

# SENIOR SCHOOL HANDBOOK



2020



# ST MARY OF THE ANGELS COLLEGE

## VISION STATEMENT

### IDENTITY STATEMENT

**We are a Franciscan educational community; hope-filled, merciful, and joyous.**

### VISION STATEMENT

**Jesus calls us with joy to be a learning community where;**

- We are conscious that all of our actions must be guided by the mercy of God.
- We live in right relationship with the earth and all God's creation.
- Purposeful learning and teaching allows every student to be engaged with intellectual, ethical and spiritual richness.
- We develop leaders who strive to build a just world taking care of the tradition, the spirit and the story of all Australians.
- Each individual is valued and recognised in a safe, accepting and inclusive learning environment.

### GRADUATE OUTCOMES

**At St Mary of the Angels College we aspire for our students to be;**

- Witnesses to the good news of Jesus Christ.
- Active, engaged and socially responsible participants in a diverse and evolving world.
- Visionary thinkers who are passionate about life-long learning.
- On a journey of self-discovery, through service and love of others.

## Shared Provision

St Mary of the Angel's College has contributed to and benefitted from a unique partnership model of education since 1978.

In addition to forging partnerships with a range of community, sporting and cultural groups within the local region, and indeed further afield through the College's Year 9 immersion program, St Mary of the Angels is an active participant in a local education network of primary and secondary schools. This network is known as the Nathalia Learning Community.

Most notably, the College's partnership with the Nathalia Secondary College has enabled a broadening of the VCE curriculum both in terms of the range and number of classes it can offer students.

More recently, the opening of the Trade Training Centres has expanded VET options for our students, we currently offer a range of VET (Vocation Education Training) subjects offered across St Mary of the Angels, Nathalia Secondary College and St Augustine's Kyabram.

These partnerships have and remain vital for their contribution to the quality and range of education options we can offer students, which are comparable to schools much larger than ourselves.

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# Introduction

Today's students have a large number of choices and pathway options open to them in the current educational environment. At St Mary of the Angels we endeavour to meet the needs of all students where practical. To ensure this occurs, we have expanded our Senior School Program to include the Victorian Certificate of Applied Learning (VCAL), the Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and School Based Apprenticeships/Traineeships (SBAT).

These offerings are exciting as students can select courses and subjects that are not only engaging but relate to their own personal learning styles and possible future direction. With so much choice, however this can also be quite a bewildering and confusing time. Staff are available to support students in making an informed decision about their future pathway.

St Mary of the Angels College offers a comprehensive selection of VCE subjects for students. The VCE is regulated and overseen by an external organisation known as VCAA (Victorian Curriculum & Assessment Authority) which is in turn overseen by the Department of Education and Early Childhood Development. There are a number of regulations, procedures and protocols that underpin the school based curriculum. This booklet will provide information about some of these regulations, procedures and protocols so that students and their families are informed about specific requirements.

This booklet also contains information on alternate pathways that exist in the Senior School for students attending St Mary of the Angels Secondary College. These options include VET, School Based Apprenticeships/Traineeships and VCAL. The details given for each unit are as accurate as possible at the time of publication.

The most important aspect of subject and course selection is to ensure that you gather resources and make an informed decision. There are some key questions that you need to ask yourself:

- What subjects do I enjoy?
- What subjects am I best at?
- In what environment do I learn best?
- What subjects/experiences do I need to set myself up for the future?

The good news is that there are plenty of resources out there to help you on your journey. Some good ones include:

- Asking advice from Learning Advisor and current teachers about how they think you will cope
- Talking to current students who are experiencing programs you are considering.
- Talk to people who are already involved in the profession you are considering. These may be parents, family friends or members of your local sporting club.
- Go and visit the Pathways Team, Mr Barry Norton and Ms Sherry Atkins.
- University and TAFE Guides and course outlines.
- Thinking VCAL? Talk to Mr Barry Norton or Ms Melissa Knight our VCAL Leader.
- The Job Guide. Accessed at [www.jobguide.deewr.gov.au](http://www.jobguide.deewr.gov.au)

Make sure the information you are using is current.

It is also important to realise that once choices are made they can be reviewed, reworked and even changed. Nothing is set in concrete although change should not be an option when there is an individual lack of commitment and dedication.



## Catholic Education

Religious Education is a binding thread in the life and culture of St Mary of the Angels Secondary College. It is integral to the values and aims of the College and provides the students with an informed approach to encountering the world. Religious Education assists students in exploring and evaluating the Catholic message in relation to their own lives and how they will relate to the world in their life after school. The Religious Education curriculum is designed to offer a different perspective on our role and purpose in society and invites students to set their beliefs and goals accordingly. The intent of the curriculum is to encourage students to participate and engage, irrespective of their personal faith background.

Students in Year 11 must attend the Retreat camp at the beginning of the year and study one Religious Education subject in each of Semester One and Two. Year 12 students must attend the retreat and spirituality days in order to graduate. Students who are unable to attend these days will be required to complete a task relating to the spirituality day in their own time to satisfy the requirements of this program.

## Senior Learning Centre

### Study Periods

Students are expected to use the Senior Centre for Study periods. They have access to private study rooms with collaborative study areas. Students are not to leave the school during study periods. Any student found not using study periods effectively will be scheduled to sit in the back of a class ensuring their time is used efficiently.

### Lockers

Each student must use the locker assigned to them. Bags must not be taken to classes other than PE. Students must not visit their lockers between periods 1 and 2, 3 and 4 or 5 and 6. Students will be held responsible for damage to their lockers. Each student is provided with a lock from the date of enrolment and must keep their lockers locked at all times.

### Facilities available

Students will be provided with access to kitchen facilities where they will be provided with a fridge, microwaves, toasters and hot water. Food and drink may only be consumed in communal areas, not classrooms.

Students are responsible for keeping the area clean and tidy.

# Overview of VCE

## VCE Structure

The Victorian Certificate of Education (VCE) is a program designed to be taken over a minimum of two years. Each subject offered at VCE is broken up into 4 units

- Units 1 & 2 are normally taken at Year 11 and can normally be taken as single units.
- Units 3 & 4 are normally taken at Year 12 and are designed to be taken as a sequence.

## Study Designs

Each VCE subject has a syllabus described by the study design. This outlines the course content and can be downloaded from [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

## Course Timelines

Course timelines are provided by teachers for all Unit 1 - 4 studies. These timelines outline the expected content to be covered on a week by week basis and the timing of all assessments that contribute to determining whether a student satisfactorily completes a unit, in order to gain S (Satisfactory) or N (Not satisfactory) at the end of the unit.

Students are expected to use these course outlines to plan their work outside of class in order to ensure they are prepared for assessments. If students are absent from class, they are expected to use the timelines to keep up with the course content independently.

## Satisfactory completion of the VCE

To obtain a VCE certificate the student must obtain satisfactory results in 16 VCE units. These units must include:

- At least 3 units from the English Group (English, English Language, Literature or English as an Additional Language), at least one sequence of which must be from Units 3 & 4
- At least 3 sequences of Unit 3 & 4 subjects other than English.

In order to obtain a study score for a subject, students must complete both Units 3 & 4 and obtain a score for all assessment including examinations. To obtain an ATAR score students must successfully complete and have scored a Unit 3 & 4 sequence from the English group. An unscored VCE certificate can be issued to students who do not meet these requirements but have met the basic requirements of the VCE.

For satisfactory completion of a VCE unit, students must demonstrate they meet the unit outcomes as described in the study design. The decision about satisfactory completion of the unit is made by the teacher based on the student's performance in assessed work. If a student does not demonstrate satisfactory performance on a task, they will be given a second opportunity to demonstrate their knowledge and skills. This process is known as **redemption** and is outlined in *School based assessment* section of this Handbook .

To achieve an S for a unit, students must:

- Produce work that is clearly their own
- Produce work that demonstrates achievement of the outcomes
- Submit work on time
- Observe the VCAA and school rules (including attendance rules)



## Attendance requirements

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High levels of attendance are expected as well as active participation in learning. It is clear that high rates of attendance are an important factor in achieving high level learning outcomes.

All students are expected to meet the 80% class attendance requirement to be eligible for a satisfactory grade for a unit.

St Mary of the Angels Secondary College requires an attendance rate of 80% for all subjects to ensure an S result. An N result for poor attendance is at the discretion of the Senior School Team Leader who may take into account any extenuating circumstances surrounding attendance at school such as VET placement, serious illness etc. This decision will be made in conjunction with the subject teacher. Any student who falls below the 80% attendance rate will receive a formal letter indicating they may be at risk of an N result for that Unit.

## Study Scores

A study score is awarded if students complete a unit 3 & 4 sequence and obtain a score for at least two of the graded assessments. The study score is based on the standardised score for all graded assessments with different graded assessment being awarded different percentage contributions.

All students weighted totals are added up and ranked against all other students in the state taking that subject in the same year. These rankings are then placed on a normal distribution curve with the mean being set at 30. A study score of 30 is therefore the average study score for every subject.

For studies with more than 100 enrolments

- 2% of students will get a score on or above 45
- 9% of students will get a score on or above 40
- 26% of students will get a score on or above 35
- 53% of students will get a score on or above 30
- 78% of students will get a score on or above 25
- 93% of students will get a score on or above 20.

## Australian Tertiary Admission Rank (ATAR)

Everyone who completes the VCE and has received a study score for at least 4 subjects (including one from the English group) may apply to have their ATAR calculated. The ATAR ranks the achievement of all students in the state regardless of which subjects they have studied. The ATAR is expressed as the percentage of students in the state that the student has performed higher than. Hence the top ATAR possible is 99.95 indicating the student's results were better than 99.95% of the state.

To achieve this ranking the student's study scores are first scaled to account for any differences in the difficulty of a specific subject. The degree to which a subject has been scaled up or down in previous years can be found on the VCAA website under *Scaling Reports*. As the mean of all studies is set at 30 the study scores obtained by students in their other subjects is used to calculate the relative difficulty of each subject. A subject which is found to be relatively difficult will be scaled up and vice versa, a subject which is relatively easy will be scaled down.

The scaled study scores (called ATAR subject scores) are then aggregated by adding the total of the student's best score in any one of the English group plus the next best three subjects. If a student has undertaken a fifth and sixth study, then 10% of these study scores is added to the total. If a student has undertaken an additional study, the score for this can take the place of the sixth subject. The ATAR aggregate is a number between 0 and about 210.

All students with an aggregate score are then ranked on the basis of this score, and a percentage rank is applied to distribute students as evenly as possible over a 100 point scale. If more than one student achieves the same aggregate, they will receive the same study score. Where a student's ATAR is less than 30, it is simply reported as "less than 30" otherwise ATARs are reported as a numerical value up to 99.95 in increments of 0.05.

## General Achievement Test (GAT)

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The GAT is a test of general knowledge and skills in the areas of:

- Written communication
- Mathematics, science and technology
- Humanities, the arts and social sciences.

Students sit the GAT exam in June. All students who are undertaking a Unit 3 & 4 sequence in that academic year are required to sit the GAT. All students must attempt all parts of the GAT regardless of what other studies they are taking as part of their VCE program. No special study preparation is required for the GAT, but students are advised to look at previous GAT examinations to get an idea of the style and format of the questions.

**Performance in the GAT is used to help work out the student's exam mark if they are unwell and apply for a derived exam score. It is therefore important that *all students* try their hardest on all sections of the GAT.**

## Examinations

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The school will run internal examinations for Units 1 & 2 at the end of each semester. These examinations are designed to give students practice for Unit 3 & 4 examinations. Hence exams will be in a similar format to the ones students will sit in the following year and may be used by teachers to determine if students have met the unit outcomes.

For Units 3 & 4, there is one examination period per year in October to November. Performance and oral examinations take place in October. Written examinations run from late October to late November. The examination timetable will be published in May and will be made available via the Yearly Navigator and the VCAA website.

## Special provisions for Units 3 & 4

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Special provisions for school assessed coursework and external examinations are granted in cases where a student has an ongoing medical condition (physical or psychological), impairment or learning disability, or due to factors affecting their personal environment. Special provisions are granted following the guiding principles that:

- The provision should provide equivalent, alternative arrangements for students.
- The provision should not confer an advantage to any student over other students.

Special provision can include aide support, additional reading or writing time, the use of assistive technologies or rest breaks. Provisions for SACs and SATs will be decided in school by the Senior School Team Leader in accordance with VCAA guidelines. These special provisions are to be applied to every assessed piece of work undertaken by that student. Applications for special provisions for external examinations are made to VCAA early in the year in which a student undertakes a Unit 3 & 4 study.

If any student believes they qualify for special provisions they should find out more about the application process as early as possible by speaking to the Senior School Team Leader.

## Derived examination scores

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Where a student is unwell or has been affected by a physical or mental trauma (such as injury, death of a close relative, family breakdown) at the time of their examination, they may be eligible for a derived exam score. A derived exam score is calculated based on the student's performance in other graded assessments and the GAT. If a student was predicted to receive a higher grade based on these measures than they actually obtained, then their grade is adjusted upwards accordingly. A derived exam score never reduces the grade received.

The student's application for a derived exam score must be received by VCAA **within 7 days of the student's last exam for that examination period**. The application must be supported by documentation from a professional such as a medical doctor or psychologist. There is no guarantee that students will be granted a derived exam score so they are always encouraged to sit all examinations and to assume the mark they obtain will be their final grade. Students are responsible for all aspects of this application and may seek assistance from the Senior School Team Leader as needed.

Any student who has three examinations scheduled for one day will automatically receive a derived exam score for the third examination. In these cases there is no need to make an application to VCAA.

**If students believe they may be eligible for a derived exam score, they should speak to the Senior School Team Leader to find out more about the application process.**

# Australian Tertiary Admission Rank

## ATAR

The ATAR is used for selection purposes for entry into tertiary courses. It takes into account your score in Units 3 and 4 English or equivalent, as well as your best three other scores, plus 10% of your remaining scores. English and the best three other scores are known as the “primary four” studies.

The minimum requirements for university entrance are the satisfactory completion of the VCE and Units 3 and 4 of English. For most TAFE courses (Diploma level), the entrance requirement is the satisfactory completion of the VCE. Some, but not all courses, have specific prerequisites.

### Scaling: (a brief explanation)

The scores for all Units 3 & 4 studies (Yr 12 subjects) are standardized so that their average is 30 out of 50, but because some subjects are harder and some easier, study scores are then “scaled” by VTAC - the body processing applications to go to university - so that the ATAR score reflects the performance of the student. Students should not, however, expect that their overall ATAR would be affected by their choice of subjects.

An example showing an ATAR calculation								
Year	Study	Unit 3/4 Results	Study score	GA 1	GA 2	GA 3	Subject Score	2009 aggregate contribution
2009	English	SS	39	A	A+	A+	38.28	38.28
2009	History-Revolutions	SS	33	B+	A	B+	33.85	33.85
2009	Literature	SS	35	A	A	A	36.29	36.29
2009	Religion and Society	SS	36	A	A	B+	36.37	36.37
2009	Food Technology	SS	30	B	B	C	22.48	2.24
2008	Studio Arts	SS	34	B+	B	A+	29.43	2.94
Aggregate (truncated at 1 decimal place) =							<b>149.90</b>	
2009 ATAR =							<b>85.70</b>	

## GAT

### The GAT..... What is it?

The General Achievement Test (GAT), as its name suggests, is a general test - it's 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 and Technology
- Humanities, Arts and Social Sciences

All students enrolled in a Unit 3 & 4 subject must sit the GAT. Students who have previously sat the GAT (Year 11) still need to sit it again in Year 12.

### Why is it Necessary?

The results from the GAT will be used to monitor students' performance. They will be used to gauge whether schools are marking students on a fair and uniform basis. The VCAA has to be satisfied that an “A” awarded in one school means the same as an “A” awarded in another school.

# School Based Assessment

School Based Assessments are an important part of the VCE assessment. These include School Assessed Coursework (SACs) and School Assessed Tasks (SATs).

These assessments are one of the measures teachers use to determine whether to award an 'S' or 'N' for a unit. For unit 3 and 4 sequences the school based assessment also contributes significantly to the study score.

Students are expected to retain *all* work completed during a year until the end of the year in which the work was undertaken. Such work may be requested by the VCAA as part of the process of course sampling, or teachers may wish to review the work in order to check performance in school based assessments.

## Student responsibility for saving and printing work

When students use a computer to produce an outcome task, it is the student's responsibility to ensure that:

- There is a backup copy is kept in case of computer or printer malfunction or unavailability. Create a backup each time the file is edited and do not keep backups with the computer.
- Hard copies of the work in progress are produced regularly to meet authentication requirements (see *Authentication* section)

## School Assessed Coursework (SACs)

SACs are specific tasks that may take place over one or more lessons or be set for completion outside of class. A teacher will inform the class of the SAC at least 10 school days in advance. It is important that students are present in class for all SACs and submit all work by the set deadline. If a student is absent for a SAC, they must follow the procedure outlined later in this Handbook.

All Unit 3 & 4 SACs are subject to moderation by the VCAA and are a guide only.

## School Assessed Task (SATs)

SATs are set by VCAA to assess a particular set of practical skills and knowledge. They are marked internally using a set of criteria provided by VCAA and moderated to ensure the marking of all teachers is consistent. SATs are set in The Arts, Design and Technology subject areas. Teachers will inform students at **least one month** in advance of a proposed SAT by providing a copy of the criteria for assessment. It is expected that students will do work outside of class to complete the SAT. There will also be regular dates set for the teacher to review the student's work and check progress. It is important that all deadlines are met as late work will not be accepted.

**If a student is absent for any set deadline, they must follow the procedure outlined in this Handbook.**

## Reporting

For Units 1 & 2, S or N only will be reported to VCAA. In addition, St Mary of the Angels will:

- Issue a Learning Advisor Report to parents twice during each semester;
- Issue a report of school-assessed work and for St Mary of the Angels examinations, including grades and application to work to parents at the end of Semester One and Semester Two;
- Conduct Parent Teacher Interviews in both Terms 1 and Term 3.

For Units 3 & 4, 'S' or 'N' will be reported to the VCAA as well as the results of the School Assessed Coursework (SAC) and School Assessed Tasks (SAT) relevant to the particular study.



## Authentication of work

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Where assessed work is completed outside of class, it is the student's responsibility to ensure they keep a record of all sources used in the development of the work so the work can be authenticated. This includes books, websites and people consulted in developing the work. If a computer is used to present the work, students must also print out drafts regularly so the teacher can see the development of the work and be able to attest to its authenticity.

See the Authentication Panels section of this Handbook, which outlines how a suspected breach in assessment rules is addressed.

## Internal comparability of assessments

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Unit 3 & 4 coursework assessments are subject to statistical moderation. For moderation, the school's assessments are treated as a single group within any given subject, not as separate teaching classes. Where there is more than one class doing the same study, teachers are required to ensure a common understanding of the coursework and their approach to its assessment. The development of programs occurs in Professional Learning Teams in which all staff members are involved.

Recommended procedures to ensure this occurs includes:

- A common teaching program
- A common assessment program and grading scale
- Setting common coursework assessment tasks
- Cross marking of selected tasks, or of samples of student work.

While Unit 1 & 2 coursework assessment is not subject to statistical moderation, the requirements of internal comparability still apply.

## Assessment calendar

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The planned assessment dates for all VCE units are in an Assessment Calendar which will be accessible through the calendar function on SIMON. This will allow students to anticipate times when they might have multiple assessments and to plan their study accordingly. An assessment calendar for Units 1 & 3 will be provided by the subject teacher to students early in Semester 1 and a calendar for Units 2 & 4 early in Semester 2.

## Rescheduling an assessment

Where possible, students should be present in class for all deadlines and all graded assessments; however there may be times when they need to reschedule an assessment for a valid reason. In these circumstances, students are required to present supporting documentation. The form **Rescheduling a SAC/SAT** in the appendix is to be completed by students seeking to reschedule a SAC/SAT at Units 1 to 4.

If students know in advance that they will be absent, they must collect the form (Appendix 1) from their Senior School Team Leader and talk to the relevant subject teacher(s) at least 3 days in advance. The teacher(s) will check the appropriateness of the documentation provided and arrange a new date. The new date must be **within one week of the original assessment date** and may be before the scheduled date. This decision is at the teacher's discretion.

For an unplanned absence, students must collect a rescheduling form and talk to the teacher(s) on the day they return from their absence. The teacher(s) will check the appropriateness of the documentation and arrange a new date. The new date must be **within one week of the return from absence**.

Some acceptable reasons for rescheduling an assessment, and the appropriate documentation for students to include, are shown in the table below.

Reason	Planned or Unplanned	Documentation
School excursion including sports	Planned	Signature of teacher organising the event
Hospital Appointment	Planned	Copy of appointment letter / Medical Certificate
Illness	Unplanned	Medical Certificate
Family emergency	Unplanned	Statutory Declaration

If the absence is not authorised because the student has been unable to provide the appropriate documentation, students will be given a further opportunity to obtain an 'S' for the unit by undertaking a redemption task. This means the student will receive a reportable score of zero for the assessment, or part thereof, but is still able to use the assessment to demonstrate satisfactory completion of an outcome. For a SAC or SAT in Units 3 & 4, the score reported to VCAA will be zero.

## Extension procedures

Extensions of time will only be given under limited circumstances. Students are not permitted to resubmit work for the purpose of obtaining a new grade for an assessment task.

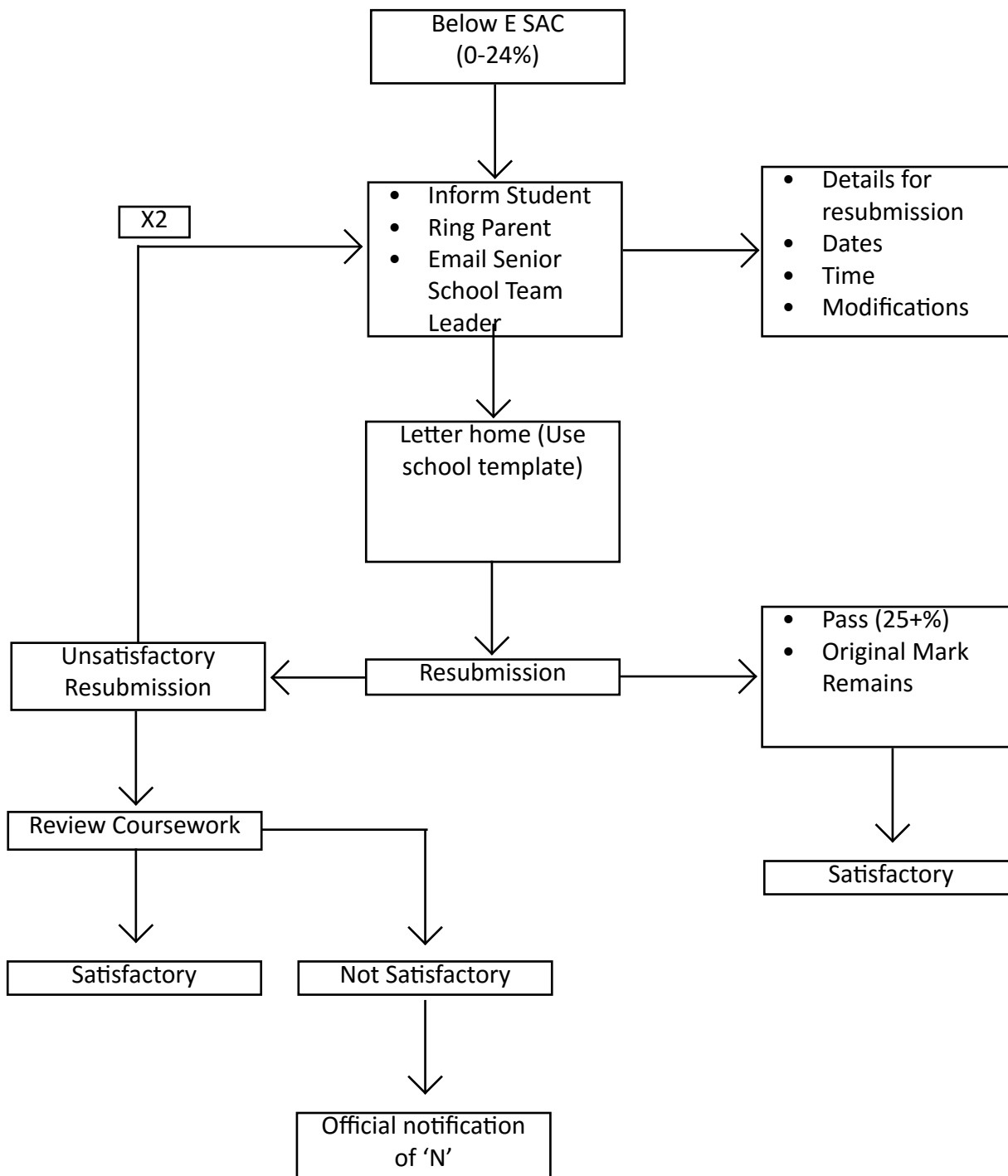
The process for requesting an extension is:

- Evidence in the form of a medical certificate or other official documentation must be obtained to justify the reason for requiring an extension of time.
- Student completes an Application for Extension (Appendix: 2) at least three days before the due date, if practicable and submits this to the subject teacher.
- Consultation will then take place between the student, subject teacher and Senior School Team Leader about whether a revised due date may be permitted.
- The subject teacher and Senior School Team Leader will then make the final decision and notify the student in writing.
- If an extension of time is approved, the work must be submitted by the agreed revised date and time.

## Below E SAC Result

If a student fails to demonstrate satisfactory completion of an outcome in an assessment task, they will be given opportunity to show that they can meet the outcome in order to gain S for the unit.

A score under 25% would be considered a non-satisfactory result and students would need to demonstrate satisfactory completion of outcome by some other means as determined by the teacher



## Authentication Panels

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Breaching the rules during a school based assessment is a serious matter and is treated as such. If there is doubt about the authenticity of a student's work, this will be investigated before the work is accepted for assessment. This may occur if the work:

- Is not typical of other work produced by the student
- Contains unacknowledged material
- Is inconsistent with the teacher's knowledge of the student's ability
- Has not been sighted during its development.

If a teacher doubts the authenticity of submitted work, they will first speak to the student and give them an opportunity to verify its authenticity. This might involve:

- Provision of evidence of the development of the work
- A discussion of the content of the work with the subject teacher
- Provision of samples of other work
- Completion of a supplementary assessment task related to the original assessment task.

If the work can be verified as being authentic the student's original work will be assessed and the mark recorded.

If verification cannot be assured, the student will be invited to attend an interview with a the subject teacher, a nominee of the Principal and the Senior School Team Leader. The student will be notified of the interview at least 24 hours in advance and may bring a support person with them to the interview. The role of the support person is *not* to advocate on behalf of the student. The purpose of the interview is to give the student an opportunity to respond to the allegation that a breach of assessment rules has been made. No other matters are to be discussed during this interview.

In cases where a student has been found to submit work which is not their own, the teacher will accept for assessment only those sections that can be authenticated. The student's mark on the piece of school assessed coursework will therefore be based only on those sections. Students will be given an additional opportunity to demonstrate satisfactory completion of the outcome where necessary via the school's redemption process. The student will be notified in writing of the decision within 14 days of the interview taking place.

## Appeals process

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Students have the right to appeal decisions about:

- Non satisfactory outcomes
- Unapproved absences
- Special provision
- Authentication
- Extensions
- Redemptions
- Other breaches of rules.

The general process for appeals is as follows:

- The student notifies the Senior School Team Leader of their intention to appeal in writing.
- A formal interview will be undertaken with a school based appeals panel.
- Composition of the panel will be the Principal or nominee, Senior School Team Leader and relevant teachers. The student may request a support person to be present such as a parent/guardian or friend.
- All deliberations will be documented and outcomes will be conveyed to the student in writing.

## Introduction

The handbook provides information for VCAL students and their parents. It covers Senior School policies and important information about VCAL studies.

Students and parents are encouraged to address any questions about these matters to a member of the Senior School staff.

## What is VCAL?

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for students in Years 11 & 12. VCAL is a recognised applied learning program for students who are interested in taking up a traineeship, apprenticeship, TAFE studies, University or employment after Year 12. VCAL gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Similar to the Victorian Certificate of Education (VCE), VCAL is an accredited secondary certificate.

The VCAL curriculum is based on outcomes and competencies which are evidenced through projects and practical applications both at school and within industry training.

It offers opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes.

The program design has high relevance to personal strengths, develops resilience, confidence and self worth, and strengthens connections with the community.

The VCAL curriculum is available at three levels – Foundation, Intermediate and Senior.

## Aims of the Qualification

The VCAL qualification aims to provide skills, knowledge and develop attitudes to enable students to make informed choices regarding pathways to work and further education.

The VCAL program pursues the development of knowledge and employability skills that help prepare the student for employment and for participation in the broader context of family, community and lifelong learning.

The development of knowledge and skills is targeted for each student so that they are able to make informed vocational choices within the specific industry sector and/or to facilitate pathways to further learning.



# Structure of VCAL

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## VCAL Subjects:

### Literacy Skills

Literacy Skills curriculum encourages the development of literary knowledge/skills, in the contexts of family, employment, further learning and community.

### Numeracy Skills

Numeracy Skills curriculum develops abilities to use workplace mathematical/numeracy skills related to design, measuring, time, travel etc.

### Work Related Skills (WRS)

School based projects focusing on enterprise, teamwork, communication, resume writing, job applications, researching industry areas, OH&S etc.

### Personal Development Skills (PDS)

Development of knowledge/skills that leads to the development of self, social responsibility, building community, civic responsibility and improving self confidence.

### Industry Specific Skills (ISS)

The development of skills, knowledge and attributes related to one or more vocational contexts in preparation for progression to further learning or employment. This may include VET Studies, School Based Apprenticeships/Traineeships (SBAT), work placement and/or school based training.

***Please note: Students are responsible for their own work placements.***

## Course Requirements at St Mary of the Angels

To be awarded a VCAL Certificate, students must successfully complete a combination of curriculum components drawn from VCAL units, VCE units and VCE/VET units or any other accredited Certificate at Level I, Level II or Level III Together these components make up a learning program for the student which is designed to comply with the following credit requirements.

### The Learning Program must:

Be made up of 10 credits

Contain curriculum components drawn from:

- VCAL Units
- VCE Units
- VCE/VET Units
- VET accredited curriculum. (One credit is awarded on successful completion of 100 nominal hours of accredited curriculum.)

## VCAL Assessment

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All VCAL Units are Competency Based. To be credited with a VCAL unit, a student must demonstrate competency in the Learning Outcomes required for that unit. A range of assessment methods are used. Any assessment given will take into account, and provide for recognition of prior learning. All competency based assessment methods must be flexible, valid, reliable and fair.

Assessment methods may include, but are not restricted to:

- Students' self-assessment
- Teacher observations/checklists
- Reflective journals
- Oral presentations
- Written text
- Physical demonstration of understanding
- Discussion
- Debates
- Role plays
- Folio of tasks
- Photo journals
- Performance of practical tasks
- Awards for recognised programs

Assessment of satisfactory completion of the VCAL unit will be based on the evidence that demonstrates that the student has completed the learning outcome(s).

### Folio of Evidence

A 'Folio of Evidence' must be submitted at the end of the year for verification of the evidence that demonstrates competency for each VCAL unit. It is the student's responsibility to assemble and maintain this 'Folio of Evidence' for each VCAL unit, by keeping and filing all pieces of work when it is assessed and returned to the student.

Assessment checklists will be issued from time to time to enable students to assemble and maintain their 'Folio of Evidence' for each VCAL unit.

A 'Folio of Evidence' should include:

- Assessment tasks
- Classroom learning activities
- Photo journal of activities
- Power-point presentations, posters
- School recognition of student participation, college newsletters, photographs
- Community recognition, newspaper articles, photographs, club activities
- Recreational/sporting club recognition, awards, activities, teams
- Awards
- VET - Statement of Attainment
- Any other documentation that highlights personal development or work related activities.

## School Based Apprenticeships/Traineeships (SBAT)

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The School Based Apprenticeships (SBAT) are supported and promoted by both the State and Commonwealth Governments. Under this scheme students are able to undertake at school the secondary school certificate (VCE or VCAL) while being in paid part-time employment and completing a nationally recognised Vocational Education and Training (VET) qualification. SBATs operate within the National Training Framework (NTF) and training packages are offered by Registered Training Organisations (RTOs).

St Mary of the Angels Secondary College has a number of students under contract to complete a School Based Apprenticeship.

They are open to students 15 years of age and over who are permanent residents of Australia.

The requirements are as follows:

- The student is enrolled at school.
- VCE/VCAL studies are selected and undertaken by the student.
- The student undertakes paid employment under some form of industrial agreement that recognises SBATs, such as a Federal Industrial Award or Australian Workplace Agreement.
- A training Contract must be registered with the Office of Training and Tertiary Education (OTTE), that includes the qualification and duration of training to be undertaken.
- A Training Plan must be signed with an RTO within three months of commencement of the SBAT.
- The school acknowledges and endorses the Training Plan by becoming a signatory to the Training Plan.
- A program leading to a nationally recognised qualification must be provided. Training and assessment are the responsibility of the RTO.

## Enrolment Requirements

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Before you can be enrolled for a VCAL Learning Program at St Mary of the Angels, you must:

1. Submit a written application to the VCAL Team Leader, outlining your interests in VCAL and the Vocational Education Training you wish to pursue.
2. Attend an interview to discuss your application and your future pathway options in the work place.
3. Plan of a Structured Workplace Learning Placement.
4. Acknowledge that the assessment procedure for VCAL units is based on demonstrating competency in the Learning Outcomes required for each unit.

## VCAL Progress

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The VCAL program spans the entire school year. The nature of the competency based assessment does not always fall into a clear semester length time frame. For some students, the VCAL program may be planned over two years or in some cases condensed into a short time frame provided all course requirements are met. To assist students to remain on task and assemble their 'Folio of Evidence' required for assessment, the VCAL program is segmented into cycles, arbitrarily one per semester. At the close of each cycle, students who are falling behind will be required to attend an interview with parents to discuss their progress.

## Frequently Asked Questions

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### **What is the number of Schools & number Students across the state completing VCAL?**

In 2014 approximately 450 schools offered VCAL to over 22,000 students

### **What do you get after successfully completing the VCAL?**

When you successfully complete your VCAL program you will receive a VCAL certificate for Foundation, Intermediate or Senior level, depending on the VCAL level you have been allocated. You will see a Statement of Results, listing all VCE, VET and VCAL Units, and a Statement of Attainment for any units completed at TAFE.

### **I have already started a VET certificate. Will this count towards my VCAL?**

Yes. You should speak to the VET or VCAL Coordinator to work out how much of your prior study counts towards your VCAL and to plan the remainder of your VCAL program.

### **I have already done a VCE subject. Will this count towards my VCAL?**

Yes, if you have an 'S' result for the VCE unit it will count towards your VCAL.

### **Can I swap to the VCE program if I change my mind?**

Yes. You should discuss with your VCAL Team Leader as you may be able to transfer credit for other units and modules completed as part of your VCAL.

### **Can I work part-time and/or continue an apprenticeship while enrolled in the VCAL?**

You can gain recognition and credit for part-time work while enrolled in VCAL. This work can include: parttime apprenticeship or traineeship, work placements or work experience.

### **Why would I choose to do the VCAL instead of the VCE?**

If you choose to do VCAL instead of VCE, you will gain practical experience and 'employability' skills, as well as the skills you will need to go onto further training in the workplace, TAFE or University.

The VCE is a good option for students who would like to go on to further education at university. However, you might feel that this is not the right option for you. Just like VCE, VCAL is an accredited senior secondary school qualification undertaken in Years 11 and 12. VCAL is based on hands-on learning, also known as "applied learning".

### **When can I do the VCAL?**

You can begin your VCAL program in Years 11 or 12.

### **How long would the VCAL take me to complete?**

Regardless of the VCAL level, your learning program would normally take one year to complete.

### **Can I get into university if I successfully complete the VCAL?**

Students planning to go straight into university usually follow VCE programs which allow them to gain an ATAR score from the Victorian Tertiary Admissions Centre (VTAC). If you are studying a VCAL program at Senior level and you decide that you might be interested in going on to university, check with your teacher or careers counsellor because it is possible that some universities will consider students with a VCAL Senior Certificate and a Certificate III for admission.

Entry straight from school is not the only route into university. Some people study a vocational education and training course at TAFE while working, perhaps leading to a Diploma or Advanced Diploma, and then decide that they would benefit from a university course.

### **What are my options once I have completed the VCAL?**

VCAL will give you practical work-related experience and a qualification that will be recognised by TAFE institutes, some universities and employers. Together these will help you move from school into work, an apprenticeship or traineeship and/or further study at TAFE or university.

VCAL students will continue to be eligible for the Academic Achievement and Encouragement Awards and are also encouraged to excel in their VET and Structured Work Placement programs. Students are also required to abide by St Mary of the Angels Secondary College rules and protocols as well as any additional expectations at their VET school and Structured Work Placement.

There are also the following additional requirements for the VCAL cohort:

## **Structured Work Placement**

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- Students are primarily responsible for obtaining a Structured Work Placement for each Semester. They are supported by the staff in the creation of a resume and the development of a range of techniques and skills for identifying potential employers.
- In discussion with staff, including the Careers Coordinator, **students are expected to negotiate who should approach potential employers.**
- Students are required to complete the Structured Work Placement Agreement with their employer and register the agreement with the VCAL Coordinator prior to the commencement of their employment.
- Students will participate in at least one Work Performance Review for each Structured Work Placement.

## What is VET?

VET requires students to complete a series of units or modules to obtain competency and a nationally accredited qualification. These units can be classroom and/or workshop based depending on the nature of the course. Some units can be very hands-on and all involve applied learning, which can be very appealing for some students, as the connection between the skills gained and the real world of work is strong.

Certificate level II, III or IV may be gained. (See the section Qualifications Explained for more detail).

There are over thirty VCE / VET programs to choose from.

At St Mary of the Angels the delivery of VET varies depending on the Certificate chosen. Some studies are offered on campus, others require travel to alternate RTO's like Gawne Aviation, GoTafe, Nathalia Secondary College or St Augustines, Kyabram. Some studies fall into the normal timetabled periods, some require a half day commitment, others a full day.

There are four ways to include VET as a part of your senior education.

### **VET Programs can contribute to VCE**

Students may do vocational training programs as part of their VCE. VCE VET will contribute towards satisfactory completion of your VCE and also give you a qualification that is recognised Australia wide. It can also lead to further training at TAFE, for example.

VCE / VET programs that have scored assessment in Units 3 & 4 can be included in the calculation of the ATAR.

### **As a part of VCAL**

Please refer to the previous section on VCAL.

### **As a part of a School-Based Apprenticeship or Traineeship**

Please refer to the section on School-based Apprenticeships and Traineeships.

### **For more information**

A program booklet for each VCE VET program is available at [www.vcaa.vic.edu.au/vet/index.html](http://www.vcaa.vic.edu.au/vet/index.html)

Where to now? A Guide to the VCE, VCAL and Apprenticeships and Traineeships for next year is given to all Year 10 students in August.



## FINANCIAL INFORMATION FOR PARENTS/GUARDIANS OF STUDENTS STUDYING A VET SUBJECT

- Should a VET student wish to exit his or her external VET course we must remind all parents/ guardians that there will be no refund on any fees paid from an initial course selected.

Equally important, should a student request to transfer into a new VET course during the same calendar year we must remind all parents/guardians that they will be financially responsible for any fees set down by the course provider. As these fees can be quite substantial, it is strongly recommended that both student and parents/guardians make an appointment to discuss this issue with your VET trainer or VET coordinator before any decisions are made.

- Should a student undertake a GoTafe or other (external provider) VET course it will be the responsibility of the parent or guardian to pay the cost of materials. The College will invoice the family the cost of the student's materials in the first week of March.
- Students undertaking a VET course that is offered inside the Trade Training Centre arrangement with Nathalia Secondary College, St Mary of the Angels Secondary College or St Augustine's Kyabram will pay the cost of materials. The College will invoice the family the cost of the student's materials in the first week of March.
- Students who wish to undertake a second VET course, regardless of course or location, will be charged cost of materials and a further surcharge of between \$200.00 and \$650.00, depending on the course.

## Qualifications explained

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**CERTIFICATE 1:** Basic skills and routine tasks are performed under direct supervision.

**CERTIFICATE 2:** Further skills and operational knowledge are developed under workplace supervision.

**CERTIFICATE 3:** Theoretical knowledge and skills are taught under limited supervision.

**CERTIFICATE 4:** Knowledge is broadened and analysed, with an introduction to the workplace.

**DIPLOMA:** Theoretical knowledge and substantial technical skills are developed, with increasing emphasis on analysis and planning in management solutions.

**ADVANCED DIPLOMA:** Skills are gained for a para-professional career, with specialist knowledge and principles consolidated.

**BACHELOR DEGREE:** Academic skills and techniques are developed and applied in a professional context, with research undertaken.

**GRADUATE DIPLOMA/CERTIFICATE:** Broadens existing knowledge gained at degree level.

## Structured Work Placement

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A structured work placement (SWP) involves students participating in specific tasks in the workplace as described in the VET in Schools program. Specifically, the structured workplace learning (SWL) program provides students with structured learning opportunities in a real or simulated workplace. The placement provides on-the-job training and mentoring that develops the student's technical and generic employability skills.

The SWP program can be arranged through the Pathways Team.

## Did You Know?

### All VET Courses require students to complete structured workplace learning.

Almost all VET students will need to complete Structured Workplace Learning during the school year. This can be a requirement of up to 446 hours over two years, in some cases. Discuss with your VET trainer how your selected subject area is affected by this requirement. Students sometimes use the following options to assist them with this aspect of their VET studies:

- students elect to use their work experience week to help them if/where practicable
- students use some of their term holidays to complete this part of their VET studies.

### All VET Courses incur extra costs- Know where you stand financially before you commit and start your VET studies.

VET courses incur costs extra to standard college enrolment fees. Apart from the VET enrolment fees extra costs may stem from the need to have textbooks, uniforms, or private tuition specific to the course of study, tools, excursions, etc. Please refer to the important financial information (on previous page).

### VET Courses can contribute to your ATAR Score.

VET courses can contribute to your ATAR score in one of two ways:

- Block credit – a 10% increment to the ATAR which is 10% of the lowest of the primary four scaled studied scores.
- Scored assessment – as one of the primary four scaled studies (course work at school and an end of year examination)

Please contact your provider or VET coordinator for more information.

### Credit towards the VCE

Students with full or partial completion of a nationally recognised Vocational Education and Training (VET) qualification may be eligible for credit towards the VCE.

Students are eligible for credit if they have completed, or are completing a nationally recognised VET qualification or school based apprenticeship/traineeship.

Credit will be available for full or partial completion of a nationally recognised qualification.

To be eligible for credit the student must be enrolled in the VCE. Students who have been enrolled in the VCE within the previous two years may also be eligible for credit.

## VCE/VET Programs with a Study Score

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The study score can contribute directly to the ATAR as one of the students primary four scaled studies or as the fifth or sixth study.

It is important to note that the Units 3 and 4 sequences of VCE VET programs are not designed as standalone studies. “Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2”.

The same assessment regime (i.e. scored coursework tasks) should be used for all students regardless of their senior secondary certificate enrolment.

Where a student does not wish to receive a study score or any grade for a VCE VET program, the school will need to enter ‘NA’ for the three tasks on VASS and that student does not undertake the examination.

Where a student elects not to receive a study score, no contribution to the ATAR will be available for the scored VCE VET program.

The following VCE VET programs have a study score available to students undertaking the relevant Units 3 and 4 sequence:

- Business
- Community Services
- Dance
- Engineering
- Equine Industry
- Furnishing
- Hospitality
- Information and Communications Technology
- Integrated Technologies
- Interactive Digital Media
- Laboratory Skills
- Music
- Sport and Recreation

## Block Credit Recognition

Students who undertake Vocational Education and Training (VET) or Further Education (FE) qualifications that are not included in the suite of approved VCE VET programs and School-based Apprenticeships and Traineeships may be eligible for credit towards their VCE. This credit is called Block Credit Recognition.

To be eligible for credit the student must be enrolled in the VCE. Credit will be available for full or partial completion of a nationally recognised qualification or state accredited curriculum, according to the guidelines below.

### Determining credit toward the VCE

Under Block Credit Recognition, credit toward the VCE is determined by the AQF level at which the units of competency/modules are recognised and the nominal hours of training completed.

The following guidelines apply:

- Attainment of units of competency/modules at AQF level II provides credit at Units 1 and 2 level.
- Attainment of units of competency/modules at AQF level III or above provides credit at Units 3 and 4 level.
- 90 nominal hours of training is required for each VCE Unit.
- The award of credit will take into account issues of duplication with other VCE studies or VCE VET programs and other VET undertaken by the student.

Where available, a Units 3 and 4 sequence will be awarded on satisfactory completion of 180 nominal hours at AQF level III, according to the guidelines above.

VTAC may award students who receive a Units 3 and 4 sequence through Block Credit Recognition a fifth or sixth study increment (10% of the lowest of the Primary Four scaled studies) towards their ATAR.

For students enrolled in a VET/FE program, the amount of credit they are eligible for will be calculated and recorded on VASS. It will specify the number and level of units and/or Units 3 and 4 sequences.

Where students apply for credit for training completed prior to the current year, decisions on the amount of credit granted will be made and recorded by the VCAA.

### Students with a current enrolment in VET/FE

Where students are completing training in a nationally recognised VET/FE qualification in the current year, they should be enrolled on Victorian Assessment Software System (VASS) in the certificate and all units of competency/modules expected to be completed in the current year only.

These students do not need to apply for credit as entry on VASS will calculate the level of credit students are entitled to, based on the rules above.

## What to do next

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### **1. Discuss your ideas with your parents.**

Chances are they will be footing the bill or providing transport so you need to discuss with them whether your choice is feasible and realistic.

### **2. See your VCE and VET Coordinators to discuss subject selections.**

You need to make sure you have the mix of subjects that suits you best and that will help you to get the most out of your senior years.

### **3. Make an appointment with the people who are going to be responsible for delivering your VET subject to discuss your options in more detail.**

Most subjects have specific study requirements and set modules of study. Your selected VET trainer knows what these are in much more detail than this document can accommodate.

Make sure you take the time to discuss the course in detail to save yourself the disappointment of making a selection that is not going to suit your long term plans and ideas.

### **4. Visit the Institution where your course is being delivered.**

This is time well spent. Familiarise yourself with the total environment including classrooms, facilities, transport and teachers. The environment in which a VET subject is delivered may be very different to that of St Mary of the Angels. Make sure you know what to expect before you commit and enrol.

### **5. Fill in the applicable form available from your VET coordinator.**

## Proposed VET offerings for 2020

(Subject to Change) Location (Refer to key below)

AGRICULTURE & HORTICULTURE	Agriculture	E
	Horticulture	E
AUTOMOTIVE		S
AVIATION		E
BEAUTY	Beauty Services	E
BUILDING TRADES	Bricklaying	E
	Building & Construction	S
	Electrical	K
	Furnishing (Cabinet Making)	E
	Plumbing	E
BUSINESS	Business	E
	Business Administration	E
CHILDREN'S SERVICES	Child Care	E
COMPUTERS	CISCO CCNA	E
COMMUNITY SERVICES	Community Services	E
	Community Services Work	E
CREATIVE INDUSTRIES	Media	E
DESIGN FUNDAMENTALS		E
EDUCATION SUPPORT		E
ELECTRO-TECHNOLOGY		K
ENGINEERING		K
EVENT MANAGEMENT		E
HAIRDRESSING		S
HEALTH	Allied Health	E
	Health Services Assistance	E
	*Enrolments close - end of Aug each year	
HOSPITALITY	Kitchen Operations	S
LANDSCAPING		E
MUSIC	Music Industry Foundation	S
PLUMBING		E
SPORT	Sport & Recreation	E

C – Correspondence Course

S – Offered on site at St Mary of the Angels or Nathalia Secondary College

K – Offered at St Augustine's Kyabram with transport provided

E – Offered by an external provider. Students will need to provide their own transport.

OE - Offered by an external provider. Online course, compulsory workshops, various sites, during holidays.

## Driving to School

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Students are actively encouraged to use the school bus system. Students who need to drive to and from the College due to unusual circumstances must apply for permission to do so from the relevant Senior School Team Leader. The following stipulations apply:

1. The make, model, colour and registration number of the vehicle is to be provided to the Senior Team Leader (Appendix 3).
2. The car may only be used as a means of transport to and from approved school activities at the beginning and end of the school day. **Under no circumstances are vehicles to be used during school hours.**
3. The car must be parked in the designated parking area.
4. It is understood that St Mary of the Angels takes no responsibility for the students as they travel to and from the College in their own vehicle.
5. Keys are to be handed into the Senior School Team Leader at the beginning of each day
6. Any student found in breach of their agreement will have driving permission terminated and be required to use the college bus system.
7. There are to be no other passengers driven to and from St Mary of The Angels Secondary College. Parental permission is required for siblings to be passengers.

## Course and Career Services

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The Careers counsellors are available throughout the year to provide information and advice about subject choice and post-school options. Individual interviews are available at any time and students are encouraged to take advantage of this opportunity.

The Careers office has a comprehensive collection of career pamphlets and an up-to-date set of university and college handbooks. The career counsellors also assist with preparing students for entrance interviews for various tertiary courses.

The office provides the latest information on all university and TAFE courses and the subjects required. A program of visiting speakers is arranged throughout the year. Small group excursions to tertiary institutions and workplaces are also organised to provide students with hands-on knowledge and experience.

Details are posted on SIMON and in the careers newsletter.

## Open Days

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Most tertiary institutions hold Open Days during the year, usually in the months of July, August or September. A comprehensive guide of all open days will be made available to all Senior Students. Students are encouraged to attend as many of these days as possible. They have proven to be an invaluable as a source of career and tertiary education advice.

## Scholarships and Special Consideration

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Scholarship information is available on institution websites and a table of scholarships available across Australia will be located in the Careers Office.

Students eligible to apply for Special Consideration (SEAS) must apply via MyInfo (VTAC website). If assistance is required please contact the Careers Office. Note that the closing date for scholarship and special consideration via VTAC is early October.

While the College provides information and assistance, each tertiary applicant is responsible for timely application and provision of supporting information for their applications.

## Victorian Tertiary Admissions (VTAC)

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Most applications for admission to tertiary institutions in Victoria are processed by VTAC. Applicants may nominate up to twelve course preferences. Year 12 students register their preferences through MyInfo on the VTAC website. A comprehensive VTAC guide providing details of all tertiary courses in Victoria is made available electronically to all Year 11 & 12 students in Term 3.

Information about the tertiary entrance system will be provided to students by the Careers Office at the beginning of August each year.

## University Clinical Aptitude Test (UCAT)

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Students who wish to study Medicine and some Health Sciences (Dentistry, Physiotherapy, and Pharmacy) must undertake the UCAT. Most medical faculties around Australia require students to sit the UCAT to be eligible for consideration for medical studies. Details are advertised at St Mary of the Angels and students must be aware of the requirements and dates for the examination. Previously this was known as UMAT.

## Applications to Interstate Universities & Colleges

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Details of each States application process can be found in the VTAC Guide or online. Note that some courses have early closing dates. If interested check with the Careers Office.

## Information regarding Residential Colleges

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The Career Counsellors are happy to assist students in this process. Applications are online. Representatives from La Trobe University, Monash University, The University of Melbourne residential colleges and other universities are invited to speak to interested students in Term 2 and 3.

## VCE Results and Offers

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The Career Counsellors offer advice and assistance during Change of Preference week after VCE results are received. During this time students can adjust their preference list.

Tertiary offers are made in mid-January. Students receive these offers online and in the mail. Details regarding posting of offers, irregular offers, enrolment and deferment are described in the VTAC Guide.

## References

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Students may request a reference from any member of the College Staff, however the Senior School Team Leader is responsible for the preparation of a student's official College reference. If a student wishes to give the name of a teacher as a referee to a potential employer, they must consult with that person beforehand. If a student requires an official College reference, they should arrange an appointment with their homeroom teacher or Learning Advisor to review their school record.



# Useful Websites

VTAC

[www.vtac.edu.au](http://www.vtac.edu.au)

My Future

[www.myfuture.edu.au](http://www.myfuture.edu.au)

Year 12 What Next?

[www.year12whatnext.gov.au](http://www.year12whatnext.gov.au)

Skills Info

[www.skillsinfo.gov.au](http://www.skillsinfo.gov.au)

# Appendix 1: SAC/SAT Reschedule

This form must be completed for all SACs that are rescheduled and SATs where an extension of the submission date is granted.

Student Name:	Date(s) of Absence:
Homeroom:	

## A. Planned Absences.

This section must be completed at least **3 days advance** of the SAC/ SAT date for any planned absence. The rescheduled date must be within one week of the original planned date and may be earlier at the teacher's discretion.

<p><b>School Events</b></p> <p><b>Excursion:</b> Subject: Unit:</p> <p>Signature of approving staff member</p>	<p><b>Other reasons</b></p> <p><input type="checkbox"/> <b>Medical appointment</b> Attach copy of appointment letter</p> <p><input type="checkbox"/> <b>Family emergency</b> Attach Statutory Declaration or other supporting document</p>
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## B. Unplanned Absences

This section of the form must be completed within **two days** of a student returning to school following an unplanned absence. The rescheduled date must be within one week of the student's return from absence

<p><b>Medical</b></p> <p><b>Absent Unwell</b> Attach original medical certificate.</p>	<p><b>Other Reasons</b></p> <p><input type="checkbox"/> <b>Family emergency</b> Attach Statutory Declaration or other supporting document</p> <p><input type="checkbox"/> <b>Other reason</b> Attach Statutory Declaration or other supporting document</p>
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## ABSENCE APPROVED BY

Absences can only be approved by a Deputy Principal or Senior School Team Leader

## RESCHEDULED SAC/ SAT DETAILS

Reschedules should only be set once the absence has been approved.

Date: \_\_\_/\_\_\_/\_\_\_ Time: \_\_\_am/pm Approved by subject teacher: \_\_\_\_\_

Parent Name:	Date:
Parent Signature:	Student Signature:

Please ensure you attach any of the required documents.

Office Use Only

- Subject Teacher notified - email
- Student notified - email

## Appendix 2: SAC/SAT Extension request application

Student Name:	Date(s) of Absence:
Homeroom:	

### Reason for extension request

Extensions can only be applied for in limited and exceptional circumstances where circumstances outside of your control have had a significant impact on your ability to complete school work

#### Medical

##### Long term illness (chronic or acute)

Attach original medical certificate

#### Other Reasons

##### Difficult family situation

Attach Statutory Declaration or other supporting document

##### Other reason

Attach Statutory Declaration or other supporting document

Assessment tasks included in this application

Reschedules should only be set once the absence has been approved

Subject & Outcome	VCE Unit (1,2,3,4)	New Date	New Time

### Student Declaration

I am applying for an extension because

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I recognise that the subject teacher and Deputy Principal or Senior School Team Leader will make the final decision about whether to grant an extension of time. I understand and accept that if my application for extension of time is not granted in writing, then I will be expected to submit/sit the assessment task on the date originally indicated. If I fail to do so, I will receive an NA for the task and will have to submit/sit a redemption task.

**Student signature:**

**Date:**

Extension Approved

Not Approved

By \_\_\_\_\_

**Extensions can only be approved by an Deputy Principal or the Senior School Team Leader**

Please ensure you attach any of the required documents.

Office Use Only

Subject Teacher notified - email

Student notified - email

## Appendix 3: Permission to Drive Form

Dear Parent/Guardian

Your child has requested permission to drive their vehicle to and from St Mary of the Angels. Please read the following conditions, fill out the attached form and return it to the General Office.

- The car may only be used only as a means of transport to and from St Mary of the Angels at the beginning and end of the school day.
- The car must be parked in the designated parking area of The Uniting Church in Chapel Street. Cars are not to be parked elsewhere.
- It is understood that St Mary of the Angels is in no way liable for the students as they travel to and from the college.
- Keys are to be handed into the Senior School Coordinator at the beginning of each day
- Any student found in breach of their agreement will have driving permits terminated and be required to use the College bus system.
- There are to be no other passengers driven to and from St Mary of The Angels Secondary College. Parental permission is required for siblings to be passengers.

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

**Car Make:** \_\_\_\_\_

**Car Model:** \_\_\_\_\_

**Car Colour:** \_\_\_\_\_

**Registration Number:** \_\_\_\_\_ **Licence number:** \_\_\_\_\_

I do/do not give permission for the following siblings to be driven to and from St Mary of the Angels.

Name/s: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I have read the above conditions and give permission for my son/daughter to drive to and from St Mary of The Angels Secondary College.

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

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

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

## Appendix 4: Attendance Policy

Dear Parent/Guardian,

I am writing to express concern about the academic progress of your child as a result of ongoing absences from school.

Daily school attendance is important for all children and young people to succeed in education and ensure they do not fall behind socially, academically and developmentally.

St Mary of The Angels Secondary College requires an attendance rate of 80% for all subjects to ensure a Satisfactory 'S' result. A Not Satisfactory 'N' result for poor attendance is at the discretion of the Senior School Team Leader who may take into account any extenuating circumstances surrounding attendance at school such as VET placement, serious illness etc. This decision will be made in conjunction with the subject teacher.

As of the date of this letter, your child's attendance rates that are of concern are listed below.

Subject	Attendance Percentage	Subject Teacher

If you have any concerns please do not hesitate to contact the Senior School Team Leader or subject teacher at the College on 5866 2222.

**Michaela Brooks**

**Senior School Team Leader**

**Subject Teacher**



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