

# VCE

## Student Handbook

# 2023

## Policies & Procedures

### Our Vision

Ballarat High School is a learning community where every person is valued, respected and challenged as a learner.

*Kindness*



NOTES

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## INTRODUCTION

The Ballarat High School VCE Student Handbook has been developed to inform and support students and their families. Students and parents are asked to read and familiarise themselves with the contents of this handbook. The Handbook and other essential information and forms are located on the school website and the student hub. If you have any questions, please contact us.

## STUDENT LEADERSHIP

We expect all of our senior students to exhibit leadership and be role models for our younger students. In addition to this, there are many opportunities for our students to undertake formal leadership responsibilities. Our student leaders play an important role in all aspects of the senior school program.

### 2023 STUDENT LEADERSHIP TEAM

**School Captains:** Ellie Howlett & Isaac Jantzen

**Vice Captains:** Zac Cummins & Jasmine Goon

**Year 12 Student Leaders:** Emma Barber, Bailey Carroll, Meg Drever, Courtney Franklin, Milla Fraser, Torrens Kennedy, Lucy Laffey, Ella Mackay, Flynn Carli-Seebohm & Polly Thompson.

### YEAR 11 STUDENT LEADERS

Haylee Bayne	Tunmise Ilesanmi	Imogen O'Brien
Dylan Barclay	Mikaela James	Zali Pearce
Georgia Bodey	Hamish Jones	Scott Peart
Bayley Davis	Teal Lench	Naomi Ross
Luke Drummond	Connor madigan	Courtenay Rouhan
Stella Edmonston	Marley Manford	Sushmitha Sewgolam
Audrey English	Wheng Marbella	Katie Skilton
Ruby Frdelja	Harrison Mason	Eliza Strawhorn
Denise Hoogkamer	Jace Murray	Lachlan Tilley
		Cobi Wilbert
		Eliza Yu
		Dylan Zampatti

### HOUSE CAPTAINS

#### BAIRD

Captains - Tom Burrows, Polly Thompson

Vice Captains - Chevy Smart, Meg Drever

#### BRAWN

Captains - Zac Cummins, Ella McKay

Vice Captain - Phoebe Johnson

#### GREENFIELD

Captains - Rossi Cornish, Ellie Howlett

Vice Captains - Fred Tomich, Michaela Kern

#### LAWSON

Captains - Archie Maule, Courtney Franklin

Vice Captains - Riley Wilson, Sascha Bilney

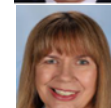
## SCHOOL INFORMATION

Parents are strongly encouraged to be involved in their children's education. The partnership between school and home is essential in supporting students throughout their educational journey. Throughout the year there will be many opportunities to become involved.

**Principal** - Mr. Gary Palmer



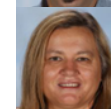
**Assistant Principal Senior School** – Ms. Sharon Eppingstall  
Oversees all school matters in Years 11 & 12



**Subschool Leader** – Mr. Will Leversha  
Advises on all matters concerning VCE



**Applied Learning Specialist** – Ms. Jenni Nicholls  
Advises on all matters concerning VCE Vocational Major



### Team Leaders

The Team Leader should be the **first contact** for most matters relating to courses, student wellbeing, attendance and conduct.

**Year 12** Ms. Gatens & Mr. Zuidland



**Year 11** Ms. Lee & Ms. Wehl



### Managed Individual Pathways (MIPs)

- Andrew Wallace & Ally Dovaston  
Advise on VET, careers and post-school options  
<https://www.ballarathsmips.com/>



### Mentor Teachers

Mentor teachers form important relationships with students to support them with their learning and their pathways. They meet every Wednesday in their Learning & Well-being class.

### Classroom Teachers

Classroom teachers should be contacted directly about student progress.

**To speak with any of these staff, contact the General Office on (03) 5338 9000.**

## COMPASS

You can also contact staff via the Compass system. Compass is the student learning and management system used at the school. Request access [here](#)

Parents need to ensure:

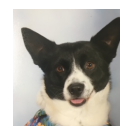
1. Log in capabilities
2. Email details are current
3. Log in once a week to view assessment information
4. Speak to the appropriate school contact if there are any concerns.

## TERM DATES 2023

- Term 1      **Monday 30 January – Thursday 6 April**  
o Monday, March 13 – Labour Day
- Term 2      **Monday 24 April – Friday 23 June**  
o Monday, June 5 - Year 11 Exams begin  
o Monday, June 12 - King's Birthday  
o Tuesday, June 13 - Year 12 Mid-year exams begin  
o Wednesday, June 15 - GAT
- Term 3      **Monday 10 July – Friday 15 September**  
o Thursday, September 14 - Valedictory Dinner  
o Friday, September 15 - Year 12 Study Day  
o Monday, September 18 - Year 12 Practice Exams begin
- Term 4      **Monday 2 October – Wednesday 20 December**  
o Tuesday, October 24 - VCAA Written Exams begin  
o Monday, November 19 - Year 11 Exams begin  
o Monday, November 20 - Year 12 orientation starts  
o Thursday, November 23-24 – Year 11 orientation

## STUDENT WELLBEING

Student wellbeing is as important as student learning at Ballarat High School. We seek to foster happy, healthy and resilient students by explicitly teaching social and emotional skills and providing programs such as Respectful Relationships. Our Student Wellbeing Team, led by Shirlene Laurie, provide support, advice and counselling on a range of issues. Students can drop in to self refer or be referred by their Team Leader. Our therapy dog, Kai, is a much loved figure around the school.



## UPSTANDER/KINDNESS

We use the STYMIE platform to encourage our students to be upstanders rather than bystanders. Students can anonymously make a report to ask for help, report an incident or convey a concern about another student's well being. We actively promote kindness in addition to our school values of Pride, Respect and Responsibility.

## COMMUNICATIONS

Teachers will often communicate with students via their school email, Compass or by putting a notice on the Year 11 or Year 12 Google Classroom. It is the responsibility of the student to check their emails and their year level Google Classroom.

## PREPARING FOR LEARNING

The required materials, (including a diary) are on the booklist and it is **essential** that students take them to every class. Students are required to bring their BYOD when required by a classroom teacher. VM students are required to bring their charged BYOD every lesson. All devices must be charged prior to class.

## UNIFORM - STUDENT DRESS CODE

Ballarat High School has a very clear uniform policy which is available on the school website. Team Leaders enforce the infringement process if a student does not follow the dress code.

BALLARAT HIGH SCHOOL UNIFORM INFRINGEMENT PROCESS	
<b>FIRST INFRINGEMENT</b> <ul style="list-style-type: none"> <li>Student is reminded of the Student Dress Code and uniform respectfully made compliant, (when practicable)</li> <li>Parents informed via a <i>Uniform Level 1 letter</i> by a Team Leader or Principal class</li> </ul>	<p>The appropriate communication via a note or diary entry from a parent or guardian will ensure that the student does not receive an infringement.</p> <p>The note should explain:</p> <ul style="list-style-type: none"> <li>The reason for the uniform issue</li> <li>When it will be fixed (no longer than 3 working days). If there is financial hardship the school can assist</li> <li>Anything else deemed important</li> </ul> <p>The note is not for infringements like facial piercings or hair colouring but for shoes, jackets and other like clothing. The student needs to show their communication to their Team Leader at the beginning of the day, who will sign it or give the student an "out of uniform authorization note".</p>
<b>SECOND INFRINGEMENT</b> <ul style="list-style-type: none"> <li>Monday lunchtime detention</li> <li>Parents informed via a <i>Uniform Level 2 letter</i> by a Team Leader or Principal class</li> </ul>	
<b>THIRD INFRINGEMENT</b> <ul style="list-style-type: none"> <li>Wednesday after school detention</li> <li>Parents informed via a <i>Uniform Level 3 letter</i> by a Team Leader or Principal class</li> </ul>	
<b>FOURTH INFRINGEMENT</b> <ul style="list-style-type: none"> <li>A parent meeting with a Team Leader and/or Principal class to discuss uniform concerns</li> </ul>	
<b>FIFTH INFRINGEMENT</b> <ul style="list-style-type: none"> <li>One day internal suspension - learning provided by teachers</li> </ul>	
<b>SIXTH INFRINGEMENT</b> <ul style="list-style-type: none"> <li>A parent meeting with the Principal</li> </ul>	

## MOBILE PHONE POLICY

Mobile phones and other cellular internet connected devices are to be **turned off and stored securely in lockers from 8.55am -3.15pm** (or when leaving school for the day). See the Mobile Phones policy on the BHS website for further information. A student who uses a phone during these times is required to hand it into the General Office until the end of the day.

BALLARAT HIGH SCHOOL MOBILE PHONE PROCESS
<b>FIRST, SECOND &amp; THIRD INFRINGEMENTS</b> <ul style="list-style-type: none"> <li>Student takes the phone to the general office. Offence is recorded and student can collect the phone at the end of the school day.</li> </ul>
<b>FOURTH INFRINGEMENT</b> <ul style="list-style-type: none"> <li>Hand in phone for 3 consecutive days (Team Leaders to advise general office)</li> <li>Parents informed by Team Leader of 4th infringement</li> </ul>
<b>FIFTH INFRINGEMENT</b> <ul style="list-style-type: none"> <li>Hand in phone for 3 consecutive days (Team Leaders to advise general office)</li> <li>Lunchtime detention</li> <li>Parents informed by Team Leader of 5th infringement</li> </ul>
<b>SIXTH INFRINGEMENT</b> <ul style="list-style-type: none"> <li>Hand in phone for 5 consecutive days (Team Leaders to advise general office)</li> <li>Wednesday night detention</li> <li>Parents informed by Team Leader of 6th infringement</li> </ul>
<b>FURTHER INFRINGEMENTS</b> <ul style="list-style-type: none"> <li>Any further infringements may involve the Team Leader implementing a range of consequences including: reflection/education tasks, Learning Strategies Meeting, phone usage plan, detentions, suspension.</li> </ul>

## ATTENDANCE

Students need to be in class in order to learn. As learning is sequential, it is imperative that students attend all classes. Teachers need to be able to authenticate student work. It is a requirement of the VCAA that students attend at least 50 hours of class time per semester for each VCE unit.

### VCE and VCE/VM ATTENDANCE POLICY

At Ballarat High School students should aspire to 95% attendance in their classes. At VCE and VCE/VM, a student is required to maintain their attendance above 90% in each class to achieve a satisfactory result (S).

#### Approved absences are:

- An illness explained by a medical certificate. If a student has an approved absence that is supported by a medical certificate, this certificate needs to be submitted to the General Office within 3 days after the absence. This approved absence will then be taken into consideration when calculating student attendance statistics (on Compass, VCE compliant).

**Please note** that calling the school or marking the absence on Compass, without providing a medical certificate, does not constitute an approved absence. Statutory declarations are not accepted.

- An official school excursion or sporting event (*Students must complete an Absence Learning Form for absences due to school activities.*)
- Exceptional personal circumstances e.g. a funeral. Approval is given at the discretion of the Team Leader.

#### Family holidays

Family holidays are NOT approved absences. In exceptional circumstances the Team Leaders will set up a Student Absence Learning Plan for the student to minimise the impact on learning. Students must collect a holiday absence form from team leaders to get each of their class teachers to sign them off. However, it is highly recommended that holidays are taken during the term breaks.

**Please note** that Year 12 Practice Exams take place in the first week of the September break every year. Scored Year 12 students are expected to attend these exams.

### UNAPPROVED ABSENCE PROCESS

The following flowchart indicates the process for unapproved absences. VCE students will be awarded an 'N' if attendance falls below 90%. Students may seek an appeal to overturn the 'N' to the Assistant Principal 11-12 within seven days of the N notification. To appeal, the student should email the Assistant Principal 11-12 with the reasons why they should not fail on attendance. The Assistant Principal 11-12 will determine if the reasons outlined warrant an appeal. Parents will be notified of the decision and whether or not an appeal will be held. If an appeal is held, the Principal will make the final decision.

## BALLARAT HIGH SCHOOL - VCE PROCESS FOR UNAPPROVED ABSENCES

### STEP 1 - The Classroom Teacher

- The classroom teacher will inform the student when they have **3 unapproved absences** for their subject.
- The student has the opportunity to go over their attendance with the classroom teacher to ensure roll is accurate.
- Classroom teachers should notify Team Leaders of any concerns in regards to attendance.

### STEP 2 - The Team Leader

- The Team Leader will ensure rolls are as accurate as possible.
- The Team Leader will phone home if there are attendance concerns.
- When a students attendance has dropped to 95% on Compass (they have missed 5 classes), the Team Leader will email both the student and the parent to remind them of the 90% unapproved absence policy.

### STEP 3 - Reached 90% - is now at risk

- When a students attendance has dropped to 90% on Compass (they have missed 8 classes), the Team Leader will email both the student and the parent to remind them of the 90% unapproved absence policy.
- The student and parent/guardian will be informed via Compass email that their student needs to produce medical certificates within 7 days of notification.

### STEP 4 - Below 90% attendance due to unapproved absences - N

- The student is informed by the Team Leader that they have reached 90% attendance (have missed 8 or more classes) as indicated on Compass and will receive a non-satisfactory for that subject.
- The student and parent/guardian will be informed via Compass email that their student has failed the subject and how to appeal the decision if they wish.

### STEP 5 - Appeal panel

- Within 7 days, the student writes an appeal letter to Assistant Principal 11-12 who decides whether there are grounds for appeal.
- If there are grounds for appeal a date is set for the appeal.
- The Assistant Principal 11-12 has the final decision as to whether the appeal is successful or not.

#### Appeal not successful

- Student receives an N for the unit.
- The student will continue to attend in preparation for the following unit of study in that subject.
- If the subject is not continued the school will work with the student to enable a successful pathway.

#### Appeal successful

- Student may continue with the unit.
- Strict conditions and requirements may be imposed, including attendance strategies.
- Any breaches may result in an N for the unit.

## VCE AUTHENTICATION/PLAGIARISM

All work submitted to contribute towards showing a successful understanding of the subject and its outcomes needs to be the student's own work. If any part or all of the work contributing to an 'S' cannot be authenticated, the matter must be dealt with as a breach of assessment rules. It is the responsibility of the student to ensure that there are no difficulties in authenticating their work. Students must acknowledge all resources used during any form of assessment according to individual subject referencing requirements.

In considering whether a student's work is genuinely their own, teachers will consider whether the work:

- is not typical of other work produced by the student
- is inconsistent with the teacher's knowledge of the student's ability
- contains unacknowledged material
- has not been sighted and monitored by the teacher during its development.

In the event that the student's work for assessment raises the suggestion that the work submitted is not their own, they 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 other work
- complete, under supervision, a supplementary assessment task related to the original task.

If the investigation shows that the work submitted is not their own, the student will be referred to the VCE/VCAL Committee.

### PRIVATE STUDY

1. All senior students are able to complete private study in the library, Peacock Hall or the Senior Learning Centre (SLC).
2. If students are doing their private study sessions in the library, they must sign in.
3. VCE VM students deemed behind in their learning will be required to attend school on Tuesday or Thursday afternoon (VET/SBA dependent) until they are up-to-date.
4. Students are not permitted to leave the school grounds during private study.

***Students who do not use private study effectively will be excluded from the above areas and given alternative arrangements.***

### HOMEWORK AND STUDY

Homework is an **essential** component of coursework and can increase the chance of a student reaching their potential. It is a requirement that all students **bring and use a diary** in all classes.

VCE students should complete at least 1- 3 hours of homework and independent study, (summary notes, cue cards and practice SAC questions), **every week night** and additional study on weekends. Students who do not complete required homework will be given appropriate consequences by the subject teacher. This may include a learning session during lunchtime or afterschool. Parents are encouraged to contact the subject teacher or a Team Leader regarding homework concerns and advice.

It is essential that students create positive homework and study habits. These include:

- Removing all distractions e.g. mobile phones/TVs
- Studying in chunks of 25 minutes with set goals
- A weekly study timetable

### LEARNING AND WELLBEING

Wednesday's Learning & Wellbeing sessions focus on student wellbeing and pathway goals. On occasion there will be assemblies or workshop activities. However, the expectation is that students will take work to their class to complete or revise during this time. VCE students will learn study skills and monitor their learning data.

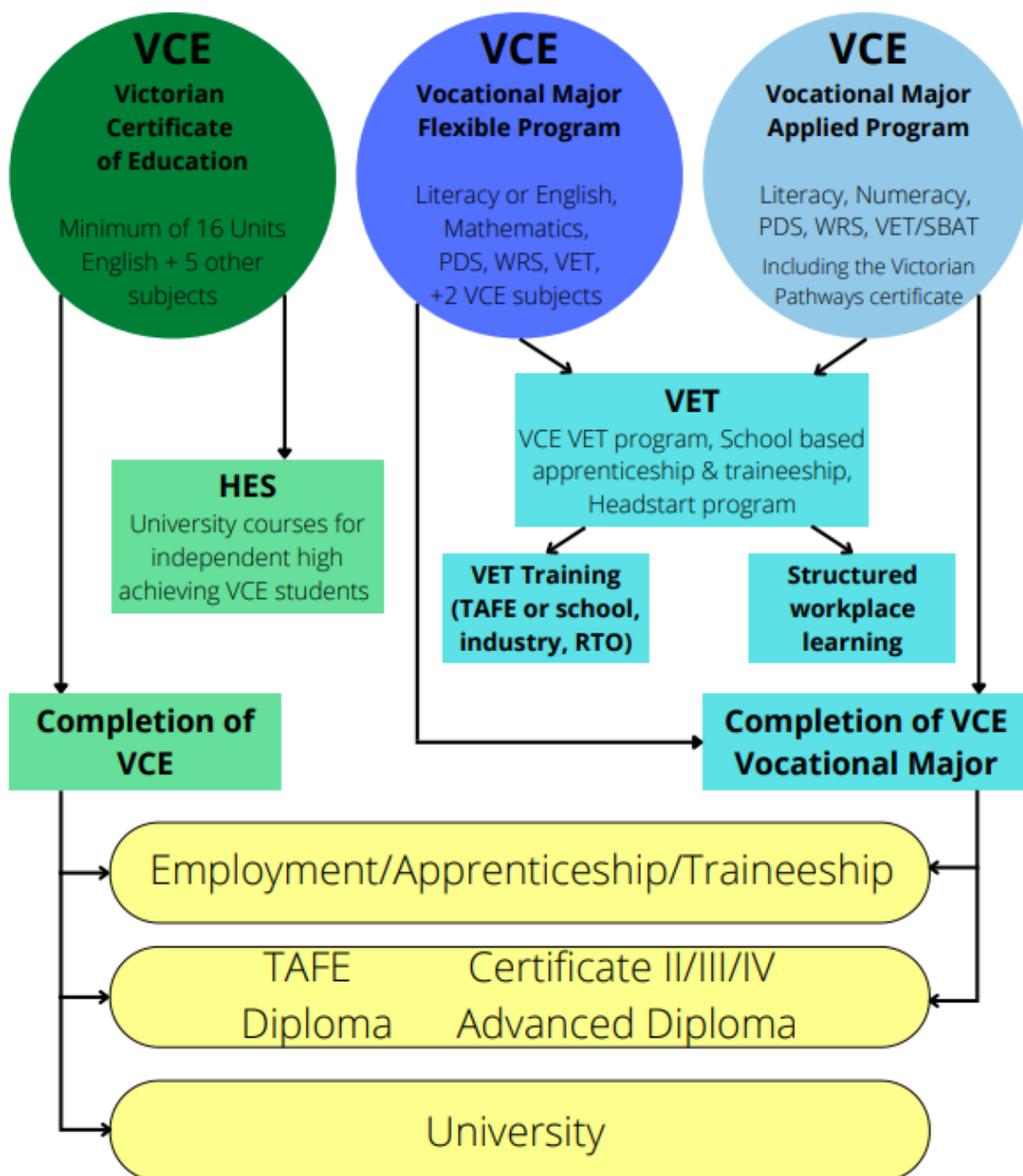
### STUDENT DRIVERS

The policy & application form are available on the Student Hub. Students:

- Must complete an application to drive a vehicle to school
- Are not permitted to transport any other students to and from school or to any school events, including after school sport.
- May transport siblings with documented permission from home.
- Cannot leave the school grounds during school times, (unless approved by a Team Leader)



## VCE LEARNING PATHWAYS



## THE VICTORIAN CERTIFICATE OF EDUCATION

The VCE is gained as a result of a student satisfactorily completing no less than 16 units. These units must include:

- o An approved combination of three units from the group of English studies
- o Four sequences (or pairs) of units at the 3/4 level, including English. This may include VCE VET (Vocational Education and Training) Studies.

*Students must successfully complete both Unit 3/4 English to attain their VCE certificate.*

In Year 12 it is a requirement that students choose five unit 3/4 subjects even if they have already completed one unit 3/4 in Year 11.

### **Possible exemptions:**

- o Consideration will be given to students who have a documented medical history which includes a mental health plan and/or a Psychologist/Psychiatrist letter.
- o Students who have successfully completed two unit 3/4 subjects in Year 11 may be eligible to complete four unit 3/4 subjects in Year 12.

If you would like more detailed information regarding the central administration of the VCE you may visit the [VCAA \(Victorian Curriculum & Assessment Authority\)](http://www.vcaa.vic.edu.au) website.

## SCHOOL ASSESSED COURSEWORK (SACs)

Coursework assessment is an indication of each student's level of achievement based on a selection of the assessment tasks designated in the relevant Study Design.

All tasks are assessed against criteria which are made available to the students prior to the completion of the SAC. For VCE units 3/4, these are set by the VCAA and are outcome specific. For units 1/2 the criteria are set by the teachers with reference to the VCAA Study Design.

**Course Outline & Timeline:** At the start of each unit, during Orientation, teachers will provide students with a course outline and timeline which includes assessment dates and conditions. SAC dates and results will be recorded on Compass.

**SAC Planner:** At the end of each term the VCE Leader will send out the SAC Planner for the following term to students and parents/guardians.

## SATISFACTORY COMPLETION

To achieve a Satisfactory (S) outcome the student must:

- Produce work that meets the required standard
- Submit work on time
- Ensure all work submitted is their own and can be authenticated
- Observe the VCAA and school rules

A student may receive a Non-Satisfactory (N) completion if:

- Work is not of the required standard
- The student has failed to meet a school deadline for the assessment task
- Work cannot be authenticated

- There has been a substantive breach of rules including school attendance rules - below 90%

## Year 11

At Ballarat High School a Year 11 student is deemed to have satisfactorily completed an outcome when they have completed 100% of the set coursework for that outcome, to a satisfactory standard, by the due date.

## Year 12

At Ballarat High School a Year 12 student is deemed to have satisfactorily completed an outcome when they achieve 50% or more on the relevant SAC(s).

### SCHEDULING OF YEAR 12 SCHOOL ASSESSED COURSEWORK

- No student should be required to complete more than **200 minutes** of SACs in any given day
- No student should be required to complete more than five assessment tasks per school week (A folio of work is regarded equivalent to one assessment task)
- A student can apply to their Team Leader, at least three school days prior to the assessment task, to have a SAC postponed.
- An extension of time for an individual student to complete a task (SAC/SAT) will only be granted in special circumstances.

Students completing Year 12 subjects may be required to attend SACs during non-class time e.g. student free days & Wednesday afterschool to enhance consistency and improve student outcomes. If students do not attend without a medical certificate it will be deemed an unapproved absence.

### YEAR 11 REDEMPTION PROCESS

The following flowchart outlines the process for redemption for when a:

1. Student does not complete 100% of set coursework
2. Student submits coursework that is not up to standard

#### Attendance

##### Unapproved absences

If a student does not submit coursework due to unapproved absences, follow the "VCE Process for Unapproved Absences". See attendance.

##### Approved absences

If a student is absent, they still have a responsibility to complete coursework by the due date. If a student is absent for more than 5 consecutive days, they may negotiate an extension with their teacher. If they do not complete coursework by due date, follow "Student Fails to Submit Coursework or Coursework is Not up to Standard" flowchart



## YEAR 11 REDEMPTION PROCESS

### STUDENT FAILS TO SUBMIT COURSEWORK OR COURSEWORK IS NOT UP TO STANDARD

**STEP 1** – At halfway point of unit/outcome teacher sends home notification via Compass that the student is not up to date with coursework

**STEP 2** – When student does not submit 100% of coursework by due date or the coursework is not up to standard, teacher notifies student, parents/carers and Team Leaders using Compass template

**STEP 3** – Student has one week to redeem coursework

**STEP 4** – Student successfully redeems the coursework in one week. S is awarded

**STEP 4** – Student does not redeem coursework. N stands

**STEP 5** – Teacher notifies student, parent/carers and Team Leaders by sending Unit Fail notification via Compass

**STEP 6** – Team Leader has discussion with student about appeals process and pathways

**STEP 7** – Student can appeal in writing to the Assistant Principal 11-12 who will convene the VCE Committee

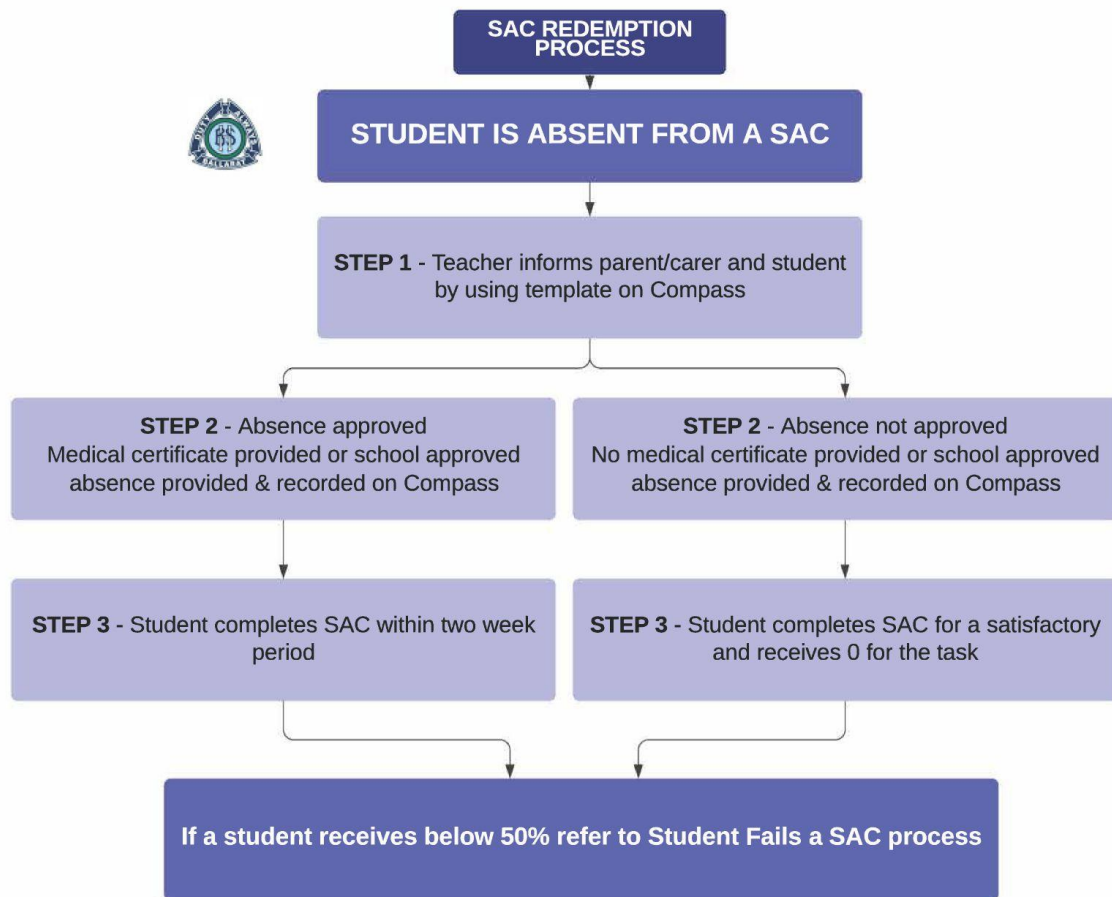
**VCE Committee – Appeal is upheld**  
The student may have an opportunity to resubmit the coursework

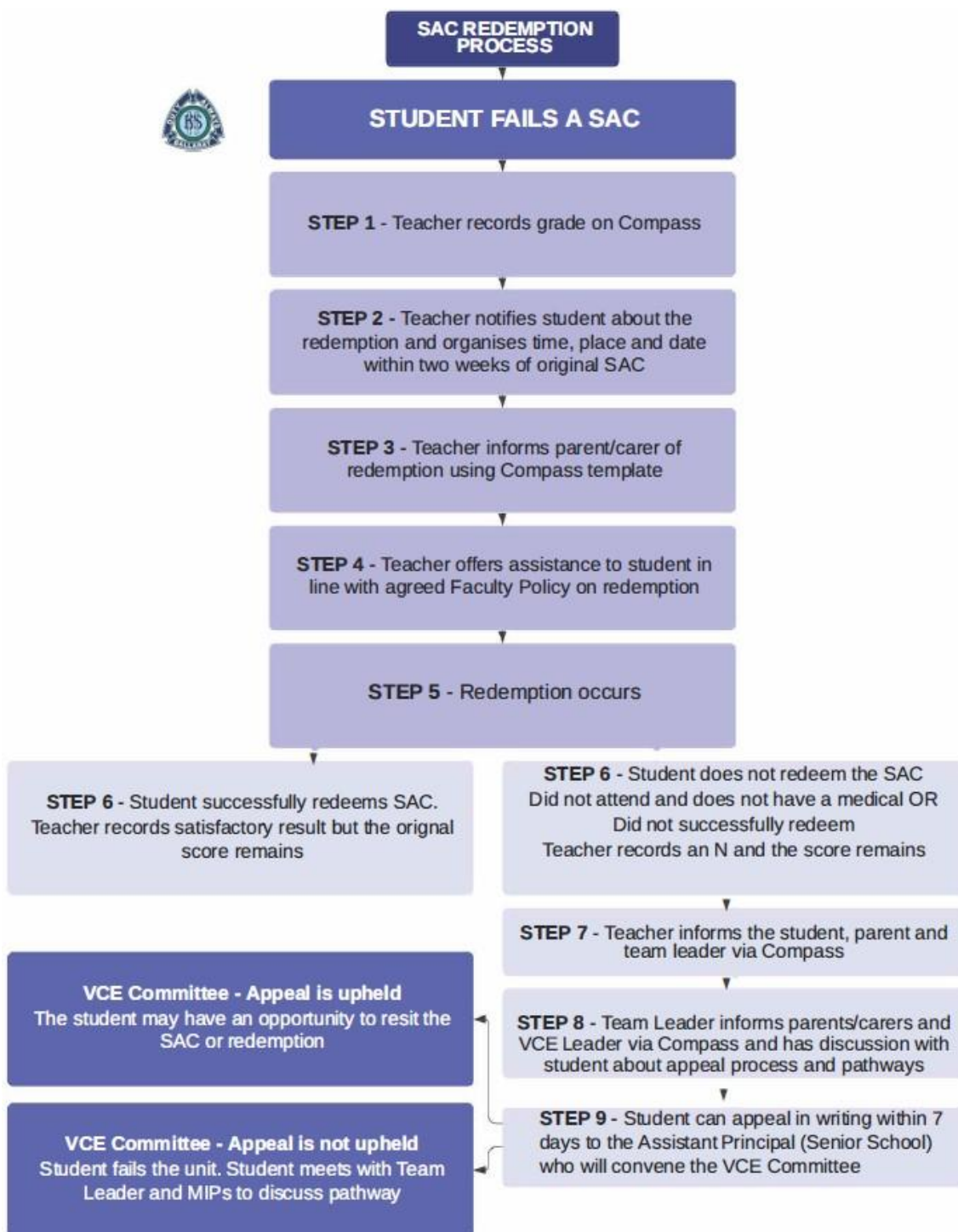
**VCE Committee – Appeal is not upheld**  
Student fails the unit. Student meets with Team Leader and MIPs to discuss pathway

## YEAR 12 SAC REDEMPTION PROCESS

The following flowcharts outline the process for redemption for when a:

1. Student is absent from a SAC
2. Student fails a SAC





## FACULTY REDEMPTION POLICIES

Faculty	Subject	Method of Redemption
ARTS	Art Creative Practice	<p><b>SACs:</b> Students repeat required questions to meet Key Knowledge and Skills (can be whole SAC if necessary) in the same conditions with access to their original SAC.</p> <p><b>SATs:</b> Students have up to 2 weeks (negotiated with teacher) to add missing content to demonstrate Key Knowledge and Skills. Students require a medical certificate if absent on submission date, otherwise a score cannot be given.</p> <p><a href="#">See folio policy for more info</a></p>
	Media	
	Art Making and Exhibiting	
	VCD	
ENGLISH	English	Students resit the SAC or section of it. Can have access to original SAC with teacher feedback written on it. There is provision to pass on coursework due to extended medical absence, but students will only receive an S. If they want or need a study score, they must sit a redemption SAC.
	English Language	Students resit the SAC or section of it. If 45% or higher students can demonstrate outcome with specified coursework.
	Literature	Students resit the SAC or section of it. If 45% or higher students can demonstrate outcome with specified coursework or verbalising their response to questioning.
HAPE	Health & Human Development	<p>&lt; 40% Repeat whole SAC again under same conditions.</p> <p>40 - 44% Repeat only SAC questions where the student's knowledge does not demonstrate a clear understanding of the Outcome.</p> <p>45 - 49% One on one conference with student. Student demonstrates their understanding of the outcome through verbal questioning, with reference to coursework.</p>
	Outdoor Education	
	Physical Education	
	VET Sport & Rec	
HUMANITIES	Accounting	Year 12- students are to repeat the incorrect questions. This can be through a Wednesday after school redemption or working with the teacher to explain how to answer the question.
	Business Management	SACs: Students redemption SAC will be the questions from the original SAC that have not achieved a satisfactory pass result. Students will repeat the questions under SAC conditions. Students will have access to their original SAC for feedback prior to the redemption. To be completed Wednesday after school.
	History Revolutions	Repeat a redemption if under 50% scored in SAC. Redemption task will be assessing the same skills and content but will be of a shorter form based on the skills and knowledge that are deficient (as a cohort) and the necessity to fit into the 1hr WND schedule. If a student is unable to make the 2 WND windows in a given 2 wk period (per policy) for valid reasons, a teacher arranged time will be scheduled.
	Legal Studies	Redemption is required if students receive less than 50% on/for SAC. First redemption will involve students repeating the questions they achieved unsuccessful result. This can be through a Wednesday after school redemption or working with the teacher to explain how to answer the question. Thereafter, student's redemption SAC will be new questions on the same topics as the original questions to meet Key Knowledge and Skills level in the same conditions as the original SAC with access to their original SAC for feedback prior to the redemption. To be completed Wednesday after school.
	Philosophy	Year 12 - Complete a different SAC (short answer questions or extended response).
LANGUAGES	Japanese/German	Oral SAC: If under 50%, students have access to practice time and feedback as well as strong links to the assessment rubric and their oral. They may retake the SAC in its original form at a negotiated time for an S.
		Comprehension SAC: If under 50% the student will need to re-sit the task in a slightly modified form to avoid duplication. This is for an S and is at a time negotiated between the student and the teacher.
		Written SAC: If under 50% the student has the option of submitting notes and preparation work to be considered for an S, or re-sitting a modified task for an S. This is done at a time negotiated between the student and the teacher.

<b>MATHS</b>	General Maths	A redemption is required to be completed for every student that does not meet the 50% pass rate for a given assessment. Redemptions are usually completed in the form of another test that focuses on the bare minimum skills to pass that particular unit. Teachers may also choose to undertake an interview with students if they are very close to the mark needed for a topic.
	Maths Methods	
	Specialist Maths	
<b>PERFORMING ARTS</b>	Drama	Group Performance / individual performance - repeat in class time if applicable. Written SAC- repeat section required.
	Music Performance	Performance SAC- repeat performance. Written SAC- repeat section required
	Theatre Studies	Group Performance / individual performance - repeat in class time if applicable. Written SAC- repeat section required.
	VET Music	Performance SAC- repeat performance. Written SAC- repeat section required
<b>SCIENCE</b>	Biology	Students are to complete a redemption if they receive a mark of less than 50% on any SACs. Students that achieve 40% to 49% will be able to complete this via a teacher conference. Marks of less than 40% will require the student to sit a redemption task. Students will retain their original mark on their report and the assessment type will be marked as "redeemed" only if they have been able to demonstrate a satisfactory understanding of the required knowledge and skills.
	Chemistry	
	Physics	For students who were absent on the date of the SAC, their redemptions must be completed within 2 weeks of the final class sitting the SAC. For students who failed the SAC, they must redeem within two weeks of receiving their mark.
	Psychology	Where possible, redemptions should be sat at the next available Wednesday Night Redemption Sessio. After 2 weeks, students must lodge an appeal to the VCE panel if they wish to complete a redemption.
<b>TECHNOLOGY</b>	Food Studies	Under 50% - Complete a different redemption SAC with focus on key knowledge & skills not demonstrated in the original SAC.
	Info Technology	Under 50% - Complete a different redemption SAC
	PD&T - Textiles	Under 50% - Complete a different redemption SAC with focus on key knowledge & skills not demonstrated in the original SAC.
	Systems Engineering	Under 50% - Complete a different redemption SAC with focus on key knowledge & skills not demonstrated in the original SAC.

## SAC/EXAM BREACH OF RULES

### Internal

If there is an alleged breach of a SAC or Year 11 exam conditions a VCE panel will be created to investigate it.

The VCE panel consists of:

- AP of the Senior School
- VCE Leader
- Subject Teacher

The following support people may attend:

- Team Leader
- A parent (not in an advocate role)

The VCE panel has the power to impose the following consequences:

1. Award the assessment task an N
2. Ask a student to re-sit the task or a redemption task to receive an S
3. If it is a second offence the student will fail the overall unit.

Breaches which will result in disciplinary action are:

- Plagiarism
- Unauthorised technology
- Communicating with others
- Other breaches specified by VCAA

### External

If a student breaches rules in a Unit 3/4 exam, serious disciplinary action may be taken by VCAA that is independent of the school. A student may be required to front an external VCAA Review Committee to explain their actions. If the student is found to have breached the conditions the Committee may cancel or alter the students' results.

## SPECIAL PROVISIONS

### Special Provision for school-based assessment

Students are eligible for Special provision for SACs if their ability to demonstrate achievement is adversely affected by:

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

There are a number of strategies in which the school can make alternative arrangements to assist students to be assessed against the outcomes of the study design:

- Allow the student extra time
- Allow rest breaks
- Use technology, aides or other special arrangements to undertake assessment tasks

### Procedure for Special Provision

Students who consider themselves entitled to Special Provision should apply to the Subschool Leader, Will Leversha and provide supporting documentation. In consultation with Team Leaders and Student Wellbeing, the Subschool Leader will make the application for special provision to VCAA for their consideration according to published rules and guidelines. Special provisions are documented on Compass.

### **VCE examinations**

Students may be eligible due to an illness or disability that prevents them from completing their VCE examinations in the same way or under the same conditions as other students. Applications for Special Examination Arrangements must be accompanied by recent supporting medical or other specialist documentation.

The VCAA may not approve special examination arrangements for students who have long-term impairments if they have not been given similar arrangements by their school during the year.

All applications for special examination arrangements are to be lodged by mid-March. Late applications may be accepted and emergency special exam arrangements can be requested up until the day before the exam.

### **Derived Score**

This provision is for students who are prevented from attending an examination, or whose performance on an examination is adversely affected as a result of illness, accident or personal traumatic event occurring on the day of the examination.

## **ATAR**

The ATAR is calculated from an aggregate produced by adding results for up to six Unit 3-4 sequences of studies including: The VTAC scaled study score in English, English (EAL), Literature or English Language and the three next highest VTAC scaled scores permissible (which together with English study make the "Primary Four") And 10% of any fifth and sixth permissible studies that are available. Students are then ranked in order of these aggregates - the highest rank being 99.95 then decreasing in steps of 0.05. Students who require an ATAR should use an ATAR Calculator to make sure they are on track such as: <https://atar-calculator.deakin.edu.au/>

## **UNSCORED VCE**

Students who wish to obtain their VCE Certificate but do not wish to acquire an ATAR for entrance into tertiary education, may choose to undertake an 'unscored' VCE pathway. If a student completes an unscored pathway they will not be required to sit the end of year exams. They will not receive an ATAR or a study score for any of their subjects.

### **Eligibility for an unscored pathway**

A Year 12 student who would like to complete a unscored pathway must undergo the following process:

1. Attend unscored information session to be held in Term 2
2. Parent letter signed and returned
3. Attends a minimum of two MIPs appointments, with parents in attendance where possible
4. Satisfactory completion confirmed by Team Leader

### **Expectations for unscored VCE students**

Students must still meet the same requirements as scored students in order to obtain a satisfactory result for an outcome and the overall unit of study. If a student does not receive 50% on the original task, the same processes for redemption must be followed. A student who does not meet these requirements will receive an 'N' result and may be ineligible to successfully complete their VCE.

## **STUDY LEAVE**

Year 11 students completing a Year 12 subject will be allocated a maximum of two days study leave prior to the written examination. This will automatically appear on the student's Compass.

## CHANGE OF SUBJECTS

A change of subject should not be taken lightly. A mental health plan or a letter from a Psychologist may be required. Students must speak to their Team Leader. The student will be required to complete the change of subject form which must be signed by the student, Team Leader, MIPS, Parent and VET Coordinator (if changing VET)

Subject changes cannot be made unless the form is completed.

### The final days for change of subjects in 2023 are:

Semester 1	Friday 3 February
Semester 2	Friday 26 May

## VCE - VOCATIONAL MAJOR

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated. The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

### VOCATIONAL MAJOR - APPLIED PROGRAM

Students in the VM Applied Program will complete a number of compulsory subjects. This is a set program.

**VM Literacy and Numeracy** - English and Mathematics required for the workplace.

**VET**– provides the opportunity to undertake vocational study. This is delivered through TAFE or in the workplace.

**Personal Development Skills** - covers project management, organisational skills, team work and health-related issues.

**Work Related Skills** - designed to teach students about the workforce and facilitates a work placement for one day each week.

**Structured Workplace Learning** -Workplace learning in a student's chosen industry is essential for a successful VCAL and positive pathway. Students are expected to model the school's values at all times during their placement. Students must keep records of their hours in their SWL diary. Structured Work Placements take place on a Friday.

### VOCATIONAL MAJOR - FLEXIBLE PROGRAM

Students in the VM Flexible Program choose their subjects from the blocks. They can choose which English and Maths they do and are able to undertake two VCE studies. They complete a

VET and a combined Personal Development & Work-related Skills Class. Students complete Structured Workplace Learning by completing work experience throughout the year at designated times.

### VOCATIONAL MAJOR APPLIED PROGRAM APPLICATION PROCESS

Any student wishing to enter the applied program needs to adhere to the following requirements

- Received an S in both English & Maths
- Strong reports for effort and impact on learning
- High attendance - above 90%
- Industry course (VET/SBA)
- Complete VCAL application forms and attend a VCAL interview
- Complete an entry assignment

### EXPERIENTIAL LEARNING

The VCE Vocational Major Program at both intermediate and senior level is dependent on learning that occurs outside of the classroom and it is essential that students take part in all group activities. This type of learning e.g. camps & excursions, **is compulsory to attend**. A school grant covers the cost of many of these activities but a monetary contribution is required for activities such as the camps which are an integral part of the programme.

Families can apply for the \$225 CSEF fund and use this to cover costs. Families with health care cards can obtain an application form from the General Office. Other avenues such as supported fundraising can also assist students.

### INDUSTRY SPECIFIC HOURS /VET /CERTIFICATE II

It is a VCAA requirement for VCE Vocational Major students to complete a minimum of **180** nominal hours of training. This is completed through VET or SBA courses. A student **MUST** have a VET or SBA to complete their VCAL certificate. A student cannot exit a VET or SBA course and maintain their VCAL enrolment. Students who decide to exit a VET or SBA course may be given an opportunity to apply to HeadStart but must see Ms Nicholls by the end of March. **Students cannot withdraw from a VET after March.**

All vocational major applied students will also internally undertake a Certificate II course to assist with achieving the nominal hours. Students will be enrolled in a Certificate II course in Active Volunteering. This course will contribute to unit credits, additional qualifications and enhance employability skills.





# Ballarat High School Instructional Model

- Am I prepared for learning?
- What am I going to learn and achieve?

## Introduce

- Establish a positive learning environment
- Warm up activities
- Link to prior student knowledge
- Share learning intentions
- Share and/or co-design success criteria

## M Model

- Am I actively listening to the teacher?
- Am I participating in the activity?
- Do I need to ask clarifying questions?

- Explicitly teach new concepts
- Construct and provide worked examples
- Use a variety of teaching strategies for different learning needs
- Explain the learning activities

## B Build

- Am I engaging with the task?
- How am I applying the new knowledge and skills?
- How am I demonstrating my understanding?
- Am I making connections between prior and new knowledge and skills?

- Ask a variety of questions
- Move around and assist students
- Check for understanding

## H Help

- Am I on the right track?
- How do I know I'm on the right track?
- Do I need assistance to continue?
- Am I using resources effectively?
- How can I seek feedback?

- Provide feedback
- Provide additional support
- Correct misconceptions

## S Summarise

- Have I completed the task?
- Have I reflected on my learning?
- Have I achieved the success criteria?
- Did I apply myself to the best of my ability?
- How have I demonstrated Pride, Respect and Responsibility?
- Do I have homework or revision to complete?

- Review learning intentions and success criteria
- Outline future learning

### Student Actions

### Teacher Actions

	1. <b>Setting Goals</b>		2. <b>Structuring Lessons</b>		3. <b>Explicit Teaching</b>		4. <b>Worked Examples</b>		5. <b>Collaborative Learning</b>		6. <b>Multiple Exposures</b>		7. <b>Questioning</b>		8. <b>Feedback</b>		9. <b>Metacognitive Strategies</b>		10. <b>Differentiated teaching</b>
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