension of Course Work dates - Vocational Major and Victorian Pathways Certificate students only

Students who require an extension to complete a learning activity need to see their Year Level Leader to request an extension two days prior to the actual due date. The student will be given a form to complete which will be given back to their Year Level Leader. This request will be considered by the Year Level leader and VCE Coordinator. The student and parent will be informed of the final decision in writing via Compass. The VCE Coordinator will have the final decision on whether or not to grant the extension.

SAC Centre

If a student misses a SAC due to an approved absence, then the student has one week to resit the SAC. **Sandringham College offers a SAC Centre each Thursday night between 3:30-5.00 in Room 31**. No bags or phones are allowed in the SAC Centre. Students are required to have approval and a valid medical certificate to sit a SAC. 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 and Coursework

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 including completing all required set work - learning tasks s and any assessment tasks (SAC/SAT). 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 a student has completed a SAC but not the set work - learning tasks, they may receive an 'N'

The minimum standard for a pass on an assessment task (SAC) is 40%.

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

A 'J' result is used when the student is no longer attending classes and has not submitted work for assessment Where a student receives 'N' or 'J' for one or both Units 3 & 4 sequence, the student will not receive a study score for the study. VTAC policy is that the study will not contribute to the student's ATAR.

Assessment requirements for students who are not receiving a score for a VCE Unit 3&4 study.

Students must still undertake all requirements of the outcomes specified for the unit, including any school-based assessments. A teacher's judgement on whether the student has satisfactorily achieved the outcomes for a study as determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) must be consistent for all students who are being assessed for levels of achievement in the study and those who are not.

Redemption Process

If a student has not demonstrated an understanding of the Outcome to a satisfactory level, the student will receive an 'N' for the task, whether the task is course work or a SAC/SAT. Where an 'N' has been obtained, the student will be given **two opportunities only** to demonstrate an understanding of that key knowledge.

The teacher monitors this process to ensure student is given an opportunity to demonstrate sufficient understanding of the skills and knowledge.

The Redemption process for students will vary depending on the subject but could include:

- Student re-sitting, re-submitting part of the tasks where successful understanding has not been demonstrated in the initial task.
- Teacher provides additional support and clarification and then asks the student to re-write one or more sections.
- Teacher provides additional support and asks the student to new question to prove their understanding.
- Teacher provides additional support and then allows the student to complete same or new questions using their textbook.
- Student demonstrating understanding in other ways:
    - student self-correcting task;
    - mind-map;
    - graphic organiser or
    - completing the task orally.

The teacher draws on other work done throughout the learning sequence of teaching (class notes, work sheets and exercises) and uses these in conjunction with assessment task to support the student to demonstrates satisfactory skills and knowledge

When a student redeems an Assessment Task, the reported result will be changed to a Satisfactory but the original mark will not change as VCAA guidelines clearly stipulate that students are not permitted to resubmit to improve a school-based assessment score.

Students who have made no effort to attempt a task, with no valid reason, will not be given an 'N'.

For a diagram explaining the redemption process, please see page 28.

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 or completed in class for coursework.

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.

VCE panel

The VCE Panel is appointed by the College Principal and has the task of implementing VCE Administrative policies and procedures.

The VCE Administrator will chair the panel. The panel usually consists of at least 3 members and may include the College Principal,Campus Principal, Assistant Campus Principal, Assistant Principal - Teaching and Learning and/or the relevant subject Domain Leader.

The panel will:

- investigate alleged student breaches of VCE/VM/VPC policies
- advise the College Principal of any significant breaches of VCE/VM/VPC policies
- advise the Principal as to whether consequences should be imposed on students who breach VCE/VM and VPC policies and where appropriate
- inform the student of consequences imposed in writing.

Examples of areas where the panel will be called upon to make decisions include but are not limited to:

- deal with the assessment of students' outcomes which are submitted late or are incomplete
- deal with students who fail to meet the attendance requirements and are therefore unable to satisfactorily complete a unit
- deal with incidents of plagiarism
- deal with incidents of cheating including breaches of use of electronic devices in assessments.

Appeals process

All students have the right of appeal an imposed consequence. A statement of intention to appeal must be made in writing to the Assistant Campus Principal no less than 14 days after the student is notified of his consequence by the VCE
Panel. Once a decision has been made by the appeals panel, no further discussion will be entered into.

VET Programs (Vocational Education And Training)

Vocational Education and Training (VET) in the Victorian Certificate of Education (VCE) or Victorian Certificate of Education Vocational Major (VM) allows students to include vocational studies within their senior secondary certificate.

VCE Vocational Major students are required to complete 180 nominal hours of VET.

Students undertake nationally recognised training that contributes to their VCE or VM. 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 VM
- 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 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 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 Assistant Principal for Wellbeing and Inclusion 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 the College by early to mid-March as **the closing date for long term and known conditions is 27 March 2024.** If a new diagnosis is reached after the closing date, the VCAA will accept new applications.

For further information please refer to:
https://www.vcaa.vic.edu.au/administration/special-provision/Pages/Index.aspx

Special Provision for classroom based assessments

The College will endeavour to align VCAA approved classroom special provision settings to any classroom based assessments in for VCE and VCE VM Unit 3&4 Studies.

For further information please refer to
https://www.vcaa.vic.edu.au/administration/special-provision/Pages/Index.aspx

Derived Examination Score - for Units 3 And 4 Only

During the exam period, if a student becomes ill or experiences an accident or personal trauma that has affected their performance in the examination/s or prevented them from attending the examination/s they may apply for a Derived Examination Score.

The student must apply for the derived exam score as soon as possible and 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. Please see the Assistant Campus Principal for Wellbeing and Inclusion to discuss your requirements.

For further information please refer to:
https://www.vcaa.vic.edu.au/administration/special-provision/Pages/DerivedExamination-Score.aspx

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.

Reporting On Student Progress in VCE & VCE VM

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.

Sandringham College SAC 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.

Students in possession of any of the following items will be considered in breach of SAC processes:

- mobile phone
- smart watch
- earphones (noise canceling, school approved earphones may be exempted under approved special provision)
- non approved notes/documents

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 Year Level Leader 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 VCAA approved Special Provisions for SACs and exams
- 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
- the teacher is responsible for booking and ensuring that the laptop is available and ready for student use at the start of the SAC
- 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 complete a SAC in class

- the student will not receive a numerical grade unless they have an approved absence
- a medical certificate must be supplied for the date of the class missed for a grade to be given
- approved students will complete the SAC in

the next SAC Centre session.
- students with a non-approved absence will be given one opportunity to sit the SAC for an S. No numerical grade will be awarded.

Students who miss the SAC Centre catch up session (must be exceptional circumstances or illness that has continued):

- a medical certificate is required for the date of the SAC Centre that was missed
- the student will complete the SAC in the next SAC Centre session
- under VCAA guidelines, students must be given fair and equal chance of completing a SAC for a Satisfactory (S) however, if students are postponing SACs for many weeks this may give them an advantage over other students in their class
- delay in a student completing a SAC will disadvantage the class members as SACs cannot be given back to other students for feedback until all SACs are completed. **For this reason, students will be given no more than two opportunities to complete a missed SAC in the SAC Centre**. If the student still does not attempt to complete the SAC then they will receive no grade for the task but may be awarded an S (Satisfactory) upon completion of the task.

A diagram outlining the process can be found on page 27.

Mobile Phone 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 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 a mobile phone 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/carers are asked to contact their child by calling the school on 8599 0500.

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 are not supported for academic learning expect in exceptional circumstances. 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.

Earphones

Students who are diagnosed with sensory overload issues, are permitted the use of noise cancelling headphones both in the classroom and the school yard. Noise cancelling headphones are only permitted if recommended, to assist with coping with sensory overload within the classroom environment.

Should a student require the use of noise cancelling headphones, a diagnosis and recommendation must be provided by an appropriate medical or allied health professional such as a paediatrician, psychologist, speech or occupational therapist. Please note that parent or GP recommendations are not considered appropriate recommendations.

Steps for implementing the use of noise cancelling headphones:

1. A letter, on letterhead, requesting this adjustment must be provided by the medical or allied health specialist to the school.

2. A student support group meeting (SSG) involving parents/carers, students and relevant College staff will be conducted prior to the use of the headphones to establish processes regarding the use of noise cancelling headphones.

3. Recommendations will be included in a student Individual Education Plan (IEP) and teachers will be made aware of their use.

For safety and learning purposes, the classroom teacher will have the overall decision-making responsibility for when it is appropriate for headphones to be used by students. Headphones should only be worn during the completion of individual task work and not while the teacher is delivering the lesson and giving explicit instructions or during collaborative working activities. When requested by the teacher or classroom teaching aid to be removed for instruction or conversation regarding the set learning task, the student is required to comply.

Sandringham College requires students to choose from the following two types of hearing protection, Below is information regarding noise cancelling headphones. These have been recommended to the College by an Occupational Therapist. Alternative earmuffs or earplugs options are permitted.

In line with VCAA guidelines regarding the use of electronic devices, earphones that are blue tooth enabled are not permitted during assessment tasks and only permitted for use by students in class in rare circumstances.

Earphones that are permitted include:

Hearing Protector -27DB (Ear muffs)

- Blocks out potentially damaging external noises by completely covering the outer ear with a noise reduction rating of 27dB.
- Fuller-sized earcups are designed to completely cover the ears for maximum protection. Suitable for adults or children.
- Ideal for blocking noise caused by large crowds, airports, sporting events, garden and household tools, or any other troublesome noise or sound. • Perfect for kids on the autism spectrum for blocking out crowds and other triggers.

https://sistersensory.com.au/product/hearing-protector-27db/

Loop Quiet earplugs:

- Most comfortable (Soft silicone)
- Medium noise reduction (SNR 27dB)
- Stays put, doesn't stick out
- Perfect to push noise to the background: sleep, focus, travel and (high) noise sensitivity

https://au.loopearplugs.com/products/quiet

VCAA teacher checklist

VCE study development and delivery

Teachers must provide learning experiences and assessment opportunities that are in accordance with the currently accredited VCE study designs.

1. In developing a course of study, I have: used the current study design

☐ selected a text from the current text list, where applicable

☐ prepared a range of tasks that enable students to develop the listed knowledge and skills

☐ demonstrated the listed outcomes.

2. Where a student has been identified as

☐ needing special provision for classroom learning and school-based assessment, I have liaised with the VCE coordinator.

3. Satisfactory completion

The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work (learning activities) and assessment tasks (including school-based assessments) related to the outcomes.

☐ I have clearly explained the work a student must do to achieve an S for a unit and the conditions under which the work is to be done.

☐ I separate S and N judgments from levels of achievement (scored assessment), basing the decision about satisfactory completion on my judgement of the student's overall performance on a combination of set work (learning activities) and assessment tasks (including school-based assessment) related to the outcomes.

☐ I have provided students with opportunities (including additional opportunities, where appropriate) across the learning program to develop and demonstrate the key knowledge and skills required to meet the outcomes of the unit.

☐ My judgement on whether the student has satisfactorily achieved the outcomes for a study as determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) has been consistent for all students who are being assessed for levels of achievement in the study and those who are not.

☐ Where the work submitted by the student does not demonstrate the outcome, I have considered other work, including class work, homework, additional tasks or discussions with the student, that demonstrate their understanding of the outcome, when making an informed decision on whether an outcome is met.

☐ In the case of lost or stolen work, I retain a written statement explaining the circumstances.

☐ I know the school-based process to delay satisfactory completion and apply it where appropriate.

4. School-based assessment

School policies and procedures, including the conditions and rules under which school-based assessment will take place, must be communicated to students, parents and carers at the beginning of the academic year or when a student enrols in any VCE unit at the school.

☐ To the best of my knowledge, the school-based assessment I deliver does not include any existing commercially produced, publicly available school-based assessment material, nor have I included previous year's school-based assessment. Where I have used existing resources to create school-based assessment it has been suitably modified to make sure I can authenticate student work.

☐ I use the Authentication Record for School-based Assessment form (or similar) to monitor and record student progress on school-based assessment work conducted outside of class time.

☐ I have not marked or provided comment on any draft submitted for school-assessed coursework unless it is a requirement of the VCE study design and/or for authentication purposes.

☐ When assessing student work, I use performance descriptors or an assessment rubric/marking guide.

☐ If there is more than one class in my study, I follow the internal school practices regarding cross-marking and/or internal moderation.

☐ After assessment is submitted and marked, I follow school-based procedures in relation to the provision of feedback to students.

SANDRINGHAM COLLEGE - COURSEWORK REQUIREMENTS

VCE OUTCOMES
To successfully pass an outcome students must complete the following

Course Work
Learning Activities
Students must complete and submit all assigned tasks as indicated on the COURSE OVERVIEW

Students must be assessed as Satisfactorily (S) meeting the requirements of each task.

Students will receive an S or N for the task. NO NUMERICAL SCORE WILL BE RECORDED ON VASS

Student who do not receive an S will be required to complete the task and/or re-submit as set and monitored by the classroom teacher.

Teachers oversee redemption of incomplete or unsatisfactory course work.

Course Work
Assessment Task/s
Students must achieve a minimum score of 40%

Students will receive a numerical grade for the task that will count towards their ATAR.

NUMERCIAL SCORE ON VASS

Students will also receive an S or N

Students who do not pass will be required to undertake the **College's Redemption Process.**

VCE VOCATIONAL MAJOR (AND VPC) OUTCOMES
To successfully pass an outcome students must complete the following

Course Work
Learning Activities
Students must complete submit all assigned tasks as indicated on the COURSE OVERVIEW.

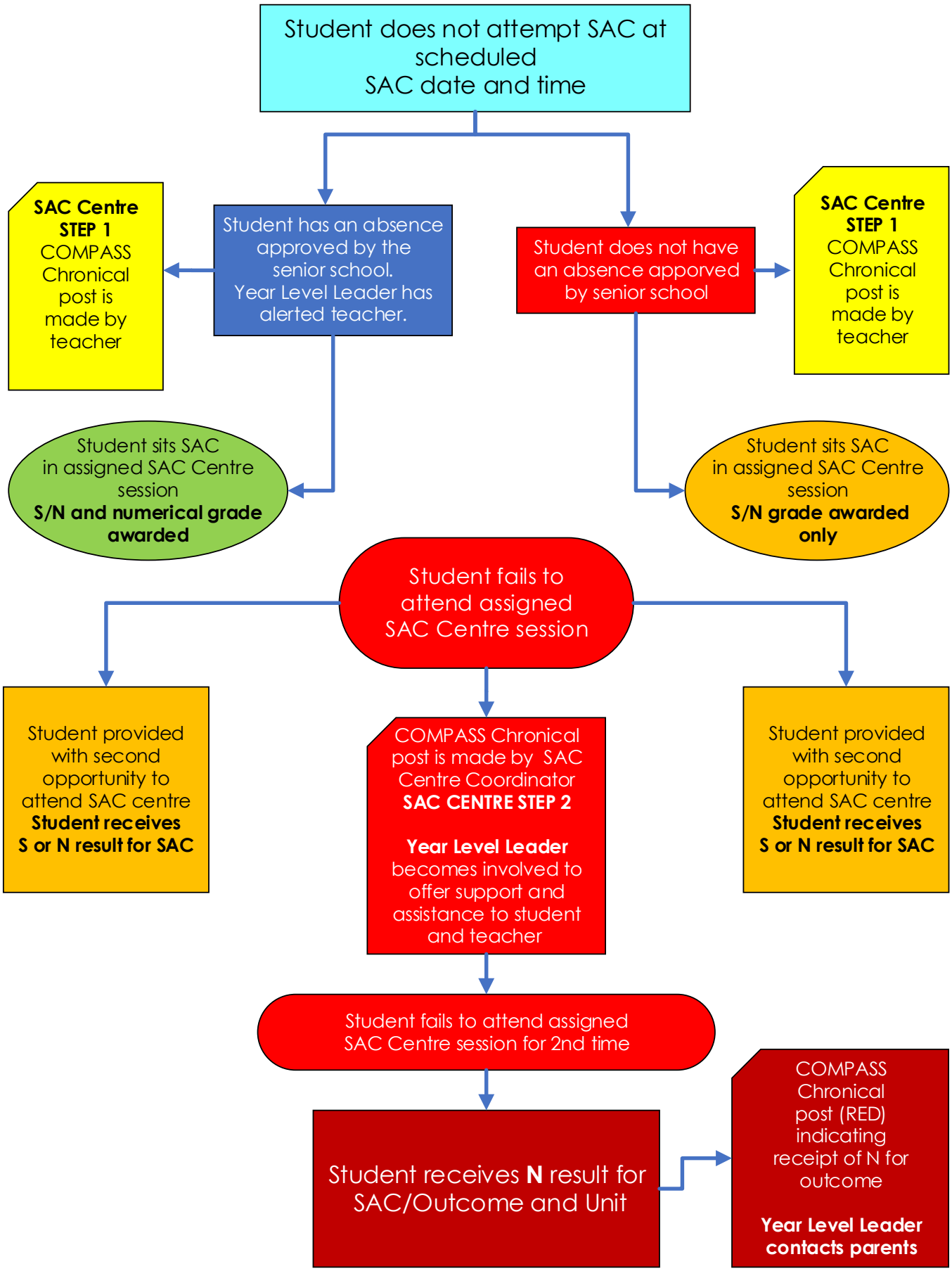
Students must be assessed as Satisfactorily (S) meeting the requirements of each task.

Students will receive an S or N for the task. Tasks may be graded and students must achieve a minimum pass of 40%.

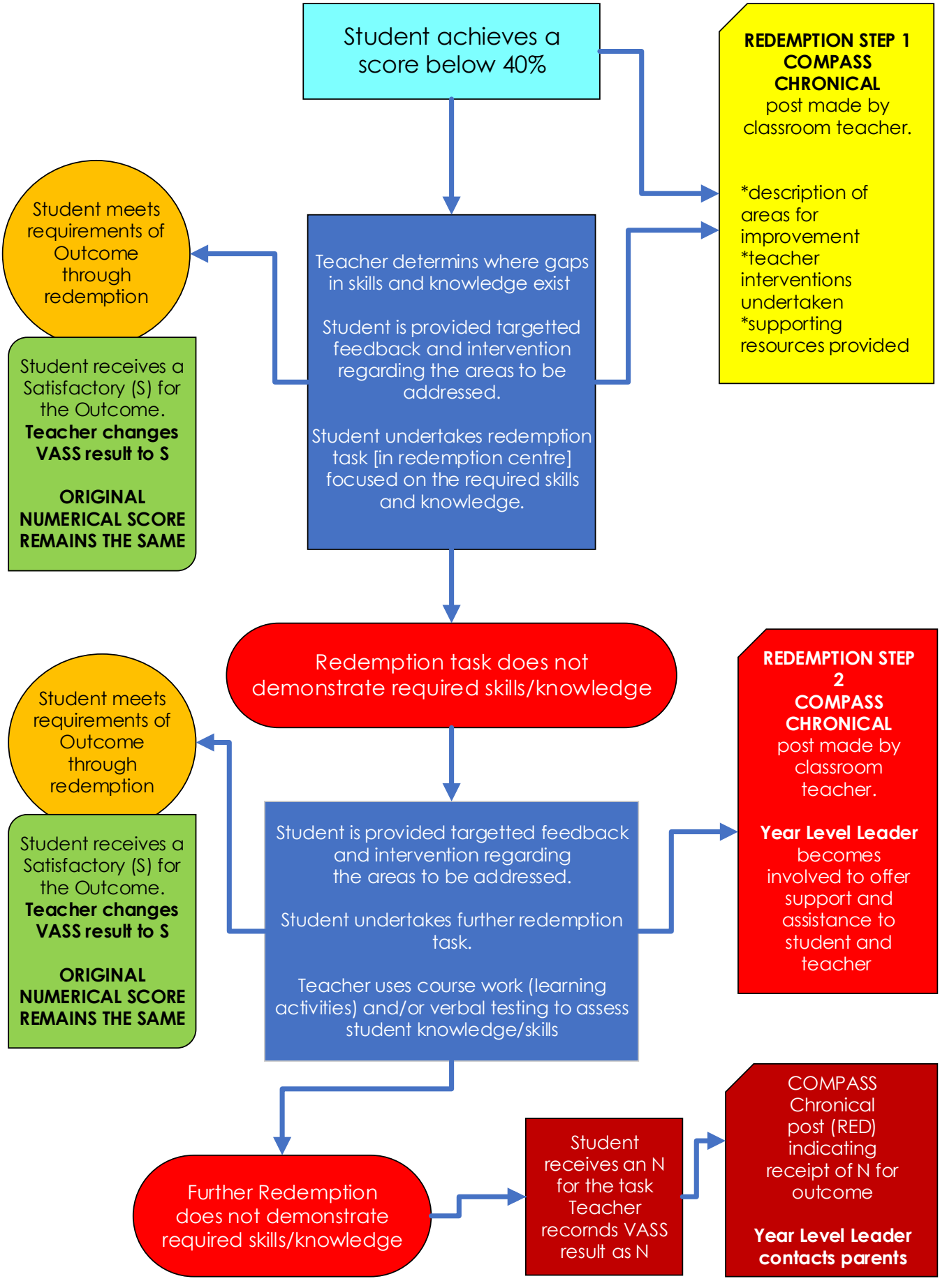
Vocational Major students who do not receive an S will be required to complete the task and/or re-submit and to follow the **College's Redemption Process.**

VPC students who do not receive an N will be supported to pass, in class, through alternate learning activities.

Sandringham College Missed SAC process - UNITS 3&4



Sandringham College Redemption Process Units 1-4



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SANDRINGHAM
COLLEGE