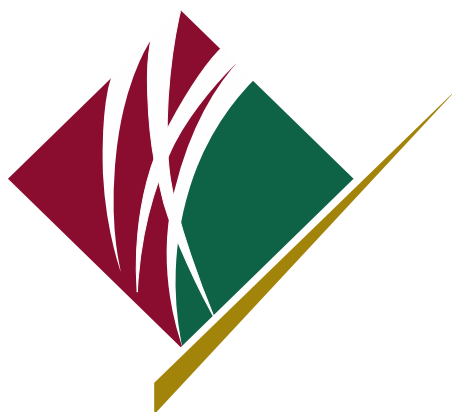


# SOUTH OAKLEIGH COLLEGE



## Senior School Policy Statement Rules and Procedures 2024

Dear Parents,

A warm welcome to you all from the Senior School Team at South Oakleigh College (SOC) as we continue this very exciting period of your child's education. We look forward to working with you to achieve the best outcomes for all students and seek your support in some critical matters commencing right now at Course Confirmation for 2024.

Your son / daughter will no doubt have many questions during the 2024 academic School year, such as:

- What are the rules for completing SACs?
- Who needs to sit the GAT?
- What can I do to protect my VCE results if I contract Glandular Fever during the year?
- How, and on what grounds, can I appeal any decisions made in relation to my behaviour and / or studies?

**Please place this booklet in a safe position ready for reference during the 2024 School year.**

*knowledge conquers all*

## **1.0 SENIOR SCHOOL STUDIES AT SOC**

At SOC our Senior School students have the opportunity to study the VCE (Victorian Certificate of Education) over three years, with access to VCE subjects commencing in Year 10.

### **Year 10**

Unit 1 & 2 subjects offered to Year 10 students will be at the discretion of South Oakleigh College based on school resourcing. Students will only be considered for a Unit 1 & 2 subject if they demonstrate in Year 10 strong academic results, excellent attendance, positive work ethic across all subjects and recommendations by teaching staff. Students must meet the Criteria as outlined in the Senior School Coursebook.

### **1.1 VCE**

The VCE is an internationally recognised qualification completed by most Australian school students.

The VCAA (Victorian Curriculum and Assessment Authority) is responsible for the implementation of VCE. Further information about the VCE may be found on: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

Information about the specific VCE subjects offered at SOC may be found in the Senior School Course Handbook on the College website [www.sosc.vic.edu.au](http://www.sosc.vic.edu.au)

SOC offers an innovative course structure, which provides the opportunity for students who are academically ready to be challenged. Students are permitted to study a Unit 1 & 2 subject whilst in Year 10, or Unit 3 & 4 subjects whilst in Year 11.

There are a number of benefits of the SOC senior course design.

- Students have the chance to be truly challenged and extended, ahead of time, by a VCE subject in an area of passion or interest.
- This improves their chances of success and also of achieving higher academic grades should they choose to repeat a Units 3 & 4 subject in order to maximise their study score.

### **1.2 SCORED VCE – ATAR (AUSTRALIAN TERTIARY ADMITTANCE RANK)**

At the conclusion of each year, the VCAA calculates a percentile rank, ranging from 0 to 99.5 for all Year 12 students who have:

1. Satisfied their subject outcomes **AND**
2. Attended and completed for the VCAA November examinations.

The ATAR is used to determine whether or not a student gains entry into a tertiary course such as a University Degree.

### **1.3 NON-SCORED OR S-ONLY VCE**

Where a Year 12 student has satisfied their subject Outcomes, but has not sat the November examinations, the VCAA will award the student their VCE. However, they will not receive an ATAR. This is commonly referred to as an S-Only VCE.

(A decision to proceed down this path is made only after careful collaboration between the student, parent and school. Signed Parental Consent is obtained for this option).

### **1.4 VCE VM CERTIFICATE**

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. It is four new subjects that have been added to the VCE that will make up the core of your program. It takes what is called an 'Applied Learning approach'. Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two-year program over Year 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

If studying a program in the Vocational Education and Training sector you may find that things are a little different to school, or other assessments you may have encountered.

The major reason for this is that the assessments are based upon a competency model; aiming to determine if candidates can competently perform a skill, task, or job. This assessment is made by the Registered Training Organisation (RTO)

### **1.5 MODIFIED SENIOR SCHOOL CERTIFICATE**

The College Principal, at their discretion, may offer the student who will not be able to satisfy the requirements of either a Scored or Non-Scored VCE the opportunity to remain at the College and complete a Modified Senior School Certificate.

The College would issue a report of the student's individual achievement. However, an integration support group within the School may advise the Principal that formal enrolment in either a full or restricted VCE or VCAL program is the most appropriate action. In either case, the School decides the most appropriate program for the student.

### **1.6 VCE 7<sup>th</sup> Subject**

#### **Year 11**

All students are expected to be enrolled in six subjects timetabled by South Oakleigh College. Students who elect to enrol in a subject through Distance Education, Victorian School of Languages, Victorian Virtual Network, community schools or another private education facilitator will have this subject listed as their seventh subject- i.e it is in addition to the six subjects timetabled. This includes subjects that are Units 3 & 4.

## Year 12

All students will be enrolled in a minimum of five subjects timetabled by South Oakleigh College. Students who have completed two Unit 3 & 4 subjects in Year 11 will have the option to study only four subjects if a study score result achieved for at least one subject is above 37.

Students who meet this criteria will need approval from the Principal and will be expected to volunteer support in a timetabled class for two periods per week during semester one in their highest performed Units 3 & 4 subject of the previous year.

### Enhancement Studies through University Subjects

There is an opportunity for very able Year 12 students to complete a first year university subject while in their final year at school. The university study counts as a student's sixth VCE subject and students who complete the program receive a bonus 10% of the maximum score possible for a sixth VCE subject. This bonus is calculated by VTAC. (Please note: There are restrictions on the number of subjects in the same "Study Area Groupings" which can count towards student's ATAR. Please check these restrictions carefully before committing to studying a university enhancement subject).

Students attend classes at selected schools (including Monash, Melbourne and Deakin Universities) after school hours for one to three hours per week for two 13-week semesters. For further details on available subjects, please contact the Director of Students: Senior School.

### Virtual Learning

Where there is an unpreventable clash in SOC senior school timetabling, students may be offered the opportunity to access the subject via Victorian Virtual Learning Network (VVLN) or Virtual Schools Victoria (VSV). Subjects not offered by SOC will not be considered as a VVLN or VSV option as on-site learning support is unable to be provided.

Undertaking a subject via VVLN or VSV must be carefully considered. As face-to-face support is not available, students must be independent learners, have strong organisation and time management skills and have demonstrated outstanding academic results across all subjects.

Students who choose to enrol in a Virtual Learning Program or another external education provider (eg Victorian School of Languages) outside of the above expectations will do this knowingly that it is in **addition** to the six subjects required in Year 11 or the five subjects required at Year 12.

Failure to comply with the VCE rules may compromise a student's program and their VCE.

## 1.7 VCE VET Subjects

All VCE VET programs contribute to VCE Units that provide credit towards the VCE and VCE VM in the same way as a VCE study.

Most VCE VET programs can provide credit for VCE Units 1 – 4. A small number of shorter qualifications can provide credit for VCE Units 1 and 2 only. Each completed 90-hour block of VET equals one VPC credit.

### Scored VCE VET Program

Scored VCE VET programs give you a study score for the Units 3 and 4 sequence that is achieved through school-assessed coursework and an externally set examination.

Scored VCE VET programs provide a study score that contributes directly to your ATAR, either as one of your primary four studies or as a fifth or sixth study increment.

Unscored: please note, where you choose not to receive a study score in a scored VCE VET program, no contribution to the ATAR will be available.

### Non-scored VCE VET Program

Non-scored VCE VET programs do not give you a study score but they can still contribute to your VCE.

When you receive a Units 3 and 4 sequence towards your VCE from a non-scored VCE VET program, they may contribute towards the calculation of your ATAR by VTAC. Check with the VET coordinator at your school.

## **2.0 SENIOR SCHOOL COURSE SELECTION**

Senior School Course selection involves a number of stages

- Student Pathway Counselling (ongoing) – Career Pathways Leader
- Parent & Student Course Information Evening
- Parent & Student Submission of Course Preferences
- Student and Parent Course Confirmation Days

**Our objective is to have all students in their Finalised 2024 Courses for the 2022 HEADSTART Program which follows Course Confirmation in November.**

Following this period, Subject Change requests should be minimal and will only be accommodated following due process and the guidelines below.

## **3.0 COURSE CHANGE REQUEST**

**Only Units 1 & 2** students seeking to change their Course will need to comply with the procedures outlined in the ‘Senior School Change of Course/Subject Request’. A change of course request is **NOT** permitted for students studying Units 3 & 4.

***This form applies to either changing, picking up or dropping a subject. Copies can be obtained from the Student Services Office.***

The process must be completed within the set time frame, to ensure students do not miss out on vital learning.

### **3.1 VET Requirements**

VET delivered to Secondary Students (VDSS) in the VCE Vocational Education and Training Delivered to Secondary Students (VDSS, formally known as VET's), allow students to gain a nationally recongaised qualification as part of their VCE (1 of the 6 VCE subjects). Students are able to use VDSS courses integrate seamlessly into many successful VCE pathways for students at EDSC.

As part of VCE, VDSS programs often contribute directly to a student's ATAR as one of the top 4 studies or in some cases as block credit for their 5<sup>th</sup> or 6<sup>th</sup> subject. As with VCE subjects, the VDSS programs that count for their ATAR as a top study and provide a ¾ sequence will have an exam at the end of the 2<sup>nd</sup> year whereas block credit programs that count as the 5<sup>th</sup> or 6<sup>th</sup> may not have an exam at the end and will contribute as the 5<sup>th</sup> or 6<sup>th</sup> study in their ATAR calculation (10% of the lowest score from the top 4 and similar to how their 5<sup>th</sup> VCE subject would count).

## Senior School Change of Course/Subject Request

Name: \_\_\_\_\_

Year: \_\_\_\_\_

Please indicate which subject(s) you wish to withdraw from:

1. \_\_\_\_\_

2. \_\_\_\_\_

Please indicate which subject you would like to enrol in – please place in order of preference:

1. \_\_\_\_\_ Teachers Signature: \_\_\_\_\_

2. \_\_\_\_\_ Teachers Signature: \_\_\_\_\_

Please give reasons as to why you wish to make this change and the impact this may have on your career aspirations

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Have you spoken to your Careers and Pathways Coordinator? (Please Circle) Yes/ No

It is recommended that you talk to teachers if you are moving into a subject that you are unfamiliar with.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please Note:** We cannot guarantee that all requests will be approved. All changes are subject to the reasons indicated above, the specific availability with class sizes and disruption to the current learning program. After consulting with the Careers and Pathways Leader and the Leading Teacher, the Assistant Principal will make the final decision on approval.

Failure to return this form by the due date may result in rejection of the request.

**Please return by:** \_\_\_\_\_

Office Use Only

**Assistant Principal:**

☐ Approved

☐ Change made on First Class

☐ Student Notified

☐ Entered on VASS

☐ Not Approved

☐ Change made on Compass

☐ Teachers notified (current and new)

Reason for not being approved:

**Assistant Principal Signature:**

## **4.0 ATTENDANCE**

Students are required to attend all classes in order to undertake coursework, assessment items/tasks and to enable the teacher to monitor all stages of development of their work.

The VCAA requires a minimum of 50 hours of coursework of satisfactory completion of a VCE and VET Units.

At SOC, students need to attend **at least 90%** of the scheduled classes in order to log the **minimum required 50 hours** of coursework.

**Absence from School must be explained in writing by a parent or guardian** in accordance with the advice given in the College Planner.

An after-School meeting will be arranged with the Year Level Leader or Leading Teacher for an **absence of more than 10%** (satisfactorily explained or otherwise). **Failure to redeem absence in excess of 10% will result in an “N” for that Unit.**

*Notification should be given to the College in advance of any known or planned absences.*

## **5.0 KNOWN OR PLANNED ABSENCES**

There is a strict attendance policy that needs to be adhered to. The Victorian Curriculum Assessment Authority (VCAA) mandate approval processes for extended leave on a case-by-case basis.

**For Senior School Students, leave will NOT be approved for overseas family holidays, interstate trips related to weddings, engagements or other family events** unless the parent/guardian has discussed with and obtained approval from a member of the Principal Class.

All applications **must be completed one terms prior** to the student's first day of absence and the student must seek out all teachers to complete the work section on the reverse side of the **Senior School Application for Leave**.

Students will only be granted leave during their VCE in exceptional circumstances. **Do not** book any travel until you have received approval.

If approval is granted, it is with the expectation that all work missed during absence will be completed upon return.

Make note that VET providers may not grant leave and it is at the risk of the student.

***The following form is to be completed and submitted to the Leading Teacher in accordance with the proposed Travel Itinerary at least one term in advance as mentioned above***

## Senior School Application for Leave

Applications for extended leave are approved on a case-by-case basis. In Senior School, there is a strict attendance policy mandated by the Victorian Curriculum Assessment Authority (VCAA). For Senior School Students, leave will not be approved unless the parent/guardian has discussed the leave with the Leading Teacher (Senior School) and a member of the Principal Class. All applications must be completed at least **one term in advance** prior to the student's first day of absence.

The Leading Teacher will communicate with the parent/guardian in the event that the absence is not approved. If approval is granted, it is with the expectation that all work missed during absence will be completed upon return. Students are also expected to regularly check Compass to complete/submit missed work.

Name: \_\_\_\_\_ Mentor Group: \_\_\_\_\_

Date of last day of school	
Date of return to school	
Total number of School Days Absent	

### Reason for Request:

- ☐ Student Conference
 ☐ Leadership/Scholarship
 ☐ Elite Sporting Commitment  
☐ Bereavement
 ☐ Medical (certificate provided)  
☐ Other: \_\_\_\_\_

<b>Student to complete:</b>
How will you ensure to keep up to date with your work before, during and/or after your absence?
<b>Comments from Parent/Guardian:</b>

Student Signature \_\_\_\_\_

Parent Signature: \_\_\_\_\_

### Parent Contact Details:

Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

Alternate Email: \_\_\_\_\_

Alternate Contact Person: \_\_\_\_\_

Alternate Contact Details: \_\_\_\_\_

- ☐ **Approved YES/NO** Assistant Principal Signature: \_\_\_\_\_  
☐ Leading Teacher Entered on Compass Attendance



**Students are required to ask their teachers to complete this form.**

Students are also required to consult Compass Lesson Plans to complete scheduled work.

Class/Teacher	Teacher Notes/Consultation on work missed
Subject:  Teacher:	
Subject:  Teacher:	
Subject:  Teacher:	
Subject:  Teacher:	
Subject:  Teacher:	
Subject:  Teacher:	

*Copies of the "Senior School Application for Leave" form may be obtained from the Student Services Office.*

## **6.0 LEAVING THE SCHOOL GROUNDS**

All students are expected to attend school between 8.35 am – 3.10 pm.

**Students are expected to be either in class or working in their Year Level Study Area when they do not have a class. Students undertaking a VET subject will be offsite every Wednesday.**

*Should students be late or need to leave early, for a legitimate reason, they must seek approval from either their Year Level Leader or Leading Teacher and sign out at the Student Services Office on the first floor or kiosk at the Front Office.*

A Medical Certificate or a Parent Note **MUST** be produced upon return to School.

## **7.0 UNIFORM**

All students are expected to be in **full** College uniform at all times as per the College Uniform Policy (see School website, [www.sosc.vic.edu.au](http://www.sosc.vic.edu.au) for further details).

Students will be invited to design a Year 12 commemorative garment with the Leading Teacher and the Principal.

Permission to wear the Year 12 commemorative garment as part of the College uniform is **an honor and a privilege that may be granted to our College student elders by the Principal.**

The decision will be announced by the Principal during Term 1 2024.

**If a student is out of uniform, then a note from a parent/guardian should be presented to the appropriate Mentor Teacher or Year Level Leader at the start of the day. A uniform pass, generally valid for 1 day only, may be issued. Please refer to Page 11 of the student planner for a list of unacceptable out of uniform reasons.**

## **8.0 ASSESSMENT AND REPORTING OF YEAR 10 CORE SUBJECTS**

The College provides Mid-Semester Progress Reports and Semester Reports on Compass.

These reports will cover both Core subjects and any VCE subjects studied by the student.

## **9.0 ASSESSMENT AND REPORTING OF UNITS 1 & 2**

All assessment and reporting of Units 1 & 2 subjects are internally completed by the College in accordance with the guidelines. The College provides Mid-Semester Progress Reports and Semester Reports on Compass. These reports will cover VCE subjects studied by the student.

The College reports subject results to VCAA who will then use these to determine whether or not a student satisfies the overall requirements for the awarding of the VCE at the conclusion of Year 12.

## **10.0 ASSESSMENT AND REPORTING OF UNITS 3 & 4**

The assessment program for VCE Units 3 & 4 includes external examinations, and School Assessed Coursework (SACs) and possibly School Assessed Tasks (SATs). The Victorian Curriculum and Assessment Authority (VCAA) conduct all external written and/or performance examinations. School teaching staff conducts assessments of all SACs and SATs.

All students need to be aware of the particular assessment requirements for SACs and/or SATs, as described in relevant documents provided by the College's VCE teachers. All students must also be aware of the general requirements relating to School assessment as imposed by the VCAA and the College, as described in this document and/or as communicated to students through the College newsletters or student briefings.

A minimum standard of achievement is expected for all VCE coursework outcomes in order for a Satisfactory Completion status to be awarded for the Unit of Study. If a student does not satisfactorily complete all the coursework outcomes for a Unit, or the work submitted is deemed not to be that of the student, then the student will not be awarded satisfactory completion of that Unit. The School will report the student's satisfactory completion of each VCE Unit of Study to the VCAA. Such results will be designated 'S' (Satisfactory) or 'N' (Non-Satisfactory) or 'J' (not Submitted).

***The minimum standard requirement for an "S" is the same for students in both the "Scored VCE" and the "Non-Scored S-only VCE"***

All "Scored VCE Students" enrolled in Units 3 & 4 will receive an assessment from VCAA for each Examination, SAC and/or SAT associated with a global index, or Study Score, for the study.

Assessments will be reported by the VCAA, on a 10 point scale using five grades (A to E) with two levels within each grade. The symbols used to report assessments will be:

- A, A+
- B, B+
- C, C+
- D, D+
- E, E+
- UG – coursework outcomes have been satisfactorily achieved
- NA – Not Assessed work

*The VCAA provides a Statement of Results, "Victorian Certificate of Education" to successful students in December of Year 12.*

## **11.0 SUBMISSION OF WORK**

### **11.1 SCHOOL ASSESSED COURSEWORK (SACS)**

Each student is assessed on the level of achievement of the selected outcomes designated for each subject. Tasks designated or coursework assessments are part of the regular teaching and learning program which are undertaken mainly in class time.

At the beginning of each semester teachers will specify the date, or date period, in which SACs will take place. Students will also be provided with a schedule showing when their SACs in each subject are to be held.

### **11.2 AFTER SCHOOL SACS – UNITS 3 & 4 SUBJECT 2024**

In 2024 each Units 3 & 4 Subject will have at least one SAC conducted under examination conditions scheduled after School.

The After-School SACs will be clearly indicated on the SAC schedule.

**Attendance at the After-School SAC is COMPULSORY.**

**All coursework outcomes and SACs/SATs must be undertaken in the designated periods that the College specifies. *It is the student's responsibility to acquaint themselves with all coursework assessment and to ensure that all assessment of coursework, including SACs and/or SATs are undertaken at the specified time.***

### **11.3 STUDENT ABSENCE FROM SACs**

Where a student is unable to undertake a SAC due to medical or other significant reasons, the **student must request** alternative arrangements so that the SAC may be completed, if possible, **within 48 hours** of returning to School. These arrangements are normally made directly with the class teacher; however, it may be appropriate to contact the Leading Teacher in circumstances such as when the teacher is absent.

If the student is absent due to an **illness**, a **Medical Certificate** must be provided **before** the teacher can arrange any opportunity for a re-scheduled or catch-up on a SAC assessment task. The Medical Certificate should first be presented to the class teacher, then the Leading Teacher and subsequently forwarded to the front office, to ensure that it is safely filed in the event that illness becomes ongoing, and a historical record may be required by VCAA.

Where a SAC assessment task is to be held and a student is required for a significant School co-curricular activity, it is the student's responsibility to inform the subject teacher of this requirement prior to the assessment date(s). Students should present a **written statement** of the co-curricular activity requirement, endorsed by the teacher in charge of the activity, to their subject teacher.

**A student who does not undertake a scheduled SAC assessment, and who does not contact their teacher or the relevant Year Level Leader or Leading Teacher within 48 hours of the absence; providing the reason for absence; will receive a score of ZERO marks and may receive an N (Non-Satisfactory) for that Outcome. THIS WOULD RESULT IN FAILURE OF THE SUBJECT.**

### **11.4 ASSESSMENT OF THE SACs**

The VCAA assessment guidelines for each subject specify the marks to be allocated to each task. The College will inform students of the criteria for assessment of each SAC. As part of the normal feedback process, students are usually issued with some indication of their performance on SACs, depending upon the task. It is emphasised that these indications are provided to students as a form of feedback on their SAC performance and are not to be regarded as final marks or letter grades for school assessments.

As per VCAA Policy, the School does provide students with their overall SAC marks or rankings in subjects.

The VCAA processes the school assessment score to determine the final grade awarded and the mark/score contribution to the global performance index, or Study Score. This process is known as Statistical Moderation whereby a student's performance on the external VCE Examinations and the GAT are also taken into account.

#### **11.4 Assessment of VM SACs**

## VM REQUIREMENTS

All VM studies are conducted under the auspice of the Victorian Curriculum Assessment Authority (VCAA). To be awarded the VCAL, students must successfully complete a learning program, which is designed to comply with the following credit requirements. It must:

- Be made up of 10 credits
- Include curriculum components from each of the following four VM Curriculum:
  - (a) Literacy
  - (b) Foundation mathematics
  - (c) Work Related Skills
  - (d) Personal Development Skills.
- (e) Students are also expected to completed at least 90 hours of VET a year

Two block placements of SWL

### **Include:**

In order to be eligible for automatic promotion form Year 11 to Year 12, VM students must:

- achieve a satisfactory (S) result in all units taught at the College
- VM Students who are unable to fulfill the VET requirements will be unable to receive a VM certificate and be referred to the VCE certificate.

## 11.5 SATISFACTORY COMPLETION OF SACs/OUTCOMES

### ASSESSMENT OPPORTUNITIES

Students at South Oakleigh College will, within a learning program, have multiple and varied opportunities to demonstrate learning and achievement. These assessment opportunities are documented through **curriculum planners** documented and stored in subject specific OneNote and may consist of:

- Hurdle tasks (learning tasks that students are required to complete at a satisfactory level prior to SACs/SATss to qualify for an S in unit of work; these learning tasks build students' skills and knowledge in preparation for SACs/SATs; in VCE they are a coursework requirement to demonstrate achievement of a set of outcomes)
- Common assessment tasks or CATs (designed to gauge to what extent the student can demonstrate the learning goals)
- School assessed coursework or SAC (score based assessment designed to gauge the level of achievement of a set of outcomes as specified in the VCE study design).

For the satisfactory completion of a Unit, **a student must demonstrate achievement of ALL outcomes for the Unit** that are specified in the study design. This decision is based on the teacher's judgement of the student's performance on assessment tasks designated for the Unit, with reference to the required VCAA standards.

If all outcomes are achieved, the student receives 'S' (Satisfactory) for the Unit.

If any of the outcomes are not achieved, the student receives 'N' (Non-Satisfactory) for the Unit.

Where an 'N' has been obtained, the student will be given the opportunity to resubmit the work in order to demonstrate satisfactory achievement of the outcomes.

Where a student has completed work but there has been a **substantive breach of class attendance**, the student may be awarded 'N'.

***The minimum standard requirement for an "S" is the same for students in both the "Scored VCE" and the "Non-Scored S-only VCE."***

## **VET ASSESSMENTS**

VET assessments are done by 3<sup>rd</sup> parties and its on the student to contact the RTO (include this?)

VET is required as part of the VM certificate. VET providers assess on units of competency and report to the college the results.

The decision to award competency is at the VET provider discretion. The College does not award of administer VET.

It is the obligation of the enrollment student to ensure that they met the requirements of their course.

## **11.6 NON-SATISFACTORY COMPLETION OF SACs/OUTCOMES**

When a student obtains an 'N' for a SAC, they are given an opportunity to redeem the result and subsequently achieve an 'S' for the SAC (please refer to 11.7)

However, the original SAC mark STANDS as per VCAA Policy

## **11.7 SAC REDEMPTION POLICY**

- **Year 11 & 12 VCE Subjects:** students are given one chance to redeem a SAC

SACs shall be the same as those for Scored VCE students.

**At NO TIME will any SAC be undertaken as Open Book (unless permitted by the VCAA).**

## **11.8 SAC REDEMPTION TIMES – UNITS 3 & 4**

Student must attend SAC Redemptions at the times scheduled by the College.

All Units 3 & 4 SAC redemptions will be held at the College at a nominated time after school or on the weekend or as directed by the College Principal in full College uniform at all times.

## **12.0 SCHOOL ASSESSED TASKS (SATs)**

School Assessed Tasks (SATs) are set by the VCAA and only apply to a few VCE studies such as Art Making and Exhibition, Systems Engineering and Visual Communication & Design. These subjects are sometimes referred to as the *Folio Subjects*.

The “written report” and “Production Work” for each of these subjects is substantial and ongoing, needing to be worked on continually throughout the year. The reward is that the SAT may make up a very significant portion of the subject Study Score.

Assessments:

Teachers are responsible for the initial assessment of SATs. VCAA provides the assessment sheets specifying the criteria for the award of grades. The VCAA authentication policy and procedures apply to SATs.

*The assessment requirements for SATs in these studies are described in the VCE Study Design document for each of these studies.*

**13.0 GENERAL ACHIEVEMENT TEST (GAT)**

All students enrolled in one or more sequence of Unit 3 & 4 must sit the GAT

in June. The GAT consists of a general test covering three broad areas:

- Mathematics
- Science and Technology
- Humanities and Social Sciences

Dictionaries are permitted in the GAT, but calculators are **not**.

Results from the GAT will be reported individually to students and the College at the end of the year. Students will receive separate scores from each of the three parts of the GAT. However, the GAT does not form a part of a student's ATAR and is not used for tertiary selection processes.

The VCAA will use the GAT scores in:

- The statistical moderation of SACs
  - Checking the accuracy of student scores in exams
  - The calculation of Derived Exam Scores
  - The review of SATs
  - VCE and Senior VCAL students will be required to sit Section A of the GAT
  - VCE and Senior VCAL student who are enrolled in one or more VCE or scored VCE VET Unit 3-4 sequence are required to sit both Section A and B. This includes students who are enrolled in the VCE or a scored VCE VET Unit 3-4 sequence who are not planning to undertake their scored assessments.
  - If a student has already met the standards in a previous year and they are enrolled in VCE Vocational Major but not in any VCE VET Unit 3-4 sequences, they will not be expected to sit Section A. However, they may opt to do so if they wish.
  - Students will need to sit both Section A and B of the GAT if they are enrolled in one or more VCE or scored VCE VET Unit 3-4 sequence, even if they have met the literacy and numeracy standards in a previous year.
-

## **14.0 AUTHENTICATION**

Authentication is the term used to cover the procedures for **ensuring that the SACs and SATs submitted by the students for assessment tasks is their own work.**

All unacknowledged work submitted by students must be genuinely their own. It is the student's responsibility to produce evidence to help authenticate their work. Faculties are responsible for designating the relevant procedures and requirements. Procedures used to authenticate student work include:

- students retaining appropriate documentation of the development of their work
- work completed in class under teacher supervision – 90% attendance
- keeping records of consultants with the student
- setting a test or requiring an oral explanation of work
- all resources used are acknowledged by students
- knowledge of student's ability and past history
- changing topics if appropriate.

Students should also be aware of the Colleges policy statement regarding Intellectual Theft / Plagiarism (see College website for further information).

Those sections of work that cannot be authenticated will not be assessed.



## **15.0 SPECIAL PROVISION**

The underlying principle of the VCAA Special Provision policy is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities; if their learning and assessment programs are affected by illness, impairment or personal circumstances. Special Provision should provide equivalent, alternative arrangements for students but not confer an advantage over other students.

For VCE external assessments, which include all VCE examinations, the Extended Investigation Critical Thinking Test and oral presentation and the General Achievement Test (GAT), VCAA is responsible for determining the eligibility and for granting approval in the form of Special Examination Arrangements and the Derived Examination Score (DES).

Consistency with regard to the summative assessment task for each unit is expected across all classes. At times, modifications to the task may be necessary however, in order to cater for students with additional learning needs who are placed on an Individual Learning Program at the start of the year. At years 11 – 12, summative assessment tasks/SACs in VCE will not be modified for students with additional learning needs, however special provisions will be made based upon the recommendations of the VCAA. However, assessments will be modified in VM to meet the principles of applied learning and to meet the students point of need as long as the requirements of the study design are met.

### **15.1 SPECIAL EXAMINATION ARRANGEMENTS**

Students may be eligible for Special Provision if, at any time, they are adversely affected in a significant way by:

- An acute or chronic illness (physical or psychological)
- Factors relating to personal circumstances
- An impairment or disability, including learning disorders.

**Applications must be made on the 2024 Special Examination Arrangement Application form which may be obtained from the Grace Terdich The application MUST be accompanied by a MEDICAL SPECIALIST. APPLICATIONS CLOSE IN EARLY MARCH 2024.**

### **15.2 DERIVED EXAMINATION SCORE (DES)**

Students are only eligible for a DES for a VCE external assessment if they meet all of the following criteria:

- if they have completed the course of study leading to the external assessment, and have a result for at least one other graded assessment in the same study
- if they experience the onset of an illness or the occurrence of an injury, personal trauma or serious intervening event in the period before or during a VCE external assessment, that has either prevented them from attending the external assessment or significantly affected their performance during external assessment
- if they provide independent professional written evidence that demonstrated the illness, injury, personal trauma or serious intervening event has affected their performance in the external assessment or has prevented them from attending the external assessment.

**Applications must be made through the Director of Students no later than 7 days after the student's last examination. The application MUST be accompanied by a MEDICAL SPECIALIST.**

## **16.0 BREACH OF SENIOR SCHOOL POLICIES**

The consequences for breach of College policies such as uniform, general conduct etc. may be found on the College website [www.sosc.vic.edu.au](http://www.sosc.vic.edu.au) and apply to the entire School.

The College's VCE Policies are informed by the VCAA rules governing the conduct of the VCE. Consequently, the College may interpret any breach of its VCE Policies as a breach of VCAA Policy.

*This may have serious consequences as such as interpretations often leave little scope other than for the College to determine a Unit result of "N" for a student.*

## **17.0 APPEALS PROCESS**

Students feeling concern should feel free to question rulings made by the College relation to their behaviour or to their compliance with College VCE Policies.

***Appeals will only be considered on procedural grounds*** and not whether or not one agrees with the College or the VCAA Policy.

**Any breach of the VCAA rules relating to assessment will be dealt with according to the procedures outlined in the VCE Administrative Handbook.**

Please refer to the Appeals form; a student may seek to have their Teacher, Mentor or another person to help them present information. **It is the student's responsibility to produce any relevant evidence in support of such an appeal.**

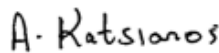
In attempting to resolve a concern, the student should first discuss the matter with the subject teacher and, should the matter not be resolved, then with the Leading Teacher.

The Leading Teacher will then discuss the concern with the teacher, the student, their parents and subsequently refer the matter to the Assistant Principal if need be.

Appeals that reach this stage will be decided by the College Principal.



**Ms. Helen Koziaris**  
College Principal



**Mr. Anthony Katsianos**  
Assistant Principal

**Ms. Sulagna Monga**  
Leading Teacher

## Acceptable Digital Technology Usage Agreement

Cybersafety is an important issue for all students. By the time students arrive at secondary school most will already be regular and active users of digital technologies including social media tools such as Facebook.

### **Part A: School Profile Statement**

South Oakleigh College recognises the need for students to be safe and responsible users of digital technologies. We believe that explicitly teaching students about safe and responsible online behaviours is essential and is best taught in partnership with parents and guardians. We request that parents and guardians work with us and encourage this behaviour at home.

#### **At South Oakleigh College we:**

- support the rights of all members of the school community to engage in and promote a safe, inclusive and supportive learning environment
- have a Student Engagement Policy that clearly states our school's values and the expected standards of student behaviour, including actions and consequences for inappropriate behaviour
- educate our students to be safe and responsible users of digital technologies
- raise our students' awareness of issues such as online privacy, intellectual property and copyright
- supervise students when using digital technologies for educational purposes
- provide a filtered internet service but acknowledge that full protection from inappropriate content can never be guaranteed
- respond to issues or incidents that have the potential to impact on the wellbeing of our students
- know that some online activities are illegal and as such we are required to report this to the police
- provide parents and guardians with a copy of this agreement
- support parents and guardians to understand the importance of safe and responsible use of digital technologies, the potential issues that surround their use and strategies that they can implement at home to support their child.

### **Part B: Student Declaration**

#### **When I use digital technologies, I agree to be a safe, responsible and ethical user at all times, by:**

- respecting others and communicating with them in a supportive manner; and never writing or participating in online bullying (for example, forwarding messages and supporting others in harmful, inappropriate, or hurtful online behaviours)
- protecting my privacy; not giving out personal details, including my full name, telephone number, address, passwords, and images
- protecting the privacy of others; never posting or forwarding their personal details or images without their consent
- talking to a teacher if I personally feel uncomfortable or unsafe online, or if I see others participating in unsafe, inappropriate or hurtful online behaviours
- carefully considering the content that I upload or post online; this is often viewed as a personal reflection of who I am
- investigating the terms and conditions (e.g., age restrictions, parental consent requirements). If my understanding is unclear, I will seek further explanation from a trusted adult.
- confirming that I meet the stated terms and conditions; completing the required registration processes with factual responses about my personal details
- handling ICT devices with care and notifying a teacher if any are damaged or require attention
- abiding by copyright and intellectual property regulations. If necessary, I will request permission to use images, text, audio and video and cite references.
- not interfering with network systems and security, the data of another user or attempting to log into

the network with a user name or password of another student

- not bringing to school or downloading unauthorised programs, including games.

**In addition, when I use my personal mobile phone, I agree to be a safe, responsible and ethical user always, by:**

- respecting others and communicating with them in a supportive manner; never participating in bullying verbally or in writing (for example, making harassing phone calls or text messages; supporting others in harmful, inappropriate or hurtful online behaviours by forwarding messages)
- storing my mobile phone safely in my locker or keeping it on silent and placing it in the tub provided in the classroom
- Storing my phone safely in my locker during recess and lunch time
- only making and answering calls before and after school unless permission from Principal class or Principal's delegate is given
- respecting the privacy of others; only taking photos or recording sound or video at school when I have formal consent or it is part of an approved lesson
- obtaining appropriate (written) consent from individuals who appear in images or sound and video recordings before forwarding them to other people or posting or uploading them to online spaces.

## **Part C: Student Commitment and Definition of Digital Technologies**

**This Acceptable Use Agreement applies to digital technologies, social media tools and learning environments established by our school or accessed using school-owned networks or systems, including (although are not limited to):**

- school-owned ICT devices (e.g. desktops, laptops, printers, scanners)
- mobile phones
- email and instant messaging
- internet and intranet
- social-networking sites (e.g. Facebook, Instagram)
- video and photo sharing websites (e.g. YouTube, Instagram, Picasa)
- blogs
- micro-blogs (e.g. Twitter)
- forums, discussion boards and groups (e.g. Google groups, Teamviewer)
- Wikis (e.g. Wikipedia)
- Video on Demand (VOD) and podcasts

This Acceptable Use Agreement applies when I am using any of the above digital technologies at school, at home, at camps, and during school excursions and extra-curricular activities. For further support with online issues students can call Kids Helpline on 1800 55 1800. Parents and carers call Parentline 132289 or visit [www.cybersmart.gov.au](http://www.cybersmart.gov.au).

## MICROSOFT OFFICE 365 EDUCATION - PRIVACY INFORMATION AND CONSENT

South Oakleigh College uses Office 365 Education in the classroom. Office 365 Education is an internet based service provided by Microsoft for educational purposes only. It provides students and teachers with access to online services such as email, calendar, blogging, online document storage (for school work), sharing, messaging and video-conferencing facilities from school, and at home. Office 365 for Education includes the following online services:

### Office 365 Education ('online services')

1.Exchange online email	6.Yammer
2.Lync online	7.Office video
3.SharePoint online	8.OneNote Classroom
4.OneDrive for Business	9.Microsoft Classroom
5.Microsoft Office apps	10.Sway

### Terms and conditions

Microsoft Online Services Terms and privacy information can be found by clicking on the links opposite:

<http://www.microsoft.com/en-us/licensing/product-licensing/products.aspx>

<http://office.microsoft.com/en-us/business/office-365-trust-center-cloud-computing-security-FX103030390.aspx>

<http://office.microsoft.com/en-us/business/office-365-trust-center-top-10-trust-tenets-cloud-security-and-privacy-FX104029824.aspx>

### Consent for Microsoft to access specific personal information of your child

We seek your consent for your child to use the above stated Office 365 Education online services. To enable your child to sign-on and access these services, Microsoft require access to your child's Department of Education & Training username, first and last name, year level and school.

If you do not provide consent, your child will not have access to the online services and alternate arrangements for allocating work will be made.

**Please contact the College if you do not consent for your child to use Office 365 Education online services.**

### Parental access to Personal Information

The Department of Education and Training's ('Department') use and handling of your child's personal information is governed by the *Privacy and Data Protection Act 2014 & Health Records Act 2001(Victoria)*. You can access personal information held by the Department about you and your child under the *Freedom of Information Act 1982 (Victoria)*. If a mistake in that personal information is identified, the Department is required to correct it under the *Privacy and Data Protection Act 2014*.

Microsoft's Online Services Terms provides further information on how Microsoft may use your child's personal information.

## Providing a safe online environment

Use of online services will be subject to classroom supervision during school hours. A 'Report Abuse' facility will be provided for students to report unacceptable behaviour. A nominated member of staff will address the issue **during school hours**.

To further assist your child in having safe and positive experiences online, you can refer to parent information on the Australian Government's Office of the Children's eSafety Commissioner website: <https://esafety.gov.au/>

In addition, staff at our school have been advised that the use of Office 365 Education is strictly for teaching and learning material only (e.g. lesson plans and classwork) and staff do not upload your child's personal, sensitive, health; or security classified information into Office 365 Education.

## Student responsibilities when using online services

When using Office 365 Education, students continue to be responsible for their behaviour as outlined in our school's Students Acceptable Use Agreement. The main themes of this agreement are:

- Communicate respectfully;
- Protect personal information; and
- Look after yourself and others.

## Acknowledgement and Consent for student use of online services

If you have read the information about the online services and currently **do not** consent for your child to access the online services, please contact the College so a member of staff can clarify any of your concerns over the Office 365 Education online service and confirm your position in the Learning Technologies program.

By not contacting the College, you acknowledge, consent and confirm that:

You have received and read this Privacy Information and Consent Form – Office 365 Education.

You understand how your child's personal information will be collected, used, disclosed and managed. You understand that this consent will continue while your child is involved in the use of the consented online services.

You understand that this consent on behalf of your child may be withdrawn at any time by written notification to the school.

You understand that if the school determines that the personal information is no longer required or relevant, the use of the personal information will cease.

## SENIOR SCHOOL 2024 RULES AND PROCEDURES AGREEMENT

### Parent / Guardian / Student Acknowledgement

I acknowledge that I have received the South Oakleigh College Senior School Policy Statement "2022 Rules and Procedures"

I understand and accept that my son / daughter must:

- **attend 90% of classes** to satisfy VCE / VET time requirements
- **not leave** the school grounds during the day without permission
- **attend AFTER SCHOOL Unit 3 & 4 SACs** on a day to be specified by the Principal
- as required, **attend any Unit 3 & 4 SAC redemptions**, held at the College, on **Saturday mornings, Fridays after School** or, at other times, as directed by the Principal
- abide by all College rules
- be present in **full College uniform** at all times, wearing the College blazer to and from the College

I understand that my son / daughter is working towards achieving:

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | A Scored VCE with the intention of receiving an ATAR at the end of Year 12 |
| <input type="checkbox"/> | A Non-Scored (S-Only) VCE with no ATAR at the end of Year 12               |
| <input type="checkbox"/> | A Vocational Major (VM) Senior School Certificate at the end of Year 12    |
| <input type="checkbox"/> | A Modified Senior School Certificate at the end of Year 12                 |

**SPECIAL CONDITIONS:** Repeating Year    10    11    12

**A signed copy of this agreement will be kept in the student's file at the College.**

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent: \_\_\_\_\_

Date: \_\_\_\_\_

# Senior School – Student Appeal Form



Name: \_\_\_\_\_

Year: \_\_\_\_\_

Subject: \_\_\_\_\_

Issue: \_\_\_\_\_

Teacher Involved: \_\_\_\_\_

This form is to be used by Senior School Students who wish to appeal a decision that has been made about their VCE Studies, behaviour, or any other issue.

***NB: Appeals will only be considered on procedural grounds and not on whether or not one agrees with the College or THE VCAA policy.***

Please briefly describe what you are appealing about **AND** why you think that an incorrect decision has been made:

Name of one other person you would like to help you explain the situation:

**PLEASE RETURN THE COMPLETED FORM TO THE GENERAL OFFICE**

Received Date: \_\_\_\_\_





## Letter to Parents of Drivers and Passengers

Dear Parent/Guardian,

A number of our senior school students are driving or intend to drive to school this year and some have indicated that they intend to carry another student as a passenger.

Your child, \_\_\_\_\_ has indicated that:

- ☐ he/she intends to drive to school
- ☐ will be a passenger of another student who is driving to school

Despite the fact that most young drivers try to be careful, safety conscious and considerate when driving, research clearly shows that they are at a higher risk of having a serious crash than older, more experienced drivers.

The presence of young passengers also greatly increases the risk for teenage drivers and, the more passengers, the greater the risk.

It is important that all students and their parents/guardians are aware of these risks and the type of behaviour that the school expects from student drivers.

Copies of the Parent Permission and Student Agreement Form are attached.

These documents outline the school's expectations and provides information regarding the transport of passengers. Of particular note is that student drivers are not permitted to carry other students as passengers to and from school without the written permission of their parent/guardian and the passenger's parent/guardian.

Under the Graduated Licensing System, no more than one peer aged passenger (aged 16-22 years) is permitted to travel with the driver, unless the passengers are siblings of the driver. This condition does not apply when a fully licensed driver is sitting in the front passenger seat. This is based on research that shows that young drivers carrying several passengers are more likely to engage in risk taking behaviour. For more information, go to: <https://www.vicroads.vic.gov.au/safety-and-road-rules/driver-safety/young-and-new-drivers/victorias-graduated-licensing-system>

To ensure that all involved are aware of these requirements, student drivers and a parent/guardian and, where appropriate, a parent/guardian of any passengers, are required to sign a Parent Permission and Student Agreement Form.

The form must be signed and returned prior to students using the designated parking area. These requirements are intended to ensure the welfare and safety of students at our school and the local community.

Helen Koziaris  
College Principal

## Students Driving Cars to School Expectations

Any student that holds a valid Victorian license who intends to drive to school, whether on a regular basis or occasionally must comply with the school policy and is required to complete the Parent Permission and Student Agreement Form.

### School Requirements

1. Students are required to adhere to all road rules and drive in a safe and responsible manner.
2. Students are only to use their car for travelling to and from school. Students are not permitted under any circumstances to drive from the school grounds during the day.
3. Student license details and car make, and registration must be recorded with the school.
4. Students may only park in the designated student parking area.
5. Students are not permitted to carry other students as passengers to and from school without the written permission of their parent/guardian and the passenger's parent/guardian. The school has a policy that, no more than one peer aged passenger should travel with the driver, in line with Graduated Licensing System (GLS) peer passenger restrictions. The GLS condition requires all P1 drivers to carry no more than one peer passenger (aged 16-22 years). Peers do not include siblings. This condition does not apply when a fully licensed driver is sitting in the front passenger seat.
6. Students are required to notify the school of any passenger who may be travelling with them to and from school.
7. Student drivers, a parent/guardian and, if relevant, the parent/guardian of any passenger, must sign the Parent permission and Student Agreement Form.

Appropriate sanctions will apply where students fail to meet these obligations. Any unsafe driving behaviour or breaches of road rules will be reported to the police.



## Students Driving Cars to School - Parent Permission and Student Agreement Form

This form must be completed by any student who intends to drive to school either occasionally or regularly.

Student Name	
Student Home Group	
Car Make/Model	
Colour of car	
Car Registration Number	
Driver's License Number	

**Note:** If the student intends to drive any car other than the one registered on this form, it must also be registered with the school.

### Permission of Parent/Guardian of Student Driver

I give permission for my child: \_\_\_\_\_

to drive to school and take the passenger indicated on this form. I am aware of Victoria's Graduated Licensing System conditions and the school requirements regarding students driving to school.

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

### Permission of Parent/Guardian of Passenger

I give permission for my child: \_\_\_\_\_ Home Group: \_\_\_\_\_

to be driven by the following student until further notice: \_\_\_\_\_

I am aware of Victoria's Graduated Licensing System conditions and the school requirements regarding students driving to school.

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

### Student Driver

I agree to adhere to Victoria's Graduated Licensing System conditions and the school requirements regarding students driving a car to school.

Signature of Student Driver: \_\_\_\_\_ Date: \_\_\_\_\_

**\*Note:** A photograph of the student's driver licence must be attached to this form.



## School Car Parking Permission Form

This form must be completed and lodged at the General Office prior to a School Parking Permit being issued.

### Note:

1. If the student intends to drive any car other than the one registered on this form, it must also be registered with the school.
2. A photocopy of the student's licence must be attached to this form.

**In signing this we accept all conditions outlined in the school's Student Driver Policy**

### Description of Vehicle

Car Registration Number: \_\_\_\_\_ Colour of Car: \_\_\_\_\_

Make/Model of Car: \_\_\_\_\_

### (a) Student Driver Section

Student Name: \_\_\_\_\_

Home Group: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### (b) Parent of Student Driver Section

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### (c) School Approval Section

Approved by: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Student Passenger Permission Form

This form must be completed by a parent/guardian of any student intending to travel to school as a passenger of a student at this school who drives a car to and from school.

I give approval for my child to travel in the car driven by another student (listed below) of the school.

Student Passenger's Name (my child): \_\_\_\_\_

Student Driver's Name: \_\_\_\_\_

### We accept all conditions detailed in the school's Student Driver Policy

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Passenger's Name: \_\_\_\_\_

Student Passenger's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### School Approval

Approved By: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# SOUTH OAKLEIGH COLLEGE

