Lyndale Secondary College 2023

Senior School Handbook

Table of Contents

PART ONE: Requirements for VCE and University Entrance

1. **WELCOME…… 3**
- Senior School Personnel

2. **INTRODUCTION…… 4**
3. **SATISFACTORY COMPLETION OF A UNIT …… 5**
4. **PROMOTIONS POLICY…… 7**
- How students qualify for the Victorian Certificate of Education
- Qualifying for University Entrance
- How the ATAR is calculated

5. **ASSESSMENT…… 8**
- **Special provision**
- Meeting SAT deadlines
- Examinations

6. **REPORTING…… 11**
- Semester Reports
- Interim Progress Reports
- Live Formative Assessment Feedback

7. **SCHOOL ASSESSED VCE…… 12**
8. **CHOOSING SUBJECTS…… 13**
9. **EXTERNAL OPTIONS AVAILABLE …… 15**
10. **ATTENDANCE…… 16**
11. **POLICIES AND PROCEDURES…… 18**
12. **THE SENIOR SCHOOL ADVISORY AND DISCIPLINE COMMITTEE…… 19**
13. **THE GAT & EXAMS…… 20**
14. **SUMMARY TABLE: Assessment Situations, Rules and Outcomes …… 21**
15. **VCE VOCATIONAL MAJOR AND VICTORIAN PATHWAYS CERTIFICATE…… 23**

PART TWO: Lyndale's Rules and Procedures for the VCE Pathway

16. **ORGANISATION AND SELF-MANAGEMENT FOR VCE SUCCESS …… 27**
- Essentials of Effective Time Management for Learning
- Basic essentials for Effective Study

17. **YEAR 11 & 12 PRIVLIGES…… 28**
18. **VCE STUDY PERIODS AND THE SCHOOL DAY…… 29**
19. **FAMILY/STUDENT/TEACHER CONFERENCES …… 30**
20. **SUPPORTING DOUMENTS …… 31**

Welcome to our Senior School Handbook for 2023. Our college takes pride in its commitment to support every student at our college in their pursuit of a pathway that meets their career and learning aspirations.

Our Senior program is highly diverse and offers students the opportunity to complete either the VCE (Victorian Certificate of Education) or the VCE VM (vocational Major) or VPC (Victorian Pathways Certificate)

Another area that is particularly relevant for many students is VET (Vocational Education & Training). The College has a range of high-quality certificates and experiences available to students. A VET certificate must be included in in VPM and VM Intermediate and Senior and can also be included as part of a VCE program. VET certificates can also contribute to VCE Student study scores and the Australian Tertiary Admissions Rank (ATAR).

This handbook has been prepared to assist students at Lyndale Secondary College in matters relating to how to qualify for the Victorian Certificate of Education (VCE) and the VCE Vocational major (VM) and Victorian Pathways Certificate Provision (VPC). The rules of the College for completing a VCE subject satisfactorily the processes and procedures that are applied in Senior school are set out in this booklet.

The Victorian Curriculum and Assessment Authority (the VCAA) is responsible for the development, maintenance, and implementation of the VCE. The information in this booklet is largely based on the VCE

VM & VPC Administrative handbook, and official publication of VCAA available online at:

Pages - VCE and VCAL Administrative Handbook 2023 (vcaa.vic.edu.au)

https://www.vcaa.vic.edu.au/curriculum/VPC/Pages/Index.aspx

Students enrolled at Lyndale Secondary College must abide by the administrative guidelines and regulations of the VCE VM & VPC. It is the responsibility of students and their parents to be fully aware of the VCAA regulations and the expectations of Lyndale Secondary College relating to the VCE VM & VPC.

Parents and students should contact the relevant year level coordinator if they have any questions relating to the rules, process and procedures contained within this handbook.

Diana Kennedy
Acting Assistant Principal

SENIOR SCHOOL PERSONNEL

Acting Assistant Principal, Senior School	**Mrs Diana Kennedy**
Senior Sub School Leader	**Ms Monique Lenehan-Moustafa**
Leader of Pathways	**Mrs Georgia Staikos**
Year 12 Coordinators	**Ms Johanna Gallo** **Mr Phillip MarieJeanne**
Year 11 Coordinators	**Mr Lyndon Shane** **Ms Tayla Shannon**
Year 10 Coordinators	**Ms Carolyn Franklin** **Mr Dylan Mersin**
Senior School Administrative Officer	**Ms Rebecca Campbell**
Careers Counsellor	**Ms Phuong Pham**

INTRODUCTION TO SENIOR STUDIES

The VCAA (Victorian Curriculum and Assessment Authority) offers a diverse range of subjects that may contribute to a VCE or VCE VM or VPC.

Student Declaration - Senior School Requirements 2023

Before undertaking any VCE/VM OR VPC studies, all students must sign the senior school requirements agreement to abide by the VCAA regulations. This declaration must be signed at the start of each year that a student undertakes a VCE study. The declaration must also be signed by any students who are undertaking VCE VM, VPC or VET studies only.

How students can qualify for the VCE by the end of year 12

The VCE is normally completed over two years, but there is no limit to the number of years you may take to accumulate results towards achieving a certificate. If you require an ATAR score you must complete the program within 2 years.

Satisfactory completion of the VCE

To meet the requirements of the VCE each student must satisfy the following:

- ✓ Achieve Satisfactory Completion ('S') for **a minimum of eight** semester subject units in Year 11, including:
- ✓ English/EAL to progress to a full enrolment in Year 12 VCE at Lyndale Secondary College
- ✓ Achieve Satisfactory Completion ('S') for **a minimum of sixteen** semester subject units in Year 12 which must include:
- ✓ 3 sequences of Unit 3 and 4 (year 12) studies other than English
- ✓ 3 units of English, EAL, or an English equivalent (Literature)

Satisfactory completion of a Unit

Students must demonstrate the understanding and skills **for each of the Learning Outcomes** assessed for the Unit. Failure to demonstrate **any one** of the Learning Outcomes results in an 'N' – Not Satisfactory - for the entire Semester Subject Unit, irrespective of performance on the other outcomes.

- ✓ To ensure success in any VCE Unit 3/4 subject, students need to have completed VCE Units 1/2 in the subject. Therefore, students are not expected to select new subjects at Year 12. Exceptions can apply in special circumstances. Decisions regarding such exceptions will be resolved by a review panel under the guidance of the Senior School Promotions Committee.
- ✓ Units 3 & 4 are taken as a sequence. (Unit 4 must be selected along with Unit 3).
- ✓ VCAA external examinations are required in all subjects. These examinations occur at the end of the year, and they can include any content and learning areas covered in the whole year of work as required by the Study Design.

SATISFACTORY COMPLETION OF A UNIT

The decision to award an S for the unit is distinct from the assessment of levels of achievement. VCAL and VET units are based on demonstration and evidence of Units of Competency. School Assessed Coursework and School Assessed Tasks for Units 3 and 4 will provide a level of achievement that contributes to the student's study score for that subject.

VCE units are assessed as **Satisfactory** or **Not Satisfactory**. To gain an **S for a unit** a student must:

- ✓ Submit work on time
- ✓ Attend 100% of classes, except for approved absences for school events such as sport and excursions, as well as genuine illness and bereavement
- ✓ Work within the VCAA and school guidelines
- ✓ Produce **evidence of learning** that demonstrates achievement of each learning outcome

Evidence of Learning
Students must produce evidence of learning that demonstrates each ***Learning Outcome prior to the commencement of a SAC.*** The teacher will provide multiple opportunities for students to produce evidence of learning that satisfies outcomes. Evidence of Learning needs to be authenticated (the student needs to prove they have the knowledge and understanding) and can take many forms. This may include, but is not limited to:

- ✓ Class work
- ✓ Assessment checkpoints
- ✓ Entry and exit tickets
- ✓ Practice SACs
- ✓ Formal assessments (SACs, SATs, exams)
- ✓ Drafts
- ✓ Homework
- ✓ Class discussion
- ✓ Oral responses

If a teacher judges that **all outcomes** are achieved through the completion of the above tasks a student will receive a satisfactory result for the outcome.
If these tasks are not completed prior to the SAC, a student will still be required to complete the SAC on the scheduled date. However, this will not qualify them for an S until the completion of the above tasks.

Year 11 SACs are completed to prepare students for year 12. Year 12 SACs are completed to determine a student's score. A score below 40% will indicate a level of low performance. This will trigger an SSG meeting with the student and parents to best determine if the student can still achieve success in their VCE pathway. Throughout the year, subject teachers will directly inform parents of any unsatisfactory progress via compass and email or phone contact where required. This may lead to a Student Support Group (SSG) meeting with parents to discuss needed improvements and how best to support achieving them.

Not Satisfactory Unit Result

The student receives an **N for the unit** when one or more of the following is not achieved:

- ✓ The evidence of learning does not demonstrate achievement of the outcomes.
- ✓ The student has failed to produce evidence of learning, or they have failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including special provision.
- ✓ The teacher cannot authenticate the student's work. (In the absence of evidence that the work is the students own work, the teacher will not authenticate the work)
- ✓ There has been a substantial breach of rules.

Note: If any of the Learning Outcomes are **N** the student also receives an **N** for the unit.

PROMOTIONS POLICY

Progress from Year 10 to Year 11 VCE is not automatic and a range of factors will be taken into consideration to ensure every student is ready for the learning rigour of the VCE demands. This may include looking at student reports, exam results, attendance and learning habits.

1. To qualify for an accelerated Year 11 Unit 1/2 study in Year 10, Year 9 students would require:
   - ✓ Impressive results in their year 9 subjects
   - ✓ High ratings on their learning habits
   - ✓ A high attendance rate for classes

2. If a student's performance in Unit 1 is deemed unsatisfactory the College may review the enrolment into Unit 2 and beyond.

3. To progress from Year 11 VCE to Year 12 VCE in general, Year 11 students are expected to:
   - ✓ Achieve a minimum of eight 'S' Year 11 VCE Semester Unit results

Qualifying for University Entrance

The VCE is the most direct pathway to entering a university degree course. Most students take the VCE to gain admission to a preferred university course of study in the year following the completion of Year 12.

To gain entry into a preferred university degree course, the student must:

- ✓ Qualify for the VCE by meeting the minimum requirements as set out above
- ✓ Achieve a minimum study score of 25 out of 50 for English/EAL (Required for entry to most university degree courses)
- ✓ Achieve an **Australian Tertiary Admission Rank (the ATAR**) that meets the entry cut-off for the preferred university degree course of study
- ✓ Have passed any prerequisite subjects for specific courses to a satisfactory standard (Eg, a Maths prerequisite for Engineering)

How the Students ATAR is calculated

- ✓ After statistical moderation and scaling, the students' four best **study scores**, which must include English/EAL, are counted fully, and ten percent of their fifth, their lowest, study score is added to this total.
- ✓ All students in Victoria have the total of their scores added up in this way and are ranked accordingly from highest to lowest.
- ✓ Students with the highest total are ranked as 99.95 and the students with the lowest total are ranked as zero.
- ✓ **The study score** that students receive for each subject is based on the standard of performance they demonstrate in each of the school-Based Assessments (the SACs and SATs) plus their standard of performance on the external, end-of year examination.
- ✓ To be successful, students must perform to the best of their ability throughout the year in their School-Assessed Coursework (SACs), their School-Assessed Tasks (SATs) and their final examinations.

ASSESSMENT

Assessment Dates

At the beginning of the semester, students are given, in writing, the SAC/SAT assessment schedule for each of their subject Semester Units. It is the student's responsibility to plan and use the time available to be prepared for these scheduled scored assessments.

Coursework assesses each student's overall level of achievement on the specific assessment requirements set by the VCE study Design for the subject. The study design specifies a range of tasks to assess achievement of each of the unit's learning outcomes. These assessment tasks are part of the regular Teaching and learning program for each Unit of study and are completed mainly in class time.

The scored result for each SAC in Unit 3 & 4 counts towards a student study score and ultimately towards the students ATAR. It must be noted that School Assessed Coursework scores may change following statistical moderation by the VCAA.

Special Provision for School-Based Assessment

A range of strategies for removing disadvantage become available to teachers and students when Special Provision is granted. The Advisory and Discipline Committee decides which of these strategies the teacher can adopt for students who are considered eligible for Special Provision. Some of these strategies include:

- ✓ Extending deadlines to give more time to prepare for assessment
- ✓ Allowing extra writing time on test-condition forms of assessment task
- ✓ Using classwork as evidence of Learning Outcomes being met
- ✓ Using classwork and other completed SAC results to derive scored outcomes on adversely affected SACs
- ✓ Providing alternative forms of assessment that accommodate the student's specific disabilities or disadvantages, including second language difficulties.

Applying for Special Provision for School-Based Assessment:

The first step is for the student and/or the parent/guardian to discuss the matter with any one or more of the following personnel:

- ✓ Year Level Coordinator
- ✓ The Senior School Leader
- ✓ Assistant Principal, Senior School
- ✓ Wellbeing personnel

If step one confirms that there is a substantial case for Special Provision, the student and family supply supporting documentation as evidence. Supporting documentation may include medical reports, clinical psychologist reports, social or youth worker's reports, or the reports of other independent health and social-work professionals.

Special Provision Based on EAL Status

Students who have not resided in an English-speaking country for more than seven years qualify for English as an Additional Language (EAL) status. That is, English has been an additional language for the student for only seven years or less. However, this status does not apply if the student attended a school in which English was the language of instruction.

Special Provision for External Examinations

The VCAA recognises that the examination form of assessment can disadvantage some students who are affected by one or more of the following:

- ✓ Mental health issue
- ✓ Health impairment
- ✓ Physical disability
- ✓ Specific learning disorder
- ✓ Hearing impairment
- ✓ Vision impairment

For that reason, students affected by any of these conditions can apply to the VCAA for *Special Exam Arrangements*. These special arrangements include a range of appropriate options for minimising the impact of the student's disadvantage on his or her achievement. These special arrangements can involve a combination of such options as extra writing time, rest breaks, isolation, scribing, technological assistance to name only a few. For more details, see the *VCE and Administrative Handbook*

To make such an application, the student needs to discuss the circumstances with the VCE Coordinator. The application requires documented evidence from an independent health professional and the Principal's endorsement. When these are in place, the VCE Coordinator forwards the application to the VCAA and the student and the school are notified of the outcome.

Derived Examination Scores

"Students who are ill or affected by other personal circumstances at the time of a VCE external examination assessment, and whose result is unlikely to be a fair or accurate indication of their learning or achievement in the study, may apply for a Derived Examination Score – DES. (*VCE and VCAL Administrative Handbook)*

To apply for a DES, the student needs to discuss the circumstances with the VCE Coordinator. The application requires documented evidence from an independent health professional and the Principal's endorsement. The Chief Supervisor of the affected examinations records observations of the student's attempt to complete the examinations if the student attends them. When these details are in place, the VCE Coordinator forwards the application to the VCAA, and the student and the school are notified of the VCAA's determination.

The application must reach the VCAA within fourteen days of the examination that is affected or within fourteen days of the student's last examination when more than one exam is involved.

Meeting SAT Deadlines

School Assessed Tasks (SATs) are long-term projects that students have to develop over a long time-period from Term 1 to Term 3. Certain VCE subjects require one SAT to be completed to a satisfactory standard for an 'S' result on the Learning Outcomes related to the task. SATs have a number of components and stages that are also scored and contribute to the study score the student achieves for the subject. Some of these stages and components will be part of Units 1 (Y11) and 3 (Y12); others will be part of Units 2 (Y11) and 4 (Y12).

SATs represent a significant assessment component of Units 1 to 4 of the following VCE subjects: Art; Food Studies; Informatics; Media; Music Performance; Product and Design Textiles; Product and Design Resistant Materials; Systems Engineering; Visual Communication.

At the start of the year, students are given the details of the assignment that has to be developed in stages and the due dates for 'S/N' and scored assessment of the students' work in progress. Failure to meet any one of these deadlines results in 'N' for the assignment and therefore N for both Units 1-2 or Units 3-4, whichever is the case.

The following are the rules for gaining 'S' and scored results for SATs

1. If the student has a school approved absence on the day of a SAT-progress-assessment deadline, it is the student's responsibility to make sure the work that is due reaches the teacher on the deadline. If the student does not ensure that the work reaches the teacher, 'N' could be the result for the Learning Outcome affected and therefore 'N' could be the result for Units 1-2 or Units 3-4, whichever is the case.
2. If the work that is due is presented, but cannot be authenticated as the student's own independent work, the result will be 'N' for the SAT, 'N' for the Learning Outcomes involved and 'N' for both Units 1-2 or Units 3-4, whichever is the case. (This situation would arise when low attendance and/or lack of work have meant that the teacher has had no opportunities to observe and verify the student's progress with developing the set project.
3. As working on the SAT is ongoing, all students can be expected to have evidence, by set dates, of progress and completion of specific stages for developing the project. If the deadline for any stage is not met, the teacher is not in a position to authenticate or assess the student's work. In this situation, 'N' would be the result for the SAT, the Learning Outcomes involved and both Units 1-2 or 3-4, whichever is the case.
4. This type of assessment is fundamentally different to SAC assessment in ways that make it impractical to grant extensions to individual students for either scored assessment or 'S/N' Learning Outcome results. For this reason, extensions for the completion of set 'S/N' and scored stages of the SAT will not be granted without the approval of the Advisory and Discipline Committee.

REPORTING

The College provides three levels of academic-progress and achievement reporting to parents and guardians:

- ✓ Semester Reports
- ✓ Term Progress Reports
- ✓ Learning Task Live Reporting (formative assessment)

All reporting aims to keep parents/guardians informed so that they can engage with the college to support their child's application and progress with their learning.

Semester Reports

For the VCE, these reports are summative – they record the students' level of learning achievement for all their VCE Semester Units of study. Semester Reports communicate the following items of information:

- ✓ A description of each SAC and SAT task that explains what the students had to complete
- ✓ The grade level of achievement on each SAC, SAT and Exam
- ✓ The teachers' reporting of the specific skills and understandings the student demonstrated on each SAC and SAT
- ✓ The teachers' advice on the specific improvements the student should prioritise as learning goals for future progress
- ✓ The 'S' or 'N' result for each of the Learning Outcomes prescribed for Unit of Study
- ✓ The 'S' or 'N' overall Unit result
- ✓ The rate of class attendance for each Semester Unit of study.
- ✓ Within 2 weeks of a student completing an assessment the outcome and feedback of this assessment task will be available for parents and students to view on compass.

These reports become available on Compass at the end of term two for Semester 1 and the end of term four for Semester 2.

Interim Progress Reports:

The Progress Reports are published on Compass. These reports provide information from teachers about the student's application to and progress with learning based on a range of five dimensions that are vital to successful learning at all levels of education. Families are encouraged to make use of the information the Progress Reports provide to support their child's effort in the VCE program.

Live Formative Assessment Feedback

Learning tasks are set for students to assist their progress and preparation for SACs. The title, due date and the requirements of the task are placed on Compass. This process enables students and parents/guardians to keep track of these tasks. It also allows parent/guardian access to their child's results and the teacher's feedback on the strengths and the weaknesses of their child's work. The live Formative Assessment Feedback and the Semester Report together also allow parents/guardians to see the kind of work and learning the students are required to master in order to be successful in their VCE courses of study.

SCHOOL-ASSESSED VCE

Lyndale SC is offering a school assessed VCE program to individualise and further support students. Students who complete the school assessed VCE are awarded the Victorian Certificate of Education, which confirms their successful completion of Year 12. Students taking this option are not scored for their subjects and do not receive an ATAR.
School-assessed students will not be required to complete external assessments, such as the General Achievement Test (GAT) and the Victorian Curriculum and Assessment Authority (VCAA) examinations. For students who are school assessed, each assessment will be marked as Satisfactory (S) or Not Satisfactory (N) only.

Students who meet any of the following criteria can apply for a School Assessed VCE pathway:

The student:

- ✓ Does not need an ATAR
- ✓ Does not have any intention of going directly to University after school and is considering a course with TAFE or a private education and training provider
- ✓ Is looking at an apprenticeship or internship at the end of the year
- ✓ Suffers from high anxiety and would not cope with the pressures of exams
- ✓ Is planning to attend TAFE as a pathway to University
- ✓ Is looking at a certain course at Victoria University, Federation University, RMIT or Swinburne (Many of these courses do not require an ATAR for entry.)
- ✓ Is interested in entering the Australian Defence Force (ADF) at the end of the year and needs a VCE completion only
- ✓ Would like to join the police force
- ✓ Would like to work, travel and go to university as a mature aged student at 21
- ✓ Has a clinical condition that cannot be accommodated by a special provision
- ✓ Has a diagnosed disability that cannot be accommodated by a special provision

Satisfactory Completion of the School – Assessed VCE

To be awarded the school assessed VCE at the end of Year 12, students must meet the following requirements:

- ✓ Satisfactory completion of 16 Semester Units of VCE studies
- ✓ Satisfactory completion of three units of English or EAL, including a Unit 3 &4 sequence
- ✓ Satisfactory completion of at least three sequences of Unit 3 &4 studies in addition to English or EAL
- ✓ Attend 100% of classes, except for approved absences for school events such as sport and excursions, as well as genuine illness and bereavement

Students can apply to complete a School Assessed VCE. Applications can be made to the Year 12 Coordinators. Moving to a School Assessed VCE will only occur after discussion with the student and family to ascertain that the pathway is appropriate for the student. This consultation will be processed as a meeting between the parents and student with the Year 12 Coordinators, the Sub School leader and the Assistant Principal. Parental approval will be required.

CHOOSING SUBJECTS

Subject choices for the following year are always made during term 3. Some changes in the original choice may be necessary later in the year. However, where initial decisions have been carefully and thoughtfully made, these changes should be few. By the end of the school year, students wishing to make a change may find their choices restricted because of timetabling constraints.

Each student will be given a subject selection package which contains:

- ✓ academic results (exam result, CAT, SAC's, semester/progress reports, attendance etc)
- ✓ subject handbook
- ✓ list of subjects available
- ✓ web preferences access codes
- ✓ instructions on how to place preferences

When choosing subjects, students should consider:

- ✓ pathway requirements
- ✓ their past academic results
- ✓ their interests, skills, and abilities
- ✓ prerequisites for Units 3 & 4 sequences and tertiary courses

All subject selection forms will be reviewed by the Senior Sub School Leader/Senior School Assistant Principal and a member of the Senior Sub-School leadership team, in order to ensure that the pathway that has been selected meets the various requirements.

It is important to note at this stage of the selection process that some of the subjects listed within the *Subject Guide* may not run in 2024. **The pattern of student subject choices and the deployment of teaching resources will have an influence on this decision.** Therefore, it is important to choose a reserve subject and to list your preferences in order.

Students wanting to change their subjects, must see their year level leaders and complete the Course Change Application form before the final dates. Students will not be permitted to change their subjects after this date.

Additional Support Programs for VCE English

English is the only compulsory subject for VCE. All other subjects are elective. While all subjects are equally important, success in the VCE is directly affected by students' achievement in English for the following reasons:

✓ Year 12 Units of 3/4 English plus at least one Unit of Year 11 English are needed to qualify for the VCE
✓ The student's study score for Year 12 English is counted fully in the ATAR whether or not it is one of the student's top four study scores
✓ A minimum study score of 25 for English is needed as a prerequisite for entry to most University Degree courses

- **Extension English for 40+**: This program is selective entry at Year 11 and Year 12 and provides an enhancement curriculum for developing the highly advanced reading, interpreting, writing, and communication skills expected of the top performing students in the state of Victoria in English. Initially this program is compulsory for the selected students. However, anyone who wishes to opt out may do so, but will not be able to return to the program at a later date.

EXTERNAL OPTIONS AVAILABLE

VCE HIGHER EDUCATION STUDIES

The Higher Education Studies Program provides an opportunity for very able students to extend their learning in a particular subject area by completing the first year of a standard university subject as part of their Year 12 Program.

The program is offered by CHES, Monash, RMIT, Deakin and Melbourne Universities. The mode of delivery can differ between subjects and institutions. At this stage, all higher education studies are offered externally from the College.

For more information and a list of subjects offered and their locations, students should speak with the Careers Counsellor. **Applications must be lodged by the end of October each year.**

VICTORIAN SCHOOL OF LANGUAGES (VSL)

Students in Senior School can study a language not offered by the College with the Victorian School of Languages. However, families are advised that tuition is offered either by distance learning or by attending Saturday morning classes. A tuition fee is payable. Any student considering this option must discuss their plans with the Senior Sub School Leader.

DUAL RECOGNITION FOR TAFE COURSES AND VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) courses are offered at TAFE in various specialty areas. Some areas of study are recognised by the VCE as equivalent to Units 1, 2, 3 or 4. This allows a student to work towards the VCE and a TAFE certificate at the same time. It is most important that students interested in these courses seek advice and details from the Careers Counsellor.

The Victorian Tertiary Admissions Centre (VTAC) has advised that existing arrangements for tertiary entrance and ATAR calculation will be modified to reflect the integration of VET programs within the VCE. Approved VCE VET Units 3 & 4 sequences have examinations and receive a study score that contributes to an ATAR for university entrance.

Interested families should discuss these arrangements with the Careers Counsellor.

ATTENDANCE

All the evidence and research show that attendance is critical to success at all levels of education. Missing classes causes students to fall behind and become disengaged from learning. This in turn causes heightened stress and anxiety. Avoiding these negative outcomes and replacing them with success is the aim of Lyndale's attendance policy.

Students are required to attend all timetabled classes and parents are asked to assist by not allowing students to stay at home unless they are genuinely too ill to attend school.

Ensuring that all work presented to satisfy Learning Outcomes in the VCE is the student's own work is another aim of the college's Attendance Policy. To authenticate students' work as their own, teachers must have opportunities to observe the work students attempt in class. If attendance is too low to authenticate a student's work, 'N' for the Learning Outcomes and 'N' for the VCE subject Semester Unit would be the result. If this occurs, the student will have to be withdrawn from the subject.
Each VCE unit involves 50 hours of scheduled classroom instruction. In addition, it is expected that students will undertake up to 50 hours of self-directed learning for each unit.

To fulfil these aims, the attendance rules for VCE, VCE VM & VPC students at Lyndale Secondary College are as follow:

- ✓ Attend all timetabled classes, excursions, assemblies etc
- ✓ Be punctual to all classes
- ✓ To ensure students get full access to the course and ample opportunity to demonstrate evidence of learning, including the teacher authenticating the learning, students are expected to attend 100% of classes. Where exemption for approved absences, school events such as sport and excursions, as well as genuine illness and bereavement is the case, this will support the student to avoid being 'at risk' of not completing the course and receiving an N for the unit
- ✓ Students who are consistently absent or late will find it difficult to meet the requirements for satisfying the achievement of the Key Knowledge and Key Skills required under VCAA guidelines
- ✓ Students engaged in VET programs as part of their study are also required to meet the attendance requirements of the program they are enrolled in, including off campus classes and work placement where applicable
- ✓ Students are responsible for monitoring their own attendance percentage via Compass
- ✓ If a student's attendance is not meeting the above requirements, the student family will be notified with a letter to remind them of the attendance protocols in successfully completing their program
- ✓ If a student's attendance continues to be unsatisfactory an SSG will be held to determine whether the student is able to complete their pathway
- ✓ If a student's attendance remains unsatisfactory after the above attempts a meeting will be held with the Sub school leader/AP and family to look at alternative pathways for the student continuing their education at Lyndale Secondary College.

All absences need to be approved by the College as there is a VCAA requirement of attendance for teachers to validate student work. The following absences will be approved and not be considered as part of the 100% attendance requirement:

- ✓ Illness- a medical certificate is required (With the exception of specialist treatment, medical and dental appointments should not be made for school hours)
- ✓ Bereavement – A parental note will be accepted with the date and signature included
- ✓ Other Educational activity (e.g., if you are on an excursion for a subject or sitting an exam)
- ✓ Other – If there are other valid reasons, these will need to be discussed with your year level coordinators before the absence (if possible) or as soon as possible

Family holidays, part time work, license test and other similar reasons for absences are not acceptable. If an extended absence from school is needed due to exceptional family circumstances that require travel, Special Provision can be provided.

If a student misses a scheduled SAC or SAT requirement due to illness, the following steps are required:

- ✓ On the morning of absence from the SAC, the student must contact their Year Level Coordinator or the Senior School leader or teacher, to explain the reason for the absence and when they will return to school.
- ✓ A medical certificate for the absent days must be provided on the day the student returns to school
- ✓ If the absence due to illness is confirmed by medical certificate, the missed assessment task can be rescheduled. When this occurs a different, but equivalent, assessment task will be set for scored assessment.
- ✓ If a medical certificate for the absent days is not presented**,** the task will be rescheduled for an ungraded, satisfactory completion only assessment. An 'NA' will be entered for the student on this task, which means that no points toward the study score for the subject have been awarded.
- ✓ Students taking a VET course as part of their VCE need to meet the same attendance requirements for that course as apply to attending school classes. If for any reason they cannot attend their day of VET classes, they must notify their course provider and the school. A signed and dated parent/guardian note explaining the reason for the absence is to be presented by the student on returning to school.

POLICIES AND PROCEDURES

Possible Breach of Authentication

SACs and SATs are subject to VCAA Authentication requirements- students must submit only their own work and acknowledge other influences in their work appropriately. Please note that the onus of proof here is on the student. They are required to supply drafts and evidence of background work in the event of an appeal.

The college community will be notified of these rules by:

- ✓ Staff will be alerted by staff meetings and this handbook
- ✓ Students will be alerted via this handbook, through other publications, and at level assemblies
- ✓ The wider school community will be informed through newsletter items and at VCE Information sessions

Where a teacher is not satisfied that work submitted is the student's own, they will submit it with their evidence to the Senior Sub school leader or Assistant Principal (Senior school). This should occur within two days of submission. These bodies will ensure that the process for breaches of authentication strictly adhere to guidelines outlined in the VCAA Administrative Handbook and will keep the teacher and student informed at each stage of the process.

The stages are as follows:

- ✓ Notifications made to Sub School leader or Assistant Principal
- ✓ Potential breach investigated
- ✓ If necessary, a notification of a formal interview with a principal elected panel will be convened if there is sufficient reason to believe that a breach may have occurred
- ✓ Where it is determined that a breach has occurred, the Principal (or nominee) will inform the student in writing of the penalty imposed and the provisions for appeal. Notification should be made within 14 days of the initial interview. The principal (or nominee) will inform the VCAA of the breach according to their requirements. Students may then appeal and will need to approach the VCE program manager if this is their intention.

Sanctions that can come from Breaching Authentication range from repeating a set task to being withdrawn from the subject. This depends entirely on the nature of the offence, and the issue is treated extremely seriously by the VCAA.

Plagiarism/Copying

Students who present work that is found to have been plagiarised or copied will be required to complete an alternative task to meet the outcome. However, in these circumstances, the score for the assessment will be zero. If plagiarised or copied work is presented by a student for the second time in a VCE semester Unit, the student will automatically receive an N for that Unit.

Cheating

Cheating on assessments will carry the following consequences:

- For the first offence, completion of an alternative task will be required. A score of zero will be received for the assessment.
- For any second offence in a VCE Unit, the student will receive an N for that Unit.

Any deceptive behaviour such as plagiarism or cheating will not be tolerated.

THE SENIOR SCHOOL ADVISORY AND DISCIPLINE COMMITTE

This committee has two general purposes, and its composition will vary according to the Principal's discretion to suit individual needs as they arise. One major purpose of the committee is to support students who are encountering difficulties managing the demands of VCE. The committee's other major purpose is to resolve any breaches of the rules outlined in this section. It is the committee's responsibility to decide how any such breaches will be resolved to ensure the integrity, fairness and equity of all school-based scored assessments and Unit 'S/N' results.

Members of the Committee:

- ✓ The Principal (when required for resolving appeals against a committee's decision)
- ✓ Assistant Principal, Senior School (Chair)
- ✓ Senior Sub School Leader
- ✓ Director of Curriculum (as required)
- ✓ Student Wellbeing representative (as required)
- ✓ Year 10, 11 or 12 Coordinator (as required)
- ✓ Domain Leader (as required)
- ✓ Careers Counsellor (as required)
- ✓ Subject Teacher (as required)

Aims of the Committee:

- ✓ To assist students' successful completion of VCE
- ✓ To assist students to develop responsibility and time management skills for meeting deadlines
- ✓ To support students who need a transition from VCE to an alternative education/career pathway

The Committee's Activities:

The committee meets as required to consider:

- ✓ Counselling of students in relation to unacceptable attendance and/or lack of work
- ✓ Applications to defer scheduled SACs or SATs (Extensions of time for scored assessments)
- ✓ Applications for extensions of time to meet Learning Outcomes for a Unit result of 'S'
- ✓ Applications for Special Provision in relation to scored SAC and SAT assessments
- ✓ Resolution of assessment issues in relation to lost, stolen or damaged work
- ✓ Resolution of issues relating to the authentication of a student's work due to alleged plagiarism or any other form of alleged cheating
- ✓ Resolution of any student's appeal against an 'N' result for a VCE Semester Unit of study
- ✓ Applications for leave of absence during term due to exceptional circumstances
- ✓ Referring students to appropriate agents for counselling in relation to Careers or Health issues

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THE GAT & EXAMS

The GAT (General Achievement Test) – Thursday 15th June 2023
All students studying at least one Unit 3 and 4 VCE subject (including a VCE VM Unit 3 and 4 subject) or a scored VCE VET subject are expected to sit all or a section of the General Achievement Test (GAT).

The GAT is a General Achievement Test that measures a student's general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences. It also measures a student's literacy and numeracy skills against a new standard, introduced in 2022.

The new standard will indicate whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling – giving another indication of their readiness to move onto further education, training or employment.

The GAT will provide specific information on each student's key skills for life beyond school. The GAT is an essential part of the VCE assessment process. While the GAT is important, it does not directly count towards a student's final VCE results. GAT results are used to check that VCE external assessments and school-based assessments have been accurately and fairly assessed. GAT results may also play a part in determining the final score for a VCE external assessment if a student has a **derived examination score** approved for that assessment.

Exam Dates

Examinations are critical for success in the VCE. Effective revision and study over the course of the year is essential to achieving study scores that reflect the student's ability.

For Year 12 students, the examinations are externally set and assessed by the VCAA and they test the students' understanding of the year's work in a subject. Depending on the subject, the examination result is weighted from thirty percent up to sixty percent of the student's study score.

Year 11 Exams

Mid-Year: Term 2, Week 8. Week beginning 12/06/23
End of Year: Term 4, Week 7. Week beginning 13/11/23
During the exam period no formal classes will operate. Attendance at exams is compulsory for all students. These exams are important and are a student's best guide to their likely performance in Year 12.

Exam Dates, June and November, Units 3 & 4

Examination Timetable's will be provided as soon as they are finalised.

Year 12 Exam Periods:

Mid Year:
VCAA GAT: Thursday 15th June
Practice Holiday Exams: Term 3 Holidays (Timetable to be released in Term 2)

All year 12 VCE students sit compulsory trial examinations during September school holidays for all their subjects. These exams will reflect the format and time requirements of the official VCAA written examinations held in October/November. Students' performance in these September trial examinations will inform teacher judgement in relation to Indicative Grades and the ranking of students school-based assessment into their subjects.

VCAA Performance/Language Exams: Wednesday 18th October
VCAA End of Year Exams: Tuesday 24h October

SUMMARY TABLE OF ASSESSMENT SITUATIONS, RULES AND OUTCOMES

SITUATION	RULE	OUTCOME
Student absent from scheduled SAC task	(i) Medical certificate provided or Special Provision granted	Student permitted to sit rescheduled task for scored assessment
	(ii) No medical certificate or Special Provision	Task rescheduled for 'S' or 'N' only; no score towards study score
Unsatisfactory standard for an outcome	(i) Class work provides alternative sufficient evidence for 'S'	'S' is awarded for relevant Learning Outcome and the SAC score is entered as it stands
	(II) No other evidence that the Learning Outcome has been met	'N' is the result for the Learning Outcome and the Unit of study. Student to withdraw from the subject
Authentication of the whole or part of the student's work cannot be established	(i) There is enough authenticated work to demonstrate achievement of the Learning Outcome.	'S' is given for the Learning Outcomes affected. Only authenticated components receive a scored result. Student to explain to Advisory and Discipline Committee failure to acknowledge sources and any plagiarism identified
	(ii) There is not enough authenticated work to demonstrate that the student has achieved the Learning Outcome.	'N' is given for the Learning Outcomes affected and the Unit. Student to withdraw from the Unit. Interview as for (i) required
Work on unsupervised SAC or SAT components not submitted directly to the teacher by due date	Special Provision relating to a request for an extension of time cannot be considered immediately before, on or after a scheduled deadline	'N' is given for the Learning Outcomes affected and for the Unit. Student to withdraw from the subject. **Appeal Process available if exceptional circumstances have adversely affected the student's ability to meet the deadline**
Student achieves a satisfactory standard on a SAC, but the class attendance for the period of instruction and classwork in preparation	(i) Student can show work in evidence of preparation for the SAC that allows the teacher to authenticate the student's work	'S' is awarded for the Learning Outcome and the SAC score is entered. Attendance issues to be discussed with Coordinators Raises authentication issues. Resolution process required to determine result
	(ii) Student cannot show classwork or homework in evidence of	

for a SAC is not satisfactory	preparation for the SAC. Teacher has no evidence of the student working in class	
Student attends less than 100% of timetabled classes for the Learning Sequence for a SAC where a medical or school approved absence cannot be approved	Teacher cannot authenticate the independence of the work submitted for the SAC	'N' is given for the Learning Outcome and the Unit. Student may have to withdraw from the subject
Lost, stolen or damaged work, especially in relation to folio development for SATs	(i) Students are responsible for securing the computer storage of their work to avoid losing work as result of technological failures. (ii) Students are also responsible, and in in their own best interest, to show their work in progress regularly to their teachers. This ensures that the teacher has evidence of progress with the learning in case of any work being lost or damaged. (iii) In this situation, the student must complete a written statement describing the work that has been lost and how it became lost.	The Assistant Principal, Senior sub school leader and the year level VCE Coordinator, acting on the advice from the class teacher and the student's statement, will determine the assessment result for any SAC or SAT that is in this situation. The VCAA will be informed in writing of this situation and its resolution.

VCE VOCATIONAL MAJOR & VOCATIONAL PATHWAYS CERTIFICATE

In 2023, Intermediate and Senior VCAL will be replaced by a new two-year vocational specialisation within the VCE, known as the Victorian Certificate of Education Vocational Major (VCE VM). The new Victorian Pathways Certificate (VPC) will replace Foundation VCAL.

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

From 2023, students can enrol in the VCE, which includes the VCE Vocational Major, or the Victorian Pathways Certificate. The aim of these pathways is to:

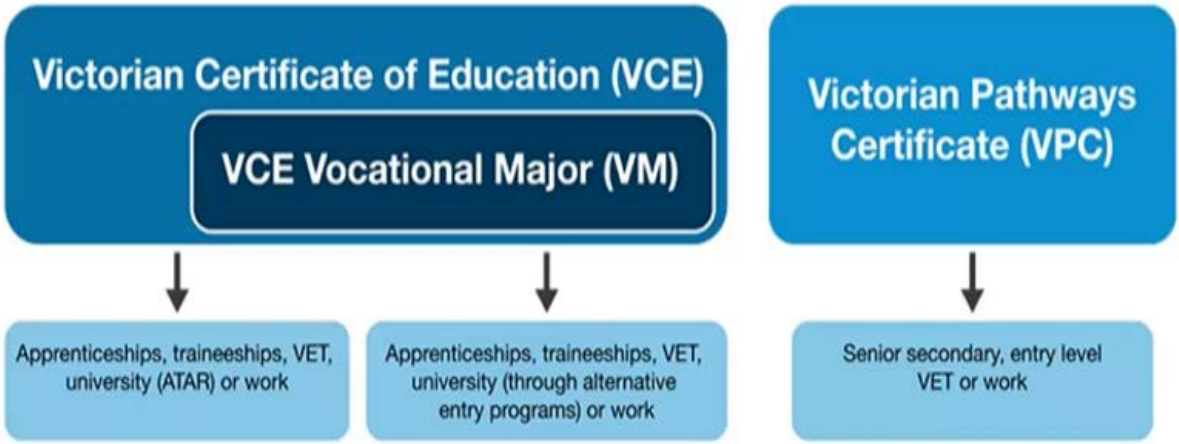
- ✓ Provide students with greater choice, confidence and skills for their future career allowing them to pursue an education aligned to their strengths, interests, and aspirations.
- ✓ Develop students' personal and practical life skills
- ✓ Align more closely with Victoria's growth sectors and what local industry needs

At Lyndale Secondary College in 2023, the VPC will commence in Year 10 for selected students who are eligible for this certificate. Year 10 VPC students will commence a unit of the core subjects: Literacy and Numeracy. Year 11 will offer the VCE VM and VPC course for students.

In 2023, students studying in Year 12, will be completing a VCAL Intermediate Certificate. (2023 will be the last year that this certificate will be offered), or a VCE VM Certificate. The enrolment into these certificates is determined by the VCAL level a student was enrolled in in 2022 and the number of units they have successfully completed.

In 2024, the VCE VM and VPC will be fully implemented across Years 11 and 12.

Year 11 and 12 Options



How is the VCE VM structured?

The VCE VM has specific subjects designed to prepare students for a vocational pathway.

The subjects are:

- ✓ VCE VM Literacy
- ✓ VCE VM Numeracy
- ✓ VCE VM Work Related Skills
- ✓ VCE VM Personal Development Skills
- ✓ (+ 180 hours of VET at Certificate II level or above)

Each subject has four units, and each unit has a set of outcomes which are assessed through a range of learning activities and tasks. Students will apply knowledge and skills in practical settings and undertake community-based activities and projects that involve working in a team.

What do I have to do to achieve my VCE VM?

Students must successfully complete at least 16 units, including:

- ✓ 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- ✓ 3 other Unit 3-4 sequences (VCE, VET or VCE VM units)
- ✓ 2 VCE VM Numeracy or VCE Mathematics units
- ✓ 2 VCE VM Work Related Skills units
- ✓ 2 VCE VM Personal Development Skills units, and
- ✓ 2 VET credits at Certificate II level or above (180 hours)

Most students will undertake between 16-20 units over the two years.

Can I combine VCE subjects with VCE VM subjects?

Yes. Students may access and gain credit for VCE subjects in addition to the mandatory requirements of the VCE VM. At Lyndale Secondary College we offer the following VCE/VET studies for VCE VM students to select from:

- ✓ Art Creative Practice
- ✓ Food Technology
- ✓ Physical Education
- ✓ Health and Human Development
- ✓ VET Sport and Recreation

Please note: VCE subjects will be un-scored and will form a slightly different model than traditional VCE subjects. There will be no SACS or exams. These subjects run for one year in length. It is expected that this elective block will be for VCE VM students only.

Can I participate in Structured Workplace Learning (SWL)* or a School Based Apprenticeship or Traineeship (SBAT) as a part of the VCE VM?

Yes, SWL or an SBAT can be included in the VCE VM. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition. Work placement provides some real-world experience in the workplace area of the student's choice. SWL is designed to help students transition into the work environment. In the past, we have had many students who have gained apprenticeships and employment opportunities directly through their work placement.

Students must find their own work placement. Ideally, the work placement would be linked to the student's VET course, however this is not a rule, only a guideline.

It is Important to note that there are a small number of VET courses that require students to complete structured workplace learning in the field of study to satisfy the requirements of the VET certificate.

From 2023, students can gain one credit if they have completed a work placement. This does not have to align with their VET. Students who have a work placement need to complete a workplace learning record containing a series of questions. Their reflections on this assessment workplace learning record will provide the evidence required for schools to assess and provide credit towards the student's certificate.

Structured work placement

Structured work placement is an essential part of the Vocational Education and Training (VET). Young people who are completing a VET program need to practise their skills to complete their qualification.

It is a requirement of the VM & VPC Work Related skills unit that students have a Structured Students will also be required to maintain a signed logbook/journal officially logging their work in one year. Students will also be required to maintain a signed logbook/journal officially logging their work placement hours. This will contribute to their final assessment

It is a legal requirement that students undertaking Structured Workplace Learning as part of a VET program within VCE or VM, VPC must be undertaking or have completed the OH&S training unit of competency withing the VET program

All structured workplace learning must be in the same industry as the VET program, Structure Workplace learning hours must be between 8:30am and 9:00pm with a minimum payment of $5.00.

Where a student is undertaking Structured Workplace Learning which is not part of a VET program or Structured Work Placement which is not related to their VET program within VM or VPC, the students must complete Work Related Skills unit 1 safe @ work assessments (General & Specific) – to be updated every 12 months

All Building and construction placements e.g., Plumbing students must complete Construction Work Safe Card (white Card) prior to attending any building site

VET

What is VET?

VET is a compulsory part of the VM & VPC courses. Most students, who focus on one VET certificate, will complete the certificate at either level 2 or 3. Every 90 hours of completed VET units, will contribute 1 credit towards the VM or VPC. On average, most students acquire 2 credits within one year.

VET scores provide a credit towards a students ATAR either by accruing an additional 10%, or by being graded themselves and becoming part of the normal ATAR calculation.

Normal school policies apply to VET students as far as attendance, expectations of adherence to school rules, authentication and enrolment and concerned.

Some VET courses are scored and at 3 & 4 level students can elect to sit and exam which contributes to an ATA score. All students who wish to sit the end of year VET exam must also sit the GAT – mid-year exam.

What VET courses are offered at Lyndale Secondary College?

There are some VET courses that are offered at Lyndale Secondary College.
These are:

- ✓ Cert III Business
- ✓ Cert III Sport and Recreation
- ✓ Cert II Cookery (Kitchen Operations)

VET is an essential component of the certificate and students must accumulate a minimum of 180hours over the two years.

Summary of VCE VM & VPC curriculum requirements

Units of Study	VCE VM	VPC
VCE VM & VPC	***units required*** *. Literacy or English at units 3&4 are npulsory for VCE VM. At least three er 3&4 units, are also required.*	***units required*** *. Students may enrol in additional E units or VET. However, if they ose to complete the units alone, it es them enough units (12) required the certificate.*
Literacy	1-4	1-4
Numeracy	1-4	1&2 only
PDS	1-4	1&2 only
WRS	1-4	1-4

These units do not attract a study score and do not contribute to an ATAR.

For further information about the VCE VM and VPC pathways, contact:
Ms Georgia Staikos
Leader of Pathways
georgia.staikos@education.vic.gov.au

ORGANISATION AND SELF-MANAGEMENT FOR VCE SUCCESS

Students at the Senior School level have greater responsibility for their learning and management of their courses of study. Independent learning becomes essential at this level of secondary academic education. The academic demands of the VCE at Year 11 and Year 12 levels are such that students must give priority to learning and study if they are to be successful. Prioritising academic success also requires students to complete set homework and to put time into self-directed study. At the VCE level, a **minimum of fifteen hours per week** for homework and study is essential. When assessments are becoming due, more than the minimum will be required. ***The key to success is ORGANISATION.*** Students must be aware of their assessment schedule and plan how time will be used to prepare for the tasks they have to complete.

The Essentials of Effective Time Management for Learning:

- ✓ Maintain awareness of deadlines by setting up an excel semester spreadsheet planner and/or a wall planner for your study space at home that shows all the SAC and SAT tasks and due dates
- ✓ Set weekly progress goals for each subject as steps toward being ready for scheduled SACs and SAT deadlines
- ✓ Use a weekly planner that shows all the free time-slots available for study and planning the specific topics/tasks to be worked on in these time slots to achieve the weekly goal for each subject
- ✓ Make sure the weekly progress goals and the steps to be taken toward them are realistically time-framed.
- ✓ Make maximum use of study periods and available class time during the school day for completing learning tasks or reinforcing new learning or pre-reading and noting for upcoming topics.
- ✓ Give all subjects equal time over the medium to long term
- ✓ If a plan for the week is not fulfilled, not completed, reflect on why and adjust your future planning and/or your behaviour accordingly.
- ✓ Build into the plan time for rest, recreation, family life and friends – maintain a balance. Sport is highly recommended for combining social interaction with maintaining fitness and enjoying recreation.
- ✓ If difficulties with planning and carrying out plans are encountered, seek assistance from Year Level Coordinators

Some Basic Essentials for Effective Study:

- ✓ Undivided attention in class
- ✓ Taking handwritten notes in class is more effective than noting on laptops
- ✓ Questioning in class for understanding the lesson material
- ✓ Early, within twenty-four hours, review and reinforce lesson notes and content
- ✓ Previewing/ pre-reading to be ready for new topics
- ✓ When researching topics in textbooks or online, use the Cornell system for making notes. The Cornell method enforces paraphrasing and supports understanding the relationships between evidence and ideas, issues and arguments, theories and experimentation.
- ✓ Form a small study-group with peers for mutual assistance and motivation
- ✓ Always ask for the teacher's help with subject-specific problems and the coordinators' help with general difficulties with effective study

Taking responsibility for your own learning

It's an attitude thing – do you want to be your own boss, and take responsibility for yourself? Most students would say yes to that. Then don't wait to be told what to learn, or how to learn it – look for opportunities in class to absorb all the information in your preferred way, and ignore the others that are into distractions. A teacher's role is to assist students to learn, not to force them so use them to help you. Remember – you're in charge of your learning, so take and keep control.

How do you learn?

Understanding how you learn gives you a better insight into more effective learning. Remember how you learned to ride a bike? You should recognise the following steps. Try to consciously include them into your study program.

- ✓ Identifying the need to learn
- ✓ Intending to learn
- ✓ Gathering resources
- ✓ Forming ideas
- ✓ Trailing ideas
- ✓ Reflecting on outcomes
- ✓ Repeating steps (i.e practising)

Additionally, people learn in different ways. Some like to use concept maps, others tables, a few colour codes some like to associate things with other ideas or words they understand, a number of people learn emotionally (through involvement) – try to figure out which is the preferred method for you to learn most effectively and then use it.

YEAR 11 & 12 PRIVILEGES

Study Hall

The study hall is located in the senior studies open space and is available for year 12 students during before and after school and study periods and for the Year 12 students during recess and lunch. This is a quiet study area. During study periods, students are permitted to the coffee/tea station and other facilities that are available.

A student management committee will be formed under the school captain's guidance. Specific responsibilities will be designated to ensure student maintain the proper management of the senior school space.

Expectations:

- ✓ Area is to be kept clean
- ✓ Students are working quietly and productively
- ✓ Students are to be working independently on their own work/study
- ✓ No phones are permitted to be used in study hall
- ✓ If a student has study period, they are expected to attend study hall. Attendance is compulsory

For anyone misusing or misbehaving will be banned from using the study area

VCE STUDY PERIODS AND THE SCHOOL DAY

VCE students are required to attend school for the whole day, from 8.40 am to 3.00pm. Facilities are provided for supervised and supported study during study periods. Study periods are part of the daily timetable for VCE students. Absence from study periods impact may the student's attendance requirements for VCE. All students who have a study period during the school day must ensure they sign themselves in at the senior school office and let a YLC know if they have intentions of studying elsewhere for the period instead of the senior school studies centre.

If students have a study period during Period 1 they may arrive at school for the beginning of Period 2. If students have a study period during period 4 and or 5 they may go home at the conclusion of their last period for the day. If students have a study period during Period 1 or 5 and choose to stay at school to study must do so in the Senior studies centre and must ensure they sign in on the study period attendance sheet to ensure they are accounted for.

Students will be required to maintain their homework program and to ensure that students keep up to date with their schoolwork there will be catch up sessions on various nights for VCE students, this will be communicated via your coordinator. Students will be informed that they must attend the sessions if they are falling behind in their schoolwork and the study sessions will be compulsory to attend. Contact will be made with your parents if this is the case. In addition, some senior classes will not be covered by a CRT in case of teacher absence students will attend the senior studies centre – quiet and effective study is expected in these sessions

THE HOME GROUP PROGRAM

All year levels at Lyndale Secondary College participate in a Home Group program each week for the year. The curriculum for the Senior School Home Group Program supports the students' motivation to succeed. The curriculum also, and specifically, supports students in their development of the goal-setting, time-management and study skills they need to be successful learners for the VCE and the future. For these purposes, the assemblies program involves visiting speakers from universities, educators who specialise in study skills, visiting experts on tertiary application procedures and presentations from the Careers Counsellor. In addition to these elements, a Careers Expo is held at the school, excursions to a university information day and a Tertiary Information Session (TIS) are undertaken to promote student awareness of their future options and provide motivation for success in the VCE and beyond.

It also addresses a much broader set of concerns to do with supporting the personal development of all students in relation to such themes as:

- ✓ personal resilience through stress management
- ✓ positive self-image
- ✓ school and cyber-safety
- ✓ leadership
- ✓ respectfulness
- ✓ prevention of bullying
- ✓ health and wellbeing

FAMILY/STUDENT/TEACHER CONFERENCES

For all year levels, there are two teacher-conference evenings for students and their families during the course of the school year. These evenings will occur the following times in 2023:

Thursday 4th May – Year 7 -12

Wednesday 19th & Thursday 20th July – Year 12

Thursday 10th August – Year 7-11

For the first of these conferences, the information available to students and families in the live Assessment Feedback on learning tasks, any completed SACs and the Term 1 Progress report should provide useful support for constructive conversations that lead to better learning outcomes for students. For the second of these conferences, the Semester 1 Report, the Term 2 and 3 Progress Reports and continued Live Feedback on learning tasks will assist teachers, students and their families to develop strategies for improved student outcomes.

The College expects all VCE teachers, students and their families to make bookings for both of these Conference Evenings. Bookings are made online through Compass and information on dates, times and the booking process are made available well before the events take place.

CAREERS COUNSELLING

All students in the Senior School, Year 7 – Year 12, have access throughout the year to the Careers Office. The Careers Counsellor and Assistant Careers Counsellor provide ongoing support for students and families in the following ways:

- ✓ Assemblies presentations on tertiary course/employment/apprenticeship and other post-secondary pathways
- ✓ Regular updates on new developments in post-secondary qualifications and career possibilities
- ✓ Individual assistance and assemblies presentation to support all Year 12 students with navigating the VTAC application process for admission to university and TAFE courses of study
- ✓ Individual assistance and specialist workshops to support all VCE Year 12 students with SEAS applications
- ✓ Weekly publication on Compass of the Lyndale Careers Newsletter
- ✓ Interviews with students and families to assist with pathway decisions for further education and future employment
- ✓ At interview in January, assist students who need to adjust their VTAC preferences for tertiary courses of study

To support their preparation for the transition from school to further education, training and employment, all Year 12 students attend, by appointment, individual interviews with the Careers Counsellor during the course of the year.

Student Declaration - Senior School Requirements 2023

Uniform

Students are required to wear the full Lyndale Secondary College uniform. If students are not in full school uniform, they need a note signed by a parent or guardian explaining a legitimate reason for being out of uniform, and a date confirming when the uniform issue will be resolved. This note needs to be presented to the Senior School Coordinators, and a pass will be issued. Any students out of school uniform & without a valid reason will be sent home. If there is a genuine financial issue, the Senior School coordinators and wellbeing team will assist the students to access full uniform requirements. Students who present out of uniform without a valid reason will be sent home to change into correct clothing once parents have been notified. Students are required to come back to school after they have been changed due to being out of uniform.

Equipment - All students are expected to bring to class:

- Pens/ workbook
- Laptop
- Appropriate requirements as book listed for each subject

Attendance Requirements

Senior school students are expected to:

- Attend all timetabled classes, excursions, assemblies, study hall
- Be punctual to all classes
- To ensure students get full access to the course and ample opportunity to demonstrate evidence of learning, including the teacher authenticating the learning, students are expected to attend 100% of classes, except for approved absences for school events such as sport and excursions, as well as genuine illness, COVID related reasons and bereavement.
- *Call the absence line in the morning of an absence or record absence on compass*

If a student has less than 100% approved attendance for each subject, then this becomes grounds for an N for the subject.

All absences need to be approved by the Senior school coordinators, as there is a VCAA requirement of attendance for teachers to validate student work. Once a student has been absent for 2 days during a term, the student will need to provide a medical for subsequent absences.

Family holiday, part time work, licence tests, Centrelink appointment and other similar reasons for absence are not acceptable.

Late Arrival

Students who arrive late with a note are required to sign in at the Senior School Office. Students who arrive late without a note are required to go to class and detention will be issued. Lateness will be counted as an unapproved absence.

Absence from School Assessed Coursework (SAC)

If students are absent on the day of a SAC then they must obtain a medical certificate as this will enable the SAC to be completed on an alternative day. Students are also required to leave a message on the absence line. If a medical certificate is not provided, students will receive an N for the SAC and the outcome.

Mobile Phone

No mobiles are permitted at school. If a student is found to have a phone, it will be confiscated and handed to the front office. Students will then need to claim their mobile phone at the end of the day. Students who are repeat offenders will need to discuss the issue with the VCE coordinators.

Work Ethic

As VCE is a transition to further study or employment, students are expected to use all class time and study period's effectively and complete all required tasks within the time allocated. Homework is also expected to be completed to your best standard and handed in on time.

Leaving School grounds

Students are not allowed to go to the shops at recess or lunchtime. Students who leave school without permission will be given a consequence for failing to follow the school rules.

Student Agreement

I have read the senior handbook, College code of conduct and understand the requirements I have to adhere to in order to complete VCE at Lyndale SC for 2023. I accept the expectations the College has of me.

Student Signature _____

Date _____

Notification of a Possible Breach of Authentication

Name and Home group of student: _____

Subject name: _____

Details and evidence of breach:

_____

_____

_____

_____

_____

_____

_____

_____

Name of Teacher:_____

Signature:_____

Date:_____

Please provide attachments

STUDENT ABSENCE LEARNING PLAN

Student Absence Learning Plans are implemented to support the education of students who are absent from school for an extended period. Student Absence Learning Plans should be developed collaboratively by teachers, students and their parent.

Student Absence Learning Plan must be developed for:

- students who are planning extended absences from school, for example for a family holiday
- students suspended for more than 3 days (refer to suspension guidelines for more information)
- students subject to an expulsion appeal process (refer to expulsion guidelines for more information).

It may also be useful to develop a Return to School Plan for students who have been absent from school for an extended period.

<table>
<tr><td colspan="2">Student name:
Year level: Date:</td></tr>
<tr><td colspan="2">Reason for absence:</td></tr>
<tr><td>Date of last day of school:</td><td>Date of return to school:</td></tr>
<tr><td colspan="2">Description of the educational program:</td></tr>
<tr><td colspan="2">Activities for the student to undertake while away from school:</td></tr>
<tr><td colspan="2">Outcomes for the student to achieve:</td></tr>
<tr><td colspan="2">Resources the student may find useful:</td></tr>
<tr><td colspan="2">Agreed role of parents/carers in supporting the absence learning program:</td></tr>
<tr><td>Contact details for the student to stay in touch:
School contact person:
Signature of parent/carer:</td><td>School phone number:
Signature of principal:</td></tr>
</table>

NOTIFICATION OF EXTENDED LEAVE

Student name: _____

Homegroup: _____

Details of Extended Leave:

Last Day of school: _____

Total No. Days Absent _____

Return to school date: _____

Reason for extended Leave:

_____

_____

_____

_____

_____

_____

I/We are fully aware of the implications of the request leave of absence, including that:

- Senior school students are required to have an attendance rate of 100% of classes, except for approved absences for school events such as sport and excursions, as well as genuine illness and bereavement
- Students cannot sit an 'unseen' assessment early
- Where students are absent for an internal examination, a '0' will be awarded, unless a medical certificate is provided, or alternative arrangements has been negotiated with the Year Level Leaders
- It is the responsibility of students to ensure that they have completed all required work whilst absent from regular classes
- As a result of this absence, results in each subject may be impacted upon. This may result in receiving 'N' for an outcome and subsequently the unit.

To keep up to date during the extended absence, an Absence Learning Plan must be completed by each subject teacher and relevant coursework provided. Students are required to return their completed Absence Learning Plan coursework to their Year Level Coordinators on the 1st day back at school.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Year Level Coordinator Signature: _____ Date: _____

Sub School Leader Signature: _____ Date: _____

……

☐ Absence Learning plan handed to the student Date:

☐ Absence Learning plan returned to the Year Level Coordinator Date:

DRIVING TO SCHOOL

Letter to Parents/ guardians

Dear Parent/Guardian

The College is aware that a number of senior students intend to drive to college either occasionally or on a regular basis.

Students and parent/guardians need to be aware that students cannot park in the Coleg grounds and that they are not permitted to go to their car during the College Day. It is also important that students and parents/ guardian are aware that under no circumstance can students, once at college transport other students in their cars when travelling to and from any College3 program or function.

Other College expectations are detailed in the College policy on student drivers. Breaches of the College Policy will lead to appropriate disciplinary action.

The College is mindful of the fact that young drivers are at greater risk than older more experienced drivers and that travelling with teenage passengers considerably increases the risks of young drivers. Consequently, we are conscious of the need to ensure a duty of care for our students.

We are also committed to ensuring that the community maintains a positive perception of the College and the responsible and unsafe driving by students will inevitably have a negative effect on the College's image within the community. We therefore have an expectation that students will drive to and from school in a safe and responsible manner. If the College becomes aware that students are breaking road rules, the police will be notified.

Yours sincerely

Diana Kennedy

Acting Assistant Principal

LYNDALE SECONDARY COLLEGE

SENIOR SCHOOL

Request for Course Change

NAME:

CURRENT YEAR LEVEL AND FORM:

SUBJECT/S CHANGING FROM:	SUBJECT/S CHANGING TO:

REASON FOR CHANGE:

_____
_____
_____
_____

RECOMMENDATION BY CAREERS:

_____
_____
_____
_____

Date and signature of Careers Coordinator: _____

PLEASE NOTE: Not all subject change requests can be approved. This may be due to full class sizes, the blocking grid on the timetable or a variety of other reasons. Every attempt will be made to accommodate students' needs however the final decision is with the Co-ordinators.

Signature of Student: _____

Signature of Parent: _____

Date and time submitted: _____

Signature of Coordinator: _____

	YES	NO
Has the change been approved?		
Has the change been updated on EdVal?		
Has the student been notified of the change(s)?		
Has the teacher been informed of the withdrawal from class?		
Has the new subject teacher been informed?		

Vass entered: ☐ **File:** ☐

LYNDALE SECONDARY COLLEGE- SENIOR SCHOOL

Request for Subject/ School- Based VCE

NAME:

SUBJECT/S REQUESTED TO COMPLETE AS A SCHOOL- BASED VCE:

	TEACHER INITIALS

NOTE: *School- based Unit 3 - 4 students are still required to complete the requirements as specified by the subject study design for satisfactory achievement of unit. There is flexibility for school- based VCE students to negotiate with their classroom teacher to demonstrate proficiency and a satisfactory completion of outcomes.* ***Once a decision of school- based VCE is made, it cannot be revoked.***

CAREERS NOTES (Please include documentation where required in relation to course information):

_____

_____

_____

Date and signature of Careers Coordinator: _____

I understand that making the decision to complete a unit without a study score has implications both in relation to receiving an ATAR or not and in the range of courses available in my post Graduate year.

Signature of Student: _____

Signature of Parent: _____

Date and time submitted: _____

Signature of Sub-School Leader/ AP: _____

	YES
Has a parent meeting/ phone call taken place to confirm the unscored subject/s?	
Has the conversation/ change been chronicled?	
Has the change been updated on EdVal?	
Has the classroom teacher been informed?	
Has the unscored spreadsheet been updated?	
Has the change been approved?	
Has the changed been entered in VASS?	
Has the paperwork been filed?	