

VCE
Student
Handbook

2026

Policies & Procedures

Our Vision

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

Kindness



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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.



2026 STUDENT LEADERSHIP TEAM

School Captains: Meg Bride & Jai Giri

Vice Captains: Leah Ross and James Triantafyllopoulos

2026 VM Captains: Isabelle Strawhorn and Belle Nualprom

Year 12 Student Leaders

Jasper Hall, Bhavya Sharma, Lana Wilson, Grace Grimmond, Sean Barclay, Adrienne Harris, Jack Coulter, Adi Naga, Rachael Arnold, Erica Jones, Kerington Aykens, Isabelle Strawhorn, Leah DiMichiel, Ifada Ishahan, Belle Nualprom, Mia Cianta, Abbey Murnane

Year 11 Student Leaders

Oscar Edmondston, Mia Colligan, Matilda England, Mollie Button, Any Kalisperis, Macey Kaletsch, Rose Cudby, Maddy Davis, Gemma Reid, Matilda Aguilar Coates, Lily Marshall, Kate Hardacre, Issy Loader, Charlotte Turnbull, Flynn Pearce, N'Eto Agugo, Piper Munday, Emme Evans, Madeleine Pasco Ray, Paige Kalisperis

2026 HOUSE CAPTAINS

Baird Rachael Arnold Mya Jenkins Georgia Hodge Jasmine Kaye Claire Mathison	Greenfield Adirene Harris Charlotte Beaston
Brawn Bhavya Sharma Brooke Blomeley Isabelle Strawhorn Jed Murray	Lawson Lana Wilson Tahlia Lee Riley James Ryan Peter Funston

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. Stephan Fields

Assistant Principal Senior School –

Ms. Narelle Bean and Ms Natalie Maher

Oversee all school matters in Years 10, 11 & 12

Subschool Leader –

Mrs Melissa Pompe & Jenny Nichols

Advise on all matters concerning VCE and VCE VM

Applied Learning Specialist – Caity Beyen

Advise 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 11 Mr Nathan Thomas and Ms Sarah Jane

Year 12 Ms Lee & Ms Wehl

Careers and Pathways Support

Kerry Hammond & Adrian Maude

Advise on VET, careers and all 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 & Wellbeing 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. Parents can request access via the school website.

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 1	Friday 31 January – Thursday 2 April <ul style="list-style-type: none"> o Thursday, February 12 - Year 12 Induction Assembly 9:30-10:30 am o Monday, March 9 – Labour Day
Term 2	Monday 20 April – Friday 26 June <ul style="list-style-type: none"> o Wednesday 3 - 9 June Yr 11 o Monday, June 8 - King’s Birthday o Tuesday, June 16 - GAT o Wednesday, June 10 -12 - Year 12 Mid-year exams begin
Term 3	Monday 13 July – Friday 18 September <ul style="list-style-type: none"> o Friday, September 18 - Year 12 Study Day o Monday, September 21 - Thursday, September 24 - Year 12 Practice Exams (This is the September break. Compulsory for all scored students)
Term 4	Monday 5 October – Friday 18 December <ul style="list-style-type: none"> o Tuesday, October 27 - VCAA Written Exams begin o Wednesday, October 21 - Year 12 Valedictory Assembly o Monday, November 9 - Year 11 Exams begin o Monday, November 16 - Friday, November 27 - Year 11 & 12 Orientation

TERM DATES 2026 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, Esther Hockey provides support, advice and counselling on a range of issues. students’ have access to youth counsellors, a Mental Health Practitioner, Adolescent Health nurse and two therapy dogs. Students can drop in to self refer or be referred by their Team Leader.

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 the study quest diary) are on the booklist and it is **essential** that students take them to every class. This includes stationary. 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	
<p>FIRST INFRINGEMENT</p> <ul style="list-style-type: none"> Student is reminded of the Student Dress Code and uniform respectfully made compliant, (when practicable) Parents informed via a <i>Uniform Level 1 letter</i> by a Team Leader or Principal class 	<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"> The reason for the uniform issue When it will be fixed (no longer than 3 working days). If there is financial hardship the school can assist Anything else deemed important <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> <p>If students wear PE uniform repeatedly, even with a note, an infringement will be issued.</p>
<p>SECOND INFRINGEMENT</p> <ul style="list-style-type: none"> Monday lunchtime detention Parents informed via a <i>Uniform Level 2 letter</i> by a Team Leader or Principal class 	
<p>THIRD INFRINGEMENT</p> <ul style="list-style-type: none"> Wednesday after school detention Parents informed via a <i>Uniform Level 3 letter</i> by a Team Leader or Principal class 	
<p>FOURTH INFRINGEMENT</p> <ul style="list-style-type: none"> A parent meeting with a Team Leader and/or Principal class to discuss uniform concerns 	
<p>FIFTH INFRINGEMENT</p> <ul style="list-style-type: none"> One day internal suspension - learning provided by teachers 	
<p>SIXTH INFRINGEMENT</p> <ul style="list-style-type: none"> A parent meeting with the Principal 	

MOBILE PHONE POLICY

Ballarat High School has a very clear policy on that mobile phones and other cellular internet connected devices such as earpods 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
<p>FIRST, SECOND & THIRD INFRINGEMENTS</p> <ul style="list-style-type: none"> Student takes the phone to the general office. Offence is recorded and student can collect the phone at the end of the school day.
<p>FOURTH INFRINGEMENT</p> <ul style="list-style-type: none"> Hand in phone for 3 consecutive days (Team Leaders to advise general office) Parents informed by Team Leader of 4th infringement
<p>FIFTH INFRINGEMENT</p> <ul style="list-style-type: none"> Hand in phone for 3 consecutive days (Team Leaders to advise general office) Lunchtime detention Parents informed by Team Leader of 5th infringement
<p>SIXTH INFRINGEMENT</p> <ul style="list-style-type: none"> Hand in phone for 5 consecutive days (Team Leaders to advise general office) Wednesday night detention Parents informed by Team Leader of 6th infringement
<p>FURTHER INFRINGEMENTS</p> <ul style="list-style-type: none"> 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.

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 an appropriate 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 need to inform Team Leaders at least a **month prior**. 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 student's 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 student's 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 10-12 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

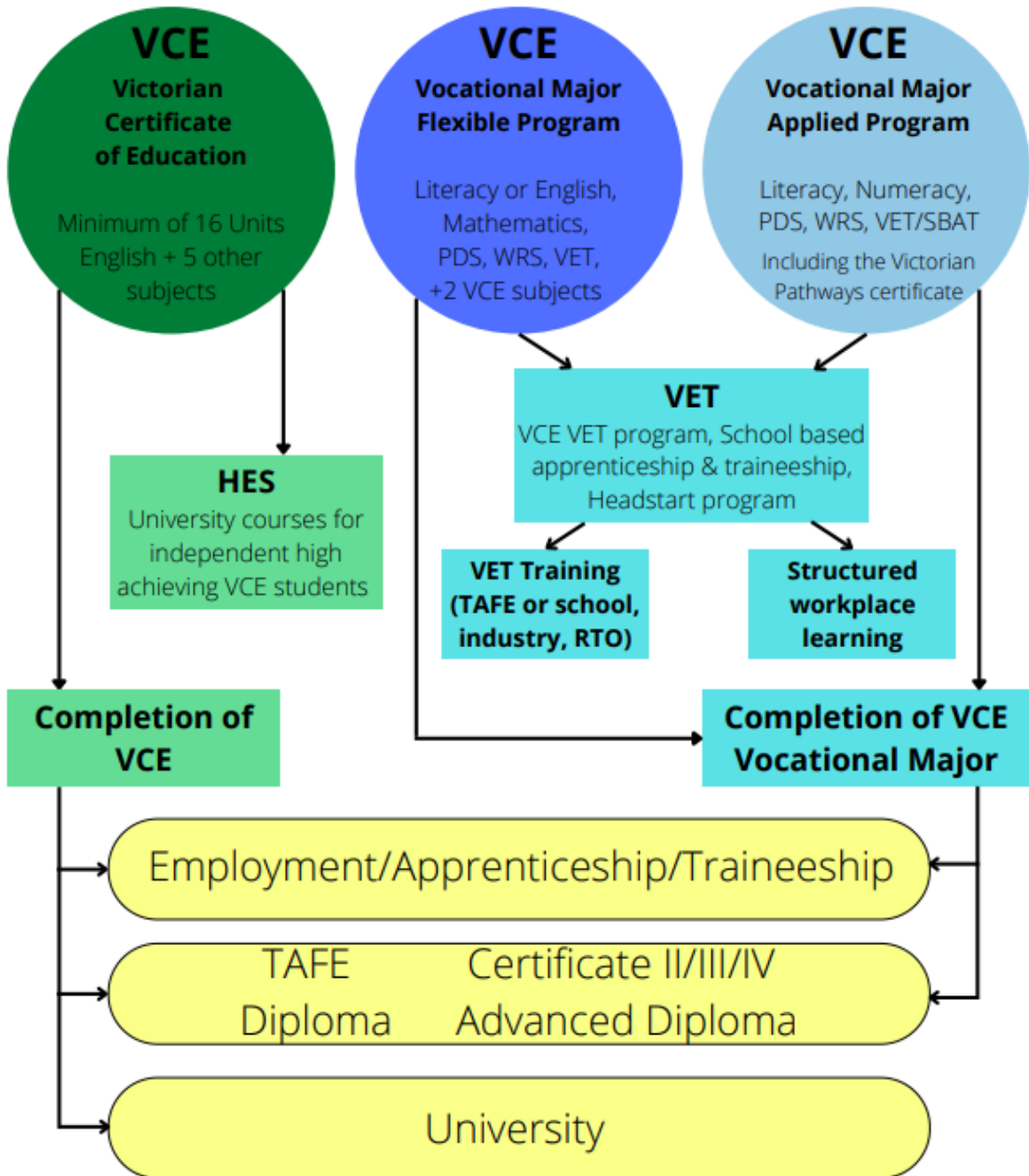
Student receives an N for the unit.
The student will continue to attend in preparation for the following unit of study in that subject.
If the subject is not continued the school will work with the student to enable a successful pathway.

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 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.
- o Students must apply to complete a reduced programme

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.edu.au) website.

THE VCE VOCATIONAL MAJOR

The VCE Vocational Major is gained as a result of a student satisfactorily completing a minimum of 16 units. These units must include:

- 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.

Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

At Ballarat High School, students can complete a VCE Vocational Major in one of two ways: the VCE Vocational Major Applied Program or the VCE Vocational Major Flexible Program.

VOCATIONAL MAJOR - APPLIED PROGRAM

Students in the VM Applied Program will complete 4 compulsory subjects and structured work placement linked to their VET. 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 VCE Vocational Major 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 optional VCE studies. They complete a VET, Personal Development and Work-related Skills. Students complete Structured Workplace Learning or Work Experience throughout the year at designated times.

VOCATIONAL MAJOR CAMPS & EXCURSIONS

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; including camps and excursions, **is compulsory to attend** and a monetary contribution is required for these activities which are an integral part of the programme. Failure to attend can impact student outcomes.

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 VCE Vocational Major certificate. A student cannot exit a VET or SBA course and maintain their VCE Vocational Major enrolment. **Students cannot withdraw from a VET after March.**

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

VCE & VCE VOCATIONAL MAJOR 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%

At Ballarat High School a 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.

Satisfactory completion will be determined by each individual faculty for their subjects. All subjects will set 2-3 coursework tasks per outcome, with a clear due date, which will be on Compass and included in written documentation given to students.

For work to be considered of “satisfactory standard”, not only must the work be assessed to be of “satisfactory standard”, in accordance with faculty guidelines, the classroom teacher needs to be able to authenticate the student’s work.

At least one of the coursework tasks will be a supervised assessment which will authenticate and evaluate student understanding.

At the halfway point of the outcome, teachers will send home a Compass chronicle notification to students and parents flagging any students who are behind in coursework and at risk of not satisfactorily completing the outcome.

Students will be awarded an N if their coursework is not completed by the due date or if their classroom teacher cannot authenticate the work. Students will only have one week to redeem the N. If they do not redeem the N, the teacher sends home the Unit fail letter via Compass. Students then can appeal to the VCE Committee if they wish.

While School Assessed Coursework (SACs) will not determine whether or not a student receives an S for an outcome, there may be instances where a task is both the coursework and the SAC. Examples include the oral presentation in English and applied tasks in other subjects.

SCHOOL ASSESSED COURSEWORK & SCHOOL ASSESSED TASKS

The purpose of a SAC is to derive a numerical grade. At Year 11 this numerical grade will appear on end of semester reports. At Year 12 this grade contributes to the student's overall study score. Students will not receive a study score if they are enrolled in the VCE Vocational Major or have been formally approved to complete an unscored VCE.

All SACs/SATs are assessed against criteria which are made available to the students prior to the completion of the SAC or SAT. 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.

SACs and student absences

- **If a student is absent from a SAC it will be rescheduled**
- If a student is absent from a SAC, due to an **unapproved absence**, they will receive 0
- If a student is absent from a SAC, due to an **approved absence**, they will receive a score once they sit the rescheduled SAC.
- For authentication purposes, a rescheduled SAC must occur in a supervised environment.

SATs

A SAT is a folio of work including all Coursework Tasks. This is an alternative method of formal assessment where authentication occurs through regular teacher observation of the work completed in class. For students receiving a score it will be derived from assessment across the entire body of work. SAT tasks are common in Art and Technology subjects.

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

SAC/SAT Planner: The Sub School Leader will send out the SAC/SAT Planner to students and parents/guardians each term. Teachers must list all assessment dates on the planner. Any changes to the planner must be sent in writing to students, parents and the Sub School Leader.

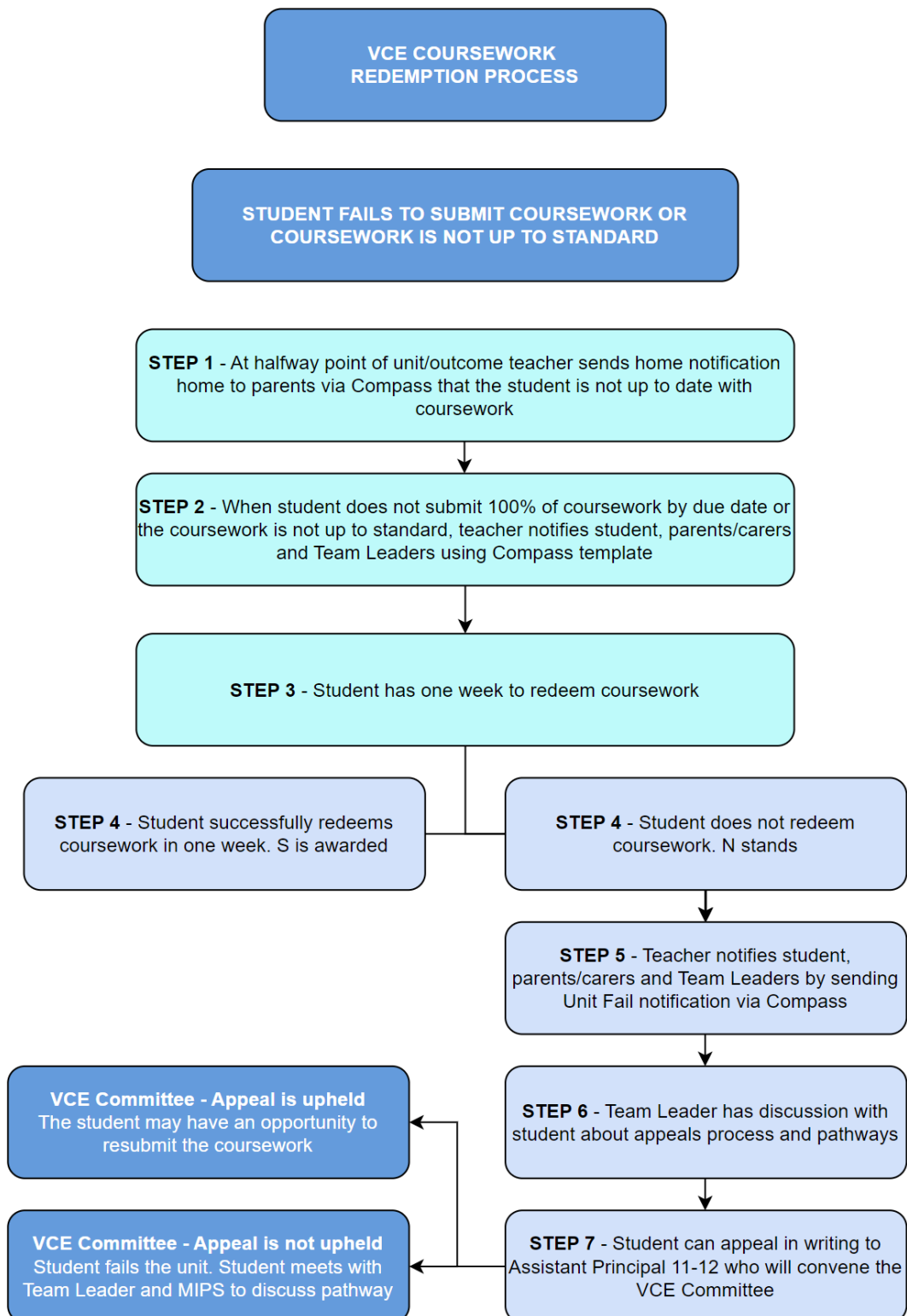
SCHEDULING OF SACS

- 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 & Thursday afterschool to enhance consistency and improve student outcomes. If students do not attend without a medical certificate it will be deemed an unapproved absence.

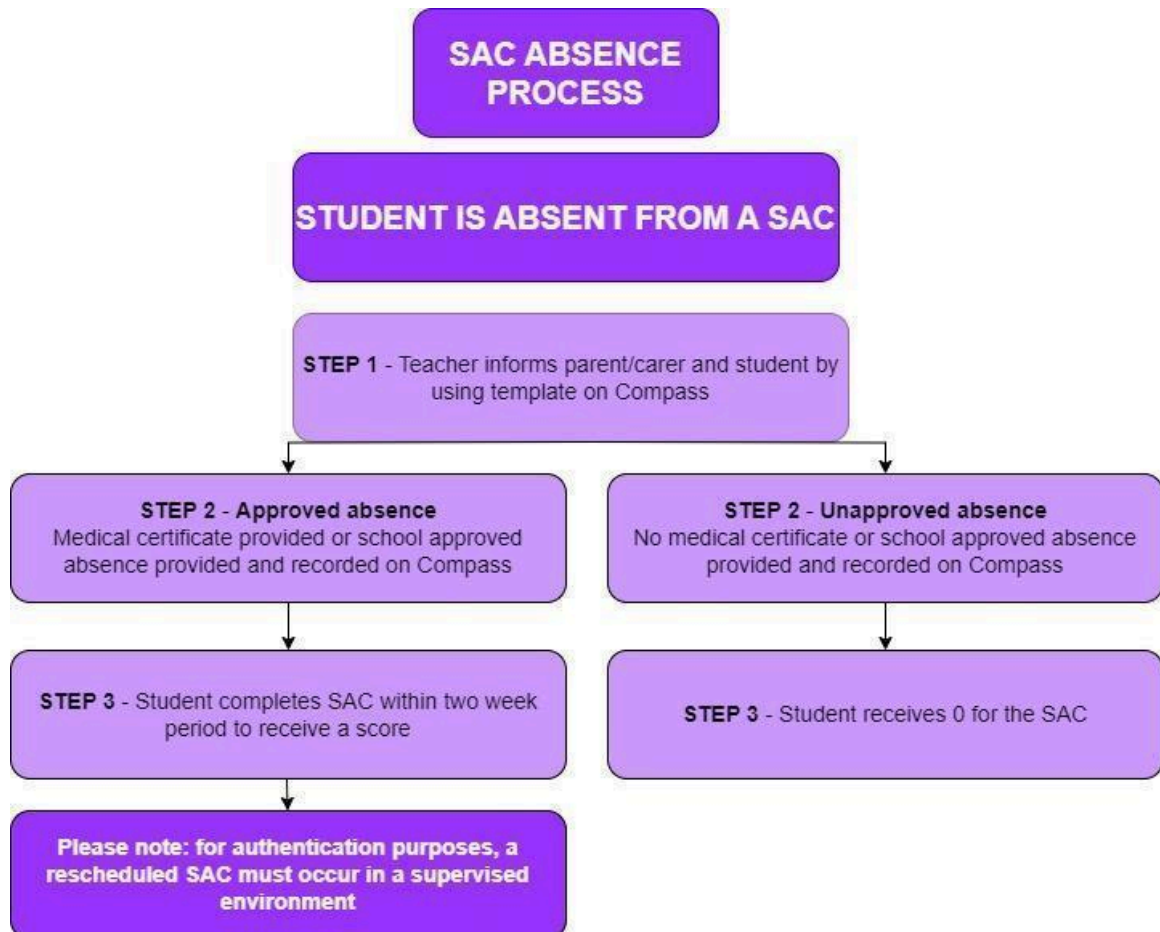
VCE COURSEWORK REDEMPTION PROCESS

The following flowchart outlines the process for redemption when a student fails to submit coursework or coursework is not up to standard:



VCE SAC ABSENCE PROCESS

The following flowchart outlines the process for when a student is absent from a SAC:



Attendance

Unapproved absences

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

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

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.
 - Has been AI generated.

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 Committee.

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/>

YEAR 12 UNSCORED VCE

Year 12 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. **All Year 11 VCE students are scored students**, unless they are completing the Vocational Major (VCE VM). If a Year 12 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. Year 12 students cannot apply to be unscored until Term 2.

Eligibility for an unscored pathway

A Year 12 student who would like to complete an 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 2026 are:

Semester 1	Friday 6 February
Semester 2	Friday 22 May

PRIVATE STUDY

1. All senior students are able to complete private study in the TLC or the Canteen/Dining area
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

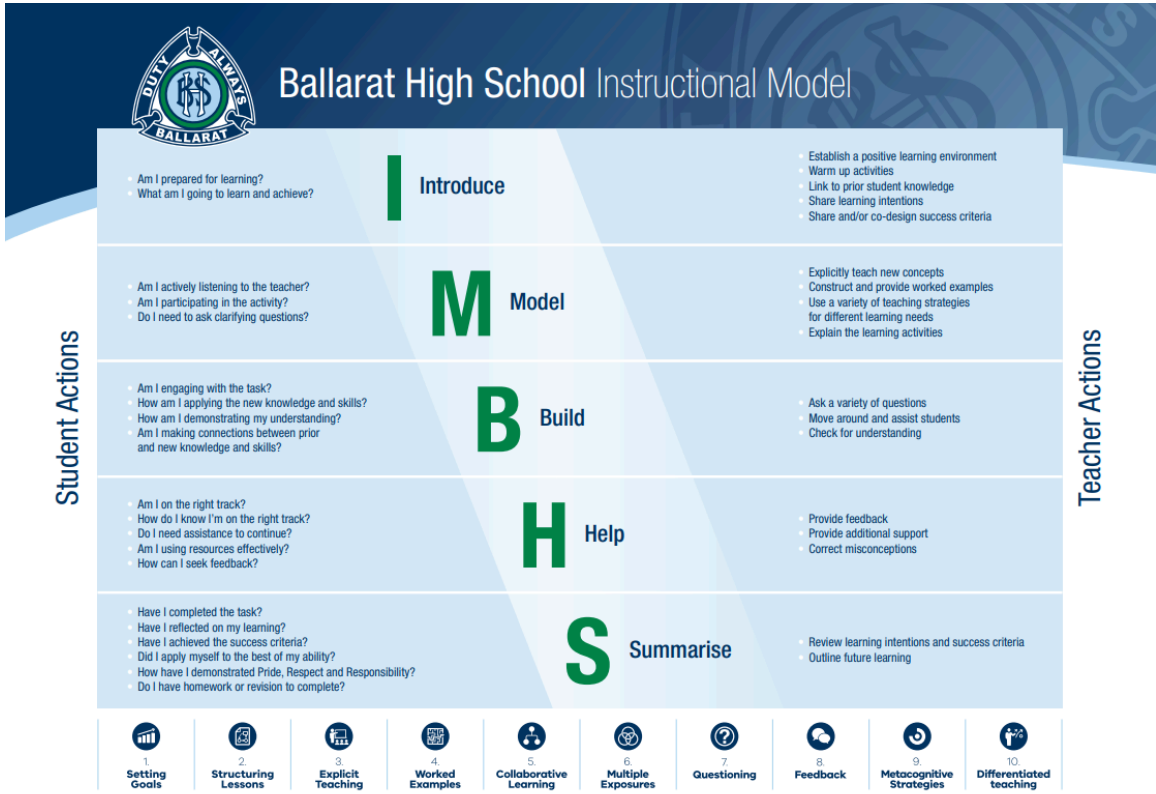
Wednesday's Learning & Wellbeing sessions focus on student wellbeing and pathway goals. On occasion there will be assemblies or workshop activities. However, the expectation is that students will take work to their class to complete or revise during this time. VCE students will learn study skills and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

STUDENT DRIVERS

The policy & application form are available from the Year 12 Team leader office. 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)





Ballarat High School School Wide Positive Behaviour Matrix

	Always	Learning Spaces	Outside Areas	Digital	Community
I demonstrate PRIDE by	<ul style="list-style-type: none"> trying my hardest in all areas of learning wearing my uniform correctly using my manners celebrating the success of others 	<ul style="list-style-type: none"> being ready to learn learning from my mistakes being prepared to work beyond my comfort zone 	<ul style="list-style-type: none"> leaving facilities clean and tidy including toilets and lockers reporting any damage to staff sharing the space with others 	<ul style="list-style-type: none"> taking care of digital devices following the BHS Digital Acceptable Use Policy 	<ul style="list-style-type: none"> being a positive representative of our school modelling the BHS values in the community
I demonstrate RESPECT by	<ul style="list-style-type: none"> following instructions of staff listening when others are speaking respecting people's differences co-operating with others 	<ul style="list-style-type: none"> allowing all students to learn using class time effectively to complete tasks acting on feedback to improve my learning 	<ul style="list-style-type: none"> playing games in designated areas walking my bike/scooter through the school grounds walking safely on pathways and keeping to the left 	<ul style="list-style-type: none"> using kind language when using social media treating people online with respect and kindness using device time appropriately for the set task 	<ul style="list-style-type: none"> looking after the facilities and equipment using manners and kindness when communicating with others
I demonstrate RESPONSIBILITY by	<ul style="list-style-type: none"> showing kindness and supporting others being an upstander being mindful of the space of other's and their possessions 	<ul style="list-style-type: none"> being on time and ready to learn using all equipment responsibly being resilient and taking opportunities for learning growth 	<ul style="list-style-type: none"> placing rubbish in bins moving safely and quietly between lessons staying within school boundaries 	<ul style="list-style-type: none"> leaving my phone in locker between 8.55am and 3.15pm using my device to assist my learning keeping my device charged ready to learn 	<ul style="list-style-type: none"> being considerate of others in the community being involved in community opportunities

1. Build relationships with students	2. Facilitate peer relationships	3. Establish and maintain clear classroom expectations	4. Support inclusion and belonging	5. Foster student self-efficacy	6. Engage students	7. Promote coping strategies and facilitate referrals
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Ballarat High School is a learning community where every person is valued, respected and challenged as a learner.