



SWINBURNE
SENIOR SECONDARY COLLEGE

VCE, VCAL and VET Student Handbook 2021

Swinburne Senior Secondary College (SSSC) Website

Our website contains a range of helpful information for students, parents/guardians and teachers. Check www.sssc.vic.edu.au for current student timetable and attendance, college events, college information, newsletters, careers information and more. Alterations/updates to this information in this handbook may also be accessed from this site.

BELL TIMES

Monday Tuesday Friday		Thursday	
WARNING BELL	8.40am	WARNING BELL	8.40am
PERIODS 1-2	8.45-10.35am	PERIODS 1-2	8.45-10.35am
RECESS	10.35-11.00am	MENTOR GROUP	10.35-10.55am
WARNING BELL	10.55am	RECESS	10.55-11.20am
PERIODS 3-4	11.00am-12.50pm	WARNING BELL	11.15am
LUNCHTIME	12.50-1.35pm	PERIODS 3-4	11.20am-1.10pm
WARNING BELL	1.30pm	LUNCHTIME	1.10-1.55pm
PERIODS 5-6	1.35-3.25pm	WARNING BELL	1.50pm
DISMISSAL	3.25pm	PERIODS 5-6	1.55-3.45pm
		DISMISSAL	3.45pm

Last day of term	
WARNING BELL	8.40am
PERIODS 1-2	8.45-10.15am
RECESS	10.15—10.35am
PERIODS 3-4	10.40am-12.10pm
LUNCHTIME	12.10-12.55pm
WARNING BELL	12.55pm
PERIODS 5-6	1.00-2.30pm
DISMISSAL	2.30pm

PUNCTUALITY

Late arrival to class is discourteous and interrupts the learning of others.

Regular lateness will significantly reduce attendance figures and the ability to satisfy the requirements of a subject.

Consequences:

- 5 minutes or more late-student will be marked late for that period
 - 20 minutes or more late – student will be marked absent for that period
 - Out of class for 20 minutes or more – the student will be marked absent for that period.
- Students are expected to redeem classes for which they are marked absent.

Important Staff To Know

Principal	Michael O'Brien
Assistant Principal	Robert Lewkowicz
School Improvement Manager	Joel Guye
Year 11 Manager	Roy Menegas
Year 11 Assistant Manager	Amanda Nunn
	Lee Appleton
Year 12 Manager	Gita Menon
Year 12 Assistant Manager	Meiki Apted
	Maddie Cole
VCAL Manager	Belinda Alexandrovics
VET Manager	Gail Bailey
Wellbeing Manager	Elizabeth Reardon
Assistant Wellbeing Managers	Kate Foster
	Ariela Nucci
VCE Manager	Glenn Morris
Careers and Pathways Advisor	Amanda McMahon
Community Nurse	Fiona Keech

Students: What to do if...

1. You are absent from school

Have a parent or guardian, notify the school using Compass School Manager or phone your Mentor, before school on the morning of the absence to explain the reason for your absence. It is expected that where classes are missed, students will arrange with the teacher concerned to make up time on Wednesday.

2. You have missed a SAC

If absent on the day of a SAC you will need to present appropriate documentation to the VCE Manager (Year 12) or Mentor (Year 11) to ensure the SAC is scored. (See VCE Policy). Students must complete SACs at the next opportunity determined by the teacher.

3. You will be absent from school in the future

Provide a note to your Mentor detailing your intended absence. See your Year Level Manager if the absence will be more than a few days. See the teachers of any classes you will miss to collect the work you will need to keep up to date and any other information they need to give you.

4. You need to leave school early

Where possible provide a note from a parent or guardian to be shown to any teacher whose class you will miss. Before leaving you must sign out at the General Office.

5. You feel unwell at school

If feeling unwell you should tell your class teacher who will direct you to the Sick Bay via the General Office. You must see a senior member of staff to be signed into the Sick Bay and you should not leave before checking with that person. If necessary, parents can be called to arrange permission to send you home or, if urgent, a visit can be organised to the nearby Swinburne University of Technology Health Service.

6. You lose some property at school

Check with the Assistant Principal and General Office.

7. You are unable to complete set work by the due date

In managing your VCE studies it is important not to fall behind with due work. If you are unable to complete a task on time, bring a note explaining the circumstances, signed by a parent or guardian, to the teachers of any classes affected. In the case of SACs or SATs see the college VCE Policy.

8. You are harassed or bullied

Report it to your Mentor, Year Level Manager, Assistant Principal or any teacher with whom you feel comfortable. Reports will be treated seriously. The college has a no tolerance policy on bullying and harassment and is very successful in stopping it when we know of it. Parents are encouraged to contact the Year Level Manager or Assistant Principal if they suspect bullying or harassment.

9. You leave an item on a tram or train

Call the lost property sections of the transit operators. The number for trains is 9610 7512 and for trams 1800 800 166.

10. You've got a problem. Who do you see?

All teachers are happy to help and most issues can be sorted out very quickly, if we know about them. In the first instance you should talk to your Mentor. You will be meeting regularly on Thursdays with your Mentor who will also usually be one of your teachers. Your Mentor's job is to work with you to make sure you are developing your skills to get the best out of your VCE. For some issues your Mentor will refer you to one of our Student Management Team, who share responsibility for all student matters, including your welfare, programs and assessment.

The Student Management Team is:

- Student Managers Year 11 & Year 12 – located on the ground floor of the Main Building
- Student Manager Wellbeing – located on the first floor of the Main Building.

General Information

Compass School Manager

Every student, teacher and parents/guardians have access to this system which allows and provides access to:

- news and upcoming events
- online viewing of class attendance
- access to excursion permission forms
- payment of school fees and voluntary contributions
- access to class resources
- ability to upload and submit assignments
- booking of events
- payment of excursions
- access to student reports and p/s/t conferences

It is important that students login regularly to the portal to ensure they are up to date with upcoming school events and deadlines.

To login to Compass School Manager click the link from the SSSC website.

Use of Wednesdays

Wednesdays are kept clear of most scheduled classes to enable the operation of a number of important college activities including:

- student attendance at VCE/VET programs

- student attendance at School Based Apprenticeships
- assessment tasks, one on one tuition, tutorials and rehearsals
- information sessions, guest speakers, excursions, etc.
- access to college facilities in order to develop skills, prepare for assessment tasks and complete projects.

Students should not schedule work or other commitments on Wednesdays and be prepared to attend school as required.

Centrelink Youth Allowance

Centrelink Youth Allowance is a payment to assist young people who are either studying or looking for work.

Youth Allowance is for full-time students aged between 16 and 24 years.

To qualify for Youth Allowance families must meet a Parental Means Test.

Please note that the College is asked to complete regular attendance reports regarding Centrelink Allowance recipients. Students whose attendance is poor will be required to reimburse Centrelink.

For further details see the Student wellbeing Manager or contact Centrelink on 13 2490.

Careers

The school has a Careers and Pathways Advisor who can assist students in the following areas:

- advice on careers choice and course selection
- information on life at secondary school
- assisting students with resumé writing and job applications
- organising work experience.

For further details see the Careers and Pathways Advisor located in the office adjacent to the Student Lounge.

Counselling and Support

Student counselling and support is available from the Student Wellbeing Manager.

Further detailed information regarding support services is located elsewhere in this handbook.

Library

The library is open between 8.30am and 4.30pm.

Public Transport

Swinburne is well served by trains, trams and buses. Students having any problems with finding appropriate transport to school should see the Assistant Principal.

Photocopying and Printing

Students have access to colour and black and white printing and photocopying in all major areas of the school. Credit can be established using your college id card at the Compass kiosk.

Car Parking

There is no provision for the parking of student vehicles on school property at any time. All day parking is available at the university car park at the corner of George and Henry Streets for \$5.50 per day.

Mobile Phones

The Victorian Department of Education and Training (DET), through a Ministerial Order, has banned the use of mobile phones by students in all government schools from the beginning of Term 1 2020.

The Department of Education and Training requires each school to have a policy regarding student mobile phone use. Our school policy, aligned to DET's policy is available on our website. All students should make themselves familiar with this policy.

General Office

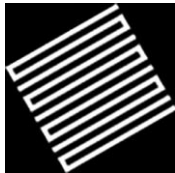
Various fees and charges may be paid and visual diaries, photographic and other materials purchased.

Out of Bounds Area

To assist the amenity of our neighbours, students are not to gather at any time in George Street (beside the railway line at the rear of the Art Centre) or at the entrances to the university.

Valuable Items at School

Students are discouraged from bringing valuable possessions or large sums of money to school, and are advised to keep wallets/ purses with them at all times. The College can take no responsibility for the safety of such items.

The College Logo

The College logo was designed by Alex Ward, a former student of the college.

The design incorporates the first letters of the name of the school: SSSC.

It represents the journey to completion of senior secondary education, in terms of the many challenging and exciting choices available to young people at Swinburne Senior Secondary College.

School Map

Support Services For Students

Student Wellbeing Program

The Wellbeing team at Swinburne aim to support students in remaining engaged and active in their chosen course of study. We support students through a number of initiatives including the following:

- WELLBEING sessions that will take place in Term 3. They will explore topics such as managing anxiety, procrastination, avoidance, dealing with conflict and sleep.
- Referrals to address support and information in relation to understanding Centrelink, financial aid, legal support, housing options, etc.
- One-on-one support for students who may at times struggle to remain engaged and connected. This involves working with a student to develop strategies to manage their program.
- Special Exam arrangements.

Swinburne has a team of people working to promote student wellbeing. These include the Student Wellbeing Manager and Assistant Wellbeing Managers, Year Level Managers and Mentor teachers. The Student Wellbeing office is located on the first floor of the Main Building, opposite Room 13. If the room is unattended slip a note under the door with your contact details and a wellbeing teacher will contact you.

If you are experiencing stress due to the pressures of completing your final years of schooling there are a number of practical things you can do:

- Understand that many students feel stressed at this time
- Ask your friends, family and teachers to support you
- Read the section on Stress Management in this diary
- Seek help through your Mentor, the Student Wellbeing Managers, parents/guardians, your doctor or a teacher you feel comfortable talking with.
- There is also help available through the Internet. Sites that some people have found helpful are:

www.eheadspace.org.au

www.beyondblue.com.au

www.reachout.com.au

Study Support Centre

- Study support is available for students in the Study Support Centre located in the library. Support is flexible – it can be for planning, homework or getting started on a particular task; or helping with organisational skills.
- Students should contact the Study Support Manager to arrange a time.

Swinburne University Of Technology Health Service

This service provides access to doctors – Medicare & Medibank Private bulk billing.

Nurses are available from 9.00am – 5.00pm to give first aid and advice on a broad range of medical issues.

Location: Level 4: George Swinburne Building: 34 Wakefield Street, Hawthorn 3122

Phone: 9214 8483

Other local services located in the area for students include

Access Health

378 Burwood Road, Hawthorn, PH: 03 9818 6703

Services include:

- GP (bulk billing) – just need Medicare card
- Alcohol and drug services
- Material Aid support

360 Youth Resource Centre

Hawthorn Town Hall, Level 1, 360 Burwood Road, Hawthorn, PH: 9835 7824

Services include:

- Drop in centre - open 10am to 6pm, Monday to Friday.
- Access to study space, access computers and free wifi or just hang out.
- Youth workers
- Material Aid support

Headspace Hawthorn

Hawthorn Town Hall, Level 1, 360 Burwood Road , Hawthorn, P: 9006 6500

Services include:

- GP (doctors) + Sexual Health
- Mental Health + General Counselling
- Alcohol and other Drug Support
- Education and Training Support
- Housing Support

Student Code of Conduct

We expect that all students at the college will display the following appropriate conduct and attitudes:

- Respect for the physical and emotional wellbeing of others
- Respect for the physical environment
- Commitment to positive participation in regularly attended classes
- Cooperation with other students and teachers
- Commitment to working to the best of one's ability
- Allowing others to work without distraction
- Bringing necessary equipment
- Submitting required work by the due date
- Punctuality
- Honesty
- Courtesy.

Review meetings of student attendance, progress and conduct are held regularly.

At Swinburne we are preparing young people for their place in the larger society and it is expected that students will abide by the laws of society both at school and out of school.

Unacceptable conduct includes the following:

1. Acts or threats of violence directed at students or teachers.
2. Vandalism, graffiti, taking, interfering with or damaging college or another person's property.
3. Verbal abuse, bullying (verbal, electronic or physical), racial intolerance or sexual harassment, either personally or electronically conveyed, by word or image.
4. Conduct which damages the learning environment of others.
5. Attendance at school while in the possession of, or under the influence of drugs or alcohol.
6. Possession of offensive weapons or other dangerous objects.
7. Smoking within the school grounds or within sight of the school.
8. Riding of skateboards within the school grounds. Skateboards must be handed to the Assistant Principal for safe-keeping or stored in a locker.
9. The transport of other students in private vehicles in connection with any school program or function, whether inside or outside of normal school hours.

The management of the following will be dealt with by teachers:

1. Appropriate footwear must be worn, particularly in technology and other practical studies.
2. Personal music systems may be used only with the permission of the classroom teacher.
3. Breaches of the school's mobile phone policy.

Serious breaches of conduct will be dealt with in accordance with the DET policy.

Drug Policy

How will the college deal with drug use?

Smoking

In accordance with DET policy, smoking is not permitted in school buildings or grounds or within 4 metres of any entrance to the school grounds.

From 13 April 2015, smoking is banned within four metres of an entrance to all primary and secondary schools in Victoria, and within the school grounds, under an amendment to the Tobacco Act 1987. A similar ban applying to the entrances and grounds of Victorian childcare centres and kindergartens is also in place.

The smoking ban applies to:

- anyone present on school premises during and after school hours including students, teachers, contractors, parents/ guardians or the wider community, such as sporting groups.
- all activities that take place on school premises including pre-schools, kindergartens, outside school hours care, cultural, sporting or recreational activities and school fetes.

The smoking bans aim to:

- protect the community from exposure to second-hand tobacco smoke
- further de-normalise smoking in the community. The more people see smoking in public places, the more they will tend to think smoking is okay, rather than harmful
- support people who have quit or are trying to quit smoking

The maximum penalty for someone breaking this law is five penalty units, with an infringement penalty of one penalty unit. As of 1 July 2014, a penalty unit is valued at \$147.61

Cigarettes (including e-cigarettes)

In accordance with DET policy, students are not permitted to:

- leave the school during school hours to smoke cigarettes
- smoke cigarettes in the school
- smoke within four metres of the school grounds

Consequences of breaking these rules:

- students who are smoking will be asked to move away from the school
- students who do not comply with the above will be reported to the Year 11 or 12 Student Manager
- parents/guardians may be contacted
- the student may be referred for counselling
- the student may be suspended in accordance with DET policy.

Alcohol

In accordance with DET policy, students are not permitted to:

- enter a hotel or bottle shop during school hours (8.30am to 3.45pm)

- be in the presence of students/others drinking alcohol during school hours
- leave the school during school hours to consume alcohol
- enter the school under the influence of alcohol
- bring alcohol into the school.

Consequences of breaking these rules:

- the student will be reported to the Year 11 or 12 Student Manager
- a student who is suspected of consuming alcohol will not be permitted in class
- parents/guardians will be contacted
- the student may be referred for counselling
- the student will be suspended in accordance with DET policy.

Illegal Drugs

In accordance with DET policy and the law, students are not permitted to:

- leave the school during school hours to consume illegal drugs
- be in the presence of students/others taking illegal drugs during school hours
- attend school while under the influence of illegal drugs
- bring illegal drugs into the school
- accept or distribute illegal drugs at school.

Consequences of breaking these rules:

- the student will be reported to the Year 11 or 12 Student Manager
- a student who is suspected of consuming illegal drugs will not be permitted in class
- parents/guardians will be contacted
- the student may be referred to the Student Wellbeing Manager for counselling
- the student will be suspended in accordance with the DET policy.

Student Engagement Policy Guidelines

- a suspended student will not be re-admitted to school until proof of attendance at appropriate counselling has been provided
- a student bringing illegal drugs into the school and/or distributing illegal drugs at school will be reported to the Police by the Principal, will be suspended and may be asked to leave the school.

Any student with a potential drug or alcohol issue will be referred to the Student Wellbeing Manager.

Computer Provision: Acceptable Use Policy

This policy covers all computer use by students, staff and visitors.

Computers are provided for all students who wish to use one. They are also available for student use in the library and, by negotiation with the teachers responsible, computer labs. Students wishing to use computer facilities when a class is using them should ask permission of the teacher in that lab. It is important to respect the needs of the timetabled class.

Swinburne Senior Secondary College recognises that computers are an important and integral part of the learning process. The teaching, learning and study needs of all staff and students are the primary consideration in this acceptable computer use policy.

Equity of access, safety and consideration of the rights and feelings of others are the key aspects of this acceptable use policy. Courtesy and consideration for others is paramount. Computer use must, at all times, be lawful.

Acceptable Use

All staff and students are entitled to feel safe and to work in an environment where their individual rights are respected.

Swinburne Senior Secondary College Internet access is provided by our internet service provider. We have agreed to abide by the guidelines provided to us within the contract agreement with this provider. By observing the guidelines below you will respect this agreement, as well as DET guidelines.

- Use of college computers, whether at school or elsewhere should reflect favourably on the college and its aims.
- Computers may not be used for any unlawful or fraudulent activities. This includes copyright infringements and cyber bullying.
- Computer users may not download, transmit, or display on any screen, material which may cause embarrassment or offence to others.
- All users are advised that their personal folder will be regularly monitored. Therefore under no circumstances should passwords be shared.
- A limit is set for student folders on the curriculum system. Students requiring additional capacity should see the Assistant Principal. This will only be considered when required for the student's program needs.
- Computers may not be used for commercial purposes or personal business including the sale or purchase of any product or service.
- General student behaviour, and particularly adherence to this policy, is the responsibility of the teacher providing access to any computer facility, in liaison with a teacher who may have sent the student to the facility.
- Teachers should consider the need for supervision and classes already utilising any facility, when sending students to use computers. Where possible teachers should book into facilities or make prior arrangements with colleagues.
- Students and staff who wish to use computers for educational or research reasons will have priority over those wishing to use them for recreational purposes.
- The college has established systems for user payment for printing from computers. Ensure that appropriate credit is held on these systems prior to printing.
- To prevent virus infection always run virus checker when inserting transportable media such as CDs, DVDs or USBs.
- Students who wish to use their own laptop computers will be provided with access to the college network and printing. The acceptable use policy applies to all computers connected to the network.
- Students are expected to bring their laptop to school every day. Please charge the laptop overnight.

Consequences of breaches of the above guidelines :

- Students will be asked to log off immediately, leave the room and, where appropriate, report to the teacher who authorised their use of the computer.
- Students who repeatedly disregard the above policy will be prohibited from using College computer facilities for a period of time commensurate with the offence. This period to be determined by the teacher concerned in consultation with the Assistant Principal.
- The Year Level Manager, the Assistant Principal, the Principal and parents will be informed if required.

Homework Guidelines

Value of homework

The current evidence and research shows that the quality of homework is likely to be more important than the quantity. Research has established that homework has a positive effect on

learning, particularly at the middle and secondary school levels (Xu, 2010; Zimmerman & Kitsantas, 2005). Although homework's effectiveness has been challenged by educators, parents, and students (Kohn, 2006), it continues to be an important educational supplement used by most teachers to enhance the learning experience of their students (Patall, Cooper, & Wynn, 2010).

Homework helps students by:

- complementing and reinforcing classroom learning
- fostering good lifelong learning and study habits
- providing an opportunity for students to become responsible for their own learning
- developing self-regulation processes such as goal-setting, self-efficacy, self-reflection and time management
- supporting partnerships with parents by connecting families with the learning of their children

Quality practice

It is not necessary to assign large amounts of homework; however it is important that homework provides students with opportunities to practice skills, review content and deepen understanding of concepts learned. Homework and practice can also help students to develop self-regulation processes, such as time management and study skills.

As a general guide, from Year 11 to 12 homework would be expected to increase, and require from 1 up to 3 hours per week night with up to 6 hours on weekends during peak VCE periods.

Roles and responsibilities

Students can take responsibility for their own learning by:

- Discussing with their parents or caregivers homework expectations
- Accepting responsibility for the completion of homework tasks within set time frames
- Following up on comments made by teachers
- Seeking assistance when difficulties arise
- Organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

Parents can support students by:

- Developing a positive and productive approach to homework
- Ensuring there is a balance between the time spent on homework and recreational activities
- Talking to teachers about any concerns they have about the homework
- Attending the school events, productions or displays their child is involved in
- Discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences
- Linking homework and other learning activities to the families' culture, history and language, linking with relevant services, clubs, associations and community groups.

Teachers can support students by:

- Equipping students with the skills to solve problems
- Encouraging real-life problem solving, logical thinking, creativity and imagination
- Setting varied, challenging and meaningful tasks related to class work to suit the students' learning needs
- Giving students enough time to complete homework, considering home obligations and extracurricular activities
- Assessing homework and providing timely and practical feedback and support
- Helping students develop organisational and time-management skills
- Offering a wide range of opportunities for families to engage in their children's learning.

Attendance and Redemption

Compass measures attendance in sessions. Each session is 55 minutes in length. Typically there are, depending on the number of public holidays, between 58 and 64 sessions in each semester.

Students are required to attend 85% of all classes. This means that they may only miss 8 sessions (four 110 minute classes) in any one semester. Students should think of these 8 sessions as insurance and bank them in case of illness later in the semester.

Punctuality matters

If students are more than 20 minutes late for a session they will be marked absent for that session and can end up failing the unit. Persistently poor punctuality adds to the number of redemptions students will be required to undertake.

What are the responsibilities of the student?

If a student is absent from a class for any reason he or she is expected to contact the teacher to find out what they missed in order to catch up (redeem) the time and learning they missed and where possible in the same week. Where not possible as soon as student physically can Redemption should be completed to avoid the last minute rush at the end of Semester.

How do students redeem missed classes?

Students make arrangements to complete redemption tasks with their teacher. Typically this involves working in their spares or on Wednesday. The teacher will decide whether the redemption must be supervised or can be completed in the library or another classroom. Students check in with the teacher and agree what they will do and how the learning will be recorded. They then complete the task/s and report back to the teacher to show what they have done.

Redemptions are entered on Chronicle only on the sighting of this work by the teacher to the start of this, and should be recorded in the redemption log at the back of their diary.

Leaving School Grounds

As members of a Senior Secondary college it is expected that students will act responsibly in public at all times. On this basis we seek signed acknowledgement from parents at the enrolment interview that students be allowed to leave the college grounds for the following reasons:

Independent Excursions

A feature of the VCE is that, in many studies, students are required to leave the college buildings and grounds independently to obtain information from local community resources. Before leaving the college for this reason students are required to sign a register kept in the General Office. Students must enter the reason for leaving the college, the place/s where they will be working and the expected time away from school.

Recess and Lunchtime: Access to Local Facilities

Although a canteen with an excellent range of healthy foods operates at the college, a number of food outlets also operate within a very short distance from the college. Students are permitted to leave the grounds unsupervised at recess and lunch to buy food, and to utilise the university and park facilities nearby, but must ensure they return in time for classes. Lateness is closely monitored. Students do not need to sign out if leaving the college grounds at these times.

Students are reminded that while their parents' agreement to their leaving the school grounds provides them with that right they also bear the responsibility for responsible behavior as they represent the college in its immediate surrounds.

Instances of irresponsible behavior may require a review of this right.

Where a student is required to leave the college to attend an appointment a note to this effect from a parent is required.

Career Planning

Planning your career is the first step in mapping out your future. It is understandable that you may not know exactly where you want to be, but knowing what area you are interested in will guide you in the right direction. When deciding whether to go on to tertiary education, keep in mind that most jobs today require some form of qualification. Therefore it is important for you to have an idea of where you want to be, so that you can plan how you will get there.

Choosing a career path

There are 4 lists you will need to create to help you determine a possible career path.

List 1. Natural Talents and Interests

What do you find simple to do that most people find difficult? What do you enjoy doing?

List 2. Personal Qualities

What type of person are you? You may want to ask your friends and family to help you identify qualities they admire which you may not see in yourself, e.g. being a good listener, being motivated, punctual, etc.

List 3. Life Dreams

What would you like to achieve in life?

List 4. Current Qualifications/Experience

What work experience have you undertaken? Do you have any certified qualifications, i.e. First Aid, VET Course, etc?

By taking the above factors into consideration, you will be able to obtain a rough idea of what career you are interested in. Find out whether your chosen career path requires you to have some form of qualification. An easy way to do this is to look through the job advertisement section in the paper, as well as looking through the following online search engines:

CareerOne	www.careerone.com.au
SEEK	www.seek.com.au
Australian Job Search	http://jobsearch.gov.au/
My Career	http://mycareer.com.au/

Another very useful resource is the 'Job Guide', which lists hundreds of jobs, their requirements and often the courses you can study to achieve employment in your chosen field. Access the 'Job Guide' via the website below:

<http://www.jobguide.deewr.gov.au/>

From visiting the websites above, you will be able to see what skills/qualifications potential employers are asking for. Jot these skills and qualifications down and using the lists you created previously to identify what skills/qualifications you need to obtain.

The Career Quiz is a great tool to help you determine the career which is best suited to you. Visit:

<http://joboutlook.gov.au/pages/careerquiz.aspx>

Tertiary Institutions

Below you will find a list of websites for Universities and TAFEs throughout Australia. By visiting them you can gain valuable information about what courses they offer, entrance requirements and

whether they suit your needs. You may also wish to set up a meeting with your career /pathways adviser to discuss the options available to you.

NSW & ACT

University of New South Wales
University of Western Sydney
University of Wollongong
University of Technology, Sydney
University of Sydney
University of Newcastle
www.newcastle.edu.au

www.unsw.edu.au
www.uws.edu.au
www.uow.edu.au
www.uts.edu.au
www.usyd.edu.au

University of Canberra
Australian Catholic University
Charles Sturt University
Curtin University of Technology
James Cook University
Macquarie University
Southern Cross University
Australian National University

www.canberra.edu.au
www.acu.edu.au
www.csu.edu.au
www.curtin.edu.au
www.jcu.edu.au
www.mq.edu.au
www.scu.edu.au
www.anu.edu.au

VIC

Victorian University of Technology
Deakin University
La Trobe University
Swinburne University of Technology
Monash University
RMIT University
University of Melbourne, The
University of Ballarat
Australian Catholic University
Box Hill Institute
Northern Melbourne Institute of TAFE (NMIT)
Holmesglen Institute
Kangan Institute

www.vu.edu.au
www.deakin.edu.au
www.latrobe.edu.au
www.swinburne.edu.au
www.monash.edu.au
www.rmit.edu.au
www.unimelb.edu.au
www.ballarat.edu.au
www.acu.edu.au
www.bhtafe.edu.au
www.nmit.edu.au
www.holmesglen.edu.au
www.kangan.edu.au

SA

Flinders University of South Australia
University of South Australia
University of Adelaide, The

www.flinders.edu.au
www.unisa.edu.au
www.adelaide.edu.au

QLD

Central Queensland University
Queensland University of Technology
University of Queensland, The
University of South Queensland, The
Australian Catholic University
Griffith University
James Cook University
Southern Cross University

www.cqu.edu.au
www.qut.edu.au
www.uq.edu.au
www.usq.edu.au
www.acu.edu.au
www.griffith.edu.au/
www.jcu.edu.au
www.scu.edu.au

NT

Charles Darwin University

www.cdu.edu.au/

TAS

University of Tasmania

www.utas.edu.au

WA

University of Western Australia

www.uwa.edu.au

Curtin University of Technology

www.curtin.edu.au

Murdoch University

www.murdoch.edu.au

VCE Student Program Selection

NORMAL STUDENT PROGRAM

Year 11 and 12 student programs will normally be made up of 22 VCE units completed over two years.

- Year 11 students are expected to complete a minimum of six VCE units each semester.
- Year 12 students complete a minimum of five VCE unit 3&4 sequences. To automatically enrol into a full Year 12 course students must satisfactorily complete 8 units in Year 11.

A student program must include English (English, ESL, Literature or English Language) units 1, 2, 3 and 4.

The VCE year is divided into two semesters, with one unit spanning one semester. A typical VCE program at Swinburne Senior Secondary College is:

Year 11	
Semester One	Semester Two
English/Literature/English Language	English/Literature/English Language
Unit 1 Subject	Unit 2 Subject
Unit 1 Subject	Unit 2 Subject
Unit 1 Subject	Unit 2 Subject
Unit 1 Subject	Unit 2 Subject
Unit 1 Subject	Unit 2 Subject

Year 12	
Semester One	Semester Two
English/Literature/English Language	English/Literature/English Language
Unit 3 Subject	Unit 4 Subject
Unit 3 Subject	Unit 4 Subject
Unit 3 Subject	Unit 4 Subject
Unit 3 Subject	Unit 4 Subject

Year 11 students may choose one or more VCE Unit 3&4 Study as part of their program in Year 11.

VARIATIONS TO NORMAL STUDENT PROGRAM

If a student wishes to vary the above program requirements he/she must consult with the relevant Year Level Management team. The following criteria will be considered:

- If the student is completing one day a week work placement throughout the year; (Students who have not yet attained 17 years of age must have more than 25 hours per week of combined study / work placement unless Regional approval has been granted)
- Where a student is enrolled with another provider to complete a VCE study not offered by the College (e.g. LOTE, International Studies);
- Circumstances in a student's personal life which require special consideration.

AMENDMENTS TO OR WITHDRAWAL FROM SUBJECTS

Students wishing to make amendments to or withdraw from a subject must complete a *Change of Subject Form* that may be obtained from the relevant Year Level Management team prior to the commencement of each semester. Amendments or withdrawals must be completed by the dates set by the Victorian Curriculum and Assessment Authority (VCAA). VCAA imposes late fees for changes made after these dates.

REPEATING UNITS

There are no restrictions on students repeating units, but students may obtain credit once only for each unit. Students who repeat a unit are required to repeat the full unit, including all the outcomes specified for the unit as accredited in the year of repetition. There is no penalty applied to the study score when a student repeats a scored VCE unit.

WITHDRAWAL FROM THE VCE

Students who leave school during the year **MUST** complete an Exit Form which is available from the Careers and Pathways Advisor.

Requirements for the award of the VCE Certificate

In order to successfully complete the VCE a student must satisfactorily complete **at least** 16 units. These **must** include:

- **three units from the English group** (English, ESL, Literature, English Language, Foundation English 1/2), with **two units (in sequence) at Unit 3&4 level**.
- **four sequences of Unit 3 and 4 studies** (including English). Note: VCE VET Unit 3&4 sequences count as a sequence

Assessment

SATISFACTORY COMPLETION OF A UNIT (UNITS 1,2,3 and 4)

To satisfactorily complete a unit in any study, students must demonstrate achievement of each of the outcomes for the unit as specified in the study design.

Achievement of an outcome means:

- the work meets the required standard as described in the outcomes;
- the work was submitted on time;
- the work is clearly the student's own;
- there has been no substantive breach of rules.

If all outcomes are achieved, the student is awarded S (Satisfactory) for the unit.

A student may not be granted satisfactory completion if:

- the work is not of the required standard as described in the outcomes;
- the student has failed to meet a school deadline or approved extension of time for the assessment task;
- the work cannot be authenticated;
- there has been a substantive breach of rules including school attendance rules;
- 85% attendance has not been met.

The VCAA administrative handbook states that all VCE units require a minimum of 50 hours of class time. A student needs to attend sufficient class time to complete work. Evidence of the completion of work will be in the form of a record of the work completed in class and for homework as well as the satisfactory completion of assessment tasks. Teachers will advise students about the work required to satisfy a unit at the beginning of each semester.

SUBMISSION OF COURSEWORK

Subject teachers will provide submission dates for all coursework. If a student is unable to meet a submission date he/she is required to apply for an extension of time from the teacher, prior to the original scheduled date for the SAC. The student may be required to complete a redemption task.

GRADED ASSESSMENT TASKS

Students will demonstrate the level of their achievement of each of the outcomes in the units they are undertaking through their performance on the School Assessed Coursework (SACs) designated for that unit. These tasks will be completed mainly in the classroom, in class time.

At the beginning of each unit, students will be given a schedule of SAC dates.

In **Units 1 and 2** outcomes will be assessed and graded using the key knowledge and skills designated by the VCAA. In these Units, S or N results are reported to the VCAA. The college will provide students' marks and feedback appropriate to each assessment task and each outcome, including advice on where and how improvements can be made for further learning. Marks will be reported on the end-of-semester reports. Marks are not reported to the VCAA and are not subject to moderation.

In **Units 3 and 4**, Coursework assessment or School Assessed Coursework (SAC) describes the most commonly used form of graded assessment used to measure each student's level of achievement based on the assessment tasks designated for the unit. This assessment will take place mainly in the classroom under teacher supervision over a specified period of class time. Coursework scores are forwarded to the VCAA and are subject to statistical moderation. Details of the moderation procedure may be found in the pamphlet Statistical Moderation of VCE Coursework which can be accessed on the VCAA website: www.vcaa.vic.edu.au.

At the school level students will be given feedback appropriate to each assessment task and each criterion including advice on where and how improvements can be made for future learning.

School Assessed Tasks (SATs) are forms of assessment which are undertaken over a longer period of time. SATs occur in studies where students complete a product or folio: Art, Media, Studio Arts, Visual Communication and Design, Design and Technology, Systems and Technology and Food and Technology. The scores for SATs are forwarded to the VCAA and are subject to review based on student performance on the General Achievement Test (GAT) which is held in June. The VCAA will inform students of their level of achievement on School Assessed Tasks. At the school level students will receive regular feedback throughout the duration of the task.

In some studies there are designated SACs that are not scored but are essential for determining S or N.

ATTENDANCE AT ASSESSMENT TASKS

A student who is absent from an assessment task should contact the school on the day of the assessment task.

Students studying Units 3 and 4 must see the VCE Manager immediately on return to school with an explanation for the missed SAC. SAC grades may be withheld from the VCAA until a medical certificate or other official documentation such as a statutory declaration or report from a counsellor is supplied to cover the student's absence. The school may verify this documentation with the practitioner concerned.

Students studying Units 1 and 2 must see their Mentor immediately on return to the school with an explanation for the missed SAC in the form of a medical certificate or note from a parent. The Mentor will enter the reason for absence on the roll.

Students who do not satisfactorily complete all the criteria for an assessment task will have an opportunity to redeem this situation after consultation with their teacher. This redemption will not change the score for that assessment task but will qualify the student for an S for the outcome.

COMPLETION OF A REPLACEMENT SAC

In order to satisfactorily complete outcomes, students undertaking Units 1 to 4 should immediately see their teachers on return to school to be informed of the date for their replacement SACs. Students who haven't completed the missed SACs within two weeks will be referred to the VCE Manager.

EXTENSION OF TIME TO COMPLETE SATs

Students who are unable to complete a SAT by the due date must apply to the VCE Manager prior to the due date for an extension of time and must provide a medical certificate or other documentation to support their application. Extensions of up to two weeks from the original date may be granted.

AUTHENTICATION OF COURSEWORK AND ASSESSMENT TASKS

In order to meet the requirements for satisfactory completion of a unit, students **must submit work that is clearly their own** and that has not been submitted for assessment in any other unit. Apart from the incorporation of appropriately referenced text and source material, no part of a student's work may be copied from any other person's work.

A student should not accept undue assistance from any other person in the preparation and submission of work. Any material referred to in student work should be attributed to its source. Teachers will provide opportunities throughout the unit to check each student's work as students proceed through the completion of the assessment tasks. The onus of authenticity rests with the student. Students must show teachers work in progress to demonstrate the authenticity of the work.

If a teacher believes that a student has submitted work which is not his or her own, or that a student is in breach of other rules relating to school assessment set by the college, the teacher will investigate the matter and submit a written report to the VCE Manager, who will then conduct further enquiries as deemed necessary.

The VCE Manager will act in an advisory capacity to the Principal, who is responsible for determining what action is to be taken.

For more information see: <http://www.vcaa.vic.edu.au/>

COMPUTER USE

When students use a computer to produce a work requirement or assessment task it is the student's responsibility to ensure that:

- there is an alternative system available for use in case of computer or printer malfunction or unavailability
- hard copies of the work in progress are produced regularly to meet drafting and authentication requirements
- work is saved onto a back-up file. The back-up file should not be stored with the computer. It is imperative that all work is regularly backed up onto appropriate memory devices at school and at home
- computer errors and problems are NOT sufficient reason for an extension of time to be given to complete a piece of assessment.

ATTENDANCE

Students are expected to cover all absences with written explanations from parents or with medical certificates.

If a student is late to class this is recorded as a Late. However if the student is very late and this is 20 minutes into the period, this will be recorded as an absence, and will need to be made up as a "Redemption".

SPECIAL PROVISION INFORMATION

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

Swinburne supports students in relation to two main areas of 'special provision' through the following:

- Special Exam Arrangements (Unit 3/4 Studies) – granted by VCAA
- Special Provision (internal modifications in relation to studies) - granted by Swinburne Wellbeing Team

SPECIAL EXAM ARRANGEMENTS

Special Examination Arrangement (for Unit 3/4 studies) applications are made to VCAA through the school and must be endorsed by the principal. Such applications will be considered by the VCAA in accordance with its policies. Special exam arrangements can include (but are not limited to):

- Rest breaks
- Separate rooms
- Ability to bring in medication/food etc
- Ability to stretch/stand
- Use of a computer (require current educational assessment)
- Extra writing time (require current educational assessment)

All special exam arrangements require supporting documentation from medical professionals, support and evidence from current teachers and may include a requirement of a current educational assessment dependent on the nature of the request.

If you are seeking Special Exam Arrangements for Unit 3/4 studies, you are required to make a time with the **VCE Manager, Glenn Morris** (morris.glenn.a@edumail.vic.gov.au), to begin the application process. Please note the deadline for submission of applications to VCAA is **early in Term 1** so you must see the VCE Manager as soon as possible as **VCAA deadlines are final**.

SPECIAL PROVISION

Special Provision is aimed to help students better manage their program who are struggling to manage their mental/physical health, or difficult personal circumstances. These provisions are granted in consultation with the Wellbeing Team based on supporting documentation from the student's consulting practitioner.

Special Provision arrangements can include (but are not limited to):

- Attendance requirement adjustments
- Coursework changes (ie substituted tasks and/or modifications)

- SAC/SAT extensions (dependant on VCAA requirements for reporting)
- Rest breaks (ie 5 minutes per 55 minutes of class time)
- Separate rooms (dependent on availability)

If you are seeking special provision for your Unit 1–4 studies, you are required to make a time with the Wellbeing Team to begin the application process. Please note, there is no deadline for the application of internal special provision and applications can be made to address both long term and short term circumstances.

Victorian Curriculum and Assessment Authority Rules

The following seven Victorian Curriculum and Assessment Authority rules must be observed by students when preparing work for assessment. These rules apply to Coursework and School-assessed Tasks. They are:

A student must ensure that all unacknowledged work submitted for assessment is **genuinely his or her own**.

A student must acknowledge all resources used, including:

- Text, websites and source material
- The name(s) and status of any person(s) who provided assistance and the type of assistance provided

A student must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

- the incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note-taking) which has been transformed by the student and used in a new context;
- prompting and general advice from another person or source which leads to refinements and/or self-correction.

Unacceptable forms of assistance include:

- the use of, or copying of, another person's work or other resources without acknowledgment;
- corrections or improvements made or dictated by another person.

A student must not submit the same piece of work for assessment in more than one study.

A student who knowingly assists other students in a breach of rules may be penalised.

A student must sign the declaration of authenticity for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.

A student must sign a general declaration that he or she will obey the rules and instructions for the VCE, and accept its disciplinary provisions.

BREACH OF RULES

The VCE Manager will be informed of any breach of rules relating to the completion of School Assessed Task. Appropriate action taken will be taken in accordance with VCAA and College policies.

COMPUTER WORK

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- There is an alternative system available in case of computer or printer malfunction or unavailability;
- hard copies of the work in progress are produced regularly;
- each time changes are made the work is saved onto a back-up file (eg memory stick or ipod). The back-up file should not be stored with the computer.
- Computer malfunction is not acceptable as grounds for an appeal against a school decision on assessed work.

STORAGE OF STUDENT WORK

Students are expected to retain all SAT work completed until the end of the year in which the work was undertaken. Teachers are expected to retain all Coursework (SACs) completed until the end of the year in which the work was undertaken. Work may be required as part of coursework sampling or for authentication purposes.

Submission of Work

All outcome tasks and/or SATs are to be submitted on or before the stated deadlines.

- In cases of genuine illness a medical certificate must be produced.
- Students experiencing difficulties during the course of completing may apply for Special Provision (refer to section 8).

SUBMISSION OF UNIT 1 AND 2 ASSESSMENT TASKS

All work is to be submitted on or before the published due date to the class teacher during class time unless alternative arrangements have been made, prior to the due date.

Late submission of work, where no Extension of Time has been granted, may result in the award of an N for the unit of study and/or NA (not assessed) in the case of Assessment Tasks. Such students will be referred to the VCE Manager who, in consultation with the subject teacher, may grant an extension of up to 7 days. Records will be kept of all extensions.

Students will be informed that they have missed a submission date.

Students who miss an extended deadline will be referred to the VCE Manager for further action.

SUBMISSION OF UNIT 3 & 4 SCHOOL ASSESSED COURSEWORK

School assessed coursework will be submitted to the teacher at the conclusion of the last period for that task.

Students should note that total scores for Coursework **might be changed as a result of statistical moderation by VCAA** at the completion of end of year exams.

SUBMISSION OF UNIT 3 AND 4 SCHOOL ASSESSED TASKS (SAT)

Students will be advised by their subject teacher when and where they are to submit their SAT. Teachers will provide a record sheet to enable students to countersign as a record of work submission. Students must ensure that they have signed the record sheet as receipt of their work being submitted. If a student is unable to submit a SAT due to absence, he/she should contact the College and seek advice from the VCE Manager.

- Late submission of school assessed SATs, where no Extension of Time has been granted, will be awarded NA (not assessed).

LOST, STOLEN OR DAMAGED COURSEWORK or SATS.

If a student loses work, has work stolen or has work damaged he/she must complete a written statement, signed and dated, describing the circumstances. A form is available from the VCE Manager. The Principal shall determine the unit result for the student, acting on advice from the teacher, evidence of records kept and documentation of development of the work.

Note: This does not apply to work lost or damaged due to computer misuse or malfunction. Students' responsibilities for proper management of computer material are outlined above. (4.5)

Examinations

UNITS 1 & 2

All year 11 studies have school-based examinations in November. Examinations are internally set and assessed. Subject teachers will provide details to students.

UNITS 3 & 4

Examinations for units 3 and 4 VCE studies are centrally set tasks that are externally marked by the VCAA. These tasks include written, oral or performance tasks conducted according to the requirements of accredited study designs and completed under examination conditions. All students enrolled in a unit 3 and 4 study will be provided with a copy of the Exam Navigator which includes all VCAA examination rules. Any alleged breach of these rules shall be reported to the VCAA. See <http://www.vcaa.vic.edu.au/pages/vce/exams/timetable.aspx> for a full copy of the VCAA exam Timetable (available in May each year).

THE GENERAL ACHIEVEMENT TEST (GAT)

The GAT is a test of general knowledge and skills in writing, mathematics, science & technology, the arts and social sciences.

Although it does not form part of the completion requirements for the VCE and doesn't count towards a student's VCE results or the ATAR, **the GAT is an essential part of VCE assessment procedures.** It is used by the VCAA to check that all schools are marking to the same standard in their school assessments (moderation). Failure to attend the GAT is recorded on the student statement of results.

The GAT may also be used to determine your final exam result if a student is ill or unable to attend on the day of an exam, i.e. the GAT result will be referred to before VCAA grants a derived score.

These checks are an important part of ensuring that the VCE is fair to everyone.

Please be advised that some Universities use GAT results as part of the selection process.

All students enrolled in one or more Units 3 & 4 sequences – whether in Year 11 or Year 12 – must sit the GAT. Students are expected to remain in the examination room for the entire 3 hours.

ATTENDANCE/LATENESS TO VCAA EXAMINATIONS

- If a student is unable to attend or will be late to an examination, he/she should contact the College.
- No allowance will be made for a student who is late for an examination or who is absent from an examination as a result of misreading the timetable. .
- A student who arrives more than 30 minutes late may not be admitted to the examination room without prior approval of the college principal, and the paper will only be scored at the discretion of VCAA.

A student who misses an examination will not be allowed to sit the examination after the published completion time.

Reporting

REPORTING OF UNIT COMPLETION

Satisfactory completion – S Result

If all outcomes and requirements are achieved the student receives an **S** (satisfactory) for the unit.

Unsatisfactory completion N Result

In accordance with VCAA policy a student may be awarded an N for a unit if he/she:

- fails to meet a school deadline for an assessment task
- fails to meet a deadline where an extension of time has been granted
- commits a substantial breach of College and/or Victorian Curriculum and Assessment Authority rules including attendance rules
- fails to reach the required standard as described in the outcomes
- submits work which a teacher is unable to authenticate as the student's own work.

J Result

If a student has not officially withdrawn from a subject, but is no longer attending class, a 'J' result may be entered by the College. The J result will not be used for students who only partially complete work requirements or whose attendance records breach school attendance rules. A 'J' result does not print on a student's statement of results but is made available to VTAC who treat it as equivalent to an 'N'.

Policies to Assist Students

The following VCAA and school policies are available to assist students to successfully complete their VCE. The VCE Manager monitors the implementation of these policies. For further information, the student should consult with his/her mentor or a Year 12 Manager.

SPECIAL PROVISION

Special Provision allows all students to have the maximum opportunity to complete their VCE studies.

There are four types of Special Provision available to students:

1. Student programs – students may apply to a member of the relevant Year Level Management team or the VCE Manager for variations to the number of subjects that students are expected to undertake.
2. School based assessment – students may apply to the VCE Manager for exemptions from the attendance requirements, extensions to deadlines, additional time to complete tasks or rescheduling of tasks.
3. Special Examination Arrangements – students may apply to VCAA through the VCE Manager for special arrangements during VCAA Unit 4 examinations.
4. Derived Examination Scores - students may apply to VCAA through the VCE Manager for a derived examination score for VCAA examinations.

Students eligible for special provision include:

- Those disadvantaged by a disability or impairment including learning disabilities.
- Those significantly affected by illness or by factors relating to their personal environment
- Aboriginal students whose first language is not English.

Students wishing to apply for special provision will need up to date documentation from an appropriate professional e.g. doctor, social workers, psychologist. Students will need to apply in writing to the Director of Student Management.

School based Special Provision

A VCE support group will be established to inform the student of assistance available and make appropriate arrangements. Assistance may take one or more of the following forms:

- rescheduling assessment tasks
- setting alternative or substitute tasks
- allowing more time to complete a task
- allowing the use of different arrangements to complete an assessment.

Staff will be notified via email if a student has been granted special provision. The email will document whether or not the student is permitted additional time or is permitted to reschedule tasks. It will also include any time limit for the special provision. Students will be given a document which will confirm these arrangements. This must be submitted to the staff member along with the assessment task.

Special Exam Arrangements and Derived Exam Scores

The VCAA requires applications for Special Examination Arrangements for existing conditions to be submitted early in March in the year in which a Unit 3 & 4 (year 12 subject) is studied. These applications require supporting documentation from an appropriate professional e.g. doctor, social workers, psychologist. "Emergency applications" for new conditions or illnesses that occur can be made at any time during the year. Derived examination scores can be applied for where a students' exam performance has been severely affected during the exam period, these applications must be submitted no later than 7 days after the student has completed their Unit 4 examination.

SPECIAL ENTRY AND SCHOLARSHIPS (SEAS)

SEAS allows Year 12 students who experience continuing personal circumstances that may affect their performance, during the period of their VCE, to apply to the Victorian Tertiary Admissions Centre (VTAC) for special consideration for selection to tertiary courses of study.

Criteria for eligibility

A student is eligible to complete a SEAS Application If during the completion of their VCE programme, he or she is:

- Affected significantly by illness, by any factors relating to personal environment, or by any other serious cause, or
- Prevented by illness, by any factors relating to personal environment or by other serious cause from completing a task for graded assessment, or
- Disadvantaged by a disability or impairment.
- Applying to a course where their gender or Swinburne Senior Secondary College are considered to be underrepresented.

The application form is completed online through VTAC who pass it to the selection authorities of all the courses that the student has listed on their VTAC application form. Students need to note that

they are not automatically eligible for additional consideration. This consideration is determined by each individual tertiary institution. For further information refer to www.vtac.edu.au.

The application form

The aim of the form is to convey to selection authorities why the student's overall final year 12 performance does not genuinely reflect the student's ability because of various circumstances AND that the student has an expectation that his/her performance at tertiary level will not continue to be adversely affected.

- Once the application form is submitted, no alterations will be accepted.
- All circumstances must be supported and signed by school authorities or independent professionals.
- Students may complete an application even if the school has not been advised of the students' circumstances.
- Supporting documentation, with the downloaded cover sheet, must be submitted to VTAC by the designated date in 2018.

EXTENSION OF TIME FOR UNITS 1 & 2 STUDIES

If a student is unable to meet a due date for an assessment task because of special circumstances, (eg. Illness), she/he should apply to their subject teacher for an extension of time, (of up to 7 days), PRIOR to the due date. In most cases it is not appropriate that a teacher should be notified of this problem on the day the work is due.

Procedure

The student applies to subject teacher for an EXTENSION OF TIME and must produce evidence of work in progress.

If sufficient evidence of work in progress

- Student and teacher negotiate a new submission date and record the relevant information on COMPASS.
- If work requirement is submitted by new date and is completed according to the specifications set out in the study design it will be awarded S (Satisfactory).
- If an assessment task is not submitted by the new date or is not completed according to the specifications set out in the study design, then a new task will be set. *(follow procedures as set out below for insufficient evidence or work in progress.)*

If insufficient evidence of work in progress

- The teacher consults with the VCE Managers if he/she does not consider the student is eligible for an extension (eg attendance problems)
- If the teacher, in consultation with the VCE Manager, considers the student to be eligible then the teacher will set a NEW TASK/s and submission date. Task/s should be clearly recorded.
- Extension of time and new Task/s are documented on COMPASS.
- If a new assessment task is submitted by the new date and is completed according to the specifications set out in the study design it will be awarded S (Satisfactory).
- If a new assessment is not submitted then the teacher may refer the student to the VCE Manager and an N (Not Satisfactory) may be awarded.

If extension is required after the final date for submission of work for the semester:

- The student must apply to the VCE Manager for an extension
- VCE Manager consults with subject teacher and makes a decision based on the student's individual circumstances, teacher records and overall performance.

EXTENSION OF TIME FOR UNIT 3 & 4 SCHOOL ASSESSED TASKS (SAT)

Students must apply to the VCE Manager for an extension of time (of up to 7 days) for the completion of Unit 3 & 4 SATs. Subject teachers are **not** permitted to give extensions for SATs.

EXTENSION OF TIME FOR UNIT 3 & 4 SCHOOL ASSESSED COURSEWORK

Absence from School Assessment Coursework (SAC)

- Absence from a SAC requires a medical certificate to be presented to a Year 12 Manager immediately upon return to school. The number of periods missed will be determined and the time frame for completion of the task (within 2 weeks) will be determined in consultation with the VCE Manager.
- Absence for reasons other than illness must be supported by documentation and permission for the task to be completed and graded is the decision of the VCE Manager.
- **Students must understand that any extension of time to complete school assessed coursework will be during scheduled periods determined by the College and must take precedence over other activities and outside work.**
- **Sport, Musical Performances, excursions and other co-curricular activities:** Whilst teachers have planned tasks around advertised sporting and performance dates, additional matches and activities are sometimes unavoidable. Permission to attend these activities will be a joint decision between the subject teacher and VCE Manager. Students who miss a scheduled SAC due to these circumstances must organise to reschedule the SAC **prior** to participation in the activity. SACs that have been rescheduled due to school approved activities must be completed within 7 days.

DELAY OF DECISION ON SATISFACTORY COMPLETION OF A VCE UNIT

Eligibility:

- Students who are eligible for Special Provision may apply for Delay of Decision if appropriate. (These students will usually have been advised by the relevant Year Level Management team)
- Students who have submitted a course work task, which did not meet the criteria for satisfactory completion and require extra time at the end of the unit to resubmit.
- Students who have completed part of a coursework task and have been unable to meet the submission date and require extra time at the end of the unit to hand in work.

Procedure:

- Student applies to the VCE Manager
- VCE Manager makes decision in consultation with the subject teacher. Decision is based on application and student's past record in the subject.
- If Delay of Decision is granted, the VCE Manager sets new date in accordance with school policy and published dates.

Appeals

APPEALS TO THE SCHOOL

Appeal against non-satisfactory completion of a unit

A student awarded N for a unit has the right to appeal the decision to the College. Appeals must be made in writing to the VCE Manager. The student must lodge the appeal within 14 days of receiving the unit result.

Decisions in relation to satisfactory completion of units are **not** subject to appeal to the Victorian Curriculum and Assessment Authority (VCAA).

Appeal against decision not to grant Special Provision

Where a student's application for Special Provision is rejected totally or in part, the student has the right of appeal to the College within 14 days of receiving the decision.

Appeal against penalty for breach of rules

Where a school determines that there has been a breach of rules a range of penalties may be imposed. Initially, the student has the right of appeal to the school. The appeal must be lodged in writing to the Principal within 14 days of notification of the school's decision.

APPEALS TO THE VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Students have the right of appeal to the VCAA on

- Breach of rules

They may appeal on two grounds:

- That a breach of the rules had not occurred
- That the penalty was too severe

The student must notify the VCAA his/her intention to appeal within 14 days of the Principal's written notification to the student. Correspondence should be addressed to the Secretary of the Authority.

Tertiary Entrance

Applications and selection for university and TAFE colleges are administered by the Victorian Tertiary Admission Centre (VTAC).

The minimum entrance requirements for all institutions are:

The satisfactory completion of the VCE

The current provisions for VET in VCE are:

- A contribution to the ATAR is subject to satisfactory completion of the unit 3&4 sequence
- Where a study score is available for a program, the study score will contribute directly to either as one of the student's best four studies (the 'primary four') or as a fifth or sixth study
- For VET subjects where no study score is available, students may receive an ATAR increment. An increment is calculated as 10% of the average of the scaled scores of the student's primary four studies.

(Please refer to VET & VCAL Information)

Details of specific course prerequisites are contained in VTAC publications. Students should refer to the VTAC website www.vtac.edu.au for information about tertiary entrance requirements. The VTAC Guide to Tertiary Courses will be available in semester 2.

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ANY questions – please refer to the Government’s copyright aware website
<http://www.copyrightaware.gov.au/index.html>

VET Information

VET PROGRAMS AT SSSC

VET studies at Swinburne Senior Secondary College fall into the following categories:

- **VCE VET Programs**

VET Course approved by VCAA as VET in Schools programs – they are given Unit 1 – 4 equivalence and count directly towards the VCE. There are two groups:

1. **Scored VCE VET Programs.**

These programs have scored assessment (i.e. Year 12 external exam for units 3 & 4) which means they can be included in a student’s primary four subjects for the calculation of the ATAR. Where a study score is available in a VET in Schools program, the program will only count in the ATAR calculation if the scored assessment is completed. Scored assessment must be completed in the

one year and usually have prerequisites in Units 1-2 that must be completed prior to the 3-4 sequence.

2. **Unscored VCE VET Programs.**

For VCE VET programs that do not have scored assessment or external exam, an increment may contribute to the ATAR provided the unit 3-4 sequence has been satisfactorily completed. An increment is calculated as 10% of the average of the scaled scores of the student's primary four studies. Students who complete a unit 3-4 sequence for an unscored VCE VET program may complete the sequence over two or more years without the loss of the ATAR increment.

3. **Block Credit**

VET programs which are not formally approved by VCAA as VET in Schools. In most cases students are still able to get credit towards their VCE. This is organized with VCAA by the school – known as BLOCK CREDIT – there are specific requirements that must be met for credit toward the VCE – full or partial completion of a qualification at the AQF Level II (Units 1-2), and at level III and above (Units 3-4 and an ATAR increment, subject to approval by VCAA). No direct VCE credits will be given for Certificate I level qualifications.

4. **Vocational Training**

This forms part of an external *traineeship* or *apprenticeship* will provide credit towards VCE and may include a contribution to the ATAR. Applications must be made to the VET Manager.

Students will receive a statement of results for all the units of competence they successfully complete, and a VET certificate if all the requirements of the certificate are fulfilled

VET Enrolment Terms and Conditions

Course Information – content and vocational outcomes

Students will receive a Student Orientation and Assessment Guide from their trainer at the commencement of the program.

Language, Literacy and Numeracy Support

Due to being accepted into this course at your level of current schooling, and by accepting, completing and signing this pre-enrolment checklist it is assumed that you have the literacy and numeracy standard to complete this course.

The College does have procedures that support and recognise the learning needs of individuals and will revise learning and assessment strategies to match individual needs and address literacy or numeracy issues, where possible, so that students can successfully achieve the outcomes.

Students are encouraged to attend Study Support sessions. This is a small group environment to assist students with their academic concerns.

Student Grievances and Appeals Policy

The following framework has been prepared as a means to have problems experienced by trainer and trainees addressed immediately, effectively, professionally and confidentially.

The College is committed to providing students with an education of the highest possible standard. However, from time to time, students may raise concerns, complaints or grievances about matters or issues relating to their experiences at the college.

The student appeals and grievances procedure relating to the delivery of training and or the assessment of training outcomes, access and equity issues, involves trainees initiating the following process:

- Discussion with relevant trainer/trainee about grievances:
- Should this not be resolved, the grievance matter can be taken to the SSSC VET Manager
- Should this not be resolved, the grievance matter then can be taken to the RTO Management Committee.

In the event that the grievance or appeal cannot be resolved, the College will advise the trainee of the appropriate legal body where they can seek further assistance.

Flexible Learning and Assessment Procedure

The College recognises that students are at the centre of our training and all possible steps will be taken to accommodate different learning styles. If you are having difficulties with any of the VET work, see your teacher/trainer or Mentor to discuss possible re-organisation of assessment.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an assessment process that assesses an individual's non-formal and informal learning to determine the extent to which they have achieved the required competency outcomes. It involves collecting evidence and making judgements on whether competence has been achieved. Due to the nature and age of students in our learning programs RPL does not occur very often but is available to all students. Students wishing to apply for RPL should speak with their trainer or the VET Manager.

National Recognition (NR)

Were a **student produces a certified copy of a nationally recognised qualification or units of competence (UoC)** issued by another Registered Training Organisations, and if the codes exactly matches the code currently used within these students course, they will automatically be given an immediate competence for this unit of competency.

Credit Transfer (CT)

If a student has any formal qualification which is similar, but not exactly matching the code currently used within the course, the student may present certified copies of the certificate and statement of results for assessment. In this case mapping will be completed by the trainer (free of charge) for the student to gain competence in the UoC. Students should request a RPL/CT Application FORM from their Trainer.

A trainer may determine that the formal qualification does not map to the UoC and therefore CT is not applicable.

Fees and charges

Material fees, and any associated charges for a program, are stated on the enrolment form and on the Compass Course Confirmation portal.

Access and Equity

The policies and approaches of Swinburne Senior Secondary College ensures that vocational education and training is responsive to the diverse needs of all clients. Through the implementation of these policies and approaches, the benefits of participating in vocational education and training are available to everyone on an equitable basis.

Reasonable adjustment

Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with a disability to the maximum extent that those adjustments do not cause that education provider unjustifiable hardship.

We are committed to providing training and assessment services that reflect fair and reasonable opportunity, and consideration for all regardless of race, colour, religion, gender or physical disability. The purpose of reasonable adjustment is to provide learners with a disability with the same learning opportunities as learners without a disability.

Trainers and assessors apply the principle of reasonable adjustment where it is relevant and appropriate. If a student has a concern or query they should speak with the trainer in the first instance or the VET Manager if it is more appropriate.

Saving and Storing Work

Students should be aware that it is their responsibility to properly submit, save and back up work completed on computers. Saving and backing up procedures may vary from one subject to another, from one application program to another and from one task to another. For each task being completed students should discuss an appropriate method of saving electronic work securely with their teacher.

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- There is an alternative system available in case of computer or printer malfunction or unavailability;
- hard copies of the work in progress are produced regularly;
- each time changes are made the work is saved onto a back-up file (eg memory stick or ipad).
The back-up file should not be stored with the computer.

Computer malfunction is not acceptable as grounds for an appeal against a school decision on assessed work.

Privacy

On enrolment all parents and students are required to complete a confidential enrolment form which asks for personal information about the student, family members and others that provide care for them. The main purpose for collecting this information is so that Swinburne Senior Secondary College can register the student and allocate staff and resources to provide for their educational and support needs.

Health information is asked for so that staff at Box Hill Senior Secondary College can properly care for the student. This includes information about any medical condition or disability the student may have medication they may rely on while at school, any known allergies and contact details of the student's doctor. Swinburne Senior Secondary College depends on all relevant health information being provided because withholding some health information may put the student's health at risk.

Swinburne Senior Secondary College requires information about all parents, guardians or carers so we can take account of family arrangements. Family Court Orders setting out any access restrictions and parenting plans should be made available to Swinburne Senior Secondary College. Please tell us as soon as possible about any changes to these arrangements. Please do not hesitate to contact the Principal, if you would like to discuss, in strict confidence, any matters relating to family arrangements.

Access to records

In most circumstances the student can access records about them that are held by Swinburne Senior Secondary College. Please contact the Principal to arrange this. Sometimes access to certain information, such as information provided by someone else, may require a Freedom of Information request. We will advise you if this is required and tell you how you can do this.

If you have any concerns about the confidentiality of this information please contact the Principal. The Department of Education can also provide you with more detailed information about privacy policies that govern the collection and use of information requested on the enrolment form.

The college maintains a record of training for every student. If a student does not have an up-to-date copy of their training record they can request one from the trainer or VET Manager. Once a student has successfully completed training a nationally recognised training certificate and/or a Statement of Attainment is issued to the student free of charge. This occurs at the end of each academic year.

Authentication of Work

Students must only submit work that is clearly their own work and completed in the current year. All references and additional assistance must be appropriately acknowledged.

A student must not receive undue assistance from any other person in the preparation and submission of work.

A student who knowingly assists other students in a breach of rules may be penalised.

A student must sign the declaration of authenticity for work when submitting the completed task. This declaration states that all unacknowledged work is the student's own.

Replacement Certificates and Statements of Attainment

In the event that a student needs a replacement Statement of Attainment or Qualification certificate after they have completed training, they must complete the APPLICATION for Replacement VET Certificate or Statement of Attainment.

The replacement statement or certificate will incur a charge of \$20 (GST inclusive).

Identification must be produced when collecting certificates. Please note if another person is to collect the replacement certificate, permission in writing must be forwarded to the college prior to collection.

Student Support services

If a learner is experiencing difficulties for personal or study related reasons, they should firstly direct their concerns to their trainer, where appropriate, their Mentor or the relevant Year Level Management team.

Where study related issues are involved the trainer will assess the situation and provide information support and guidance.

If the matter is beyond the scope of the college's current student services and wellbeing services, the relevant Year Level Management team may recommend an external counselling service.

Student Grievances and Appeals – VET Programs

INTRODUCTION

The College is committed to providing students with an education of the highest possible standard. However, from time to time, students may raise concerns, complaints or grievances about matters or issues relating to their experiences at the College.

This document sets out the internal procedures that apply within the college for addressing student complaints and grievances. These procedures are designed to ensure that throughout the College there is a transparent process for ensuring student complaints and grievances are dealt with fairly, consistently and promptly.

PRINCIPLES

The student grievance resolution procedures of the college are based on the following principles:

- 2.1 The procedures used to review and resolve complaints and grievances are fair and must be seen to be fair;
- 2.2 Confidentiality will be respected for all parties, unless the use of the information is authorised by law;
- 2.3 Staff involved in resolving complaints and grievances will act fairly at all times and ensure that conclusions will be based on a fair hearing of each point of view;
- 2.4 There will be no reprisals or any disadvantage arising as a result of a student making a complaint or grievance in good faith;
- 2.5 That complaints or grievances are handled in a timely manner with achievable deadlines specified for each stage of the resolution process;
- 2.6 Any student who makes a complaint or grievance and any staff member or student on whom the complaint or grievance has a direct impact, is regularly informed of the progress of the matter;
- 2.7 Where the complainant is not satisfied with the outcome proposed by the decision-maker, the student is entitled to seek a review (appeal) either on procedural or substantive grounds, form a higher internal body or an appropriate independent arbitrator.

TYPES OF STUDENT GRIEVANCES

Qualification grievances

These are usually complaints or appeals against educational decisions. They include but are not limited to:

- Progress decisions
- Assessment matters
- A decision of a member of staff that affects an individual or groups of students
- Selection or admission decisions
- Content or structure of programs, nature of teaching, or assessment.

Administrative grievances

These relate to decisions and actions associated with administrative or academic services.

They include but are not limited to:

- Administration of policies, procedures and rules by administration
- Access to College resources and facilities.

Grounds for COMPLAINT or GRIEVANCES

A student has valid grounds for making a complaint or appealing against a decision (relating to a formal complaint decision) where the student considers he/she has been adversely affected by:

- Improper, irregular or negligent conduct by a college staff member;
- Failure by the staff member to act fairly;
- A decision that has been made without sufficient consideration to facts, evidence or circumstances of specific relevance to the student;
- Failure by the college to make a decision in a timely manner;
- A penalty that, where applied, is or would be too harsh.

COMPLAINTS RESOLUTION PROCEDURE

When a student has a complaint or grievance about a matter listed in section 3, he or she should first discuss the matter with the staff member concerned. If the student has concerns about raising the matter with this staff member, he or she should discuss this with the VET Manager.

The college expects that in most cases the discussion of the grievance with the relevant staff member will result in a prompt solution which both parties find acceptable.

If this *informal approach* to dealing with student grievances does not lead to an acceptable resolution then the student should pursue the *formal process for Complaints and Appeals* as set out below:

STAGE 1 – Seek advice

A student who believes that his or her grievance has not been adequately resolved should seek information and advice from the relevant Year Level Management team or VET Manager.

Students may then decide to:

1. Take no further action, OR
2. Lodge a formal grievance.

STAGE 2 - Formal Grievance in Writing

A formal Grievance must be lodged in writing within 10 working days of the event, to the VET Manager.

The Written Complaint OR Appeal must be signed and lodged with VET Manager.

The College staff member who has received a grievance will acknowledge receipt of the written grievance in writing within 5 working days from its receipt and indicate when a resolution of the matter can be expected (within 10 working days).

The VET Manager will independently review the grievance and attempt to find a resolution of the problem. If the staff member has or perceives there to be a conflict of interest in their handling of the grievance the staff member will refer the matter for investigation to another staff member who is eligible and qualified to handle the matter.

The student is to be notified of the referral of the grievance to another staff member.

If the grievance is found to be frivolous or vexatious or no grounds or evidence can be found for it, the staff member investigating the matter will not offer any resolution of the grievance.

The staff member investigating the grievance must keep formal records of the actions taken, seek advice where required.

The staff member must notify the student in writing of the outcome of the process and document the reasons that resolution was or was not achieved.

STAGE 3 – APPEALING A GRIEVANCE DECISION

If after Stage 2 of the process, the student does not believe that the grievance has been adequately resolved, then he or she may appeal.

The appeal must be lodged in writing to the College Principal within 20 days of the decision.

The student will receive an acknowledgement of the Appeal letter within 5 working days.

An independent arbitrator will be appointed to hear the case (within 15 days of acknowledgement letter).

The student will be notified in writing within 5 working days of the Appeal Hearing.

School Based Apprenticeships and Traineeships

The School Based Apprenticeships and Traineeships for Secondary School Students program is open to students 15 years of age or over who are an Australian citizen or permanent residents of Australia. The program involves the student undertaking their VCE or VCAL as well as being employed part-time and trained under the following arrangements:

The student must:

- be undertaking the VCE or VCAL
- have paid employment under an industrial agreement that recognises School-based Apprenticeships and Traineeships. In effect the employer will be either:
 - covered by an Award with suitable provisions;
 - party to a workplace agreement, including Individual Transitional Employment Agreements, Australian Workplace Agreements, collective agreements, or pre-reform certified agreements; or
- covered by the minimum terms and conditions of Part 21 of the Workplace Relations Act. For more information visit the Higher Education and Skills website: <http://www.skills.vic.gov.au/victorianskillsgateway/Students/Pages/Apprenticeships-and-Traineeships.aspx>
- have a training contract that includes a nationally recognised qualification and duration of training to be undertaken. This contract must be registered with Skills Victoria.
- have a training plan and be signed with an RTO within two months of commencement of the School-based Apprenticeship and Traineeship
- undertake training over two years at an average of 13 hours per week for employment and training per week. This 13 hours should be divided into at least seven hours of employment and six hours of training per week which may be averaged over three periods of four months in each year of the program
- spend at least one timetabled day during the normal school week on the job or in training.

Training and assessment are the responsibility of the RTO

School-based Apprenticeships and Traineeships in the following industry areas have been approved by industry bodies and the VCAA for students undertaking the VCE:

- Agriculture
- Automotive
- Business
- Community Services
- Engineering
- Food Processing (Wine)

- Horticulture
- Hospitality
- Information Technology
- Sport and Recreation

School-based Apprenticeships and Traineeships are also available in other industry areas for which Higher Education and Skills have approved funding.

School-based Apprenticeships and Traineeships in other approved industry areas, may also contribute to the VCE through Block Credit Recognition.

Further information is available at: <http://www.vcaa.vic.edu.au/Pages/vet/programs/sbat.aspx>

VCAL Information

The Victorian Certificate of Applied Learning (VCAL) is a recognised senior school qualification, like the VCE, for year 11 and 12 students. VCAL courses provide practical education and training for young people. Through hands-on learning, students gain skills and knowledge relevant to work and life in local and global communities. VCAL is administered by the Victorian Curriculum and Assessment Authority (VCAA).

VCAL Intermediate and Senior are relevant for students who are interested in going onto training at TAFE, starting an apprenticeship or traineeship or getting a job after completing school. A VCAL Learning Program is developed to suit individual needs where possible and includes the following studies:

- VET program (vocational or TAFE certificate course)
- VCAL Literacy and Personal Development Skills Units
- VCAL Personal and Work Skills Units (requiring ongoing work placement)
- VCE Maths (students must have at least one unit of maths, eg Foundation Maths 1)
- Other subjects as appropriate.

Swinburne Senior Secondary College Intermediate and Senior VCAL Programs are for selected students only. The selection process for this certificate requires students to attend a formal interview to discuss their application for Intermediate or Senior VCAL and their future pathways. It is important that students are able to discuss their goals and potential work placements.

The College expects students enrolling in this program to be prepared to meet the following criteria for success:

- Willingness to participate in class activities and commitment to active learning.
- Vocationally focused and can demonstrate some understanding of this vocation.
- Currently enrolled in a VET study or are considering including a VET study in their program.
- Ability to work as a member of a team.
- Ability to complete tasks and projects in the community.
- Satisfactory attendance.

ASSESSMENT PROCEDURES

Assessment for vocational programs is competency based; collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

A combination of observation, multiple choice, short answer or oral tests, written assignments, production tasks, work performance, projects, and role plays may be used. Students will have the opportunity to resubmit tests and assignments to become competent in a unit.