

# BRENTWOOD SECONDARY COLLEGE

---

Senior Handbook 2022

VCAL  
VET  
VCE

# Contents

**Staff roles and contact emails**

**Student Expectations**

**VCAL**

**VET**

**VCE**

**Attendance Requirements**

**Assessment Guidelines**

**Breach of Rules**

**Special Provision**

**Quick Search**

# Staff roles and contact emails.

---

<b>Director of Pathways (VCE)</b>	Ann-Marie Mackay <a href="mailto:Ann-Marie.Mackay@education.vic.gov.au">Ann-Marie.Mackay@education.vic.gov.au</a>
<b>Head of House Jacaranda</b>	Joel Batalha <a href="mailto:Joel.Batalha@education.vic.gov.au">Joel.Batalha@education.vic.gov.au</a>
<b>House Leaders 10 – 12 Jacaranda</b>	Lauren Davine <a href="mailto:Lauren.Davine@education.vic.gov.au">Lauren.Davine@education.vic.gov.au</a>  Andrea Weinbergs <a href="mailto:Andrea.Weinbergs@education.vic.gov.au">Andrea.Weinbergs@education.vic.gov.au</a>
<b>Head of House Banksia</b>	Tim Columbus <a href="mailto:Tim.Columbus@education.vic.gov.au">Tim.Columbus@education.vic.gov.au</a>
<b>House Leaders 10 – 12 Banksia</b>	Rhett Jordon <a href="mailto:Rhett.Jordon@education.vic.gov.au">Rhett.Jordon@education.vic.gov.au</a>  Jim Davatzis <a href="mailto:Dimitrios.Davatzis@education.vic.gov.au">Dimitrios.Davatzis@education.vic.gov.au</a>
<b>Head of House Waratah</b>	Aaron Palmer <a href="mailto:Aaron.Palmer@education.vic.gov.au">Aaron.Palmer@education.vic.gov.au</a>
<b>House Leaders 10 – 12 Waratah</b>	Luke McCormick <a href="mailto:Luke.McCormick@education.vic.gov.au">Luke.McCormick@education.vic.gov.au</a>  Sarah Jolly <a href="mailto:Sarah.Jolly@education.vic.gov.au">Sarah.Jolly@education.vic.gov.au</a>
<b>Head of House Wattle</b>	Bill Exton <a href="mailto:Bill.Exton@education.vic.gov.au">Bill.Exton@education.vic.gov.au</a>
<b>House Leaders 10 – 12 Wattle</b>	Nicole Green <a href="mailto:Nicole.Green2@education.vic.gov.au">Nicole.Green2@education.vic.gov.au</a>  Sue Bach <a href="mailto:Susan.Bach@education.vic.gov.au">Susan.Bach@education.vic.gov.au</a>

<b>VCAL</b>	Nicole Green <a href="mailto:Nicole.Green2@education.vic.gov.au">Nicole.Green2@education.vic.gov.au</a>
<b>Pathways Managers</b>	Venkat Kalva <a href="mailto:Venkata.Kalva@education.vic.gov.au">Venkata.Kalva@education.vic.gov.au</a>  Timothy Li <a href="mailto:Timothy.Li@education.vic.gov.au">Timothy.Li@education.vic.gov.au</a>
<b>Pathways Counsellor</b>	Bridget Dowling  <a href="mailto:Bridget.Dowling@education.vic.gov.au">Bridget.Dowling@education.vic.gov.au</a>
<b>VASS Administrator – VET &amp; VCAL</b>	Jen Chanter <a href="mailto:Jennifer.Chanter@education.vic.gov.au">Jennifer.Chanter@education.vic.gov.au</a>
<b>VASS Administrator – VCE</b>	Janelle Pentreath <a href="mailto:Janelle.Pentreath@education.vic.gov.au">Janelle.Pentreath@education.vic.gov.au</a>
<b>Director of Wellbeing</b>	Brian Clements <a href="mailto:Brian.Clements@education.vic.gov.au">Brian.Clements@education.vic.gov.au</a>
<b>Director of International Students</b>	Pramila Thapliyal <a href="mailto:Pramila.Thapliyal@education.vic.gov.au">Pramila.Thapliyal@education.vic.gov.au</a>

# Expectations

---

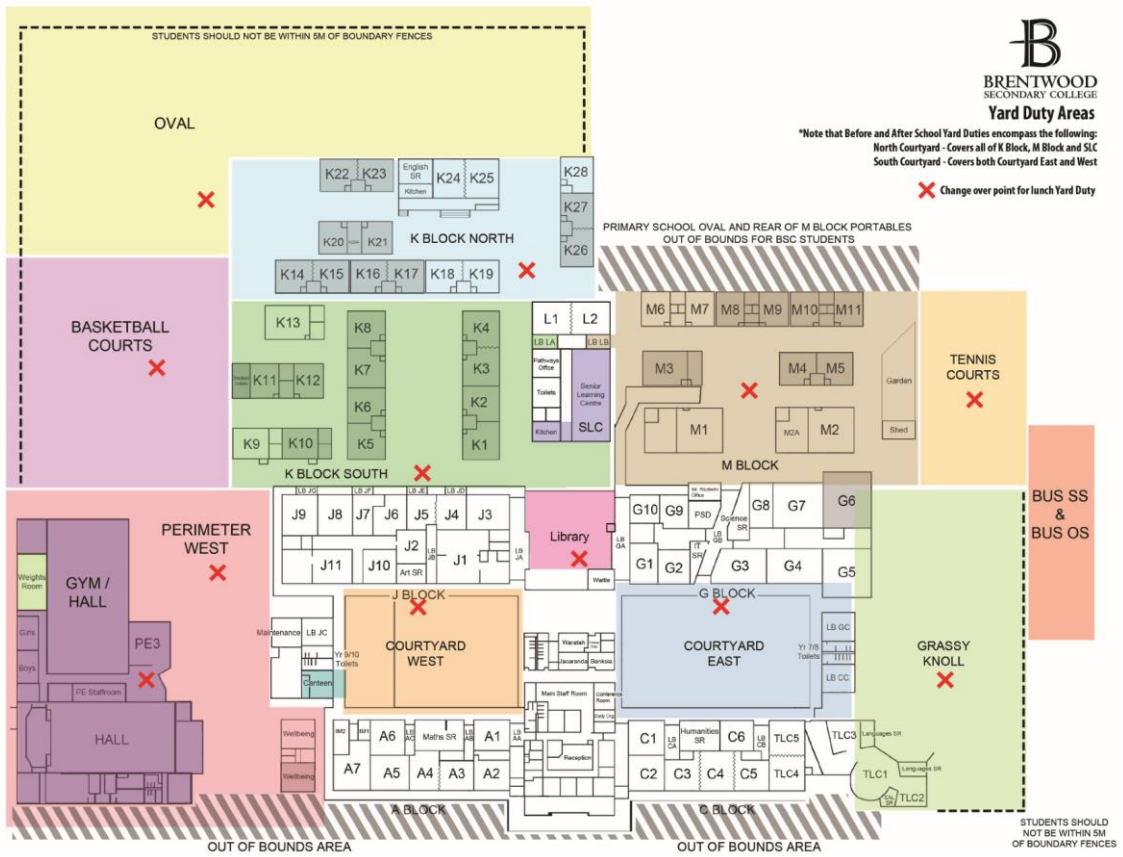
Senior students are role models for our school community and as such, should be behave accordingly. All senior students are expected to:

- Respect the learning environment enabling all students to focus on their work and achieve their true potential.
- Come to class on time with the required equipment, ready to learn.
- Submit work on time.
- Complete all Hurdle Tasks and SACs/SATs to the best of their ability.
- Follow teacher instructions.
- Be active participants in their learning.

## **Attendance:**

- All students are required to attend 80% of classes, as a bare minimum.
- Absences should be communicated to teachers, attendance officer and relevant House Leader.
- Medical certificates to cover absences should be submitted to the Attendance Officer in the House Hub.
- If a SAC is missed, the student is required to contact their class teacher and the Director of Pathways and VCE to have a reschedule approved.
- Students are not permitted to leave the school grounds throughout the duration of the school day (8.45am – 3.05pm).
- Year 11 students, who have a study period, should sign into the Library for supervised study by the Library staff.
- Year 12 students, who have a study period, are required to sign into the SLC for supervised study by the SLC Manager/TLI Tutors/Pathways Team/House Hub staff.
- Attendance for study periods is a requirement of senior students and serves as an excellent opportunity to revise for upcoming SACs, collaborate with peers and prepare for future lessons.
- Students are required at school even if a study period is scheduled for period 1.
- Year 12 students can sign out at the House Hub for period 4 if they have a study period.

SLC and Library highlighted in yellow:



# Victorian Certificate of Applied Learning (VCAL)

---

The Victorian Certificate of Applied Learning (VCAL) is a senior secondary certificate of education recognised within the Australian Qualification Framework (AQF). VCAL is a pathway to Technical and Further Education (TAFE), university, apprenticeships/traineeships or employment.

There are three award levels:

1. Foundation
2. Intermediate
3. Senior

The three qualification levels cater for a range of students with different abilities and interests. They also provide a progression in the development of skills, knowledge and attributes. Currently, at Brentwood, we only offer the Intermediate level.

## **AIMS OF THE VCAL**

The qualification aims to provide the skills, knowledge and attributes to enable students to make informed choices about employment and education pathways. Personal development, students' interests and pathways for senior secondary students, in the context of applied learning, underpin the design of VCAL.

The VCAL certificate at Intermediate and Senior level recognises completion of a senior secondary qualification and primarily prepares students for further studies at the next VCAL level, in the Victorian Certificate of Education (VCE), in Vocational Education and Training (VET), in Further Vocational Education and Training (FE) and/or employment.

## **Application Requirements:**

- Brentwood student from at least Year 9
- Positive work habits
- Vocational pathway expressed in Career Action Plan
- Interview

## **Structure of VCAL**

Each student should be enrolled in a program that includes curriculum from each of the following strands:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills.

### **Qualification requirements**

To be awarded a VCAL qualification, students must successfully complete a program that contains a minimum of 10 credits. A credit is gained for successful completion of a unit of study.

A unit of study can be:

- one VCAL unit
- one VCE unit
- 90 hours of completed VET modules or units of competence and/or FE modules.

### **A student's VCAL program must include:**

- a minimum of two VCAL units
- at least one Literacy unit\*
- at least one Numeracy unit\*
- at least one unit from the Industry Specific Skills strand. (At the VCAL Intermediate and Senior levels, the learning program must also include accredited VET curriculum components to the value of a minimum of one credit in the Industry Specific Skills strand.)
- at least one unit from the Work Related Skills strand
- at least one unit from the Personal Development Skills strand
- six credits at the VCAL level attempted (Foundation, Intermediate or Senior) or above. One of these credits must be for Literacy and one must be for Personal Development Skills



# Vocational Education and Training (VET)

Vocational Education and Training (VET) is an important component of both of Victoria's senior secondary qualifications, the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).

**VET is a 2 year subject** combining senior school studies and accredited vocational education and training. VET enables students to complete a nationally recognised qualification and a senior school certificate simultaneously. VET helps to provide a pathway directly to employment and/or further vocational studies and qualifications. VET focuses on students developing industry specific and workplace skills.

RTOs (Registered Training Organisations) facilitate the majority of VETs and students typically complete them on a Wednesday afternoon each week.

## **Assessment:**

Units of Competency (UoCs) are the building blocks that make up a VET qualification. Each UoC includes specific skills and knowledge.

VET students are assessed as Competent (C) or Not Yet Competent (NYC). To be assessed as competent, students must show a consistent application of skills and knowledge to the standard required in the workplace. Assessments often take place in a real or simulated workplace environment.

## **VET contribution to ATAR:**

**Scored VETs** – contribute directly to the ATAR when a Unit 3&4 sequence is completed, either as one of the primary four studies or as a fifth/sixth subject. Students are required to complete scored assessments and an external VCAA exam.

**Unscored VETs** – contribute to the ATAR when a Unit 3&4 sequence is completed, as an increment of 10% as one of the fifth/sixth subjects.

## **Expectations:**

### **Students are expected to:**

- achieve "Competent" in each Unit of Competency (UoC) before moving from Year 1 to Year 2
- sign out at the House Hub when leaving the school grounds to attend their external VET subject.
- attend all VET sessions. There is a minimum attendance requirement of 80% and students need to satisfy the nominal hours in order to satisfy the requirements of their VET.

- communicate with their trainer if they are going to be absent. Medical certificates should be submitted to cover absences.
- stay abreast of all work both at school and for their VET subject. Their study periods should be used productively to complete missed work and liaise with their teacher and/or trainer.
- Year 10 and Year 11 VET students are required to sign into the Library for supervised study by the Library staff for their study periods.
- Year 12 VET students are required to sign into the SLC for supervised study by the SLC Manager/TLI Tutors/Pathways Team/House Hub staff

The Pathways Team and VET VASS Administrator will monitor attendance, behaviour and work completion via regular contact with the RTOs. Students should address any concerns to these staff members.

Further VET information, please contact the Pathways Team or click on the below link:

<https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx>

# Victorian Certificate of Education (VCE)

The minimum requirement for satisfactory completion of the Victorian Certificate of Education (VCE) is 16 units. Of these 16 units, students are required to complete:

- three units from the English group (mainstream, Literature, English Language or EAL). Two of these three units must be Units 3 and 4.
- at least three other Unit 3&4 sequences.

## **At Brentwood Secondary College students:**

in Year 11 are required to study 12 units (six subjects):

- 6 x Unit 1 and 2 studies; or
- 5 x Unit 1 and 2 studies and 1 Unit 3 and 4 study (Advanced Placement); or
- 5 x Unit 1 and 2 studies and 1 VET study

in Year 12 students are required to study 10 units (five subjects):

- 5 Unit 3 and 4 studies; or
- 4 Unit 3 and 4 studies and 1 University level study; or
- 4 Unit 3 and 4 studies and 1 VET study

This gives students a total of 22 units towards their VCE.

## **Languages – external to Brentwood**

Students, both domestic and international, are required to gain approval to study a language external to Brentwood, prior to enrolling. Students should attend Victorian School of Languages

(VSL). International students are required to meet with the Director of International Students and domestic students are required to meet with the Director of Pathways & VCE.

Students enrolled in studies external to Brentwood Secondary College are expected to comply with these requirements. Any variation to this must be approved by the Director of Pathways & VCE.

### **Repeating a VCE subject**

Brentwood does not facilitate the repeating of VCE subjects. Students are encouraged to give each subject their best effort and use the two years of their VCE program to the best of their ability to gain an in-depth understanding of the Key Skills and Knowledge.

### **VCE Advanced Placements**

Some Year 10 students will study a Unit 1&2 subject which is referred to as an Advanced Placement. Student performance will be monitored. If performance is unsatisfactory or the student wishes to discontinue the advanced placement after Unit 1, he/she may be withdrawn and placed in a Year 10 subject for the second semester. Students who perform well in Unit 1 and wish to continue the subject will be permitted to enrol in Unit 2 for Semester 2.

Advanced Placements are offered to Year 9 students in second semester, before students are allocated their course for the following year. Places are offered where there are vacancies in Unit 1 classes, after Year 11 students have been allocated to classes. First preference is given to students who have demonstrated a high level of academic achievement or who show an aptitude in a specific subject (eg. Music).

### **University Extension Studies**

Students may apply to attempt a University level subject whilst completing Year 12 studies. Students need to apply for participation in these programs and be recommended by their relevant Head of House. The Head of House will certify that selected students meet the guidelines provided by universities, which may include specific tests. Normally, students enrolling in university studies will have demonstrated outstanding achievement across all studies and have a VCE study score of 40 or more in the preparatory study. Applications must be submitted by the due date specified by the institutions (usually towards the end of October).

### **Change of Course**

Course changes are offered at key times throughout the year. These are communicated to students and parents via Pathways Newsletter and Compass. This is a rigorous process and changes can only be made with a valid reason; providing there is space in the requested subject.

- In Term 2, mid-year changes can be made between Unit 1 and 2 subjects only. Students cannot change Unit 3 or 4 subjects.
- At the end of the school year for the following year, subject change requests can be made during Course Confirmation appointments, prior to the Head Start program.
- Towards the end of the Head Start Program, students can also request a change for the following academic year.
- If there are any concerns at the beginning of the academic year, parents are requested to contact the Director of Pathways & VCE.

# Attendance

VCE students are required to have a minimum attendance percentage of 80%. Students who are absent consistently, will be unlikely to develop the skills necessary to achieve the measured outcomes of their Year 10 or VCE course to a satisfactory level.

**There are two levels of attendance requirements, which must be met.**

1. Overall school attendance.
2. Attendance requirements for the satisfactory completion of the VCE.

## Overall School Attendance

Brentwood's attendance policy requires that:

- Students are on time and ready to learn for the commencement of Period 1, every morning.
- Students are not to leave the school grounds at any time once they have arrived.
- Any student who arrives at school after the beginning of Period 1 (for any reason) **MUST** report to the House Hub and sign in with the School Attendance Officer.
- Habitual lateness to school or class will incur consequences and may result in a student failing to meet attendance requirements for a specific subject.
- Unexplained absences are a breach of the College rules and will incur sanctions.
- Students who need to leave school early **MUST** provide a parent/guardian note on Compass and also see the School Attendance Officer.
- Year 12 students who have no scheduled classes period 4 may sign out through the House Hub. If a student is not signing out, they must be in the Library or Senior Learning Centre.
- Students are required to leave the school grounds, once they have signed out.
- **IMPORTANT:** Failure to sign in or out of school after 8:50am and before 3.05pm will result in graduated consequences which may include a withdrawal or suspension.
- In the case of illness students **MUST** report to the General Office (sick bay) before leaving the school grounds.
- Parents must contact the school on the day of any absence via compass, email or phone.

## Attendance requirements for the satisfactory completion of the VCE

All VCE students are expected to attend all timetabled classes, excursions and assemblies and be punctual at all times. 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.

Heads of House will keep a record of a student's attendance so we can ensure students are attending at least the minimum number of scheduled classes in order to demonstrate satisfactory completion of a subject.

- After 3 absences – parents are contacted to express concern about attendance.
- After 5-10 absences – students and their parents/guardians are again contacted and are requested to attend an interview to discuss options and strategies with a House Leader.
- After 15 absences – N result for the Unit(s). Students and parents/guardians are required to attend an interview. Students who have attended less than 80% of scheduled classes will be deemed not to have attended sufficient classes to allow teachers to verify satisfactory understanding of the outcomes. Special provision may be granted to students with medically documented conditions at the discretion of the Director of Pathways, Partnerships and Community Engagement. Students who have been granted special provision must submit tasks as required by the subject teacher, to enable verification of their understanding of the required concepts.

### **School Approved Absences**

School Approved Absences do not contribute to the student's overall number of days absent. If a student is participating in a sports team or attending an excursion, **they are required to notify their class teacher in advance and obtain the work that they have missed.**

If a student will be absent for a SAC on the day of a school approved absence, **they are to notify their class teacher in advance.** The class teacher will arrange a time for the SAC to be rescheduled.

### **Absence due to illness**

These absences contribute to the student's overall number of days absent. Students must supply a Compass absence notification from their parent or guardian.

If a student misses a SAC or assessment due to illness, they **MUST** provide a medical certificate to the attendance officer in the House Hub. If students do not provide a medical certificate, they will not be given the opportunity to obtain a score for the SAC/Assessment and therefore, they will receive an N for the Outcome and therefore an N for the Unit.

### **Extended Absences – Family Holidays**

Holidays during school time **are not an** approved absence. Refer to Education Department Policy – *It's not OK to be away.* (Please click on the link to access information regarding attendance <https://www.education.vic.gov.au/parents/going-to-school/Pages/attendance-missing-school.aspx>)

If you are planning a holiday, you must consult with your House Leader before flights and/or accommodations are booked. Please make a time to discuss in person.

## Absences – Approved/Not Approved:

<b>Bereavement</b>	Approved – Parents/Guardians to email
<b>Driver's Licence Appointments</b>	Not approved
<b>Employment or work shifts</b>	Not approved
<b>Attendance at weddings or significant family events, including religious events.</b>	Approved – application to be sought at least 10 days prior to event.
<b>National and state level sporting tournaments</b>	Approved – letter from organisation outlining commitment and extended absence application completed.
<b>Concerts and Festivals</b>	Not approved.
<b>Tutors at home</b>	Not approved. School tutors should NOT be arranged during school hours of 8:45am and 3:05pm
<b>University Enhancement Lectures</b>	Approved – proof of attendance required
<b>TAFE/VET classes</b>	Approved – proof of enrolment required
<b>Religious Observations</b>	Approved – communication to House Leaders
<b>Short Courses</b>	Approved on application to Director of Pathways, Partnerships and Community Engagement
<b>Medical, Rehabilitation or Mental Health Appointments</b>	Approved – medical certificates or letter required
<b>Dentist/Orthodontist Appointments</b>	Approved – medical certificate required

## Other Absence Details

If there are other absences not covered above, please contact your House Leader to discuss.



# Assessment

---

## Overview of Assessment

### Satisfactory Completion of VCE Units 1 – 4

Students must complete 16 units (eight of which must be Unit 3 and 4) to satisfy their VCE.

VCAA states:

*For satisfactory completion of a VCE unit, a student must demonstrate achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designed for the unit. This decision is distinct from the assessment of levels of performance.*

*The key knowledge and skills and the advice for teachers included in the study design, will assist teachers in making this judgement. The key knowledge and skills do not constitute a checklist of elements that need to be assessed separately.*

*In those studies where the set of assessment tasks for School-assessed Coursework scores covers all outcomes designated for the unit, satisfactory performance on these tasks is sufficient evidence to award S for the unit.*

### VCE Satisfactory unit result

Students receive Satisfactory (S) for a unit when the school determines that all outcomes are achieved satisfactorily.

To achieve an outcome a student must:

- produce work that meets the required standard
- submit work on time
- submit work that is clearly his/her own
- observe the VCAA and school rules.

If a teacher judges that all outcomes are achieved, the student satisfactorily completes the unit.

### VCE Not Satisfactory unit result

Students receive Not Satisfactory (N) for the unit when one or more of the outcomes are not achieved because:

- the work is not of the required standard
- the work cannot be authenticated
- there has been a substantial breach of rules including school attendance rules.

## **VCE Units 1 – 4 SACs and SATs**

### **SACs**

SACs are School Assessed Coursework that is set by the subject teacher. This is assessment that is used to judge whether a student can demonstrate knowledge of the outcomes for each unit of study. This is completed during class time and can be in the form of essays, short answer questions, tests, lab reports, oral presentations, research reports or case studies.

It is an expectation that all students give each SAC their best effort.

### **SATs**

School Assessed Tasks are set in subjects such as Studio Arts, Computing, Software Development, Media, Food Technology, Visual Communication and Design and Product Design and Technology. These are usually folio/practical work that is completed over a period of time and is to be submitted for assessment by the subject teacher. Students must ensure that all work is of their own creation. (See Authentication and receipting work.) Students who fail to meet these guidelines may be in breach of VCAA rules.

## **Authentication and Receipting of Work**

Due to the nature of SATs occurring over a prolonged period of time, students are permitted to complete their work both in and out of the classroom. It is necessary for the Authentication Process to occur in these instances.

The class teacher will ask to sight the student work at various intervals throughout the SAT. Subsequently, the Authentication Record is completed by both student and teacher. This Authentication Record is a means of ensuring the work is that of the student as the teacher has sighted it throughout its development.

Once work for SAT has been authenticated, the subject teacher will issue a receipt of work as a record.

## **Onus of proof**

In order to obtain the necessary evidence, students may be required to:

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of other work
- complete, under supervision, a supplementary assessment task related to the original task
- attend an interview or complete a test to demonstrate understanding of the work.

### For Unit 1 and 2 only

1. School based assessment contribution to the global grade
2. Exam weighting and general content.

### For Unit 3 and 4 only

1. School based assessment percentage value to the unit
2. School based assessment percentage towards the study score
3. Information about non-school assessed examinations and contribution to assessment.

## **Hurdle Task**

For each outcome where there is a SAC/SAT, there will be an accompanying Hurdle Task/s.

- Practice Questions
- Audit Stages for long term tasks and SATs
- Completion of set classwork
- Mock assessments or practice tasks for oral presentations or speaking assessments
- Performance evenings for performance assessments
- Other class work as deemed appropriate by the class teacher

Hurdle Tasks contribute to the S for the Outcome. However, it is essential that students complete the related SAC to ensure they put themselves in the best position to achieve a satisfactory result for the outcome.

**Hurdle Tasks are designed to prepare students for formal assessment (SACs or SATs). Students are required to complete all Hurdle Tasks to the best of their ability.**

## **Notification of Assessment**

All students must be notified of the date of an assessment at least 5 school days before the scheduled assessment is to take place. The date will be on the Compass learning task related to the assessment.

## **Scheduling Assessment**

All assessment practices need to take into account a fair and even playing field for all students. Studies with multiple classes should ensure all students are given the same conditions and task for each School Based Assessment pertaining to an outcome.

Assessment should occur during formal assessment periods or during class time.

If studies with multiple classes run assessment during class time, the task needs to be taken into consideration. A class that runs an assessment on Tuesday is not disadvantaged by a class that

runs an assessment on Thursday. Alternative tasks need to be considered with variations in questions.

If a study with multiple classes decides that all students must sit the same task with the same questions, then the teachers of the study should consider running the assessment during a formal assessment period.

### **Redeeming outcomes – submitting further evidence for satisfactory completion**

If, in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes undertaken and submitted by the student for the unit. This work may include class work, homework, additional tasks or discussions with the student that demonstrate their understanding of the outcome. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work. A student may only submit further evidence, or resubmit a School-based Assessment for reconsideration, to redeem an S for the outcome. Students may not resubmit to improve a School-based Assessment score.

### **Rescheduling of Tasks**

Students must have a medical certificate in order to obtain a score from a rescheduled SAC. Students can also obtain a score from a rescheduled SAC if there was a clash with the original SAC date, an approved school event or program. Students need to see their class teacher to reschedule SACs. Students must submit a medical certificate to the Attendance Officer in the House Hub in order to obtain a score for the SAC. The Director of Pathways, Partnerships and Community Engagement has overall responsibility for approving the absence from a VCE assessment.

# VCE Breach of Rules

---

For VCAA rules and more details of the sections below, refer to p96 of the *VCE and VCAL Administrative Handbook 2020* (<https://vcaa.vic.edu.au/administration/vce-vc-al-handbook/Pages/index.aspx>)

According to the handbook schools should be:

- Ensuring that there are established procedures for making school-based assessments and that these procedures are applied consistently.
- Allowing for student appeal on adverse school decisions.

For equitable and consistent penalties for breaches of school rules and VCAA rules, it is essential that:

1. Students are notified of these rules and of the dates and requirements of all assessment tasks.
2. Teachers keep accurate and accessible records of all student assessments, including submission dates and records of progress on extended tasks such as folios.
3. All rescheduling and redemption is organised through the House Leaders. Subject teachers should not arrange any Special Provision (such as time extensions or alternative dates for tests) directly with students.

## **Authentication**

Teachers who believe that a breach of rules has occurred or that a student has behaved inappropriately, should report the incident to the Director of Pathways, Partnerships and Community Engagement. Teachers must identify the breach or inappropriate behaviour and inform the student before the end of the allocated time period for the assessment involved.

The work should not be accepted for assessment until sufficient evidence is available to show that the work is the student's own. If a breach is believed to have occurred the original of the final version of the work is to be retained by the school. The student is to retain a copy.

## **Onus of proof**

Students must provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements. (See assessment section of this handbook for more detail.)

## **Student interviews**

Prior to a decision being made by the school which results in a penalty being imposed, the student should be requested to attend an interview. The interview panel must consist of at least two and

no more than three teachers (the study teacher and up to two representatives of the principal, eg the relevant Faculty Head and/or a House Leader). All members of the panel must understand the purpose of the interview and if applicable, have sufficient knowledge of the study to allow full participation in the discussion and decisions. Students are permitted to bring a support person with them to this interview. The support person may be a member of the college wellbeing team.

### **Students caught cheating in a SAC**

If a student is found to be cheating in an assessment, the student will automatically receive 0 for the assessment and referred to the Director of Pathways, Partnerships and Community Engagement. Forms of cheating include but are not limited to:

- Having notes on your person either in the form of written notes on paper or writing on skin or other parts of the body and/or clothing.
- The use and/or possession of an electronic device (phone, smartwatch, tablet device, laptop, two-way communicator).
- Communication during an assessment in any form.
- Students who copy or look at the work of another student.
- Students who submit any work that is the same as another student or is plagiarised from the internet or other source.

### **Penalties for breaches of rules**

The Director of Pathways, Partnerships and Community Engagement can:

1. Provide the student with the opportunity to resubmit work for satisfactory completion
2. Refuse to accept that part of the work which infringes the rules and assess the remainder of the work
3. Refuse to accept any part of the work, so that:
  - N will be awarded for the outcome
  - NA will be submitted for the School-assessed Coursework and/or the School-assessed Task

#### *Notification of penalty to the student*

If a decision is made to impose a penalty as described in this section, the Director of Pathways, Partnerships and Community Engagement must notify the student and parents in writing within 14 days of the decision being made.

### **Appeal against a school decision**

It is essential that the procedures and decisions regarding all penalties for breaches of rules are fully documented. Students must be informed of decisions in writing. The notification must include their right of appeal and the procedure for making an appeal. Students may appeal against a school decision or a school penalty.

# VCE Special Provision

---

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

There are three types of Special Provision available to students:

1. School based assessment – students may apply to their Head of House for exemptions from the attendance requirements, extensions to deadlines, additional time to complete tasks or rescheduling of tasks. The Head of House will discuss the application with the Director of Pathways & VCE before agreeing on a decision.
2. Special Examination Arrangements – students may apply to VCAA through the Director of Pathways & VCE for special arrangements during VCAA Unit 3 or Unit 4 examinations.
3. Derived Examination Scores - students may apply to VCAA through the Director of Pathways & VCE 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.

## Senior Secondary Information

Brentwood Secondary College will make reasonable adjustments to accommodate any senior secondary students with additional needs or a disability that are seeking to access a senior secondary course.

From time to time, reasonable adjustments or special provision will be required for Senior Secondary assessments and exams, a list of possible adjustments is provided below:

- Rescheduling school-based assessment tasks.
- Extra time to complete assessment tasks.
- Extra reading time, writing time, rest breaks.
- Alternative format exam papers (e.g. enlarged print, Braille).
- Replacing a task with a task of a different kind.
- Using a single task to assess more than one of the learning outcomes.
- Using technology (e.g. laptops), integration aides, or other special arrangements.
- Extensions of time to complete folio and production items.

Reasonable adjustments or Special Provision may also be granted for examination arrangements:

- Extra reading time, writing time, rest breaks.
- Alternative format exam papers (e.g., enlarged print, Braille).
- Use of assistive technology.
- A reader and/or scribe.
- A clarifier.
- Alternative examination venue (e.g., separate room, home, hospital).
- Receiving a derived score for external examinations where a student has been ill or affected by personal circumstances

Students wishing to apply for special provision will need up to date documentation from an appropriate professional: doctor, psychologist.

The Director of Pathways & VCE will notify staff if a student has been granted special provision. The communication 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.

Note: VCAA requires applications for Special Examination Arrangements for existing conditions to be submitted by April 2022. "Emergency applications" for new conditions or illnesses that occur can be made at any time during the year, but not later than 7 days after the student has completed their Unit 3 or Unit 4 examination as appropriate.