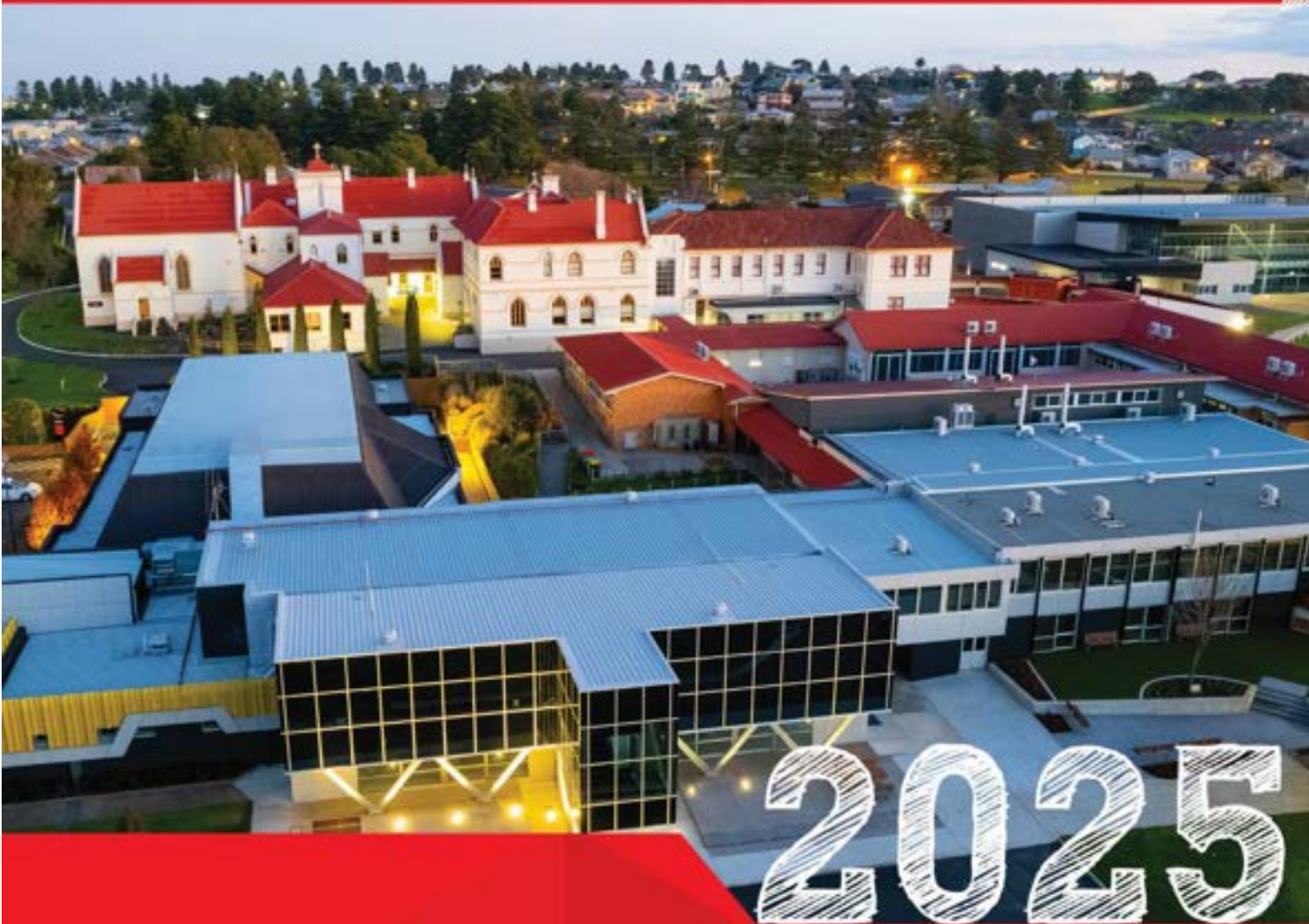


SENIOR SCHOOL STUDENT & Parent Administration Book



EMMANUEL
COLLEGE

WARRNAMBOOL Sharing Faith, Hope & Love

Information correct as at February 2025



2025 TERM DATES

Term 1 31 January – 4 April

Term 2 22 April – 3 July

Term 3 22 July – 19 September

Term 4 7 October – 5 December

CONTENTS

KEY PERSONNEL	1
INTRODUCTION	1
The Benefits	2
AN EMMANUEL STUDENT	2
The Senior Program.....	3
What Is A VCE Program?	4
College Policies.....	4
VCAA Requirements	4
Choosing A Program	5
Vce Acceleration At Emmanuel College	5
Selection Criteria For VCE Acceleration	6
Subjects Recommended For VCE Acceleration.....	6
VICTORIAN CERTIFICATE OF EDUCATION	7
EXPECTATIONS OF STUDENTS	9
Senior School Learning And Home Learning Policy	10
Study Hall.....	11
SCHOOL BASED VCE POLICIES	12
ASSESSMENT	17
SPECIAL PROVISION	19

MODIFICATION & ADJUSTMENTS: ORAL PRESENTATIONS IN ENGLISH	19
SUBMITTING AN APPLICATION FOR SPECIAL EXAMINATION ARRANGMENTS	20
EXAMS 2025	21
GLOSSARY	22

KEY PERSONNEL

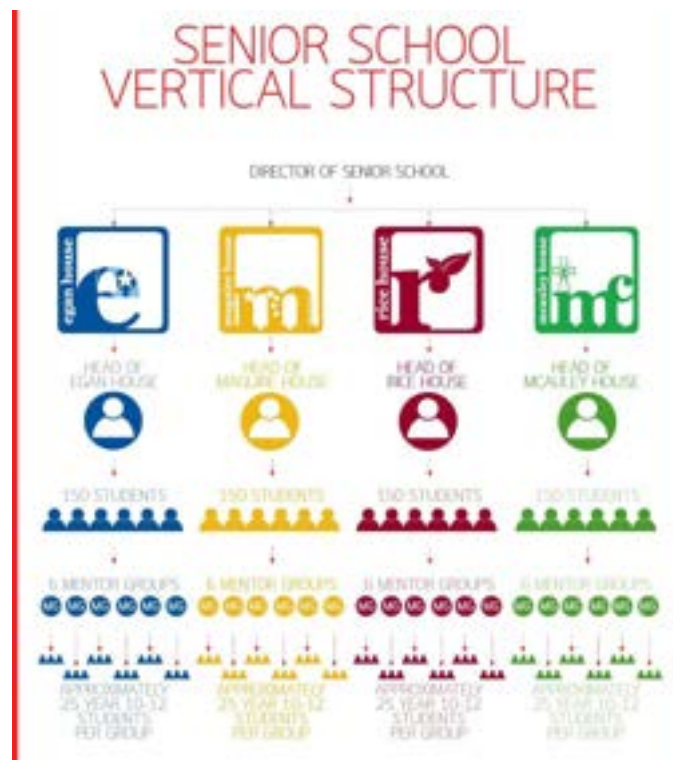
Principal
Deputy Principal
Assistant Principal of Teaching and Learning
Assistant Principal of Students
Director of Learning
Director of Senior Students
VCE Coordinator
Applied Learning Coordinator
Student Pathways & Careers Leader
Student Careers & Pathway Mentor
Rice Head of House
McAuley Head of House
Maguire Head of House
Egan Head of House

Mr Peter Morgan
Mr Michael Wrigley
Mr Justin Houlihan
Mrs Claire Wrigley
Ms Simone Rolfe
Mr Shane Smith
Mrs Donna Macpherson
Ms Rebecca Down
Mr David Gladman
Mr Ben Woonton
Mr Ben Nelson
Mrs Kristy Cameron
Mr Conor Devine
Mr Danny Finn

INTRODUCTION

Welcome to the Senior school. In 2021 a new Vertical House structure for Emmanuel College senior students was introduced. The vertical house structure provides the foundations which will aim to develop an important sense of identity and belonging, provide students with opportunities for participation, involvement, and leadership, all of which are key elements to developing a young person’s self-esteem, confidence and maturity. All students within the senior school will be placed into a mentor group according to their house: Maguire, McAuley, Rice and Egan.

As seen in the diagram below, each house consists of a house leader, six mentor teachers and approximately 150 students (allocated to six mentor groups of Year 10-12 students). Students will be in their mentor group for the three years of their senior schooling as they transition through the senior years.



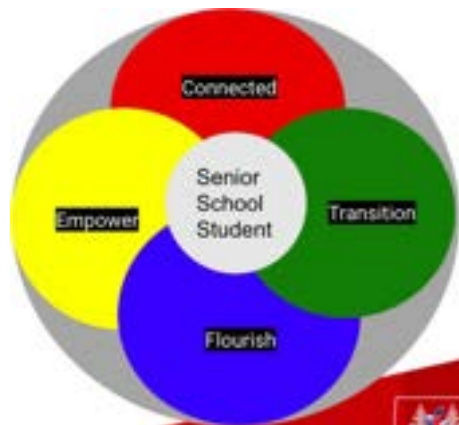
THE BENEFITS

The continuity of having the same Mentor group teacher and House leader for the senior years enables the development of strong, nurturing relationships which ensure a deeper knowledge of each student's learning and pastoral needs.

Wellbeing needs are fundamental to successful learning. Young people who are happy, confident and are able to establish relationships are better placed to achieve their learning goals and develop successful pathways beyond Emmanuel College.

AN EMMANUEL STUDENT

We at Emmanuel College are very proud of our students. The senior years are a very demanding and rewarding time, requiring greater independence and more responsible decision making on the part of the student.



Through the supportive structures of the Vertical House model, we aim to build a strong sense of community. A **safe** and **welcoming** environment that builds 'a sense of belonging and **connectedness**' for all students.

As leaders of the College our senior students are encouraged to embrace the traditions and foundation values of Catherine McAuley and Edmund Rice. The full vertical house structure encourages and **empowers** students to live their Mercy values, and to make a difference in the lives of other students within their mentor group.

We empower our young people, and we cannot only support students to complete their secondary education but create an environment where they have the opportunity to build their skills and capabilities to thrive in a new economy and meet the growing needs and diverse pathways of senior students. The vertical house system aims to equip students with the skills to become future leaders, well rounded citizens and life-long learners as they make a successful **transition** beyond Emmanuel College.

When students are engaged in their learning environment there is a better chance of growing a child's resilience, grit and a "can do mindset" ensuring the child's wellness allowing them to **flourish**.

THE SENIOR PROGRAM

In 2024, students in Years 10, 11 and 12 will be participating in Emmanuel's Senior School program. This will allow students greater flexibility in their subject pathways, preparing them to become global citizens while catering for their specific needs and interests. It will facilitate opportunities to build personal resilience, communication and teamwork skills to prepare them for life beyond the classroom.

Students will begin their school day in homeroom groups consisting of students in Years 10, 11 and 12. These groups will be based on Emmanuel's Houses, namely Rice, Egan, McAuley and Macguire. Where possible, students will remain with the same homeroom teacher for their senior schooling, enabling strong relationships to be formed over their journey. They will also have opportunities to strengthen relationships with their year level during events such as school camps and retreat days.

Students in Year 10 will continue to follow the school curriculum as set out in the Victorian Curriculum F-10. English, Mathematics, Science, Humanities, Health and Physical Education, and Religion are all core subjects at this year level; however, students are able to access different options for Mathematics, Science and Humanities that best suit their interests and needs. In addition to core subjects, Year 10 students are able to choose five electives from a wide range of subjects.

Year 11 students begin one of three pathways:

- VCE - Victorian Certificate of Education
- VCE VM – Victorian Certificate of Education : Vocational Major
- VPC - Victorian Pathways Certificate

As part of these two pathways students can select subjects from the following:

- VCE - VCE subjects
- VET DSS - Vocational Education and Training Delivered to Secondary Students
- SBAT - School-based Apprenticeship and Traineeship training plans

Students can access a wide variety of subjects through not only Emmanuel College, but also Southwest TAFE, Distance Education Centre Victoria, and other accredited training organisations.

It is important that students speak to either the Careers Advisor on either campus or the Applied Learning Coordinator if they are considering undertaking an applied learning pathway as it may impact their ability to gain direct access to university courses and some TAFE courses.

Year 10 students are able to apply to accelerate their studies by enrolling in a VCE or VET DSS subject. Students who wish to pursue this option need to read the information on VCE Acceleration carefully.

WHAT IS A VCE PROGRAM?

A VCE program is a set of semester units undertaken over a period of two to three years. This program is designed by you to meet your needs within the rules laid down by VCAA and within college policies.

COLLEGE POLICIES

In addition to the VCAA requirements below, Emmanuel College requires all VCE students to complete two semesters of Religious Education.

A VCE Religious Education Unit of Ethics (Religion & Society Unit 2) is a compulsory study for all Year 11 students. This unit is completed over the two semesters of the Year 11 program.

Students in Year 12 will complete a curriculum designed by the College.

VCAA REQUIREMENTS

To earn your VCE, you must satisfactorily complete at least sixteen units.

Regardless of how many units you do altogether, you must satisfactorily complete:

1. At least three units from the English group listed below offered at Emmanuel:
 - English Units 1 to 4
 - English as an Additional Language (EAL) Units 3 and 4
 - Literature Units 1 to 4

At least one of these units must be at Unit 3 or 4 level. However, VTAC advises that for the calculation of the ATAR, students must satisfactorily complete both Unit 3 and Unit 4 of an English sequence.

2. Three sequences of Unit 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VCE VET programs.

If you intend to apply for tertiary entrance at the end of your VCE, you need to be aware that the Victorian Tertiary Admissions Centre has additional requirements for the calculation of the ATAR.

Minimum requirements for satisfactory completion are 16 VCE Units in total of which must include:

- 3 units of English (of which there must be a Unit 3/4 sequence)
- 3 other Unit 3/4 sequences (6 units)
- 7 additional units of your choice

Up to eight of the units other than English may be VCAA endorsed Vocational Education and Training (VET) units.

CHOOSING A PROGRAM

Rapid changes in society have had a dramatic impact on careers. The concept of a job for life is no longer a reality. Young people now are likely to experience five to eight major career changes in their lives in a variety of industry sectors. They will also be experiencing more changes in the workplace with increasing casual, contract and part-time work options. As a result of these rapid changes students are faced with more career choices and pathways than ever before.

When considering a career pathway, no decision is binding for life. There are many pathways to tertiary study and/or the job students want.

In making the right choice for you now and into the future, consider the following points:
Know yourself – What do you like? What interests you? What are you good at? What are your skills and abilities? What is important to you? What do you value?

Understand the world of work – many students have completed work experience or have a part time job what do you like or dislike about these roles? Learning how to make informed decisions – utilise the resources, opportunities and staff that can support the career development program.

VCE ACCELERATION AT EMMANUEL COLLEGE

VCE Acceleration refers to students undertaking a VCE or VET DSS study a year earlier than normal. This acceleration opportunity is for students who have demonstrated ability and commitment to their studies in Years 7 to 10. This pathway is not automatic, and students need to apply to undertake acceleration and have their application approved by the College.

Students wishing to apply to undertake Unit 3 & 4 study in Year 11 must carefully consider their current and past academic strengths and weaknesses. They need to research the most appropriate study to best complement their learning strengths and to find out the recommended subject background and skills required to successfully undertake their nominated study.

Undertaking a VCE or VET DSS study early requires commitment not only to this study but also ALL studies undertaken. Students in Year 11 who are undertaking a Unit 3 & 4 sequence must ensure that their Unit 1 & 2 studies are not neglected. These foundation studies are essential for a successful Year 12 and we recommend that in order to get the best study score for a subject students should study the complete Unit 1 - 4 sequence. It is important to note that successful completion of a Unit 3 & 4 sequence in Year 11 is not acceptable grounds for a student to request fewer studies in Year 12.

To maximise an ATAR, six Unit 3 & 4 subjects can be included in the calculation; one of these subjects must be from the English stream. The recommended pathway by Emmanuel College is to complete either:

- 6 Unit 1 & 2 subjects in year 11 and 5 Unit 3 & 4 subjects in year 12
- 1 Unit 1 & 2 subjects in year 10; 1 Unit 3 & 4 and 5 Unit 1 & 2 subjects in year 11; 5 Unit 3 & 4 subjects in year 12

Occasionally, students with exceptional grades apply to complete 2 x Unit 3 & 4 Sequences in Year 11. In these cases, the College will still be making a recommendation that a minimum number of 5 x Unit 3 & 4 subjects be studied in Year 12, unless exceptional scores (study score

of 38 or higher) were obtained in the previous Unit 3 & 4 studies. It also should be noted that subjects can be repeated without penalty; however, some universities may rank students lower than other applicants if a repeated subject has been included in the ATAR.

SELECTION CRITERIA FOR VCE ACCELERATION

The following criteria will be used to assess an application for an Accelerated Study:

- Students must have maintained an average of 80% or above in English.
- Maintain a high level of achievement and demonstrate an excellent respect for the learning environment across all areas of study in Year 9.
- Nominate a teacher who is teaching them in a subject currently aligned to the domain in which they wish to accelerate, to complete a recommendation for them.
- Demonstrated ability to work independently, complete work reliably and submit punctually.
- Demonstrated ability to evaluate own learning and willingness to seek teacher assistance when appropriate.
- Demonstrated ability to maintain an attendance rate of greater than 80%.
- Participation in a VCE planning pathway meeting with a Teaching and Learning Leader, or other nominated staff member.
- Review of student data, including PAT, NAPLAN and AGAT results.

SUBJECTS RECOMMENDED FOR VCE ACCELERATION

A number of subjects are potentially available for students to select as Accelerated Study. It is highly recommended for VCE subjects that students complete the Unit 1 - 2 sequences prior to studying the Unit 3 - 4 sequence. When considering VET DSS@ SWTAFE, students need to be aware that this may mean that they will miss class time for other subjects and will be expected to catch up on missed work.

Note: Subject blockings may limit access to some subjects and therefore may not always be available to students. Subjects will only run if demand is sufficient.

VICTORIAN SCHOOL OF LANGUAGES AND VIRTUAL SCHOOL VICTORIA

The College supports students who wish to undertake units of study through the VSL and VSV.

- For Units offered in the subject selection booklet that don't run because the College chooses not to run them (usually because of numbers or staffing) the college will cover the unit cost for a student to complete it with the VSL or VSV
- For Units not offered by the College but selected by a student to complete through the VSL or VSV is the responsibility of the student/family to cover

VICTORIAN CERTIFICATE OF EDUCATION

Satisfactory Completion of the VCE Requirements

Students are required to satisfactorily complete sixteen units of study – up to eight of these may be VCE VET units.

These sixteen units must include three units of English – the three units may be selected from VCE English 1 – 4, Literature Units 1 - 4. To successfully obtain an ATAR score, a unit 3/4 English Sequence from the English Group must be completed satisfactorily.

Assessment

Outcomes are the basis for satisfactory completion of VCE units.

Each VCE unit includes a set of two to four outcomes. These outcomes must be achieved for satisfactory completion of the unit. There will also be graded assessment tasks, these may be part of the outcomes such as production of a folio, essay or research project or they may be in addition, such as a two-hour examination of content.

All Units 1 and 2 studies will be assessed by the College, with students needing to achieve 'Satisfactory' for each Learning Outcome while completing a number of Assessment Tasks. These Units form the foundation for Unit 3 and 4 studies.

All Units 3 and 4 studies will have both school assessment and examination(s). There will be three assessments reported as grades (A+ to E, UG) for each study. These are distributed by VCAA to each student.

The General Achievement Test (GAT)

The system of examining students externally is long established and the community has confidence in it. It is important that school-assessment tasks also be seen as fair and reliable. The Victorian Curriculum and Assessment Authority (VCAA) has introduced the General Achievement Test (GAT) as a means of confirming school-assessment and examinations have been accurately assessed. All students taking any VCE Units 3 and 4 will be required to sit the GAT. This includes VCE (VM) students.

The GAT, as its name suggests, is a general test - it is not a test of knowledge about a particular subject or topic. It will measure the level of general achievement students have accomplished across three broad areas:

- written communication.
- mathematics, science, technology
- humanities, arts and social sciences

VCAA will use the results from the GAT to establish, for each school-assessment task in each school, an expectation of the school's group performance on the school- assessment tasks.

When a school's results for its students in a particular school-assessment task match the range of results of that same group of students in the GAT (within limits set by VCAA), the grades awarded by the school will be confirmed.

When a school's results in a particular school-assessment task do not match the profile of results of those students in the GAT, external reviewers appointed by the Authority will re-mark the students' work in that particular school-assessment task.

The GAT results are not an end in themselves. They are being used by VCAA for a particular purpose: namely to be able to retain school assessment as a valid part of the assessment procedures for the VCE.

In 2025 the GAT will be conducted on Tuesday, 17 June.

VCE Study Score

In addition to the detailed reporting of grades achieved in individual Assessment Tasks in each VCE study, there will be an overall study score out of 50, which sums up the student's total achievement in all the Assessment Tasks in each study.

The advantage of the VCE study score is that it combines information about all the Assessment Tasks and about the performance of the student relative to all other students. For the study scores, the State average has been set at 30 out of 50 so employers can see at a glance where the student stands in relation to others in the State in that study.

The main purpose of the VCE study score is to provide further information on student performance. The VCE study score will be reported alongside the individual letter grades on the Summary Statement of Grades. The individual Assessment Task grades will continue to give users of the Certificate an indication of the strengths and weaknesses of students in particular kinds of tasks. It will also help in transferability of results among institutions and among the different states and territories.

The ATAR (Australian Tertiary Admission Rank)

ATAR is not issued by VCAA, but by the Victorian Tertiary Admissions Centre (VTAC). The ATAR is not a score out of 100-it is a rank. It shows a student's achievement in relation to other students.

The ATAR is calculated by VTAC solely for the use of tertiary institutions to compare the overall achievement of students who have completed different combinations of VCE studies. VTAC forwards the ATAR along with application information to selection authorities at institutions.

How is the ATAR calculated?

VTAC uses VCE results issued by the VCAA (Victorian Curriculum and Assessment Authority) to calculate the ATAR.

ATAR is developed from an aggregate produced by adding:

1. The VTAC scaled study score in one of English or Literature
2. The next best three VTAC scaled study scores permissible; and
3. 10% of the fifth and sixth permissible scores available.

EXPECTATIONS OF STUDENTS

Uniform

It is the responsibility of all students to attend school in the correct uniform. Senior students should be leading the way in this area, as all other students will be looking to them for guidance. If, for any reason, students are unable to wear the correct uniform on any given day, students must produce a note from their parents/guardian and submit it to their Mentor Teacher. The College reserves the right to send students home if they are not in the correct uniform and do not have a note from their parents/guardian. For regular offenders a Saturday detention will result. All students **must wear the correct** school uniform for the General Achievement Test (GAT) and all VCAA examinations.

Facial piercings, students are required to wear clear jewellery, or a spacer and heavy make-up is not permitted. T shirts worn under the uniform white polo shirt do not to have any designs on them and please ensure the outer garment all year is the navy blazer and not the school jumper. Students are also reminded that dresses are to be at an appropriate length.

A Year 12 privilege is that each year students are able to purchase a college designed VCE Sweater. It is an expectation that the blazer remains the outer garment when students are outside the College.

Vehicles

- The College does not openly encourage students to drive private vehicles to the College. Students who drive to and from the College may not use vehicles during the day unless leaving the College with parental permission to go home for the day.
- Students who intend to drive to the College will need to complete and submit the application for permission to drive a motor vehicle form. This can be collected from the Senior School Office.
- The rules of this application must be adhered to and have been developed to ensure the responsibility of the College with regard to duty of care is understood as well as to support the needs of the young adults who have their licenses.
- The College reserves the right to state times during the year when vehicles are not to be driven to school. This will only be implemented in times when risks are increased.
- At the McAuley centre, cars must be parked in the south car park below the Emmanuel centre in the parking bays.

SENIOR SCHOOL LEARNING AND HOME LEARNING POLICY

Students are expected to take responsibility for their own learning. Home learning is a key component of the VCE, as it prepares students for assessment of the Learning Outcomes. Students need to develop study habits that facilitate revision of class learning in preparation for End of Year Examinations.

The minimum recommended time allocation for home learning is allocated at:

Year Level	Time (per night)
10	1.5 hours
11	2 hours
12	2 hours
*Plus, an additional 10 hours over the weekend	

It is recommended that students do not make plans for September school holidays as VCE staff often organise revision lectures, study sessions, mock oral examinations and practice examinations.

At the beginning of the year, students are encouraged to draw up a homework timetable that also includes a healthy balance of recreational activities such as sport, and if applicable, part time work.

Some simple study rules are:

1. Have regular time for home study.
2. Change activities - keep to the session suggested in your study timetable. After each session have a short break and then start the next subject
3. Avoid distractions - have everything ready before you start.
4. Understand what you learn - if you do not understand some part of your work ask your teacher to explain it before you try to learn it. Do not waste time reading notes you do not understand.
5. Do not just sit - at all times have a pencil and paper handy and jot down headings and notes. Studying must be 'active', reading aloud and writing are far more effective than just reading.
6. See your subject as a whole - do not just learn isolated parts of a topic. Get a general picture before learning details. A summary of the main points is essential.
7. Memorise essentials - certain things such as formulae, dates and multiplication tables must be learned by heart. This can be done by writing and then saying them aloud. Repeating these facts is an essential part of learning.
8. To avoid disrupted sleep, ensure no digital devices are being charged in the kitchen or alternate location at nighttime.

The library is available for students to use before and after school, and during recess and lunch. Students are requested to make good use of them and observe the appropriate rules while doing so. Students are able to use the Resource Centre Monday to Thursday from 8 am to 5:30 pm and Friday from 8 am to 5 pm.

Holidays/ Early Finishing, etc.

Students are to be strongly advised against “leaving early” for holidays. It is assumed that assessable work will be done in classes until the scheduled end of term date. This also applies at the end of the year. Students are not permitted to stay home to study as assessment deadlines or assessment tests draw near. These are considered as “unexplained absences” and could have an impact on the unit assessment and attendance requirements for Youth Allowance.

STUDY HALL

Students are supported in their senior studies through the Study Hall program. Study Hall is an opportunity for students to develop and embed effective study habits throughout their schooling. Students can attend one or more sessions a week. Sessions occur after school on Monday, Tuesday, Wednesday and Thursdays at the McAuley Library. Students primarily participate in individual study; however, students seek assistance from the teachers present. Study Hall provides a positive opportunity for students to engage in their own learning process. This enables them the opportunity to access facilities and resources that they may not be able to at home. On specified days, staff from individual faculty areas will be available to provide additional support.

SCHOOL BASED VCE POLICIES

Changing Units

Any student who wishes to change a unit must seek the advice of the Director of Senior School, VCE Coordinator and the Careers Advisors, and fill in the subject change form that needs to be signed by parents and subject teacher. The student is to continue to attend classes in the unit until the change has been made.

Withdrawing from a Unit

Any student who wishes to withdraw from a unit must do so by following the above procedures as outlined in the section 'changing units'.

Absences During SAT's

A School Assessed Task (SAT) is a mandated task prescribed in the study design for some subjects including those in VCE Visual Arts, Product Design and Technology, and Digital Technologies. SATs are structured to contain multiple components. Students will be advised of the date and time for the submission of these components in Learning Areas.

When a student becomes ill (absence of more than 4 days) in the 2 weeks prior to a SAT submission an extension may be given of up to 5 days. To apply for an extension, the student must email their subject teacher and the VCE Coordinator requesting an extension and attach a copy of a medical certificate at least a week prior to the submission date.

As SAT's are generally produced over a series of more than 8 weeks no more than 5 days extension is to be granted, except in extenuating circumstances such as significant medical conditions.

If the SAT is not submitted as specified, students will achieve a grade of Not Satisfactory for the Unit.

Any decisions regarding extensions to SATs are made by the panel and are final. It is the student's responsibility to ensure that their teacher regularly cites the development of their work and that both sign the authentication record on a regular basis.

Absences During SAC's

School Assessed Coursework (SAC) is structured so it can be completed in class and authenticated by the teacher in those circumstances.

- Absence during periods where assessment activities are to be completed is problematic and to be strictly avoided if possible. Not only do students miss the opportunity to undertake the work, issues of authenticity will also need to be considered by the teacher.
- Students who are absent from SAC assessment tasks without supplying appropriate documentary evidence (such as a medical certificate), will not be given the opportunity to re-sit such tasks (in order to get a mark or grade) and will only be able to redeem such tasks in order to gain a satisfactory result or 'S' for that task. This situation could severely

disadvantage them by lowering the potential standard of their final VCE results.

- Catch up SACs occur after school, usually on Tuesday or Wednesday in D8. Students who need to attend a catch-up SAC will be notified by their teacher and their parents will receive a letter informing them of this requirement and the date of the catch-up SAC.
- If a student does not redeem a missed SAC task and receives an 'N' for such a task, this could jeopardise their ability to satisfy the requirements of that subject and ultimately their VCE.
- In some instances if a student is unable to attain a set minimum standard of achievement in their SAC or classwork to satisfy an outcome, a provisional 'N' letter will be sent to Parents/Guardians through PAM, and the student will be asked to re-sit that task or sit an alternate task in order to demonstrate their ability or understanding and gain a satisfactory result 'S' for that task.

Breach of Rules

Where there is any breach of the rules and procedures in the operation of the VCE, a VCE Panel will be convened by the Director of Senior School. This panel may consist of the following:

- Deputy Principal
- Assistant Principal of Teaching and Learning
- Director of Learning
- Director of Senior School
- VCE Coordinator
- Faculty Coordinator
- Head of House
- Subject teacher.

The tribunal is used for:

- authentication issues
- work not submitted.
- not satisfying outcomes
- lack of attendance.

The College will write to the student to confirm:

- the findings of the decision-maker in relation to any allegation against the student (setting out each allegation, and whether the allegation was found proven or not proven)
- the reasons for the decision on each allegation, and the supporting evidence • the penalty that will be imposed.
- information about the student's right to appeal to the VCAA, including that the appeal must be lodged no later than 14 days after the student receives written notice of the decision from the school.

School Assessed Tasks

School-assessed Tasks are used to measure a student's level of achievement in Unit 3 and 4 outcomes as specified in the study design. The criteria to be used for School-assessed Tasks are published annually on the associated study webpage.

SATs are structured to contain multiple components. Students will be advised of the date and time for the submission of these components (and recorded on Learning Areas). If not submitted as specified, students will achieve a grade of Not Satisfactory for the Unit. In extenuating circumstances, such as significant medical conditions, then the student must apply through the VCE Coordinator two weeks prior to the submission date. Any decisions are made by the panel and are final.

It is the student's responsibility to ensure that their teacher regularly cites the development of their work and that both sign the authentication record on a regular basis. The following forms of teacher assistance are not appropriate:

- providing detailed advice on, corrections to, or actual reworking of, a student's draft or production or folio
- providing structured outlines with detailed suggestions or instructions for completing work that may constitute undue assistance.
- providing or interpreting data and providing content or concepts not already mentioned by the student in draft work or in their design brief.

Outcome Dispute

If a student disputes the awarding of an internally based SAC or SAT, the following process will occur:

The student will present their grievance to the Director of Learning or VCE Coordinator in writing.

A panel will be convened and the teacher who awarded the mark informed.

Material may be gathered during the investigation to decide an outcome. If the panel forms an independent view that the evidence is insufficient to justify a meeting or hearing, they should confirm in writing to the student that no further action will be taken. If they consider that there is sufficient evidence to justify a meeting or hearing to decide whether or not the allegations are proven, a hearing or meeting should be convened.

The meeting or hearing will be conducted at the College, in an environment that is not intimidating for the student, but that is appropriate given the nature. After the meeting the College will write to the student and other invested parties to confirm the outcomes.

Plagiarism/Authentication of Student Work

Rationale:

Emmanuel College is committed to creating and sustaining a learning community where everyone continually learns and grows. To that end, Emmanuel's students are expected to take responsibility for their own learning and progress, and it is important that they develop honest and ethical lifelong learning practices.

Definition of Plagiarism:

Plagiarism is the unacknowledged use of another's words or ideas or image. This includes the use of AI programs such as ChatGPT. Direct quotations must be accurately cited through in-text and end-text referencing. Writing another's ideas in a student's own words and/or changing the order of the clauses and/or words is an act of plagiarism unless the original is accurately cited. It is also plagiarism for students to pass or receive test answers.

Both Emmanuel and VCAA have strict guidelines about penalties that occur for plagiarism.

Years 11 and 12

Each case of plagiarism will be assessed on an individual basis. The current VCE, VCAL or VPC Administrative Handbook will be used for investigation of breaches of school based.

Assessment rules. It may result in an N for an outcome, resulting in an N for the unit concerned.

Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, submission of the work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules by the Director of the Senior School or VCE Coordinator.

The school shall have the power to impose any of the following penalties for a substantive breach of the rules:

- Make other arrangements for the completion of the assessment tasks,
- Reprimand a student who has enabled another student to gain advantage,
- Cancel the result in a specific learning outcome and in effect cancel the total assessment for the unit concerned.

If such a decision is made, the Director of Senior School or VCE Coordinator will.

⇒ Notify the student and parents within 14 days of any penalty imposed and if a cancellation of result is involved, advise the student of their right of appeal to the Director of Senior School or VCE Coordinator Discipline Panel, within 14 days of the notification by the Principal.

It is the responsibility of the student to ensure that they keep draft copies or rough notes as they work through a topic and to enable their teacher to see these when requested. If a student submits work for final assessment that has not been sighted by their teacher during the course

of the topic, the teacher is unable to authenticate the work and therefore unable to give an 'S' result.

Rules for authentication of School-based Assessment

Students must observe and apply rules for the authentication of School-based Assessment. Students must sign an authentication record for work done outside class when they submit the completed task. The VCAA authentication rules state that:

- A student must ensure that all unacknowledged work submitted for assessment is their own.
- A student must acknowledge all resources used, including.
 - texts, websites and other source material – the name and status of any person who provided assistance and the type of assistance provided.
- A student must not receive undue assistance from another person in the preparation and submission of work.
- acceptable levels of assistance include:
 - the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context.
 - prompting and general advice from another person or source, which leads to refinement and/or self-correction.
- unacceptable forms of assistance include:
 - use of, or copying, another person's work or other resources without acknowledgement
 - corrections or improvements made or dictated by another person.
- A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
- A student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.
- a student must not knowingly assist another student in a breach of rules.
- in considering if a student's work is their own, teachers should consider if the work:
 - is atypical 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.

Lost, Stolen or Damaged Work

The teacher or student who has **lost work**, who has had **work stolen**, or who has had work damaged will need to complete a written statement describing the circumstances. The statement must be signed and dated. Schools must keep a record of the loss or damage.

The Director of Senior School or VCE Coordinator, acting on advice from the teacher, shall determine the unit result for the student.

Students **must take** precautions to ensure that they store their work, including rough copies, and computer disks in a secure place. It is the student's responsibility to make back-up copies of all disks.

ASSESSMENT

Assessment - Units 3 and 4

Assessment for VCE subjects will be on a 10-point scale from A+ to E. Each assessment will be accompanied by a description of the level of performance typically associated with the grade awarded.

Where a student undertakes an assessment task but does not meet the criteria associated with the award of a grade this will be reported by the grade UG (Ungraded).

Where a student does not undertake an assessment task, this will be reported as NA (Not Assessed).

Schools are responsible for the initial assessment of coursework. The basis for this is the teacher's rating of the performance of each student on assessment tasks. A score will be provided to the VCAA representing the teacher's assessment of each student's level of achievement on the set tasks.

After work is submitted for assessment, teachers should provide feedback to students via Learning Areas.

Teachers may give students their marks on individual coursework tasks as a percentage, but they **must advise** their students that their **total coursework** scores may change following moderation. It should be noted that students' total scores for coursework **will be moderated**, not the scores for individual tasks/outcomes.

School Assessment

Results of Coursework and School-Assessed Tasks count towards a student's Study Score in each VCE study and ultimately towards the student's **Australian Tertiary Admission Rank (ATAR)**.

Coursework assesses each student's level of achievement on the assessment tasks designated in the study design.

School-assessed Tasks assess a student's level of performance in a task set by the VCAA and assessed by the teacher in accordance with published criteria. The VCAA may request that School-assessed Tasks are audited by external assessors.

Feedback to Students

After work is submitted and marked, teachers will provide feedback to students. Feedback will occur within 2 weeks, or in the case when there are multiple classes of the same subject, after all assessments have been completed and cross marked.

Appropriate feedback includes:

- Advice on particular problem areas
- Advice on where and how improvements can be made for further learning.
- Reporting **S** or **N** decisions and/or written comments on students' performance against each outcome.

Auditing

School-based assessments are statistically moderated by VCAA using exam marks for that study and the GAT if required. It ensures that school assessments can be fairly used as part of VCE assessment and that the assessment of all students, no matter what school they attend, is comparable and fair.

As part of the process, VCE, VET and VCAL subjects undergo random audits to ensure that they meet VCAA assessment standards and requirements. Teachers are required to complete documentation which often includes submitting SAC's and may include the submission of student work.

SPECIAL PROVISION

Special Provision is designed to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do. The objective is, as far as possible, to remove the barriers to a student demonstrating his or her capabilities in a particular study.

Students who are eligible for Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE, or from being assessed against the outcomes for a study. Special Provision ensures that the most appropriate arrangements and options are available for students whose learning and assessment programs are affected by illness, impairment or personal circumstances, to demonstrate their capabilities.

Special Provision does not therefore allow for, or encourage, the development of alternative courses of study with standards of achievement that are different from those specified in VCE study designs. Schools may use a range of alternative arrangements for curriculum delivery, learning programs and assessment for students to enable them to achieve the standards required by the VCE study designs. Students should complete an application form, which can be obtained from the Head of Teaching and Learning.

In applying for Special Provision, applicants must ensure that current professional and appropriate documentation is supplied to ensure that applications are processed in favour of the applicant.

Please use this link to see all up-to-date information:

<https://www.vcaa.vic.edu.au/administration/special-provision/Pages/SpecialExaminationArrangements.aspx>

Students who believe that they may be eligible for VCAA Special Examination Arrangements or School-based Provisions should speak to the Head of Senior School, VCE Coordinator or the Learning Diversity Coordinator.

MODIFICATION & ADJUSTMENTS: ORAL PRESENTATIONS IN ENGLISH

If a student has diagnosed anxiety then teachers can make adjustments to the assessment conditions. For students in Years 7-11 the student may complete the assessment in front of the teacher and a few students that the students feel comfortable with. In Year 12, the oral will be completed in front of a small group including the teacher and the moderator.

SUBMITTING AN APPLICATION FOR SPECIAL EXAMINATION ARRANGEMENTS

Schools can apply for Special Examination Arrangements in the year the student first enrolls in a VCE or scored VCE VET Unit 3–4 sequence, using the VCAA’s Special Provision Online (SPO) system. However, the VCAA strongly encourages schools to engage with the VCAA as early as possible to discuss issues relating to appropriate provisions and evidence requirements.

Students who are approved Special Examination Arrangements can generally expect that these arrangements will be replicated for any additional VCE or scored VCE VET Unit 3- 4 sequences undertaken in subsequent years. The VCAA may request additional and/or updated evidence when it is deemed necessary.

How to apply



EXAMS 2025

GAT Timetable

Tuesday 17 June	<p>Section A: morning Section B: afternoon</p> <p>Both Sections A and B are completed by students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence, including students not planning to undertake scored assessment.</p> <p>Section A only is completed by students enrolled in one or more VCE Vocational Major Unit 3–4 sequence or Senior VCAL studies but who are not enrolled in any VCE or scored VCE VET Unit 3–4 sequences.</p>
------------------------	---

Examinations with a Performance or Oral Component

The assessment period for these examinations is from October to November. In some cases, country students will be assessed in Melbourne.

Students presenting for Languages examinations: Oral component and Performance examinations will be issued with individual advice slips. These slips along with further information will be made available to schools from early August. Examination advice slips advising students of the date, time and location of their examinations.

Performance & VCE Languages Oral Component Examinations

The assessment period for these examinations begins on the first day of Term 4. The specific dates, times and venues for individual student examinations are reported to schools through VASS. Schools will notify students of the time and location of their performance/oral examination. In some cases, country students will be assessed in Melbourne.

- Dance
- Drama
- Music Investigation
- Music Performance
- Theatre Studies
- VET: Dance
- VCE Languages examination Oral Component
- VET: Music
- All Languages **except** Indigenous Languages of Victoria, Classical Greek, Classical Hebrew and Latin.

End of Year Written Examinations

The October-November written examinations timetable will be released in May. It can be accessed by going to the VCAA website – www.vcaa.vic.edu.au

GLOSSARY

Accreditation Period - The period during which a study is accredited as a VCE study.

Assessment - In Units 3 and 4 the student's level of achievement is determined by a combination of *school-assessed Coursework*, *School-assessed Tasks* and *examinations*.

Assessment Task - A task set by the teacher to assess students' achievements of unit outcomes.

Authentication - The process of ensuring that the work submitted by students for assessment is their own.

Consideration of Disadvantage - Special consideration given to a student who, during the completion of coursework or School-assessed Tasks, is affected significantly by illness, by any factors relating to personal environment or other serious cause or disadvantaged by a disability or impairment.

Coursework Audit - As part of the VCAA's ongoing monitoring and quality assurance program, samples of student coursework assessment tasks are collected from schools each semester. The work collected is used to monitor schools' administration of Coursework assessment.

Derived Examination Score - Provision available for students who have missed an examination or whose examination performance has been impaired due to illness or other serious circumstances.

Australian Tertiary Admission Rank (ATAR) - The overall ranking on a scale of 0 –99.95 that a student receives, based on his or her *Study Scores*. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.

Equivalent Qualification - for applicants, who have recognised qualifications at Year 12 level or above, obtained either interstate or overseas, the VCAA issues Statements of Equivalent Qualification to the VCE. The VCAA also assesses interstate and overseas qualifications for their equivalency to Year 11.

Examinations - External assessments set and marked by the VCAA. All studies have at least one examination. All written examinations are held in November, with a GAT Exam in June. Performance and Oral examinations are held in October and November.

General Achievement Test (GAT) - The test that is done by all students doing a Unit 3 and 4 sequence. It is used by the VCAA to check that schools are marking school-assessed tasks to the same standard and as part of statistical moderation of coursework. It doesn't count towards students' VCE graduation, but students' GAT results are reported to them with their *Statement of Results*

Graded Assessment - All VCE studies have three graded assessments for each Unit 3 and 4 sequence. Each study includes at least one examination, most have Coursework, and some have School-assessed Tasks.

Local Learning and Employment Networks (LLENs) - Networks established across Victoria to support young people's connections with local education and training organisations, employers and community groups.

Nominal Hours - The scheduled hours required for the delivery and assessment of vocational training.

Outcomes - What a student must know, or be able to do, in order to satisfactorily complete a unit as specified in the study design.

Registered Training Organisation (RTO) - An organisation that is approved and registered to deliver VET and Further Education.

Satisfactory Completion - School decision that a student has demonstrated achievement of the *outcomes* for a unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N' for it.

School-Assessed Coursework - A school-based assessment, which is reported as a grade for either a Units 3 and 4 sequence or Unit 3 and Unit 4 individually. Coursework assessment consists of a set of assessment tasks that assess students' achievement of Unit 3 and 4 outcomes.

School-Assessed Task - A school-based assessment for Unit 3 and 4 sequence and reported as a grade. A school-assessed Task is set by the VCAA and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA.

School-based Apprenticeships and Traineeships - Structured training arrangements, usually involving on – and off – the – job training, for a student employed under an apprenticeship/traineeship training contract while undertaking the VCE or VCAL. These may include part-time **apprenticeships** or traineeships.

Semester One - First half of the academic year. Most units are completed in one semester.

Sequence - Units 3 and 4 are designed to be taken as a sequence at Year 12 level.

Special Provision - Special arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do.

Statistical Moderation - The process used to ensure that schools' assessments are comparable throughout the State. 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.

Structured workplace learning - On-the-job training during which a student is expected to practice a set of skills or competencies, related to an accredited course or nationally recognised VETis subject.

Study Design - A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the study designs.

Study Score - A score from zero to 50, which shows how a student performed in a study, relative to all other students doing that same study. It is based on the students' results in school assessments and examinations.

Units - The components of a study. There are usually four units in a study, numbered 1, 2, 3 and 4.

VCAA - Victorian Curriculum Assessment Authority

VCE VET - Nationally recognised VET certificate developed into full programs of study within the VCE and contributing to satisfactory completion of the VCE under the same recognition arrangements as for VCE studies. All VCE VET programs provide credit towards the VCE, some allowing for a study score at completion of Units 3 and 4 levels. If you are studying a VET subject and wish to obtain a study score upon completion it is important to let the school know as soon as possible so TAFE and RTOs delivering the program can be made aware of this. VCE VET scored Units 3 and 4 sequences are required to sit the GAT.

VCE Vocational Major - The VCE 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.

Victorian Pathways Certificate (VPC) - is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE (including the VCE Vocational Major). 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.

VTAC - Victorian Tertiary Admissions Centre acts on behalf of universities and TAFE's coordinating the joint selection. It calculates and distributes the *Australian Tertiary Admission Rank (ATAR)*